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## Architecture

Cycles included in report:  
Cycle #3 8/1/14 to 7/31/15

Program Name: Architecture

Program Cycle: #3 8/1/14 to 7/31/15

## 1 Program Summary Program Summary

The Architecture Program at Johnson County Community College is in its twentieth year of providing services to its students and the community. It is unique in its ability to provide a full, one-year transfer curriculum in Architecture to major university Schools of Architecture. Recently a two-year transfer guide has been added with students being able to graduate at JCCC with an Associate of Liberal Arts with an elective emphasis in Architectural Studies.

Students are taught critical thinking through individual and group study techniques. Studio labs are open and accessible to students, faculty and professionals. Within this atmosphere, the students and designed coursework has proven to be successful in transferability. (See the attached file, Arch Program Projects, for examples)The Architecture program feeds into seven (7) discipline specific degree paths including: Architecture Studies, Master of Architecture, Environmental Design, Urban Planning, Construction Management, and Architectural Engineering at the University of Kansas.

The Architecture Program at JCCC is the only transfer program in the state of Kansas that allows direct transfer into the second and third year of study at a university Architecture program. The Transfer program is directly tied to the University of Kansas, School of Architecture Design & Planning. However, students have successfully transferred into other university programs including Oklahoma, Texas, Iowa, Nebraska and California. Talks continue with other regional Schools of Architecture like Kansas State University and the University of Nebraska in hopes to broaden the transfer opportunities for our students.

The Architecture Program has shown it can produce qualified first-year architecture students that can complete and transfer to major university Schools of Architecture with a success rate of 80% graduation. We will continue to grow smart and add successful curriculum and additional programs that can maintain the standards set by ourselves, the College and our educational partner institutions.

Architecture Faculty:

Jonathan Miller, AIA, Chair and Associate Professor of Architecture, full time faculty.

Ted Meadows, Associate professor of Architecture, full time faculty.

Arch Program Projects [PDF 6,015 KB 11/26/14]

### 1.1 Degree Offerings Transfer Program

Our Architecture Program is a one-year or two-year transfer program. Currently our students complete a one-year transfer curriculum in Architecture specific courses. The transfer guide includes 27 specific credit hours in architectural studies that transfer directly on a one-to-one basis. Students may transfer directly into the second year of a Masters of Architecture degree, or, a BA of Architectural Studies.

This spring a new transfer option has been created with the School of Architecture, Design & Planning at the University of Kansas, to accept a two-year Associate of Arts degree from JCCC into the BA Architectural Studies program. The students may earn a two-year AA degree at JCCC, concentrating all of the electives within the Architecture courses in our transfer program, and then transferring into the third year of the BA Architecture Studies degree at KU. New offerings will add another 9 specific credit hours in architectural studies, for a total of 31 hours.

### 1.2 Certificate Offerings Transfer Program

See Degree Offerings 1.1, above for transfer program information.

## 2 Program Resources

The program resource documents, attached, were provided by JCCC institutional research.

ARCH Program Resources [PDF 670 KB 11/10/14]

## 3 Reflection on Institutional Data

Architecture is a small, unique, specific service program that is not offered in any other program on campus, the city, or in the rest of the State of Kansas. Architecture schools across the country are typically one of the smallest programs on University campuses. We at JCCC are no different, efficiently occupying one studio classroom and two faculty positions to provide an unmatched and unparalleled educational specific service to the community. The actual drop in student credit hour was about -40, but in a small program this can seem like a big percentage due to our smaller program numbers overall. The need to provide the only Architecture education alternative to University schools in Kansas lies with us at JCCC at the community college level, providing the only transfer program in the state of Kansas.

Some of the comparative data and analysis used by the majority of career programs at JCCC are not tracked by Institutional Research for the Architecture Program because we are a Transfer Program. However, our transfer partner at the University of Kansas, School of Architecture and Design does, tracking an average of 10 JCCC Architecture transfer students a year, with a graduation rate of 80%, (see Arch Transfer to KU, file attached). Additionally there are other students that transfer to Kansas State, UMKC, or other out of state programs, which add an additional 3-4 students a year to transfer rates. Read about our student successes being able to transfer, graduate and find jobs, later in the program review.

