**Annual Update Plan 2017-2018 for Academic Departments**

**Department Name:** ARCHITECTURE

### Section I. Program Plan

Complete Program Plan table by:

**a.** Describing your department or unit goals based on the data provided in the preceding questions or in the comprehensive program review self-evaluation. Identify the programs involved and the alignment to a strategic planning objective. Additional goals may be added if necessary.

**b.** Reporting progress on your department goals, i.e., activity undertaken up from September 2015 to September 2016.

**c.** Stating the measurable outcomes anticipated from implementation of your department goals in 2017-2018.

<table>
<thead>
<tr>
<th>#</th>
<th>Department Goal (Confirm goals; revise if requested by program review.)</th>
<th>Programs Involved</th>
<th>Based on/ Connected to SLO Improvement Plan Y/N</th>
<th>Plan Alignment (Enter code from “Plan Alignment” sheet)</th>
<th>CURRENT Progress to date</th>
<th>FUTURE Description of Anticipated Measurable Outcome of Department/Unit Goal</th>
<th>Additional Resources Required in 2017-2018</th>
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<tbody>
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|   | Goal #1: To organize an “Opening Day” in the Department of Architecture at the beginning of the academic year to:  
|   | - Welcome new students in the department and inform them of department procedures.  
|   | - Provide counseling for all new and existing students and guide them in their academic goals. | ARC and ENV | EMP1:4 | On-going goal.  
|   | The “Opening Day” concept has been present for over the past six years. We have produced our first edition of a “Student Handbook”.  
|   | This document includes our University Articulation pathways, Department curriculum map, graphic standards, etc…  
|   | Counseling is a large concern. It is a tremendous drain on our limited resources, primarily the Chair. We still do not make contact with all students. We would like to have the counseling department assign or develop an expertise in the field of architecture curriculum. |   |   | - Increase understanding of the department curriculum by the students via a general presentation of the curriculum followed by a one on one conversation with a counselor and/or a faculty member.  
|   | - Increase academic achievement by insuring that classes are taken in the proper sequence.  
|   | - Increase in Skills Certificates, Certificates of Achievement, and AA Degrees awards.  
|   | - Increase transfer rate.  
|   | - Increase retention rate.  
|   | - Insure adequate understanding of the department procedures by the students.  
|   | - Develop students’ awareness of available technologies as a mean to improve academic achievement.  
|   | - Improve the first year experience of the new students.  
|   | The Department urgently needs a full-time Classified Secretary to manage and process all required administrative work. The number of extra activities in outreach, education and development has created a substantial demand for secretarial assistance.  
|   | Office supplies to produce and print an Information Package to be given to each student.  
|   | Breakfast and/or lunch supplies.  
|   | The Department has previously requested funding for a classified position to hire a secretary to assist us in order to effectively accomplish this important goal. |   |   |   |
| 2 | Goal #2: To create a “Match Program” where a first year student would be mentored by a second or third year student and therefore make the new students, especially the ones transferring directly from high school, “at home” in the department. | ARC and ENV | Completed |   |   |   |
| 3 | Goal #3: To increase Department exposure to High Schools via events such as participation in Senior Day in the Spring semester and/or offering Summer Boot Camps as a pathway to architecture for interested high school and middle school students. | ARC and ENV | No | EMP1:6 | On-going goal.

The Department continues to participate in the Senior Day event and any other events promoting the department to high schools. These prove to be very successful. Presently, through the Off Site Education and Outreach Department Dean, there is a series of steps that have been taken to outreach to local high schools in the area. The ATC (Applied Technology Center) within the Montebello Unified School District has been used as the first outreach project and in addition including LAUSD middle school Gear Up Boot Camps. Within the MUSD, Macy Intermediate school has already participated in a “Boot Camp” program. The Boot Camp project has been put into motion with success these past three summers 2014, 2015, and 2016. More are planned in the near future.

Senior Day and College Career Day participation are now annual events for the Department. The results of these endeavors will be realized over the next few years as we survey our new students as to how and why they choose ELAC and our Department. We are currently engaged in the California Career Pathways Trust (CCPT) grant with Montebello Unified School District. Therefore, we need to plan for an increased exposure of students, especially our introductory courses.

- Increase exposure of the department to LAUSD and MUSD high school students and younger students in the Middle Schools.
- Increase enrollment.
- Assist the Middle School and High School students to advise of courses and preparation for an education plan prior to college.
- Due to the Grant participation with MUSD, we need to plan for an increased exposure of students.

Potential additional Expenses:
- Supplies associated with the participation in the Senior Day event (paper, brochures, “goodies”…).
- Funding per grant requests.
- Office supplies to produce and print projects.

Through funding from the MUSD Pathway Grant administrative / secretarial assistant will be provided for the administrative side of this goal.

Potential additional Expenses:
- Supplies associated with the participation in the Senior Day event (paper, brochures, “goodies”…).
- Funding per grant requests.
- Office supplies to produce and print projects. |
|   | Goal #4: To increase dynamic communication/interaction between students, faculty and staff via online blogs and discussion forums. | ARC and ENV | EMP 1:1 | On-going goal. The department has a web page, and two Facebook pages (one for the department and one for our two clubs). Students are creating a Band-Aid solution to the lack of a dedicated Design Studio space with their own version of Social Media interaction via the creation of a “Facebook” page for that respective course/studio. | • Expand dialog between students and faculty via online discussions and without being on campus or in a classroom context. 
• Promote non-students (i.e.: professionals in the field of architecture, construction...) participation in the discussions. 
• Inform students of events in the LA area and much more...

