

Instructional Program Review

Saddleback College

Architecture & Drafting Technology Department

Submitted: December 2011

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- **Program Review Team Members and Approvals**

Program Review Team Chair:

Blake Stephens, Department Chair

Program Review Team Members:

Lem Chin, Professor

Glen Stevenson, Professor

Don Taylor, Division Dean

Approvals:

Don Taylor, Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
10/11	Contact Program Review Chair for orientation
12/11	Form Program Review Team
10/11	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
10-12/11	Solicit input from faculty and students
10/11	Determine if additional research is needed
11/11	Contact College Research Analyst if necessary
10-12/11	Write Program Review report
12/11	Submit report to Dean and Program Review Chair for approval
12/11	Report submitted to Academic Senate for approval
12/11	Report submitted to Office of Instruction for approval
12/11	Report submitted to College President and the Office of Institutional Effectiveness
12/11	Report posted to the IE web site
12/11	Open, formal presentation to the Program Review Committee and other interested parties

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

The Architecture/Drafting Technology/CAD Department has the following primary mission: To provide quality instruction leading to the Associate degree, Certificate, or CAD skills upgrading for those already in the workforce. The Architecture Program has an additional mission of preparing students for transfer to institutions with baccalaureate degree and professional degree opportunities. This program mission statement reflects wording and intent of the more global College Mission and Goals statements: “the college will”

- provide educational programs leading to the Associate in Arts and Associates in Science degrees
- provide a comprehensive, broad range of high quality courses and programs to enable students to pursue their educational objectives and career goals
- provide a meaningful general education program including baccalaureate-level transfer and occupational curricula
- provide necessary developmental, remedial, and basic skills instruction so that students may be successful in their chosen course of study
- provide access for the community to the educational, cultural, and recreational resources of the college
- provide counseling and other support services, which are responsive to the needs of students
- provide opportunities in continuing education and community services, including courses for skill upgrading, retraining for professionals, and life long learning for older adults

B. Historical Background and Unique Characteristics of the Program

The Architecture and Drafting Technology programs serve the needs of all individuals living within district boundaries. Orange County has long offered occupational opportunities in the fields of architecture, design and engineering drawing/drafting. Departmental resources include 2 design and drawing classrooms. One is equipped with drafting tables. The other is a state-of-the-art computer-aided-design/drafting or CADD facility. Both rooms have a research and reference area for student use—stocked with textbooks, technical periodicals, journals and resources catalogs related to architecture, construction, engineering and manufacturing.

In 2000-01, the Architecture Dept. absorbed the Construction Inspection Program, a subset of the Building and Construction Technology Dept. which college administration eliminated. Architecture adopted a total of 10 courses, which continue to be offered. Attached data shows enrollment statistics, retention, success and certificate awards for Construction Inspection.

The department has 3 full-time faculty members, numerous part-time instructors and a part-time senior lab technician support staff member. The Saddleback College Architecture Program is unique in that it is the only one in all of south Orange County. Architecture and Drafting are well established and have decades of productive longevity. Many area employers consistently contact department faculty directly with job opportunities for students or recent graduates in architecture or engineering drawing.

C. Progress Since the Last Program Review

Program growth—the department has introduced 17 new courses in the past 3 years. They include 2 Architecture Studio courses needed for transfer students, LEED and Sustainable Design, Field Trip studies, Internship Studies, Revit and Advanced Revit, Statics, Architectural Photography, Advanced Solidworks, and GD & T. Enrollment in the program has increased from 330 students per semester in 2008 to over 600 students in the current semester. The department is continually updating and negotiating articulation agreements with 4 year colleges to support transfer students. We are updating all curriculums to include green and sustainable design concepts. The CAD and mechanical design courses have been carefully updated in the past 2 years with cutting edge software programs and advanced curriculum. The existing CAD lab has been upgraded with higher performance computers with dual monitors at each work station, and a second CAD lab has been added. A student lead architecture club was started in 2009 and has grown rapidly. It is also an AIAS affiliate club, one of the very few at a Community College in California.

we started offering Arch/Dr50 and Arch/Dr51 at ATEP each semester since 2008--to extend our geographic outreach to employment centers around John Wayne Airport. We started offering 2 Distance Ed sections of Arch12 each semester since 2008--to explore the online market. We have assisted in the development of the Manufacturing Technology program—offering instruction in 3-dimensional physical model creation from CAD models--commonly called rapid prototype technology.

D. Current Strengths, Opportunities, and Challenges

Strengths:

The Department has a strong complement of dedicated full and part-time faculty and staff. Instructional facilities and supplies are adequate to provide a proper learning environment for quality higher education to take place. Classroom space is adequate--although a second CAD classroom has been considered to alleviate scheduling conflicts. Several articulation agreements exist with local high schools and California universities offering Architecture degrees. Three Certificate options are offered--Architectural Drafting, Drafting Technology, and Construction Inspection. Statistical Data sets are attached.

Opportunities:

Student enrollment has increased during the past several years. Orange County demographic data indicates more student growth is likely in the years ahead. This correlates with continuing growth in construction of both residential and commercial structures within district boundaries, notwithstanding the current Recession. This should have an ongoing positive impact for the department, as demand for training in the fields of architecture, drafting and CAD design will grow.

Challenges:

Instructional facilities are inadequate for all of the needs and courses offered within the department. The newly added second CAD lab needs to be brought back to the TAS building into a lab originally designated as a PC drafting lab. A dedicated architecture and design studio with extended hours for student access is desperately needed to support the professional curriculum.

Adequate technical support for CAD hardware and software is an ongoing challenge and the issue of gaining approval for additional classified technician support must receive serious consideration. There is an urgent need to increase RAM memory in all CAD computers in the department, due to the requirements of 3-D CAD programs.

The added coursework and class sections strongly point towards a fourth full-time faculty member to continue the level of professionalism and advanced knowledge needed in the department. The addition of a faculty member with 3-D AutoCAD knowledge, LEED accreditation and strong knowledge of sustainable design practices is clearly needed. Current full-time faculty are spread thin in advancing the curriculum and technical needs of the department, as well as adapting to rapidly changing industry and technical demands.

