INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW / PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: ***Architecture***
2. Person(s) completing the questionnaire: *Soroush Ghahramani*
3. Date of completion: *Nov. 4th 2007*
4. What are the primary purposes of the program? Check all that apply.

- ☒ WVC Degrees and Certificates
- ☒ Transfer Courses
- ☐ WVC General Education
- ☐ Lifelong Learning/Life Enrichment
- ☒ Occupational / Vocational Courses
- ☐ Student Support Services
- ☒ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

Since the program was created, for first time many architecture students will apply for a Certificate or Associate of Science degree this year and will participate to commencement ceremony next spring.
The West Valley College architecture program was highly regarded by the University of California at Berkeley and Cal Poly, San Luis Obispo. In the past, each year we transferred students to those institutions at a rate rivaling most Community Colleges in the state, but unfortunately our articulation with these institutions was impacted due to lack of communication and exchange of requested materials and information by former Department Chair. We have worked and continuo working on curriculum development, SLO's, and prepare needed materials for articulation agreement with higher education. Hopefully we will restore our impacted articulation very soon. We have created six new courses, a new Certificate Program in Historic Preservation, reviewed SLO's of all new and existing courses; maybe we are the only department among West Valley College's departments that has completed them. Traditionally architecture program at West Valley College used to be mostly a transfer program, but today most students feel they are well prepared for an occupational position or for their advanced study when they arrive at the University.
Last year we transferred students to the University of Southern California, Cal Poly San Luis Obispo, Cal Poly Pomona, and the University of California at Berkeley from both architecture and landscape architecture disciplines.

(See also 2006 program review)

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Headcount dropped from 199 (Fall 05) to 169 (Fall 06) but it has increased from 137 (Spring 06) to 154 (Spring 07) and from 169 (Fall 06) to 208 (Fall 07).

No significant differences with College average except for slight dip in the Spring.

We need to focus on articulation with higher education that will help retaining students from Fall to Spring and on instruction, seeing to it that students love their classroom experience by being able to transfer courses they take. New full time faculty and stability in the faculty will help in the long term. The Department Chair is presently involved in curriculum development and articulation with higher education.

(See also 2006 program review)

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Students getting younger, as per college and state trends. Male students are slightly more than females, approximately 5%.

Hispanic and Asian students has decreased from 05-06 to 06-07 instead there has been an increment among Filipino and White students.

Full time and available part time faculties who are actually serving the department are all males. There are very few women or minorities applying for our part time teaching pool. Every semester we have offered courses to a part time female instructor from our pool, but she has rejected every offer, she said that she would give up a full time industry job for a full time teaching position and has no time to teach. Usually, women who are working full time after work they need to take care of their family they have no time for a part time position. We would like to have some help and support from Human Resources for recruitment of women and minority faculties.

(See also 2006 program review)

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

Success rate in Fall 2005 was almost 5%, in Spring 2006 9%, in Fall 2006 and Spring 2007 2% above the college average.

The percentage of students who were retained is lower than at the college level, but the percentage of Full Time Equivalent students who were retained is higher than the college average.

This may partially be explained by the fact that more students coming in already have bachelor's degree in other fields. We might want to raise the level of instruction to include more complex skills. Again, more resources might help challenge the students with live materials and construction samples in a construction lab, materials for lab experiment especially for Historic Preservation students who may learn how to repair, replace, and or rebuild a historic feature from a historic building, educational DVD, and modern technology. We need a small warehouse and $3,000 budget a year for materials and equipment purchase to run this lab.

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

There is an absolute need of a secretary for the AAS Division in addition to Mrs. Cassandra Owen who is a great office coordinator.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

As we mentioned earlier, we have made many changes to the department programs' curriculum last year. We created 6 new courses, 2 new online courses, a new certificate program in Historic Preservation, deactivated courses that has not been offered for a long time. We have revised all of our courses and programs over again this year during the past summer, but unfortunately these proposals are blocked by the curriculum committee and were taken out from curricunet because of some misunderstanding of the date of the deadline. We are working hard to improve our program, but it does not depend on us only!