• The Department urgently needs a full-time Classified Secretary to manage, process all required administrative work. The number of extra activities in outreach, education and development has created a substantial demand for secretarial assistance.
• The Department has previously requested funding for a classified position to hire a secretary to assist us in order to effectively accomplish this important goal and others.
• The existing web site can be used as a platform for blogs and forums.
• Additional resources will be needed as new technologies may be available. |
<table>
<thead>
<tr>
<th>5</th>
<th>Goal #5: To promote Green Sustainable practices through:</th>
<th>ARC and ENV</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• New courses addressing sustainable design.</td>
<td></td>
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<td></td>
<td>• Infusion of green practices in existing courses.</td>
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<td>• ELAC USGBC LEED Club events / workshops.</td>
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<td></td>
<td>• Collaboration with other departments which deal with green technologies.</td>
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| 6 | Goal #6  
To offer short targeted classes that would provide students (or non-students) skills that are utilized in the field of architecture and that are not part of the traditional curriculum (i.e.: Introduction to Model Making, Use of Workshop Tools, Gateway Contextual Reading and Writing tools). | ARC and ENV | Retired |  |

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| 7 | Goal #7  
To encourage students to participate in extra-curricular activities (student club participation, study abroad, lectures...) that will enhance their learning. | ARC and ENV | No | EMP1:1 | On-going goal.  
The Architecture Club/USGBC Clubs and Competitions with participants as chosen by Department Staff have provided a myriad of opportunities with significant benefits. In addition to the past few years of taking students abroad in the department, we are presently in the process of developing formal for credit study abroad course(s). Our goal is to institutionalize the study abroad opportunities. |
|----|-------------------------------------------------|-------------|-----|--------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
|   | Enhance classroom learning by attending cultural events, participating in field trips...  
Increase academic achievement.  
Increase communication between students via blogs, Facebook...  
Develop a better understanding and appreciation of architecture through yearly trips abroad. |   |   |   |   |   | Even though the department two student clubs raise money through funds raisers (i.e.: food booth), the department anticipates that it will have to provide additional funding for more expensive events, competition participation fees, transportation, lodging, national club membership dues (AIAS)...  
The Department urgently needs a full-time Classified Secretary to manage, process all required administrative work. The number of extra activities in outreach, education and development has created a substantial demand for secretarial assistance.  
The Department has previously requested funding for a classified position to hire a secretary to assist us in order to effectively accomplish this important goal.  
To fulfill the goal of the study abroad courses we DO need hours from the Study Abroad Program. |

| 8 | Goal #8  
To continue department computer lab relevancy through regular hardware and software updates as well as through exploration of new technologies. | ARC and ENV | Yes | EMP1:1 | On-going goal.  
Continues with support from Administration and our Perkins Grants.  
We continue to monitor the Computer Lab facilities as noted with the latest relevant equipment and software.  
Some resources as noted are still applicable/required. |
|----|-------------------------------------------------|-------------|-----|--------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
|   | Enhance classroom learning by attending cultural events, participating in field trips...  
Increase academic achievement.  
Increase cultural awareness. |   |   |   |   |   | It is imperative that the department stays on the three-year cycle for computer replacement and yearly cycle for software upgrade. This will require the necessary funds for additional hardware as required. |
<table>
<thead>
<tr>
<th>Goal #9</th>
<th>To increase the department of architecture exposure to outside the campus through:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Lectures by outside professionals in the field of architecture, engineering, construction.</td>
</tr>
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<td></td>
<td>Participation in design competitions against other college and/or universities.</td>
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<tr>
<td></td>
<td>Department sponsored events offered to the community.</td>
</tr>
</tbody>
</table>

<p>| ARC and ENV | Completed | | |</p>
<table>
<thead>
<tr>
<th><strong>Goals #10</strong></th>
<th><strong>ARC and ENV</strong></th>
<th><strong>EMP1:1</strong></th>
<th><strong>Office supplies, printing...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated: Maintain, for the immediate future the AA Degree in Architectural Drafting and create a new highly relevant degree (AA Degree in Architectural Design and Technology).</td>
<td>Yes</td>
<td>For the immediate future, we will retain the current two AA degrees and establish a 3rd AA degree in relation to the course work required for Transfer. With the success of the number of transfers and in relation with the increasing number of University Articulation Agreements, there are a prescribed number of courses and successful completion of hours that would qualify for an Associates Degree. Working with the campus Counseling Department, we will organize these courses to align with the Articulation agreements to provide for Associates in Arts degree in Architectural Design and Technology. This will signify completion of our program and add an object to the transfer student for career options.</td>
<td>Provide earned recognition of combined course competency and reflect said accomplishment with degree. Adds degree credential while students goal is to transfer that may assist the student with career opportunities or additional options. Insure students’ exposure to all disciplines of architecture.</td>
</tr>
<tr>
<td></td>
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<td>Office supplies, printing...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Goal #11:</strong> To expand our existing facilities (dedicated studio, larger model shop...) to provide a more comprehensive and effective educational experience.</th>
<th><strong>ARC and ENV</strong></th>
<th><strong>EMP1:1</strong></th>
<th><strong>Office supplies, printing...</strong></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>On-going goal. Simply, this is our primary goal and priority now. Existing facilities on campus are available for such expansion or relocation (K5/K7). After the economic downturn which has led to an industry related stabilization and correction, we are now seeing an enrollment number that is more consistent and commensurate with our program size.</td>
<td>Increase retention rate. Increase transfer rate. Increase academic achievement. Increase understanding of department curriculum. Increase student comfort in the classroom (i.e.: right now there is not enough personal space for students to complete assignments). Increase the success rate with CLOs.</td>
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<td>Additional moneys toward facility expansion and remodeling, new equipment, furniture...</td>
</tr>
</tbody>
</table>
| 12 | Goal #12: To maintain and upgrade all equipment related to class/studio/shop/lab (i.e.: reproduction equipment, media equipment...) | ARC and ENV | Yes | TMP1:1 | On-going goal.  
Keep facilities relevant and address the lack of studio space and the lack of adequate space for the Model Shop.  
UPDATE: TO REPLACE THE OLD CHAIRS IN THE CAD LAB THAT ARE WOBBLY/UNSAFE AND WHICH FABRIC IS STAINED.  
Completed:  
Our request to replace the "high" drafting tables in the Design Studio (about 32 tables) with mobile and "Accessible" height has been fulfilled in the Fall 2015. This was imperative as we learned of the physical and social impacts on our growing population of disabled students. | • Increase academic achievement.  
• Increase quality of produced work.  
• Develop skills related to design presentation.  
• Develop skills utilized in universities.  
• Increase transfer rate.  
• Additional funds for new equipment.  
• Additional funds for maintenance agreements.  
• Additional funds to replace antiquated equipment.  
• The Department urgently needs a full-time Classified Secretary to manage, process all required administrative work. The number of extra activities in outreach, education and development has created a substantial demand for secretarial assistance. |
### Section II. Program Review Response

