# INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

**Cluster:** HAWK **Program:** Architecture **Current Academic Year:** 2021-2022

**Last Academic Year CPPR Completed:** 2017-2018 **Current Date:** 2/25/2022

## NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

### I. GENERAL PROGRAM INFORMATION

A. Program Mission (optional)

The architecture program at Cuesta College, prepares individuals for challenging careers in the architecture profession and its related design and technical fields. An acknowledged leader in architectural education among California's community colleges, Cuesta's program strives to offer its students the best foundation for transferring to a university program or entering the workforce.

B. Brief history of the program

From modest beginnings two decades ago, the architecture program has grown steadily to its present position as one of California's premier community college architecture programs. Our program developed as an offshoot of the Construction Technology program, when, in 1994, several architecture professors from Cal Poly began offering some of their lower division courses at Cuesta. Their aim was to provide greater access to basic architectural training for students in our community, the opportunity to earn a certificate in architectural drafting or an associate's degree in Architectural Technology, and, for the most gifted, a path to university transfer with advanced standing, most specifically to Cal Poly.

During the 1998-1999 academic year, David Fernandez was hired as the program's first lead instructor. Under his leadership, the program expanded its offerings to include equivalent and transferable first and second year courses to Cal Poly's architecture program. In the spring of 2001. Cal Poly recognized Cuesta as the only California Community College with equivalent first- and second-year architecture courses. Cal Poly granted us "Certified Articulation" status and began admitting our qualified students into the third year of their program.

Beginning with the 2001–2002 academic year, architecture gained recognition as a separate program within the Engineering and Technology division, a change signified by the adoption of the "ARCH" designation for its course numbers — up to that point, they had been listed as "CTECH."

The next major milestone for Cuesta came in 2002, when David Fernandez was hired as Cuesta's first full-time architecture instructor. Under his tenure, the program has continued to develop, attracting more students, strengthening ties to universities, and forging stronger relationships to the profession. In 2007, Cuesta became an affiliate member of the Association of Collegiate Schools of Architecture (ACSA), which is the national organization of all accredited professional degree programs for architecture. In the following year, Bruce Silverberg joined Mr. Fernandez as the program's second full-time faculty member.

In 2010, the program added a second articulation agreement, with NewSchool of Architecture and Design, which essentially matched the one with Cal Poly. A third agreement, with Woodbury University, followed in 2016.

Architecture experienced major staffing changes over the Summer and Fall of 2019 and Spring 2020. After a 15 year run, our second full time instructor retired unexpectedly leaving multiple classes unfilled. As an emergency hire, we recruited JoAnn Moore from Cal Poly's Architecture program to fill the void. With some creative scheduling, we managed to save the Fall 2019 schedule and retain two full sections of first year studio. With enrollment finally trending in a positive direction, we hired four additional part-time instructors. Indicated in Section III-Program Data Analysis and Program-Specific Measurements, these staffing changes have made a remarkable difference on the Program's success.

C. Include significant changes/improvements since the last Program Review

The 2019 CPPR reported continued program decline on multiple fronts. Enrollment, student success and efficiency data revealed we were failing to attract and retain students. Our first-year design studio courses (Arch 221 and 222) were not matriculating enough students to maintain second year courses. As mentioned, staffing changes and creative scheduling have reversed program declines. The last four years of program data suggest the **program is strong, viable, growing and in-demand.**

It goes without saying, the 2020 Covid 19 pandemic had a significate impact on the architecture program as it did with all Cuesta programs. Mid-way through the Fall 2020 semester, we pivoted to on-line learning and converted and certified all architecture courses and faculty for Distance Education learning. As restrictions have been lifted, we are currently running approximately half of our course offerings as synchronous lectures and labs. The other 50% are in person, face-to-face.

D. List current faculty, including part-time faculty

- David Fernández, Full Time, Tenured Instructor
- JoAnn Moore, Part time Instructor
- Belén Butragueno Diaz-Guerra, Part time Instructor
- Justine Neves, Part time Instructor
- Marshall Ford, Part time Instructor

E. Describe how the Program Review was conducted and who was involved

This program review was conducted by Cuesta's full-time architecture faculty David Fernandez in consultation with Part-time faculty members JoAnn Moore, Belén Butragueno Diaz-Guerra and Marshall Ford.

*We also thank the Cuesta Architecture Advisory Committee for their gracious input and guidance:*

- Chuck Crotser, AIA—Lecturer (Retired), Cal Poly Architecture
- Mark Dariz, RA—Design Solutions
- Jim Duffy, RA—Ten Over Studio
- Marshall Ford-Ten Over Studio
- Heidi Gibson, AIA—Studio-2g
- Laura Gough, AIA—Studio-2g
- Todd Hansen, RA—RRM Design
- Scott Martin, AIA—Architect RRM Design
- JoAnn Moore—Lecturer, Cal Poly Architecture
- George Pudlo, AIA—Cuesta College Foundation Board
- Frank Seiple, AIA—Fraser Seiple Architects
- Thomas Shorey, Sr.- Architectural Designer and Cuesta alumnus
- Brian Starr, AIA—SDG Architecture
- Greg Wynn, AIA—Wynn Architecture, Cal Poly lecturer
- Belén Butragueno Diaz-Guerra, Cuesta Architecture Instructor

## II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Identify how your program addresses or helps to achieve the District's Mission Statement.

Cuesta's architecture program fully supports the College's strategic plan and trustee's goals. The program promotes self-actualization, critical thinking and creative problem solving, equal opportunity and diversity

B. Identify how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives.

The architecture program's articulation with both first *and* second years of professional degree programs at Cal Poly, Woodbury University, and NewSchool of Architecture and Design attests to its success, and to the success of our deserving students.

C. Identify how your program helps students achieve Institutional Learning Outcomes.

The architecture curriculum aligns with the Institutional Learning Outcomes by teaching students to:

- Apply fundamental principles of architectural design theory and practice
- Advance/articulate completed course work towards university transfer into 4- or 5-year architecture programs or related majors
- Apply the principles of design communication as they apply to architectural project delivery.
- Demonstrate the skills, practical knowledge, personal motivation and professionalism, necessary to make a positive contribution to the field of architecture.
- Develop capacity for independent research and investigation
- Develop capacity to appraise and discuss architecture with sophistication

## III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS
**(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).**

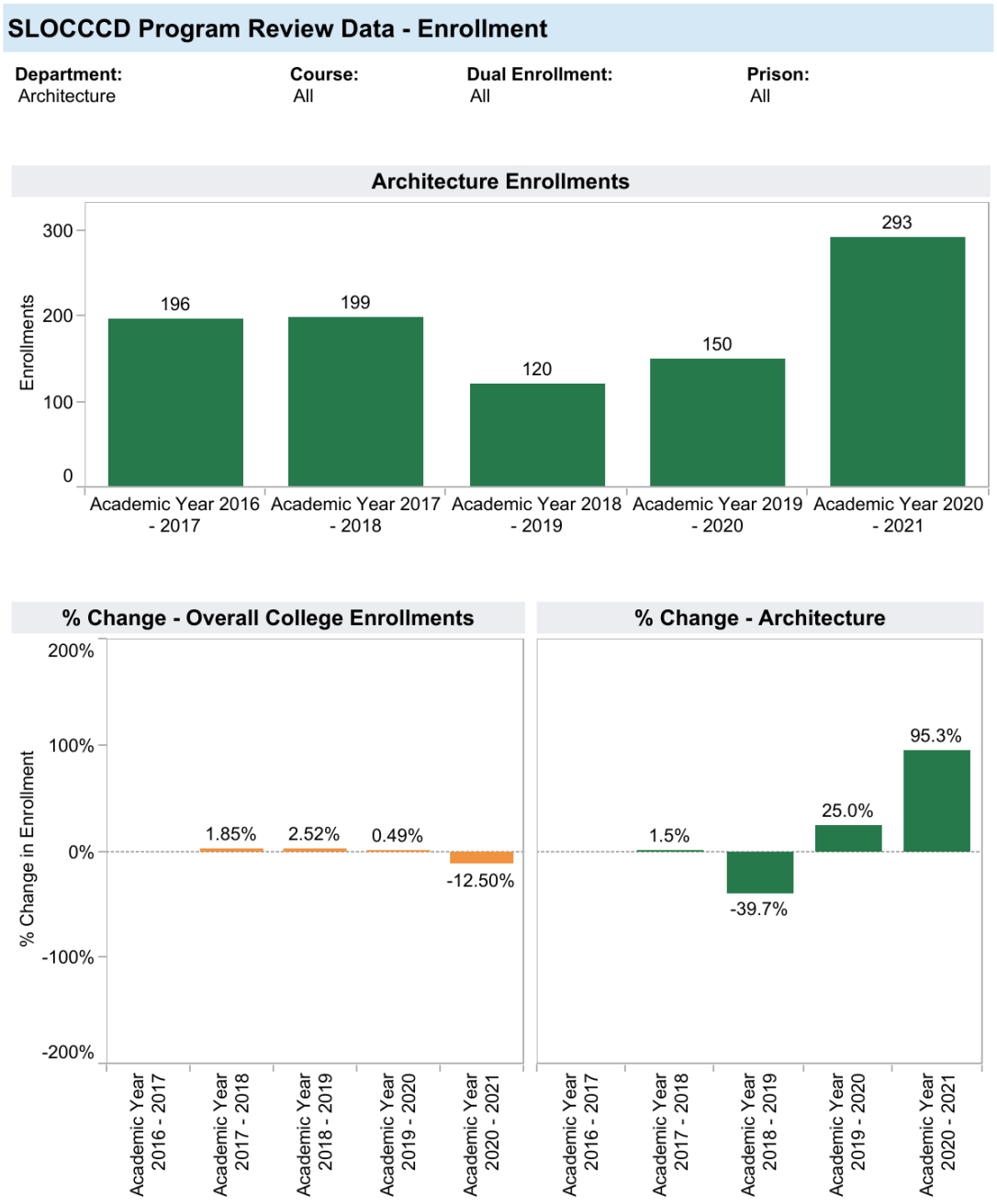



*Figure 1 Overall Architecture enrollment relative to College*

In the midst of a global pandemic, enrollment gains continue. Despite the Engineering Division and College wide declines, overall Architecture enrollments increased by 95% (figure

1). First year student success in Arch 221 and 222 and our new Arch History series, Arch 217 & 218 are having a significant impact on enrollments. First yr Cohort matriculation to second year contributed to a 550% enrollment gains in our capstone second year design studios (figure 2).