Most University Architecture programs only accept about 1 in 6 student applicants. Our JCCC Architecture program is an "open enrollment" curriculum that gives all of our students a chance to explore the design fields. When comparing the course completion, success and attrition rates provided, considering the 17% acceptance rate of KU, and an 80% completion rate of our transfer students (20% non-completing), our architecture program numbers are in line with the same average acceptance and completion rates of university Architecture programs. Without our offerings, students have no other open enrollment opportunity to explore and transfer into the multidimensional design fields in the state.

The Architecture profession lost roughly 30% of its workforce since the economic downturn started in 2008. Architecture schools saw the same reduction in new students wanting to get into the profession. When reviewing the student credit hours and enrollment data, the architecture department numbers are within the same percentage as published in the Sept. 25, 2014 Official Fall 2014 JCCC credit enrollment guide, showing a -8.7% for students not seeking a degree/certificate, which is where are students are tracked being transfer students. 2014 is the first year the architecture professional business billings quarterly reports are showing an increase in the industry. KU has seen an increase in students returning to the university programs this fall as well. Our program traditionally follows about a year behind the trends. Given the increase in the professional cycles and university cycles, we can anticipate a return and increase in our architecture students as well.

The Architecture department is efficient with two full-time faculty. Our University partners have expressed a need to maintain a common core of professors understanding the nuances of our transfer educational goals. Our professors visit, interact and even teach the same courses with the same institutions. This ensures the connectivity of the program and providing a seamless transition for our students. Architecture design studio courses are required every semester of the five year professional degree. These studio courses, by university standards, maintain small class sizes of about 12-15 students each to provide the essential one-on-one instruction that is necessary for the students to explore, analyze and design individual project assignments. Architecture studio courses, by design and necessity, cannot be taught on a large scale offering, due to the intense nature of the curriculum. Students successful outcomes are based on this model within all Architecture and design schools.

Arch Transfer to KU [PDF 111 KB 11/12/14]

#### **4 Student Success**

The Architecture department goals for Student Success are specifically concentrated around the vision of providing a discipline specific, transfer program, based on current educational trends in university schools of architecture. The Architecture department has a direct link to judge how effective the students, the program, faculty and JCCC are performing. Student Success is a direct result of the number of students that can transfer to a major university school of architecture, courses and student work accepted for advanced placement, and student graduation success rates within these degreed programs.

Program specific goals are to provide a well-rounded education in the general understanding of architectural principles and related fields like art, history, the built environment, cultural diversity, and sustainability. Students are taught individual and group study techniques developing critical thinking and analytical skills.

#### **4.1 Define Student Success**

Student success in the Architecture department is defined directly by our students ability to compete at the highest levels of achievement. Success is not measured in large numbers of an aggregate whole, but in the individual achievements and specific goals of the students themselves.

Our transfer students must compete at levels established at accredited university architecture programs. A standard 3.5 gpa into the Master of Architecture program at the University of Kansas School of Architecture and Design sets an individual level of success which our students achieve on a yearly basis being accepted into this program. The Architecture Studies program sets a 3.2 gpa as an admission requirement. These are only two of the seven degree paths our students compete and succeed in on a yearly basis.

Key performance indicators show the success of our students among these achievements. Our retention of students matches our transfer partners selection standards. The persistence of our students to complete the transfer program and be admitted on an annual basis indicates their success. Transfer performance by the indicated graduation rate of 80% clearly shows student success. Student satisfaction can be measured in many ways, and is further clarified in section 4.2.

Program curriculum, individual instruction, student outcomes, and achievement are all measured in response to these accredited degree paths that our students can achieve. Our faculty constantly meet with university program Deans, Associate Deans, Chairs, and faculty to have our curriculum evaluated and challenged at equivalent levels of educational standards. Individual student portfolios are evaluated every year for matching standards of achievement and student success. Our students are evaluated on an annual basis for advanced placement into the second year of nationally accredited architecture university programs. These systems of checks and balances insure our students will succeed in their efforts upon successful completion of our program and transfer into the degree of their choice.

Josie Harmon [PDF 530 KB 11/26/14]

#### **4.2 Achieve/Promote Student Success**

Student satisfaction is a key performance indicator that can be measured using communication as a key to achievement and promotion of student success. Faculty constantly meet with students to determine their best path for success within our programs. Past students actively interact with our program at JCCC by providing tours of facilities at the transfer university, talking to our current students, sharing portfolio review comments, sending graduation announcements, providing job related achievements after graduation, and providing direct support to our ongoing efforts. Our successful students are part of our program and help us promote success on an ongoing basis.