Complete Table by:
- a. Reporting progress on program review recommendations
- b. Stating the anticipated outcomes and progress to date

<table>
<thead>
<tr>
<th>#</th>
<th>Recommendation</th>
<th>Progress to Date</th>
<th>Anticipated Outcome of Department Goal</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>It is recommended that the department evaluate their curriculum planning and temper their plans with more realistic timeline for curriculum development and implementation.</td>
<td>Since the Budget cuts of 2007, the Department of Architecture has cut both Landscape Architecture courses, both Transportation Planning courses, both Interior Design courses and our Equipment of Buildings course. We also lost course hours that restricted multiple section offerings for our entry-level courses. It was planned to add another industry discipline of study in Construction Management. However, gateway sub-disciplines of Architecture have been cut, so adding a new discipline should be evaluated with the return of former courses. The recommendation of “tempering” our plans with a realistic time line lacks context? If we had added the “cut” course back immediately upon passage of prop 30, we could have taken advantage of a slow economy to train students for jobs in these specialty sectors, which show need and growth. Curriculum needs to plan for future trends 5 to 10 years, not current conditions. College attendance drops during high employment.</td>
<td>The attraction to the profession of Architecture can manifest itself though attraction to Interior Design, Landscape Architecture, Construction Management, etc. Having those gateway courses provides access to our program and allows us to correctly present the profession of architecture that High and middle schools are unable. Conversely, the preparation to Architecture leads to the preparation to Interior Design, Landscape Architecture, Urban Planning, Construction Management etc.. In fact, over the past 3 years, we are seeing a upswing in students completing our architecture curriculum and transferring to Interior Design programs at Cal State Long Beach, Landscape Architecture and Cal Poly Pomona. The same is said of Construction Management, student’s transfer to Cal State Long Beach and Cal Poly Pomona. Urban Planning transfers to Cal Poly Pomona and UCLA is on the rise. However, these opportunities could be greater, if these courses were reinstated.</td>
</tr>
</tbody>
</table>

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| 2 | It is recommended that the department continue to report on the technology and facilities needs in the annual update and work with supervising dean to get them met. |
| 3 | Received recommendation 12 May 2014. Discovery of future Facilities availability is unknown. |
| 4 | Nothing to add from what was detailed in the program Review Self- Evaluation Form 2013-19. Highlights include: 1. Adequate space for the Model Shop will allow for safer operation and industry standard spatial separations for shop tools. Current students must work outside when shop has more than 3 students! 2. Design Studio for Design Course students. Assignment of semester or year-long work space. Again, similar to University Standard. 3. Both requests, plus others from Self-Evaluation form, will enhance student success at this level and acclimation to University Transfer AND Professional employment. 2015-16 resources are perhaps best noted as planning for near future when new facilities/classroom space becomes available from new Construction on campus. Reevaluation of the classroom spaces/resources may lead to our relocation to an existing building that could be outdated for most disciplines but perfect for the Department of Architecture. |

For questions about Program Review Annual Update Planning process, contact the Office of Institutional Effectiveness and Advancement, 323-415-4152 OR arenasr@elac.edu.
3. It is recommended that the department work with the Professional Development Office to meet staff training needs identified in their program plan, such as the training in Green Technologies.  

4. It is recommended that the department increase involvement in PLOs as they are currently at the “awareness” level for Architecture, Architecture History, and Architecture Transportation Planning.

For questions about Program Review Annual Update Planning process, contact the Office of Institutional Effectiveness and Advancement, 323-415-4152 OR arenasr@elac.edu.
Section III. Program Description

College Mission:
East Los Angeles College empowers students to achieve their educational goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community and the world.

Goal 1: Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

Goal 2: Increasing equity in successful outcomes by analyzing gaps in student achievement and using this to identify and implement effective models and programming to remedy these gaps.

Goal 3: Sustaining community-centered access, participation, and preparation that improves the college’s presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

Goal 4: Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures.

In collaboration with the District’s Mission, ELAC is committed to advancement in student learning and student achievement that prepares students to transfer, successfully complete workforce development programs, earn associate degrees, and pursue opportunities for lifelong learning and civic engagement.

1. If applicable, please update your program description in light of the College Mission. Consider any changes to your programs of study or programs of service since the completion of your previous program review annual update. For example, you may describe trends, recent events, or activities that have impacted your program(s) ability to meet your goals and/or pertain to resource requests.

No changes to our programs of study. Our programs of study are as follows:
- Architecture
- Environmental Design

Lack of facility expansion/growth has impacted our program's ability to meet our goals. Please see Section 1, Program Plan, Goal #11.

2. Does your department have an outstanding program review recommendation concerning curriculum planning? If yes, complete Curriculum Planning addendum.

Yes. See Curriculum Planning Addendum.

3. Does your department have significant changes to the curriculum plans reported in previous annual update? If yes, complete Curriculum Planning addendum.