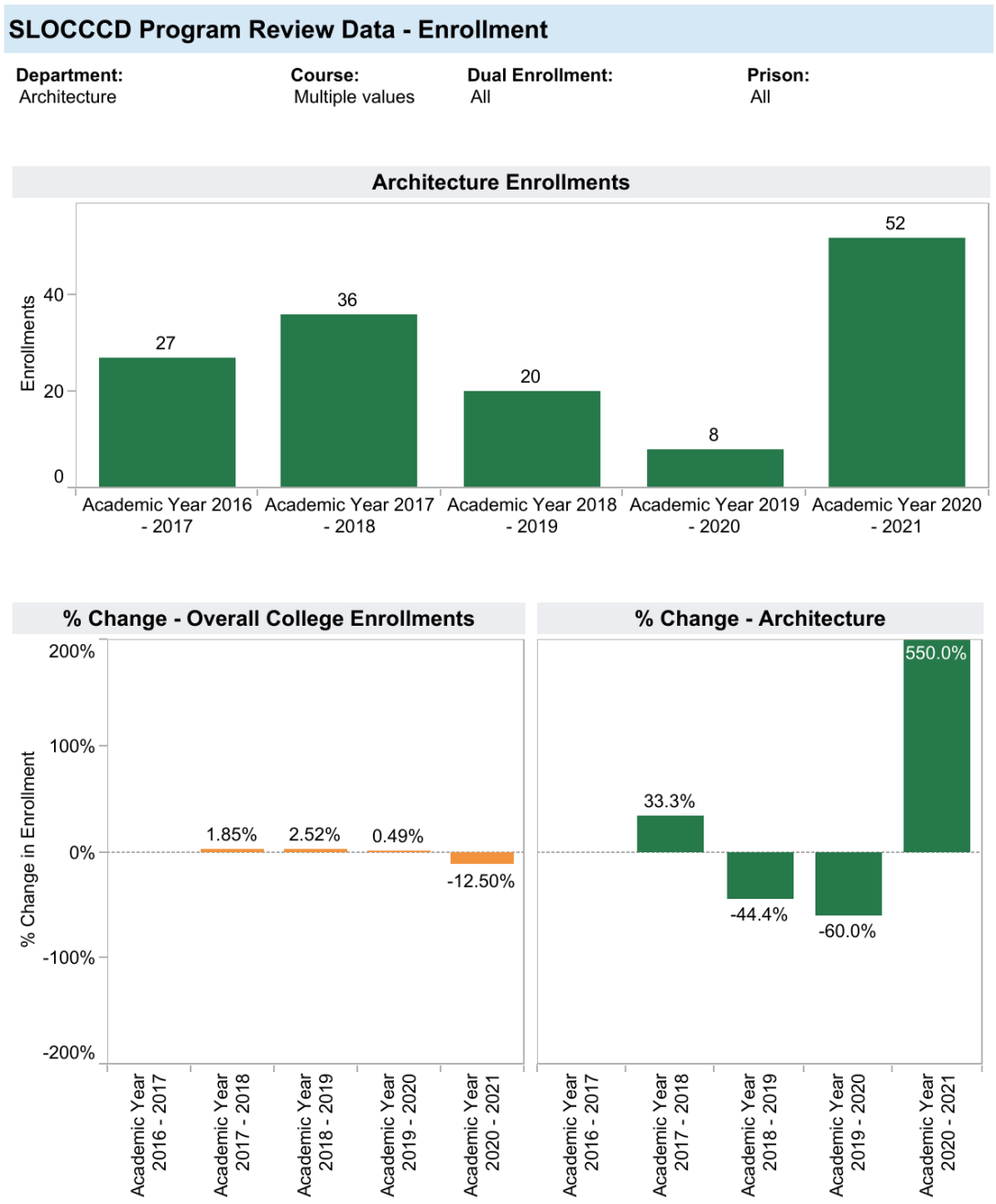



*Figure 2 Arch 252 & 252 enrollments.*

## General Student Demand (Fill Rate)

Like our enrollments, program wide Architecture fill rates have rebounded and trending upward. The data indicates an 8.4% overall increase in 2020 and a 24% increase over last year (figure 3). A more focused look at the fill rate data suggest first year entry level studios remain consistant (figure 4). On the other hand, second year courses such as Arch 242, 244, 251, 252 show a 50% Fill Rate gain, to 89%, which is aligns with enrollment data (figure 2 and figure 5).

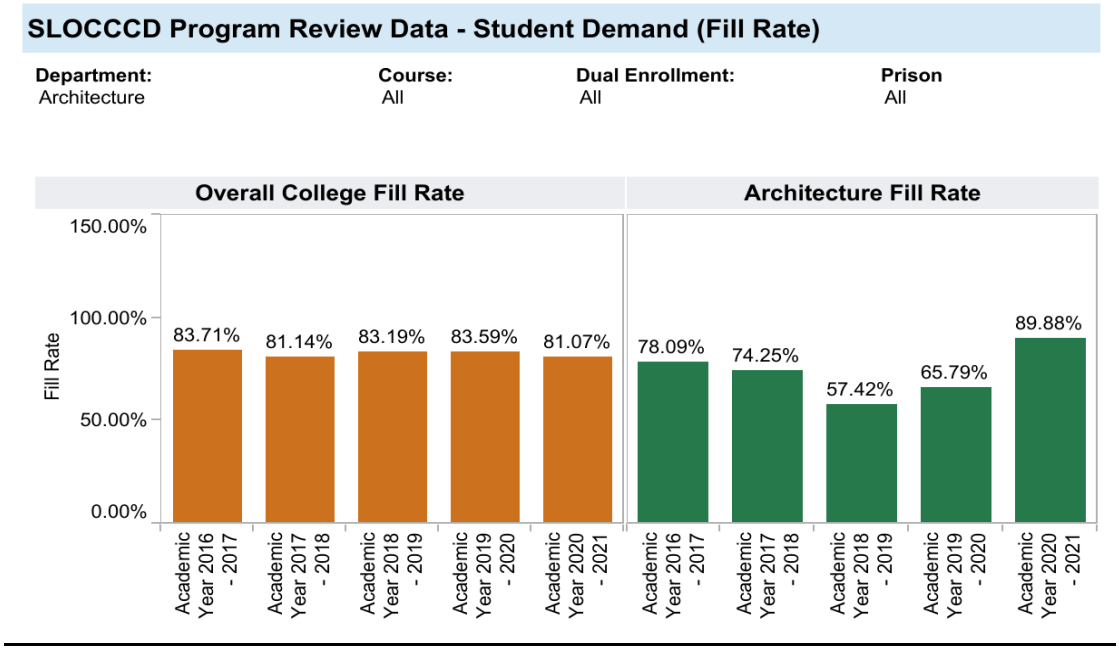



*Figure 3 Architecture fill rates to College fill rates*

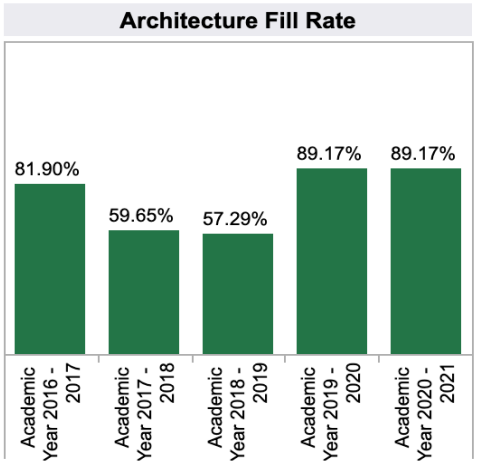



*Figure 4 First year fill rates Arch 221, 222, 232*

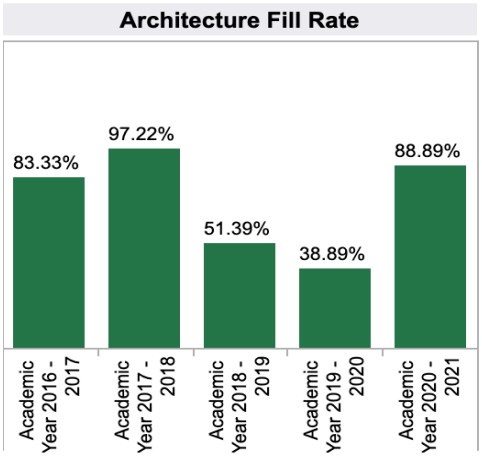



*Figure 5 Second year fill rates Arch 242, 244, 251, 252*

## General Efficiency (FTES/FTEF)

As reported in last year's 2020-2021 APPW, efficiency continues to improve, and we are firmly trending upward. Architecture's overall efficiency rose 3% to a FTES/FTEF of 10.15 (figure 6). Our popular Architecture History courses, 18.33 FTES/FTEF (Figure 7), deserve a large share of the credit. Our smaller studio courses contributed as well gaining 5.5 FTES/FTEF (Figure 8).

Breaking into double digit territory is a clear milestone for the Program and a strong indication of success. However, it's important to recognize Cuesta's architecture program

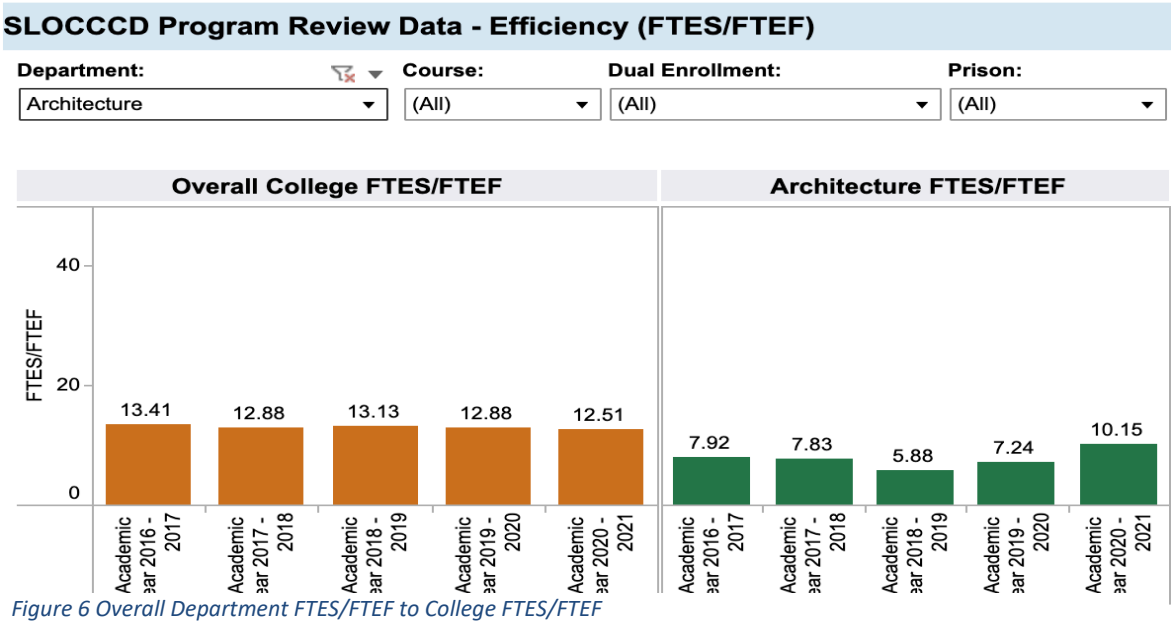



*Figure 6 Overall Department FTES/FTEF to College FTES/FTEF*

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

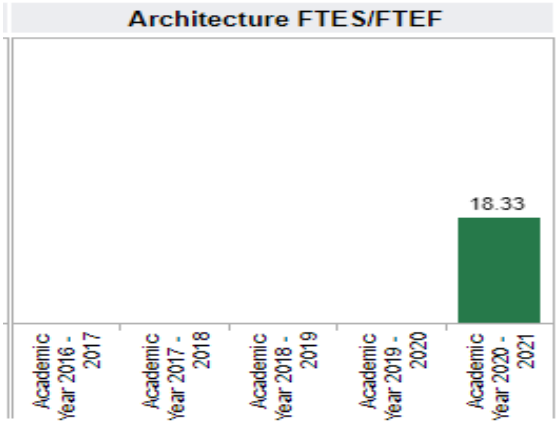



*Figure 7 New Arch History 271 & 218 Efficiency*

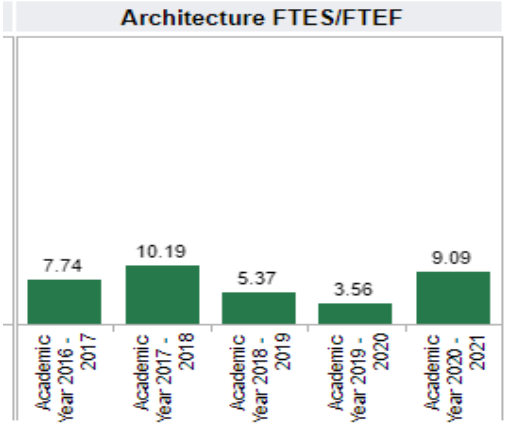



*Figure 8 2nd Year Arch 242, 244, 251 & 252 Efficiency*

revolves around a high degree of individualized classroom critique and student presentation for most courses.

## Student Success—Course Completion by Modality

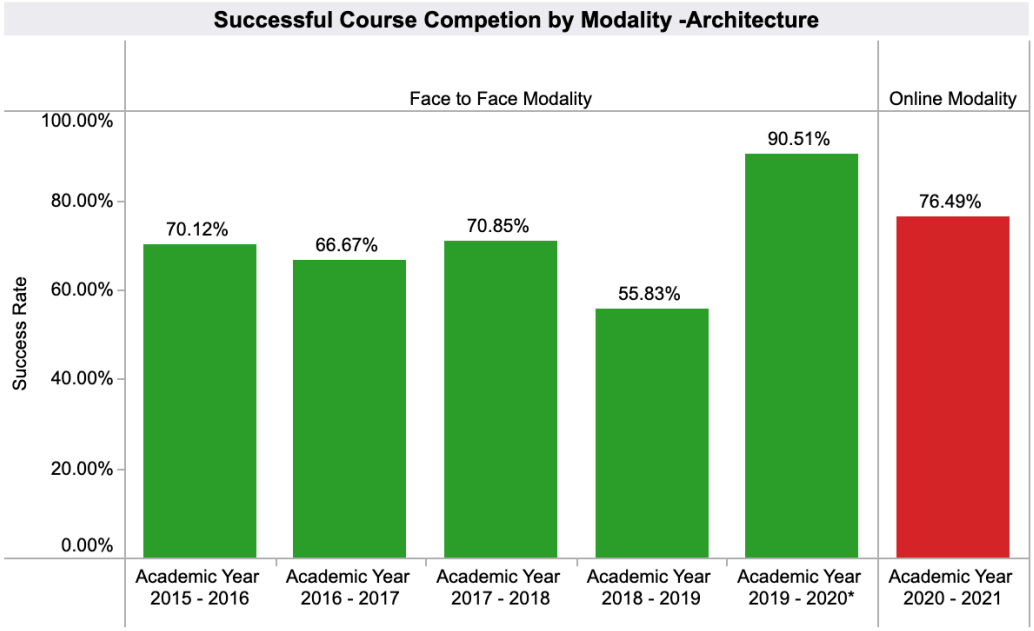
Architecture out preformed overall the institutional set standard for college success. All 2020-2021 Architecture courses were taught online. The data suggest the program fared well with 76.5% of Architecture students successfully completing their courses. The overall College completion rate was 72.6% for the same time frame in an online modality.

**SLOCCCD Program Review Data: Successful Course Completion**

**Select Department:** Architecture

**Course:** (All)

**Legend:** Face to Face Modality, Online Modality




**Successful Course Competion by Modality Table - Architecture**

| | | Academic Year 2015 - 2016 | Academic Year 2016 - 2017 | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 |
|---|---|---|---|---|---|---|---|
| Face to Face Modality | Department Success Rate | 70.12% | 66.67% | 70.85% | 55.83% | 90.51% | |
| | Total Department Enrollm.. | 242.0 | 192.0 | 199.0 | 120.0 | 150.0 | |
| Online Modality | Department Success Rate | | | | | | 76.49% |
| | Total Department Enrollm.. | | | | | | 293.0 |

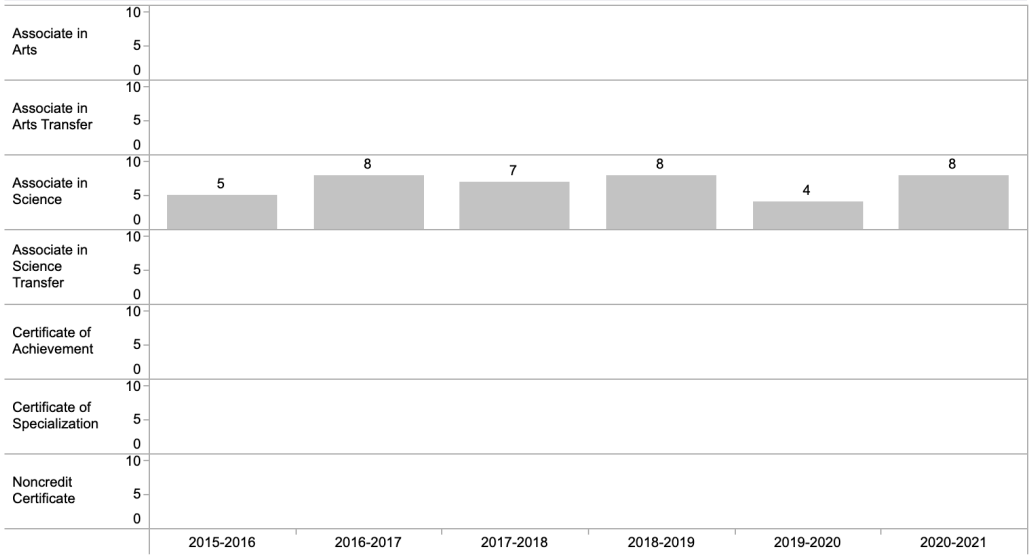
## Degrees and Certificates Awarded

Program faculty and the Counseling Department proactively encourage students to apply for the associate degree. The number of degrees our students were awarded rose to eight for 2016–17, up from five the previous year, dipping only slightly for 2017–18 and back to (8) eight again for 2018-19. While the number of awarded degrees appear flat, it's worth noting that (4) four 2019-20 and (8) eight 2020-21 degrees is equivalent to the number students that finished our cap stone course, Arch 252. In other words, 100% of our qualified students were awarded degrees over the last two years.

**SLOCCCD Program Review Data: Degrees and Certificates Awarded**

**Program:** Architecture & Architec. Tech

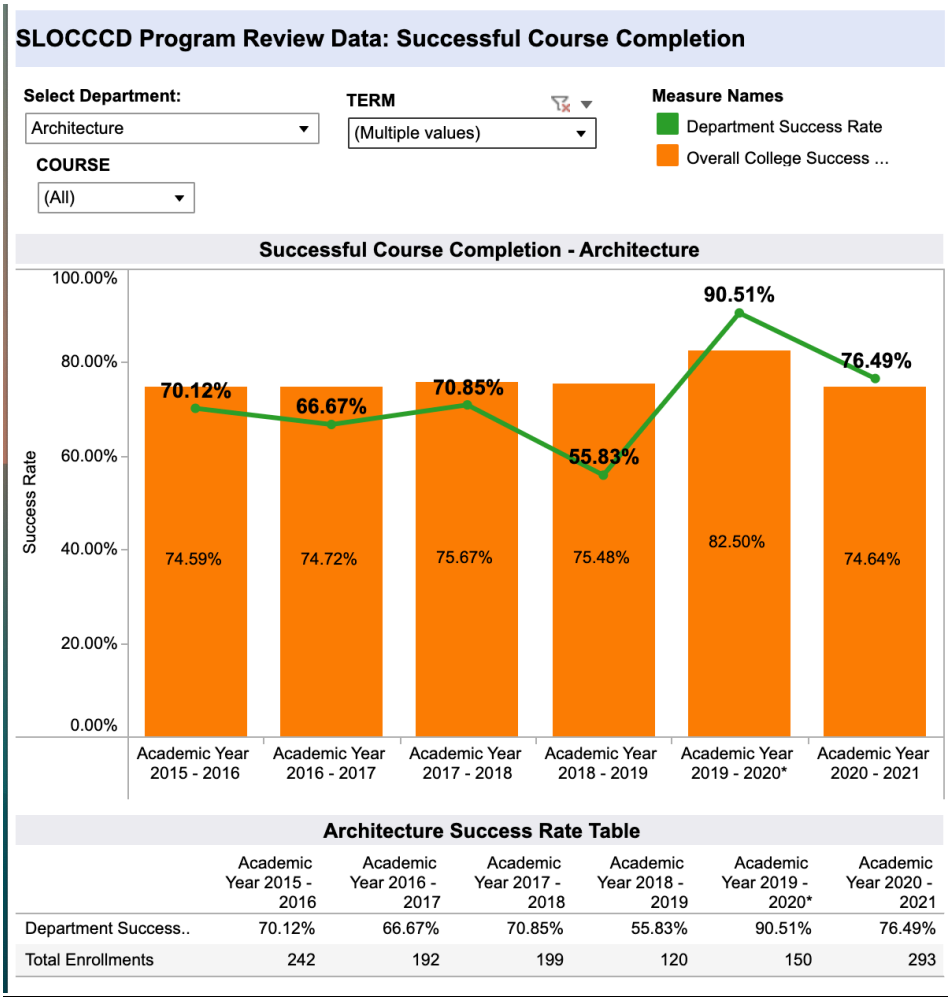
**Award Type:** Architectural Technology (AS)




**Program Awards Table**

| Award Type | Award | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|---|---|---|---|---|---|---|---|
| Associate in Science | Architectural Technology (AS) | 5 | 8 | 7 | 8 | 4 | 8 |
| | **Total** | 5 | 8 | 7 | 8 | 4 | 8 |
| **Grand Total** | | 5 | 8 | 7 | 8 | 4 | 8 |

[General Student Success – Course Completion (Insert Aggregated Data Chart)]

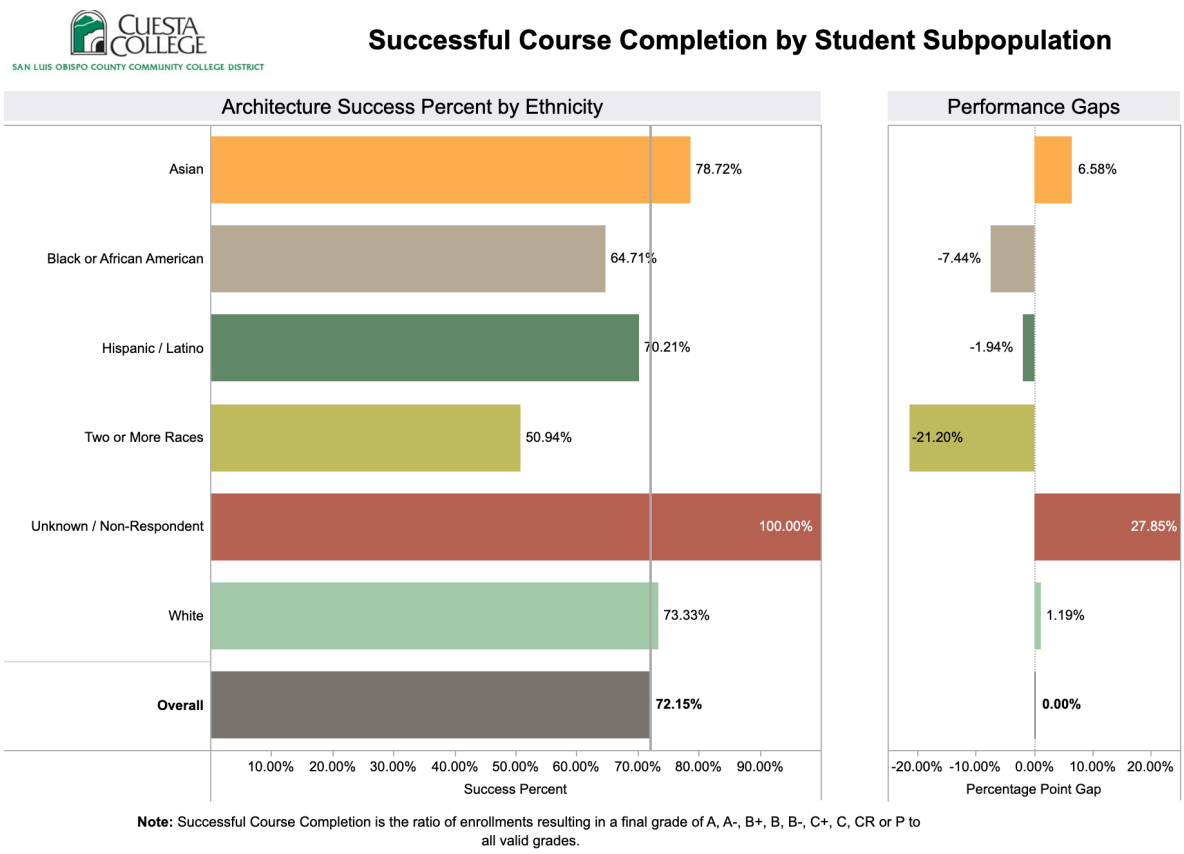



**Architecture Success Rate Table**

| | Academic Year 2015 - 2016 | Academic Year 2016 - 2017 | Academic Year 2017 - 2018 | Academic Year 2018 - 2019 | Academic Year 2019 - 2020* | Academic Year 2020 - 2021 |
|---|---|---|---|---|---|---|
| Department Success.. | 70.12% | 66.67% | 70.85% | 55.83% | 90.51% | 76.49% |
| Total Enrollments | 242 | 192 | 199 | 120 | 150 | 293 |

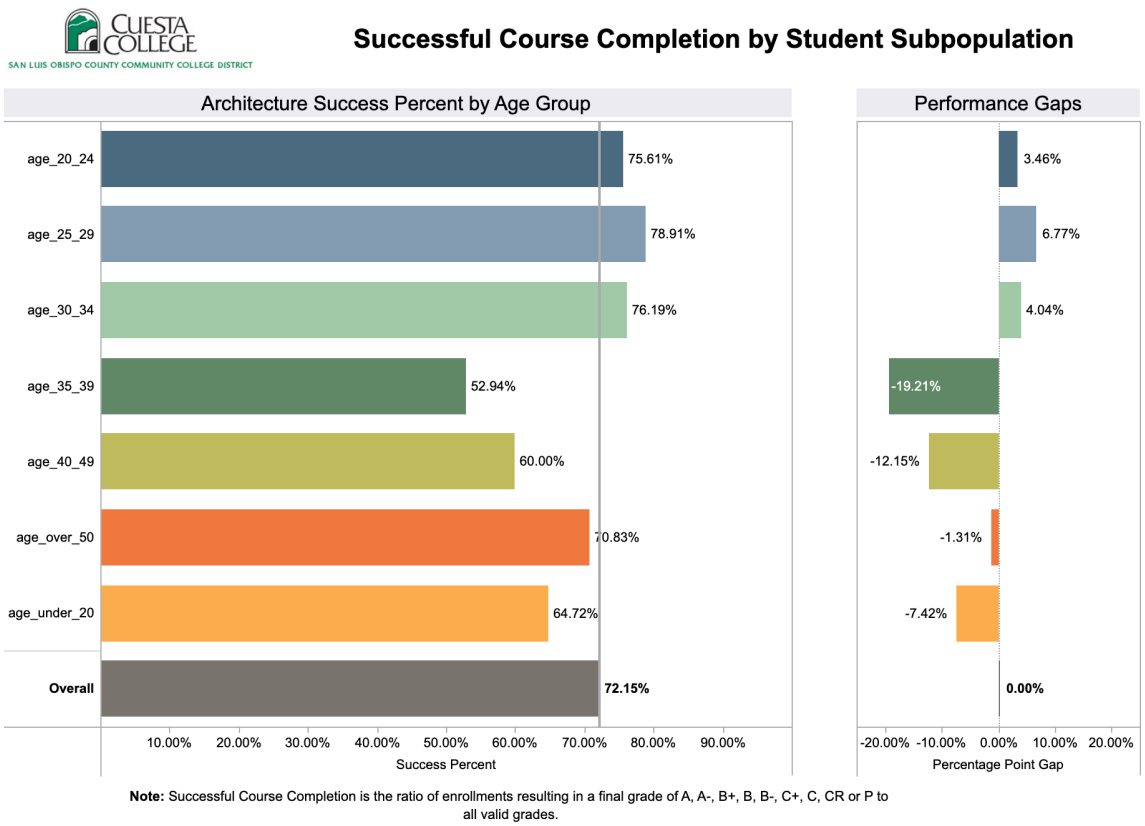
Architecture student success and course completion continues to track above the Institutional Set Standard. This is a testament to the quality work Architecture faculty put into supporting, encouraging and inspiring our students to succeed.

## Disaggregated Student Success




**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

2020-21 ethnicity success rate data clusters very tightly, with minimal performance gaps. Hispanic/Latino students trailing whites by 3% percentage points and African Americans trail by 8%. 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 .

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.

## IV. CURRICULUM REVIEW

A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.
Complete the Curriculum Review Template and submit the form within your CPPR.

# CURRICULUM REVIEW GUIDE and WORKSHEET
# Courses and Programs

**Current Review: Date 2/28/2022**
**Reviewer: David Fernandez**

## 1. Courses

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on

| Course (Prefix / Number) | Currently active | New course since last CPPR | Major modification since last CPPR | Minor modification since last CPPR | Deactivated since last CPPR Notified impacted program(s)* |
|---|---|---|---|---|---|
| Arch 180 | yes | yes | no | no | no |
| Arch 201 | no | no | yes | no | yes |
| Arch 205 | yes | no | no | no | no |
| Arch 217 | yes | yes | no | no | no |
| Arch 218 | yes | yes | no | no | no |
| Arch 221 | yes | no | no | no | no |
| Arch 222 | yes | no | no | no | no |
| Arch 232 | yes | no | no | no | no |
| Arch 242 | yes | no | yes | no | no |
| Arch 244 | yes | no | no | no | no |
| Arch 245 | no | no | no | no | yes |
| Arch 246 | no | no | no | no | yes |
| Arch 248 | no | no | no | no | yes |
| Arch 251 | yes | no | no | no | no |
| Arch 252 | yes | no | no | no | no |
| | | | | | |

CurricUNET.

| Deactivated Course | Impacted Program (s) | Date affected program was notified |
|---|---|---|
| Arch 201 | Reduces Arch AS unit requirements | No affect to others |
| Arch 245 | Removed from Arch AS required electives | No affect to others |
| Arch 246 | Removed from Arch AS required electives | No affect to others |
| Arch 248 | Removed from Arch AS required electives | No affect to others |

B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

## 2. Course Review

- Please review the current CurricUNET CORs for <u>all</u> active courses in your program for currency and accuracy and annotate the items below.
- If you find any mistakes in the CORs (e.g. non-content related items such as typos), contact the Curriculum Chair or Curriculum Specialist for correction.
- All other changes require either a minor or major modification. Your curriculum representative will assist you.
- Some modifications need to be processed in the current term (see annotations # 2 and #3 below).
- Some modifications can be done over the period of the next five years (see annotation #1 below).
- Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

| Course Number | 180 | 205 | 217 | 218 | 221 | 222 | 232 | 242 | 244 | 251 | 252 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Effective term listed on COR | S`16 | F`03 | F'19 | F'19 | S`05 | F`03 | S`06 | S`06 | F`03 | F`03 | |
| 2. Catalog / schedule description is appropriate | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 3. Pre-/ co-requisites / advisories (if applicable) are appropriate | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 4. "Approved as Distance Education" is accurate | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 5. Grading Method is accurate | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 6. Repeatability is zero | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 7. Class Size is accurate | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 8. Objectives are aligned with methods of evaluation | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 9. Topics / scope are aligned with objectives | Yes | No | Yes | Yes | No | No | No | No | No | No | No |
| 10. Assignments are aligned with objectives | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 11. Methods of evaluation are appropriate | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 12. Texts, readings, materials are dated within last 5 years | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 13. CSU / IGETC transfer & AA GE information (if applicable) is correct | No | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 14. Degree / Certificate information (if applicable) is correct | no | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 15. Course Student Learning Outcomes are accurate | yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| 16. Library materials are adequate and current * | | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |

*Indicate on the Five-Year Cycle Calendar below when a minor or major modification will be submitted.

[1] If no, a major modification is needed within the next 5 years (see five-year cycle calendar).
[2] If no, a major modification is needed in the current term. (For increase in class size, see your curriculum representative for details.)
[3] If no, a minor modification is needed in the current term.
[4] If no, contact the Curriculum Chair or Curriculum Specialist.

## 3. Programs

- List all programs/certificates that were active at the time of the last CPPR.
- Review the CurricUNET "Program of Study" outline and indicate yes/no for each program/certificate.
- For each deactivated program provide the effective term posted on CurricUNET.

| Program / Certificate Title | Currently active | New program since last CPPR | Program modification since last CPPR | Deactivated since last CPPR |
|---|---|---|---|---|
| **A.S** | Yes | No | No | No |
| C.P. | **No** | No | No | No |

## 4. Program Review

- Review the CurricUNET "Program of Study" outline for each active program/certificate and indicate yes/no for each column below.

| Currently active Program / Certificate: Title | Required courses and electives, incl. course numbers, course titles, and course credits, are accurate | Program description is current | Program Learning Outcomes are accurate and include method of assessment |
|---|---|---|---|
| **A.S.** | Yes | Yes | Yes |

* If not, program modification is needed.

** If not, Program Learning Outcomes modification is needed.

## 5. Five-Year Cycle Calendar

- During the following five-year cycle all aspects of the course outline of record and program curriculum will be reviewed for currency, quality, and appropriate CurricUNET format.
- Indicate if a course needs a major or minor modification based on the current course review. Your curriculum representative will assist you.
- When submitting a major or minor modification, please enter or update the Student Learning Outcomes for each course.

### COURSES

| Course Number | F `21 | S `22 | F `22 | S `23 | F `23 | S `24 | F `24 | S `25 | F `25 | S `26 |
|---|---|---|---|---|---|---|---|---|---|---|
| Arch 205 | | | Major | | | | | | | |
| Arch 217 | | | | | | | | | | Minor |
| Arch 218 | | | | | | | | | | Minor |
| Arch 221 | | | | | Major | | | | | |
| Arch 222 | | | | | Major | | | | | |
| Arch 232 | | | | | | | Major | | | |
| Arch 242 | | | | | | | | | | |
| Arch 244 | | | | | | | | | Major | |
| Arch 251 | | | | | | | | | Major | |
| Arch 252 | | | | | | | | | Major | |
| | | | | | | | | | | |

### PROGRAMS / CERTIFICATES

| Program/Certificate Title | Fall `21 | Spring `22 | Fall `22 | Spring `23 | Fall `23 | Spring `24 | Fall `24 | Spring `25 | Fall `25 | Spring `26 |
|---|---|---|---|---|---|---|---|---|---|---|
| AS | Modified | | | | | | | | | |

cm revised 11/08/16

## V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

A. Attach or insert the assessment calendar for your program for the next program review cycle.

Program Assessment Cycle Calendar ARCHITECTURE 2021-2025

| CYCLE STAGE | Fall 2021 | Spring 2022 | Fall 2022 | Spring 2023 | Fall 2023 | Spring 2024 | Fall 2024 | Spring 2025 | Fall 2025 |
|---|---|---|---|---|---|---|---|---|---|
| SLO Assessment | Arch 205<br>Arch 221<br>Arch 232<br>Arch 242<br>Arch 251 | Arch 222<br>Arch 244<br>Arch 252 | Arch 217<br>Arch 180 | Arch 218 | | | | | |
| Analyze Results & Plan Improvements | | | Arch 205<br>Arch 221<br>Arch 232<br>Arch 242<br>Arch 251 | Arch 222<br>Arch 244<br>Arch 252 | Arch 217<br>Arch 180 | Arch 218 | | | |
| Plan Implementation | | | | | Arch 205<br>Arch 221<br>Arch 232<br>Arch 242<br>Arch 251 | Arch 222<br>Arch 244<br>Arch 252 | Arch 217<br>Arch 180 | Arch 218 | |
| Post-Implementation SLO Assessment | | | | | | | Arch 205<br>Arch 221<br>Arch 232<br>Arch 242<br>Arch 251 | Arch 222<br>Arch 244<br>Arch 252 | Arch 217<br>Arch 180 |

*Indicates the course was cancelled or not offered

Notes for developing the calendar:

- Start with realistic goals. The assessment cycle calendar should have reachable timelines, considering faculty workload, classroom time needed for assessment, and the inevitable adjustments and improvements in assessment tools and methodology.
- Not all SLOs have to be assessed every semester.
- Assessment activities don't need to occur every semester.
- All courses, degrees and programs do need to be assessed on a regular cycle.

B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

We are behind in our course assessments. Due to staff changes, new hires, the Covid-19 pandemic, shifting courses to online learning and certifying faculty to teach online we did not complete this task. As time permits, we will do what we can to get assessments back on track.

C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

Yes see charts below

| AS_ARCH_TECH<br>Courses<br>AS_ARCH_TECH<br>☑ Include inactive Courses | Advance/articulate completed course work towards university transfer into 4 or 5 year Architecture programs or related majors | Apply fundamental principles of architectural design theory and practice | Apply the principles of design communication as they apply to architectural project delivery. |
|---|---|---|---|
| ARCH201 - Intro Arch/Envir Design | | | |
| Define some of the fundamental ways buildings might be understood as "architecture" | ✓ | ✓ | |
| Employ a critical framework for analyzing and evaluating buildings as works of architecture. | ✓ | ✓ | ✓ |
| Describe the nature of professional life in different types of architecture firms. | ✓ | | ✓ |
| Recognize the dynamics of the current market for architectural services. | ✓ | | ✓ |
| Identify and analyze the relationship between architects and the greater society in which they operate. | ✓ | | |
| Explain how the various environmental design professions relate to each other. | ✓ | ✓ | |
| Define "sustainable society" and discuss how the environmental design professions can address this issue. | ✓ | ✓ | |
| ARCH221 - Design & Visual Commun I | | | |
| Construct proportionally accurate scale models of existing and imagined objects and environments. | | ✓ | |
| Using various "analog" drawing media (i.e. pencils, pens, markers), drafting tools (i.e. triangles, scales, T-square or parallel… | ✓ | | ✓ |
| Construct, BY HAND, proportionally accurate one- and two-point lineal perspectives of existing and imagined objects and… | ✓ | | ✓ |
| Create a range of implicitly and explicitly defined shapes, spaces and forms. | ✓ | ✓ | |
| Employ the basic design concepts of size, shape, surface, material, context, number, variety and relationship (pattern, rhythm,… | ✓ | | |
| Generate diverse alternatives and develop final solutions to defined two- and three-dimensional design problems. | ✓ | | ✓ |

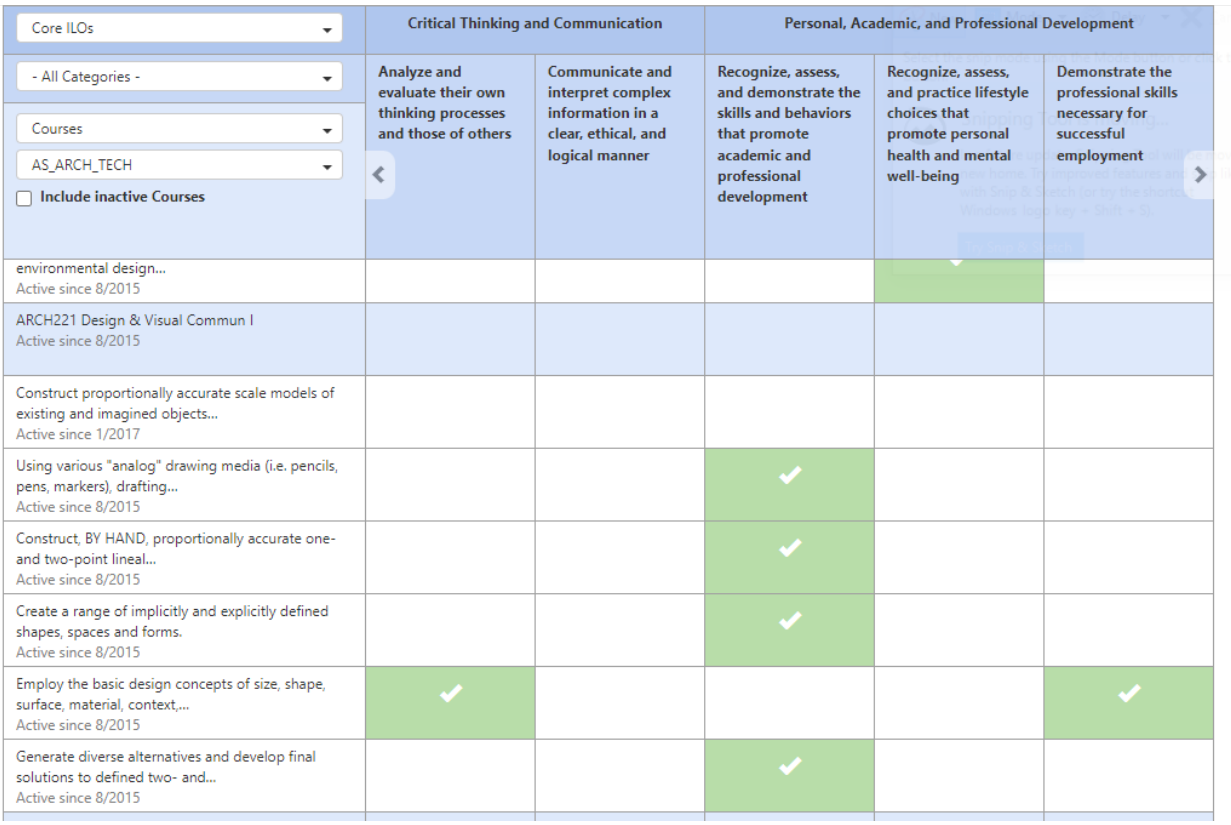
| AS_ARCH_TECH<br>Courses<br>AS_ARCH_TECH<br>☐ Include inactive Courses | Advance/articulate completed course work towards university transfer into 4 or 5 year Architecture programs or related majors | Apply fundamental principles of architectural design theory and practice | Apply the principles of design communication as they apply to architectural project delivery. |
|---|---|---|---|
| ARCH222 - Design & Visual Commun II | | | |
| Employ with greater effectiveness and subtlety the principles, concepts, methods, and skills introduced and developed in Arch… | ✔ | ✔ | |
| Employ a variety of graphic techniques (i.e. bubble diagram, area diagram, matrix, network) to visually represent quantitative… | ✔ | ✔ | |
| Employ drawing systems and conventions (orthographic, plan oblique, and lineal perspective) to communicate design intentions and… | ✔ | | |
| Use words and drawings to systematically gather, represent, refine, and present a range of information from natural and/or… | ✔ | | ✔ |

| ARCH232 - Arch Computer Graphics | | | |
|---|---|---|---|
| Use computer hardware and software configurations to visually communicate building design information. | ✔ | ✔ | ✔ |
| Employ digital file cataloging and storage procedures. | | | ✔ |
| Employ computer aid drafting and building information modeling tools to create digital presentations. | ✔ | ✔ | ✔ |
| Create digital 3-D models using realistic applications of construction materials. | ✔ | ✔ | ✔ |

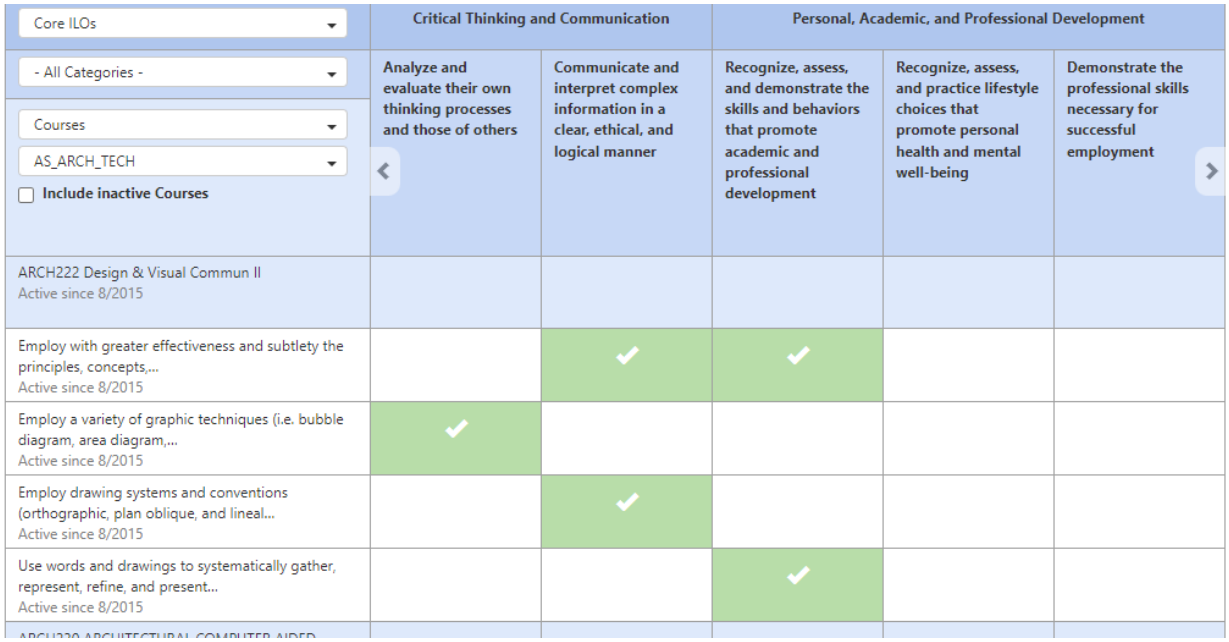
| AS_ARCH_TECH<br>Courses<br>AS_ARCH_TECH<br>Include inactive Courses | Advance/articulate completed course work towards university transfer into 4 or 5 year Architecture programs or related majors | Apply fundamental principles of architectural design theory and practice | Apply the principles of design communication as they apply to architectural project delivery. |
|---|---|---|---|
| ARCH242 - Intro Arch Practice | | | |
| Use and represent three-dimensional buildings, and their components, as two-dimensional orthographic images. | ✔ | ✔ | ✔ |
| Employ architectural drawing conventions and standards to coordinate a set of construction drawings. | ✔ | ✔ | |
| Create common light wood framing and finish construction details. | ✔ | ✔ | ✔ |
| Apply the principles of site planning and site grading. | | | |
| ARCH244 - ARCH Environ System | | | |
| Effectively research and identify site specific micro climate data. | ✔ | ✔ | |
| Use relevant climate data to complete bioclimatic analysis and implement appropriate passive building strategies. | ✔ | ✔ | |
| Evaluate thermal comfort and lighting strategies for effectiveness and make appropriate modifications. | ✔ | ✔ | |

| AS_ARCH_TECH<br>Courses<br>AS_ARCH_TECH<br>Include inactive Courses | Advance/articulate completed course work towards university transfer into 4 or 5 year Architecture programs or related majors | Apply fundamental principles of architectural design theory and practice | Apply the principles of design communication as they apply to architectural project delivery. |
|---|---|---|---|
| ARCH251 - Arch Design Fund I | | | |
| Apply principles and elements of composition in two- and three- dimensional designs and presentations. | ✔ | ✔ | ✔ |
| Manipulate architectural elements to define forms and spaces. | ✔ | ✔ | ✔ |
| Manipulate architectural elements in response to functional issues and constraints. | ✔ | ✔ | |
| Define in words and diagrams the central concept, or "parti," of a design. | ✔ | ✔ | |
| Recognize and identify the principles and elements of composition operating in the built environment. | ✔ | ✔ | |
| ARCH252 - Arch Design Fund II | | | |
| Apply principles and elements of composition in two- and three-dimensional designs and presentations. | ✔ | ✔ | ✔ |
| Manipulate architectural elements to define forms and spaces. | ✔ | ✔ | |
| Manipulate architectural elements in response to functional issues and constraints. | ✔ | ✔ | ✔ |
| Define in words and diagrams the central concept, or "parti," of a design. | ✔ | ✔ | ✔ |
| Recognize and identify the principles and elements of composition operating in the built environment. | ✔ | ✔ | |

D. Include the most recent "ILO Summary Map by Course" from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

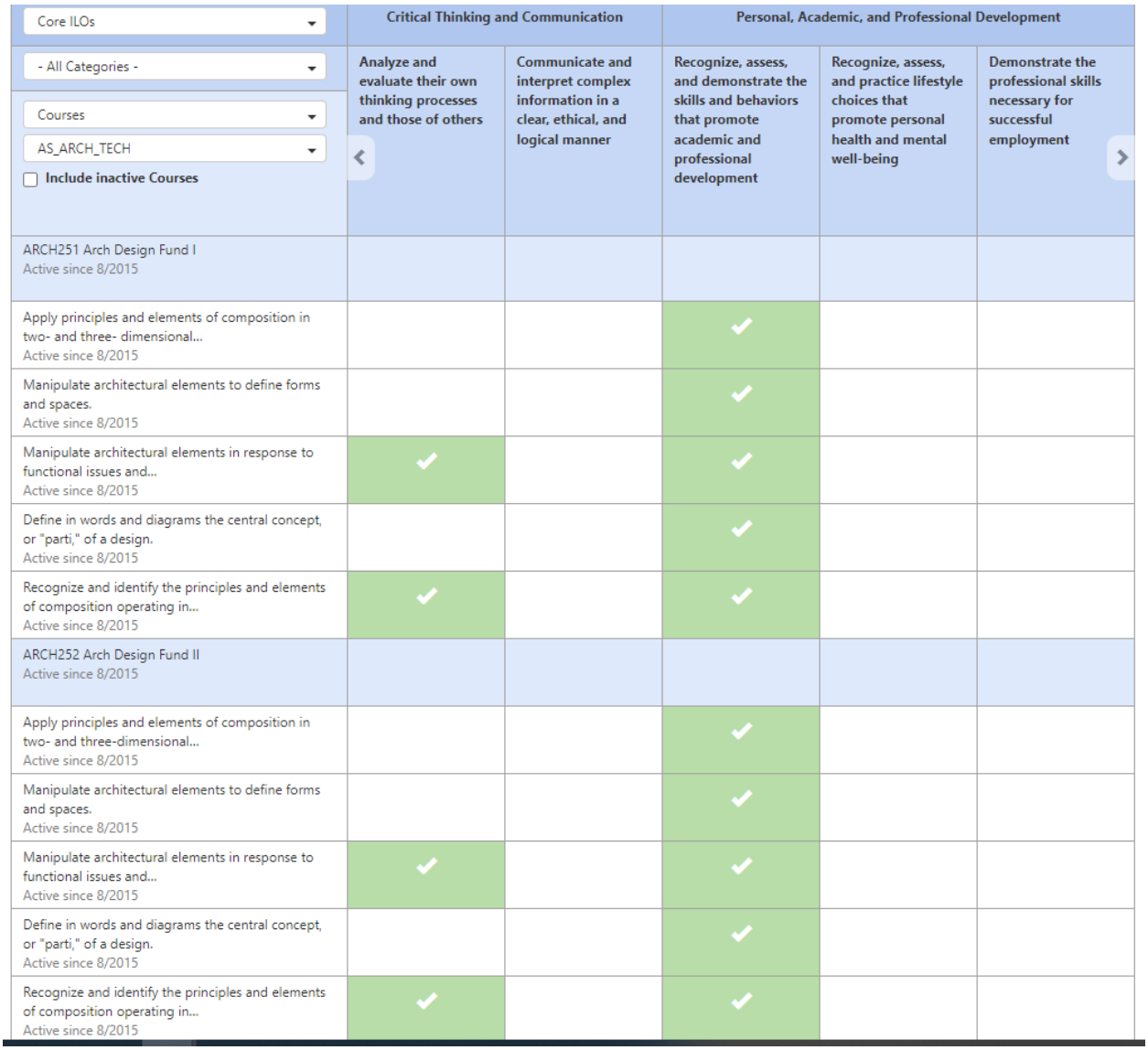


| Core ILOs | Critical Thinking and Communication | | Personal, Academic, and Professional Development | | |
|---|---|---|---|---|---|
| - All Categories - | Analyze and evaluate their own thinking processes and those of others | Communicate and interpret complex information in a clear, ethical, and logical manner | Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development | Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being | Demonstrate the professional skills necessary for successful employment |
| Courses: AS_ARCH_TECH; Include inactive Courses | | | | | |
| environmental design... Active since 8/2015 | | | | ✓ | |
| ARCH221 Design & Visual Commun I Active since 8/2015 | | | | | |
| Construct proportionally accurate scale models of existing and imagined objects... Active since 1/2017 | | | | | |
| Using various "analog" drawing media (i.e. pencils, pens, markers), drafting... Active since 8/2015 | | | ✓ | | |
| Construct, BY HAND, proportionally accurate one- and two-point lineal... Active since 8/2015 | | | ✓ | | |
| Create a range of implicitly and explicitly defined shapes, spaces and forms. Active since 8/2015 | | | ✓ | | |
| Employ the basic design concepts of size, shape, surface, material, context,... Active since 8/2015 | ✓ | | | | ✓ |
| Generate diverse alternatives and develop final solutions to defined two- and... Active since 8/2015 | | | ✓ | | |



| Core ILOs | Critical Thinking and Communication | | Personal, Academic, and Professional Development | | |
|---|---|---|---|---|---|
| - All Categories - | Analyze and evaluate their own thinking processes and those of others | Communicate and interpret complex information in a clear, ethical, and logical manner | Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development | Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being | Demonstrate the professional skills necessary for successful employment |
| Courses: AS_ARCH_TECH; Include inactive Courses | | | | | |
| ARCH222 Design & Visual Commun II Active since 8/2015 | | | | | |
| Employ with greater effectiveness and subtlety the principles, concepts,... Active since 8/2015 | | ✓ | ✓ | | |
| Employ a variety of graphic techniques (i.e. bubble diagram, area diagram,... Active since 8/2015 | ✓ | | | | |
| Employ drawing systems and conventions (orthographic, plan oblique, and lineal... Active since 8/2015 | | ✓ | | | |
| Use words and drawings to systematically gather, represent, refine, and present... Active since 8/2015 | | | ✓ | | |

| Core ILOs | Critical Thinking and Communication | | Personal, Academic, and Professional Development | | |
|---|---|---|---|---|---|
| - All Categories - | Analyze and evaluate their own thinking processes and those of others | Communicate and interpret complex information in a clear, ethical, and logical manner | Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development | Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being | Demonstrate the professional skills necessary for successful employment |
| Courses: AS_ARCH_TECH<br>Include inactive Courses | | | | | |
| ARCH232 Arch Computer Graphics<br>Active since 8/2015 | | | | | |
| Use computer hardware and software configurations to visually communicate...<br>Active since 8/2015 | | | | | ✓ |
| Employ digital file cataloging and storage procedures.<br>Active since 8/2015 | ✓ | | | | ✓ |
| Employ computer aid drafting and building information modeling tools to create...<br>Active since 8/2015 | | | | | ✓ |
| Create digital 3-D models using realistic applications of construction...<br>Active since 8/2015 | ✓ | | | | ✓ |
| ARCH242 Intro Arch Practice<br>Active since 8/2015 | | | | | |
| Use and represent three-dimensional buildings, and their components, as...<br>Active since 8/2015 | | | | | ✓ |
| Employ architectural drawing conventions and standards to coordinate a set of...<br>Active since 8/2015 | ✓ | | | | ✓ |
| Create common light wood framing and finish construction details.<br>Active since 8/2015 | | | | | ✓ |
| Apply the principles of site planning and site grading.<br>Active since 8/2015 | | | | | ✓ |
| ARCH244 ARCH Environ System<br>Active since 8/2015 | | | | | |
| Effectively research and identify site specific micro climate data.<br>Active since 8/2015 | | | ✓ | | |
| Use relevant climate data to complete bioclimatic analysis and implement...<br>Active since 8/2015 | | | ✓ | | |
| Evaluate thermal comfort and lighting strategies for effectiveness and make...<br>Active since 8/2015 | ✓ | | | | ✓ |



| Core ILOs | Critical Thinking and Communication | | Personal, Academic, and Professional Development | | |
|---|---|---|---|---|---|
| - All Categories - | Analyze and evaluate their own thinking processes and those of others | Communicate and interpret complex information in a clear, ethical, and logical manner | Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development | Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being | Demonstrate the professional skills necessary for successful employment |
| Courses: AS_ARCH_TECH; Include inactive Courses | | | | | |
| ARCH251 Arch Design Fund I<br>Active since 8/2015 | | | | | |
| Apply principles and elements of composition in two- and three- dimensional...<br>Active since 8/2015 | | | ✓ | | |
| Manipulate architectural elements to define forms and spaces.<br>Active since 8/2015 | | | ✓ | | |
| Manipulate architectural elements in response to functional issues and...<br>Active since 8/2015 | ✓ | | ✓ | | |
| Define in words and diagrams the central concept, or "parti," of a design.<br>Active since 8/2015 | | | ✓ | | |
| Recognize and identify the principles and elements of composition operating in...<br>Active since 8/2015 | ✓ | | ✓ | | |
| ARCH252 Arch Design Fund II<br>Active since 8/2015 | | | | | |
| Apply principles and elements of composition in two- and three-dimensional...<br>Active since 8/2015 | | | ✓ | | |
| Manipulate architectural elements to define forms and spaces.<br>Active since 8/2015 | | | ✓ | | |
| Manipulate architectural elements in response to functional issues and...<br>Active since 8/2015 | ✓ | | ✓ | | |
| Define in words and diagrams the central concept, or "parti," of a design.<br>Active since 8/2015 | | | ✓ | | |
| Recognize and identify the principles and elements of composition operating in...<br>Active since 8/2015 | ✓ | | ✓ | | |

E. Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

Architecture continues to make ongoing refinements to  lectures and assignments based on SLO assesemets, advisory committee feed back and daily observation of student perfomance.

F. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the Resource Plan Worksheet.

See Attached

## VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

A. Institutional Goals and Objectives

B. Institutional Learning Outcomes

C. Program outcomes

The core of the architecture program remains in place. With our full two-year articulation with Cal Poly, the number-two-ranked undergraduate architecture school in the nation, Cuesta retains a privileged position among California community college architecture programs. The success rate for Cuesta architecture students transferring to Cal Poly and other universities remains very high, and nearly all who complete our sequence continue to be accepted as third-year students.

Indicate any anticipated changes in the following areas:

A. Curriculum and scheduling

B. Support services to promote success, persistence and retention

C. Facilities needs

D. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

As the data suggest, the architecture program is growing enrollment and improving efficiency. We are understaffed and working significant overloads. Replacing our retired instructor is a priority for the coming year. We also need a new CAD computer lab to replace old, underperforming machines and to replace old, worn out, hazardous drafting desks and chairs in room 4115. Finally, the instructor stations and projection equipment needs replacement.

## VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

## VIII. After completing and submitting this document, please complete the Overall Program Strength and Ongoing Viability Assessment with your Dean before May 13, 2022.

## SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

**Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.**

**Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)**

John Stokes

| Division Chair/Director Name | Signature | Date |
|---|---|---|
| Name | Signature | Date |
| Name | Signature | Date |
| Name | Signature | Date |
| Name | Signature | Date |
| Name | Signature | Date |
| Name | Signature | Date |
| Name | Signature | Date |

# SUPPLEMENTAL DOCUMENTS

## FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found by clicking this link.

**APPLICABLE SIGNATURES:**

Genaviave Siwabessy

**Vice President/Dean** **Date**

John Stokes

**Division Chair/Director/Designee** **Date**

**Other (when applicable)** **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

# CAREER TECHNICAL EDUCATION (CTE) TWO-YEAR PROGRAM REVIEW FOR 2022

**Program:** Architecture **Planning Year:** 2021-22 **Unit:** Engineering & Technology

**Cluster:** HAWK **Last Year of CPPR/Voc. Ed Review:** 2017-18

**INSTRUCTIONS:** CTE programs will complete and submit the below Two-Year Program Review as part of a regular two-year program review cycle (Ed Code 78016). In addition, CTE programs will complete and submit an APPW on an annual basis and an Instructional Comprehensive Program Planning and Review (CPPR) every four years according to the institutional comprehensive planning cycle for instructional programs.

***California Ed Code 78016***

Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

1. Meets a documented labor market demand.
2. Does not represent unnecessary duplication of other manpower training programs in the area.
3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

A. Any program that does not meet the requirements of subdivision (A) and the standards promulgated by the governing board shall be terminated within one year.

B. The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.

C. This section shall apply to each program commenced subsequent to July 28, 1983.

D. A written summary of the findings of each review shall be made available to the public.

**NARRATIVE:** Review your CTE program according to the following three prompts with analysis of data provided by the State: http://www.labormarketinfo.edd.ca.gov/.

If assistance is needed to retrieve data, please contact the Dean of Instruction for Health, Workforce and Kinesiology.

Provide a written summary for each prompt. If yes, explain why and/or how. If no, explain why.

**I. Meets a documented labor market demand,** http://www.labormarketinfo.edd.ca.gov/.


## Projections of Employment by Occupat 2018 - 2028

### Selections:

**TOP Code(s):**

- 020100 Architecture and Architectural Technology

**Geography: San Luis Obispo County**
Includes: San Luis Obispo County

**Annual Job Openings by Occupation**

| SOC Code | Occupation Title (Linked to "Occupation Profile") | 2018 Employment | Annual Job Openings (1) |
|---|---|---|---|
| 173011 | Architectural and Civil Drafters | 140 | 120 |
| | **Total** | 140 | 120 |

**Estimated Employment and Projected Growth**
**Architects, Except Landscape and Naval**

| Geographic Area (Estimated Year-Projected Year) | Estimated Employment | Projected Employment | Numeric Change | Percent Change | Total Job Openings |
|---|---|---|---|---|---|
| California (2018-2028) | 18,400 | 20,000 | 1,600 | 8.7 | 16,350 |

Source: EDD/LMID Projections of Employment by Occupation

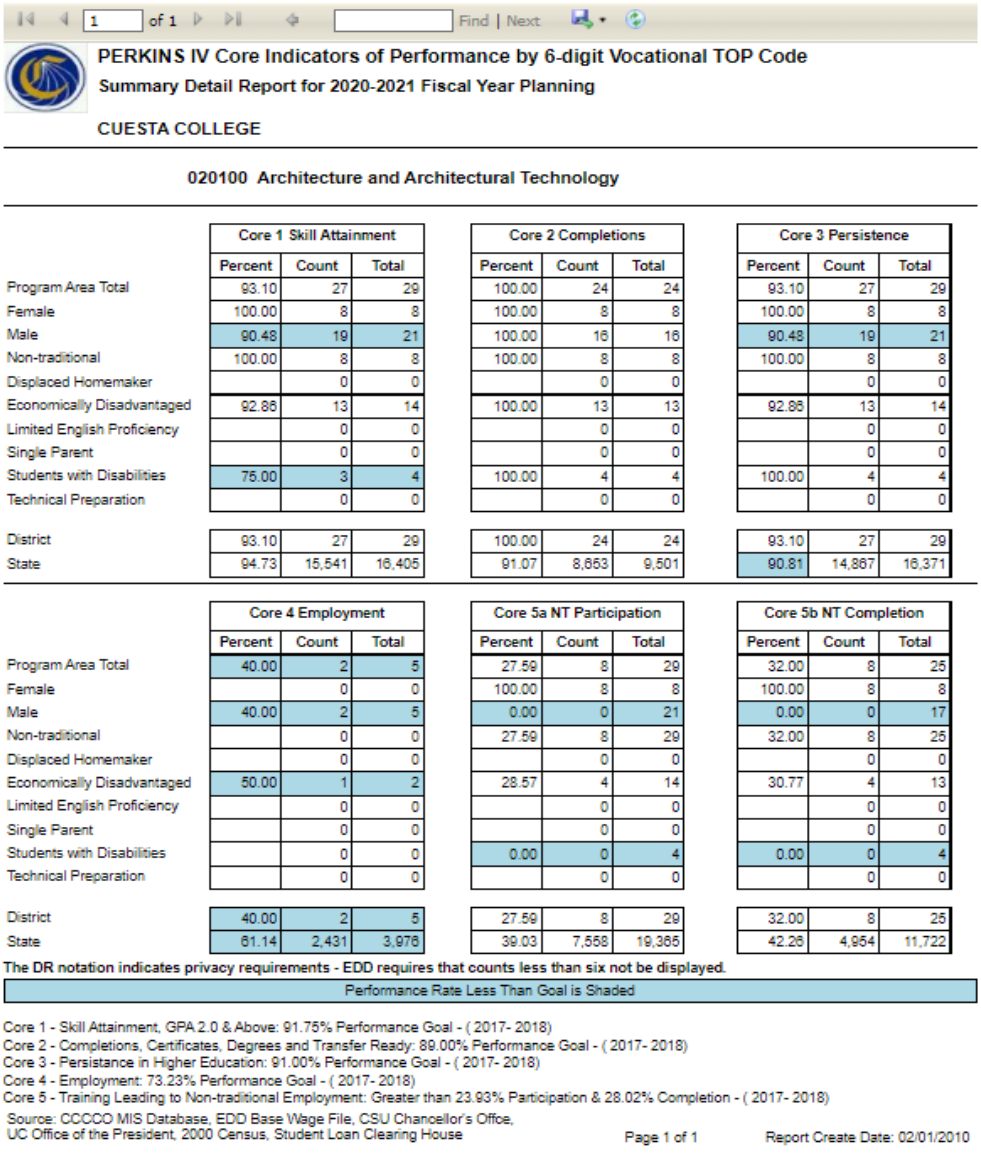
According to the Employment Development Department of California (EDD), State-wide architecture employment projections are expected to rise by 8.7% adding 1600 new jobs. San Luis Obispo County list 140 employed Architectural and Civil Drafter and 120 job openings.

**II. Does not represent unnecessary duplication of other manpower training programs in the area.**

For university-bound students, Cuesta's architecture program is the only community college architecture program in or near our service area that offers full two-year articulation with Cal Poly.

**III. Is of demonstrated effectiveness as measured by the employment and completion success of its students,**

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx



1 of 1 Find | Next

**PERKINS IV Core Indicators of Performance by 6-digit Vocational TOP Code**
**Summary Detail Report for 2020-2021 Fiscal Year Planning**

**CUESTA COLLEGE**

**020100 Architecture and Architectural Technology**

| | Core 1 Skill Attainment | | | Core 2 Completions | | | Core 3 Persistence | | |
|---|---|---|---|---|---|---|---|---|---|
| | Percent | Count | Total | Percent | Count | Total | Percent | Count | Total |
| Program Area Total | 93.10 | 27 | 29 | 100.00 | 24 | 24 | 93.10 | 27 | 29 |
| Female | 100.00 | 8 | 8 | 100.00 | 8 | 8 | 100.00 | 8 | 8 |
| Male | 90.48 | 19 | 21 | 100.00 | 16 | 16 | 90.48 | 19 | 21 |
| Non-traditional | 100.00 | 8 | 8 | 100.00 | 8 | 8 | 100.00 | 8 | 8 |
| Displaced Homemaker | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Economically Disadvantaged | 92.86 | 13 | 14 | 100.00 | 13 | 13 | 92.86 | 13 | 14 |
| Limited English Proficiency | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Single Parent | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Students with Disabilities | 75.00 | 3 | 4 | 100.00 | 4 | 4 | 100.00 | 4 | 4 |
| Technical Preparation | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| District | 93.10 | 27 | 29 | 100.00 | 24 | 24 | 93.10 | 27 | 29 |
| State | 94.73 | 15,541 | 16,405 | 91.07 | 8,653 | 9,501 | 90.81 | 14,867 | 16,371 |

| | Core 4 Employment | | | Core 5a NT Participation | | | Core 5b NT Completion | | |
|---|---|---|---|---|---|---|---|---|---|
| | Percent | Count | Total | Percent | Count | Total | Percent | Count | Total |
| Program Area Total | 40.00 | 2 | 5 | 27.59 | 8 | 29 | 32.00 | 8 | 25 |
| Female | | 0 | 0 | 100.00 | 8 | 8 | 100.00 | 8 | 8 |
| Male | 40.00 | 2 | 5 | 0.00 | 0 | 21 | 0.00 | 0 | 17 |
| Non-traditional | | 0 | 0 | 27.59 | 8 | 29 | 32.00 | 8 | 25 |
| Displaced Homemaker | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Economically Disadvantaged | 50.00 | 1 | 2 | 28.57 | 4 | 14 | 30.77 | 4 | 13 |
| Limited English Proficiency | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Single Parent | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| Students with Disabilities | | 0 | 0 | 0.00 | 0 | 4 | 0.00 | 0 | 4 |
| Technical Preparation | | 0 | 0 | | 0 | 0 | | 0 | 0 |
| District | 40.00 | 2 | 5 | 27.59 | 8 | 29 | 32.00 | 8 | 25 |
| State | 61.14 | 2,431 | 3,976 | 39.03 | 7,558 | 19,365 | 42.26 | 4,954 | 11,722 |

**The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.**

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.75% Performance Goal - ( 2017- 2018)
Core 2 - Completions, Certificates, Degrees and Transfer Ready: 89.00% Performance Goal - ( 2017- 2018)
Core 3 - Persistance in Higher Education: 91.00% Performance Goal - ( 2017- 2018)
Core 4 - Employment: 73.23% Performance Goal - ( 2017- 2018)
Core 5 - Training Leading to Non-traditional Employment: Greater than 23.93% Participation & 28.02% Completion - ( 2017- 2018)

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Office,
UC Office of the President, 2000 Census, Student Loan Clearing House

Page 1 of 1 Report Create Date: 02/01/2010

| | |
|---|---|
| Title of Unit: | Type Unit Here |
| Planning Year: | 2022 |
| Cluster (Select One): | Arts, Humanities, Math & Sciences |

Narrative for your Resource (Unit) Plan: The Resource Plan ties program planning and review to resource allocation. For this first segment of the Resource Plan, write a narrative analysis of the fiscal assumptions and needs for your division/department for the upcoming year (e.g. Continued categorical funding, support staff not funded, etc.). You may type directly in the box below, but you won't be able to spell check your work. Alternatively, you can paste the narrative from Word after spell checking directly in the formula bar.

Architecture upgrades and increases:

- New full-?me architecture instructor
- Hire more part-?me faculty
- Upgrade/new CadLab computers, monitors, plo?ers and scanners
- Architecture division budget increase
- Replace broken hazardous dra?ing tables and chairs in 4115.
- Install a new 8” vent and 500cfm inline fan for the dFab lab in 4116.
- Replace data projectors ceiling mounted cameras and instructor sta?ons in 4115, 4116 and 3406.
- Fund so?ware purchases and upgrades. (SketchUp and Rhino)
- Fund annual ACSA, AIA and USGBC membership fees.
- Support and funding for out of state professional development opportuni?es such as the AIA na?onal conven?on and Autodesk’s national convention.

## Excel Worksheets: Resource (Unit) Plan

For the remainder of the Resource Plan, complete the following Excel Worksheets:

- *Prior Year Unit Plan Worksheet — Prior Year Unit Funding Requests*
- *Personnel Unit Plan Worksheet — Personnel Funding Requests*
- *Supplies Unit Plan Worksheet — Supplies Funding Requests*
- *Equipment Unit Plan Worksheet – Equipment Funding Requests*
- *Facility Unit Plan Worksheet — Facility Funding Requests*
- *Technology Unit Plan Worksheet – Technology Funding Requests*
- *Top 10 Priorities Unit Plan Worksheet — Prioritized List of Top 10 Immediate Unit Needs*

## RESOURCE PLAN WORKSHEET -- PRIOR YEAR UNIT FUNDING REQUESTS

Unit: Type Unit Here

Cluster: Arts, Humanities, Math & Sciences

Planning Year: 2022

1. Copy and paste the first four Columns from the Top Ten Prioritized List of Immediate Unit Needs from the prior year.
2. Complete Columns E through G.
3. If funded, identify the funding source or sources (Categorical = C, Foundation = F, ASCC = AS, Grant = G, General Fund = GF, Other Revenue Sources = R).
4. Briefly explain the impact on your program.

| | Program | Item/Description | Cost | Funded? | Source (s) | Impact on Program |
|---|---|---|---|---|---|---|
| *1* | *English* | *Computers for Lab* | *$ 40,000* | *Not Funded* | | *Not receiving this funding restricts ability to use updated English software in the lab.* |
| *2* | *Math* | *Student Tutors* | *$ 10,000* | *Fully Funded* | *AS, R* | *Supplemental staffing for math lab - Provides adequate level of support for students.* |
| *3* | *Chemistry* | *Laptops* | *$ 12,000* | *Partially Funded* | *Foundation* | *Half of our students had a good educational experience - the other half of continued to use outdated technology.* |

### PRIOR YEAR'S (2020-2021) PRIORITIZED LIST OF UNIT FUNDING REQUESTS -- ALL PROGRAMS

| | Program | Item/Description | Cost | Funded? | Source(s) | Impact on Program |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |

## RESOURCE PLAN WORKSHEET -- PERSONNEL FUNDING REQUESTS

Unit: Type Unit Here

Cluster: Arts, Humanities, Math & Sciences

Planning Year: 2022

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

| C. Classified Employee: Permanent, Short-Term & Substitute | Program | Description | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why?(1-2 Sentences) |
|---|---|---|---|---|---|---|---|
| *NCC Site Specialist* | *Continuing Education* | *Request to convert existing position from .75 to 1.0* | *$ 10,240* | *NCC* | *N* | *IMM* | *Supports Institutional Goal Objective 1.4 (increase ESL success rates) by adding additional staff to ESL advising office. Additional staffing hours will allow for 28 new support appointments per semester.* |
| *Distance Education Support Specialist* | *DE* | *Support Service Specialist 0.5 FTE* | *$ 23,000* | *DE* | *N* | *IMM* | *Supports Institutional Objective 1.3, Increase success in DE courses. New support position will provide training and technical support for students enrolled in DE courses.* |

## Personnel - Full-Time Faculty

| A. Full-Time Faculty | Program | Description | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why? (1-2 Sentences) |
|---|---|---|---|---|---|---|---|
| Instructor | Architecture | | 75,000/yr | | R | IMM | Supports Institutional Goal Objective 1.1 Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs. Replace retired position, minimize overloads and support expanding enrollment. |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

## Personnel - Academic Managers, Classified Managers & Confidential

| B. Academic Managers, Classified Managers, & Confidential Employees | Program | Description - What? | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why? (1-2 Sentences) |
|---|---|---|---|---|---|---|---|

| Title | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| Personnel - Classified Employee: Permanent, Short-Term & Substitute | | | | | | | |
|---|---|---|---|---|---|---|---|
| C. Classified Employee: Permanent, Short-Term & Substitute | Program | Description | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why? (1-2 Sentences) |
| Title | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| Personnel - Student Worker | | | | | | | |
|---|---|---|---|---|---|---|---|
| D. Student Worker | Program | Description | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why? (1-2 Sentences) |
| Title | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

## RESOURCE PLAN WORKSHEET -- SUPPLIES FUNDING REQUESTS

Unit: Type Unit Here

Cluster: Arts, Humanities, Math & Sciences

Planning Year: 2022

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

| A. Instructional Supply | Program | Item/Description | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why? (1-2 Sentences) |
|---|---|---|---|---|---|---|---|
| *NCC Instructional Supplies* | *NCC* | *Augmentation of instructional supplies.* | *$ 5,000* | *NCC* | *N* | *IMM* | *Need to augment account based on historical spending pattern.* |
| *Instructional Supply* | *Humanities* | *Maps for History and Philosophy* | *$ 4,000* | *SLO* | *N* | *IMM* | *Many of our maps are outdated and several classrooms lack even basic maps.* |

## Instructional Supplies

| A. Instructional Supply | Program | Item/Description | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why? (1-2 Sentences) |
|---|---|---|---|---|---|---|---|
| Print Supplies | Architecture | Ink and Plotter Paper | $ 4,000 | SLO | R | IMM | Required to operate large-format plotter in CAD lab 3406. Supports architectural student learning outcomes, 1–3 |
| Model Supplies | Architecture | Model Making supplies | $ 5,000 | SLO | R | IMM | Supports model making and design studio courses. Supports architectural student learning outcomes, 1–3 |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| Non-Instructional Supplies | | | | | | | |
|---|---|---|---|---|---|---|---|
| B. Non-Instructional Supply | Program | Item/Description | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why? (1-2 Sentences) |
| Non-Instructional Supply | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

