Comprehensive Program Review Report

Program Review - Architecture

Program Summary

2020-2021

Prepared by: Rolando Gonzalez, M. Arch. Professor of Architecture/Architect, Architecture Department Head

What are the strengths of your area?: The COS architecture program culminates in an AS Degree in Architecture which allows students to obtain entry level employment and/or transfer to a 4 year university accredited school of architecture. We encourage transfer. As students work towards their degree they also obtain Certificates. Certificates motivate students to continue in the program and their completion aides in obtaining employment should they not complete their degree.

Employment success is good. It is highlighted in our department website www.cos/architecture "Student Employment". Local employers regularly contact the department with employment opportunities. Employment opportunities are announced and posted in the classroom. Within the past 10 years (2011 - 2020) we are averaging 7 employment placements per year. In 2020 three (3) students found employment. This is similar to last year's Program Review. The average is actually probably higher since not all the students contact the department when they gain employment.

Transfer success is good. It is highlighted in our department website www.cos.edu/architecture "Student Transfer Success". Students who do well in the architecture program generally transfer to 4 year university accredited schools of architecture as 3rd year students. We currently have three Articulation Agreements in place (Adroit, NewSchool & Sci-Arc). Within the past 10 years (2011 - 2020) we are averaging 5 transfers per year. In 2020 six (6) students transferred. This is similar to last year's Program Review.

Certificate completion is good. Based on Datamart.cccco.edu within the past 5 years (2015/16 - 2019/20) we are averaging 17 Certificates per year.
Based on public.tableau.com within the past 5 years (2015/16 - 2019/20) we are averaging 19 Certificates per year.

Design Competition Success is outstanding. For example we have won the AIASJ competition 12 out of 16 years. Within the past 10 years (2011 - 2020) we are averaging 4 design awards per year.

Architecture Department website www.cos/architecture is outstanding. It describes the program thoroughly and contains a Student Gallery highlighting student work in each course. It has been a great recruiting tool.

During Spring 2014 we conducted an Architecture Program Questionnaire that indicated 89.29% of the students Strongly Agreed that the COS Architecture Program as a whole is Excellent. See "Documents" attached Arch Program Questionnaire.

An Outcomes Assessment 3 Year Cycle has been created. All course and program outcomes are completed. See "Documents" attached Outcomes Assessment 3 Year Cycle.

A marketing video targeting high school students has been developed to promote the architecture program. It has been placed on the architecture department website.

Laboratory software is current and relevant to industry expectations.

Facilities are of the highest caliber.

What improvements are needed?: Overall program enrollment needs to be increased to prevent having to rotate some courses

every other year. Rotating courses slows degree and certificate completion. These courses include ARCH120, ARCH121, ARCH161, & ARCH163. The college recently hired CTE Staff who have actively been recruiting for the architecture program. As of Fall 2017 we have seen steady enrollment, however this has diminished as of Fall 2020 due to COVID.

First year enrollment needs to be increased to ensure second year course enrollments are sufficient. Canceling second year courses slows degree and certificate completion. The college recently hired CTE Staff who have actively been recruiting for the architecture program. As of Fall 2017 we have seen steady enrollment, however this has diminished as of Fall 2020 due to COVID.

Open Lab is needed for students to obtain additional coursework assistance and time to complete their work. Currently full time faculty supervises Open lab without compensation. Student Lab Assistants paid through VTEA funding are also utilized. When are currently using an "appointment only" Lab due to COVID.

An Architecture Department website is needed to promote and increase enrollment of the program. Currently the Architecture Department website is maintained by full time faculty without compensation.

High school recruiting trips are needed to promote and increase the enrollment of the program. Currently full time faculty conduct high school recruiting without compensation. The college recently hired CTE Staff who have actively been recruiting for the architecture program. As of Fall 2017 we have seen steady enrollment, however this has diminished as of Fall 2020 due to COVID.

High school recruiting brochures need to be created to attract and track potential students. Brochures have not yet been created. Although we do have a one page flyer that describes the program.

A Recruiting Card has been created to track potential students. The completed Recruiting Cards have been given to the Dean's Office. CTE Staff will use them to track and contact potential architecture students. CTE staff has yet to track and contact these students.

Additional architecture courses need to be identified as General Education courses. A recent request to include ARCH030 and ARCH162 has been submitted to the General Education committee. Our proposal was denied. We intend to resubmit.

Degree completion is fair. Based on Datamart.cccco.edu within the past 5 years (2015/16 - 2019/20) we are averaging 2 Degrees per year. Based on public.tableau.com within the past 5 years (2015/16 - 2019/20) we are averaging 2 Degrees per year.

Course Success average for the past 3 years (2017-2020) is 73%. Productivity (FTES/FTEF Ratio) average for the past 3 years (2017-2020) is 9.6. 17.5 is the expected productivity level. See "Documents" attached 2020 COS Program Review Dashboard.
Describe any external opportunities or challenges.: In Fall 2020 COVID struck which has resulted in the following external challenges:
1. Enrollment has slipped.
2. Lecture courses are now online.
3. Lab courses require social distancing with regular disinfecting.
4. Open Lab is now "appointment only".
5. Student access to Drafting Stations to complete their coursework has been reduced.
6. Student access to Computers and Software to complete their coursework has been reduced.
7. Several courses have been reduced to one day per week due to social distancing.

The city of Tulare has a smaller population than Visalia. This affects enrollment. The college recently hired CTE Staff who have actively been recruiting for the architecture program. As of Fall 2016 we have already seen an enrollment increase.

The move to Tulare has made it more difficult for Visalia campus students to be aware of the architecture program. This affects enrollment. The college recently hired CTE Staff who have actively been recruiting for the architecture program. As of Fall 2017 we have already seen an enrollment increase.