No.
Section IV. Program Assessment

The College Mission has broad planning goals that are the basis for all other college planning documents and departmental plans. Together these four goals provide a foundation for building a true agenda of student success.

**Goal 1:** Increasing student success and academic excellence through student-centered instruction, student-centered support services, and dynamic technologies.

**Goal 2:** Increasing equity in successful outcomes by analyzing gaps in student achievement and using this, to identify and implement effective models and programming to remedy these gaps.

**Goal 3:** Sustaining community-centered access, participation, and preparation that improves the college’s presence in the community, maximizes access to higher education and provides outlets for artistic, civic, cultural, scientific and social expression as well as environmental awareness.

1. Please visit the following link to find your previous AUP and review the efforts your department reported for these three strategic goals.

   [http://www.elac.edu/facultyStaff/oie/annualupdates2016.htm](http://www.elac.edu/facultyStaff/oie/annualupdates2016.htm)

Since the last AUP, the In-Course Retention rate during the past 2015-2016 academic year for Arc is 85.1%, which is above the 85% Discipline Standard, but for ENV it has dropped to 81.2% from the 85% Discipline Standard. In general, the same minor dips have occurred in the various success categories and within various tabs.

The drop in the numbers can also be reflected to the overall drop as experienced in the college as a whole as greater employment opportunities have drawn away students to the workforce. In addition, as stated in the previous AUP, the pedagogical requirements of the Architecture/Environmental Design course work are highly dependent on unusually high-time demanding interactions with students.

These interactions are one on one with each student within a framework of high enrollment numbers and limited hours. Further pressure is exerted upon the department to maintain a level of excellence to stay abreast of the increasing university and industry quality standards.

As stated in the previous AUP, through regular teacher-student meetings during office hours, peer to peer interaction and activities, and various means to efficiently share resources and assistance for increasing the retention rates has been in place and will continue to be activated on a greater level.

Over the years, the amount of forms and paperwork required by the college has increased consistently, requiring more time for all faculty that could otherwise be directed to assist our students and thereby improve our numbers. Not having a full-time department secretary has required the time and attention from all faculty for administrative tasks that could easily be handled by such a position.

If we had a secretary our ability to spend more time outside of the classroom assisting students would make a significant impact on the student success and retention rates. Achievement wise, our transfer students in the department continue to be highly valued for their skills and academic preparation by university architecture programs and are sought after by private universities as well.
2. Has your department had notable achievements or progress related to these three goals (student success, equity, or access) since the last AUP was submitted? If yes, please describe.

As the numbers indicate a minor drop in these areas due to the circumstances and forces at play as stated in #1 we can’t write about a literal progress in terms of numbers. But in terms of the three goals listed above, the department’s twelve goals submitted in last year’s AUP, the ten goals from this year’s AUP, conveys the genuine acknowledgement that our department values increasing student success, equity and community outreach.

Notable achievements are evidenced in part by the consistent high number of successful university transfer students, increasing our department scholarship fund by thousands of dollars, increasing the number of visits and articulation discussions with more universities and increasing the number of certificates and degrees. Our department is continuing to attract more students from longer and far away distances from Monterey Park, nationally and internationally. For example, four students from Peru, Myanmar and Russia emigrated to the U.S.A. specifically to major in architecture at ELAC after the research they performed online. This attests to the consistent and in-depth architecture program that we have established and continue to improve during the past 71 years of existence.

The level of industry and mentor support for our student’s thru an increasing scholarship funds, has increased phenomenally during the past year. Our annual Advisory Meeting and Scholarship event has grown so large that we’ve had to reserve the Multi-purpose room of the new Student Center to seat all of our guests.

All of these and other activities and events attests to the support and development of our student’s success.

3. After reflecting on progress noted in #2, how have professional development activities helped to advance these efforts?

Professional development activities have played a vital role in providing us and ultimately our students with additional knowledge and experiences to improve our student’s success to achieve their academic objectives. Some examples that reflect this fact, include Mr. Navarro’s acquisition of historical and current architectural innovations in design thru his annual trips (now on the 9th year) with student’s to Western Europe.

Having two faculty members, Mrs. Patricia Combes-Brighton and Mr. James Kawahara, as the faculty advisors to the very active clubs, the Architecture Club and the ELAC USGBC Student Chapter, is a highly motivating activity that prepares and supports our student’s overall success.

Mr. Orhan Ayyuce’s development of an architectural guest speaker series that brings to ELAC successful and renowned practicing architects to our department is another example. In addition, Mr. Ayyuce is an elected board member of the renown LA Forum and is active as the Senior Editor for the world recognized architecture blog site, Archinect.

Mr. Hamner’s most recent nomination to attain Fellowship status in the A.I.A. due to his success as a department Chair and the overall success of our students, speaks volumes about how effective our activities outside of the classroom contribute to the department.

All of the department instructors regularly attends and participates in workshops, lectures and professional related events throughout the year that assists us to provide current knowledge to contribute to the overall success. In addition, all of the instructors are actively involved in the design/construction profession with various projects underway in the public and private sector. Professional development activities have been important to the overall student and department success throughout the years.

4. Are there additional professional development resources that would help your department to further these goals (student success, equity, or access)?

Concerning additional resources related to professional development activities, funds requested for AIA conferences/activities, Cal Poly SLO/AIA competitions, funds for lecture series, and general administrative support for faculty development are valuable and will need to be supported.
Goal 4: Ensuring institutional effectiveness and accountability through data-driven decision-making as well as evaluation and improvement of all college programs and governance structures.

1. Please visit the following link to visit and review your program standards and outcomes related to those standards.

http://www.elac.edu/facultyStaff/oie/institutionsetstandards.htm

These standards indicate the minimum level of success, which if not met, would cause concern and indicate a need for programmatic improvement. Falling below your program set standards will trigger a response from the college and may trigger a response from accrediting agencies.