Promotion of our program continues from our relationships with past students. (See files attached for examples of student success) Past students return to take night courses at JCCC even though they have been accepted and are attending the university. International students whose language skills may be better suited to smaller classes have sought out our courses in particular. Our transfer partner schools send us students that they know we can help on an individual basis, or may fit a certain profile, or we can closely communicate with in a smaller classroom setting.

Ben Cross [PDF 5 KB 11/26/14]

Dan Pierce [PDF 598 KB 11/26/14]

Jada Escue [PDF 461 KB 11/26/14]

#### **4.3 Successful Transfer**

Within this atmosphere, the students and designed coursework has proven to be successful in transferability and advanced placement of our students in university schools of architecture. Students

graduate at a rate of 80% once admitted into the accredited university programs.

Our program has developed our entire curriculum to be transfer specific, as well as meeting the assessment standards of the institution. All of our courses within the Architecture department transfer into the corresponding programs at the university level and transfer partner programs. We have had additional success with other institutions that we may not have a direct transfer agreement with, but may take some of our courses. These programs have been scattered throughout the United States.

The overall program has seven specific transfer guides listed on our website, and coordinates with the articulation development coordinators office annually. Degree paths include Bachelor programs as well as Master programs. The degree programs are accredited and students can become licensed and registered Architects, Architectural Engineers, and Environmental/Interior Designers.(See file attached, Arch Transfer Info)

Arch Transfer Info [PDF 221 KB 11/26/14]

## **5 Assessment of Student Learning Outcomes**

Assessment Student Learning Architecture [PDF 295 KB 11/19/14]

### **5.1 Reflection on table provided on assessment.**

Our Architecture courses are assessed in various ways directly and indirectly with our transfer university partners. Typical programs of architecture and design are accredited every five years through NAAB. Following their assessment, we meet with our transfer university programs and initiate changes in our curriculum and course objectives to follow their responses to the process.

As an example, the architecture studio courses are assessed on a yearly basis during the interview and portfolio review conducted by university faculty when they critique and accept our students into their program. This is an individually rated process and is not an automatic transfer qualification of our program. Advanced placement of our students in to the second year studio sequence is only done if strict standards of achievement and performance indicators have been met. These outcomes are indicated on course outlines, objectives and syllabus. If the objectives have not been met, students may not be accepted into the program, or they may be accepted but not receive second year studio advanced placement.

### **5.2 Significant Assessment Findings**

Assessment of our students begins directly with their ability to transfer into professional programs of architecture, environmental/Interior design, architectural engineering, urban planning, and construction management.

The latest assessment review of our courses has shown a need to redirect the students abilities to apply concepts from ill-structured, or undefined, problem solving techniques. Students need the ability to analyze, evaluate, and demonstrate an understanding of critical thinking skills into multiple solutions. Two existing courses have revised outlines and outcomes, and have been consolidated from three courses. Three new courses have been written to meet the needs of an expanded two-year transfer program which will meet the new direction of outcomes. All of the three studio courses have changed individual project requirements to meet the needs of the new pedagogical emphasis.

### **5.3 Ongoing Assessment Plans**

Assessment planning for the future is to include a more direct analysis of individual classes and core competencies directly within our own department. Our history has been to associate findings with our university transfer partners due to our close relationships. Current thinking strategies suggest new initiatives should be conducted directly with the office of outcomes assessment in addition to our current methods. This will allow the program to have independent confirmation of the standards set by internal and external investigative assessments for the success of our students.

## **6 Curriculum Reflection**

The overall curriculum of the Architecture department and course offerings ensure a balanced program of understanding, encompassing the multiple disciplines within the architectural education and profession as a whole. The diversity within the discipline of a first year architecture program encompasses the breadth of a liberal arts education, but ties our entire curriculum together into an understanding of the arts as well as the sciences.

Students that complete the Architecture curriculum can expect to have specific integrated experiences throughout the course content. Courses are structured and sequenced to mesh accumulative knowledge with growing proficiencies within each course as well as an interpretive whole of the architecture experience.

Courses are revised with changing outcomes whether through assessment, interaction with transfer institutions or knowledge of the profession. Five of the ten courses in Architecture have been modified or created in the last couple of years to meet these ever changing needs for our students. Specific course alignments have included a new course for sustainability in the built environment and a course investigating design and the effects of society and cultural context in history and in modern global contexts.