The drive from the Visalia campus to Tulare has discouraged some students from entering the architecture program. This affects enrollment. The college recently hired CTE Staff who have actively been recruiting for the architecture program. As of Fall 2017 we have already seen an enrollment increase.

Computer program software is an integral part of the program. Keeping this software current is a challenge. It is expensive.

Design competitions are an integral part of the program. These competitions require registration fees, building materials, fuel costs, and food. Students cannot afford these costs.

We utilize a 3D printer. The resin necessary to use this printer is expensive. Students cannot afford these costs.

Students require time outside of class in the form of an Open Lab to complete their coursework. A paid student lab assistant is needed to assist these students.

Course Success average for the past 3 years (2017-2020) is 73%. Productivity (FTES/FTEF Ratio) average for the past 3 years (2017-2020) is 9.6. 17.5 is the expected productivity level. See "Documents" attached 2020 COS Program Review Dashboard.

However, the recent Spring 2014 Architecture Program Questionnaire indicates 89.29% of the students Strongly Agreed that the COS Architecture Program as a whole is Excellent. State Success Rate is 74%.

The architecture program can be described as a rigorous program. That presents a challenge in identifying and attracting the proper demographic to feed enrollment. The college recently hired CTE Staff who have actively been recruiting for the architecture program. As of Fall 2017 we have seen steady enrollment.
Overall SLO Achievement: As a whole we are satisfied with overall achievement levels of Course Outcomes (SLOs) . Course Outcomes (SLOs) are identified in each course syllabus.

Architecture students generally demonstrate achievement at high levels. It is easy to verify 100% accuracy and incorporating these checks by students, of their own work, is an integral portion of Architecture instruction. Consequently, they are often verifying and modifying work as an ongoing process, resulting in lab assessments with high levels of accuracy.

See "Documents" for attached 2020 COS Program Review Dashboard.
Changes Based on SLO Achievement: COURSE SPECIFIC
STUDENT LEARNING OUTCOMES SUMMARY
Improve Student Success and Enrollment Numbers:
1. In order to ensure continued and sufficient enrollment in the architecture program, high school recruiting is necessary. Scheduling data clearly shows low enrolled architecture courses and second year architecture courses are sometimes cancelled.
2. Architectural design competitions are an outstanding way to elevate the confidence, skills and knowledge of students. Design competition data clearly shows successful results. The data is highlighted in the Architecture Department website www.cos.edu/architecture.
3. Bringing in local high school students to participate in a yearly Design Day will create architecture program awareness and increase enrollment.

Improve Student Success and Quality of Skills Attained:
1. Industry demands that students be knowledgeable in the most recent computer program software version. When employers complete the Employment Opportunity Flyer they demand knowledge of the most recent computer program software version.
2. Students who spend additional time in Open Lab greatly increase their coursework success which yields higher grades.
3. Model making supplies are expensive. It often creates a financial burden for the students. Providing some of model making supplies will allow students to complete their projects without incurring costs.
Overall PLO Achievement: As a whole we are satisfied with overall achievement levels of Program Outcomes (PLOs). Successful PLOs include student employment utilizing portfolios, university transfer utilizing portfolios, degree completion, and design competition participation.

College Core Indicator Information for 2020-2021, Completions - Credential, Certificate, Degree or Transfer Ready for CTE Cohort indicates State 89%, District 89%, and College 100%. Negotiated Level N/A.

See "Document" for attached Core Indicators 020100 Architecture and Architecture Technology 2020-2021.
Changes Based on PLO Achievement: PROGRAM SPECIFIC
PROGRAM LEARNING OUTCOMES SUMMARY
Improve Student Success and Enrollment Numbers:
1. In order to ensure continued and sufficient enrollment in the architecture program, high school recruiting is necessary. Scheduling data clearly shows low enrolled architecture courses and second year architecture courses are sometimes cancelled.
2. Bringing in local high school students to participate in a yearly Design Day will create architecture program awareness and increase enrollment.

Improve Student Success and Quality of Skills Attained:
1. Industry demands that students be knowledgeable in the most recent computer program software version. When employers complete the Employment Opportunity Flyer they demand knowledge of the most recent computer program software version.
2. Students who spend additional time in Open Lab greatly increase their coursework success which yields higher grades.

No significant changes to the program are anticipated as a result of PLO assessment.
Outcome cycle evaluation: An Outcomes Assessment 3 Year Cycle has been created. All course and program outcomes are completed. Faculty have been assigned specific courses and programs. Each Outcome is assessed and results reported every three years. The department finds this cycle useful for informing change and validating instructional excellence.

See "Documents" for attached Outcomes Assessment 3 Year Cycle

Action: Improve Student Success and Enrollment

Request resources to help improve student success and enrollment within the program.

Leave Blank: Continued Action
Implementation Timeline: 2020 - 2021
Leave Blank: 10/15/2021
Leave Blank:
Identify related course/program outcomes: This action affects ALL course outcomes.

This action is related to the following program outcome:
At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.
Person(s) Responsible (Name and Position): Rolando Gonzalez, M. Arch. Professor of Architecture/Architect, Architecture Department Head
Rationale (With supporting data): In order to ensure continued and sufficient enrollment in the architecture program, high school recruiting to attract and track potential students are necessary. Data: Scheduling clearly shows low enrolled architecture courses are cancelled. Scheduling clearly shows second year architecture courses are sometimes cancelled.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021   09/21/2020
Status: Continue Action Next Year
The department will continue to request resources to help improve student success and enrollment within the program.
Impact on District Objectives/Unit Outcomes (Not Required): This action links with...

District Objectives: 2015-2018
District Objectives - 1.1 - Increase overall enrollment by 1.75% annually
District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.
District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.
District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.