Recall that standards are not targets or goals but minimum levels of performance.

Institutional Standards for success and retention have been met by the department. According to 2014-15 numbers, our retention rate clocked at 88.91 for ARC and 85.16 for ENV both above the discipline standards of 85 and 83 respectively.

Our success rate clocked at 73.56 for ARC and 71.09 for ENV both above the discipline standards of 70.0 and 65.0 respectively. Similar par and above the standard numbers exist for degree and certificate categories.

See: https://elac.shinyapps.io/App-Standards/

2. If your department’s outcomes are below the standard for any measure, please describe your department’s plans, including current activities, to meet or exceed the standard. In your description, elaborate what is necessary to support your efforts, including resources if necessary.

Even our outcomes meet or are above the standards, we are constantly seeking ways to improve our plans and current activities. This is done collaboratively and interconnected among our courses.
3. In response to each question, please indicate the course and CLO or the PLO related to the response. Responses may require entries onto the attached AUP Budget Augmentation Request form, if resources are required.

a. Share 2-3 success stories about the impacts of CLO practices on student learning, achievement, or departmental effectiveness. Focus on specific courses as much as possible.

Arc 110, 170 and 272, which were slightly below the 70% success rate are now brought up the above standard levels due to careful review and analysis via the CLO responses. We have many success stories in terms of transferring our recent students to some of the most prestigious architecture schools locally and nationally. This is mostly due to our ability to adopt, integrate and develop along the lines of best CLO practices. Due to our attention to CLO and PLO connectedness and integration, our curriculum is continuous and progressive. Beginning manual drafting ARC 170, beginning computer aided drawing ARC 161, beginning design studio ENV 101 leading more advance levels in the following semesters and upon completion of our well-considered curriculum, we are able to prepare our students with of necessary skills. This is the complete interconnected foundation for successful studies in five-year institutions, graduate schools and in today’s highly competitive entry level job market.

b. What changes are planned for the department as a result of course learning outcome assessment? Please be specific about which courses are going to be revised, if any.

Our goal is to adopt the new e-lumen system the school has elected to continue the CLO process. As e-lumen an assessment based process, we are excited to integrate it to our department. At this time, we are not anticipating any revisions to our courses but we will be working on assessment standards. We are also looking forward to what new opportunities and guidance e-lumen will make possible for us to continue our development and improve our curriculum.

c. Please provide an update on progress in your program learning outcome assessment work.

As the college is in process of adopting the e-lumen, this will be better responded once the new system is in place.
CURRICULUM PLANNING ADDENDUM

1. Use table to provide your plan for proposed courses.

<table>
<thead>
<tr>
<th>Proposed Course</th>
<th>Type</th>
<th>Expected Semester of First Offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interior Design I (reinstate existing)</td>
<td>Lecture/Studio</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Interior Design II (reinstate existing)</td>
<td>Lecture/Studio</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Landscape Architecture I (reinstate existing)</td>
<td>Lecture/Studio</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Landscape Architecture II (reinstate existing)</td>
<td>Lecture/Studio</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>Construction Management I (New)</td>
<td>Lecture/Studio</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Construction Management I (New)</td>
<td>Lecture/Studio</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Transportation Planning I (reinstate existing)</td>
<td>Lecture</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Transportation Planning II (reinstate existing)</td>
<td>Lecture</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Equipment of Buildings (reinstate existing)</td>
<td>Lecture</td>
<td>Fall 2018</td>
</tr>
</tbody>
</table>

2. Use table to provide your plan for proposed programs.

<table>
<thead>
<tr>
<th>Proposed Program</th>
<th>Type</th>
<th>Estimated Time to Completion</th>
<th>Existing Courses Required for Program</th>
<th>New Courses Required for Program (Also list in the next table)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

3. Will your curriculum plans change more than 50% of an existing program? If so, please describe the consultation your department has had with your dean about the possibility of a substantive change report. 
No.

4. What are your department’s plans for maintaining or increasing course offerings at South Gate?
We are currently not located at South Gate due to facility/Equipment requirements and logistics to the core curriculum program.

For questions about Program Review Annual Update Planning process, contact the Office of Institutional Effectiveness and Advancement, 323-415-4152 OR arenasr@elac.edu.
APPENDIX “A”

Purpose of the Program Review and Annual Update Process
The purpose of Program Review is to provide a venue through which the college can evaluate its programs in relationship to the College Mission and its Strategic Goals and priorities. The program review process promotes a self-reflective evaluation of programs in a manner in which faculty can identify programmatic successes within their disciplines, identify areas in need of improvement and establish departmental goals for enhanced programmatic and student success. Each department completes an annual update of their efforts. This update is used to provide the college with an indication of improvement in student learning and the resources needs for each program. The Annual Update serves as the central planning document for requesting and prioritizing resources.

The values of program review:
- Strengthening of programs through faculty led self-evaluation and goal setting;
- Fostering inter-departmental cooperation and communication;
- Stimulating dialog on student success and programmatic improvements;
- Evaluating each programs unique contribution to the College’s Mission and Strategic Goals;
- Promotion of long-term planning focused on the use of data;
- Ensuring that curriculum and offerings meet student needs and promote student progression;
- Providing a venue to justify programmatic augmentation and to connect program needs to resource allocations.
- Enhance transparency about college programs to the broader community.

The value of self-evaluation is enhanced with the broad inclusion of individuals contributing to your department. It is recommended that each department make all efforts to include all faculty, staff and administration. Each department may include additional information in their Annual Update Plan (AUP) as needed to fully describe their department. The Office of Institutional Effectiveness and Advancement is available to assist each department in their efforts to complete their AUP.