The offices provided for full-time faculty are only partially adequate. One small office for the current department chair is adequate. The shared office for the other two full time faculty members has serious shortcomings. As a part of the workroom, it has less than 50 square feet per faculty member, is not secure, has no acoustical separation, is poorly illuminated, and is not accessible to disabled persons. In the renovation of the TAS building, the workroom needs to be reconfigured to provide secure, acoustically isolated, well-lit and accessible office space for the faculty. A secure equipment room needs to be provided. Secure storage for department supplies and materials is also needed.

The current workroom is heavily used by staff and students during class and lab hours, and the other functions in this current space need to be isolated.

The Manufacturing Technology area of the department has struggled with declining enrollment and course section cancellations since moving to ATEP. Bringing manufacturing back to the TAS building at saddleback would be one way to rebuild enrollment and interest in this part of the department. This is a valuable program and certificate with excellent job opportunities for our students.

The Construction area of the department has also struggled with declining enrollment and course section cancellations since the recession reduced employment in the construction industry. The department is planning to add new courses in sustainable construction management to attract students back to this part of the department.

We need to continue to:

--Make revisions to lesson plans and curriculum—especially with CAD content, to reflect the constant upgrades in software.

--Encourage and assist instructors in the department to keep abreast of evolving changes within their respective areas of teaching expertise--in the ongoing professional effort for high quality and up-to-date instruction.

--Maintain solid enrollment within all department course offerings, while attempting to serve student enrollment demand that exceeds the 2% growth limitation over 2011-12. This includes participation in various activities to promote and market our programs and courses. A related challenge is to get more students to complete the certificate programs, culminating in a diploma. Some students complete all requirements for a degree or certificate, but do not apply because they transfer to university programs. While this is a great success for the student, it is hard to track at the department level.

--Maintain our 3 lab/classrooms as highly functional, multi-use and professional higher education facilities. This is a particular challenge in all of the labs, given its near-maximum usage; and use by up to three other instructional programs. Increase RAM in CAD computers.

--Integrate 3D model-making, and state-of-the-art architectural model making content into the CAD and architecture curriculum. The lab is limited in providing hands-on high-tech instruction compared to the software technology being taught.

--Make plans for a second studio classroom in the ATAS building, to fully serve our students in their coursework, and due to current impacted class scheduling.

--Maintain the current level of quality instruction to students within the District, who seek classes that reflect modern methods and technical applications in architectural and engineering graphics subjects.

Section II: Review Report

A. Faculty and Staff

- a. 3 full-time faculty members
- b. 9 part-time (associate) faculty members
- c. 1 part-time (lab technician) classified staff
- d. 1 Dean (administrator)

The current faculty staffing structure has been working but is stretched by the large number of students in the department and growth in curriculum. A fourth full-time faculty member is needed to continue the success achieved in the department over the last 3 years and serve the broad range of courses offered.

The classified staff slot needs to be 20 hours per week to support new instructional technology being employed. This relatively low-cost enhancement would help to better fulfill departmental program's mission and goals.

There also needs to be a permanent budget for project specialists to keep CAD, drafting and studio labs open during non-instructional hours. This is currently staffed by 6 student employees with extremely high usage (21 students average per hour) of supervised lab time. These positions are currently funded by a Perkins grant which is not intended for long term personnel expenses.

All full-time faculty members in the department participate in staff development through a number of avenues that permit them to remain current in their discipline and to upgrade their teaching techniques. Thirty-eight hours minimum of flex activity related to program or instructional improvement are required of each faculty member. This threshold is regularly exceeded through conference attendance or technical training activities and extremely high motivation of our current faculty. Staff development funds have been utilized and professors are incorporating up-to-date techniques in their classroom presentations.

B. Curriculum and Instruction

- a. Architecture Program: Associate degree, Certificate, Transfer
24 Credit Courses:
Architecture – 10, 12, 34, 42, 44, 50, 51, 122, 124A, 124B, 124C, 126, 132, 136, 152, 189, 218, 219, 220 and 289
- b. Construction Inspection Program: Certificate, Skills Upgrade
10 Credit Courses:
Architecture – 161, 162, 163, 164, 165, 166, 211, 212, 213, and 214

c. Drafting Technology Program: Associate degree, Certificate, Skills Upgrade

12 Credit Courses:

Drafting Technology – 23, 50, 51, 100, 101, 102, 120, 152, 220 and 289

Faculty members within the department have been using written objectives in their courses and for the many units of instruction making up each course. The current pedagogical term has evolved into Student Learning Outcomes or SLOs. All instructors within the department have been directed to review, and revise as needed, their curricular content, so as to better reflect current SLO format and wording content. This process is underway and will further improve program delivery at the course level. Towards this effort, the department chair gives all instructors copies of the college curriculum committee review and revision documents, as well as related references like Bloom's Taxonomy.

One course within the Architecture program gains general education fulfillment and is usually so popular that it is held in "large lecture" or high capacity rooms. This is ARCH 12: History of Architecture, which has increased in enrollment to the point that 2-3 sections (all rated as large lecture) are now offered each regular semester. Additionally, since 2008, 2 sections of ARCH 12 have been offered each semester as Distance Education courses.

During the past 10 years, the department has incrementally increased the infusion of CAD content into courses within the curriculum. This has evolved very effectively and been generally well funded and supported by the college and administration.

d. Student Success

In conjunction with this program review, department faculty are further developing student learning outcomes for each course of instruction. The data collected from the assessment of the SLO-based instruction will allow us to explore correlations and success rates for specific competency attainment. Thus, we will better measure and document objective indicators of student success. There are, however, many current confirming indicators of student success in department programs and courses of instruction.

The data sets found in the Appendices of this report reveal the following positive indications. The 5-year historical stats show an average course Success Rate of 79% for all Architecture and Construction Inspection courses, and 80% for all Drafting courses. Retention Rate for Arch. and Const. Insp. was a high 93% and 90% for Drafting

Gender breakdown for all course offerings was 33% female to 66% male in Arch. and Const. Insp. and 18% female to 82% male in Drafting Technology. Department faculty members intend to increase promotional efforts to attract female students to enroll in our classes.

