Administrative Response to Program Review  
Architecture (ARCH) Transfer Program  
November 2018

On November 16, 2018, the Architecture SAC presented their Program Review findings to an audience of PCC administrators, community stakeholders, students, and others with an interest in the discipline. The presentation was informative and thought provoking, with active engagement from students and alumni.

This Administrative Response will: A) note particular highlights of the Architecture program and Program Review; B) provide observations and recommendations; and C) provide the administrative response to the SAC recommendations/resource requests.

**Noteworthy Efforts or Achievements**

- A well prepared, organized, and engaging program review document.
- A presentation that actively engaged current students and alumni to provide responses to questions and share about their experiences in the program.
- An emphasis on collaboration with other programs (Interior Design, Landscape Design, and Building Construction Technology) and other campuses (e.g., CAD class and lab scheduling).
- Creation of the “Structures Video” as a follow-up to concerns you expressed in your 2013 program review about struggles students are facing with applied math.
- Reported success in graduates finding employment upon completion of the program.
- Strong and effective faculty partnerships with Perkins advisor and student services units to support success and retention of our students.
- Review of non-white to white program graduation rates to assess for possible disparities.
- Demonstrated understanding of holistic and responsive teaching methods. Students and alumni who participated in the program review presentation were clear about the outstanding teaching in this program and the ways in which their faculty promoted learning from a holistic and inclusive lens.
- Faculty support of a very robust ARCH & ID student club.
• Effective faculty oversight of facilities and communication with administration of facilities needs to provide students with exposure to the types of equipment they will experience in industry.

**Observations and Recommendations**

• In your program review document you acknowledge that you “anticipate continuous curriculum revisions to keep up with ever-evolving technology and global and societal shifts in the next five years.” As technology needs shift, please work to communicate upcoming needs to IT and campus administration so we can properly plan for the provision of necessary technology. Also, please keep campus administration up-to-date on the professional development needs of your faculty to stay abreast of industry trends.

• On page 6 of your program review document, you offer that you might be interested in developing a Revit or CAD certificate. There is currently a Computer Aided Design and Drafting One-Year Certificate with both CADD courses and electives from ARCH, CMET, ENGR, MCH and WLD. We recommend you work closely with CADD to determine if there is a way to make modifications to this certificate that would work well for both programs. If you need additional assistance, please work with your division dean.

• It is difficult to discern from the program review whether students are meeting the outcomes of the ARCH degrees ([NWCCU Standard 4.A.3](#)), because while the report does provide results for the Perkins-required Technical Skill Assessments (TSA), the relationship between the TSA and the program (degree) outcomes was not clear. The documentation on the Learning Assessment website shows that two of the six outcomes for each of the degrees are fully met by the TSA, with the other four outcomes “partially” met. ARCHs assessment reports for the last several years has focused exclusively on the TSAs, so we have some concern about how you know that the other outcomes are met. The Multi Year Plan for assessment calls for specific delineation of how program’s outcomes that area not fully met by TSAs will be addressed on a three-year cycle. Please work with your assessment coach and Academic Affairs to address this need.
  
  ○ Importantly, assessment of student learning should be used to inform improve teaching and learning (a key function of assessment, also an expectation of accreditation: [NWCCU Standard 4.B.2](#)). In the program review, the SAC’s responses to the questions in section 2.A.ii pointed to changes made based on industry currency and core
values -- clearly important in maintaining high program quality, but did not appear to be based on assessment of student learning. You note that the TSA assessments do not suggest the need for any “dramatic or immediate need for changes in instruction or curricula,” but in another part of the report (7.E, p37), you note that students have difficulty grasping new technology and concepts.” It seems that there may be some scope for designing assessments to inform teaching and learning. Please engage your coach and Academic Affairs to help address this need.

- You mentioned in the program review presentation that you often receive requests for assistance in recruiting students to jobs from industry partners. Please ensure you are following college policies and working alongside our Jobs & Internship Specialists as you navigate these requests.