In order to streamline the submission and distribution process, the Annual Update Plan MUST be submitted by email in its original format to the Office of Institutional Effectiveness and Advancement to ensure a digital record of your completed work. No hard copies will be accepted. Please complete and submit your completed Annual Update Plan and attachments by Friday, September 30, 2016, 12:00 noon to Maribel Carbajal-Garcia at CarbajalM@elac.edu, and ALL full-time faculty members and the adjunct representative (if applicable) in the department must be cc’d on the email.

This document includes, the official application for the faculty Hiring Prioritization Committee and the Staff Human Resources Committee. There is a separate AUP Budget Augmentation Request form that is due September 30 with the AUP. Late or incomplete applications will not be considered for resource allocations, though update information will be allowed. There will also be a Perkins Request form. Departments will be notified regarding budget and resource requests in the spring, following receipt of budget projections from the District Office.

For questions about Program Review Annual Update Planning process, contact the Office of Institutional Effectiveness and Advancement, 323-415-4152 OR arenasr@elac.edu.
<table>
<thead>
<tr>
<th>Position Title:</th>
<th>Secretary Level I</th>
<th>Cluster:</th>
<th>SG ☐</th>
<th>Main Campus ☒</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary + Benefits:</td>
<td>$38,274 + 16,875 = $55,149 yr.</td>
<td>Impact on unrestricted funds:</td>
<td>Yes ☐</td>
<td>No ☐</td>
</tr>
<tr>
<td>Program Review/AUP – Page # (0-5 points):</td>
<td>Goal 1-Page 2, Goal 2-Page 3, Goal 4-Page 5, Goal 7-Page 7, Goal 10-Page 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification (include or attach data) to be completed by Cluster VP (0-5 points):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Classified Hiring Justification of Needs

Check all Applicable Items

☒ College Goals & Objectives
☐ Changing/Updating Technological Needs
☒ Increased FTES and FTEF
☐ Expansion and/or Remodeling of College Facilities
☒ Support for Student Learning Outcomes
☒ Staff Ability to Complete Assigned Workload
☒ Staff Working Beyond Assigned Hours or Scope of Duties
☒ How Position Affects Performance of Other Staff
☒ Reference Program Reviews/AUP
☐ Changing Job Functions
☐ Positions Previously Grant Funded (SFP)
☒ Number of Students Served by Proposed Position
☐ Reinstating Positions Eliminated Due to Budget Cuts
☐ State, Federal, and Other Regulatory Mandates (Categorical)
☐ Health and Safety Issues
☐ Use of Temporary Hourly Employees
☒ Services or Learning Opportunities Will Be Improved
☒ Needs of Students & Institution Will Be Met
☒ Position Cost (Including Salary & Benefits)
<table>
<thead>
<tr>
<th>SPACE REQUEST</th>
<th>SPACE SIZE &amp; MISC. REQUIREMENTS</th>
<th>SPACE LOGISTICS &amp; OPTIONS</th>
<th>ANTICIPATED MEASURABLE OUTCOME of DEPT./UNIT GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &quot;Additional&quot; STUDIO SPACE</td>
<td>Approximately the size of our existing Rm# E-114 drafting/studio now - 50 ft. x 25 ft. (1250 sq. ft.).</td>
<td>If the Department was not to be entirely moved, the additional STUDIO SPACE would be preferred to be in close proximity of our existing rooms now.</td>
<td>1. Not having enough space affects our retention rates from loss of students who do not have the physical space or resources at home. Their work is compromised because there is no place to execute their homework and/or assignments. 2. Student retention rate would be enhanced if the students had a full-time collaboration space (Studio) in which their work can remain. Interaction with other students can occur while work is in progress. Emulating the University model this enhances the students success in and upon transfer. 3. The cost of a drawing table and computer access is another prohibition to student success. Full time access to facilities/computers would satisfy this need. <em>The fulfillment of the above will assist in meeting GOALS #11 &amp; #12.</em></td>
</tr>
<tr>
<td>2 A larger MODEL SHOP</td>
<td>Doubling the size of the existing Model Shop at 513 sq. ft to approximately 1000 sq. ft. would be ideal.</td>
<td>As close to the department as possible if in another location. In our present location, encroaching into the adjacent existing RM# E-114 approx. 13 ft. to enlarge the Model Shop could be a viable option. With the reduced RM# E-114 drafting/studio, the &quot;additional&quot; requested STUDIO SPACE would be a necessity.</td>
<td>Due to the growth of the Department since the E7 Building was constructed and the needs of the Architecture program at that time, the Model Shop is holy undersized to serve the students. Primary concerns commence with Safety and the following: 1. Adequate work space for students. Also see item #2 below. 2. Buffer space between multiple students. At present, the Model Shop, without the Patio/Court can only accommodate 4 to 6 students or less depending on project type or size. Most Studio's have a minimum of 15 Students and some over 30. This is highly problematic and creates a tremendous Safety concern! 3. Space for necessary Tools. Most tools now need to be used outside in the Patio/Court area. <em>The anticipated measurable outcome &quot;gain&quot; realized from the enlargement of the Model Shop will assist in the fulfillment of GOAL #12:</em></td>
</tr>
<tr>
<td></td>
<td>Larger MODEL SHOP PATIO</td>
<td>A work patio at least twice as large as the existing patio now directly adjacent to the Model Shop now.</td>
<td>Cutting an opening through the existing concrete bench patio border to the lower planter and creating an additional concrete pad within that planter would be a satisfactory and immediate solution. If considered unsightly, an architectural &quot;blind&quot; could be designed to hide the patio and double as a sculptural highlight to the building.</td>
</tr>
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</tr>
<tr>
<td>4</td>
<td>A New Location for the ARCHITECTURE DEPT.</td>
<td>A space and area that can accommodate what we have now with the &quot;additional&quot; expansion noted above.</td>
<td>For example, a relocation to K5 and K7 would have been an ideal and potential site.</td>
</tr>
<tr>
<td>5</td>
<td>SECURED FACULTY OFFICE SPACE</td>
<td>Separated and individual office spaces. Presently two faculty members share a space that is not secured from the open department space.</td>
<td>Preferred in close proximity of the department office existing space.</td>
</tr>
<tr>
<td>6</td>
<td>SHARED ADJUNCT STAFF OFFICE SPACE</td>
<td>Shared office space for adjunct faculty. None presently exists.</td>
<td>Preferred in close proximity of the department office existing space.</td>
</tr>
</tbody>
</table>
## ANNUAL UPDATE PLAN AUGMENTATION REQUEST 2017-2018