Ethnicity patterns show good diversity. Nearly 29% of Arch. and Const. Insp. students are listed as Hispanic, 8.5% as Asian, and 5% as Middle Eastern ancestry. Nearly 33% of Drafting students are listed as Hispanic, 7% as Asian, and 5% as Middle Eastern ancestry.

Average class size has remained nearly constant over the review period. Total census enrollment varies slightly and, as would be expected, increases as more sections are offered. Most of the department's numbers have nearly doubled in the past 3 years. The data reflect a growing program in terms of access and productivity. Our vocational classes (offered primarily in the afternoons and evening) are very successful, usually at or near maximum capacity enrollment. With the exception of the previously mentioned ARCH 12 classes, enrollment capacity is generally 30 or 31 students per class.

The department has improving numbers of Associate degrees and Certificates issued. From 2004-10, 72 Associate degrees plus 21 Certificates in Architecture, 6 Associate degrees plus 16 Certificates in Construction Inspection, and 8 Associate degrees plus 14 Certificates in Drafting were earned. In 2009-10, approximately 40 students in Architecture notified us of their acceptance for transfer to university baccalaureate programs. Many of these students do not get their AA/AS or Certificate from Saddleback College, even though we encourage them to do so. The Drafting Technology program is the parent for all of our popular AutoCAD (software specific) training classes. The majority of students in this category are primarily interested in professional skills training or upgrading for job advancement. Many of these students already have college degrees and/or are not intending to get an AA/AS or Certificate at Saddleback College. Community College students today, especially the younger ones, do not seem to be as committed and tenacious in their efforts towards completion of AA/AS degrees or Certificates. Our department is currently working on additional motivational methods to enhance student commitment and program completion.

The following actions are key faculty efforts accomplished to improve student success, retention and program completion rates:

- Instructors develop and implement Student Learning Outcomes (SLO's) for each class
- SLO's are reviewed by the faculty member and reviewed by the department chair
- In-class surveys and questionnaires are distributed by many instructors
- Instructors individually counsel students, as needed (person-to-person, email and phone communication)
- Instructors have classroom presentations on the intrinsic and enhanced salary values of college degree completion, plus the rewards of becoming a licensed architect or engineer
- Success and retention rates are forwarded to each instructor for individual review
- Success and retention rates are reviewed by the Division Dean and Program Review Committee, then areas of concern, if any, are identified

e. Facilities, Technical Infrastructure, and Resources

The Architecture/Drafting Technology/CAD department has three primary instructional lab rooms (TAS-216 and 218) and a newly added lab in BGS 133. the department must rely on the availability of other rooms to house a number of pure lecture classes. Funding for instructional supplies and equipment comes from the department's instructional supply budgets. The ATAS Division, as well as the college Equipment and Technology committees, provides funds (in a competitive process) for purchase of major resources. Construction Inspection classes, being lecture format, are now given in the nearby BGS building.

Technology utilized by the department for CAD classes includes computers, printers, plotters, scanner, white-print machine, computer projections, and rapid-prototype/3D-model-making machines. There are currently 6 CAD software programs being utilized for instruction: AutoCAD, Solid Works, Autodesk Inventor, 3D Studio Max , Sketchup and Revit. Both CAD classroom/labs are heavily used with night classes fully scheduled Monday through Thursday. A second CAD room was added this year in the BGS building. The Horticulture and Interior Design departments use these CAD room as well, so CAD teaching facility availability impact 3 college departments. Limited night course scheduling availability could result in turning away eager students and losing enrollment revenue for the college. We need to increase RAM in CAD computers as soon as possible.

In summary, departmental facilities and resources are not fully adequate for completion of the instructional mission of providing a high quality teaching environment for architecture, technical (engineering) drawing, design and computer-aided-design subjects. Each of the 3 full-time faculty has office space and modest storage space within the ATAS building. Faculty members within the department also recognize the stability, support and quality leadership provided by the Division Dean.

Section III: Needs Assessment

A. Human Resource Needs

One full-time faculty member in this department, David Titus, retired at the end of the 2009-10 academic year and was replaced in Fall 2010 by Glen Stevenson. He is in his second year of tenure track review. All indications are favorable that he will be a permanent member after his fourth and final year of tenure track review. He has been invaluable in updating the CAD coursework and labs in the department.

Another full-time faculty member, Blake Stephens, is in his fourth year of tenure track review. He is currently serving as Department Chair. All indications are favorable that he will be a permanent member after his fourth and final year of tenure track review.

Our longest term full-time faculty member, Lem Chin, is in his third decade at Saddleback, and continues to inspire our students with his wide breadth of knowledge of architecture and his distinct and encouraging teaching style.

We have 9 dedicated and engaged adjunct faculty members. The department currently has a monthly faculty lunch to improve communication, discourse and collegiality within the department.

A fourth full-time faculty member is needed to accommodate the growing student enrollment (nearly a 100% increase in the department in the last 3-1/2 years,) the added course offerings to amplify transfer articulation agreements, and the demand for green and sustainable coursework in architecture, mechanical design, construction inspection and management, and manufacturing design. Green and sustainable design is the leading edge of future jobs that are supported by our department.

The department has a lone classified support staff member. This 20-hour-per-week senior lab technician slot is currently just adequate, but will need to increase to 40 hours per week as equipment is added to support high technology curriculum. This person is shared with the Electronic Technology Dept. and also occasionally utilized by the Division Dean for legitimate technical assistance

B. Instructional Needs

The past decade has seen excellent institutional support for PC-computer hardware and CAD software support, which has keep our "PC-Wintel" CAD classroom up-to-date and heavily utilized for instructional purposes. Last year the 218 lab was updated with more powerful computers and an added monitor for each work station. A second lab was added this year to accommodate the demand for CAD classes and new courses such as Revit, advanced Revit, Geometric Dimensioning and Tolerances (GD&T), and advanced Solidworks. The problem continues to be one of near saturation class scheduling in both facilities as well as Project Specialist monitored lab time that was introduced into the department 1-1/2 years ago. The CAD lab time is heavily utilized. **The second PC-CAD instructional room needs to be relocated back to the TAS building** during the upcoming building renovation to allow for a

more cohesive connection between faculty members and allow students more continuity and adjacency in their coursework. More will be said regarding this request in the section below on “Facilities Needs”.

