

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>Successes: The following challenges were noted in the 2018/19 comprehensive review and have since been successfully achieved:</p> <p>Computer Hardware Replacement New computers, monitors and Ben-Q boards have been installed in the studios, jury room, auditorium and model shop. Strong work force and Heerf funding covered the expense.</p> <p>Ceiling Document Camera, Ceiling Projector Replacement & Related Podium Upgrades All items have been replaced. Strong work force money made this happen.</p> <p>Computer Software and Hardware A new school policy to cover the cost of most classroom software, has alleviated our need to search for money to run our computer courses.</p>

Replacement of Model Building Equipment

We have received a donated CNC machine, larger than the one we currently have, and we have hired a fulltime ILT to run the Model Building Shop. A large CNC machine was donated.

We also purchased six portable drafting boards for the model shop for student use.

Having the ILT five days a week allows students to have a space outside of their studio class hours to work on their projects. In the near future we will need to replace our Epilog Laser Engravers and purchase replacement 3D printers.

Replacement of Graphic Reproduction Equipment

Two new large format HP Printer, Scanner and Copiers have been ordered to replace the 20 year old large format printers, scanner and copiers in the student print room.

Other successes we have accomplished this year:**High school outreach:**

High school outreach with Hoover High school. The student diversity was made up of hispanic and asian students. Students observed a classroom CAD instruction, viewed our Student Show Exhibit, participated in a group project in building a card board chair (which they took home), and we brought in a former Hoover Highschool graduate who shared his journey to becoming an architect, attending CAL POLY SLO, study abroad in Fontainebleau France, graduate school at Columbia University Graduate School of Architecture, Planning and Preservation.

Student Exhibit:

An Exhibit of Student work produced at the Design Center, including Architecture and Interior design was put on display for high school students, families, students, administration and counseling. The exhibit occurred concurrently with the Hoover High School event so the HS student could see what we do in our programs, and hopefully encourage them to pursue a career in architecture.

Fieldtrips:

- Cross discipline student field trip to Los Angeles with the Art Department. Visited Los Angeles County Museum, The Broad Museum, MOCA and Disney Concert Hall. The activity

created synergy between the two programs.

- Two fieldtrips to Arrive T1 – San Diego Airport, students experienced the project development in two phases.
 - This event included students from the Architecture, Interior design, Building Construction Technology programs and the Hospitality program.
 - Supported by Strong Workforce and the San Diego & Imperial Counties Community Colleges Regional Consortium. This group “transforms the way educators, industry, and community partners equitably advance economic mobility”.

Faculty outreach events:

- Counseling-Presentation to the Counseling department. Presentation of the Architecture Program degrees, courses and the process to transferring to an Architecture University and Architecture licensure. We hoped to educate the counselors to better serve our students.
- The Architecture fulltime faculty participated in the Jumpstart Event, meeting high school students from various parts of the city.
- Faculty went to an outreach event at Madison Highschool to share with students what our architecture program can provide.
- CTE Networking Event at the Design Center – an open house event to educate other programs on what the architecture program is about.
- Strong workforce connected the architecture program with a public relations firm 3FOLD to help us with ideas on connecting with future students and build our student population.

Challenges:

Ongoing maintenance issues at the Design Center Buildings.

Problems with roofs leaking, gas leaks, air conditioning and heating issues, rotting doors, wood trim, exterior needs include painting, landscape maintenance, gravel in courtyard needs to be replaced. Interior water damage includes but, not limited to: damaged interior

		ceiling tiles, walls, cabinets, furniture and flooring. See Instructional Program Review dated 2018/19 (Comprehensive) for full documentation with photographs.
If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.	Optional	Major curricular changes: <ul style="list-style-type: none"> Created new course Arch 113 Rhino A new fulltime hire in the Building Construction Technology department. Impact: <ul style="list-style-type: none"> Transfer Universities are using this software program. Our students will be better prepared for transferring into architecture school. The new fulltime hire in BCT will be able to help run the Department, giving the architecture faculty some relief and time to focus on our courses and projects.
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	New resources: Hired an ILT for the Model shop. Impact: Allows the Model shop to be open 5 days a week. Equity issue - giving students a place to work on projects outside of studio time.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support Example course: ARCH 172 Architectural Design II <u>COURSE STUDENT LEARNING OUTCOME(S)</u> <u>MESA</u> <ul style="list-style-type: none"> Write about, speak about, and/or graphically articulate solutions to individual assignments and design problems and the processes of arriving at these solutions to faculty, visiting critics, and fellow students, responding appropriately in a variety of methods. When appropriate, write about, speak about, and/or otherwise describe