Numerous courses expose the students to local architecture and local professionals to gain a greater understanding of our built environment. Course projects include trips outside of the classroom to broaden their horizons and provide an expanded atmosphere of learning and understanding of current trends in the built environment.

The University of Kansas, School of Architecture Design & Planning changed its four-year Bachelor degree in Architectural Studies last year. We revised existing courses and added curriculum to adjust to the new opportunities for our students. About five years ago the Master of Architecture program had similar changes that affected our transfer program and we quickly and efficiently changed curriculum, courses and even individual projects within our courses to reflect the changing needs of our partners and our students. Our program adapts and changes with the educational needs of the community it serves.

### **6.1 Honors Contract(s)**

Students in the Architecture program have sought out and requested numerous sections of the architectural history courses. Faculty teaching those courses have quickly volunteered to accommodate those students and offer those sections including; Arch240, Arch241, Arch244, and Arch 245.

### **6.2 New Course Offerings**

The Architecture department in working closely with our transfer degree partners at the university level has been able to grow the department with another transfer option for our students. Curriculum and courses are reviewed for content and correlation of education goals, prior to going forward to our educational affairs committee. (See file attached, Mike Swann, for one example letter.) Students now have a two-year transfer option that has required new course adoptions.

The first course, Sustainability in the Built Environment, focuses on a global study of adaptable sustainable solutions in the built environment of architecture and related fields of study. The second course, Design Thinking focuses students to solve ill-structured, or undefined, design problems and expanding their abilities to consider multiple solutions to solve problems considering the human condition in their designs. The third course, Design History and Society, focuses on the nature of design and how it is focused from the culture and society it represents.

Mike Swann [PDF 34 KB 11/26/14]

## **7 Faculty Success**

The focus in the Architecture department is the success of our students which is a reflection of the program and its ability to adapt to changing educational goals and our philosophies of teaching. Faculty constantly challenge their professional and personal views of the changing built environment we live in trying to gain an understanding of the culture and societies we design for.

The faculty is educated in architecture specific degrees and related fields of study that bring a sense of community and understanding directly to students. Faculty are well rounded working professionals including architects, constructors and academic professionals that share the daily experiences of architecture, design, art, history, and culture into the classroom.

### **7.1 Departmental Accomplishments**

The Architecture department has many successful accomplishments reinforcing the attitudes of the faculty and department goals. Since our last program review, most of the short and long term goals have been met or accomplished. The following is a list of those endeavors.

The Architecture program did not have a home room for its program or students. A concept of community is necessary for our students and the program to succeed and is a basic requirement to be met when compared to transfer universities. A studio/teaching classroom has been obtained and outfitted by the ingenious attitudes of the faculty. All of the architecture courses are taught in one contiguous space with half dedicated teaching area and half design studio. Faculty allow students to come and go during the day and use the opposite side of the room as they need, even with a class being taught. This provides for an open and active environment for the students and faculty alike. This setting encourages the possibility for interaction throughout the day with all students and faculty. One of the first large format monitors was added for instruction and necessary for the added clarity of seeing detailed images of architecture from around the world. Faculty frequently visit the warehouse to obtain more specific furniture, maintaining a space that is relevant and economical. The department added wireless laptops and digital cameras for students to utilize in and out of class so technology has become integral to the learning atmosphere. (See file attached, Arch Studio ITC 134)

Because of this interactive environment and the student success, we have been able to increase our transfer options with the University of Kansas, School of Architecture Design & Planning. Since the last program review, the department has added four additional transfer tracks and coordinated an AA Liberal Arts degree for our students to complete at JCCC that will utilize all of the elective credits to take architecture courses, which allows for students to complete a degree and transfer into the third year of the Architectural Studies program. This in turn has generated new curriculum and new opportunities for our students.

Galileos Pavilion is an excellent resource for the college from a teaching platform, commitment to sustainability and most notable but least recognized a showcase for the Architecture department and their students. One of the seventeen architecture graduate students that help design and build the building was a successful transfer student from our program at JCCC. Every year Studio 804 designs and builds a new structure. This year an addition, the Forum, was added to the architecture school on the KU campus, and another JCCC Architecture student was a participant in the design and construction. (See examples in files attached, Raymond Dwyer, and Crista Cummins)

Every semester the Associate Dean from the School of Architecture Design & Planning comes into our classroom and visits with our students about their opportunities and future visions that can be met through our program and continuing their studies by transferring and obtaining a professional degree.