C. Research Needs

The department is currently involved in the following instructional program research and development areas. There is a desire and need to continue and expand these fundamentally important aspects.

- Continue with ongoing institutional evaluation and improvement efforts
- Continue departmental efforts with the program review process
- Maintain and further develop Student Learning Outcomes
- Addition of green and sustainable design technology into the curriculum

At the department level, all instructors have prepared and executed SLO's. The faculty is striving to improve these and each instructor will continue to construct, identify and evaluate SLO's that seem relevant to the class being taught.

- Expand efforts to promote and market instructional programs, with special attention to finding the best venues to focus upon for better results.
- Investigate and then implement better ways to use the college website and internet for enhancing enrollments and reaching out to encourage more women to enter into career training opportunities at Saddleback College, in Architecture and Engineering.

D. Technical, Equipment and Other Resource Needs

Concurrent with the recommendation for an additional studio lab/ classroom, the following will be needed: additional CAD 'seat licenses,' work tables, flexible drafting boards, storage modules for student work and supplies, display wall and vertical surfaces, individual work station lighting, a paint booth with ventilation, equipment ventilation and wash tanks, safe paint and chemical storage lockers, computer tables, chairs, PC hardware, CAD software, laser printer, color inkjet plotter, scanner, laser cutter, large format scanner, model making tools and equipment, upgraded electrical wiring and network infrastructure. More specifics on this facility are in the next section (E). We need to increase RAM in all CAD computers.

E. Facilities Needs

TAS-226 which was formerly a CAD instruction room. Nine years ago, top administrators converted this room into a standard (lecture only) classroom because of the ongoing campus shortage of classrooms with larger seating capacity. Additionally, the original space allocation for the TAS building shows 5 labs/classrooms dedicated to drafting. A second remote CAD lab was created in the BGS building this year to answer critical space and scheduling shortages for CAD instruction.

It is strongly recommended that the second CAD lab be relocated back to the TAS building with CAD oriented curriculum have first scheduling prerogative. This will directly benefit 6 instructional programs (Architecture, Drafting Technology, Engineering (drawing), Interior Design, Landscape Design (Horticulture), and Community Education) that are currently share the CAD labs and re-integrate adjunct faculty to the department who currently teach outside of the TAS building.

There is a very strong need for an added studio lab/ classroom in the department. New curriculum and courses have been added to the department in the past 3 years in both the architecture and mechanical design areas to support transfer articulation agreements. The Associates Degrees and Certificates offered by the department have added 4 to 11 units of required courses as part of this amplification of the department. Simply put, the current TAS 216 lab is the only room available for studio type courses and it is inadequate for this purpose. A new classroom with large work tables, convertible drafting boards for use on the work tables, CAD computers, and individual storage bins for each student's supplies, models, drawings and underway projects is critically needed. The studio 'model' for instruction is the current weak link in transfer of students to 4 and 5 year architecture programs and for dynamic instruction in mechanical design. This studio lab needs to have roughly 45 square feet per work station which could serve 3-4 studio courses of 30 students per semester. Additionally it requires roughly 300 square feet of space for 3-D modeling equipment, a large format laser cutter, large format scanner for portfolio work, and additional model making equipment, a paint booth with ventilation and chemical/ paint storage lockers, and 200 square feet of storage space for student's work and supplies. Ideally, extended lab hours for student access need to be provided to allow students to complete time-consuming projects dictated by the professional demands of the upgraded curriculum. All of the lab/ classrooms in the department are currently multi-functional, being used for lecture, lab, and presentations. The board drafting room (TAS 216) is also utilized as a studio lab with limited success due to a critical lack of work space and storage.

In total, the department desperately needs 4 lab/ classrooms in the TAS building to optimize the courses offered and complement the updated coursework and professional curriculum offerings.

Currently there are 2 labs in the TAS building and 1 lab in the BGS building.

F. Marketing and Outreach Needs

The programs in Architecture and Drafting Technology need to be marketed in various ways. Many department students are fairly recent high school graduates. Many are seeking to change careers or upgrade their skills in their existing careers or professions. Our current and future marketing efforts include:

- the Saddleback College schedule of classes
- department brochures produced by the ATAS division, recently updated by the faculty and students
- department pages linked to the college internet website
- advertising on Channel 39, KSBR, and college marquees
- promotional paper fliers posted on various college bulletin boards

- participation in Senior Day, Career Day, and Counselors' Day
- a departmental website which will be upgraded in the coming year
- faculty participation as guest speakers at area high schools or ROP
- participation in Tech Prep events and maintaining articulation agreements
- participation in Family Night
- publication of monthly events and achievements in the ATAS Division "Good Stuff" electronic newsletter
- informal but useful email and phone communication with area employers
- active participation in helping alert students to job openings with local companies and organizations, that directly relate to the subjects being taught
- tours of the department's facilities to various groups and visiting officials
- presentations to Saddleback College Counselors
- active Advisory Committees, yielding direct input from community professionals
- Special Topics Field Trips (Architecture 289 classes): faculty-organized tours of sites and buildings, in varied U.S. cities or regions, with architectural, aesthetic and/or historical significance

One of our most successful recruitment tools is "word-of-mouth" between students who are satisfied with their coursework in Architecture or Drafting Technology/CAD.

The department has also received 2 Perkins Grants in the past 2 years to allow for lab time monitored by Project Specialists who are current advanced students, as well as a grant for marketing the department and increasing green and sustainable curriculum.