### Department:
Architecture

### Chair/Coordinator:
D. Michael Hamner

### Dean:
Rivera-Figueroa

<table>
<thead>
<tr>
<th>Category (Choose one from dropdown menu)</th>
<th>Detailed Description</th>
<th>One-time or ongoing</th>
<th>Estimated Cost</th>
<th>Alignment (Check all that apply)</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>What drop down menu? Assume GL Account 582400</td>
<td>Current Maintenance Equipment Budget is limited to $9,806.00. Actual costs are as follows: 1. Xerox 6604 = $3,200.00, 2. Xerox 7855 = $2,000.00, 3. HP T770 = $600.00, 4. Z-Printer = $4,000.00, Maker bots (3) = $1,600.00 &amp; Laser Printer = $5,200.00. Delta is noted within estimated cost.</td>
<td>Ongoing</td>
<td>$6,794.00</td>
<td>Ongoing, Augmented</td>
<td>These are tools and equipment of the curriculum. Every course is affected by equipment that is not operational. All Goals, 1 through 12 of Section 1 are affected.</td>
</tr>
<tr>
<td>Either 582400 or 640100</td>
<td>Replenishable Model Shop toll components such as Sand Paper, Saw Blades, Hand Tool replacement and Cleaning Supplies</td>
<td>Ongoing</td>
<td>$1,000.00</td>
<td>Ongoing, Augmented</td>
<td>See above.</td>
</tr>
<tr>
<td></td>
<td>Competitions, such as the AIA 1:2 and AIA 2x8 as well as the Cal Poly San Luis Obispo Design Village Competition</td>
<td>Ongoing</td>
<td>$5,000.00</td>
<td>Ongoing, Augmented</td>
<td>Program Goals #3, #5, #7 and #9</td>
</tr>
<tr>
<td></td>
<td>provided for a Lecture Series by outside Architects and other industry practitioners. 3 lecturers a semester of 6 a year. Each lecturer charges an appearance fee of roughly $250 to $350. We have has significant troubles getting these guest paid through other means, needs to be augmented in our annual budget.</td>
<td>Ongoing</td>
<td>$2,100.00</td>
<td>Ongoing, Augmented</td>
<td>Program Goals #5, #7 and #9</td>
</tr>
<tr>
<td></td>
<td>Repair Design and Drafting Studio Parallel Bars &amp; Vinyl Table covers that are damaged beyond use at about 10 to 15% per semester</td>
<td>Ongoing</td>
<td>$1,000.00</td>
<td>Ongoing, Augmented</td>
<td>Program Goals #5, #9 and #10</td>
</tr>
<tr>
<td></td>
<td>process all required administrative work. The number of extra activities in outreach, education and development has created a substantial demand for secretarial assistance.</td>
<td>Ongoing</td>
<td>$55,149.00</td>
<td>Ongoing, Augmented</td>
<td>Program Goals #1, #2, #4, #7 and #10</td>
</tr>
</tbody>
</table>

**Subtotal Page 1:** $71,043.00

06/17/2016

For questions about this AUP Budget Augmentation Request Form, please contact the Office of Institutional Effectiveness at (323) 415-4152 or your Dean.
### ANNUAL UPDATE PLAN AUGMENTATION REQUEST 2017-2018

**Department:** Architecture  
**Chair/Coordinator:** D. Michael Hamner  
**Dean:** Rivera-Figueroa

<table>
<thead>
<tr>
<th>Category (Choose one from dropdown menu)</th>
<th>Detailed Description</th>
<th>One-time or ongoing</th>
<th>Estimated Cost</th>
<th>Alignment (Check all that apply)</th>
<th>Expected Outcome (Please describe the measurable outcome)</th>
</tr>
</thead>
<tbody>
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</table>

Total: $71,043.00

__6/17/2016__

For questions about this AUP Budget Augmentation Request Form, please contact the Office of Institutional Effectiveness at (323) 415-4152 or your Dean.
APPENDIX “B”

Once you provided concise answers to the questions above, you may use the space below to provide additional narrative.

Over the last 3 years, the Department of Architecture has successfully transferred 20 students in 2014, 38 students in 2015 and 23 students this last June, 2016 directly to University professional architecture schools. This is more than any other two-year school in the State of California. However, as of August 2016, while meeting with Bryan Ventura of OIE, our College has recognized 0 (Zero) transfers. This is flat out, unacceptable. I was advised to create a list of names of the students with their student ID numbers and provide to OIE for review. I now have run down the student ID numbers and will submit separately at the time of this AUP. This should NOT be our job. And, our accreditors should not be questioned when it is clearly stated, in quiet, that the State is “slow with updating their data” or that “the State does not recognize out of state or private school transfers or it takes longer for those to be listed”.

Above, in conjunction with an antiquated or outmoded/irrelevant data from the State of California should not be used to evaluate our effectiveness as a program or curriculum discipline. The fact is, the East Los Angeles College Department of Architecture is currently the highest rated 2-year transfer program to 6 of the 8 University Architecture programs in the State of California, of which 6 of the 6 Universities are in Southern California. Attached is a Letter from the University of Southern California (USC) School of Architecture that provides a nearly 10-year testimony to the quality of our students and our program. I am an Architect and an Educator of Architecture, I have tried, which seems to fall on deaf, or uncaring ears, to prove to you, the State of California data on the profession of architecture is flawed. That data is based on a 20-year-old pathway that does not exist in the profession any more. We are not a drafting or engineering program. We are a program of Architecture, which leads to many creative fields in addition to the field of Architecture. Interior Design, Landscape Architecture, Urban Design, Construction Management and Facilities Management are directly related careers. These do not show up on the State data website. In addition, many architecture graduates may direct themselves into the fields of Industrial Design, Graphics, Gaming and Set Design. These do not show up on the State data website.