		<p>more advanced individual assignments and design problems with emphasis on the plan, section, building form, sustainable and environmental issues.</p> <ul style="list-style-type: none"> • Explain architectural design intentions while applying complex problem-solving methods to resolve programmatic, spatial, social, political, engineering and sustainable design issues while developing rational, personal, creative and individual assignments and design solutions. When appropriate, analyze the use of natural lighting, natural ventilation, and energy conservation policies in architectural design; Develop an original building design in response to complex and advanced architectural programs; Integrate concepts of natural lighting through the analysis of building plan and section; and, Integrate concepts of natural ventilation through the analysis of building plan and section. • Demonstrate information & technological literacy while gathering, analyzing, evaluating and disseminating 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 while demonstrating 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. • Demonstrated the ability to work both independently and collaboratively while developing a greater sense of self-awareness, developing cultural sensitivity and interpersonal skills while participating in team projects, role-playing, and workplace scenarios. • Demonstrate an awareness of global, national and local concerns from multiple perspectives while developing 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.
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Data Reflection

Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends , course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer,	Looking at data for the San Diego/Imperial Counties Community Colleges, from the COE (Centers of Excellence for Labor Market Research), dated March 30, 2023 https://coecc.net/san-diego-imperial/2023/03/architecture-and-

	<p>employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>architectural-occupations/</p> <p>Their brief provides labor market information about Architecture and Architectural Occupations to assist the San Diego and Imperial Counties Community Colleges with program development and strategic planning. They have found:</p> <ul style="list-style-type: none"> • Architecture and Architectural Technology is rated a Priority Program. • San Diego County has a labor market demand of 260 annual jobs openings (while the average demand for a single occupation in San Diego County is 245 annual job openings). • Eight institutions (in San Diego and Imperial County) supply 101 awards for Architecture and Architectural Occupations. <ul style="list-style-type: none"> ○ This shows a supply gap in the labor market. • On average, entry-level and median wages are above the living wage. • The expected education for Architecture and Architectural Technology is a Bachelor's Degree or Highschool Diploma or Equivalent. <p>COC recommendations:</p> <p>Colleges in this region should proceed with developing a new program and supports a program modification because:</p> <ol style="list-style-type: none"> 1. There is a supply gap in San Diego County. 2. Entry-level earnings for this occupation are above the living wage. 3. There is a medium number of annual job openings. <p>Reviewing our Mesa Data Dashboards:</p> <p>Enrollment Management- Comparing Spring 2020, 2021, 2022 and 2023:</p> <ul style="list-style-type: none"> • Spring 2020 enrollment was at 510 (Prior to full pandemic mode) • Spring 2021 enrollment dropped to 440, • Spring 2022 enrollment continues to drops to 418. • Spring 2023 it is up to 449 students.
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		<p>Summary: Moving our courses back on campus, we are slowly recovering our student population prior to the pandemic, which began in March of 2020.</p> <p>Associate degree completion –</p> <ul style="list-style-type: none"> • 2020-21, 14 associate degrees, • 2021-22, 15 associate degrees. <p>The majority of our students transfer to a University Architecture program and do not always complete their Associate Degree in Architecture.</p> <p>Awards by Age</p> <p>2021-22</p> <ul style="list-style-type: none"> • 18 – 24 (46.7%) • 25-29 (26.7%) • 30 – 39 (26.7%) <p>Awards by Gender</p> <p>2021-22</p> <ul style="list-style-type: none"> • Female (26.7%) • Male (73.3%) <p>Awards by Ethnicity</p> <p>2021-22</p> <ul style="list-style-type: none"> • Latinx (40.0%) • White (20.0%) • Unreported/Other (13.3% each) • African American (6.7%) • Filipino (6.7%) <p>Summary: We have a growing Latinx population, but continue to have low representation of African American and Filipino students completing our program and degree awards.</p>
Describe any equity gaps you see in these data . Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender,	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	Looking at Equity-Gap data for the San Diego/Imperial Counties Community Colleges, from the COE (Centers of Excellence for Labor Market Research), dated February 1, 2023 https://coecc.net/san-diego-imperial/2023/02/equity-gaps-in-priority-jobs-and-programs/