Update on Resource Allocation Effectiveness

Update on Resource Allocation Effectiveness: We have received a new Table Runner via the Dean's Office. (08/28/2017)
Update on Resource Allocation Effectiveness: We have not created recruiting brochures. (09/04/2017)
Update on Resource Allocation Effectiveness: We have not begun compensated faculty for recruiting at local high schools. (09/04/2017)
Update on Resource Allocation Effectiveness: We have successfully hosted our first Design Day. We intend to hold this event

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every fall semester. It is a great high school recruiting tool. (09/04/2017)

Resources Description

Non-instructional equipment - Create recruiting brochures to attract and track potential high school students. RANK #9 (Active)

Why is this resource required for this action?: District Goal #1 (Increase Student Enrollment)
DO 1.1 (Increase Student Enrollment)

District Goal #2 (Completion & Transfer Objectives)
DO 2.1 (Transfer Preparation)
DO 2.2 (Program Completion)
DO 2.4 (Success Rates & Completion)

These brochures will allow the architecture department to recruit at our local high schools. The brochures will summarize the architecture department's degree, certificates, computer software programs, and website.

The architecture industry continues to demonstrate a need for highly trained entry level CAD Technicians and future architects. Recruiting high school students for this industry is primary to the success of these stated district objectives.

This action applies to all course Student Learning Outcomes. Several are provided for your convenience.

ARCH010 Architectural Design 1
SLO #1 Given instructor lecture, handouts, and project, students will be able to develop and utilize a design process to create architectural design.

DRFT114 Introduction to CAD
SLO#1 Given instructor lecture, textbook reading, and instructor demonstration, students will be able to identify and describe "CAD" system components by completing a CAD drawing with an evaluative grade of "C' or better.

AS Degree
PLO #1 At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

The architecture industry continues to offer multiple careers for well trained and motivated graduates. SLOs and PLOs were developed in direct contact and direction from industry partners. Industry realizes and supports efforts to improve enrollment and continued student success.

Recruitment is critical to improving student enrollment in the architecture program. Local high schools have continued to reduce the offering of architecture and drafting classes. Therefore students are not exposed to the career opportunities demand by the architecture industry.

The architecture program has long maintained and continues to have local and regional support from the architecture community. It is through these contacts i.e. industry critiques, guest speakers, conferences, architectural competitions, and advisory committee meetings that the need for more highly trained skilled individuals is being requested by the industry . Their support and enthusiasm for recruiting new students into the architecture program is the driving force for this request.

Notes (optional): Cost estimate based on similar Graphic Design Department Brochures.

Cost of Request (Nothing will be funded over the amount listed.): 250

Non-instructional equipment - Compensate faculty for recruiting at local high schools. RANK #8 (Active)

Why is this resource required for this action?: District Goal #1 (Increase Student Enrollment)
DO 1.1 (Increase Student Enrollment)

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District Goal #2 (Completion & Transfer Objectives)
DO 2.1 (Transfer Preparation)
DO 2.2 (Program Completion)
DO 2.4 (Success Rates & Completion)

This resource will compensate faculty to recruit at our local high schools. Currently faculty conducts recruiting with no compensation.

The architecture industry continues to demonstrate a need for highly trained entry level CAD Technicians and future architects. Recruiting high school students for this industry is primary to the success of these stated district objectives.

This action applies to all course Student Learning Outcomes. Several are provided for your convenience.

ARCH010 Architectural Design 1
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AS Degree
PLO #1 At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

The architecture industry continues to offer multiple careers for well trained and motivated graduates. SLOs and PLOs were developed in direct contact and direction from industry partners. Industry realizes and supports efforts to improve enrollment and continued student success.

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The architecture program has long maintained and continues to have local and regional support from the architecture community. It is through these contacts i.e. industry critiques, guest speakers, conferences, architectural competitions, and advisory committee meetings that the need for more highly trained skilled individuals is being requested by the industry . Their support and enthusiasm for recruiting new students into the architecture program is the driving force for this request.

Notes (optional): 10 high schools x 2 hrs. each = 20 hrs.
20 hrs. x $59.39/hr. (Lab Rate for R. Gonzalez) = $1,188
Cost of Request (Nothing will be funded over the amount listed.): 1500

Non-instructional equipment - Create a yearly "design day" event to attract potential high school students. RANK #1 (Active)

Why is this resource required for this action?: District Goal #1 (Increase Student Enrollment)
DO 1.1 (Increase Student Enrollment)

District Goal #2 (Completion & Transfer Objectives)
DO 2.1 (Transfer Preparation)
DO 2.2 (Program Completion)
DO 2.4 (Success Rates & Completion)

This resource will allow local junior and senior high school students to experience a full day of "architecture" as a career option. The event will take place at the COS Tulare College Center and will be called Design Day. Multiple workshops will

be offered including tactile model making, computer assisted drafting (CAD), and freehand drawing. Faculty, architects, and advanced architecture students will offer critiques of their work. Prizes will be offered for the best work in each workshop. A Certificate of Completion will also be given to each student. This event will be an outstanding recruiting tool.

The architecture industry continues to demonstrate a need for highly trained entry level CAD Technicians and future architects. Recruiting high school students for this industry is primary to the success of these stated district objectives.

This action applies to all course Student Learning Outcomes. Several are provided for your convenience.

ARCH010 Architectural Design 1
SLO #1 Given instructor lecture, handouts, and project, students will be able to develop and utilize a design process to create architectural design.

DRFT114 Introduction to CAD
SLO#1 Given instructor lecture, textbook reading, and instructor demonstration, students will be able to identify and describe "CAD" system components by completing a CAD drawing with an evaluative grade of "C' or better.