We had a grant award for curriculum development of the Landscape Architecture program. We are planning to create new courses such as GIS Landscape, Landscape Fire-escaping, and Plant preservation and Conservation.

2. The attached document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

We intend to develop Landscape Architecture program's curriculum. We had a grant award to do this. We will offer

ARCH 39B in Spring 2008 and ARCH 39A in Fall 2008 which is listed in the attached document. Instead we have applied for deactivation of ARCH 36, because the subjects of this course are covered by ARCH 32A, Introduction to Architecture & Environmental Design as well as ARCH 45, Architectural Building Codes.

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

a) The following points for Students Learning Outcomes were identified that should be used in assessment process of every single architecture course:

- *A clear description of the course outcome (SLO)*
- *Use an activity such as final project, presentation, research report for assessment.*
- *Use a rubric, checklist, rating scale, embedded test as measurement instrument that will be applied to the assignment to accumulate information across students.*
- *Select students from all sections, sampling of students across sections, selected sections.*
- *A department member may be responsible for selecting students, collecting the assessment information from faculty.*
- *Process for analyzing the results-who, how, when, additional resources needed.*
- *Process for reviewing the analysis and considering appropriate changes, if needed.*

b) As we mentioned earlier, we have worked with Dr. LeAnn McGinley on every single Architecture, Landscape Architecture, and Historic Preservation courses' SLO both exists and new courses.

- *Assessment: Final research Work Presentation.*
- *Process for analyzing the results-who, how, when, additional resources needed: By analyzing the students' comments and feedback we realized that using more audio-video materials in the classroom might stimulate more interests in students.*
- *Process for reviewing the analysis and considering appropriate changes, if needed: From the students' comments and feedback we realized that for some of classes we need to increase lecture hours from 2 to 3 and break class hours to two days a week instead of one.*

c) We have learned and are aware that the assessment of every Program depends on assessment of all its courses. Adoption of the SLOs' criteria and methods for every single course may be a best assessment solution. We are applying these methods and will try to improve our courses semester after semester.

(See also 2006 program review)

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?

   b) How might these influences form the basis for an action, objective, or request for resources?

   Labor market demand in landscape architecture suggests we should grow the program. We had a grant award for curriculum development of the Landscape Architecture program. We are planning to work with Westmont High School, UC Davis, and UC Berkeley for articulation. Create new courses such as GIS Landscape, Landscape Fire-escaping, and Plant preservation and Conservation.

   We are forming architecture, landscape architecture, and historic preservation technician, who can go out and work in the field from a vocational point of view they need more current computer skills. We had some support during the past three semesters, but we still need more equipments and softwares.

   We need to form students to be ready to pick up technological skills in transfer institutions they need to have a basic set of computer skills. The students' present level of digital graphics knowledge is better than two years ago, access to digital technologies has helped students to produce the portfolio they need to transfer or apply for jobs. Appropriate technological skills would better support new trends towards articulation with higher education and industry needs.
   There is also a marked interest in Historic preservation and restoration as many in the Bay Area find themselves buying older properties and fixing them rather then building anew. Preservation and restoration is also of interest among older adults as people value their history.

   We have formed an Advisory Committee for Architecture, Landscape Architecture, and Historic Preservation Departments. The advisory board members are local professionals practicing in different areas of architectural field, who will support the department with their contribution and input in different directions.

   In conclusion hiring a new faculty may help the department on restoration of articulation with higher education that may probably double the student's enrolment, network with locale architectural societies and professional firms that may help to keep the program's curriculum up to date with industry needs as well as help students to get an internship job, teach day classes, etcetera.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

   We revised ten existing courses, created six new courses, created two online courses, revised A.S. Degree Program in Architecture, revised Certificate Program in Architecture, revised A.S. Degree Program in Landscape Architecture, revised Certificate Program in Landscape Architecture, created Certificate Program in Historic Preservation. We developed Student Learning Outcome for all new and existing Architecture, Landscape Architecture, and Historic Preservation courses. One of few WVC departments in which have adopted SLO's for assessment of every single course. We contacted University of California at Berkeley and California Polytechnic State University at San Luis Obispo for program articulation. We have submitted new proposals for curriculum development. We use technology for most of our advanced courses. We have offered a summer online architecture course for first time.