Section IV: Appendices

A. Program Organizational Chart

Saddleback College

Advanced Technology & Applied Science Division

Architecture, Drafting Technology & CAD Department

Organization Chart

Don Taylor
ATAS Division Dean

Tom Smith
Senior Lab Technician
Part-time Staff

Blake Stephens

Full-time Faculty
Department Chair
Architecture & CAD

Lem Chin
Full-time Faculty
Architecture & CAD

Glen Stevenson
Full-time Faculty
CAD & Mechanical Design

Associate Faculty
(currently 9)
Architecture & CAD

B. Five-Year Program Staffing Profile (previous 5 year profile also shown)

Architecture – Drafting Technology - CAD Department (Mechanical Design will update the term Drafting Technology)						
Position	Staffing Levels in the Past 5 Years					% Change from year 1 to year 5
	2006-07	2007-08	2008-09	2009-10	2010-11	
Administration	1	1	1	1	1	0
Classified FT	0	0	0	0	0	0
Classified PT	1	1	1	1	1	0
Faculty FT	3	3	3	3	3	0
Faculty PT	6	9	11	10	9	3

Architecture-Drafting Technology-CAD					
Position	Staffing Levels in the Past				
	2001-02	2002-03	2003-04	2004	
Administration	1	1	1	1	1
Classified FT	0	0	0	0	0
Classified PT	1	1	1	1	1
Faculty FT	3	3	2	3	3
Faculty PT	6	6	8	5	5

C. SLO Assessment Forms

**Architecture, Construction Inspection and Drafting Technology / CAD
12/2011**

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>Saddleback College Goals: Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals</p> <p>Drafting Technology: To provide quality instruction</p>	<p>Graduates of the Drafting Technology Program are successfully employed in the many areas of specialty within the engineering, technical and architectural drafting field.</p> <p>Students in the architecture area of the department are continuing to</p>	<p>Survey graduating students after completion of the program – should indicate 75% success rate.</p> <p>Students in the architecture area of the department are continuing to transfer to 4 and 5 year professional programs with 90-95% of</p>	<p>Informal sampling of graduates in 2011 indicated at least 75% success rate— with new job offerings signaling that the recent recession job losses have stabilized. (no current numbers available).</p> <p>A summer</p>	<p>As graduates are faring better keeping their jobs in the current market, we will continue to encourage students to complete associate degrees and/or certificates.</p>

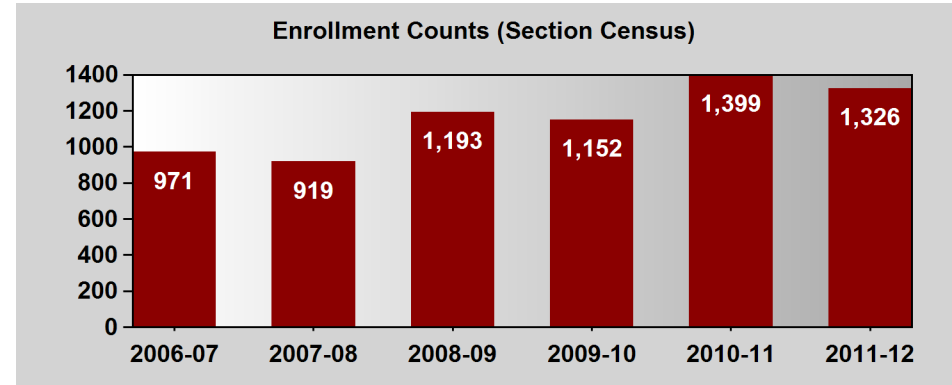
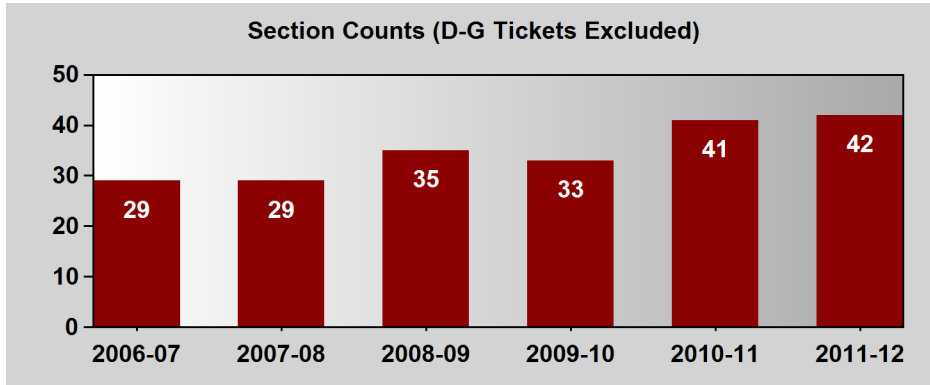
I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>leading to an AS degree, Certificate, and CAD skills upgrade training leading to successful employment in the technical drawing and CAD field.</p>	<p>transfer to 4 and 5 year professional programs with 90-95% of transfer students gaining admission.</p>	<p>transfer students gaining admission rated by informal sampling.</p>	<p>intern course offering was begun in the summer of 2011 with excellent student participation.</p>	
<p>Saddleback College Goals: Provide a comprehensive, broad range of high-quality courses and programs to enable students to pursue their educational objectives and career goals</p> <p>Drafting Technology: To provide quality instruction</p>	<p>Graduates of the Drafting Technology Program will be technically proficient in their chosen technical drawing field.</p>	<p>Near completion of program, 90% of potential graduates will be able to score 85% or more on a written assessment exam and 85% on technical skills/CAD assessment.</p>	<p>Hard to correlate since a program-wide assessment exam is not administered as a graduation requirement— but at least 90% of potential graduates are A students in our program scoring 85% or more on both written and drawing skills exams in their</p>	<p>The students who apply enough effort to graduate appear overall to be the ones applying enough effort to maintain A-grade averages in program coursework.</p> <p>We will continue to promote completion of degrees and/or</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>leading to an AS degree, Certificate, or CAD skills upgrade training leading to successful employment in the technical drawing and CAD field.</p>			<p>final coursework.</p> <p>Transfer rates for graduating students who desire to continue their education are at the 90% and above level by informal assessment.</p>	<p>certificates.</p>
<p>Saddleback College Goals: Provide a comprehensive, broad range of high-quality courses and</p>	<p>Employers of the Drafting Technology Program graduates will be satisfied with the scope and</p>	<p>Survey employers every 2-3 years – 85% should be pleased with the quality of</p>	<p>Employers attending the 2011 Advisory Meeting and guest-speaking frequently in our Pro Practice</p>	<p>Continue dialogue with industry to respond quickly and thoroughly to evolving needs in</p>