Since the last program review a second full time faculty member has been successfully added to the Architecture department. This has improved the consistency and continuity of instruction and vision for the department. While practicing professional adjuncts are an added resource, the educational background of a research driven faculty member adds to the depth of the resources for our students and department.

Arch Studio ITC 134 [PDF 406 KB 11/26/14]

Crista Cummins [PDF 341 KB 11/26/14]

Raymond Dwyer [PDF 271 KB 11/26/14]

### **7.2 Faculty Accomplishments**

Faculty accomplishments help promote themselves, the students, the department, JCCC and their respective professions. The following are some of those successes.

Jonathan Miller, Chair and Associate Professor. As a Chair of the Architecture department, Jonathan maintains a leadership role of the department and all the tasks associated with this position. To promote the Architecture department and its goals as a transfer program, he is in constant communication with our transfer partner at the KU School of Architecture, Design & Planning. Several meetings a year are scheduled for the sole purpose of reviewing the program, curriculum and maintaining these relationships. Mike Swann, the Associate Dean of the school, is also scheduled each semester to present and visit with our JCCC students here on campus. These meetings are vital to the success of our transfer program.

As a professor of the department, a new course was just written and accepted to aid in the new two-year transfer guide. This past summer a new two-year transfer was established and set in place. An additional four transfer guides were updated and reinforced with the new curriculum. To help serve and promote community among the faculty on campus, Jonathan has Chaired three Peer Review committees and has acted as a peer mentor, as well as served on other campus committees.

As a volunteer to help campus planning activities, Jonathan maintains a level of architectural practice by providing free services for the planning and conceptual programming of many campus projects. He has provided conceptual program documents for the Culinary Center, the Welcome Center, the Community Garden at the new OHEC building, the sustainable Childcare Garden Shed, the Arts Building, and the Welcome and Veteran Services Center. He has also served on numerous committees for other service spaces on campus. (See file attached, Culinary Program, as one example)

Jonathan maintains his registration as a licensed architect through NCARB, the National Architectural Registration Board, which is the national entity maintaining the profiles of licensed architects. Through this process he must maintain the license with eighteen professional continuing education credits per year. This also allows Jonathan to have an AIA American Institute of Architects, designation which is the national organization recognized by NCARB and the profession. Jonathan additionally maintains two state architecture licensures in the state of Kansas and Missouri on an annual basis, which also requires professional continuing education credits. These four registrations and licensures are all annual commitments and must be maintained to continue the status of an AIA and NCARB Architect. As part of the local licensure and connection to the city, he is also a member of the local AIA, Kansas City chapter, which helps maintain and educate local architects, as well as serves as a community forum for professionals in the metropolitan area.

Ted Meadows, Associate Professor. As an associate professor of the Architecture department Ted has recently written several new courses to the new curriculum, including: Arch210 Design History and Society, Arch220 Sustainability in the Built Environment, and Arch 244 Architectural History Before the Modern Era.

As a faculty member Ted has participated on numerous committees including the, Reading Readiness committee, and sat as the Chair of the Communication committee on Strategic Planning. His ongoing efforts to improve education continue on the Division Curriculum committee.

Travel for research and experience in the built environment is a commitment that Ted takes seriously and uses in his courses as reference material for his students. He has participated in, or led, the following programs at JCCC: Travel to Paris as a participant in the JCCC travel program, Travel to Barcelona as co-director of the JCCC Program, Travel to China as a participant in the JCCC Program, and Co-direct & organizer for Art, Architecture & Performance of Portugal coming this summer.

Other travels over the past few years include: Denver, Clyfford Still Museum, Denver Art Museum, The Art Center in Pasadena, Carnegie Museums in Pittsburgh, Andy Warhol childhood home & gravesite, Philadelphia Museum of Art, Barnes Foundation in Philadelphia, Venturi House, Robert. Venturi, Esherick House, Louis Kahn in Philadelphia, Irwin Miller home, Aero Saarinen in Columbus, Indiana. Additional travels include: Robert Smithsons Spiral Jetty in Utah, Michael Heizers Double Negative in Nevada, Chiat/Day Building, Frank Gehry in Santa Monica, Norton Beach House, Frank Gehry in Venice Beach, Walking tour of downtown Los Angeles, Los Angeles County Museum of Art,



Minneapolis Institute of Arts, National Farmers Bank, 1908, Louis Sullivan in Owantona, Minnesota.

