Instructional Program Review
2019/20 UPDATE

Architecture

Created on: 08/14/2019 09:21:00 AM PST
Last Modified: 02/10/2020 02:22:40 PM PST

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Ian J. Kay, Professor assisted by, Valerie Abe, Associate Professor, Robert Wong, Associate Professor, Department of Architecture & Environmental Design
- Name of Liaison: Sudhakar Kalagara
- Department Chair: Ian J. Kay
- Name of Manager/Service Area Supervisor: Charles Zappia, Dean, School of Social/Behavioral Sciences and Multicultural Studies
- Is this a CTE program? (State Yes or No): Yes

- Number of T/TT Faculty: 3
- Number of Adjunct Faculty: 9
- Number of sections taught by T/TT Faculty: 9
- Percent of FTEF taught by T/TT Faculty: 2.7
- Number of Pro-Rata Faculty: 1
- Number of Classified Employees: 1

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

PROGRAM GOALS (REQUIRED)

2018/19

Ceiling Document Camera, Ceiling Projector Replacement & Related Podium Upgrades in Z102
The primary goal for this cycle of Program Review is the replacement of the ceiling mounted document camera, ceiling mounted projector, wall mounted screen and related podium upgrades in the Design Center Auditorium, Z102. 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.

Mapping

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 2.4, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 6.1,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Permissive Use 10.20, Perkins Permissive Use 10.7, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Strong Workforce Recommendation 2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Repair & Repainting the Exterior of the Design Center

The secondary goal at this time is to repair and repaint the exterior of the entire Design Center. To facilitate this, Department Faculty will develop a series of workshops that will allow us to develop a master plan paint scheme for the Design Center. The painting itself will be performed by a professional painting contractor who will be recommended and vetted by the District Architect, Lance Lareau.To move the project forward, we asked a group of students to produce preliminary paint schemes for the Design Center. We have attached those schemes in this document.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 4.1, Strategic Goal 6.1,

CTE 2018/19: Perkins Permissive Use 10.20, Perkins Requirement 3, Perkins Requirement 7,

Institutional Learning Outcomes 2016/17: Communication, Global Consciousness

Art Installation at the Design Center

Our goal at this time is to propose an initial installation of three versions of Le Corbusier's Le Modular. Department Faculty will develop the drawings for fabrication in steel plate, the concrete base details and color selections. The fabrication itself will be performed by a professional steel fabricator. The installation will be performed by a contractor that will be recommended and vetted by the District Architect, Lance Lareau.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 3.2, Strategic Goal 4.1, Strategic Goal 6.1,

CTE 2018/19: Perkins Permissive Use 10.20, Perkins Requirement 3, Strong Workforce Recommendation 2,

Institutional Learning Outcomes 2016/17: Communication, Global Consciousness

Ceiling Document Camera, Ceiling Projector Replacement, Podium Replacement & Related Upgrades

A major challenge facing the Department is the replacement of the all ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors, wall mounted projector screens and podiums at the Design Center. The current equipment is analog based and must be upgraded to a digital based system if we are to keep pace with industry standards.This goal supports all faculty and students within the Department of Architecture and Environmental Design.

Mapping

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 2.4, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 6.1,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Permissive Use 10.20, Perkins Permissive Use 10.7, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Strong Workforce Recommendation 2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Design Center Building 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 ten years, we have discovered that there are many areas of the exterior and interior that require attention. Constructed in 1953, the Design Center buildings are over 60 years old, the oldest on Campus, and even though minor 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: • Replacement of fascia's.• 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 issues.• Landscape maintenance.This goal supports all faculty and students within the Department of Architecture and Environmental Design.

Mapping

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

CTE 2018/19: Perkins Permissive Use 10.20, Perkins Requirement 7

New Exhibit Gallery Building

A short term goal is to realize our proposal for an Exhibit Gallery Building at the Design Center. The gallery will be used for exhibiting the work of students and professionals. Professionals would be invited to lecture as well. Utilizing the existing auditorium and new gallery for lectures and exhibits by visiting designers will bring working professionals and their work to students in the Department as well as the Campus at large.We have experienced a need for a building of this type for some time and have discussed ways to approach the realization of such a project. Upon viewing student designed exhibit gallery projects at the Spring 2018 Annual Student Exhibit, then Vice President of Instruction, Tim McGrath and our Dean, Charles Zappia, encouraged faculty to pursue the project through the appropriate channels.Beginning In the Summer of 2018, faculty from the Architecture Program developed detailed preliminary design drawings for the building and related landscape improvements.

Mapping

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 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 5.1, Strategic Goal 5.2, Strategic Goal 6.1,

CTE 2018/19: Perkins Permissive Use 10.20, Perkins Permissive Use 10.3, Perkins Permissive Use 10.5, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Perkins Requirement 8, Strong Workforce Recommendation 1, Strong Workforce Recommendation 11, Strong Workforce Recommendation 15, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce Recommendation 7,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Computer Hardware Replacement

A major challenge is the replacement of hardware utilized by the program. Updated hardware reflects an improvement and modernization of the learning environment and models the current workplace environment. Providing industry state-of-the-art hardware, increases access to students who cannot afford the price of this hardware. The ability of students to apply this hardware to architectural, interior design and building construction technology projects increases the employability of these students and the success of students transferring to college and university programs. The quality of the hardware goes hand-in-hand with the software. Fortunately, our hardware, then four years old, was upgraded during the 2016 Summer Break and we have made additional upgrades since that time. However, problems with the hardware are inevitable as the software we employ is upgraded every year which impacts hardware operation.

Mapping

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 4.2, Strategic Goal 4.3, Strategic Goal 5.2, Strategic Goal 6.1,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 2, Perkins Permissive Use 10.20, Perkins Permissive Use 10.7, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Strong Workforce Recommendation 15, Strong Workforce Recommendation 2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy

Strengthening Articulation Agreements

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 programs. We have an excellent track record of assisting our students in transferring to the four public colleges and universities in California. However, we are in the process of developing block articulation agreements with Cal Poly San Luis Obispo, Cal Poly Pomona and full articulation agreements with the University of California Berkeley and the University of California Los Angeles. In addition, we have been asked to develop an articulation agreement with the University of New Mexico.

Mapping

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 2.4, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 6.1,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 2, Perkins Core Indicator Activity 3, Perkins Core Indicator Activity 4, Perkins Permissive Use 10.10, Perkins Permissive Use 10.12, Perkins Permissive Use 10.2, Perkins Permissive Use 10.20, Perkins Permissive Use 10.3, Perkins Permissive Use 10.6, Perkins Requirement 2, Perkins Requirement 1, Perkins Requirement 8, Strong Workforce Recommendation 1, Strong Workforce Recommendation 10, Strong Workforce Recommendation 2, Strong Workforce Recommendation 7, Strong Workforce Recommendation 8

Replacement of Model Building Equipment

With access to a fully integrated model building lab, students trained in the use of model building equipment such as laser engravers and 3D printers and methods are able to use this knowledge to complete a wide range of projects across the curriculum. We currently own three Epilog Laser Engravers. Our concern is future replacement of these engravers as they become obsolete. Fortunately, they are functioning properly at this time, but we do see a time, in the near future where these engravers will need to be replaced.We have attached a cost estimate for the purchase of the laser engravers.It should be noted that the laser engravers are and will be available for all programs within the Department.

Mapping

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,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 3, Perkins Core Indicator Activity 4, Perkins Permissive Use 10.20, Perkins Permissive Use 10.7, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Strong Workforce Recommendation 1, Strong Workforce Recommendation 2,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Information Literacy

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

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 core courses, the program will offer a broad introduction to the field of architecture. Studies in the various areas will 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, majors will be introduced to a wide range of disciplines and studio practices.

Mapping

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 2.3, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 2, Perkins Core Indicator Activity 3, Perkins Core Indicator Activity 4, Perkins Core Indicator Activity 5, Perkins Core Indicator Activity 6, Perkins Permissive Use 10.10, Perkins Permissive Use 10.13, Perkins Permissive Use 10.20, Perkins Permissive Use 10.4, Perkins Permissive Use 10.9, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Perkins Requirement 8, Perkins Requirement 9, Strong Workforce Recommendation 1, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce Recommendation 7,

Institutional Learning Outcomes 2016/17: Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Installation of Garage Door in Z201/Model Shop

A major short term goal is to provide better access to the model building shop in Z201. Developing and outfitting the 3D model building shop has been an important step forward for the Department, particularly, the Architecture Program. The fully completed facility is now open. The main issue in need of resolution is additional access to this space to improve natural light and ventilation and functionality. Currently, access occurs from two standard doors and one segmented, glazed garage door. This door was installed in the Summer of 2019 utilizing CTE Strong Workforce funding. Our original proposal included a second door, but funds were not available.What we are proposing is the addition of a second segmented glass, garage-type door to match the existing door. Doing this would allow the students easy and improved access to the exterior when the model shop is open for use. In addition, ventilation for the model shop will be improved.

Mapping

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 6.1,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Permissive Use 10.20, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7,

Institutional Learning Outcomes 2016/17: Communication, 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,

Program Learning Outcomes for Architecture: PLO #1: Critical Thinking, PLO #2: Communication, PLO #3: Professional & Ethical Behavior, PLO #4: Global Consciousness, PLO #5:Information & Technological Literacy

ACTION PLANS FOR GOALS (REQUIRED)

Actions

2018/19

Goal

Goal: Ceiling Document Camera, Ceiling Projector Replacement & Related Podium Upgrades in Z102

The primary goal for this cycle of Program Review is the replacement of the ceiling mounted document camera, ceiling mounted projector, wall mounted screen and related podium upgrades in the Design Center Auditorium, Z102. 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: Ceiling Document Camera, Ceiling Projector Replacement & Related Podium Upgrades in Z102

Describe the actions needed to achieve this objective:	The following actions are needed to achieve this objective: 1. Meet on-site with representative from Southland Technology to discuss requirements so said representative can compile list for replacement of the ceiling mounted document cameras, wall mounted screens, ceiling mounted projectors and related podium upgrades in the Design Center Auditorium, Z102. 2. Representative from Southland Technology to develop and submit sales quote for the replacement of the ceiling mounted document camera, ceiling mounted projector and related podium upgrades. 3. Purchase all required components as defined by Southland Technology in their submitted sales quote. 4. Install all required components as defined by Southland Technology in their submitted sales quote.
Who will be responsible for overseeing the completion of this objective:	1. Ian J. Kay, Chair, Architecture & Environmental Design Department 2. David Fierro, Director, Technology Services 3. Additional Classified Staff as determined by David Fierro, Director, Technology Services
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Department Chair Ian Kay to meet with representative from Southland Technology Fall Semester 2019. 2. Representative from Southland Technology submits sales quote for the replacement of the ceiling mounted document camera, ceiling mounted projector and related podium upgrades Fall 2019. 3. Request for replacement of the ceiling mounted document camera, ceiling mounted projector and related podium upgrades submitted in 2019-2020 Program Review cycle. 4. Funding approved Spring 2020. 5. Purchase all required components as defined by Southland Technology in their submitted sales quote by the end of the Spring Semester 2020. 6. Start installation of components as defined by Southland Technology in their submitted sales quote at the beginning of the Summer Session 2020. 7. Complete installation of all components as defined by Southland Technology in their submitted sales quote prior to the beginning of the Fall Semester 2020.
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 components as defined by Southland Technology in their submitted sales quote are functioning properly. This survey will be conducted after the first two weeks of the Fall Semester 2020 has concluded.
List resources needed to achieve this objective and	The resources needed to achieve this objective are as follows:

associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	1. Funding to purchase all required components as defined by Southland Technology in their submitted sales quote. 2. Classified Staff as follows: a. David Fierro, Director, Technology Services b. Additional Classified Staff as determined by David Fierro, Director, Technology Services 3. A complete list of all required components as defined by Southland Technology has been attached.

Supporting Attachments:

Southland Technology AV Replacement Quote (Adobe Acrobat Document)

Southland Technology AV replacement quotes for Z102/Auditorium only.

Goal: Repair & Repainting the Exterior of the Design Center

The secondary goal at this time is to repair and repaint the exterior of the entire Design Center. To facilitate this, Department Faculty will develop a series of workshops that will allow us to develop a master plan paint scheme for the Design Center. The painting itself will be performed by a professional painting contractor who will be recommended and vetted by the District Architect, Lance Lareau.

To move the project forward, we asked a group of students to produce preliminary paint schemes for the Design Center. We have attached those schemes in this document.

Action: Repair & Repainting the Exterior of the Design Center

Describe the actions needed to achieve this objective:	1. Upon approval, Department Faculty will develop a series of workshops to develop a master plan paint scheme for the Design Center. 2. Meet on-site with the District Architect, Lance Lareau, vetted painting contractor's representative and Architecture & Environmental Design faculty to discuss requirements so said representative can compile list of required patching and repair work, etc. at the Design Center to develop a cost estimate. 3. District Architect, Lance Lareau, vetted painting contractor's representative and Architecture & Environmental Design faculty representatives to develop final scope of work to be performed. 4. Painting Contractor's Representative to develop and submit cost estimate for the required painting, patching and repair work, etc. at the Design Center. 5. District Architect, Lance Lareau to coordinate contractual issues with the vetted painting contractor. 6. Repair and painting to be completed by vetted painting contractor.
Who will be responsible for overseeing the completion of this objective:	Who will be responsible for overseeing the completion of this objective: 1. Ian J. Kay, Chair, Architecture & Environmental Design Department 2. Lance Lareau, District Architect 3. Painting Contractors Representative 4. Additional Department Faculty as deemed appropriate.