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>programs to enable students to pursue their educational objectives and career goals</p> <p>Drafting Technology: To provide quality instruction leading to an AS degree, Certificate, and/or CAD skills upgrade training leading to successful employment in the technical drawing and CAD field.</p>	<p>rigor of their training.</p>	<p>graduates and would employ future graduates.</p>	<p>class are very pleased with the quality of our graduates.</p>	<p>practice, technology, building codes knowledge, and environmental (LEED /green and sustainable practices) and professional practice and awareness.</p>



Saddleback College
Program Review Report
 Division : Advanced Technology
 Department : Architecture
 Program : All
 Detail by : Course ID



Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 10	4	4	5	5	5	5
ARCH 12	4	5	7	8	10	10
ARCH 34	1	1	1	1	1	1
ARCH 42	1	1	1	1	1	1
ARCH 44		1	1	1	1	1
ARCH 50						
ARCH 51						
ARCH 122	1	1	1	1	1	1
ARCH 124 A	5	4	5	5	5	5
ARCH 124 B	1	1	1	1	2	2
ARCH 124 C						
ARCH 126	1	1	2	1	1	1
ARCH 132						
ARCH 136	1	1	1	2	1	1
ARCH 152						
ARCH 161	1	1	1	1	1	
ARCH 162		1	1			
ARCH 163	1	1	1		1	

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 10	108	90	143	134	144	114
ARCH 12	219	235	386	467	632	576
ARCH 34	37	31	34	30	40	28
ARCH 42	35	30	37	31	21	26
ARCH 44	28	33	35	25	27	27
ARCH 50	93	87	107	82	70	76
ARCH 51	50	44	46	46	19	23
ARCH 122	18	14	13	16	11	20
ARCH 124 A	98	109	130	113	103	81
ARCH 124 B	37	30	25	30	32	22
ARCH 124 C	15	10	8	16	7	19
ARCH 126	23	17	13	32	16	25
ARCH 132	5	8				
ARCH 136	24	19	27	16	21	20
ARCH 152	20	10	24	15	9	3
ARCH 161	23	15	26	15	11	
ARCH 162		6	11			
ARCH 163	13	14	13		12	



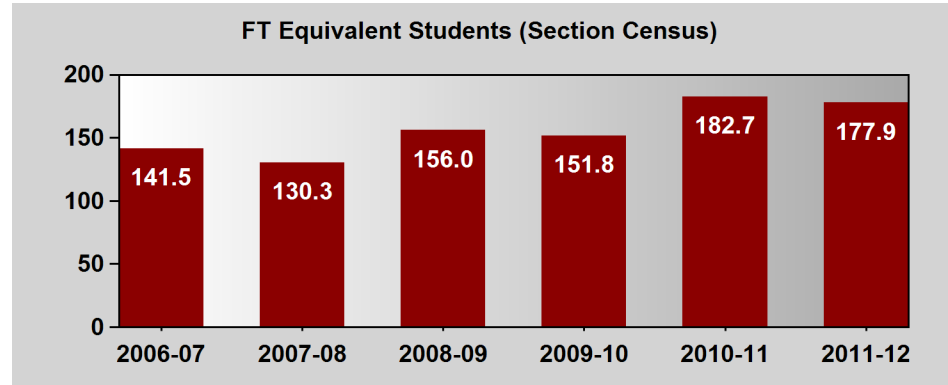
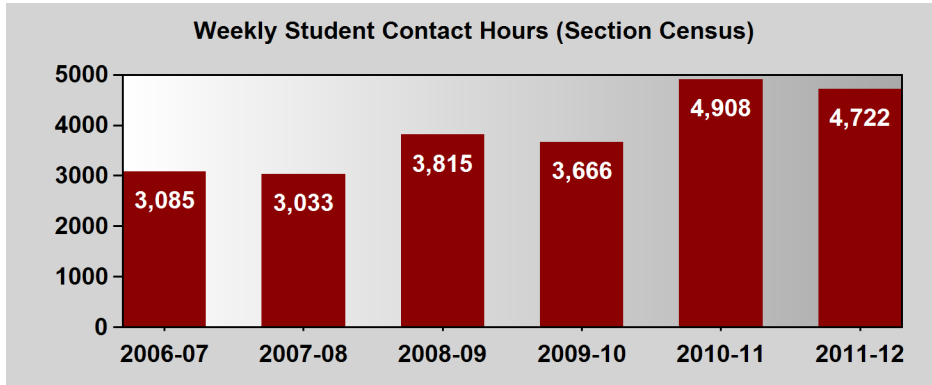
Saddleback College
Program Review Report
Division : Advanced Technology
Department : Architecture
Program : All
Detail by : Course ID

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 164	1	1	1	1	1	1
ARCH 165	1	1	1		1	1
ARCH 166	1					
ARCH 189					1	
ARCH 200			1		1	
ARCH 211		1	1		1	1
ARCH 212		1	1	1		
ARCH 213	1			1		
ARCH 218						1
ARCH 219						1
ARCH 220						4
ARCH 289	4	2	2	3	5	5
CWE 180					1	
Total Sections	29	29	35	33	41	42

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 164	12	25	14	10	17	9
ARCH 165	21	15	10		12	8
ARCH 166	12					
ARCH 189					20	
ARCH 200			21		26	
ARCH 211		13	11		12	
ARCH 212		24	15	12	5	
ARCH 213	12			14	6	4
ARCH 218						25
ARCH 219						30
ARCH 220						80
ARCH 289	68	40	44	48	119	110
CWE 180					7	
Total Enrollments	971	919	1,193	1,152	1,399	1,326



Saddleback College
Program Review Report
Division : Advanced Technology
Department : Architecture
Program : All
Detail by : Course ID



Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 10	216	180	286	268	288	228
ARCH 12	657	705	1,158	1,401	1,896	1,728
ARCH 34	259	217	238	210	189	196
ARCH 42	175	150	185	155	105	130
ARCH 44		198	210	150	162	162
ARCH 50						
ARCH 51						
ARCH 122	36	28	26	32	22	40
ARCH 124 A	756	654	798	708	636	486
ARCH 124 B	210	168	132	180	216	246
ARCH 124 C						
ARCH 126	69	51	39	96	48	75
ARCH 132						
ARCH 136	210	189	189	112	238	140
ARCH 152						
ARCH 161	138	90	156	90	66	
ARCH 162		36	66			
ARCH 163	52	56	52		48	

