2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023 **PROGRAM: ARCHITECTURE**
CLUSTER: WED **LAST YEAR CPPR COMPLETED:**
NEXT SCHEDULED CPPR: 2026 **CURRENT DATE: 2/20/2023**

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's Resource Plan (download from this folder) (Please review the Resource Allocation Rubric when preparing the resource plan)
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the ***same*** program ***may be consolidated*** into one APPW.

This APPW encompasses the following degrees and/or certificates:

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

None

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☒ If no, you do not need to complete a Progress Report.

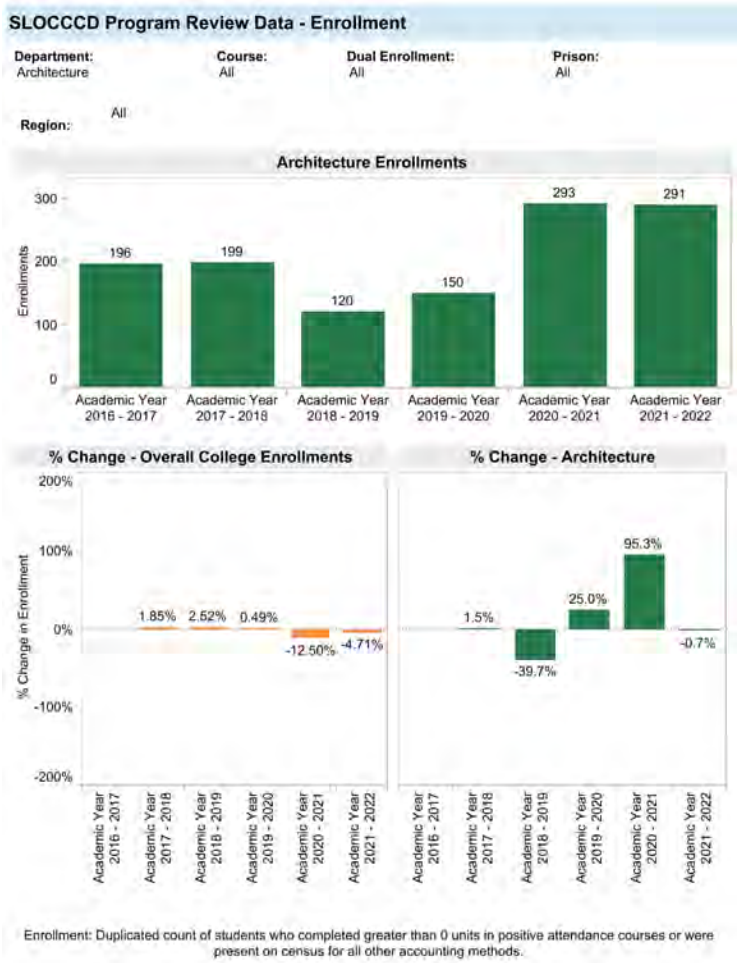
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. General Enrollment (Insert Aggregated Data Chart)