AS Degree
PLO #1 At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

The architecture industry continues to offer multiple careers for well trained and motivated graduates. SLOs and PLOs were developed in direct contact and direction from industry partners. Industry realizes and supports efforts to improve enrollment and continued student success.

Recruitment is critical to improving student enrollment in the architecture program. Local high schools have continued to reduce the offering of architecture and drafting classes. Therefore students are not exposed to the career opportunities demand by the architecture industry.

The architecture program has long maintained and continues to have local and regional support from the architecture community. It is through these contacts i.e. industry critiques, guest speakers, conferences, architectural competitions, and advisory committee meetings that the need for more highly trained skilled individuals is being requested by the industry . Their support and enthusiasm for recruiting new students into the architecture program is the driving force for this request.
Notes (optional): Shirts $500, Food $500, Prizes & Supplies $1,500. The Dean's Office has suggested to use COS Foundation Funding.
Cost of Request (Nothing will be funded over the amount listed.): 2500

Equipment - Non-Instructional - Place Facebook and Instagram architecture program advertisements. Target south valley. RANK #6 (Active)
Why is this resource required for this action?: To increase enrollment of the architecture program.
Notes (optional):
Cost of Request (Nothing will be funded over the amount listed.): 500

Facilities - Model Shop Sound Dampening (RANK #1) (Active)
Why is this resource required for this action?: Albeit small, the power tools make substantive noise that often impacts the learning environment of the classroom next door. Adding dampening would help limit this crossover noise significantly.
Notes (optional): Facilities estimates the cost. All concerns have been addressed by the Provost and the Dean of Facilities.
Cost of Request (Nothing will be funded over the amount listed.): 6000

Link Actions to District Objectives

District Objectives: 2018-2021

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District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objectives: 2015-2018
District Objectives - 1.1 - Increase overall enrollment by 1.75% annually
District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.
District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.
District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.

Action: Improve Student Success and Quality of Skills Attained

Request resources to help improve student success and quality of skills attained within the program.

Leave Blank: Continued Action
Implementation Timeline: 2020 - 2021
Leave Blank: 10/15/2021
Leave Blank:
Identify related course/program outcomes: This action affects ALL course outcomes.

This action is related to the following program outcome:
At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.
Person(s) Responsible (Name and Position): Rolando Gonzalez, M. Arch. Professor of Architecture/Architect, Architecture Department Head
Rationale (With supporting data): Industry demands that students be knowledgeable in the most recent computer program software version. Data: When employers complete the Employment Opportunity Flyer they demand knowledge of the most recent computer program software version. See "Documents".

Architectural design competitions are an outstanding way to elevate the confidence, skills and knowledge of students. This increases student success. Data: Design competitions show successful results. The data is highlighted in the Architecture Department website www.cos.edu/architecture. See "Documents".

Students who spend additional time in Open Lab greatly increase their coursework success. Data: For students who participate in Open Lab final grades are higher.

Model making supplies are expensive. Students can not afford it. Data: The model making supplies will allow students to complete some of their projects without incurring costs. Some students have financial hardships.

The current bandsaw we are using in the Model Shop is on loan from one of the architecture professors. We need to purchase our own bandsaw so we can return his. Data: The new Bandsaw will allow students to complete their model construction at school without having to seek outside assistance. Some students do not have access to a Bandsaw outside of the classroom.
Priority: High
Safety Issue: No
External Mandate: Yes
Safety/Mandate Explanation: Industry demands the most recent computer program software knowledge.

Update on Action

Program Review - Architecture

Updates

Update Year: 2020 - 2021   09/21/2020

Status: Continue Action Next Year

The department will continue to request resources to help improve student success and Quality of Skills Attained within the program.

Impact on District Objectives/Unit Outcomes (Not Required): This action links with...

District Objectives: 2015-2018

District Objectives - 1.1 - Increase overall enrollment by 1.75% annually

District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.

District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.

Update on Resource Allocation Effectiveness

Update on Resource Allocation Effectiveness: Computer program software upgrades have been provided. (09/04/2017)

Update on Resource Allocation Effectiveness: Student have participated in architectural design competitions. (09/04/2017)

Update on Resource Allocation Effectiveness: A paid student lab assistant has been provided. (09/04/2017)

Update on Resource Allocation Effectiveness: "Some" tactile model making supplies have been provided. (09/04/2017)

Update on Resource Allocation Effectiveness: We still need to purchase two (2) bandsaws for the model shop. (09/04/2017)

Update on Resource Allocation Effectiveness: We still need to purchase a new Laminator. (09/04/2017)

Update on Resource Allocation Effectiveness: We still need to purchase classroom reference books. (09/04/2017)

Update on Resource Allocation Effectiveness: We have provided advisory committee supplies. (09/04/2017)

Update on Resource Allocation Effectiveness: We have provided "some" faculty professional development seminars. (09/04/2017)

Update on Resource Allocation Effectiveness: We have provided "some" model shop instructional supplies. (09/04/2017)

Resources Description

Technology - Provide computer program software upgrades to keep pace with industry standards. RANK #1

Autodesk AutoCAD (sharded with Drafting Technology program)

Autodesk AutoCAD Architecture

SketchUp (Active)

Why is this resource required for this action?: District Goal #1 (Increase Student Enrollment)

DO 1.1 (Increase Student Enrollment)

District Goal #2 (Completion & Transfer Objectives)

DO 2.1 (Transfer Preparation)

DO 2.2 (Program Completion)

DO 2.4 (Success Rates & Completion)

These computer program software upgrades will allow the architecture department to keep pace with industry standards.

The architecture industry continues to demonstrate a need for highly trained entry level CAD Technicians and future architects. Providing graduates with knowledge of the most recent computer software for this industry is primary to the success of these stated district objectives.

