

ANNUAL PROGRAM REVIEW SUMMARY for Drafting 06-07

Full Review Due: 12-13

| MISSION: Does program meet the District's mission and established core competencies? YES<br><br>Does program reflect the District's diversity? YES  | Status |       |       |       |       |       |
|---|--------|-------|-------|-------|-------|-------|
|   | 07-08  | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
| Current Recommendations   |        |       |       |       |       |       |
| a) Continue to integrate current technology into the current Drafting Technology Program curriculum   | C      | C     |       |       |       |       |
| b) Continue to list the Drafting Technology Program Certificates in the College Catalog and update periodically to keep current   | I      | I     |       |       |       |       |
| c) List appropriate cross referencing of Architectural Drafting under Architecture in the College Catalog and class schedule  | C      | C     |       |       |       |       |
| d) Utilize marketing and recruitment techniques to attract students in our district and to ensure that the District's diversity continues to be represented in the Drafting Technology Program. (See Core Indicators, Females only represent 25% of enrollment) | I      | I     |       |       |       |       |
| e) Continue to review and enhance the Drafting Technology major for the Associate of Science degree (AS)  | C      | C     |       |       |       |       |
| f) As is feasible, the various disciplines within the current Drafting Technology - Architecture Program should continue to integrate the State of California Architectural Board's Intern Development Program (IDP) currently being implemented in 2005        | C      | C     |       |       |       |       |
| g) Continue to revise Drafting Technology - Architecture classes to facilitate expansion of the program and meet the demands of the workplace and the Intern Development Program (IDP)  | C      | C     |       |       |       |       |
| h) Continue to initiate contact with the local business community and the Advisory Committee to provide input that will enhance the Drafting Technology Program.  | C      | C     |       |       |       |       |
| New Recommendations   |        |       |       |       |       |       |
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Full Review Due: 12-13

| NEED: How is program addressing needs based on labor market data, enrollment, articulation, advisory committee, regional agreements, etc.?   | Status |       |       |       |       |       |
|--|--------|-------|-------|-------|-------|-------|
|  | 07-08  | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
| <b>Current Recommendations</b>   |        |       |       |       |       |       |
| a) Continue to seek expansion of articulation agreements with four and five-year institutions regarding portfolio review. The major Universities to focus on are Cal Poly, Cal State LA, SciARC, Cal State Fullerton, and UCLA | I      | I     |       |       |       |       |
| b) Continue to evaluate and revise specific class content in order to better prepare students for employment or transfer.  | C      | C     |       |       |       |       |
| c) Work with the Advisory Committee to establish an Annual Drafting Technology Program contest at Citrus for high school students  | C      | C     |       |       |       |       |
| d) Work with Counseling and the Transfer Center to obtain an extensive understanding of the Drafting Technology Program  | I      | I     |       |       |       |       |
| e) Continue to articulate with local high schools  | C      | C     |       |       |       |       |
| f) Continue to review offerings during the day and evening as student demand increases   | C      | C     |       |       |       |       |
| g) Continue to increase utilization of technology in Drafting Technology Program courses. Both software and hardware must be maintained at or above industry standards   | C      | C     |       |       |       |       |
| h) Continue to initiate contact with the local business community and the Advisory Committee to provide input that will enhance the Drafting Technology Program.   | C      | C     |       |       |       |       |
| <b>New Recommendations</b>   |        |       |       |       |       |       |
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| <p><b>QUALITY:</b> Are lec/lab unit values appropriate? Have the course outlines been reviewed/updated regularly? Are disciplines appropriate? Is faculty development adequate? Does program support State and District emphasis on critical thinking, problem solving and written expression? Does program meet stated objectives in the form of SLOs? Are course pre-requisites and co-requisites validated?</p>   | Status |       |       |       |       |       |
|--|--------|-------|-------|-------|-------|-------|
|  | 07-08  | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
| Current Recommendations  |        |       |       |       |       |       |
| a) Continue to maintain and expand the use of the Advisory Committee in setting the direction of the Drafting Technology Program   | C      | C     |       |       |       |       |
| b) Continue to work with Advisory Committee to establish a wider range of internships and job opportunities  | C      | C     |       |       |       |       |
| c) Portfolio review is used as a part of student articulation for transfer to Universities. It is understood that portfolio review encompasses the extent of skills acquired by a student in the Drafting Technology Program. Therefore, it is important for the Drafting Technology Program to work with the Citrus College Transfer Center to be sensitive to this process as it relates to students who seek to transfer to either public or private universities | I      | I     |       |       |       |       |
| d) Develop, revise, and integrate Student Learning Outcomes into each Drafting Technology Program course outline and syllabus according to the schedule stated in this document  | I      | I     |       |       |       |       |
| e) The Drafting Technology Program is growing. The District should continue to support the needs of the students and quality of the faculty by hiring adjunct instructors as needed. (See Core Indicators, Student weekly contact hours have increased in recent years: 01-02 1300 hrs. to 05-06 1735 hrs.)  | C      | C     |       |       |       |       |
| f) Drafting Technology Program class descriptions should be reviewed and modified as needed  | C      | C     |       |       |       |       |
| g) As is feasible, the various disciplines within the current Drafting Technology - Architecture Program should integrate the State of California Architectural  | C      | C     |       |       |       |       |
| h) Continue to revise Drafting Technology - Architecture Program classes to facilitate expansion of the program and meet the demands of the workplace and the Intern Development Program (IDP)   | I      | I     |       |       |       |       |