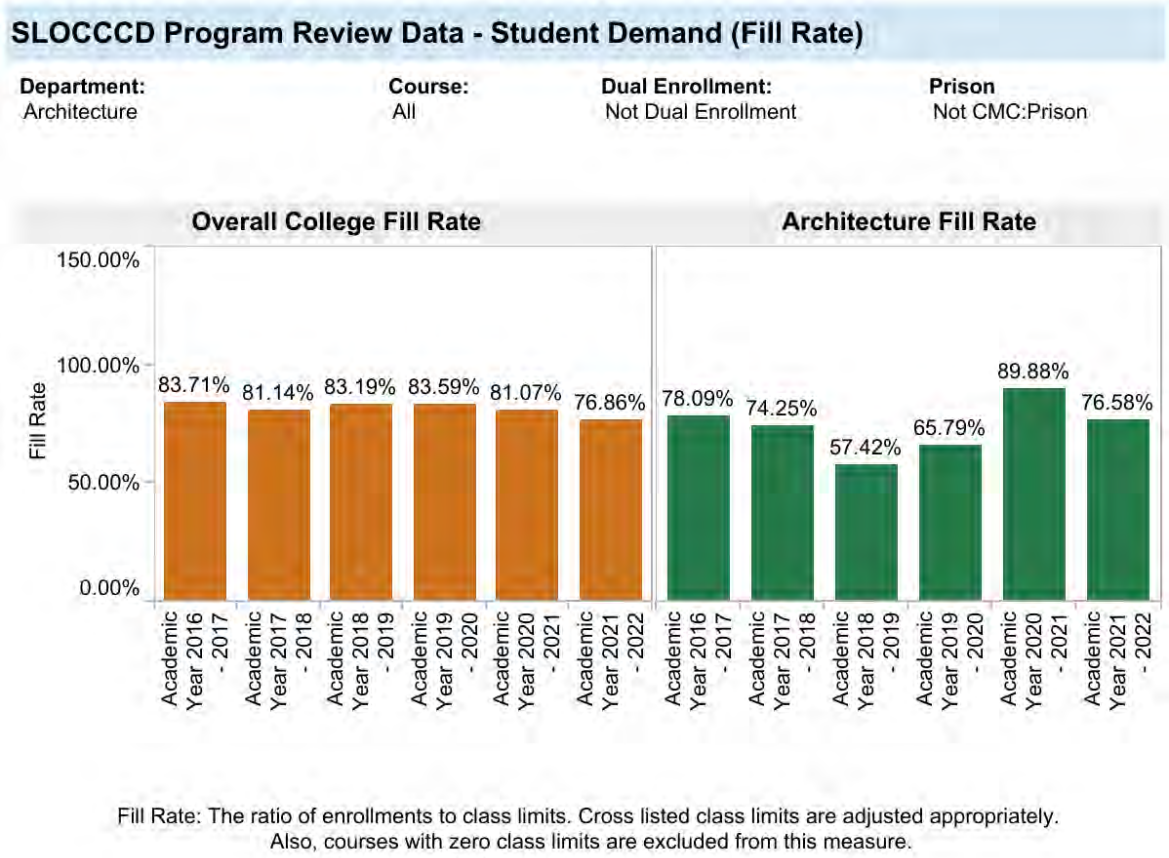
Insert the data chart and explain observed differences between the program and the college.



Architecture's 2022-23 general enrollment stayed relatively flat compared to the enormous 95% gain from 2021-22. Our enrollment numbers fell by only 3 students, -0.7%. The Engineering Technology Division Enrollments rate fell by -2.55% and the overall college enrollments are down by -4.71%.