This action applies to all course Student Learning Outcomes. Several are provided for your convenience.

ARCH121 Perspective Alternatives

SLO #6 Given an instructor lecture with corresponding notes and drawing examples, and following an instructor drawing demonstration, students will be able to plot, layout, and draw structures using the computer program SketchUp to create architectural renderings.

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ARCH013 Architectural Design 3
SLO #1 Given an instructor lecture of the ArchiCAD computer program with corresponding notes, and illustrations, students will be able to apply introductory computer procedures by completing a drawing and or project with an evaluative grade of C or better.

ARCH014 Architectural Design 4
SLO #1 Given an instructor lecture of the ArchiCAD computer program with corresponding notes, and illustrations, students will be able to apply advanced computer procedures by completing an advanced drawing and or project with an evaluative grade of C or better.

DRFT114 Introduction to CAD
SLO #1 Given instructor lecture, textbook reading, and instructor demonstration, students will be able to identify and describe "CAD" system components by completing a CAD drawing with an evaluative grade of "C' or better.

ARCH161 Architectural Detailing
SLO #2 Given a textbook with illustrations and images, instructor lecture with corresponding notes, illustrations and images, students will be able to create architectural details using a computer assisted drafting (CAD) program by completing a detail with an evaluative grade of C or better.

ARCH163 Construction Documents
SLO #1 Given instructor lecture, notes, and CAD demonstration, students will be able to create a full set of residential construction documents by completing a drawing and or project with an evaluative grade of C or better.

AS Degree
PLO #1 At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

The architecture industry continues to offer multiple careers for well trained and motivated graduates. SLOs and PLOs were developed in direct contact and direction from industry partners. Industry realizes and supports efforts to provide computer software program upgrades.

The architecture program has long maintained and continues to have local and regional support from the architecture community. It is through these contacts i.e. industry critiques, guest speakers, conferences, architectural competitions, and advisory committee meetings that the need for more highly trained skilled individuals is being requested by the industry . Their support and enthusiasm for providing computer software program upgrades for the architecture program is the driving force for this request.
Notes (optional): Autodesk AutoCAD (shared with Drafting program) & Autodesk AutoCAD Architecture No Cost SketchUp $600
Cost of Request (Nothing will be funded over the amount listed.): 600

Non-instructional equipment - Participate in yearly student architectural design competitions: RANK #2
AIASJ Sandcastle Competition
AIASJ Student Design Competition
Cal Poly Design Village Competition (Active)
Why is this resource required for this action?: District Goal #2 (Completion & Transfer Objectives)
DO 2.1 (Transfer Preparation)
DO 2.4 (Success Rates & Completion)

Architectural design competitions are an outstanding way to elevate the confidence, skills and knowledge of students. This improves student success. These architectural design competitions allow COS student to compete with each other, other colleges and universities, and licensed professional. Design competition data clearly shows successful results. The data is highlighted in the Architecture Department website www.cos.edu/architecture. See "Documents".

Four year university accredited schools of architecture and the architecture industry continue to demonstrate a need for

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well trained designers. Architectural design competitions are essential to the success of these stated district objectives.

This action applies to all course Student Learning Outcomes. Several are provided for your convenience.

ARCH010 Architectural Design 1
The AIASJ Sandcastle Competition occurs during this course.
SLO #1 Given instructor lecture, handouts, and project, students will be able to develop and utilize a design process to create architectural design.

ARCH011 Architectural Design 2
The AIASJ Student Design Competition occurs during this course.
SLO #1 Given instruction via a lecture with examples, students will be able to develop, create, and utilize a site and context analysis to create architectural design.

ARCH014 Architectural Design 4
The AIASJ Student Design Competition and the Cal Poly Design Village Competition occurs during this course.
SLO #3 Given an instructor lecture of the ArchiCAD computer program with corresponding notes, and illustrations, students will be able to apply advanced computer software operations that facilitate the architectural design process by completing an advanced drawing and or project with an evaluative grade of C or better..

AS Degree
PLO #1 At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

The architecture industry continues to offer multiple careers for well trained and motivated graduates. SLOs and PLOs were developed in direct contact and direction from industry partners. Industry realizes and supports efforts to improve student success via architectural design competitions.

The architecture program has long maintained and continues to have local and regional support from the architecture community. It is through these contacts i.e. industry critiques, guest speakers, conferences, architectural competitions, and advisory committee meetings that the need for for well trained designers is being requested by transfer universities and industry . Their support and enthusiasm for architectural design competitions is the driving force for this request.
Notes (optional): AIASJ Sandcastle Competition $2,000 (2 teams x 1,000)
AIASJ Student Design Competition $375 (25 students x $15.00)
Cal Poly Design Village Competition $6,000 (building materials, fuel, food, etc.)
Cost of Request (Nothing will be funded over the amount listed.): 8375

Non-instructional equipment - Provide a paid student open lab assistant to assist students during Open Lab. RANK #3 (Shared with Drafting and Graphic Design programs) (Active)
Why is this resource required for this action?: District Goal #2 (Completion & Transfer Objectives)
DO 2.1 (Transfer Preparation)
DO 2.2 (Program Completion)
DO 2.4 (Success Rates & Completion)

The rigor of the architecture program demands some coursework be done outside of regular class time. Many students do not have access to a drafting table and/or the necessary computer program software at home. Consequently an Open Lab environment is needed for students to obtain additional coursework assistance, resources, and time to complete their coursework. A paid student open lab assistant is needed to assist students during Open Lab.

The architecture industry continues to demonstrate a need for highly trained entry level CAD Technicians and future architects. Providing students with a paid student open lab assistant to assist students during Open Lab is primary to the success of these stated district objectives.