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 10	7.2	6	9.4	8.8	9.4	7.6
ARCH 12	22.7	23.5	31.9	46.7	62.5	57.6
ARCH 34	8.9	7.4	8.2	7.2	9.7	6.7
ARCH 42	6.1	5.2	6.4	5.4	3.6	4.2
ARCH 44	5.6	6.6	7	5	5.4	5.4
ARCH 50	18	17.1	21	16.3	13.7	15.2
ARCH 51	10	8.8	9.2	9.2	3.8	4.6
ARCH 122	1.2	.9	.9	1.1	.7	1.3
ARCH 124 A	19.6	21.8	25.9	22.3	21.1	16.7
ARCH 124 B	7.4	6	5	5.9	6.7	4.7
ARCH 124 C	3	2	1.6	3.2	1.5	4.1
ARCH 126	2.3	1.7	1.3	3.2	1.6	2.5
ARCH 132	1	1.6				
ARCH 136	5.8	4.6	6.5	3.7	5.1	4.8
ARCH 152	4	2	4.8	3	1.8	.6
ARCH 161	4.6	3	5.2	3	2.2	
ARCH 162		1.2	2.2			
ARCH 163	1.7	1.9	1.7		1.6	



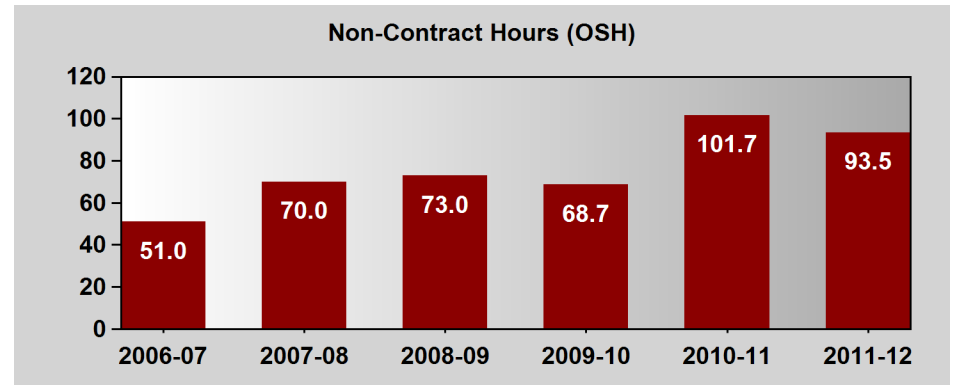
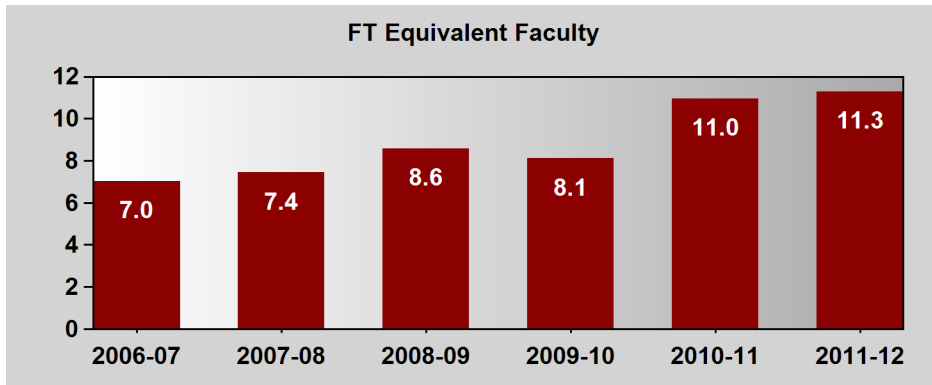
Saddleback College
Program Review Report
Division : Advanced Technology
Department : Architecture
Program : All
Detail by : Course ID

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 164	36	75	42	30	51	27
ARCH 165	63	45	30		54	36
ARCH 166	36					
ARCH 189					40	
ARCH 200			42		52	
ARCH 211		39	33		51	
ARCH 212		72	45	36		
ARCH 213	36			42		
ARCH 218						150
ARCH 219						180
ARCH 220						480
ARCH 289	136	80	88	156	714	418
CWE 180					32	
Total WSCH	3,085	3,033	3,815	3,666	4,908	4,722

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 164	1.2	2.5	1.4	1	1.7	.9
ARCH 165	2.1	1.5	1		1.2	.8
ARCH 166	1.2					
ARCH 189					1.2	
ARCH 200			.9		1.3	
ARCH 211		1.3	1.1		1.1	
ARCH 212		2.4	1.5	1.2	.5	
ARCH 213	1.2			1.4	.6	.4
ARCH 218						5.3
ARCH 219						6
ARCH 220						16.4
ARCH 289	6.8	1.3	2	4.1	24.4	12.1
CWE 180					.2	
Total FTES	141.5	130.3	156.0	151.8	182.7	177.9



Saddleback College
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Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 10	.52	.52	.65	.65	.65	.65
ARCH 12	1.07	1.27	1.8	2	2.92	2.4
ARCH 34	.4	.4	.4	.4	.4	.4
ARCH 42	.3	.3	.3	.3	.3	.3
ARCH 44		.33	.33	.33	.33	.33
ARCH 50						
ARCH 51						
ARCH 122	.13	.13	.13	.13	.08	.13
ARCH 124 A	1.85	1.48	1.85	1.85	1.85	1.85
ARCH 124 B	.37	.37	.37	.37	.74	.74
ARCH 124 C						
ARCH 126	.2	.2	.2	.2	.2	.2
ARCH 132						
ARCH 136	.4	.4	.4	.4	.4	.4
ARCH 152						
ARCH 161	.37	.37	.37	.37	.37	
ARCH 162		.36	.36			
ARCH 163	.27	.27	.27		.18	