The College should direct its resources to understand its Programs or Department Disciplines. The College should evaluate our program in relation to similar programs in the area, region and in our case, the State. The College needs to understand how important the Department of Architecture is to this campus, to the Community; to the region and to the populations it serves. At the writing of this year AUP, the Chair of the Department Of Architecture (D. Michael Hamner AIA) has been nominated to the prestigious AIA College of Fellows (FAIA) http://www.aia.org/practicing/awards/AIAS075320. Only 3% of all architects are bestowed this honor. It only occurs to those who have demonstrated a significant impact to the profession. Is equated to a lifetime achievement award or hall of fame to the profession. This nomination is based on the professions recognition of the magnitude work that ELAC has produced in providing a pathway to underrepresented populations that would not otherwise have access to the profession. This meets an important goal of the AIA to provide better representation of the populations it serves. The AIA is saying it needs ELAC or places like ELAC. Right now there is only one ELAC. This award has NEVER been awarded to a Professor or administrator of a two-year program.

What price do we pay for something like this? I am not concerned about drafting certificates or AA degrees. These are not sustainable careers. We have all 6 Southern California Universities as a part of our Advisory Board. They state loudly, that we provide the best product of all the 2-year schools. And we provide the underrepresented populations this profession and our society deserves. Does this College wish to penalize this 71-year-old Department, based on slow antiquated State information? Are we penalized for transferring students to USC and other private Universities? Are you aware that USC, SCI-Arc and Woodbury are in the top 25 Architecture Schools in the Country? Are you aware there are only 58 accredited Universities in the Country? UCLA and Cal do not have accredited undergraduate programs. Only 2 public schools in the State of California have accredited undergraduate programs in Architecture. There is not enough room for our students and those of the other schools. Did you know we have many students who have used our program to develop portfolios to apply to Graduate programs? Such as Harvard, Columbia, Penn, UCLA, etc.?

While I speak to Architecture, it may be that there are other programs at this College that need to be evaluated outside of flawed or irrelevant data that is used to determine course hour allocations, that qualify what is adequate fill rates and other means of student success. The profession is speaking loud and clear that the Department of Architecture at ELAC deserves to be Nationally Recognized as a highly unique program that is doing something no other 2-year College in the country is doing.

For questions about Program Review Annual Update Planning process, contact the Office of Institutional Effectiveness and Advancement, 323-415-4152 OR arenasr@elac.edu.
September 30, 2016

Mary Kay Lanzillotta, FAIA
Chair, Jury of Fellows

Re: D. Michael Hamner

Dear Ms. Lanzillotta,

In my work at the School of Architecture of the University of Southern California (September 2001 to the present), I have seen transfer applicants spend a significant amount of time at a community college due to academic or personal hurdles that have prolonged the transition to a university. Despite various challenges, the students from East Los Angeles College (ELAC) enroll at the USC School of Architecture with a palpable eagerness, earnest best intentions and an incredibly strong work ethic. They enroll not only to obtain an undergraduate degree but to unite with a community of scholars seeking to make personal and transformative contributions to a constantly evolving built environment. These students never take for granted the sacrifices made to enroll at USC and are quick to point out that their studies at ELAC not only set them in motion but unequivocally attribute a great deal of their success to one person, departmental chair, Mr. Hamner.

I have the privilege of working with D. Michael Hamner and have only witnessed a faithful and steadfast care and dedication toward the education and well-being of his current and former students. He always takes the time to connect with me in person to speak excitedly and candidly about prospective applicants. This cannot be said for the vast majority of the architecture program heads at the local community colleges.

Not only is he educating students to gain practical architectural skills, Michael is skillful in the way he relates that body of knowledge as a tool for empowerment. 80% of ELAC students are underrepresented minorities who also tend to be first generation students often coming from difficult family situations. He seemingly devotes 100% of his time as an educator and 100% of his time as a practitioner. However, beyond these titles, he is a mentor and parent figure to many who either need a primary or additional layer of support. He instills the virtues of responsibility, accountability and confidence to help students have faith in themselves, not only as it relates to their education but as basic life skills.

The Department of Architecture at ELAC is proactive in how it provides student-centered instruction. Many community college programs have unfortunately lost support or resources to maintain currency in the curriculum. Through Michael’s scholarly leadership, he and the faculty have fought for and established a flourishing program where students can either walk away with saleable skills in areas such as Revit or BIM or take these strong abilities to further develop critical skills toward the bachelor’s degree.

Most importantly, Michael is courageous to do the right thing and ambitious for his students to become positive citizens and leaders in their education as well as the profession. Many of the students who enter ELAC are unfortunately not college ready but this never deters or discourages Michael to lead by example and tirelessly champion for architecture as a valuable career option. He actively seeks the help and support of those around him (myself included) to provide resources and access for his students. He is undeniably his students’ number 1 fan and will always go full-court press to help them achieve success.

Inscribed on our campus Tommy Trojan statue are the traits that define USC Trojans: “Faithful, Scholarly, Skillful, Courageous, Ambitious.” Michael never falters and tirelessly educates, prepares and inspires the next generation of architects. For this, he has my utmost admiration and respect.

It is with honor to submit this letter of reference for D. Michael Hamner, candidate for elevation to the Fellowship of the American Institute of Architects.

With Regards,

Jennifer Park, M.S.
Executive Director of Student Services
School of Architecture