This action applies to all course Student Learning Outcomes. Several are provided for your convenience.

Program Review - Architecture

ARCH010 Architectural Design 1
SLO #1 Given instructor lecture, handouts, and project, students will be able to develop and utilize a design process to create architectural design.

ARCH020 Visual Communication 1
SLO #1 Given an instructor lecture followed by drawing assignments students will be able to utilize proper tactile visual communication terminology.

AS Degree
PLO #1 At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

The architecture industry continues to offer multiple careers for well trained and motivated graduates. SLOs and PLOs were developed in direct contact and direction from industry partners. Industry realizes and supports efforts to provide a paid student open lab assistant to assist students during Open Lab.

The architecture program has long maintained and continues to have local and regional support from the architecture community. It is through these contacts i.e. industry critiques, guest speakers, conferences, architectural competitions, and advisory committee meetings that the need for more highly trained skilled individuals is being requested by the industry . Their support and enthusiasm for providing a paid student open lab assistant to assist students during Open Lab is the driving force for this request.
Notes (optional): Fall semester 300 hrs. @ $13.00/hr = $3,900 + Spring semester 300 hrs. @ $14.00/hr = $4,200
Wage Total $8,100 + Workers Comp Total $110.16
Total Request $8,210.16
Cost of Request (Nothing will be funded over the amount listed.): 8210.16

Instructional equipment - Provide students with tactile model making supplies. RANK #1 (Active)
Why is this resource required for this action?: District Goal #2 (Completion & Transfer Objectives)
DO 2.1 (Transfer Preparation)
DO 2.2 (Program Completion)
DO 2.4 (Success Rates & Completion)

Many of the architecture courses require the construction of tactile models. The supplies for these models is expensive. It it a financial hardship for many of the students. These model making supplies will allow the architecture students to keep pace with industry standards.

The architecture industry continues to demonstrate a need for highly trained entry level CAD Technicians and future architects. Providing students with model making supplies for this industry is primary to the success of these stated district objectives.

This action applies to all course Student Learning Outcomes. Several are provided for your convenience.

ARCH010 Architectural Design 1
SLO #6 Given instruction, students will be able to develop and create "tactile" (by hand) scale models to represent architectural design.

ARCH011 Architectural Design 2
SLO #6 Given a series of design projects that incrementally become more complex, students will be able to develop, create, and utilize study, massing, and presentation scale models to represent architectural design.

AS Degree
PLO #1 At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze

documents related to construction technology.

The architecture industry continues to offer multiple careers for well trained and motivated graduates. SLOs and PLOs were developed in direct contact and direction from industry partners. Industry realizes and supports efforts to provide students with model making supplies.

The architecture program has long maintained and continues to have local and regional support from the architecture community. It is through these contacts i.e. industry critiques, guest speakers, conferences, architectural competitions, and advisory committee meetings that the need for more highly trained skilled individuals is being requested by the industry . Their support and enthusiasm for providing model making supplies for the students is the driving force for this request.

Notes (optional):

Cost of Request (Nothing will be funded over the amount listed.): 6000

Instructional equipment - Provide students with Classroom Reference Books. RANK #3 (Active)

Why is this resource required for this action?: Why is this resource required for this action?: District Goal #2 (Completion & Transfer Objectives)
DO 2.2 (Program Completion)
DO 2.4 (Success Rates & Completion)

The classroom reference books will keep students from having to purchase them on their own. That would be a financial hardship. The information contained in the reference books will allow students to keep pace with industry standards.

The architecture industry continues to demonstrate a need for highly trained entry level CAD Technicians and future architects. Providing students with a classroom reference books for this industry is primary to the success of these stated district objectives.

This action applies to all course Student Learning Outcomes. Several are provided for your convenience.

ARCH010 Architectural Design 1
SLO #6 Given instruction, students will be able to develop and create "tactile" (by hand) scale models to represent architectural design.

ARCH011 Architectural Design 2
SLO #6 Given a series of design projects that incrementally become more complex, students will be able to develop, create, and utilize study, massing, and presentation scale models to represent architectural design.

AS Degree
PLO #1 At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

The architecture industry continues to offer multiple careers for well trained and motivated graduates. SLOs and PLOs were developed in direct contact and direction from industry partners. Industry realizes and supports efforts to provide classroom reference books.

The architecture program has long maintained and continues to have local and regional support from the architecture community. It is through these contacts i.e. industry critiques, guest speakers, conferences, architectural competitions, and advisory committee meetings that the need for more highly trained skilled individuals is being requested by the industry . Their support and enthusiasm for providing classroom reference books for the architecture program is the driving force for this request.

Notes (optional): ARCH010 $1,000
ARCH020 & ARCH021 $1,000

Cost of Request (Nothing will be funded over the amount listed.): 2000

Program Review - Architecture

Non-instructional equipment - Provide advisory committee with Meeting Supplies. RANK #4 (Active)

Why is this resource required for this action?: District Goal #2 (Completion & Transfer Objectives)
DO 2.2 (Program Completion)
DO 2.4 (Success Rates & Completion)

The advisory meeting supplies will allow the meeting to function efficiently. This will facilitate discussing department issues to keep pace with industry standards.

The architecture industry continues to demonstrate a need for highly trained entry level CAD Technicians and future architects. Providing advisory committee meeting supplies for this industry is primary to the success of these stated district objectives.

This action applies to all course Student Learning Outcomes. Several are provided for your convenience.

ARCH010 Architectural Design 1
SLO #6 Given instruction, students will be able to develop and create "tactile" (by hand) scale models to represent architectural design.

ARCH011 Architectural Design 2
SLO #6 Given a series of design projects that incrementally become more complex, students will be able to develop, create, and utilize study, massing, and presentation scale models to represent architectural design.