<p>age, etc.)?</p>		<p>COC equity gap findings for the San Diego/Imperial Counties:</p> <ul style="list-style-type: none"> • Architectural and Civil Drafting jobs underrepresenting females, BIPOC, BIPOC Women, and are overrepresented with Ages 55+ (meaning possible retirements and job openings). • Architecture and Architectural Technology programs are underrepresenting females, BIPOC, BIPOC women. • Architecture and Architectural Technology Priority Programs in Community Colleges with Statistically Significant Under representation: Mira Costa, Palomar, Mesa, Southwestern. <p>Reviewing our Mesa Data Dashboards for the 2022 semesters:</p> <ul style="list-style-type: none"> • Equity Gaps for Student Characteristics- We had 823 Valid Enrollments broken down into 453 males (retention rate of 93.2% and success rate of 82.3%) and 370 females (91.6% retention rate and 84.9% success rate). An equity gap of -2.5% was listed for the male population. <ul style="list-style-type: none"> ○ Summary- although we have less women in the program, we are obtaining a greater success rate with the female population. • Equity Gap Analysis by Ethnicity- Most dominant Equity gaps are found with Multi-Ethnicity/Other (46 students) at a -12.2% and Black/African American (37 students) at a -7.9%. Our greatest success rate can be found with our Asian students (87%) 77 enrollments, White students (84.7%) 213 enrollments, Latinx (83.8%) 394 enrollments and Filipino students (83.7%) 43 enrollments. <p>Summary: The Equity Gap data we are finding at Mesa College, are matching what we are seeing in industry per the COC report.</p>
<p>Describe the discussion(s) that took place about the unit's learning outcomes assessment data.</p>	<p>Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.</p>	<p>We use a minimum success rate of 70% for all participants receiving a grade. The majority of our courses use project-based assignments requiring in class participation, interaction with the instructor for feedback and preliminary class presentations and reviews. Students with poor attendance had the lowest success rates.</p>
<p><i>Practice Reflection</i></p>		

Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	Community outreach- Meeting with 3Fold Public relations, through Strong Work Force, to promote the Architecture Program
What other factors (internal or external) might also impact the above data trends and equity gaps?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	Legislative changes – New AFT contract allowing adjuncts to obtain healthcare benefits with a .40 FTE. This may encourage retention of adjunct faculty. Hiring- Architecture program made the 2023 Hiring list for a new fulltime faculty. Recruitment- Potential hire, Hoover High school instructor, to bridge the gap between our program and the high school programs.
<i>Unit Goals and Action Plans</i>		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: Highschool outreach Goal 2: Revision to Degrees and create a Certificate Goal 3: Articulation agreements with architecture universities
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	Goal 1: Highschool outreach SO: Completion SO: Pathways and Partnerships Goal 2: Revision to Degrees and create a Certificate SO: Completion SO: Pathways and Partnerships Goal 3: Articulation agreements with architecture universities SO: Completion SO: Pathways and Partnerships

<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1: Highschool outreach</p> <ol style="list-style-type: none"> 1. Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. In process-working on developing an agreement with SDUSD- articulation credit by exam for a CAD course. Mesa contacts are Cloris Johnson and Amertah Perman. 2. Develop cross-functional teams. We are in contact with Andreanna Murphy and Donny Tenorio at K-12 Pathway, Career College and Technical Education at SDUSD for future Highschool student visits to the Design Center architecture program. <p>Goal 2: Revision to Degrees and create a Certificate</p> <ol style="list-style-type: none"> 1. Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. 2. Explore pathways to create a seamless transition between Mesa and Universities and careers. <p>Goal 3: Articulation agreements with architecture universities</p> <ol style="list-style-type: none"> 1. Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. We need to start by reviewing Assist.org and see what State and UC architecture programs are currently accepting from our program. Work with Dean Ly and Articulation officer Juliette Parker on how to implement changes. 2. Develop and implement technologies, such as a website redesign, that will make pathways information available to students and their educational and career planning.
<p>Does this Action Plan require resources</p>	<p>if yes, complete resource request form</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Lead Writer and Manager Information</p>		
<p>Lead writer Name(s)</p>	<p>Valerie Abe</p>	
<p>Name of Program/Unit</p>	<p>Architecture Program</p>	

Manager Name	Dean Pearl Ly
Submission Date of Program Review Draft to Manager for feedback	N/A
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	May 31, 2023