

SAN DIEGO
MESA COLLEGE



Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Architecture (ARCH)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.

Successes:

The following challenges were noted in the 2018/19 comprehensive review and have since been successfully achieved:

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.

Ceiling Document Camera, Ceiling Projector Replacement & Related Podium Upgrades

All items have been replaced. Strong work force money made this happen.

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.

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,

Summary and Reflection

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 with a more stable material. 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.

Major curricular changes:

- Created new course Arch 113 Rhino
 - A new fulltime hire in the Building Construction Technology department.
- * Received approval and currently in the process of hiring a new Fulltime Faculty in architecture.

Impact:

- 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.
- * The new fulltime hire in ARCH will allow contract faculty in Architecture to focus on research and completion of projects focusing on the 2030 Plan.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.

New resources:

Hired an ILT for the Model shop.

*New contract hire in Building Construction Technology.

*New contract hire in Architecture.

Impact:

Allows the Model shop to be open 5 days a week.

Summary and Reflection

Equity issue - giving students a place to work on projects outside of studio time.

*The Building Construction Technology contract hire is currently reworking the program and developing a much needed Construction Management program. This is an IN DEMAND job right now, and especially for female job seekers.

*The Architecture contract hire will give us the man power to investigate a Bacculaureate in Architecture, a revision in our degrees and certificates and pursue more articulation agreements with University Architecture programs.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's data.

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-architectural-occupations/>

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:

- 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.
 - 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.

COC recommendations:

Colleges in this region should proceed with developing a new program and supports a program modification because:

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.

Reviewing our Mesa Data Dashboards:

Enrollment Management- Comparing Spring 2020, 2021, 2022 and 2023:

- 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.

Summary:

Moving our courses back on campus, we are slowly recovering our student population prior to the pandemic, which began in March of 2020.

Summary and Reflection

Associate degree completion –

- 2020-21, 14 associate degrees,
- 2021-22, 15 associate degrees.

The majority of our students transfer to a University Architecture program and do not always complete their Associate Degree in Architecture.

Awards by Age

2021-22

- 18 – 24 (46.7%)
- 25-29 (26.7%)
- 30 – 39 (26.7%)

Awards by Gender

2021-22

- Female (26.7%)
- Male (73.3%)

Awards by Ethnicity

2021-22

- Latinx (40.0%)
- White (20.0%)
- Unreported/Other (13.3% each)
- African American (6.7%)
- Filipino (6.7%)

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.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

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/>

COC equity gap findings for the San Diego/Imperial Counties:

- 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.

Reviewing our Mesa Data Dashboards for the 2022 semesters:

- 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.

o 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.

Summary and Reflection

Summary:

The Equity Gap data we are finding at Mesa College, are matching what we are seeing in industry per the COC report.

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.

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.

Related Documents for Charts and Graphs

Data Reflection Complete

Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

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?

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.

*We are currently in the hiring process for a new contract faculty in Architecture.

Recruitment- Potential hire, Hoover High school instructor, to bridge the gap between our program and the high school programs.

*We have completed an agreement with SDUSD CTE Transitions credit by Exam.

*We hired a SDUSD instructor from the Hoover Highschool program to teach as an adjunct instructor. This may strengthen our connection to SDUSD students coming to San Diego Mesa College Architecture program.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

Yes, see * items.

Are there any edits or updates to the Data Reflection above?

no

Are there any edits or updates to the Practice Reflection above?

Yes, see * items.

Summary and Reflection

Goal 1: Highschool outreach

Unit Goal: Goal 1: Highschool outreach

Goal Status: Completed

Beginning Year: 2022 - 2023

Projected Completion Year: 2023 - 2024

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X
- Completion - Objective 2: X
- Completion - Objective 3: X
- Completion - Objective 4: X
- Pathways and Partnerships - Objective 2: X
- Pathways and Partnerships - Objective 4: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 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.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 12/03/2023</p> <p>Action Plan Update: We have completed an agreement with SDUSD, CTE TRANSITION CREDIT BY EXAM AGREEMENT.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: Completed</p>
<p>Action Plan Status: Active</p> <p>Action Plan: 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> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Goal 2: Revision to Degrees and create a Certificate

Unit Goal: Goal 2: Revision to Degrees and create a Certificate

Summary and Reflection

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X
- Pathways and Partnerships - Objective 1: X
- Pathways and Partnerships - Objective 3: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p>Action Plan Status: Active</p> <p>Action Plan: Explore pathways to create a seamless transition between Mesa and Universities and careers.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	

Goal 3: Articulation agreements with architecture universities

Unit Goal: Goal 3: Articulation agreements with architecture universities

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X
- Pathways and Partnerships - Objective 5: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p>	

Summary and Reflection

Action Plans	Action Plan Update
<p>Action Plan: 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.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	
<p>Action Plan Status: Active</p> <p>Action Plan: Develop and implement technologies, such as a website redesign, that will make pathways information available to students and their educational and career planning.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	