AS Degree
PLO #1 At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

The architecture industry continues to offer multiple careers for well trained and motivated graduates. SLOs and PLOs were developed in direct contact and direction from industry partners. Industry realizes and supports efforts to provide advisory committee meeting supplies.

The architecture program has long maintained and continues to have local and regional support from the architecture community. It is through these contacts i.e. industry critiques, guest speakers, conferences, architectural competitions, and advisory committee meetings that the need for more highly trained skilled individuals is being requested by the industry . Their support and enthusiasm for providing advisory committee meeting supplies for the architecture program is the driving force for this request.

Notes (optional): Non-food related

Cost of Request (Nothing will be funded over the amount listed.): 300

Non-instructional equipment - Provide faculty with Professional Development Seminars. RANK #7 (Active)

Why is this resource required for this action?: District Goal #2 (Completion & Transfer Objectives)
DO 2.2 (Program Completion)
DO 2.4 (Success Rates & Completion)

Professional development seminars will allow faculty to stay current with industry standards and trends.

The architecture industry continues to demonstrate a need for highly trained entry level CAD Technicians and future architects. Providing professional development seminars for this industry is primary to the success of these stated district objectives.

This action applies to all course Student Learning Outcomes. Several are provided for your convenience.

ARCH010 Architectural Design 1
SLO #6 Given instruction, students will be able to develop and create "tactile" (by hand) scale models to represent

architectural design.

ARCH011 Architectural Design 2
SLO #6 Given a series of design projects that incrementally become more complex, students will be able to develop, create, and utilize study, massing, and presentation scale models to represent architectural design.

AS Degree
PLO #1 At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

The architecture industry continues to offer multiple careers for well trained and motivated graduates. SLOs and PLOs were developed in direct contact and direction from industry partners. Industry realizes and supports efforts to provide professional development seminars.

The architecture program has long maintained and continues to have local and regional support from the architecture community. It is through these contacts i.e. industry critiques, guest speakers, conferences, architectural competitions, and advisory committee meetings that the need for more highly trained skilled individuals is being requested by the industry . Their support and enthusiasm for providing professional development seminars for the architecture program is the driving force for this request.

Notes (optional): 2 faculty $3,000 each
Cost of Request (Nothing will be funded over the amount listed.): 6000

Instructional equipment - Provide students with Model Shop Instructional Supplies. RANK #2 (Active)
Why is this resource required for this action?: District Goal #2 (Completion & Transfer Objectives)
DO 2.1 (Transfer Preparation)
DO 2.2 (Program Completion)
DO 2.4 (Success Rates & Completion)

Many of the architecture courses require the construction of tactile models. To facilitate these models the students use the Model Shop. The model shop supplies are expensive. It it a financial hardship for the students. These model shop supplies will allow the architecture students to keep pace with industry standards.

The architecture industry continues to demonstrate a need for highly trained entry level CAD Technicians and future architects. Providing model shop supplies for this industry is primary to the success of these stated district objectives.

This action applies to all course Student Learning Outcomes. Several are provided for your convenience.

ARCH010 Architectural Design 1
SLO #6 Given instruction, students will be able to develop and create "tactile" (by hand) scale models to represent architectural design.

ARCH011 Architectural Design 2
SLO #6 Given a series of design projects that incrementally become more complex, students will be able to develop, create, and utilize study, massing, and presentation scale models to represent architectural design.

AS Degree
PLO #1 At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

The architecture industry continues to offer multiple careers for well trained and motivated graduates. SLOs and PLOs were developed in direct contact and direction from industry partners. Industry realizes and supports efforts to provide students with model shop supplies.

Program Review - Architecture

The architecture program has long maintained and continues to have local and regional support from the architecture community. It is through these contacts i.e. industry critiques, guest speakers, conferences, architectural competitions, and advisory committee meetings that the need for more highly trained skilled individuals is being requested by the industry . Their support and enthusiasm for providing model shop supplies for the students is the driving force for this request.
Notes (optional): Blades, sandpaper discs, etc...
Cost of Request (Nothing will be funded over the amount listed.): 2100

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objectives: 2015-2018

District Objectives - 1.1 - Increase overall enrollment by 1.75% annually

District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.

District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.

District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.

Action: Improve Student Success and University Transfer Success

Request resources to help improve student success and university transfer success within the program.

Leave Blank: Continued Action
Implementation Timeline: 2020 - 2021
Leave Blank: 10/15/2021
Leave Blank:
Identify related course/program outcomes: This action affects ALL course outcomes.

This action is related to the following program outcome:
At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.
Person(s) Responsible (Name and Position): Rolando Gonzalez, M. Arch. Professor of Architecture/Architect, Architecture Department Head
Rationale (With supporting data): Architecture students are encouraged to transfer to a four year accredited school of architecture to pursue a bachelors degree following the completion of their associate of science degree. This resource will allow the architecture students to visit a possible transfer university.
Data: Clearly shows successful results. The data is highlighted in the Architecture Department website www.cos.edu/architecture. See "Documents".
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Program Review - Architecture

Updates

Update Year: 2020 - 2021   09/21/2020

Status: Continue Action Next Year

We have received VTEA funding to provide chartered bus transportation for yearly transfer university field trip. It has been suggested by the Dean's to request these funds through the Co-Curricular Office.

Impact on District Objectives/Unit Outcomes (Not Required): This action links to...

District Objectives: 2015-2018
District Objectives - 1.1 - Increase overall enrollment by 1.75% annually
District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.
District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.
District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.