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

Growth in demands in architecture, landscape architecture, and Historic Preservation

Greater need for skilled workers and trained contractual and technical workers in all architectural related fields.

Some of our students come with a Bachelor's degree from different discipline to create a strong portfolio and transfer into an Architecture Master's Program.

We need to align with current technological trends in answer to current industry practices, to address learning styles and give students skills they need, help them create impressive portfolio, transfer to higher education, or find a good job.

Prepare students for globalization concept. We are living in a world that has been drastically changed during the past two decades where today Korean products are competing with Japanese. Richard Meier, American architect wines projects in Rome; Santiago Calatrava, Spanish architect builds his project in Milwaukee; and Renzo Piano, Italian architect, designs a skyscraper for New York Times in New York. We train our students to have a wide vision think as an eclectic international professional, who, may work on a wide variety of projects around the world and be ready to relocate to different countries if needed.

2. Program Strengths:

- *Unique Architecture, Landscape Architecture program in the Bay Area*
- *Unique Historic Preservation program in California*
- *Connection with Architecture, Landscape Architecture, and Historic Preservation Societies.*
- *Demand for the program*

3. Program Challenges:

- *We need to hire a new full time faculty possibly within women or minority candidate.*
- *Restore articulation with existing institutions such as UC Berkeley and Cal Poly San Luis Obispo. Establish articulation with new institutions such as University of Southern California and Cal Poly Pomona.*

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

- *Continue working on curriculum development*
- *Create new courses for all three disciplines: Architecture, Landscape Architecture, and Historic Preservation*
- *Deactivate obsolete courses*
- *Restore articulation with higher education*
- *Create a Certificate program in LEED (Leadership in Energy and Environmental Design.*
- *Offer a summer abroad study course in Rome, Italy*

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

- *Curriculum development – ready for curriculum committee's review (as we have mentioned earlier, the*
- *curriculum committee has kept our proposals on hold because of one week late submission)*
- *Deactivate obsolete courses – ready for curriculum committee's review*
- *Create new courses for all three disciplines: Architecture, Landscape Architecture, and Historic Preservation (proposal submission by Fall 2008 and possible approval for catalog publication by Fall 2009)*
- *Restore articulation with higher education (Fall 2008-Spring 2009)*
- *Create a Certificate program in LEED (Leadership in Energy and Environmental Design. (Fall 2009)*
- *Offer a summer abroad study course in Rome, Italy (summer 2009)*

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

- *Create new courses for all three disciplines: Architecture, Landscape Architecture, and Historic Preservation*
- *Restore articulation with higher education*

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: 4.0 *We have requested to hire a new faculty last year (2007-2008), but we did not get any feedback from administration. We have worked with 3.0 FTE since Fall 2006.*	☐ Yes ☒ No ☐ Partially
Associate faculty FTE: *We had sufficient FTE's to hire associate faculties.*	☒ Yes ☐ No ☐ Partially
Classified Staff FTE:	☐ Yes ☐ No ☐ Partially
Classified Hourly (in dollars):	☐ Yes ☐ No ☐ Partially
Administrative Staff FTE:	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description): *We had new drafting tables with chairs in room AAS3.*	☒ Yes ☐ No ☐ Partially
Equipment (brief narrative description with estimated total cost): *We had a new ceiling projector in room AAS3. We are also allowed to use technology center to run our classes.*	☒ Yes ☐ No ☐ Partially
Supplies (brief narrative description with estimated total cost): *Our $120 budget a year is not enough for our department's need. We need some educational books that are not provided by publishers as review copies, because are not textbooks such as California Building Codes. We spent some of our own money to buy needed supplies we also used some of our VTEA budget.*	☒ Yes ☐ No ☐ Partially
Staff Development (brief narrative description): *We are accumulating each year's $200 travel budget to be able to attend a conference probably in 2012*!	☒ Yes ☐ No ☐ Partially
Other (please specify): *Our Division Chair, Kris Gaiero was able to accommodate professional membership fees from division's budget, but we would like to have our own budget in the future.*	☒ Yes ☐ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

Overall creation of new courses, new programs' curriculum, creation of department web page, and use of technology had helped; existing students retention, attraction of new students, and increment of headcount.