Provide a timeline for the actions:	The timeline for this action is as follows: 1. Funding approved Spring Semester 2020. 2. Faculty to develop a series of workshops to develop and complete master plan paint scheme for the Design Center Spring Semester 2020. 3. Start repair and repainting of the exterior of the Design Center, as defined by painting contractors scope of work in their submitted cost estimate at the beginning of the Summer Session 2020. 4. Complete repair and repainting of the exterior of the Design Center, as defined by painting contractors scope of work in their submitted cost estimate prior to the beginning of the Fall Semester 2020.
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 repair and repainting of the exterior of the Design Center, as defined by painting contractors scope of work in their submitted estimate has been completed as promised. In addition, new and returning students will be asked to assess the overall impact these improvements have had on the Design Center aesthetic. This survey will be conducted after the first two weeks of the Fall Semester 2020 has concluded.
List resources needed to 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 proceed with the required painting, patching and repair work, etc. at the Design Center. 2. Faculty a. Ian J. Kay, Chair, Architecture & Environmental Design Department b. Additional Department Faculty as deemed appropriate. 3. Classified Staff a. Lance Lareau, District Architect b. Additional Classified Staff as deemed appropriate. 4. Other a. Painting Contractors Representative

Supporting Attachments:

- Design Center Exterior Repair & Painting Quote (Adobe Acrobat Document)
- Student Produced Design Center Paint Schemes (Adobe Acrobat Document)

Goal: Art Installation at the Design Center

Our goal at this time is to propose an initial installation of three versions of Le Corbusier's Modular Man. Department Faculty will develop the drawings for fabrication in steel plate, the concrete base details and color selections. The fabrication itself will be performed by a professional steel fabricator. The installation will be performed by a contractor that will be recommended and vetted by the District Architect, Lance Lareau.

Action: Art Installation at the Design Center

Describe the actions	1. Upon approval, Department Faculty will develop the final drawings for fabrication in

needed to achieve this objective:	steel plate, the concrete base details and color selections. 2. Meet on-site with the District Architect, Lance Lareau, vetted contractor's representative, steel fabricator and appropriate Architecture & Environmental Design faculty to discuss requirements so said contractor's representative can develop a cost estimate for footing installations and final installation of steel plate figures. 3. Contractors Representative to develop and submit cost estimate for the required footings, installation, etc. at the Design Center. 5. District Architect, Lance Lareau to coordinate contractual issues with the vetted steel fabricator and installation contractor. 6. Footings and steel figure installation be completed by vetted contractor.
Who will be responsible for overseeing the completion of this objective:	1. Ian J. Kay, Chair, Architecture & Environmental Design Department. 2. Lance Lareau, District Architect. 3. Footing and installation Contractors Representative. 4. Steel fabricators representative. 5. Additional Department Faculty as deemed appropriate.
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Funding approved Spring Semester 2020. 2. Faculty to final drawings for fabrication in steel plate, the concrete base details and color selections Spring Semester 2020. 3. Meet on-site with the District Architect, Lance Lareau, vetted contractor's representative, steel fabricator and appropriate Architecture & Environmental Design faculty to discuss final steel figure locations so said contractor's representative can develop a schedule for footing installations and final installation of steel plate figures. 4. Start construction of footings, steel fabrication, etc., as defined by fabricator and contractors scope of work in their submitted cost estimate at the beginning of the Summer Session 2020. 4. Complete construction of footings, steel fabrication, etc., as defined by fabricator and contractors scope of work in their submitted cost estimates prior to the beginning of the Fall Semester 2020.
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 installation of three versions of Le Corbusier's Modular Man, as defined by the steel fabricator and contractors scope of work in their submitted estimate has been completed as promised. In addition, new and returning students will be asked to assess the overall impact these improvements have had on the Design Center aesthetic. This survey will be conducted after the first two weeks of the Fall Semester 2020 has concluded.
List resources needed to 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 proceed with the construction of footings, steel fabrication, etc., as defined by fabricator and contractors scope of work in their submitted cost estimate. 2. Faculty c. Ian J. Kay, Chair, Architecture & Environmental Design Department d. Additional Department Faculty as deemed appropriate. 5. Classified Staff c. Lance Lareau, District Architect d. Additional Classified Staff as deemed appropriate.

6. Other
b. Contractors Representative.
c. Steel figure fabricators representative.

3. A preliminary cost estimate for steel fabrication of Le Corbusier's Modular Man is attached.

Supporting Attachments:

Steel Plate Figures Fabricators Quote (Adobe Acrobat Document)

Goal: Ceiling Document Camera, Ceiling Projector Replacement, Podium Replacement & Related Upgrades

A major challenge facing the Department is the replacement of the all ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors, wall mounted projector screens and podiums at the Design Center. The current equipment is analog based and must be upgraded to a digital based system if we are to keep pace with industry standards.

This goal supports all faculty and students within the Department of Architecture and Environmental Design.

Action: Ceiling Document Camera, Ceiling Projector Replacement, Podium Replacement & Related Upgrades

Describe the actions needed to achieve this objective:	Describe the actions needed to achieve this objective: 1. Meet on-site with representative from Southland Technology to discuss requirements so said representative can compile list for replacement of the ceiling mounted document camera, ceiling mounted projector, monitors and related podium upgrades in the Design Center. 2. Representative from Southland Technology to develop and submit sales quote for the replacement of the ceiling mounted document cameras, ceiling mounted projectors, monitors and related podium upgrades. 3. Purchase all required components as defined by Southland Technology in their submitted sales quote. 4. Install all required components as defined by Southland Technology in their submitted sales quote.
Who will be responsible for overseeing the completion of this objective:	1. Ian J. Kay, Chair, Architecture & Environmental Design Department 2. David Fierro, Director, Technology Services 3. Additional Classified Staff as determined by David Fierro, Director, Technology Services
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Meet with representative from Southland Technology Fall Semester 2020. 2. Funding approval Spring Semester 2021. 3. Purchase all required components as defined by Southland Technology in their submitted sales quote by the end of the Spring Semester 2021. 4. Start installation of components as defined by Southland Technology in their submitted sales quote at

	the beginning of the Summer Session 2021. 5. Complete installation of all components as defined by Southland Technology in their submitted sales quote prior to the beginning of the Fall Semester 2021.
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 components as defined by Southland Technology in their submitted sales quote are functioning properly. This survey will be conducted after the first two weeks of the Fall Semester 2021 has concluded.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	1. Funding to purchase all required components as defined by Southland Technology in their submitted sales quote. 2. Classified Staff as follows: a. David Fierro, Director, Technology Services b. Additional Classified Staff as determined by David Fierro, Director, Technology Services 3. A complete list of all required components as defined by Southland Technology has been attached.

Supporting Attachments:

Southland Technology AV Replacement Quotes (Adobe Acrobat Document)

Southland Technology 2018-2019 AV replacement quotes for all classrooms including Z102.

Goal: Design Center Building 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 ten years, we have discovered that there are many areas of the exterior and interior that require attention. Constructed in 1953, the Design Center buildings are over 60 years old, the oldest on Campus, and even though minor 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:

• Replacement of fascia's.
• 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 issues.
• Landscape maintenance.

This goal supports all faculty and students within the Department of Architecture and Environmental Design.

Action: Design Center Building Maintenance

Describe the actions needed to achieve this objective:	1. Meet on-site with the District Architect, Lance Lareau and Architecture & Environmental Design faculty to compile a comprehensive list of required repair work, etc. at the Design Center to facilitate the develop of a comprehensive cost

	estimate. 3. District Architect, Lance Lareau, vetted contractor's representative and Architecture & Environmental Design faculty representatives to develop final scope of work to be performed. 4. Contractor's Representatives to develop and submit cost estimate for the required repair work, etc. at the Design Center. 5. District Architect, Lance Lareau to coordinate contractual issues with the vetted contractors. 6. Repair work, etc. at the Design Center to be completed by vetted contractors.
Who will be responsible for overseeing the completion of this objective:	1. Ian J. Kay, Chair, Architecture & Environmental Design Department 2. Lance Lareau, District Architect 3. Contractor's Representatives as deemed appropriate by District Architect, Lance Lareau. 4. Additional Department Faculty as deemed appropriate. 5. Additional representatives from the San Diego Community College District as deemed appropriate.
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Funding approved Spring Semester 2020. 2. Meet on-site with the District Architect, Lance Lareau and Architecture & Environmental Design faculty to compile a comprehensive list of required repair work, etc. at the Design Center to facilitate the develop of a comprehensive cost estimate Summer 2020. 3. District Architect, Lance Lareau, vetted contractor's representatives and Architecture & Environmental Design faculty representatives to develop final scope of work to be performed Summer 2020. 4. Contractor's Representatives to develop and submit cost estimates for the required repair work, etc. at the Design Center Summer 2020. 5. Start required repair work, etc. of the Design Center, as defined by vetted contractor's scope of work in their submitted cost estimate at the beginning of the Summer Session 2021. 6. Complete required repair work, etc. of the Design Center, as defined by vetted contractor's scope of work in their submitted cost estimates prior to the beginning of the Fall Semester 2021.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Ian J. Kay, Chair, Architecture & Environmental Design Department working closely with District Architect, Lance Lareau, will develop an assessment survey that will be utilized to determine if required repair work, etc. of the Design Center, as defined by contractor's scope of work in their submitted estimates has been completed as promised. In addition, new and returning students will be asked to assess the overall impact these improvements have had on the Design Center aesthetic. This survey will be conducted after the first two weeks of the Fall Semester 2021 has concluded.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	1. Funding to proceed with the required repair work, etc. at the Design Center. 2. Faculty c. Ian J. Kay, Chair, Architecture & Environmental Design Department d. Additional Department Faculty as deemed appropriate. 5. Classified Staff c. Lance Lareau, District Architect d. Additional Classified Staff as deemed appropriate. 6. Other

	b. Appropriate vetted Contractor's Representatives as deemed appropriate by District Architect, Lance Lareau.

Supporting Attachments:

Design Center Facilities Assessment (Adobe Acrobat Document)

Goal: New Exhibit Gallery Building

A short term goal is to realize our proposal for an Exhibit Gallery Building at the Design Center. The gallery will be used for exhibiting the work of students and professionals. Professionals would be invited to lecture as well. Utilizing the existing auditorium and new gallery for lectures and exhibits by visiting designers will bring working professionals and their work to students in the Department as well as the Campus at large.
We have experienced a need for a building of this type for some time and have discussed ways to approach the realization of such a project. Upon viewing student designed exhibit gallery projects at the Spring 2018 Annual Student Exhibit, then Vice President of Instruction, Tim McGrath and our Dean, Charles Zappia, encouraged faculty to pursue the project through the appropriate channels.
Beginning In the Summer of 2018, faculty from the Architecture Program developed detailed preliminary design drawings for the building and related landscape improvements.

Action: New Exhibit Gallery Building

Describe the actions needed to achieve this objective:	1. Faculty to complete all preliminary design drawings, models, exhibits, etc. 2. Meet with the appropriate representatives of the San Diego Community College District to present the preliminary design drawings for the Exhibit Gallery Building and to discuss appropriate methods of funding to move the project forward. 3. Upon approval of the preliminary design, work directly with the District Architect Lance Lareau, appropriate representatives of the San Diego Community College District, vetted contractor's representatives and Architecture & Environmental Design faculty to develop and submit preliminary cost estimate for the Exhibit Gallery Building at the Design Center to the appropriate representatives of the San Diego Community College District. 4. Contractor's Representatives to develop and submit cost estimate for the Exhibit Gallery Building at the Design Center. 5. Upon approval of the cost estimate, move forward with development of design development drawings, construction documents, etc. as required by the appropriate authorities. 6. Submit construction documents, etc. as required to the appropriate authorities for building permits. 7. Commence construction of the Exhibit Gallery Building at the Design Center. 8. Complete construction of the Exhibit Gallery Building at the Design Center.
Who will be responsible for overseeing the completion of this objective:	1. Faculty a. Ian J. Kay, Chair, Architecture & Environmental Design Department b. Valerie Abe, Associate Professor, Architecture c. Robert Wong, Associate Professor, Architecture d. Amy Aswell, Assistant Professor, Interior Design e. Sarah Kim, Assistant Professor, Interior Design

	f. Larry Horsman, Professor, Building Construction Technology g. Additional Department Faculty as deemed appropriate. 2. Classified Staff a. Lance Lareau, District Architect b. Additional Classified Staff as deemed appropriate. 3. Other a. Appropriate representatives of the San Diego Community College District. b. Appropriate vetted contractor's representatives. c. Student assistance form the Architecture, Interior Design & Building Construction Technology Program's as deemed appropriate.
Provide a timeline for the actions:	1. Faculty, with student assistance, to complete all preliminary design drawings, models, exhibits, etc., Summer Semester 2020. 2. Meet with the appropriate representatives of the San Diego Community College District to present the preliminary design drawings for the Exhibit Gallery Building and to discuss appropriate methods of funding to move the project forward, Fall Semester 2020. 3. Upon approval of the preliminary design, work directly with the District Architect Lance Lareau, appropriate representatives of the San Diego Community College District, vetted contractor's representatives and Architecture & Environmental Design faculty to develop and submit preliminary cost estimate for the Exhibit Gallery Building at the Design Center to the appropriate representatives of the San Diego Community College District, Fall 2020. 4. Contractor's Representatives to develop and submit cost estimate for the Exhibit Gallery Building at the Design Center, Fall 2020. 5. Upon approval of the cost estimate, move forward with development of design development drawings, construction documents, etc. as required by the appropriate authorities, Spring & Summer Semesters 2021. 6. Submit construction documents, etc. as required to the appropriate authorities for building permits, Fall 2021. 7. Commence construction of the Exhibit Gallery Building at the Design Center, Spring 2022. 8. Complete construction of the Exhibit Gallery Building at the Design Center, Fall 2022.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Without assessment, we will know the objective was achieved and is effective if the Exhibit Gallery Building is realized. However, Ian J. Kay, Chair, Architecture & Environmental Design Department working closely with District Architect, Lance Lareau, will develop an assessment survey that will be utilized to determine if the new Exhibit Gallery Building, as defined by contractor's scope of work in their submitted estimates has been completed as proposed. Faculty and new and returning students will be asked to assess the overall impact the new Exhibit Gallery Building has had on the Departments ability to showcase student and practicing professionals work. This survey will be conducted after the Fall Semester 2023 has concluded.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff,	1. Funding to proceed with the required design work, etc. at the Design Center as outlined in the Timeline for the Actions above. 2. Funding to proceed with construction of the Exhibit Gallery Building. 3. Faculty

Faculty, Other):	a. Ian J. Kay, Chair, Architecture & Environmental Design Department b. Valerie Abe, Associate Professor, Architecture c. Robert Wong, Associate Professor, Architecture d. Amy Aswell, Assistant Professor, Interior Design e. Sarah Kim, Assistant Professor, Interior Design f. Larry Horsman, Professor, Building Construction Technology g. Additional Department Faculty as deemed appropriate. 3. Classified Staff a. Lance Lareau, District Architect b. Additional Classified Staff as deemed appropriate. 4. Other a. Appropriate representatives of the San Diego Community College District. b. Appropriate vetted contractor's representatives. c. Student assistance form the Architecture, Interior Design & Building Construction Technology Program's as deemed appropriate.