B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

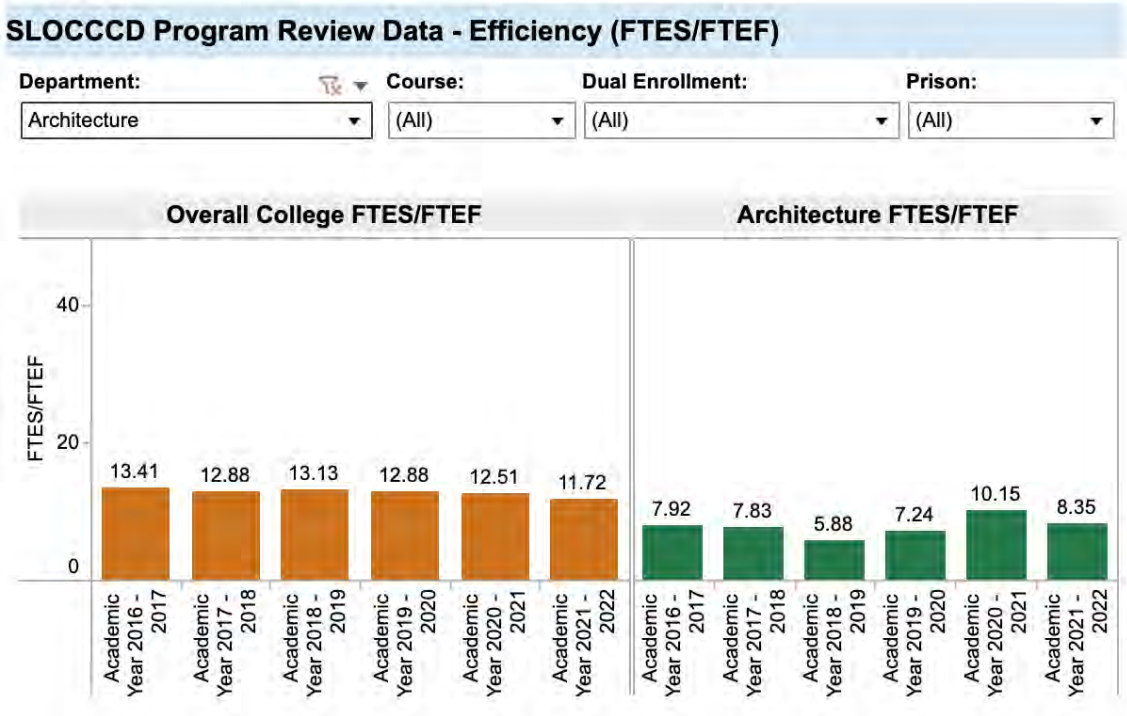


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The previous year, 2020-21, exceeded all expectations by nearly doubling enrollments which resulted in full classes and better fill rates. This year, Architecture enrollments outpaced the division and matched the overall college rates. Compared to 2020-21, this year's (2021-22) data suggest our fill rates declined 13%, a trend mirrored by the Overall College rates. We could not anticipate a college wide drop in enrollment. Assuming this trend continues in 2022-23, we will adjust the class schedule based on current demand.

C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

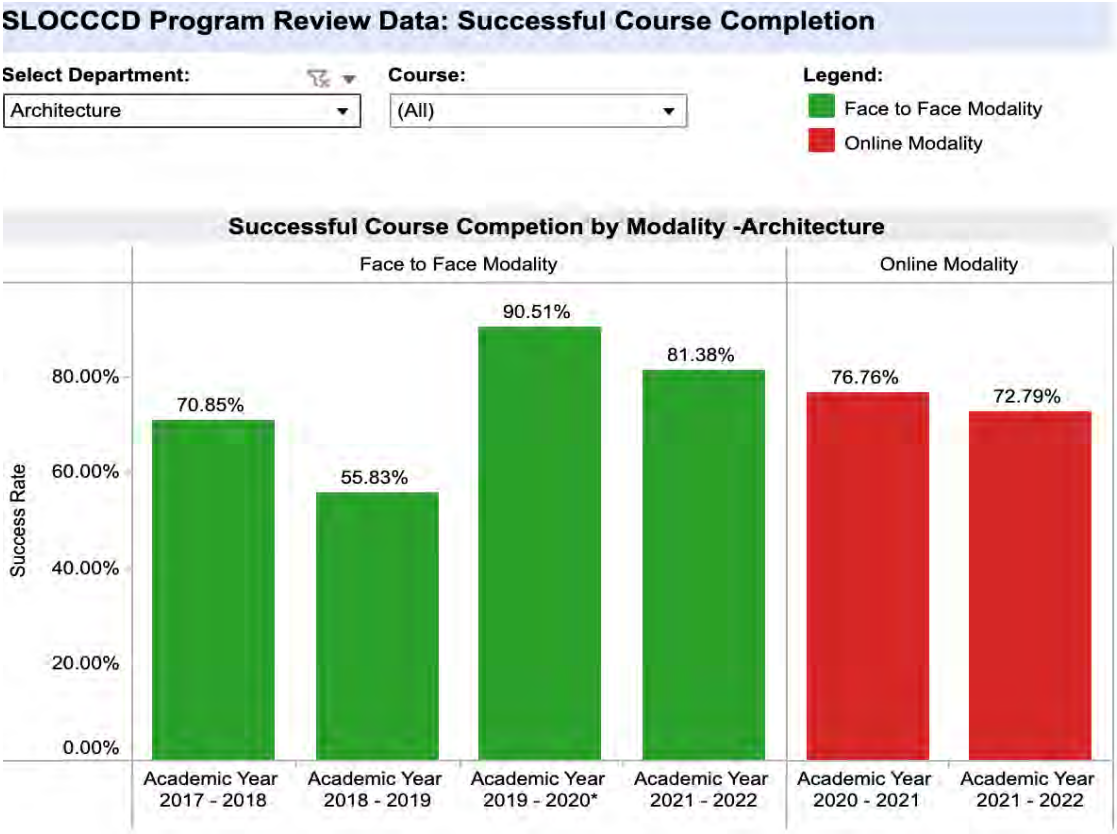


It is important to recognize Cuesta's architecture program has always lagged the College in efficiency. Much of this problem, shared by university-level architecture programs nationwide, is due to the inherent nature of this discipline's distinctive studio/lab teaching modality, which revolves around a high degree of individualized classroom critique and student presentation for most courses.

Decreasing FTES/FTEF rates are directly linked to fill rates. For the same reasons mentioned in section B, General Student Demand, Architectures efficiency fell by 1.8 points. The overall College FTES/FTEF fell by .8 points. Again, we will address efficiency by reducing class sections, as needed, in the 2023-24 schedule.

D. Student Success—Course Completion by Modality (Insert Data Chart)

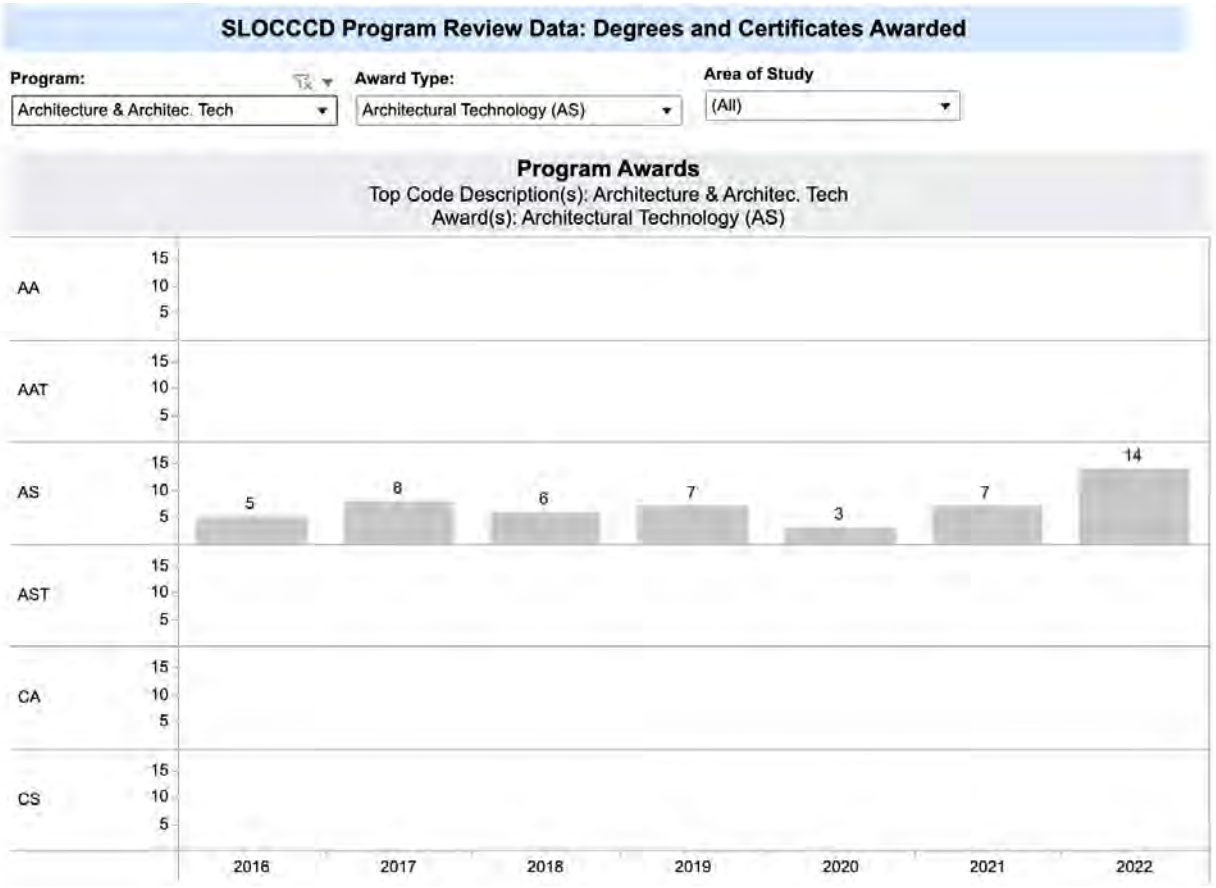
Insert the data chart and explain observed differences between the program and the college.



The Student Success data suggest declines in both Face to Face and Online Modalities, 81.38% and 72.79% respectively. Architecture's 2019-2020 Completion by Modality increased by a remarkable 35%. As with most 2019-20 Architecture program metrics, growth and improvements were extraordinary that year. 2020-21 declines suggest a correction in all measurable areas. The Architecture program data declines are in alignment with the overall college program data declines.