Ted also participates actively in lectures and presentations including his presentation on Suburbanism for a Behind the Story for the Kansas Humanities Council program in Lawrence, Kansas in July of 2013.

Ted has organized field trips and tours for numerous architecture courses. Students have had a chance to experience the Spencer Museum of Art, University of Kansas in Lawrence, Kansas; the Des Moines art Center in Des Moines, Iowa; and the Crystal Bridges Museum of American Art in Bentonville, Arkansas. Students have also participated in local course field trips to Kansas City neighborhoods including, Brookside, Strawberry Hill, and the West Bottoms and as well as others.

To help with the transition of our courses, research, and to gain knowledge in the programs we associate with, Ted teaches at other university institutions like the KU School of Architecture Design and Planning, the UMKC Department of Architecture Planning + Design, as well as teaching in cross discipline courses such as art history here at JCCC.

Culinary Program [PDF 1,851 KB 11/26/14]

### **7.3 Innovative Research, Teaching or Community Service**

The community of the college includes the active participants on this campus. The chefs in the Culinary program have a wonderful outreach gardening series with the Hiersteiner Child Development Center, interacting with the children by growing fruits and vegetables in a garden and harvesting the produce for nutritious lunches and snacks. As part of that effort a garden shed was needed to store the gardening tools and supplies needed by the chef gardeners. An idea was realized as a cooperative and innovative teaching tool to integrate the project into the architecture studios and allowing our students to help with a design. Students literally grew an understanding of real world design experiences, working with clients, and helping the community at large with an opportunity. Numerous solutions were produced by the students, providing a program of resources required and ideas to propel the project into a realized need. (See the file attached, Garden Shed, for the project outcomes)

The Architecture department also answers the call of the community, literally. Phone calls requesting services, ideas, or help regarding design services are frequently answered and acted upon. Solutions range from providing information, references and providing helpful resources.

Students need to learn outside of the classroom. In Architecture, the realization that the world is bigger than Johnson County and we are part of a larger aggregate of multiple cities, experiences, history, and cultures of the greater Kansas City metro area. Numerous classroom projects, in multiple courses, give the students the experience of learning place by going out and discovering the built environment includes buildings, but also neighborhoods and perceived edges among the landscape of the city. Projects include neighborhood visits, specific building visits, and independent study of architecture forms and vocabulary. Students photograph, video, write, and present their findings on a host of multiple topics.

Architecture faculty do much of their research by traveling and experiencing the built environment. These experiences are not only critical to their own understanding of the interaction of cultures and society, but to the students who benefit directly experiencing the interactions through lectures and visual documentation in the classroom. Some of the places visited in the last few years include at least twenty seven states in the U.S. and several countries in Europe.

Architecture faculty periodically bring in professional visitors into the classroom so student may have a first-hand account of what is happening in the field of design. Professionals representing the following areas have been included; Environmental/Interior Design, Historic Preservation, Interior Landscape Design, Architecture, and engineering.

Garden Shed [PDF 9,155 KB 11/26/14]

## **8 Goal Setting and Action Plan**

The Architecture department goals are specifically concentrated around the vision of providing a discipline specific, transfer program, based on current educational trends in regional schools of

architecture. Like most visions there are specific goals needed to succeed in our mission and the mission of the College. These goals can be broken down into long-term and short-term goals related to a comprehensive strategic plan strengthening the College and defining the success of our students.

The long-term and short-term goals are presented in the next two sections, however, there are additional thoughts that tie the department together on a daily basis and drive decisions within those strategic goals. The Architecture department wants to provide a well-rounded education in the general understanding of architecture and related fields like art, architecture history, landscape architecture, environmental/Interior design and urban planning. New course offerings should ensure a balanced program of understanding encompassing the multiple disciplines within the architectural profession as a whole. Students should be exposed to local architecture and local designers gaining a greater understanding of our built environment. We strive to provide a professional atmosphere of learning and understanding of current trends in architecture. The faculty is educated in architecture specific degrees and related fields of study that bring a sense of community and understanding directly to students.

## **8.1 Long-term Goals**

Long-term goal strategies can define a programs development. The following long-term goals are not the only ones to consider but are essential goals to propel the Architecture department forward.