Supporting Attachments:

- Design Center Gallery/Exhibit Building Design Proposal PowerPoint (Adobe Acrobat Document)
- Interior Design Student Produced Lighting Schemes for the Gallery/Exhibit Building (Adobe Acrobat Document)

Goal: Computer Hardware Replacement

A major challenge is the replacement of hardware utilized by the program. Updated hardware reflects an improvement and modernization of the learning environment and models the current workplace environment. Providing industry state-of-the-art hardware, increases access to students who cannot afford the price of this hardware. The ability of students to apply this hardware to architectural, interior design and building construction technology projects increases the employability of these students and the success of students transferring to college and university programs. The quality of the hardware goes hand-in-hand with the software. Fortunately, our hardware, then four years old, was upgraded during the 2016 Summer Break and we have made additional upgrades since that time. However, problems with the hardware are inevitable as the software we employ is upgraded every year which impacts hardware operation.

Action: Computer Hardware Replacement

Describe the actions needed to achieve this objective:	The following actions are needed to achieve this objective: 1. Meet on-site with representative from Southland Technology to discuss requirements so said representative can compile list for replacement of computer hardware in all classrooms at the Design Center. 2. Representative from Southland Technology to develop and submit sales quote for the replacement of computer hardware in all classrooms at the Design Center. 3. Purchase all required components as defined by Southland Technology in their submitted sales quote. 4. Install all required components as defined by Southland Technology in their submitted sales quote.

Who will be responsible for overseeing the completion of this objective:	1. Ian J. Kay, Chair, Architecture & Environmental Design Department 2. Additional Department Faculty as determined by Ian J. Kay, Chair, Architecture & Environmental Design Department. 3. David Fierro, Director, Technology Services 4. Additional Classified Staff as determined by David Fierro, Director, Technology Services
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Funding approval Spring Semester after Program Review submittal. 2. Meet with representative from Southland Technology Fall Semester after funding has been approved so said representative can compile list for replacement of computer hardware in all classrooms at the Design Center. 3. Purchase all required components as defined by Southland Technology in their submitted sales quote by the end of the Spring Semester after Program Review submittal. 4. Start installation of components as defined by Southland Technology in their submitted sales quote at the beginning of the Summer Session after Program Review submittal. 5. Complete installation of all components as defined by Southland Technology in their submitted sales quote prior to the beginning of the Fall Semester after Program Review submittal.
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 hardware components as defined by Southland Technology in their submitted sales quote are functioning properly. This survey will be conducted after the first two weeks of the Fall Semester after Program Review submittal has concluded.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	1. Funding to purchase all required components as defined by Southland Technology in their submitted sales quote. 2. Classified Staff as follows: a. David Fierro, Director, Technology Services b. Additional Classified Staff as determined by David Fierro, Director, Technology Services

Goal: Strengthening Articulation Agreements

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 programs. We have an excellent track record of assisting our students in transferring to the four public colleges and universities in California. However, we are in the process of developing block articulation agreements with Cal Poly San Luis Obispo, Cal Poly Pomona and full articulation agreements with the University of California Berkeley and the University of California Los Angeles. In addition, we have been asked to develop an articulation agreement with the University of New Mexico.

Action: Strengthening Articulation Agreements

Describe the actions needed to achieve this objective:	1. Upon approval, Architecture Program Faculty will develop a series of workshops to develop a master plan for articulation between San Diego Mesa College's Architecture Program and selected colleges in California and New Mexico.

	2. Architecture Program Faculty to establish contact with appropriate representatives from selected colleges in California and New Mexico and to set up face-to-face meetings with said representatives. 3. Meet with appropriate representatives at selected colleges in California and New Mexico to establish approach to articulation. 4. Develop documentation required by San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico to facilitate articulation. 5. Submit documentation to San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico to facilitate articulation. 6. Review and revise documentation as required by San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico. 7. Submit final documentation to San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico to facilitate final articulation agreements.
Who will be responsible for overseeing the completion of this objective:	1. Faculty a. Ian J. Kay, Chair, Architecture & Environmental Design Department b. Valerie Abe, Associate Professor, Architecture & Environmental Design Department c. Robert Wong, Associate Professor, Architecture & Environmental Design Department d. Additional Program Faculty as deemed appropriate. 3. Classified Staff a. Juliette Parker, Articulation Officer, San Diego Mesa College b. Additional Classified Staff as deemed appropriate.
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Funding approval for release time and travel Spring Semester after Program Review submittal. 2. Develop a series of workshops to develop a master plan for articulation between San Diego Mesa College's Architecture Program and selected colleges in California and New Mexico Spring Semester after Program Review submittal. 3. Architecture Program Faculty to establish contact with appropriate representatives from selected colleges in California and New Mexico and to set up face-to-face meetings with said representatives Spring Semester after Program Review submittal. 4. Meet with appropriate representatives at selected colleges in California and New Mexico to establish approach to articulation Spring and Summer Semester after Program Review submittal. 5. Develop documentation required by San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico to facilitate articulation Spring and Summer Semester after Program Review submittal. 6. Submit documentation to San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico to facilitate articulation Spring and Summer Semester after Program Review submittal. 7. Review and revise documentation as required by San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico Spring and Summer Semester after Program Review submittal. 8. Submit final documentation to San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico to facilitate final articulation agreements Spring and Summer Semester after Program Review submittal.
Describe the assessment	Ian J. Kay, Chair, Architecture & Environmental Design Department working closely

plan you will use to know if the objective was achieved and effective:	with Valerie Abe, Associate Professor, Architecture & Environmental Design Department and Robert Wong, Associate Professor, Architecture & Environmental Design Department will develop an assessment survey that will be utilized to determine if newly established articulation agreements are ensuring San Diego Mesa College Architecture students are accepted into and granted third-year standing in the design studio sequence at selected colleges in California and New Mexico.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	1. Funding for release time for Valerie Abe, Associate Professor, Architecture & Environmental Design Department and Robert Wong, Associate Professor, Architecture & Environmental Design Department to proceed with development of workshops to develop a master plan for articulation and to establish contact with appropriate representatives from selected colleges in California and New Mexico and to set up face-to-face meetings with said representatives. 2. Funding for travel for Ian J. Kay, Chair, Architecture & Environmental Design Department, Valerie Abe, Associate Professor, Architecture & Environmental Design Department and Robert Wong, Associate Professor, Architecture & Environmental Design Department to conduct meetings with appropriate representatives at selected colleges in California and New Mexico to establish approach to articulation. 3. Faculty a. Ian J. Kay, Chair, Architecture & Environmental Design Department b. Valerie Abe, Associate Professor, Architecture & Environmental Design Department c. Robert Wong, Associate Professor, Architecture & Environmental Design Department d. Additional Program Faculty as deemed appropriate. 4. Classified Staff c. Juliette Parker, Articulation Officer, San Diego Mesa College d. Additional Classified Staff as deemed appropriate.

Goal: Replacement of Model Building Equipment

With access to a fully integrated model building lab, students trained in the use of model building equipment such as laser engravers and 3D printers and methods are able to use this knowledge to complete a wide range of projects across the curriculum. We currently own three Epilog Laser Engravers. Our concern is future replacement of these engravers as they become obsolete. Fortunately, they are functioning properly at this time, but we do see a time, in the near future where these engravers will need to be replaced.

We have attached a cost estimate for the purchase of the laser engravers.

It should be noted that the laser engravers are and will be available for all programs within the Department.

Action: Replacement of Model Building Equipment

Describe the actions needed to achieve this objective:	The following actions are needed to achieve this objective: 1. Meet on-site with representative from Cutting Edge Systems to discuss requirements so said representative can compile list for replacement of laser

	engraver hardware in Z201, the Model Shop, at the Design Center. 2. Representative from Cutting Edge Systems to develop and submit sales quote for the replacement of laser engraver hardware in Z201, the Model Shop, at the Design Center. 3. Purchase all required components as defined by Cutting Edge Systems in their submitted sales quote. 4. Install all required components as defined by Cutting Edge Systems in their submitted sales quote.
Who will be responsible for overseeing the completion of this objective:	1. Ian J. Kay, Chair, Architecture & Environmental Design Department 2. Additional Department Faculty as determined by Ian J. Kay, Chair, Architecture & Environmental Design Department. 3. David Fierro, Director, Technology Services 4. Additional Classified Staff as determined by David Fierro, Director, Technology Services
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Funding approval Spring Semester after Program Review submittal. 2. Meet with representative from Cutting Edge Systems Fall Semester after funding has been approved so said representative can compile list for replacement of laser engraver hardware Z201, the Model Shop, at the Design Center. 3. Purchase all required components as defined by Cutting Edge Systems in their submitted sales quote by the end of the Spring Semester after Program Review submittal. 4. Start installation of components as defined by Cutting Edge Systems in their submitted sales quote at the beginning of the Summer Session after Program Review submittal. 5. Complete installation of all components as defined by Cutting Edge Systems in their submitted sales quote prior to the beginning of the Fall Semester after Program Review submittal.
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 laser engraver hardware components as defined by Cutting Edge Systems in their submitted sales quote are functioning properly. This survey will be conducted after the first two weeks of the Fall Semester after Program Review submittal has concluded.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	1. Funding to purchase all required components as defined by Cutting Edge Systems in their submitted sales quote. 2. Classified Staff as follows: a. David Fierro, Director, Technology Services b. Additional Classified Staff as determined by David Fierro, Director, Technology Services

Supporting Attachments:

Epilog Quotation_181204-61 (San Diego Mesa College).pdf (Adobe Acrobat Document)

Epilog Quotation_181204-71 (San Diego Mesa College).pdf (Adobe Acrobat Document)

Goal: Development of a Four-Year Bachelor of Arts Degree in Architecture
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 core courses, the program will offer a broad introduction to the field of architecture. Studies in the various areas will 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, majors will be introduced to a wide range of disciplines and studio practices.

Action: Bachelor of Arts in Architecture Degree

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. 2. Develop Class Scheduling Matrix for the San Diego Mesa College Design Center. 3. Develop list of Faculty Assignments based on the Program Degree Sequence and Class Scheduling Matrix. 4. Obtain approval at the State, District and Campus levels to initiate a Bachelor of Arts in Architecture Four-Year Degree Option. 5. 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. Valerie Abe, Associate Professor, Architecture & Environmental Design Department 3. Robert Wong, Associate Professor, Architecture & Environmental Design Department
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 2020. 2. Develop Class Scheduling Matrix for the San Diego Mesa College Design Center prior to the beginning of the Fall Semester 2020. 3. Develop a tentative list of Faculty Assignments prior to the beginning of the Fall Semester 2020. 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 to 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: a. To obtain approval for Bachelor of Arts in Architecture Four-Year Degree Option at the State, District and Campus levels. b. To develop initial Bachelor of Arts in Architecture Program Degree Sequence. c. To develop Class Scheduling Matrix. 2. Involvement from the following individuals will be required to assist in the development and completion of this objective: a. Ian J. Kay, Chair, Architecture & Environmental Design Department b. Valerie Abe, Associate Professor, Architecture c. Robert Wong, Associate Professor, Architecture d. Amy Aswell, Assistant Professor, Interior Design e. Sarah Kim, Assistant Professor, Interior Design e. Faculty in the Architecture and Interior Design Programs as deemed appropriate. f. School Dean g. Vice President of Instruction h. Appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels as deemed necessary. 3. Proposed Program Degree Sequence has been attached.

Supporting Attachments:

Four Year Bachelor of Arts in Architecture Program Degree Sequence (Adobe Acrobat Document)

Goal: Installation of Garage Door in Z201/Model Shop

A major short term goal is to provide better access to the model building shop in Z201. Developing and outfitting the 3D model building shop has been an important step forward for the Department, particularly, the Architecture Program. The fully completed facility is now open. The main issue in need of resolution is additional access to this space to improve natural light and ventilation and functionality. Currently, access occurs from two standard doors and one segmented, glazed garage door. This door was installed in the Summer of 2019 utilizing CTE Strong Workforce funding. Our original proposal included a second door, but funds were not available.

What we are proposing is the addition of a second segmented glass, garage-type door to match the existing door. Doing this would allow the students easy and improved access to the exterior when the model shop is open for use. In addition, ventilation for the model shop will be improved.