- *Since the program was created, for first time many architecture students will apply for a Certificate or Associate of Science degree this year and will participate to commencement ceremony next spring.*
- *In Spring 2007 at the Cal Poly San Luis Obispo's Design Village Competition, Two groups of WVC's Architecture students were awarded for three prizes; 1st place, Jury's Choice; 1st place, People's Choice; and 2nd place for Structural Solution.*
- *Two students out of three for 2007 Santa Clara Chapter of the American Institute of Architects award were from WVC's architecture program.*
- *Since I was hired for first time our advanced courses are populated.*
- *Last summer we created and offered online ARCH 45, Architectural Building Codes course for first time where we had 49 students in which 37 succeeded the course.*
- *ARCH 44, Introduction to Architectural Desktop also is a new course with maxim headcount.*
- *Student retention is remarkable. We are confident that once we will restore our impacted articulation enrollments will double.*

I. 2007 – 2008 RESOURCE REQUESTS

1. What **new or additional** resources are required to accomplish the stated actions and objectives?
Full-time faculty FTE: *4.0*

Associate faculty FTE: *2.0*

Classified Staff FTE:

Classified Hourly (in dollars):

Administrative Staff FTE:

Facilities (brief narrative description):

An architectural model-making lab with a possible construction lab to make small wood framing house for students training every semester. Vertical surfaces for pinups and displays of the architecture students' work in the hallway of the AAS building for attraction of future students as well as illustration of students' performance. This could be a good tool for marketing of our programs. Shelves all around the architecture classroom (AAS3) to expose students' models. Some architectural posters to decorate classroom walls. All these may cost approximately $4,000 which would be a one-time purchase.

Again, more resources might help challenge the students with live materials and construction samples in a construction lab, materials for lab experiment especially for Historic Preservation students who may learn how to repair, replace, and or rebuild a historic feature from a historic building. We need a small warehouse and $3,000 yearly budget for materials and equipments purchase to run this lab.

Equipment (brief narrative description with estimated total cost): *Facilities (brief narrative description):*

Replace computers that are more than 7 years old, purchase a new decent plotter, scanner, and printer for students use. A strong computer for instructor's desk that has advanced media hardware and software such as DVD player, Photoshop, video editing software. The estimated value of 14 computers is about $700 each. All computers, new software, plotter, printer could cost around $30,000 which would be a one-time purchase.

Supplies (brief narrative description with estimated total cost):

The department has not been following up much with updating course content and classroom materials. With a new enthusiastic faculty on staff, we need a bit more than what is in the present budget in order to be able to purchase basic supplies such as data sticks, movies on DVDs, blue print materials, sketch papers, items to be used in statics and structural stress and strength testing labs, and software, We have created an advisory board, which involves mailings, and food for meetings. We need $1,000 a year for supplies.

Staff Development (brief narrative description):

The staff needs to stay current with industry trends by attending workshops, seminars, conventions etcetera. Every out of State convention costs around $1,500. We need at least to have an increase from current $200 to $1500 to be able to attend one convention or conference every year.

Other:

Related professional memberships such as A.I.A. (the American Institute of Architects), NTHP (National Trust for Historic Preservation), and ASLA (American Society of Landscape Architects) will tremendously help department faculties to be in contact with related professional affiliation, be active members, keep themselves up to date with industry needs, and mostly be able to find internship jobs for students among professional offices. An approximate budget of $800 for faculties' membership fee

A Work Study Program student is very helpful to work on different department's need every semester.

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu