

2023-24 Program Review

Program Name: **Architecture**

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Academic Year: **2023-24**

Status:

Updated on:

INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?

The goal of program review is to assess how well our programs are doing. Program review asks us to:

- Reflect on the state of student learning or support in our disciplines and programs, by discussing:
 - efforts to achieve equity across student populations and modes of delivery;
 - results of assessment activities aimed at improving or researching student learning;
 - new challenges or changes to the program.
- Identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

1. Description of Program (200-400 words)

- Provide a brief description of the program and how it supports the following:
 - [CSM Mission and Values Statements](#)
 - [CSM Statement of Solidarity](#)
 - [CSM's Strategic Priorities](#)
 - [SMCCCD's Strategic Goals](#)
 - [CSM Forward 2028 - Education Master Plan](#)
- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served

The Architecture department is a small, adjunct-only department. The program teaches a series of 6 courses which lead to an Associate of Science Degree. Students who complete the AS in Architecture are prepared to transfer to a four-year university to pursue a Bachelor Degree (or higher). Most architecture majors, after completing their studies and obtaining their professional degree, will choose to obtain their license to practice architecture and go into private practice as owners of their own firm.

Due to a combination of factors related to the pandemic and building construction, all courses are currently taught online only. Specifically, classroom space needed for architecture class is

specialized, and was previously housed in building 19. With construction soon coming to a close on building 19, we are making plans to bring many of the classes back on campus in Fall 2024. We hope this shift in modality will help us grow overall enrollment. For example, there has recently been a lot of interest in the program from incoming international students. Unfortunately, these students are required to take most of their courses in-person, and so they have been recently “locked out” of the program.

2. Results of Previous Program Review (200-500 words)

- a) Describe the results of your previous Program Review’s action plan and identified equity gaps.
 - Previous Goals
 - Results Achieved
 - Changes Implemented
 - Plans still in progress
 - Any notable or surprising results and outcomes

- b) Explain any curriculum or programmatic changes since last program review
 - To specific courses, or to any discipline as a whole
 - Includes degree, certificate, or course sequences, program delivery or structure, etc.

- c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:
 - SLO/SAO
 - What did the assessment focus on?
 - Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
 - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
 - Assessment results
 - What was the activity or intervention?
 - What were the outcomes?
 - Program improvements implemented
 - What did you learn from it?
 - What changed?

Due to extenuating circumstances, no program review was completed for Architecture in Fall 2021. As a result, we cannot analyze results from the previous program review.

3. Current Program Review (200-400 words)

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Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

- a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.
- Findings: What has changed from the previous program review?
 - Analysis: What factors do you feel contribute to these gaps?
 - Resources: If you were granted a resource request, please note what that was and the impact it had.
 - Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
1.			
2.			

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3.	
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b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
1.		
2.		
3.		

(c) **Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

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Due to the absence of a prior program review for comparison, our findings below are solely reliant on the 2023 reports. These findings reveal opportunities to narrow gaps in retention and success rates, particularly emphasizing a focus on enhancing the experience for Pacific Islander, Female, and 30-34 year old students.

First, upon analyzing the data regarding course delivery modes, we observed that face-to-face instruction exhibited a 15.9% higher success rate and a 5.9% higher retention rate compared to online instruction. One potential contributing factor to the higher success rate in the current in-person classes is the smaller classroom size. As we anticipate the availability of in-person classrooms for Fall 2024 post-construction, our intention is to shift a larger percentage of course time back to in-person classes, aiming to capitalize on the trend observed in the 2023 Architecture data. The Architecture program intends to maintain online synchronous courses as part of its curriculum plan. Since online courses offered contributed to ten times the enrollment of in-person offerings, and overall the Architecture programs enrollments saw a 25% gain between the years 2020 - 2022, and current 2022-2023 cycle. These higher enrollment numbers may indicate a preference for continued online course offerings.

Second, Pacific Islander students exhibited the lowest retention rate, with a 3.8% difference compared to the next lowest ethnic category, which is Multiracial. Additionally, Pacific Islander students showed the highest withdrawal percentage. As part of our strategy to address these gaps in opportunities, we aim to measure the success of Pacific Islander students in smaller classroom settings or in face-to-face environments to assess potential improvements. Moreover, we plan to provide resources to student populations, such as the local MANA network at the College of San Mateo, which empowers Pacific Islander communities. These resources, including information about campus groups and architecture-related support, will be incorporated upfront in the syllabus and included in the first-day handout materials.

Lastly, among the observed trends, females displayed a 1.5% lower retention rate compared to males. When analyzing student success and retention by age, the most notable gap in success was among the 30-34 age group, lower by 17 percentage points.

Our plan for addressing opportunity gaps is to celebrate and analyze our trends that show improvement, being highest success rates shown in Black and Asian International students, and determine if there are trends or resources within these demographics we can implement for the gaps seen above. We hope through a return to more in-person instruction and an engagement with college-wide anti-racist resources and design-centric support groups, we can best support these students towards successful outcomes in the upcoming 2023-24 cycle.

4. Planning

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps.** Your summary should explain:

- SLO/SAO
 - What will your assessment focus on?

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- Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
- Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
 - What is the planned activity or intervention?
 - Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
 - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
1.		
2.		
3.		

b) Program goals

Based on your current review of your program’s equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take

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- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
 - Professional development activities
 - Institutional support
 - Collaborations
 - Training
 - Resources

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1.					
2.					
3.					

The Architecture Program aims to implement the following goals to address equity and delivery mode gaps. Our assessment will focus on increasing retention and success of Pacific Islander, Female, and age 30-34 students, through an increased return to in-person instruction along with outreach to campus-wide and design-focus community support resources.

Goal 1: Provide a balance of in-person and on-line course offerings. Our assessment revealed a higher success rate in smaller, in-person classroom settings. To address student equity and accessibility issues, we aim to provide both in-person and online classes. This approach caters to students facing challenges such as internet connectivity issues during online classes, as well as those with unreliable transportation or work schedules that hinder regular campus visits. This balanced approach, offering both online and in-person classes, is intended to benefit students in the upcoming 2024 academic year. The timeline for the return to increased in-person course offerings is contingent upon the availability of classrooms post-construction, expected in Fall 2024. We hope to measure success by seeing at least a 2% increase in success rates from in-person instruction.

Goal 2: Expand course offerings by re-introducing the previously approved course offerings of ARCH 146, Introduction to Advanced 3D Digital Modeling and ARCH 225, Making Architecture: Building Methods, Materials & Design Build 1. We hope these courses will provide the identified gap groups with greater access to computers and hands-on design build work. We foresee this as promoting equity by giving a higher degree of access to computer based design students with traditionally less access. This initiative is expected to bolster students' design confidence and improve their prospects in the job market post-program completion. To achieve this, we plan to identify instructors and finalize the schedule for these courses by February 2024 for addition to the Architecture Program Fall Schedule in 2024

5. CE Only

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:
 - [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
 - [Employment data](#) (by Program Top Code) from the State Chancellor's Office
- b) Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.
- c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc.).
- d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?