- In alignment with the college’s commitment to equitable student success, we’d like to request that you please review course pass rates by student demographics to evaluate whether there are areas for improvement in culturally inclusive teaching.
  - Course Pass Rates by Student Demographics - 3 Terms Trend - by Term Only - PDF tutorial
  - Course Pass Rates by Pass/No Pass and by Student Demographics - by Term or Academic Year - PDF tutorial

- Noting your statements about the challenges of maintaining ongoing membership in the Advisory Committee, we urge you to consult with your fellow CTE chairs (especially those in similar disciplines) to identify strategies for effectively recruiting and retaining membership, running meetings, and engaging industry stakeholders. The Sylvania Community Relations Manager would also be a helpful resource in strategizing ways to better engage industry partners.

- On page 12 you note the challenge of a small SAC falling on the shoulders of one faculty member. You also indicate a challenge with SAC in-service days being meaningful beyond the date the SAC meeting is held. Perhaps this is where you could use the time to connect the learning assessment work with all of the faculty in the program. Please consult with your LAC coach and talk with your Division Dean to make more meaningful use of your SAC in-service days.

- While we applaud the use of MakerLab resources to support hands-on learning in at least one class, we ask that you consider student feedback in the review presentation requesting more time in the MakerLab to solidify concepts and achieve course outcomes.
We would have liked to see more Building Inspection information included in the program review. Now that this program has been revitalized under the ARCH program’s purview, it will be essential that you provide the same review and assessment of effectiveness that you do with Architecture courses.

We are pleased with the many advancements this SAC has made since the last program review and with the commitment we see from your SAC to promoting student success. We urge you to continue to keep up the great work.

**Administrative Response to Recommendations**

**Recommendation:** We would love to have another dedicated CAD lab.

- **Response:** While we recognize the need for an additional CAD lab to support current demand for students, we currently do not have space at Sylvania to add a CAD lab. However, Sylvania leadership is willing to explore other alternatives (i.e., laptop carts, sharing lab space with another program, etc.) as an option for addressing needs for additional lab space given your enrollment growth. Please work with your Division Dean, in consultation with IT, to present proposals to the Sylvania Administrative Leadership Team.

**Recommendation:** On a related note, we would like to have more funds for lab tutors and on-site help.

- **Response:** Again, given your enrollment growth, we recognize the need for expanding tutoring and on-site help. Once we have a better sense of the budget picture for the next biennium, we can explore this request in more detail. If the need is imminent, there may be a way to utilize 1-time funds to meet the need in this fiscal year only. Please work with your Division Dean to develop a specific proposal (number of hours of expansion, including days, times, and estimated costs for this expansion) to present to the Sylvania Administrative Leadership Team.

**Recommendation:** We would like an advisor for the Building Inspection program.

- **Response:** As we approach the launch of advising redesign, we request that you ensure that your need for advising support has been shared with the Interim Advising Redesign Project Manager (Jason Pinkal) and Interim Dean of Student Success (Heather Lang).
**Recommendation:** As the campus continues its capital improvements under the Bond Program, we would very much like HT bond committee representation.

- **Response:** The Sylvania Administrative Leadership Team has been very grateful for your recent engagement in the HT remodel process. We recognize the unique and incredibly helpful contributions you can make this work. We are very supportive of your continued contributions to this process and will be requesting your engagement in a soon-to-be-formed stakeholder group for the remodel.

**Closing**

In closing, we want to again thank the Architecture faculty for sharing the results of your program review with us. We enjoyed learning more about the discipline, your successes, and plans for the future. We look forward to supporting your ongoing work on continuous program improvement.

*Administrative Response submitted by Karen Paez, with input from and on behalf of the Deans of Instruction and Dean of Academic Affairs.*

   Kendra Cawley, Dean of Academic Affairs
   Jen Piper, Dean of Instruction Southeast Campus
   Karen Paez, Dean of Instruction Sylvania Campus
   Cheryl Scott, Dean of Instruction Rock Creek Campus
   Kurt Simonds, Dean of Instruction Cascade Campus