E. Degrees and Certificates Awarded (Insert Data Chart)

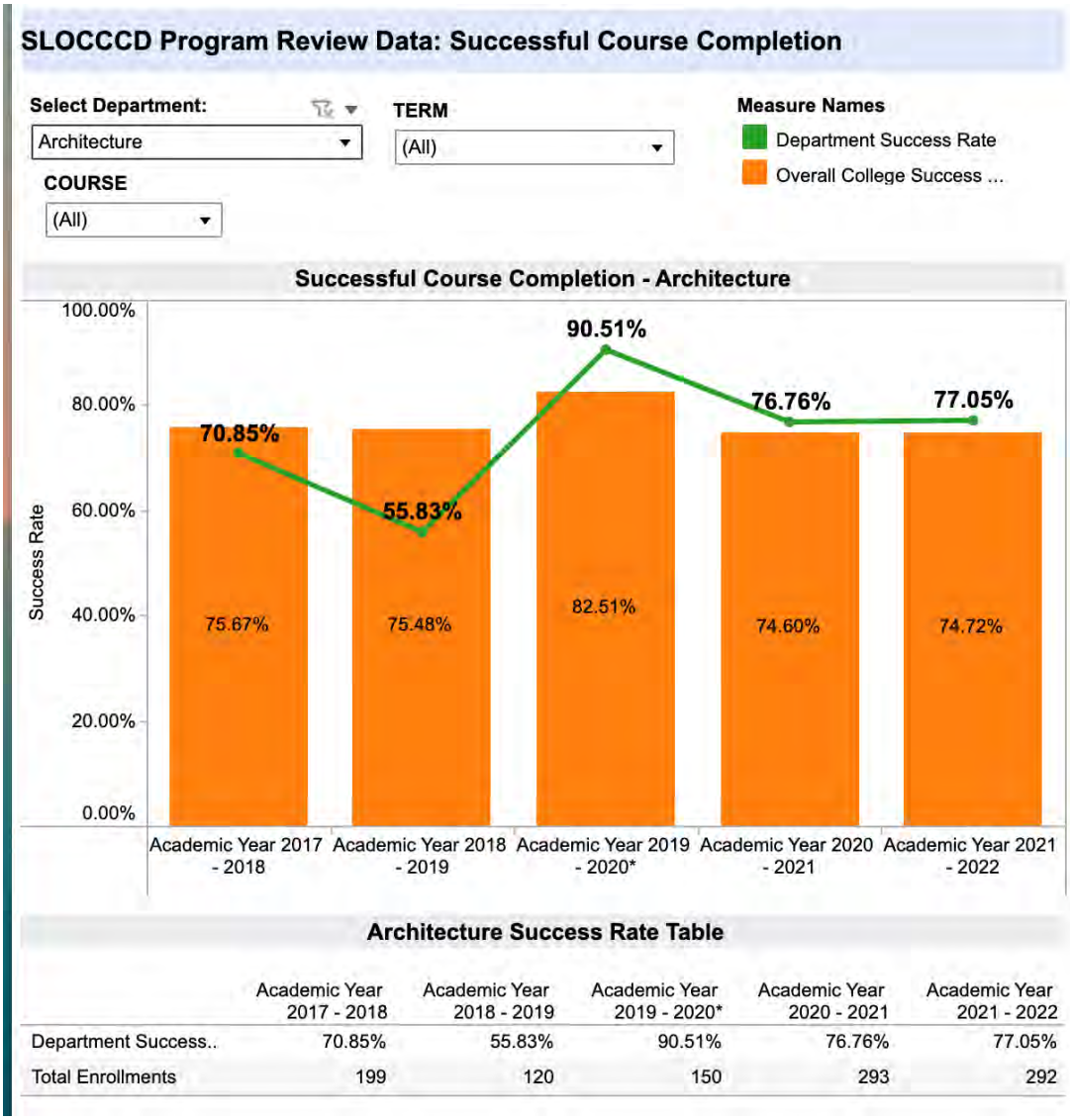
Insert the data chart and explain observed differences between the program and the college.



Awarded degrees double over last year's degrees. I believe 14 sets an all time record. For years, we have discussed with our students the value of applying for the Architecture AS degree to little avail. Up until 2022, the average number of degrees was 6 per year. These are encouraging numbers but it's unclear as to what cause the sudden increase.

F. General Student Success – Course Completion (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.



Architecture Success Rate Table

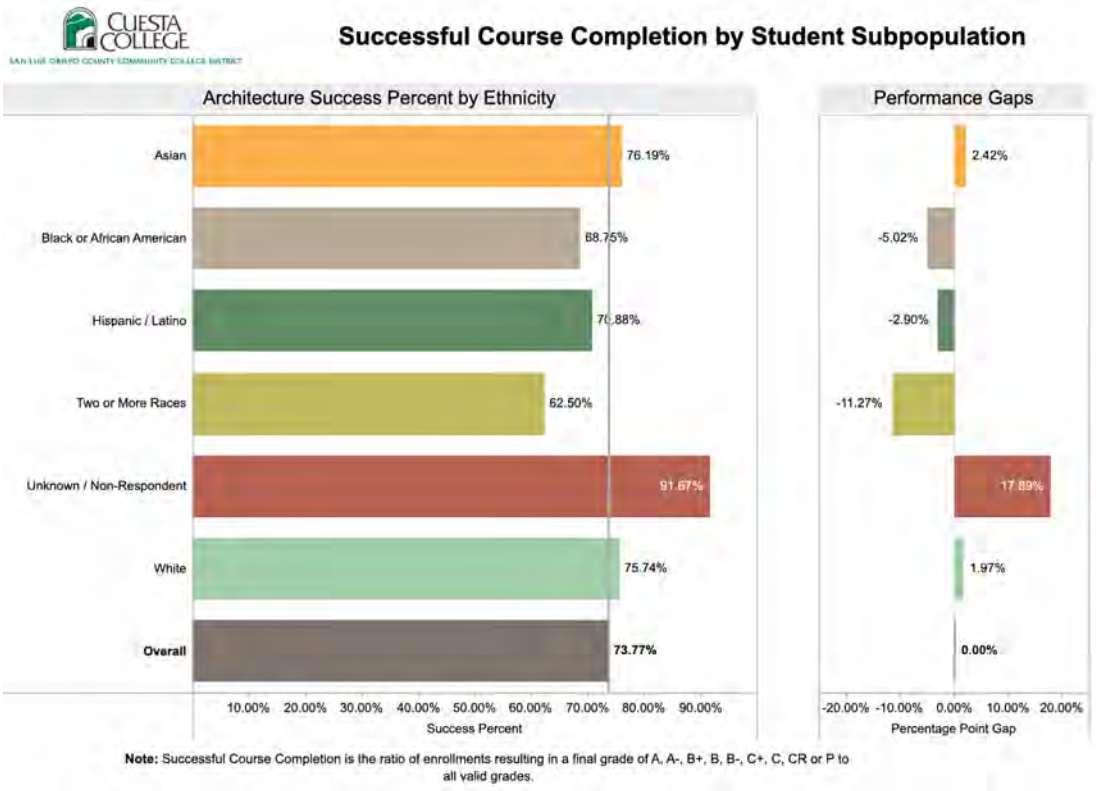
	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Department Success..	70.85%	55.83%	90.51%	76.76%	77.05%
Total Enrollments	199	120	150	293	292

Architecture student success and course completion continues to track above the Institutional Set Standard. This is a testament to the quality work Architecture faculty put into supporting, encouraging and inspiring our students to succeed.