Action: Installation of Garage Door in Z201/Model Shop

Describe the actions needed to achieve this objective:	1. Upon approval, Department Faculty will develop a series of workshops to develop a master plan paint scheme for the Design Center. 2. Meet on-site with the District Architect, Lance Lareau, vetted contractor's representative and Architecture & Environmental Design faculty to discuss requirements, schedule, etc. 3. District Architect, Lance Lareau to coordinate contractual issues with the vetted contractor. 6. Installation to be completed by vetted contractor, Summer 2020.
Who will be responsible for overseeing the completion of this objective:	1. Ian J. Kay, Chair, Architecture & Environmental Design Department 2. Lance Lareau, District Architect 3. Contractors Representative 4. Additional Department Faculty as deemed appropriate.
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Funding approved Spring Semester 2020. 2. Contractor to install door during the Summer Session 2020.
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 installation of the garage door, as defined by contractor's scope of work in their submitted estimate has been completed as promised. In addition, new and returning students will be asked to assess the overall impact this improvement has had on the utilization of the Model Shop. This survey will be conducted after the first two weeks of the Fall Semester 2020 has concluded.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	1. Funding to proceed with the required installation, etc. of the garage door at the Design Center. 2. Faculty a. Ian J. Kay, Chair, Architecture & Environmental Design Department b. Additional Department Faculty as deemed appropriate. 3. Classified Staff a. Lance Lareau, District Architect b. Additional Classified Staff as deemed appropriate. 4. Other a. Contractors Representative 3. A preliminary cost estimate for installation, patching and repair work, etc. at the Design Center has been attached.

Supporting Attachments:

Contractors Quote for Garage Door Installation (Adobe Acrobat Document)

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018/19

Goal

Goal: Ceiling Document Camera, Ceiling Projector Replacement & Related Podium Upgrades in Z102

The primary goal for this cycle of Program Review is the replacement of the ceiling mounted document camera, ceiling mounted projector, wall mounted screen and related podium upgrades in the Design Center Auditorium, Z102. 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: Ceiling Document Camera, Ceiling Projector Replacement & Related Podium Upgrades in Z102

Describe the actions needed to achieve this objective:	The following actions are needed to achieve this objective: 1. Meet on-site with representative from Southland Technology to discuss requirements so said representative can compile list for replacement of the ceiling mounted document cameras, wall mounted screens, ceiling mounted projectors and related podium upgrades in the Design Center Auditorium, Z102. 2. Representative from Southland Technology to develop and submit sales quote for the replacement of the ceiling mounted document camera, ceiling mounted projector and related podium upgrades. 3. Purchase all required components as defined by Southland Technology in their submitted sales quote. 4. Install all required components as defined by Southland Technology in their submitted sales quote.
Who will be responsible for overseeing the completion of this objective:	1. Ian J. Kay, Chair, Architecture & Environmental Design Department 2. David Fierro, Director, Technology Services 3. Additional Classified Staff as determined by David Fierro, Director, Technology Services
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Department Chair Ian Kay to meet with representative from Southland Technology Fall Semester 2019. 2. Representative from Southland Technology submits sales quote for the replacement of the ceiling mounted document camera, ceiling mounted projector and related podium upgrades Fall 2019. 3. Request for replacement of the ceiling mounted document camera, ceiling mounted projector and related podium upgrades submitted in 2019-2020 Program Review cycle. 4. Funding approved Spring 2020. 5. Purchase all required components as defined by Southland Technology in their submitted sales quote by the end of the Spring Semester 2020. 6. Start installation of components as defined by Southland Technology in their submitted sales quote at the beginning of the

	Summer Session 2020. 7. Complete installation of all components as defined by Southland Technology in their submitted sales quote prior to the beginning of the Fall Semester 2020.
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 components as defined by Southland Technology in their submitted sales quote are functioning properly. This survey will be conducted after the first two weeks of the Fall Semester 2020 has concluded.
List resources needed to 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 components as defined by Southland Technology in their submitted sales quote. 2. Classified Staff as follows: a. David Fierro, Director, Technology Services b. Additional Classified Staff as determined by David Fierro, Director, Technology Services 3. A complete list of all required components as defined by Southland Technology has been attached.

Supporting Attachments:

Southland Technology AV Replacement Quote (Adobe Acrobat Document)

Southland Technology AV replacement quotes for Z102/Auditorium only.

Status for Ceiling Document Camera, Ceiling Projector Replacement & Related Podium Upgrades in Z102

Current Status:	Not started
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	N/A
If the Current Status was not marked Completed, what are the implications and next steps:	The ceiling mounted document cameras, ceiling mounted projectors and podiums are utilized by faculty from the Architecture, Interior Design and Building Construction Technology Programs as well as faculty from outside the Department. It is imperative that faculty are not constrained in the delivery of instruction by the current outdated analog equipment which must be upgraded to a digital based system if we are to keep pace with industry standards. Lack of adequate funding for the requested upgrades is the major challenge we face. The lack of funding will leave the Department with outdated equipment. The implications are that faculty and students, trained and/or utilizing outdated equipment will not be keeping pace with industry standards.

If funding for this goal is not forthcoming, our next step is to secure funding from another source such as Perkins, CTE Strong Workforce or a source outside the Community College District.

Goal: Repair & Repainting the Exterior of the Design Center

The secondary goal at this time is to repair and repaint the exterior of the entire Design Center. To facilitate this, Department Faculty will develop a series of workshops that will allow us to develop a master plan paint scheme for the Design Center. The painting itself will be performed by a professional painting contractor who will be recommended and vetted by the District Architect, Lance Lareau.

To move the project forward, we asked a group of students to produce preliminary paint schemes for the Design Center. We have attached those schemes in this document.

Action: Repair & Repainting the Exterior of the Design Center

Describe the actions needed to achieve this objective:	1. Upon approval, Department Faculty will develop a series of workshops to develop a master plan paint scheme for the Design Center. 2. Meet on-site with the District Architect, Lance Lareau, vetted painting contractor's representative and Architecture & Environmental Design faculty to discuss requirements so said representative can compile list of required patching and repair work, etc. at the Design Center to develop a cost estimate. 3. District Architect, Lance Lareau, vetted painting contractor's representative and Architecture & Environmental Design faculty representatives to develop final scope of work to be performed. 4. Painting Contractor's Representative to develop and submit cost estimate for the required painting, patching and repair work, etc. at the Design Center. 5. District Architect, Lance Lareau to coordinate contractual issues with the vetted painting contractor. 6. Repair and painting to be completed by vetted painting contractor.
Who will be responsible for overseeing the completion of this objective:	Who will be responsible for overseeing the completion of this objective: 1. Ian J. Kay, Chair, Architecture & Environmental Design Department 2. Lance Lareau, District Architect 3. Painting Contractors Representative 4. Additional Department Faculty as deemed appropriate.
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Funding approved Spring Semester 2020. 2. Faculty to develop a series of workshops to develop and complete master plan paint scheme for the Design Center Spring Semester 2020. 3. Start repair and repainting of the exterior of the Design Center, as defined by painting contractors scope of work in their submitted cost estimate at the beginning of the Summer Session 2020. 4. Complete repair and repainting of the exterior of the Design Center, as defined by painting contractors scope of work in their submitted cost estimate prior to the beginning of the Fall Semester 2020.
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 repair and repainting of the exterior of the Design Center, as defined by painting contractors scope of work in their submitted estimate has been completed as promised. In addition, new and

	returning students will be asked to assess the overall impact these improvements have had on the Design Center aesthetic. This survey will be conducted after the first two weeks of the Fall Semester 2020 has concluded.
List resources needed to 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 proceed with the required painting, patching and repair work, etc. at the Design Center. 2. Faculty a. Ian J. Kay, Chair, Architecture & Environmental Design Department b. Additional Department Faculty as deemed appropriate. 3. Classified Staff a. Lance Lareau, District Architect b. Additional Classified Staff as deemed appropriate. 4. Other a. Painting Contractors Representative

Supporting Attachments:

- Design Center Exterior Repair & Painting Quote (Adobe Acrobat Document)
- Student Produced Design Center Paint Schemes (Adobe Acrobat Document)

Status for Repair & Repainting the Exterior of the Design Center

Current Status:	Not started
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	N/A
If the Current Status was not marked Completed, what are the implications and next steps:	The condition of the Design Center, particularly the stucco condition, fascia's and paint leaves much to be desired. District Architect, Lance Lareau, has developed a scope of work and cost for the replacement of the fascia's and a portion of this work has begun. Therefore, we feel this would be the appropriate opportunity to improve the aesthetics with repairs to the exterior and repainting of the entire Design Center. Lack of adequate funding for the requested upgrades is a challenge we face, but more importantly, the implications are simple: lack of funding will leave the Design Center buildings subject to further deterioration. If funding for this goal is not forthcoming, our next step is to secure funding from another source such as Perkins, CTE Strong Workforce or a source outside the Community College District.

Goal: Art Installation at the Design Center

Our goal at this time is to propose an initial installation of three versions of Le Corbusier's Modular Man. Department Faculty will develop the drawings for fabrication in steel plate, the concrete base details and color selections. The fabrication itself will be performed by a professional steel fabricator. The installation will be performed by a contractor that will be recommended and vetted by the District Architect, Lance Lareau.

Action: Art Installation at the Design Center

Describe the actions needed to achieve this objective:	1. Upon approval, Department Faculty will develop the final drawings for fabrication in steel plate, the concrete base details and color selections. 2. Meet on-site with the District Architect, Lance Lareau, vetted contractor's representative, steel fabricator and appropriate Architecture & Environmental Design faculty to discuss requirements so said contractor's representative can develop a cost estimate for footing installations and final installation of steel plate figures. 3. Contractors Representative to develop and submit cost estimate for the required footings, installation, etc. at the Design Center. 5. District Architect, Lance Lareau to coordinate contractual issues with the vetted steel fabricator and installation contractor. 6. Footings and steel figure installation be completed by vetted contractor.
Who will be responsible for overseeing the completion of this objective:	1. Ian J. Kay, Chair, Architecture & Environmental Design Department. 2. Lance Lareau, District Architect. 3. Footing and installation Contractors Representative. 4. Steel fabricators representative. 5. Additional Department Faculty as deemed appropriate.
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Funding approved Spring Semester 2020. 2. Faculty to final drawings for fabrication in steel plate, the concrete base details and color selections Spring Semester 2020. 3. Meet on-site with the District Architect, Lance Lareau, vetted contractor's representative, steel fabricator and appropriate Architecture & Environmental Design faculty to discuss final steel figure locations so said contractor's representative can develop a schedule for footing installations and final installation of steel plate figures. 4. Start construction of footings, steel fabrication, etc., as defined by fabricator and contractors scope of work in their submitted cost estimate at the beginning of the Summer Session 2020. 4. Complete construction of footings, steel fabrication, etc., as defined by fabricator and contractors scope of work in their submitted cost estimates prior to the beginning of the Fall Semester 2020.
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 installation of three versions of Le Corbusier's Modular Man, as defined by the steel fabricator and contractors scope of work in their submitted estimate has been completed as promised. In addition, new and returning students will be asked to assess the overall impact these improvements have had on the Design Center aesthetic. This survey will be conducted after the first two weeks of the Fall Semester 2020 has concluded.
List resources needed to achieve this objective and	The resources needed to achieve this objective are as follows:

associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	1. Funding to proceed with the construction of footings, steel fabrication, etc., as defined by fabricator and contractors scope of work in their submitted cost estimate. 2. Faculty c. Ian J. Kay, Chair, Architecture & Environmental Design Department d. Additional Department Faculty as deemed appropriate. 5. Classified Staff c. Lance Lareau, District Architect d. Additional Classified Staff as deemed appropriate. 6. Other b. Contractors Representative. c. Steel figure fabricators representative. 3. A preliminary cost estimate for steel fabrication of Le Corbusier's Modular Man is attached.

Supporting Attachments:

Steel Plate Figures Fabricators Quote (Adobe Acrobat Document)

Status for Art Installation at the Design Center

Current Status:	Not started
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	N/A
If the Current Status was not marked Completed, what are the implications and next steps:	The installation of three Le Modulor at the Design Center is as much an aesthetic and symbolic issue as a functional one. However, the Design Center, particularly the aesthetics and symbology that defines it, as a Department focused on design and aesthetics of the built environment, leaves much to be desired. This issue addresses the lack of an overall aesthetic for the Design Center. The issue is addressed through the installation of Le Corbusier's Le Modulor and the repair and repainting of the exterior of the Design Center. The installation of three versions of Le Corbusier's Le Modulor at the Design Center is an aesthetic and symbolic statement about the importance of the Architecture & Environmental Design Department and the role it plays in the education of future designers of the built environment. Lack of adequate funding for the requested upgrades is the major challenge we face. If funding for this goal is not forthcoming, our next step is to secure funding from another source such as Perkins, CTE Strong Workforce or a source outside the Community College District.

Goal: Ceiling Document Camera, Ceiling Projector Replacement, Podium Replacement & Related Upgrades

A major challenge facing the Department is the replacement of the all ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors, wall mounted projector screens and podiums at the Design Center. The current equipment is analog based and must be upgraded to a digital based system if we are to keep pace with industry standards.

This goal supports all faculty and students within the Department of Architecture and Environmental Design.

Action: Ceiling Document Camera, Ceiling Projector Replacement, Podium Replacement & Related Upgrades

Describe the actions needed to achieve this objective:	Describe the actions needed to achieve this objective: 1. Meet on-site with representative from Southland Technology to discuss requirements so said representative can compile list for replacement of the ceiling mounted document camera, ceiling mounted projector, monitors and related podium upgrades in the Design Center. 2. Representative from Southland Technology to develop and submit sales quote for the replacement of the ceiling mounted document cameras, ceiling mounted projectors, monitors and related podium upgrades. 3. Purchase all required components as defined by Southland Technology in their submitted sales quote. 4. Install all required components as defined by Southland Technology in their submitted sales quote.
Who will be responsible for overseeing the completion of this objective:	1. Ian J. Kay, Chair, Architecture & Environmental Design Department 2. David Fierro, Director, Technology Services 3. Additional Classified Staff as determined by David Fierro, Director, Technology Services
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Meet with representative from Southland Technology Fall Semester 2020. 2. Funding approval Spring Semester 2021. 3. Purchase all required components as defined by Southland Technology in their submitted sales quote by the end of the Spring Semester 2021. 4. Start installation of components as defined by Southland Technology in their submitted sales quote at the beginning of the Summer Session 2021. 5. Complete installation of all components as defined by Southland Technology in their submitted sales quote prior to the beginning of the Fall Semester 2021.
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 components as defined by Southland Technology in their submitted sales quote are functioning properly. This survey will be conducted after the first two weeks of the Fall Semester 2021 has concluded.
List resources needed to achieve this objective and associated costs (Supplies,	1. Funding to purchase all required components as defined by Southland Technology in their submitted sales quote.

Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	2. Classified Staff as follows: a. David Fierro, Director, Technology Services b. Additional Classified Staff as determined by David Fierro, Director, Technology Services 3. A complete list of all required components as defined by Southland Technology has been attached.

Supporting Attachments:

Southland Technology AV Replacement Quotes (Adobe Acrobat Document)

Southland Technology 2018-2019 AV replacement quotes for all classrooms including Z102.

Status for Ceiling Document Camera, Ceiling Projector Replacement, Podium Replacement & Related Upgrades

Current Status:	Not started
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	N/A
If the Current Status was not marked Completed, what are the implications and next steps:	The ceiling mounted document cameras, ceiling mounted projectors and podiums are utilized by faculty and students from the Architecture, Interior Design and Building Construction Technology Programs as well as faculty from outside the Department. It is imperative that faculty are not constrained in the delivery of instruction or students when presenting assignments by the current outdated analog equipment which must be upgraded to a digital based system if we are to keep pace with industry standards. Lack of adequate funding for the requested upgrades is the major challenge we face. The lack of funding will leave the Department with outdated equipment which must be upgraded if we are to keep pace with industry standards. The implications are that faculty and students, trained and/or utilizing outdated equipment will not be keeping pace with industry standards. If funding for this goal is not forthcoming, our next step is to secure funding from another source such as Perkins, CTE Strong Workforce or a source outside the Community College District.

Goal: Design Center Building 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 ten years, we have discovered that there are many areas of the exterior and interior that require attention. Constructed in 1953, the Design Center buildings are over 60 years old, the oldest on Campus,

and even though minor 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:

• Replacement of fascia's.
• 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 issues.
• Landscape maintenance.

This goal supports all faculty and students within the Department of Architecture and Environmental Design.

Action: Design Center Building Maintenance

Describe the actions needed to achieve this objective:	1. Meet on-site with the District Architect, Lance Lareau and Architecture & Environmental Design faculty to compile a comprehensive list of required repair work, etc. at the Design Center to facilitate the develop of a comprehensive cost estimate. 3. District Architect, Lance Lareau, vetted contractor's representative and Architecture & Environmental Design faculty representatives to develop final scope of work to be performed. 4. Contractor's Representatives to develop and submit cost estimate for the required repair work, etc. at the Design Center. 5. District Architect, Lance Lareau to coordinate contractual issues with the vetted contractors. 6. Repair work, etc. at the Design Center to be completed by vetted contractors.
Who will be responsible for overseeing the completion of this objective:	1. Ian J. Kay, Chair, Architecture & Environmental Design Department 2. Lance Lareau, District Architect 3. Contractor's Representatives as deemed appropriate by District Architect, Lance Lareau. 4. Additional Department Faculty as deemed appropriate. 5. Additional representatives from the San Diego Community College District as deemed appropriate.
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Funding approved Spring Semester 2020. 2. Meet on-site with the District Architect, Lance Lareau and Architecture & Environmental Design faculty to compile a comprehensive list of required repair work, etc. at the Design Center to facilitate the develop of a comprehensive cost estimate Summer 2020. 3. District Architect, Lance Lareau, vetted contractor's representatives and Architecture & Environmental Design faculty representatives to develop final scope of work to be performed Summer 2020. 4. Contractor's Representatives to develop and submit cost estimates for the required repair work, etc. at the Design Center Summer 2020. 5. Start required repair work, etc. of the Design Center, as defined by vetted contractor's scope of work in their submitted cost estimate at the beginning of the Summer Session 2021. 6. Complete required repair work, etc. of the Design Center, as defined by vetted contractor's scope of work in their submitted cost estimates prior to the beginning of the Fall Semester 2021.
Describe the assessment	Ian J. Kay, Chair, Architecture & Environmental Design Department working closely

plan you will use to know if the objective was achieved and effective:	with District Architect, Lance Lareau, will develop an assessment survey that will be utilized to determine if required repair work, etc. of the Design Center, as defined by contractor's scope of work in their submitted estimates has been completed as promised. In addition, new and returning students will be asked to assess the overall impact these improvements have had on the Design Center aesthetic. This survey will be conducted after the first two weeks of the Fall Semester 2021 has concluded.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	1. Funding to proceed with the required repair work, etc. at the Design Center. 2. Faculty c. Ian J. Kay, Chair, Architecture & Environmental Design Department d. Additional Department Faculty as deemed appropriate. 5. Classified Staff c. Lance Lareau, District Architect d. Additional Classified Staff as deemed appropriate. 6. Other b. Appropriate vetted Contractor's Representatives as deemed appropriate by District Architect, Lance Lareau.

Supporting Attachments:

Design Center Facilities Assessment (Adobe Acrobat Document)

Status for Design Center Building Maintenance

Current Status:	Not started
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	N/A
If the Current Status was not marked Completed, what are the implications and next steps:	The condition of the exterior and Interior of the Design Center, particularly the interior ceilings due to water stains from water intrusion, stucco condition, wood trim, fascia's and paint leaves much to be desired. District Architect, Lance Lareau, has developed a scope of work and cost for the replacement a substantial portion of the fascia's and this work has begun. Therefore, we feel this would be the appropriate opportunity to improve the aesthetics with repairs to the interior, exterior and repainting of the entire exterior of the Design Center. Lack of adequate funding for the requested upgrades is a challenge we face, but more importantly, the implications are simple: lack of funding will leave the Design Center buildings subject to further deterioration. If funding for this goal is not forthcoming, our next step is to secure funding from another source such as Perkins, CTE Strong Workforce or a source outside the Community College District.

Substantiating Evidence:

Design Center Facilitites Assessment (Adobe Acrobat Document)

Goal: New Exhibit Gallery Building

A short term goal is to realize our proposal for an Exhibit Gallery Building at the Design Center. The gallery will be used for exhibiting the work of students and professionals. Professionals would be invited to lecture as well. Utilizing the existing auditorium and new gallery for lectures and exhibits by visiting designers will bring working professionals and their work to students in the Department as well as the Campus at large.
We have experienced a need for a building of this type for some time and have discussed ways to approach the realization of such a project. Upon viewing student designed exhibit gallery projects at the Spring 2018 Annual Student Exhibit, then Vice President of Instruction, Tim McGrath and our Dean, Charles Zappia, encouraged faculty to pursue the project through the appropriate channels.
Beginning In the Summer of 2018, faculty from the Architecture Program developed detailed preliminary design drawings for the building and related landscape improvements.

Action: New Exhibit Gallery Building

Describe the actions needed to achieve this objective:	1. Faculty to complete all preliminary design drawings, models, exhibits, etc. 2. Meet with the appropriate representatives of the San Diego Community College District to present the preliminary design drawings for the Exhibit Gallery Building and to discuss appropriate methods of funding to move the project forward. 3. Upon approval of the preliminary design, work directly with the District Architect Lance Lareau, appropriate representatives of the San Diego Community College District, vetted contractor's representatives and Architecture & Environmental Design faculty to develop and submit preliminary cost estimate for the Exhibit Gallery Building at the Design Center to the appropriate representatives of the San Diego Community College District. 4. Contractor's Representatives to develop and submit cost estimate for the Exhibit Gallery Building at the Design Center. 5. Upon approval of the cost estimate, move forward with development of design development drawings, construction documents, etc. as required by the appropriate authorities. 6. Submit construction documents, etc. as required to the appropriate authorities for building permits. 7. Commence construction of the Exhibit Gallery Building at the Design Center. 8. Complete construction of the Exhibit Gallery Building at the Design Center.
Who will be responsible for overseeing the completion of this objective:	1. Faculty a. Ian J. Kay, Chair, Architecture & Environmental Design Department b. Valerie Abe, Associate Professor, Architecture c. Robert Wong, Associate Professor, Architecture d. Amy Aswell, Assistant Professor, Interior Design e. Sarah Kim, Assistant Professor, Interior Design f. Larry Horsman, Professor, Building Construction Technology g. Additional Department Faculty as deemed appropriate. 2. Classified Staff

	a. Lance Lareau, District Architect b. Additional Classified Staff as deemed appropriate. 3. Other a. Appropriate representatives of the San Diego Community College District. b. Appropriate vetted contractor's representatives. c. Student assistance form the Architecture, Interior Design & Building Construction Technology Program's as deemed appropriate.
Provide a timeline for the actions:	1. Faculty, with student assistance, to complete all preliminary design drawings, models, exhibits, etc., Summer Semester 2020. 2. Meet with the appropriate representatives of the San Diego Community College District to present the preliminary design drawings for the Exhibit Gallery Building and to discuss appropriate methods of funding to move the project forward, Fall Semester 2020. 3. Upon approval of the preliminary design, work directly with the District Architect Lance Lareau, appropriate representatives of the San Diego Community College District, vetted contractor's representatives and Architecture & Environmental Design faculty to develop and submit preliminary cost estimate for the Exhibit Gallery Building at the Design Center to the appropriate representatives of the San Diego Community College District, Fall 2020. 4. Contractor's Representatives to develop and submit cost estimate for the Exhibit Gallery Building at the Design Center, Fall 2020. 5. Upon approval of the cost estimate, move forward with development of design development drawings, construction documents, etc. as required by the appropriate authorities, Spring & Summer Semesters 2021. 6. Submit construction documents, etc. as required to the appropriate authorities for building permits, Fall 2021. 7. Commence construction of the Exhibit Gallery Building at the Design Center, Spring 2022. 8. Complete construction of the Exhibit Gallery Building at the Design Center, Fall 2022.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Without assessment, we will know the objective was achieved and is effective if the Exhibit Gallery Building is realized. However, Ian J. Kay, Chair, Architecture & Environmental Design Department working closely with District Architect, Lance Lareau, will develop an assessment survey that will be utilized to determine if the new Exhibit Gallery Building, as defined by contractor's scope of work in their submitted estimates has been completed as proposed. Faculty and new and returning students will be asked to assess the overall impact the new Exhibit Gallery Building has had on the Departments ability to showcase student and practicing professionals work. This survey will be conducted after the Fall Semester 2023 has concluded.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	1. Funding to proceed with the required design work, etc. at the Design Center as outlined in the Timeline for the Actions above. 2. Funding to proceed with construction of the Exhibit Gallery Building. 3. Faculty a. Ian J. Kay, Chair, Architecture & Environmental Design Department b. Valerie Abe, Associate Professor, Architecture c. Robert Wong, Associate Professor, Architecture

d. Amy Aswell, Assistant Professor, Interior Design
e. Sarah Kim, Assistant Professor, Interior Design
f. Larry Horsman, Professor, Building Construction Technology
g. Additional Department Faculty as deemed appropriate.

3. Classified Staff
a. Lance Lareau, District Architect
b. Additional Classified Staff as deemed appropriate.

4. Other
a. Appropriate representatives of the San Diego Community College District.
b. Appropriate vetted contractor's representatives.
c. Student assistance form the Architecture, Interior Design & Building Construction Technology Program's as deemed appropriate.

Supporting Attachments:

Design Center Gallery/Exhibit Building Design Proposal PowerPoint (Adobe Acrobat Document)

Interior Design Student Produced Lighting Schemes for the Gallery/Exhibit Building (Adobe Acrobat Document)

Status for New Exhibit Gallery Building

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	N/A
If the Current Status was not marked Completed, what are the implications and next steps:	The new gallery will be used for exhibiting the work of students and professionals. Professionals would be invited to lecture and exhibit their work. Utilizing the existing auditorium for lectures and the new gallery for exhibits by students and visiting designers will bring working professionals and their work to students in the Department of Architecture & Environmental Design as well as the Campus at large. The direct implications are the lack of an appropriate venue for the display of student and professional work. It is crucial that the Department has a facility which allows ongoing exhibits of student work and the ability to bring the work of professionals from all the environmental design fields to the Campus to exhibit and discuss their work. Currently, we do not have such a venue. Lack of adequate funding for the requested gallery building is the major challenge we face. Our next step is to obtain the funding as outlined in the Action Plans for Goals section of this Program Review and to move forward with this project.
Substantiating Evidence:	

Design Center Gallery/Exhibit Building Design Proposal PowerPoint (Adobe Acrobat Document)

Goal: Computer Hardware Replacement

A major challenge is the replacement of hardware utilized by the program. Updated hardware reflects an improvement and modernization of the learning environment and models the current workplace environment. Providing industry state-of-the-art hardware, increases access to students who cannot afford the price of this hardware. The ability of students to apply this hardware to architectural, interior design and building construction technology projects increases the employability of these students and the success of students transferring to college and university programs. The quality of the hardware goes hand-in-hand with the software. Fortunately, our hardware, then four years old, was upgraded during the 2016 Summer Break and we have made additional upgrades since that time. However, problems with the hardware are inevitable as the software we employ is upgraded every year which impacts hardware operation.