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| New Recommendations |  |  |  |  |  |  |
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| FEASIBILITY: Are facilities, equipment, and library resources adequate? Are evening programs and services adequate? Are course offerings frequent enough for students to make adequate progress in both day and evening programs? Does the program have adequate communication with & support from Counseling?   | Status |       |       |       |       |       |
|--|--------|-------|-------|-------|-------|-------|
|  | 07-08  | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
| Current Recommendations  |        |       |       |       |       |       |
| a) The Drafting Technology Program facilities are <b>insufficient</b> at the present time. Present rooms seat 25 seats. The average Class size is 22.4 students; however, the average day class size is 35 students. (Please see Core Indicators) Room plans have been created to <b>meet student class size</b> . These plans should be considered for implementation | I      | I     |       |       |       |       |
| b) Continue to integrate state-of-the-art technology within the curriculum. Both software and hardware must be maintained at or above industry standards   | I      | I     |       |       |       |       |
| c) Additional promotion of the Drafting Technology Program via Drafting Technology student ambassadors. Ambassadors should have the necessary communication skills   | I      | I     |       |       |       |       |
| d) Provide access to the Citrus College web site for online student portfolio presentation   | I      | I     |       |       |       |       |
| e) Continue to expand the Drafting Technology Program through an online community of learners  | C      | C     |       |       |       |       |

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|---------------------|--|--|--|--|--|--|
| New Recommendations |  |  |  |  |  |  |
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| COMPLIANCE: Do course requisites meet Federal, State & District requirements? Do the course outlines meet state, district & federal regulations for content? Do vocational programs have regular advisory meetings? | Status |       |       |       |       |       |
|---|--------|-------|-------|-------|-------|-------|
|   | 07-08  | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |

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| Current Recommendations   |   |   |  |  |  |  |
| a) Continue to review Drafting Technology Program syllabi, course outlines, and course prerequisites, and the long-range plan in respect to State and District require  | C | C |  |  |  |  |
| b) Continue course review of the Drafting Technology Program by faculty and the Advisory Committee to ensure relevancy to the needs of the business world, the State of California Architectural Board's Intern Development Program (IDP), and articulation with California State University, University of California, and private university systems via portfolio review | C | C |  |  |  |  |

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| New Recommendations |  |  |  |  |  |  |
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| PROGRAM SLOs  | Cycle Stage |       |       |       |       |       |
|---|-------------|-------|-------|-------|-------|-------|
|   | 07-08       | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
| <b>1. Communication</b>   |             |       |       |       |       |       |
| Drafting Technology students will use proper vocabulary and notation when describing Drafting Technology concepts. They will be able to communicate these concepts to others both verbally and in written form. They will be able to critically analyze Architectural, Computer Generated Imagery, and Engineering information found in print, visual or online media such as technical and non-technical books, journals, articles, web pages, television, and film. | C           | C     |       |       |       |       |
| <b>2. Computation</b>   |             |       |       |       |       |       |
| Drafting Technology students will apply Drafting Technology concepts in mathematical form using the appropriate computational skills for the course. This may include numeric calculation using simple algebra, graphical analysis, the evaluation of trigonometric expressions and technical drawings.   | C           | C     |       |       |       |       |

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| 3. Creative, Critical, and Analytical Thinking  |   |   |  |  |  |  |
| <p>Drafting Technology students will develop an understanding of and curiosity toward the technical world through problem solving, decision making, and critical thinking skills to develop an understanding of interactions in the technical world as evidenced by successful completion of drafting program courses.</p>  | C | C |  |  |  |  |
|   |   |   |  |  |  |  |
| 4. Community/Global Consciousness and Responsibility  |   |   |  |  |  |  |
| <p>a) Drafting Technology students will think logically and coherently about technical issues and gain an appreciation for the global social and political impact of technical endeavors. By working together in lab and/or on projects, students develop interpersonal skills and respect for others. Through team learning, they will acquire an understanding for the need of Lifelong Learning.</p> | C | C |  |  |  |  |
|   |   |   |  |  |  |  |

| PROGRAM SLOs  | Cycle Stage |       |       |       |       |       |
|---|-------------|-------|-------|-------|-------|-------|
|   | 07-08       | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 |
| <b>5. Technology/information competency</b>   |             |       |       |       |       |       |
| a) Drafting Technology students will be adept at using computers for Word processing, data analysis, tutorials, simulations and/or web-based research as appropriate for each course. For laboratory courses, students will demonstrate fundamental aptitudes in the proper use of mechanical and/or electrical devices. Specific skills such as AutoCAD and MAYA and other applications will be used in appropriate courses. | C           | C     |       |       |       |       |
| <b>6. Discipline/Subject area specific content material</b>   |             |       |       |       |       |       |
| a) Drafting Technology students will demonstrate an understanding of the fundamental principles of Drafting Technology at levels appropriate to each course. Students will distinguish between technical and non-technical questions and methods and understand Drafting Technology as a process. Students will understand the complex problems involved in valid technology and engineering.                                 | C           | C     |       |       |       |       |