Resources Description

Non-instructional equipment - Provide chartered bus transportation for yearly transfer university field trip. RANK #5 (Active)

Why is this resource required for this action?: District Goal #2 (Completion & Transfer Objectives)
DO 2.1 (Transfer Preparation)
DO 2.2 (Program Completion)
DO 2.4 (Success Rates & Completion)

Architecture students are encouraged to transfer to a four year accredited school of architecture to pursue a bachelors degree following the completion of their associate of science degree. This resource will allow the architecture students to visit a possible transfer university.

The architecture industry continues to demonstrate a need for highly trained entry level CAD Technicians and future architects. Encouraging university transfer for this industry is primary to the success of these stated district objectives.

This action applies to all course Student Learning Outcomes. Several are provided for your convenience.

ARCH010 Architectural Design 1
SLO #1 Given instructor lecture, handouts, and project, students will be able to develop and utilize a design process to create architectural design.

ARCH013 Architectural Design 3
SLO #3 Given an instructor lecture of the ArchiCAD computer program with corresponding notes, and illustrations , students will be able to apply introductory computer software operations that facilitate the architectural design process by completing a drawing and or project with an evaluative grade of C or better..

AS Degree
PLO #1 At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.

The architecture industry continues to offer multiple careers for well trained and motivated graduates. SLOs and PLOs were developed in direct contact and direction from industry partners. Industry realizes and supports efforts to increase university transfer.

The architecture program has long maintained and continues to have local and regional support from the architecture community. It is through these contacts i.e. industry critiques, guest speakers, conferences, architectural competitions, and advisory committee meetings that the need for more highly trained skilled individuals is being requested by the industry . Their support and enthusiasm for increasing university transfer is the driving force for this request.

Notes (optional): 6 am to 11 pm

Program Review - Architecture

> 40 students
> The Dean's Office has suggested using Instructional Supplies & Materials.
> **Cost of Request (Nothing will be funded over the amount listed.):** 2100

Link Actions to District Objectives

District Objectives: 2018-2021
District Objective 1.1 - The District will increase FTES by 1.75% over the three years
District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years
District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years
District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objectives: 2015-2018
District Objectives - 1.1 - Increase overall enrollment by 1.75% annually
District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.
District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.
District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.

Action: Improve Student Success and Funding Obtained

Request additional funding to supplement standard college budgets for the program.

Leave Blank: Continued Action
Implementation Timeline: 2020 - 2021
Leave Blank: 10/15/2021
Leave Blank:
Identify related course/program outcomes: This action affects ALL course outcomes.

This action is related to the following program outcome:
At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.
Person(s) Responsible (Name and Position): Rolando Gonzalez, M. Arch. Professor of Architecture/Architect, Architecture Department Head
Rationale (With supporting data): The architecture program requires funding other than the standard budgets given by the college. This additional funding benefits students as follows: computer program software, competitions, supplies, materials, classroom reference books, and brochures.
Priority: High
Safety Issue: No
External Mandate: No
Safety/Mandate Explanation:

Update on Action

Updates

Update Year: 2020 - 2021   09/21/2020
Status: Continue Action Next Year
This action was completed for this academic year. Division budgets were augmented. We will continue to request additional funding to supplement standard college budgets for the program.
Impact on District Objectives/Unit Outcomes (Not Required): Links to the following district objectives...

Program Review - Architecture

District Objectives: 2015-2018
District Objectives - 1.1 - Increase overall enrollment by 1.75% annually
District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.
District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.
District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.

Update on Resource Allocation Effectiveness

Update on Resource Allocation Effectiveness: We have received "some" funding to supplement standard budgets for the program:
SB1070 for Design Day
Foundation Project Funding for Tactile Model Making Supplies
VTEA for Computer Program Software, Competitions, Advisory Committee Meeting Supplies, & Professional Development Seminars. (09/04/2017)

Resources Description

Instructional equipment - Provide additional funding to supplement standard college budgets for the program. RANK #4 (Active)

Why is this resource required for this action?: The architecture program requires funding other than the standard budgets given by the college. This additional funding benefits students as follows: computer program software, competitions, supplies, materials, classroom reference books, and brochures.

This action applies to all course Student Learning Outcomes. Several are provided for your convenience.

ARCH010 Architectural Design 1
SLO #1 Given instructor lecture, handouts, and project, students will be able to develop and utilize a design process to create architectural design.

ARCH013 Architectural Design 3
SLO #3 Given an instructor lecture of the ArchiCAD computer program with corresponding notes, and illustrations , students will be able to apply introductory computer software operations that facilitate the architectural design process by completing a drawing and or project with an evaluative grade of C or better..

AS Degree
PLO #1 At the end of this program, students will create and appraise architectural design, create and distinguish 2D & 3D visual communication drawings (tactile & digital), analyze and differentiate architecture history, and create and analyze documents related to construction technology.
Notes (optional): SB1070 $5,000
Prop 39 $5,000
Strong Workforce $5,000
Foundation Project Funding $5,000
Co-Curricular $5,000
Above Base Budget $5,000
VTEA $30,000
Cost of Request (Nothing will be funded over the amount listed.): 60000

Link Actions to District Objectives

District Objectives: 2018-2021

District Objective 1.1 - The District will increase FTES by 1.75% over the three years

District Objective 2.1 - Increase the percentage of students who earn an associate degree or certificate (CTE and Non-CTE) by 5 percentage points over three years

District Objective 2.2 - Increase the number of students who transfer to a four-year institution by 10 percent over three years

Program Review - Architecture

District Objective 2.4 - By 2021, Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points

District Objectives: 2015-2018
District Objectives - 1.1 - Increase overall enrollment by 1.75% annually
District Objectives - 2.1 - Increase the number of students who are transfer-prepared annually.
District Objectives - 2.2 - Increase the number of students who earn an associate degree or certificate annually.
District Objectives - 2.4 - Increase Career Technical Education course success rates and program completion annually.