1. A strong transfer program has been achieved with the University of Kansas, however there are two additional regional schools of Architecture that could be gained as transfer partners. The Kansas State College of Architecture Planning and Design and UMKC Department of Architecture Planning and Design. Additional transfer institutions will grow our key performance indicators by strengthening the transfer rates and transfer performance.
2. Architecture schools have to meet national NAAB accreditation standards. Recent models are predicting that smaller one and two year Architecture departments will need to meet the new standards, which will be helping our students strengthen their transfer performances.
3. Architecture programs around the country have consolidated departments to gain knowledge from diversity and collaboration. Frequently Architecture schools are now made up of inter-disciplinary departments such as architecture, environmental/Interior design, landscaping, graphic design, urban planning, and industrial design. By combining departments into a common core of design fields, the resulting whole is strengthened and collaborative sharing of resources can economically grow the visions of each. Students benefit by a cross-disciplinary culture of experimentation, common core ideas and shared knowledge targeting key performance indicators or student persistence, higher student satisfaction and general learning outcomes.

### **8.1.1 Actions/Resources Required**

The following long-term goals, matched above in 8.1, may require additional resources

1. Dedicated time, staff from marketing and articulation departments, marketing materials, and travel expenses.
2. Release time for faculty to prepare accreditation reports, membership and registration fees, travel and/or coordination expenses, and potential facilities and/or equipment and software upgrades.
3. Coordination of programs, resource coordination, and potential facilities and/or equipment and software upgrades.

### **8.1.2 Updates on Long-Term Goals**

Since the last program review, some goals have been met, redefined or shifted entirely. The following goals have been met since the last program review.

1. New transfer tracks and degree possibilities have been expanded for the students. These are specifically addressed in other sections of the program review documents. Student opportunities for degree completion and transferability have improved.
2. The entire curriculum of the department has been updated and added to, to meet the changing needs of our transfer partner universities. Transfer student performance has benefited.

## 8.2 Short-Term Goals

Short-term goals can help guide yearly and semester strategies within a department. The following short-term goals are important goals to propel the Architecture department forward.

1. The department needs to development an active assessment strategy for the department as a whole and for individual courses. Students will benefit with stronger general learning outcomes.
2. As our transfer partners change their curriculum, we will need to adapt and change our program to maintain the level of performance currently established. New curriculum needs to be added, or existing curriculum needs to be updated to new standards. Students will benefit by a stronger transfer performance and acceptance into university programs.
3. The department needs to improve the facilities and equipment to support additional transfer tracks and a new two-year transfer program. Students will benefit with increased student persistence staying at JCCC longer and strengthening their transfer performance.
4. The department needs to incorporate emerging technologies into new studio courses. Areas may be able to be combined and shared with adjacent departments creating more efficient use of space and shared equipment. Access to longer hours of operation for students to be able to work on projects outside of general classroom hours. Students will benefit with stronger general learning outcomes by encompassing multiple technologies in the classroom.

### 8.2.1 Actions/Resources Required

The short-term goals matched above in 8.2 may require additional resources.

1. Goal can be accomplished without additional resources.
2. Goal can be accomplished without additional resources.
3. The courses have yet to be taught or implemented. However, additional resources such as an adjunct position, 3D printers, and updated software may be required.
4. Space needs can be met within existing spaces. Equipment as noted in #2 above may be needed.

### 8.2.2 Updates on Short-Term Goals

The short-term goals of the Architecture department that have been completed since the last program review are as follows:

1. The Architecture program has added new transfer tracks for a total of seven different degree paths that our students can transfer into.
2. Traditionally our program has maintained a one-year transfer program. A new two-year transfer path has been added.
3. As part of the two-year transfer program, students may also graduate with an AA degree in Liberal Arts from JCCC. By concentrating their electives with all Architecture course, it will allow the students to transfer into the third year of an Architectural Studies program.
4. The Architecture programs and courses used to be in general classrooms that moved ever semester. A new dedicated classroom has been obtained and outfitted to act as a community cluster for Architecture. The room was outfitted with old furniture found at the warehouse and accomplished with minimal funds.
5. Eleven laptop computers were obtained for the department so students can use dedicated software in the studio/classroom while multitasking using drawing tables, model resources, and digital media as part of studio projects.
6. By combining #4 & 5, above, the department gained favorable reviews by its university transfer partners and were allowed to expand their offerings with new courses and transfer programs.
7. A large format monitor was added to the studio/classroom to provide for enhanced teaching of architectural history and provide for multiple display interactions using mixed media formats during lectures and class sessions.
8. A second full-time professor position was added to the department. Benefits have come from a stronger educational base and a consistent offering of classes and curriculum matching the wishes of our partner institutions.