G. Review the Disaggregated Student Success charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

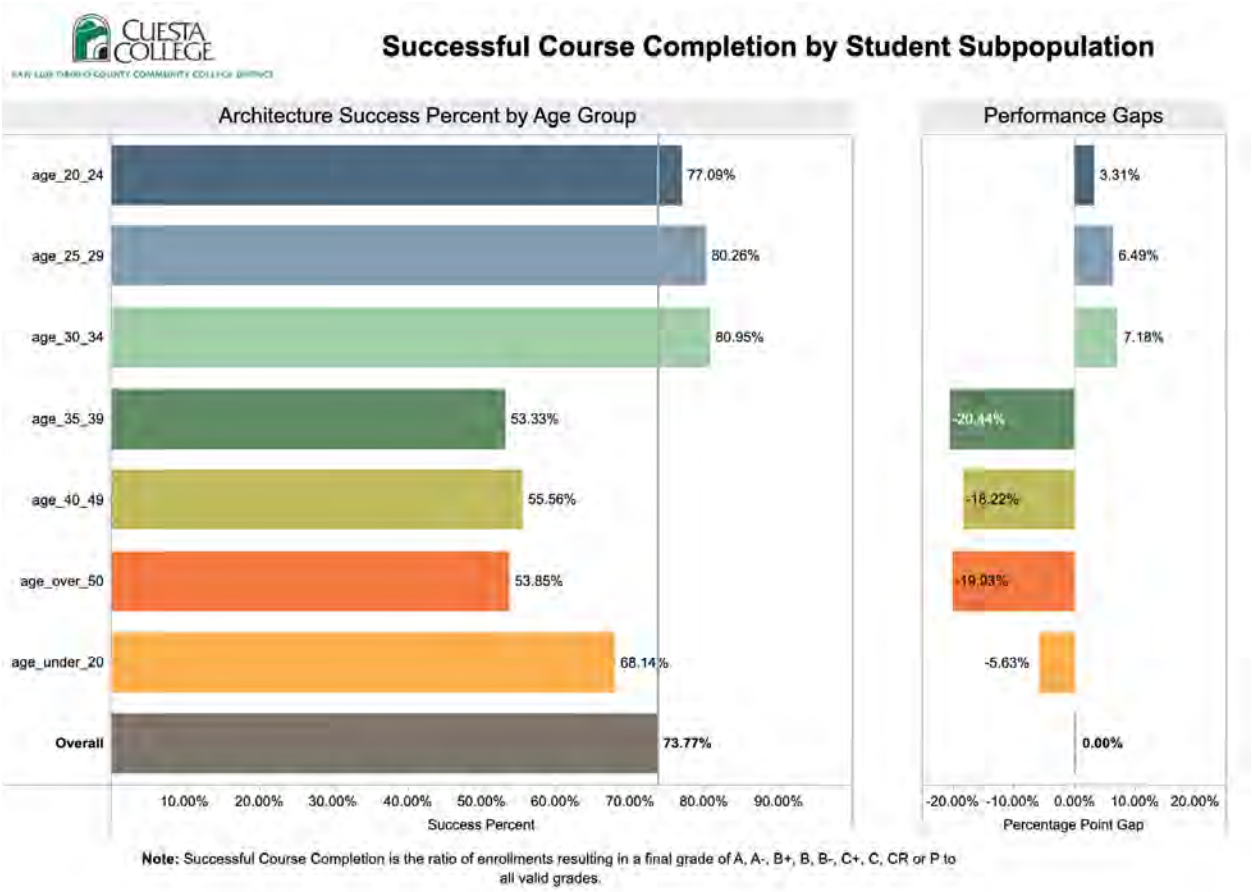
The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?



2021-22 ethnicity success rate data clusters very tightly, with minimal performance gaps amoungst identified ethnic groups. Hispanic/Latino students trailing whites by 5% and African Americans trail by 7%. Asian students are out preforming all other Subpopulations. That said, Asian, Latino and Black groups comprise relatively small populations within our program; consequently, any individual's success or failure has

a disproportionate effect on a metric that uses percentages.



The architecture program has had a handful of students older than 35, and most have performed quite well, but there are outlier years. Some are retirees who are financially secure and use their maturity and career experience to good advantage. This year students between 35 and 49, are the poorest preforming group but like the 50 plus group the sample is small which skews the results. Relatively small populations within our program can have a disproportionate effect on a metric that uses percentages.

Our youngest students, those under 20, typically have the lowest success rates. The reasons vary, but often they come down to immaturity and academic deficiencies that require remediation. Financial security may also be a factor.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:

☐ SLO assessment cycle calendar is up to date.
☐ All courses scheduled for assessment have been assessed in eLumen.
☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.

See Program Planning/ Forecasting for The Next Academic Year below

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: (Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.

1) New or modified plans for achieving program-learning outcomes
   a) *none*
2) Anticipated changes in curriculum, scheduling or delivery modality
   a) *Schedule fewer 2nd year studio and computer graphics sections to increase efficiency.*
3) Levels, delivery or types of services
   a) *None*
4) Facilities changes
   a) *Upgrade drafting tables and chairs in 4115.*
   b) *Replace data projectors, ceiling mounted cameras and instructor stations in 4115, 4116 and 3406.*
   c) *Replace aging Cad Lab computers, scanners and plotter (3406, library, 4115 and 4116)*
   d) *General budget increases for ongoing software purchases and upgrades, consumable dFab parts and materials.*
5) Staffing projections
   a) *Replace Silverberg's retired full time position.*
6) Other
   a) *Fund annual ACSA and AIA membership fees.*

b) *Support and funding for out of state professional development opportunities such as the AIA national convention and Autodesk's national convention.*

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	**Identified Objective (Paste from PSP)**	**Planning Steps (Check all that apply)**	**Has the Improvement Target Been Met?**
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.