Action: Computer Hardware Replacement

Describe the actions needed to achieve this objective:	The following actions are needed to achieve this objective: 1. Meet on-site with representative from Southland Technology to discuss requirements so said representative can compile list for replacement of computer hardware in all classrooms at the Design Center. 2. Representative from Southland Technology to develop and submit sales quote for the replacement of computer hardware in all classrooms at the Design Center. 3. Purchase all required components as defined by Southland Technology in their submitted sales quote. 4. Install all required components as defined by Southland Technology in their submitted sales quote.
Who will be responsible for overseeing the completion of this objective:	1. Ian J. Kay, Chair, Architecture & Environmental Design Department 2. Additional Department Faculty as determined by Ian J. Kay, Chair, Architecture & Environmental Design Department. 3. David Fierro, Director, Technology Services 4. Additional Classified Staff as determined by David Fierro, Director, Technology Services
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Funding approval Spring Semester after Program Review submittal. 2. Meet with representative from Southland Technology Fall Semester after funding has been approved so said representative can compile list for replacement of computer hardware in all classrooms at the Design Center. 3. Purchase all required components as defined by Southland Technology in their submitted sales quote by the end of the Spring Semester after Program Review submittal. 4. Start installation of components as defined by Southland Technology in their submitted sales quote at the beginning of the Summer Session after Program Review submittal. 5. Complete installation of all components as defined by Southland Technology in their submitted sales quote prior to the beginning of the Fall Semester after Program Review submittal.
Describe the assessment plan you will use to know if the objective was achieved	Ian J. Kay, Chair, Architecture & Environmental Design Department will develop an assessment survey that will be utilized to determine if the new hardware components as defined by Southland Technology in their submitted sales quote are

and effective:	functioning properly. This survey will be conducted after the first two weeks of the Fall Semester after Program Review submittal has concluded.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	1. Funding to purchase all required components as defined by Southland Technology in their submitted sales quote. 2. Classified Staff as follows: a. David Fierro, Director, Technology Services b. Additional Classified Staff as determined by David Fierro, Director, Technology Services

Status for Computer Hardware Replacement

Current Status:	Not started
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	N/A
If the Current Status was not marked Completed, what are the implications and next steps:	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 hardware and software. Lack of adequate funding for the requested upgrades is the major challenge we face. The lack of funding will leave the Department with outdated equipment which must be upgraded if we are to keep pace with industry standards. If funding for this goal is not forthcoming, our next step is to secure funding from another source such as Perkins, CTE Strong Workforce or a source outside the Community College District.

Goal: Strengthening Articulation Agreements

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 programs. We have an excellent track record of assisting our students in transferring to the four public colleges and universities in California. However, we are in the process of developing block articulation agreements with Cal Poly San Luis Obispo, Cal Poly Pomona and full articulation agreements with the University of California Berkeley and the University of California Los Angeles. In addition, we have been asked to develop an articulation agreement with the University of New Mexico.

Action: Strengthening Articulation Agreements

Describe the actions	1. Upon approval, Architecture Program Faculty will develop a series of workshops

needed to achieve this objective:	to develop a master plan for articulation between San Diego Mesa College's Architecture Program and selected colleges in California and New Mexico. 2. Architecture Program Faculty to establish contact with appropriate representatives from selected colleges in California and New Mexico and to set up face-to-face meetings with said representatives. 3. Meet with appropriate representatives at selected colleges in California and New Mexico to establish approach to articulation. 4. Develop documentation required by San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico to facilitate articulation. 5. Submit documentation to San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico to facilitate articulation. 6. Review and revise documentation as required by San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico. 7. Submit final documentation to San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico to facilitate final articulation agreements.
Who will be responsible for overseeing the completion of this objective:	1. Faculty a. Ian J. Kay, Chair, Architecture & Environmental Design Department b. Valerie Abe, Associate Professor, Architecture & Environmental Design Department c. Robert Wong, Associate Professor, Architecture & Environmental Design Department d. Additional Program Faculty as deemed appropriate. 3. Classified Staff a. Juliette Parker, Articulation Officer, San Diego Mesa College b. Additional Classified Staff as deemed appropriate.
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Funding approval for release time and travel Spring Semester after Program Review submittal. 2. Develop a series of workshops to develop a master plan for articulation between San Diego Mesa College's Architecture Program and selected colleges in California and New Mexico Spring Semester after Program Review submittal. 3. Architecture Program Faculty to establish contact with appropriate representatives from selected colleges in California and New Mexico and to set up face-to-face meetings with said representatives Spring Semester after Program Review submittal. 4. Meet with appropriate representatives at selected colleges in California and New Mexico to establish approach to articulation Spring and Summer Semester after Program Review submittal. 5. Develop documentation required by San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico to facilitate articulation Spring and Summer Semester after Program Review submittal. 6. Submit documentation to San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico to facilitate articulation Spring and Summer Semester after Program Review submittal. 7. Review and revise documentation as required by San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico Spring and Summer Semester after Program Review submittal. 8. Submit final documentation to San Diego Mesa College's Articulation Office and selected colleges in California and New Mexico to facilitate final articulation agreements Spring and Summer Semester after Program Review

	submittal.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Ian J. Kay, Chair, Architecture & Environmental Design Department working closely with Valerie Abe, Associate Professor, Architecture & Environmental Design Department and Robert Wong, Associate Professor, Architecture & Environmental Design Department will develop an assessment survey that will be utilized to determine if newly established articulation agreements are ensuring San Diego Mesa College Architecture students are accepted into and granted third-year standing in the design studio sequence at selected colleges in California and New Mexico.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	1. Funding for release time for Valerie Abe, Associate Professor, Architecture & Environmental Design Department and Robert Wong, Associate Professor, Architecture & Environmental Design Department to proceed with development of workshops to develop a master plan for articulation and to establish contact with appropriate representatives from selected colleges in California and New Mexico and to set up face-to-face meetings with said representatives. 2. Funding for travel for Ian J. Kay, Chair, Architecture & Environmental Design Department, Valerie Abe, Associate Professor, Architecture & Environmental Design Department and Robert Wong, Associate Professor, Architecture & Environmental Design Department to conduct meetings with appropriate representatives at selected colleges in California and New Mexico to establish approach to articulation. 3. Faculty a. Ian J. Kay, Chair, Architecture & Environmental Design Department b. Valerie Abe, Associate Professor, Architecture & Environmental Design Department c. Robert Wong, Associate Professor, Architecture & Environmental Design Department d. Additional Program Faculty as deemed appropriate. 4. Classified Staff c. Juliette Parker, Articulation Officer, San Diego Mesa College d. Additional Classified Staff as deemed appropriate.

Status for Strengthening Articulation Agreements

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	N/A
If the Current Status was not marked Completed, what are the implications and next steps:	We have an excellent track record of assisting our students in transferring to the four, public colleges and universities in California that offer degrees in architecture. However, we are in the process of developing block articulation agreements with Cal Poly San Luis Obispo, Cal Poly Pomona and full articulation agreements with the University of California Berkeley and the University of California Los Angeles. In addition, we have been asked to develop

an articulation agreement with the University of New Mexico.

The implications are crucial, as lack of articulation, particularly, in the four and five-year design studio sequence is a must. Typical in all architecture programs, transfer students not accepted into the third year of the four or five-year design studio sequence face additional time spent at the transfer institution and in turn, increased costs.

The next steps involve procuring funding for release time for Valerie Abe, Associate Professor, Architecture & Environmental Design Department and Robert Wong, Associate Professor, Architecture & Environmental Design Department to proceed with workshops to develop a master plan for articulation and to establish contact with appropriate representatives from selected colleges in California and New Mexico and to set up face-to-face meetings with said representatives is a must.

In addition, funding for travel for Ian J. Kay, Chair, Architecture & Environmental Design Department, Valerie Abe, Associate Professor, Architecture & Environmental Design Department and Robert Wong, Associate Professor, Architecture & Environmental Design Department to conduct meetings with appropriate representatives at selected colleges in California and New Mexico to establish approach to articulation is a must.

Goal: Replacement of Model Building Equipment

With access to a fully integrated model building lab, students trained in the use of model building equipment such as laser engravers and 3D printers and methods are able to use this knowledge to complete a wide range of projects across the curriculum. We currently own three Epilog Laser Engravers. Our concern is future replacement of these engravers as they become obsolete. Fortunately, they are functioning properly at this time, but we do see a time, in the near future where these engravers will need to be replaced.

We have attached a cost estimate for the purchase of the laser engravers.

It should be noted that the laser engravers are and will be available for all programs within the Department.

Action: Replacement of Model Building Equipment

Describe the actions needed to achieve this objective:	The following actions are needed to achieve this objective: 1. Meet on-site with representative from Cutting Edge Systems to discuss requirements so said representative can compile list for replacement of laser engraver hardware in Z201, the Model Shop, at the Design Center. 2. Representative from Cutting Edge Systems to develop and submit sales quote for the replacement of laser engraver hardware in Z201, the Model Shop, at the Design Center. 3. Purchase all required components as defined by Cutting Edge Systems in their submitted sales quote. 4. Install all required components as defined by Cutting Edge Systems in their

	submitted sales quote.
Who will be responsible for overseeing the completion of this objective:	1. Ian J. Kay, Chair, Architecture & Environmental Design Department 2. Additional Department Faculty as determined by Ian J. Kay, Chair, Architecture & Environmental Design Department. 3. David Fierro, Director, Technology Services 4. Additional Classified Staff as determined by David Fierro, Director, Technology Services
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Funding approval Spring Semester after Program Review submittal. 2. Meet with representative from Cutting Edge Systems Fall Semester after funding has been approved so said representative can compile list for replacement of laser engraver hardware Z201, the Model Shop, at the Design Center. 3. Purchase all required components as defined by Cutting Edge Systems in their submitted sales quote by the end of the Spring Semester after Program Review submittal. 4. Start installation of components as defined by Cutting Edge Systems in their submitted sales quote at the beginning of the Summer Session after Program Review submittal. 5. Complete installation of all components as defined by Cutting Edge Systems in their submitted sales quote prior to the beginning of the Fall Semester after Program Review submittal.
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 laser engraver hardware components as defined by Cutting Edge Systems in their submitted sales quote are functioning properly. This survey will be conducted after the first two weeks of the Fall Semester after Program Review submittal has concluded.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	1. Funding to purchase all required components as defined by Cutting Edge Systems in their submitted sales quote. 2. Classified Staff as follows: a. David Fierro, Director, Technology Services b. Additional Classified Staff as determined by David Fierro, Director, Technology Services

Supporting Attachments:

Epilog Quotation_181204-61 (San Diego Mesa College).pdf (Adobe Acrobat Document)

Epilog Quotation_181204-71 (San Diego Mesa College).pdf (Adobe Acrobat Document)

Status for Replacement of Model Building Equipment

Current Status:	Not started
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	N/A

If the Current Status was not marked Completed, what are the implications and next steps:	The laser engravers are utilized by faculty from the Architecture, Interior Design and Building Construction Technology Programs. It is imperative that faculty are not constrained in the delivery of instruction or the students constrained in their ability to perform model building tasks when the current equipment is outdated and must be upgraded to keep pace with industry standards. Currently, the laser engravers are functioning properly, but there will be a time, in the not too distant future, when these engravers will need to be replaced if we are to keep pace with industry standards. Upgraded model building equipment must be upgraded to keep pace with industry standards and to better model the current workplace environment. The implications are that students will be constrained in their ability to perform model building tasks if the current equipment is outdated and must be upgraded to keep pace with industry standards. Lack of adequate funding for the requested upgrades is the major implication we face. If funding for this goal is not forthcoming, our next step is to secure funding from another source such as Perkins, CTE Strong Workforce or a source outside the Community College District.

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

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 core courses, the program will offer a broad introduction to the field of architecture. Studies in the various areas will 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, majors will be introduced to a wide range of disciplines and studio practices.

Action: Bachelor of Arts in Architecture Degree

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. 2. Develop Class Scheduling Matrix for the San Diego Mesa College Design Center. 3. Develop list of Faculty Assignments based on the Program Degree Sequence and Class Scheduling Matrix. 4. Obtain approval at the State, District and Campus levels to initiate a Bachelor of Arts in Architecture Four-Year Degree Option. 5. 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. Valerie Abe, Associate Professor, Architecture & Environmental Design Department 3. Robert Wong, Associate Professor, Architecture & Environmental Design Department
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 2020. 2. Develop Class Scheduling Matrix for the San Diego Mesa College Design Center prior to the beginning of the Fall Semester 2020. 3. Develop a tentative list of Faculty Assignments prior to the beginning of the Fall Semester 2020. 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 to 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: a. To obtain approval for Bachelor of Arts in Architecture Four-Year Degree Option at the State, District and Campus levels. b. To develop initial Bachelor of Arts in Architecture Program Degree Sequence. c. To develop Class Scheduling Matrix. 2. Involvement from the following individuals will be required to assist in the development and completion of this objective: a. Ian J. Kay, Chair, Architecture & Environmental Design Department b. Valerie Abe, Associate Professor, Architecture c. Robert Wong, Associate Professor, Architecture d. Amy Aswell, Assistant Professor, Interior Design e. Sarah Kim, Assistant Professor, Interior Design e. Faculty in the Architecture and Interior Design Programs as deemed appropriate. f. School Dean

g. Vice President of Instruction
h. Appropriate individuals at the San Diego Mesa College Campus and San Diego Community College District levels as deemed necessary.

3. Proposed Program Degree Sequence has been attached.

Supporting Attachments:

Four Year Bachelor of Arts in Architecture Program Degree Sequence (Adobe Acrobat Document)

Status for Bachelor of Arts in Architecture Degree

Current Status: In Progress

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

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

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 programs. Our students have been requesting a four-year degree for many years and with the passage of Senate Bill (SB) 850, 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.

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.

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. 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.