The Architecture department strives to provide the College with a viable program that helps meet the AQIP standards. Its strength is the relationships it maintains as a transfer program and the educational standards it promotes for its students.

Helping Students Learn is a paramount AQIP objective. Our students must maintain their academic achievement standards for transfer. The curriculum and courses are written for transferability, however there is no guarantee that a student will be admitted to the second or third year of the University program. Strict standards and guidelines have to be met by our program and students before they can be accepted to the Architecture program. Students must complete our one-year curriculum of courses, maintain a 3.5 gpa for the Masters program, and a 3.2 gpa for the Bachelors program, present a portfolio of student work from studio projects, and complete an interview with the acting Chair or transfer coordinator. These standards ensure our students are meeting the same requirements of their University partner students.

Planning Continuous Improvement is an ongoing practice within the department. Typically, two meetings each semester and one meeting during the summer are held with the Associate Dean and Chair of the KU School of Architecture Design & planning. These meetings review our curriculum, individual courses and student portfolio content for past and future planning. We are in a constant mode of challenging expectations to ensure our program maintains current trends in educational philosophies.

Building Collaborative Relationships is how we achieve our success as a transfer program. We must maintain and grow our relationships to offer our students more opportunities to transfer. These relationships have grown our department by offering four new transfer degree paths since our last review.

### **9.1 Specialized Accreditation**

Architecture programs across the country are accredited by NAAB, the National Architectural Accrediting Board. Our Architecture programs' one and two-year transfer programs do not currently have to meet these qualifications, however there is a new movement nationally that may apply the same standards to pre-architecture programs in the future.

This new effort will solidify our standing across the mid-west as a leader in the community college ranks offering an architecture degree path program. Currently we are the only program that is available in the state of Kansas or Missouri that can transfer direct architectural credit for our students and give them advanced placement into the second year of study at a major university school of architecture.

## **10 Resource Request/Adjustment**

The Architecture department budget for the last three years has typically only seen an average of a 1% increase per year. The program has been able to function on a highly competitive educational track while carefully administrating its resources and expenses. (see file 10.0 Budget Chart Architecture)

The next years budget as projected by the Architecture department is reducing the FY15 projections by over \$8,400 at about 5.4% reduction (noted above), as compared to the projected budget for FY15, as given in the 0201 General Fund, Org 1110 Architecture analysis, as provided by JCCC. (see file 1110 Architecture Budget actuals)

Comparing the history for the last three years actuals, the Architecture department is an efficient department of two full time faculty. Costs to run the program, beyond salary expenses, has averaged only \$2,971 a year. The department is fiscally responsible and extremely efficient in its use of resources used on campus.

10.0 BudgetChart Architecture [PDF 187 KB 11/24/14]

1110 Architecture budgets actuals [PDF 176 KB 11/24/14]

### **10.1 Long-range Adjustment to Resources**

The Architecture departments long range adjustments to the budget may include additional support for the new two-year transfer program. Currently the program is geared to a one-year transfer cycle,

however, with the additional year of service, more support for the additional three courses and additional students may be needed. The suggested rates would only add adjunct faculty and technology to support the new studio. Architecture has proven to be resourceful and efficient in using its funding. The trend will continue by planning to share resources with other departments that may also see a need to incorporate some of the same technologies like, 3D printers, laser cutters, and scanners. The gain for the additional year of a transfer program is our students staying on campus, completing an AA degree, and taking an additional 30 plus credit hours of classes helps out the College as a whole with additional completers and added tuition dollars, with a minimal input of expense to the Architecture program.

## **10.2 Educational Technology Support**

Technology support is an ongoing cycle with the realities of growing new programs, new opportunities and new students doing more to succeed. Within the Architecture program, continued support of current ITPs and hardware will continue with our growth of four new transfer tracks. Anticipated strategies will keep the existing software programs with yearly updates and new releases. Currently we have been able to share licensing with other departments that utilize design software, and actually save by purchasing a site license that serves more students, verses individual seat licenses. These software packages include, SketchUp and AutoCAD. The department has eleven laptops and five digital cameras for students and classes to use which will follow the college replacement plan.

End of report