## RESOURCE PLAN WORKSHEET -- EQUIPMENT FUNDING REQUESTS

Unit: Type Unit Here
Cluster: Arts, Humanities, Math & Sciences
Planning Year: 2022

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

| A. Instructional Equipment | Program | Item/Description | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why? (1-2 Sentences) |
|---|---|---|---|---|---|---|---|
| *3 Mannikins* | *LVN* | *3 mannikins for simulation/skills lab* | *$ 5,000* | *NCC* | *N* | *IMM* | *LVN APPW Program Development/ Forecasting. New or modified action steps for achieving program outcomes; IG #1; ILO #2,#3 - We are increasing the use of our simulation lab. Wear and tear on the mannikins over time requires replacement.* |
| *3 Potter's Wheels* | *Art Studio* | *Laguna potter's wheels (3)* | *$ 4,505* | *SLO* | *N* | *IMM* | *Art Studio CPPR Program Development/Forecasting. Anticipated changes in curriculum and scheduling; student demand has increased in our ceramics classes, we require three more potter's wheels to accommodate six students per class.* |

## Instructional Equipment

| A. Instructional Equipment | Program | Item/Description | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why? (1-2 Sentences) |
|---|---|---|---|---|---|---|---|
| Instructional Podium | Architecture | Teacher podium w/ associate standard electronics, PC, Cam, projector screen etc.) | $ 35,000 | SLO | R | IMM | Replaces old worn out and poorly function equipment. Supports architectural student learning outcomes, 1–3 |
| Storage | Architecture | Student project storage cabinets for Rm. 4115 | $ 10,000 | SLO | N | IMM | Provides desperately needed shelf space for temporary storage of student projects, thereby equalizing its storage capacity with that in adjacent Rm. 4116. Supports architectural student learning outcomes, 1–3 |
| Scanner | Architecture | Large Format Scanner | $ 5,000 | SLO | N | IMM | Supports all Architecture students and faculty. It would allowing students to properly scan their work for transfer portfolios, and it would greatly assist faculty in maintaining a visual archive of student work that can also be used to promote the Architecture program and support articulation efforts. Supports architectural student learning outcomes, 1–3 |
| Copy Stand | Architecture | large format copy stand | $ 2,000 | SLO | N | IMM | Supports all Architecture students and faculty. It would allowing students to properly photograph their work for transfer portfolios, and it would greatly assist faculty in maintaining a visual archive of student work that can also be used to promote the Architecture program and support articulation efforts. Supports architectural student learning outcomes, 1–3 |
| Light box | architecture | Light box to photograph student work | $ 2,000 | SLO | N | IMM | Supports all Architecture students and faculty. It would allowing students to properly photograph their work for transfer portfolios, and it would greatly assist faculty in maintaining a visual archive of student work that can also be used to promote the Architecture program and support articulation efforts. Supports architectural student learning outcomes, 1–3 |
| | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| Non-Instructional Equipment | | | | | | | |
|---|---|---|---|---|---|---|---|
| B. Non-Instructional Equipment | Program | Item/Description | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why? (1-2 Sentences) |
| Non-Instructional Equipment | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

## RESOURCE PLAN WORKSHEET -- FACILITY FUNDING REQUESTS

Unit: Type Unit Here

Cluster: Arts, Humanities, Math & Sciences

Planning Year: 2022

1. Use these worksheets to list Funding Requests (Immediate IMM = Upcoming Academic Year; Intermediate INT = Subsequent Academic Year, coincides with Educational Master Plan, Strategic Plan, and/or IEOs; or Long Term, LT = three years or more.
2. All funding requests should be listed regardless of anticipated funding source.
3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

| Facility | Program | Item/Description | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - *Why?* *(1-2 Sentences)* |
|---|---|---|---|---|---|---|---|
| *Fox Building Landscaping* | *NCC* | *Landscaping of the courtyard and immediate surroundings of the Fox Building needs to be completed.* | *$ 100,000* | *NCC* | *N* | *IMM* | *The building has been on-line since 2005 with only modest improvements to the exterior landscaping of the area. During Community Focus groups - local residents describe the site as looking "unfinished".* |
| *Building 6200* | *Humanities* | *Replace carpeting and paint in 6200 Office Bldgs.* | *$ 45,000* | *SLO* | *R* | *IMM* | *The carpeting is old and worn.* |

## New Facilities Requests and/or Renovations

| Facility | Program | Item/Description | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why? (1-2 Sentences) |
|---|---|---|---|---|---|---|---|
| Rm. 4116 | Architecture | Vent Fan and Duct for Laser Cutter | $ 10,000 | SLO | N | IMM | Complete the dFab lab. Supports architectural student learning outcomes, 1–3. |
| Rm 4116 | Architecture | Air compressor | $ 1,000 | SLO | N | IMM | Complete the dFab lab. Supports architectural student learning outcomes, 1–3. |
| Rms. 4115 & 4116 | Architecture | Door to connect 4115 and 4116 with media resource room | $ 20,000 | SLO | N | INT | Offers the ability to equalize storage space between Rms. 4115 and 4116, while also making it possible for both classrooms to share our one photocopier, which is currently housed in 4115. Supports architectural student learning outcomes, 1–3. |
| Rms. 4115 & 4116 | Architecture | Add fluorescent light controls permit to row-by-row switching of 4115 from the front of each classroom. | $ 10,000 | SLO | N | INT | Rewiring of current ceiling lamps to allow most lights to be switched off during PowerPoint presentations, while allowing some lights to remain on for students to take notes. *(work is pending) Supports architectural student learning outcomes, 1–3 |
| Rms. 4115 & 4116 | Architecture | Windows or Skylights in 4115 & 4116 | $ 35,000 | SLO | N | INT | Provides humane learning environment consistent with current best practices, thereby supporting all architectural student learning outcomes, 1–3. |
| Rm. 4115 | Architecture | Student project storage cabinets for Rm. 4115 | $ 10,000 | SLO | N | INT | Provides desperately needed shelf space for temporary storage of student projects, thereby equalizing its storage capacity with that in adjacent Rm. 4116. Supports architectural student learning outcomes, 1–3 |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

## RESOURCE PLAN WORKSHEET -- TECHNOLOGY FUNDING REQUESTS

Unit: Type Unit Here

Cluster: Arts, Humanities, Math & Sciences

Planning Year: 2022

1. Identify and prioritize all Technology Requests. Technology includes: Computers, monitors, laptops, other mobile computing devices; Peripherals (printers, scanners, etc.); Software; Support contracts associated with hardware or software; Multi-media presentation equipment (data projector, speakers, document imaging cameras, switches, etc.); Video conferencing equipment (polycom); Infrastructure components to support college-wide technology.
2. All technology should be listed regardless of anticipated funding source. (e.g. technology to be purchased with CTEA funds should still be listed on this worksheet).
3. For Technology Plan Initiatives, please refer to San Luis Obispo County Community College District Technology Plan 2012-2017.

Note: If technology acquisition is not listed in the IPPR, IT may not support the purchase.

3. Justification should be written as a concise explanation of need citing relevant Institutional Goals and Objectives, Institutional Learning Outcomes, Operational Planning Initiatives, APPW, CPPR, Analysis of Outcomes Assessment, or other factors.

| B. Non-Instructional Technology | Program | Item/Description | Technology Plan Initiative | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - *Why? (1-2 Sentences)* |
|---|---|---|---|---|---|---|---|---|
| *Sustainability Center* | *NCC* | *Grant funding for the new Sustainability Center will have equipment/furniture & lab components.* | *9-New Tech* | *$ 100,000* | *NCC* | *N* | *INT* | *The Sustainability Center will consist of classrooms and live indoor and field laboratories.* |
| *Computers* | *English* | *(5) Windows Low-Range Computers for Faculty Offices (@ $500 each)* | *4-Maintain Inventory* | *$ 2,500* | *SLO* | *R* | *INT* | *As computers in faculty offices become older and fail, they need to be replaced.* |

## Instructional Technology

| A. Instructional Technology | Program | Item/Description | Technology Plan Initiative | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why? (1-2 Sentences) |
|---|---|---|---|---|---|---|---|---|
| Cad Lab computers, scanners, plotter | Architecture | New computers | 1-Tech Instr | $ 250,000 | SLO | R | IMM | Replace aging and underperforming computers. Supports architectural student learning outcomes, 1–3. |
| Rhino | Architecture | Software | 1-Tech Instr | $ 2,000 | | R | IMM | This software in essential to curriculum Supports architectural student learning outcomes, 1–3. |
| SketchUp | Architecture | Software | 1-Tech Instr | $ 2,000 | | R | IMM | This software in essential to curriculum Supports architectural student learning outcomes, 1–3. |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

## Non-Instructional Technology

| B. Non-Instructional Technology | Program | Item/Description | Technology Plan Initiative | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why? (1-2 Sentences) |
|---|---|---|---|---|---|---|---|---|
| Non-Instructional Technology | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

## Technology Infrastructure

| C. Technology Infrastructure | Program | Item/Description | Technology Plan Initiative | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why? (1-2 Sentences) |
|---|---|---|---|---|---|---|---|---|
| Technology Infrastructure | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

## Overall Top 3 Technology Requests

| D. Top 3 Technology Funding Requests | Program | Item/Description | Technology Plan Initiative | Cost | Site | New (N) or Replacement (R) | Immediate (IMM), Intermediate (INT) or Long Term (LT) | Justification - Why? (1-2 Sentences) |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

# RESOURCE PLAN WORKSHEET -- PRIORITIZED LIST OF IMMEDIATE UNIT NEEDS

Unit: Type Unit Here

Cluster: Arts, Humanities, Math & Sciences

Planning Year: 2022

1. **PRIORITIZED TOP TEN LIST OF IMMEDIATE UNITS NEEDS -- ALL PROGRAMS -- ONE LIST
2. Identify and prioritize unit needs based on immediate (upcoming year) requirements of all unit programs.
3. Note if needs are One-Time or Annual/Recurring in the Frequency Column.
4. **This does NOT include new faculty requests.

| | Program | Item/Description | Cost | Frequency |
|---|---|---|---|---|
| 1 | New Hire | Fulltime Architecture Instructor | $ 75,000 | Annual/Reocurring |
| 2 | New CAD Lab | Computers, Scanners and Plotter | $ 250,000 | One-Time Only |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |

# 2021- 2022 CPPR-Architecture

Final Audit Report 2022-03-24

| | |
|---|---|
| Created: | 2022-03-07 |
| By: | Tiffanie Kerr (tiffanie_kerr@cuesta.edu) |
| Status: | Signed |
| Transaction ID: | CBJCHBCAABAAdAUa3oYdE_nTnzQDu1H0UbgbTI2H3ohp |

## "2021- 2022  CPPR-Architecture" History

Document created by Tiffanie Kerr (tiffanie_kerr@cuesta.edu)
2022-03-07 - 7:22:52 PM GMT- IP address: 209.129.64.91

Document emailed to John Stokes (jstokes@cuesta.edu) for signature
2022-03-07 - 7:25:19 PM GMT

Email viewed by John Stokes (jstokes@cuesta.edu)
2022-03-07 - 10:53:34 PM GMT- IP address: 104.47.74.126

Document e-signed by John Stokes (jstokes@cuesta.edu)
Signature Date: 2022-03-07 - 10:53:46 PM GMT - Time Source: server- IP address: 209.129.64.91

Document emailed to David Fernandez (dfernand@cuesta.edu) for signature
2022-03-07 - 10:53:49 PM GMT

Email viewed by David Fernandez (dfernand@cuesta.edu)
2022-03-07 - 11:57:50 PM GMT- IP address: 104.28.123.193

Document e-signed by David Fernandez (dfernand@cuesta.edu)
Signature Date: 2022-03-08 - 0:00:21 AM GMT - Time Source: server- IP address: 209.129.64.91

Document emailed to Genevieve Siwabessy (genevieve_siwabessy@cuesta.edu) for signature
2022-03-08 - 0:00:24 AM GMT

Email viewed by Genevieve Siwabessy (genevieve_siwabessy@cuesta.edu)
2022-03-24 - 6:30:54 PM GMT- IP address: 104.47.73.254

Document e-signed by Genevieve Siwabessy (genevieve_siwabessy@cuesta.edu)
Signature Date: 2022-03-24 - 6:31:02 PM GMT - Time Source: server- IP address: 209.129.64.82

Agreement completed.
2022-03-24 - 6:31:02 PM GMT