We have an excellent track record of assisting our students in transferring to the

four, public colleges and universities in California that offer degrees in architecture. However, in San Diego County the three colleges offering degrees are private and the cost for the majority of our students is prohibitive. In addition, due to personal and/or financial issues, many students cannot leave San Diego County to attend a public college or university.

The implications are crucial, as lack of access to affordable alternatives in obtaining a four-year degree will leave those students with a two-year degree at a disadvantage in obtaining employment in the profession.

The next steps, beyond obtaining approval to move forward with the four-year degree option with appropriate State and District individuals, involve procuring funding for release time for Valerie Abe, Associate Professor, Architecture & Environmental Design Department and Robert Wong, Associate Professor, Architecture & Environmental Design Department to proceed with workshops to develop a master plan for finalization of the degree course requirements, sequence, etc. to establish contact with appropriate representatives from the State and District and to set up face-to-face meetings with said representatives.

In addition, funding for travel for Ian J. Kay, Chair, Architecture & Environmental Design Department, Valerie Abe, Associate Professor, Architecture & Environmental Design Department and Robert Wong, Associate Professor, Architecture & Environmental Design Department to conduct meetings with appropriate representatives at the State and District levels.

Goal: Installation of Garage Door in Z201/Model Shop

A major short term goal is to provide better access to the model building shop in Z201. Developing and outfitting the 3D model building shop has been an important step forward for the Department, particularly, the Architecture Program. The fully completed facility is now open. The main issue in need of resolution is additional access to this space to improve natural light and ventilation and functionality. Currently, access occurs from two standard doors and one segmented, glazed garage door. This door was installed in the Summer of 2019 utilizing CTE Strong Workforce funding. Our original proposal included a second door, but funds were not available.

What we are proposing is the addition of a second segmented glass, garage-type door to match the existing door. Doing this would allow the students easy and improved access to the exterior when the model shop is open for use. In addition, ventilation for the model shop will be improved.

Action: Installation of Garage Door in Z201/Model Shop

Describe the actions needed to achieve this objective:	1. Upon approval, Department Faculty will develop a series of workshops to develop a master plan paint scheme for the Design Center. 2. Meet on-site with the District Architect, Lance Lareau, vetted contractor's representative and Architecture & Environmental Design faculty to discuss requirements, schedule, etc. 3. District Architect, Lance Lareau to coordinate contractual issues with the vetted contractor. 6. Installation to be completed by vetted contractor, Summer 2020.

Who will be responsible for overseeing the completion of this objective:	1. Ian J. Kay, Chair, Architecture & Environmental Design Department 2. Lance Lareau, District Architect 3. Contractors Representative 4. Additional Department Faculty as deemed appropriate.
Provide a timeline for the actions:	The timeline for this action is as follows: 1. Funding approved Spring Semester 2020. 2. Contractor to install door during the Summer Session 2020.
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 installation of the garage door, as defined by contractor's scope of work in their submitted estimate has been completed as promised. In addition, new and returning students will be asked to assess the overall impact this improvement has had on the utilization of the Model Shop. This survey will be conducted after the first two weeks of the Fall Semester 2020 has concluded.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	1. Funding to proceed with the required installation, etc. of the garage door at the Design Center. 2. Faculty a. Ian J. Kay, Chair, Architecture & Environmental Design Department b. Additional Department Faculty as deemed appropriate. 3. Classified Staff a. Lance Lareau, District Architect b. Additional Classified Staff as deemed appropriate. 4. Other a. Contractors Representative 3. A preliminary cost estimate for installation, patching and repair work, etc. at the Design Center has been attached.

Supporting Attachments:

Contractors Quote for Garage Door Installation (Adobe Acrobat Document)

Status for Installation of Garage Door in Z201/Model Shop

Current Status:	Not started
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	N/A
If the Current Status was not marked Completed, what are the implications	The Advisory Committee and other industry partners provide input into currency of the curriculum as it relates to facilities such as the model shop. In addition, they are a key source of paid internships for our students. Professional

and next steps:

organizations such as the American Institute of Architects (AIA), provide a link to practitioners in the field, lectures, and conferences including learning opportunities directly related to professional practice. Our Advisory Committee is supportive of our need to improve our existing facilities and to improve access to those facilities. Lance Lareau, the District Architect and a member of our Architecture Program Advisory Committee, assisted with the coordination of the installation of the first door and agrees that adding the additional door would not only improve access and ventilation, but would be a fairly simple process given the existing fixed glazing. Lance coordinated with the original contractor and has provided construction documents and a quote for the cost of installation.
The impact if this facilities improvement is granted and funded is significant. For example, when completed, natural light and ventilation will be greatly improved. In addition, students will be allowed to use the exterior area created without impacting the interior of the model shop. The climate in San Diego allows faculty and students the opportunity to work outside for the majority of the year. This in turn, gives us greater flexibility in the use of the shop. This facilities improvement will directly support the entire Department. Students and faculty from all Programs within the Department will utilize the model building shop.

Substantiating Evidence:

Contractors Quote for Garage Door Installation (Adobe Acrobat Document)

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
B. **2019/20 Program Review Instructional Program Analysis Section** (Form)

Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream
Participating Area: Architecture

(REQUIRED) Program name

Architecture

(REQUIRED) Are you on target with your assessment schedule?

The following should be noted with respect to the assessment schedule:

1. The Architecture Program has completed CLO Assessment for all Architecture courses.

2. Our intent was to begin our *Program Learning Outcomes* assessment in the Spring Semester 2019. However, we did not begin that process. Therefore, we do not have anything to report with respect to the PLO Assessments at this time. We will begin our *Program Learning Outcomes* assessment in the Spring Semester 2020. The assessments will be administered by the participants utilizing existing *Course Learning Outcome* data collected in Fall 2016 through Fall 2018. Additional Course Learning Outcomes will be administered as deemed appropriate during the Spring 2020 semester. Following is a list of our *Program Learning Outcomes*:

1. Communication
    - Write about, speak about, and/or graphically articulate solutions to design problems and the processes of arriving at these solutions to faculty, visiting critics, and fellow students.
    - Respond appropriately in a variety of methods, including, but not limited to, a combination of written assignments and analysis, programmatic issues, design projects, non-digital and digital assignments, written tests and quizzes.

2. Critical Thinking
    - Think independently, creatively, logically and critically in a problem/project based curriculum that requires applying complex problem-solving methods.
    - Resolve programmatic, spatial, social, political, engineering and sustainable design issues while developing rational, personal, creative and individual problem and design solutions.

3. Information & Technological Literacy
    - Gather, analyze, evaluate and disseminate information using multiple means of expression including, but not limited to written assignments and analysis, design projects, non-digital and digital assignments and presentation techniques.
    - Demonstrate an awareness of current technology through the use of state-of-the-art equipment and software including, but not limited to, computers, scanners, plotters, printers, copiers, digital projectors, laser engravers and 3D model making technologies including current editions of software utilized in the profession.

4. Professional & Ethical Behavior
    - Demonstrate the ability to work both independently and collaboratively.
    - Develop a greater sense of self-awareness.
    - Develop cultural sensitivity and interpersonal skills while participating in team projects, role-playing, and workplace scenarios.

5. Global Consciousness
    - Demonstrate knowledge of global issues and an awareness of global, national and local concerns from multiple perspectives.
    - Develop an awareness, respect and appreciation for the diversity of individuals through the evaluation and integration of programmatic issues, design issues, historical issues, and political,

cultural and social perspectives that are international in scope, including issues of diversity, equity, sustainability and environmental sensitivity.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

1. CLO Assessments have revealed that our courses generally have high success rates based on an assumed minimum success rate of 70% for all participants receiving a grade for the particular Course Learning Outcome being assessed. Generally, the benchmarks were met for all CLO's being assessed. However, the assessments revealed that students with poor attendance understandably had the lowest success rates. In addition, the assessments revealed which project/assignments types were more successful. It should be noted that the majority of our courses utilize project-based assignments.

2. As stated, our intent was to begin our *Program Learning Outcomes* assessment in the Spring Semester 2019. However, we did not begin that process. Therefore, we do not have anything to report with respect to the PLO Assessments at this time. We will begin our *Program Learning Outcomes* assessment in the Spring Semester 2020. The assessments will be administered by the participants utilizing existing *Course Learning Outcome* data collected in Fall 2016 through Fall 2018. Additional Course Learning Outcomes will be administered as deemed appropriate during the Spring 2020 semester. In addition, the participants will utilize the following master documents developed by the Outcomes Coordinator:

a. *Program Learning Outcomes Assessment Rubrics* for five PLO's; *Communication, Critical Thinking, Information & Technological Literacy, Professional & Ethical Behavior & Global Consciousness*.
b. *Program Learning Outcomes Assessment Summary* consisting of five questions the assessor must answer to summarize the program assessment data.

3. The participants who will be involved in assessment delivery are as follows:

a. Ian J. Kay, Outcomes Coordinator, Professor & Chair of the Department of Architecture & Environmental Design
b. Valerie Abe, Associate Professor, Architecture
c. Robert Wong, Associate Professor, Architecture

As 4. As stated, the *CLO Assessments* revealed that students with poor attendance understandably had the lowest success rates and revealed which project/assignments types were more successful. Our plan for implementing change will be focused on the following methods:

Attendance

- Review attendance weekly to determine patterns of attendance.
- Meet one-on-one with those students with poor attendance to determine if there is anything we, as faculty, can do to assist them with respect to their absenteeism.

Projects/Assignments

- Develop FLEX Workshops to review projects and assignments for all faculty teaching a particular course where we have determined that a discussion of projects/assignments is necessary. Additional faculty will be invited to these workshops as as deemed appropriate.
- Revise projects and assignments as deemed appropriate based on success rates and data gathered by faculty.

5. As stated, we will begin our *Program Learning Outcomes* assessment in the Spring Semester 2020. Therefore, we do not have anything to report with respect to issues or problems related to PLO Assessments at this time.

(REQUIRED) Based on your assessments, what resource needs have you identified?

Based on our assessments, we have identified the following resource needs:

1. Increased access to the Design Center studio classrooms is a must. Today the vast majority of our architecture students are seeking acceptance into four and five-year 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 where students are allowed seven days a week, twenty-four hour a day access to the design studios. 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 strongly believe that increased access will benefit students academically, particularly those who may not have a workspace outside on Mesa College.

2. Facilities maintenance is a must. 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 ten 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 minor 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:

- Replacement of wood fascia's.
- 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 issues.
- Landscape maintenance.

We have attached a PowerPoint which documents the maintenance issues described above. We strongly believe that improved maintenance will benefit students academically as our students spend a significant amount of time at the Design Center each week, again, particularly those who may not have a workspace outside on Mesa College.

Please provide any other comments.

N/A

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream
Participating Area: Architecture

Program Name

(REQUIRED) Type your program name.

Architecture

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

For all courses taught during the five-year period, course success at the program level for all genders and race/ethnicities, students have a success rate of 70% or above with Filipinos having a success rate high of 88% and African Americans the lowest rate at 54%. Success rates for Asian, Latinx, White and Other vary from a low of 70% to a high of 79% with Native Americans and Unreported at 85% and 86% respectively.

For all courses taught during the five-year period, course success at the program level based on *gender* for all race/ethnicities, the following should be noted:

- *Female students* have a success rate of 45% or above with Filipinos having a success rate high of 88% and African Americans the lowest rate at 45%. Success rates for Other and Latinx, vary from a low of 66% to a high of 68% respectively, with Unreported and White at 77% and 76% respectively. Asian and Filipino have success rates at 84% and 88% respectively.

For all courses taught during the five-year period, course success at the program level based on *gender* for all race/ethnicities, the following should be noted:

- *Male students* have a success rate of 56% or above with Unreported having a success rate high of 94% and African Americans the lowest rate at 56%. Success rates for Native American and Filipino students vary from a low of 80% to a high of 87% respectively, with Latinx, Other and White at 71%, 72% and 76% respectively.

Based on the above referenced data, I then looked at the success rates for all gender and race/ethnicities for the basic introduction courses; *Architecture 100/Graphic Design Communication I, Architecture 103/Introduction to Architecture & Environmental Design and Architecture 170/Architectural Design*, taught during the five-year period. Generally, these are the three courses new students enroll in when first entering the Architecture Program. In addition, it is at this point in the student's educational path where success is the most important. The course success rates at the program level for all race/ethnicities for these courses are as follows:

- Students have a success rate of 55% or above with Filipinos having a success rate high of 95% and African Americans the lowest rate at 55%. Success rates for Latinx during this period were 66% while success rates for Asian and White vary from a low of 73% to a high of 74% respectively with Other and Unreported at 81% and 82% respectively. This is in keeping with the success rates for all courses taught in the given five-year period.

I then looked at the success rates for female and male for all race/ethnicities for the basic introduction courses; *Architecture 100/Graphic Design Communication I, Architecture 103/Introduction to Architecture & Environmental Design and Architecture 170/Architectural Design*, taught during the five-year period. Generally, these are the three courses new students enroll in when first entering the Architecture Program. In addition, it is at this point in the student's educational path where success is the most important. The course success rates for *females* and *males* at the program level for all race/ethnicities for these courses are as follows:

- Female students have a success rate of 65% or above with Filipinos having a success rate high of 100% and Latinx the lowest rate at 65%. Success rates for Unreported, Asian and White vary from a low of 70% to 73% and a high of 78% respectively.
- Male students have a success rate of 56% or above with Others having a success rate high of 82% and African American the lowest rate at 56%. Success rates for Latinx was 66% while White and Asian vary from a low of 71% and a high of 75% respectively.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

For all courses taught during the five-year period, course success at the program level for all genders and race/ethnicities, the patterns do persist over time to some extent. However, Asians success rates vary from a low of 71% in the Fall of 2014 and a high of 96% in the Fall of 2015. The most troubling data concerns African Americans with a success rate of 67% in the Fall of 2014 and a low of 32% in the Fall of 2017.

For all courses taught during the five-year period for female and male students of all gender and race/ethnicities the patterns do persist over time to some extent. The course success rates for *females* and *males* at the program level for all race/ethnicities for these courses are as follows:

- Female students have a success rate of 56% or above with Asians having a success rate high of 100% in the Fall of 2016 and Latinx the lowest rate at 56% in the Fall of 2014. Success rates for Latinx, White and Asian vary from a low of 56% to 84% to a high of 100% respectively.
- Male students have a success rate of 29% or above with Asians having a success rate high of 94% in the Fall of 2015 and African American the lowest rate at 29% in the Fall 2017. Success rates for Asian, Latinx and White vary from a low of 57% to 70% to a high of 83% respectively. The most troubling data concerns male African Americans with a success rate of 29% in the Fall of 2017 and a high of 55% in the Fall of 2018.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

One significant factor that may influence these results is student access to financial aid. For all courses taught during the five-year period, regarding financial aid status for all genders and race/ethnicities, the following should be noted:

- 86% of the Filipino students are receiving financial aid while only 57% of African Americans are receiving financial aid, the lowest percentage for all genders and race/ethnicities.
- Financial aid rates for Latinx, Asian, Other and White vary from a low of 69% to 73% to 71% to a high of 75% respectively for all genders and race/ethnicities.

Based on the data, it appears there is a direct correlation between student access to financial aid and success rates for all genders and race/ethnicities. It seems obvious that student access to financial aid is a critical component in a student's success, particularly in the Architecture Program due to the high cost of materials and textbooks required for the majority of our courses.

One of the most significant and troubling findings concerns female and male African Americans. For all courses taught during the five-year period, course success at the program level based on *gender* for African American students, the following should be noted:

- Female African American students have a success rate of 45% while Asians have an 84% success rate, Filipinos a success rate high of 88%, Latinx a success rate high of 68%, White a success rate at 77% and Other and Unreported, vary from 66% to 76% respectively.
- Male African American students have a success rate of 56% while Asians have an 74% success rate, Filipinos a success rate high of 87%, Latinx a success rate high of 71%, Native American 80%, White a success rate at 76% and Other and Unreported, vary from 72% to 94% respectively.

The success rates for both female and male African American students is well below the success rate of 73% for all enrollments in this category. It should be noted that 57% of female and male African American students are receiving financial aid, the lowest percentage for all genders and race/ethnicities. Again, it seems obvious that student access to financial aid is a critical component in a student's success, particularly in the Architecture Program due to the high cost of materials and textbooks required for the majority of our courses.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

The Architecture Program has taken a number of steps to increase student success and reduce equity gaps as follows:

- Faculty has made a conscientious effort to reduce the cost of textbooks and materials whenever possible. In the case of textbooks, we have attempted to keep required textbooks to an absolute minimum. In addition, whenever possible, required textbooks are utilized in more than one course.

  For example, in our *Architecture 100/Graphic Design Communication I,* course, which virtually every new student is required to take, the required textbook, Francis D. K. Chings, *Architectural Graphics*, is utilized in a number of the more advanced courses. This is just one example.

  In addition, faculty have donated and paid for (out of their own finances), quite a significant number of books (close to 300 at last count), including required textbooks, that students are allowed to use during class time. We have investigated ways to make these books more readily available and allow students to take them off-campus including developing a lending library, but have not come up with a solution or funding source that would allow us to develop a space for and a comprehensive method of controlling the tracking of books, etc.

- The costs of model building and other presentation materials can be quite expensive. To assist students, the faculty has developed a system whereby unused materials such as paper, corrugated cardboard, chipboard, basswood, markers, pencils, pens, glue, etc. are collected and maintained in storage for future use. In addition, Faculty have donated and paid for (out of their own finances), paper, corrugated cardboard, chipboard, basswood, markers, pencils, pens, glue, etc. The material is offered to students if the need is apparent.

  In addition, faculty have donated and paid for (out of their own finances), quite a significant number of drafting tools, cutting tools, scales, etc. and loan these out for use during class time to those students who have an apparent need.

- An important aspect of our program is photographically recording the significant number of models, drawings, and other fabrication projects that students are required to produce. These digital photographs are utilized for student presentation, but more importantly, for portfolios which are required when applying to transfer institutions and employers. To assist students, we developed a fully equipped photography studio at the Design Center. With funding from a number of sources including the Mesa College Foundation, Perkins and CTE Strong Workforce, we now have a complete photography setup that allows all of our students to photograph their projects in a professional manner. With the available cell phone digital photography technology and our photography studio availability, students can now produce professional quality images for their portfolios. This availability levels the playing field with respect to the quality of digital imagery available to all students simply using their cell phone.

- An important aspect of our program is physical model building. Students are required to construct a significant number of models as they proceed through our program. To assist students, we developed a fully equipped model/fabrication shop at the Design Center. With funding from a number of sources including the Mesa College Foundation. Perkins and CTE Strong Workforce, we now have a complete model/fabrication shop. With 3D model making and laser engraver technology students can now produce professional quality models of their design projects.

  In addition, at the end of the 2019 Spring Semester, we hired a full-time classified employee to oversee the shop. This increased shop availability levels the playing field with respect to the quality of 3D model building available to all students without incurring additional costs for expensive model building and fabrication tools.

- 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. For example, we are currently working directly with the Chairperson of the Department of Architecture at Cal Poly Pomona and the Assistant Department Head at Cal Poly San Luis Obispo to establish full and/or block articulation agreements that will allow our students to enter third-year standing in the architecture program overall and third-year standing in the studio design sequence with design portfolio review. In addition, we have been approached by the University of New Mexico to establish a similar articulation agreement. Our plans include future discussions with the University of California Berkeley and the University of California Los Angeles to establish full articulation agreements.

The Architecture Program has made a number of suggestions through the Program Review process to alter practices to increase student success and reduce equity gaps as follows:

- A significant step would be to increase access to the Design Center studio classrooms. 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. This would allow students,

particularly those who do not have an appropriate place to work or the hardware and/or software required, to keep pace with students that do.

We assume the restriction of student access is based on standards dictated by the State Chancellors Office, the District and/or the Campus.

- A significant step would be to increase contact hours with our students and to reduce class size when appropriate. This would allow faculty to spend additional time with each student which in turn builds confidence and critical thinking skills. In design studio courses for example, we have found students become more comfortable with the design process when meeting individually with the instructor. This is important, as the design studio sequence is the core of our program and of all four and five-year degree programs in architecture.

- The most significant step would be the development of a Four-Year Bachelor of Arts degree in Architecture. 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 programs. Our students have been requesting a four-year degree for many 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 will 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.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

The Architecture Program contributes to the College's identity of being a Hispanic Serving Institution in the following ways:

- Across our curriculum, when appropriate, we focus on Latinx designers and architects and their impact on design, particularly in Southern California and San Diego. This is particularly important

in San Diego with our proximity to Mexico and the rich history and influence of the architecture of Latin America and Mexico on the architecture of San Diego and environs.

- In our Architectural History courses, we discuss built projects and other examples of architecture, art and design in Latin American countries. Students are introduced to the relationship of the cultural and religious ideas that have impacted the architecture there and in Southern California and San Diego in particular.

- As a program we stress the relevance and influences of the Latinx architects, designers and artists Across our curriculum. This is significant when exposing our students to the diversity of cultures and design in architecture. It broadens the student's views in general, particularly when we are discussing issues of culture and design in Southern California and San Diego in particular.

- We have included local Latinx architects and designers in our Advisory Committee and in juries for our design studios.

Enrollment data revealed the following:

- For all courses taught during the five-year period our enrollment data shows that Latinx enrollment was 42%, with Non-Latinx at 58%. Campus-wide enrollment for Latinx for the same time period was 37% and Non-Latinx was 63%.

- For all courses taught during the five-year period our enrollment data shows that Female Latinx enrollment was 42%, with Non-Latinx at 58%. Campus-wide enrollment for Female Latinx for the same time period was 40% and Non-Latinx was 60%.

- For all courses taught during the five-year period our enrollment data shows that Male Latinx enrollment was 43%, with Non-Latinx at 57%. Campus-wide enrollment for Male Latinx for the same time period was 34% and Non-Latinx was 66%.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

The Architecture Program has identified the following, ongoing resource need:

- 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.

Our goals for improving our program include a continuing effort to provide our students with other industry standard software. This includes programs such as SketchUp, Rhino Modeling Software and Adobe Creative Suite. These programs are utilized in addition to and in concert with the design and drafting software such as Revit, ArchiCAD and AutoCAD programs. These programs are standard in the industry and it is imperative that our students are exposed to these and other emerging software programs.

Again this year, we have submitted a *Budget Augmentation Request* for software. We assume the lack of attention to this issue is based on the absence of a funding source to properly address the ongoing cost of software purchase and upgrades.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

The Architecture Program has outlined a number of program goals to address these implications or needs as follows:

- Computer Hardware Replacement
- Strengthening Articulation Agreements
- Replacement of Model Building Equipment
- Development of a Four-Year Bachelor of Arts Degree in Architecture

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

The following outline provides infromation on the devlopment, results and next steps of three areas of focus identified in last year's Program Review:

1. Development of the High School Outreach Kit

To attract more women and minorities to the field, architects surveyed by the American Institute of Architects (AIA), recommend exposing more students in middle and high school to architecture—what it means to be an architect and how to launch a career. The importance of this strategy is supported by findings in the expanded full AIA Report, *Diversity in the Profession of Architecture Key Findings 2015*. Many current architects grew interested in the profession while in school, recognizing at the time that their skills in math, science, or drawing matched the job requirements well. Others attended a class that sparked an interest in architecture. School interventions are additionally appropriate because architects believe that most middle and high schools students don't know what an architect does, how to become an architect, or the admission requirements to study architecture. The Architecture Program faculty has long felt that outreach methods to high schools could be improved. We wanted to address a fundamental problem for our program; how best to reach a broad, cross-section of high school students who may or may not be considering architecture as a profession. We feel that typical outreach methods leave something to be desired. As architecture is a visual and tactile profession, our goal is to develop outreach materials that incorporate these attributes. Our desire as designers and educators is to bring these attributes to potential students.

To facilitate this, a number of Architecture Faculty developed the *Architecture Program Outreach Presentation (APOP)* kit to connect to area high school counselors, faculty and students. The APOP has been developed as a stand-alone presentation vehicle to introduce the Architecture Program to high school counselors, faculty and students. In addition, the kit can be used in conjunction with input from an outreach coordinator, counselor, high school faculty member or faculty

member from Mesa College. We are positive that the development of the APOP will not only improve the method of delivering information regarding the District, College, Department and Program, but will allow us to reach a broad audience of high school students. This in turn will have a positive impact on the community in that it will provide a significant amount of information to the greatest number of people, many of whom, are from traditionally underrepresented populations in the field of Architecture. The main beneficiaries of this initiative will be high school students throughout the region who will have access to the information provided in the *APOP* kit. These are students who may be considering architecture as a profession and those who may not have considered architecture as an option in their future. We see this as a viable method of reaching out to traditionally underserved populations throughout the region as well. In addition, the San Diego Community College District, Mesa College, the Architecture Program and the Architecture and Environmental Design Department will benefit from increased student enrollment.

With assistance from CTE Strong Workforce funding and after a year of development, the *Architecture Program Outreach Presentation (APOP)* kit is close to completion. Initially, we plan to create twenty-five copies of the kit for delivery to area high schools beginning Spring 2020. In addition, the video, developed specifically for the kit, will be uploaded to the Mesa College website for viewing by current and potential students.

2. Introduction of Architecture 103, Introduction to Architecture & Environmental Design

Although not a focus of last year's Program Review, we recently added a new course, *Architecture 103, Introduction to Architecture & Environmental Design.* This course introduces students to the professions of Architecture and Environmental Design. Students are exposed to the education requirements, professional practice, and applications in three major design fields that encompass Architecture and Environmental Design: Architecture, Landscape Architecture, and Interior Design. Presentations include education, history, theory, professional practice, applications, guest lecturers and field trips. This course is recommended for students interested in exploring the field of Environmental Design. There are no prerequisites for this course. Therefore, students, many of whom, are from traditionally underrepresented populations in the field of Architecture and might not enroll in an Architecture course due to prerequisite requirements, can now enroll in this survey course as an introduction to the architecture and environmental design.

3. Completion of the Model Shop & Hiring of Classified Employee

Another focus has been to complete our model building and fabrication shop and hire a full-time Classified Employee to oversee the shop on a daily basis. We accomplished both of these goals during the last year. In addition, with assistance from CTE Strong Workforce funding, we added a glazed, segmented, overhead garage door, to improve air quality, and a concrete slab to allow students to perform certain tasks outside of the model shop when appropriate. In addition, we developed a new course, *Architecture 115, Architectural Model Building.* This course introduces students to basic and advanced model building and presentation skills. There are no prerequisites for this course. Therefore, students, many of whom, are from traditionally underrepresented populations in the field of Architecture and might not enroll in an Architecture course due to prerequisite requirements, can now enroll in this basic course as an introduction to skills required in the fields of architecture and environmental design.

We are already seeing excellent results with respect to model building and presentation skills of our students. The model and fabrication shop has become the most popular place at the Design Center, particularly with the extended hours made possible by the hiring of our Classified Employee, Luis Suarez, who not only has extensive academic and professional model building skills, but has a five-year, Bachelor of Architecture degree from the California College of Arts & Crafts (CCAC).

It should be noted that the majority of employers in architecture do not provide comprehensive training in the use and application of new and emerging model building methods. Nevertheless, individuals engaged in the study of architecture and interior design and those entering the workforce are expected to utilize a wide range of 3D model-building methods and apply them to various architectural projects in class and 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 and is expected in virtually all schools of architecture and design.