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 10		4	4	2	2	4
ARCH 12	10	16	21	24	35	30
ARCH 34					6	
ARCH 42	3	3	3	3	3	3
ARCH 44			6	6		
ARCH 50						
ARCH 51						
ARCH 122		2			1	2
ARCH 124 A	12	12	9	15	12	15
ARCH 124 B		3			6	3
ARCH 124 C						
ARCH 126						3
ARCH 132						
ARCH 136						
ARCH 152						
ARCH 161	6	6	6	6	6	
ARCH 162		6	6			
ARCH 163	4	4	4		3	



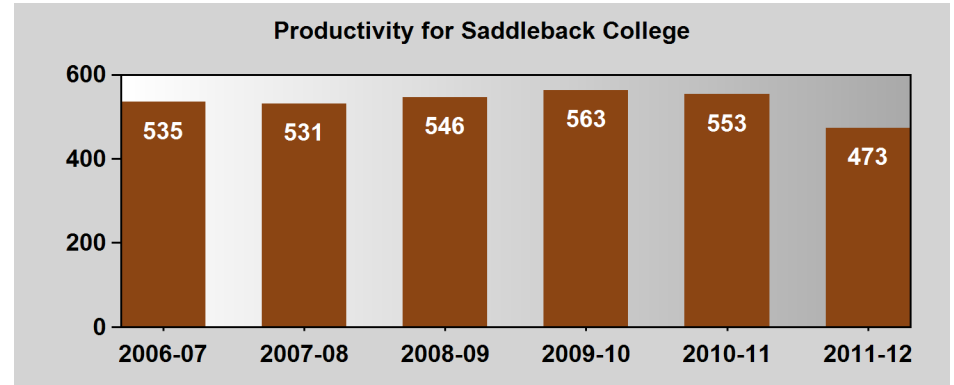
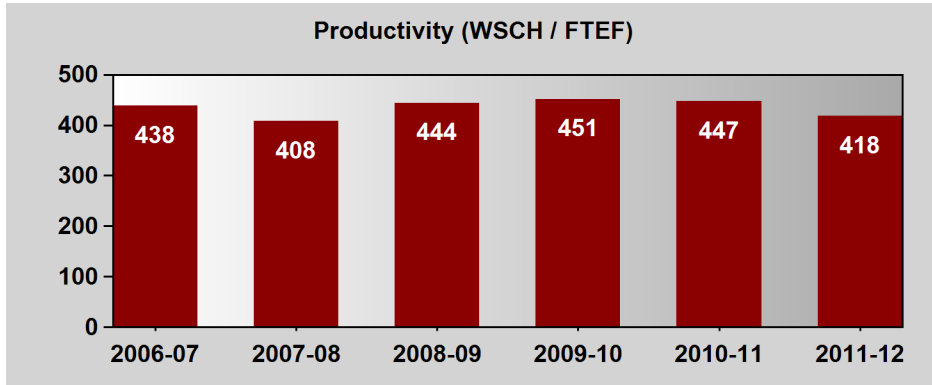
Saddleback College
Program Review Report
Division : Advanced Technology
Department : Architecture
Program : All
Detail by : Course ID

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 164	.2	.2	.2	.11	.2	.1
ARCH 165	.2	.2	.2		.2	.2
ARCH 166	.2					
ARCH 189					.13	
ARCH 200			.12		.12	
ARCH 211		.2	.2		.2	.2
ARCH 212		.2	.2	.2		
ARCH 213	.2			.2		
ARCH 218						.37
ARCH 219						.37
ARCH 220						1.48
ARCH 289	.36	.24	.24	.61	1.7	1.18
CWE 180						
Total FTEF	7.04	7.44	8.59	8.12	10.97	11.30

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 164	3	3	3	2	3	2
ARCH 165	3	3	3		3	3
ARCH 166	3					
ARCH 189					2	
ARCH 200						
ARCH 211		3	3		3	3
ARCH 212		3	3	3		
ARCH 213	3			3		
ARCH 218						3
ARCH 219						
ARCH 220						18
ARCH 289	4	2	2	5	17	5
CWE 180						
Total OSH	51	70	73	69	102	93



Saddleback College
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Department : Architecture
Program : All
Detail by : Course ID



Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 10	415	346	440	412	443	351
ARCH 12	614	555	643	701	649	720
ARCH 34	648	543	595	525	473	490
ARCH 42	583	500	617	517	350	433
ARCH 44		600	636	455	491	491
ARCH 50						
ARCH 51						
ARCH 122	277	215	200	246	275	308
ARCH 124 A	409	442	431	383	344	263
ARCH 124 B	568	454	357	486	292	332
ARCH 124 C						
ARCH 126	345	255	195	480	240	375
ARCH 132						
ARCH 136	525	473	473	280	595	350
ARCH 152						
ARCH 161	373	243	422	243	178	
ARCH 162		100	183			
ARCH 163	193	207	193		267	

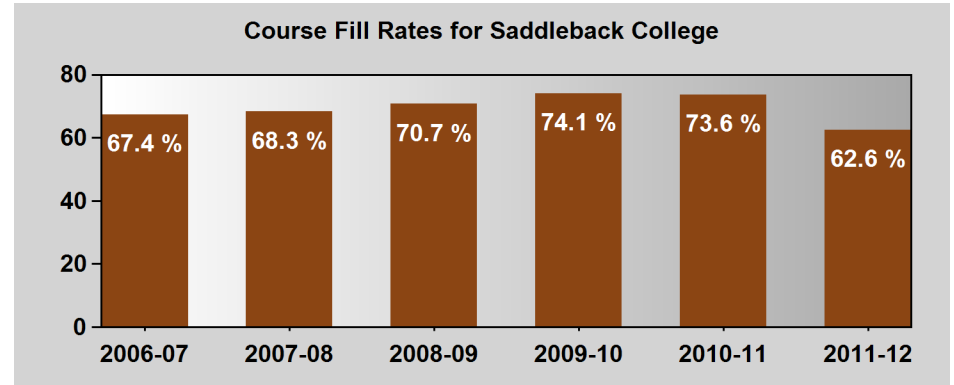
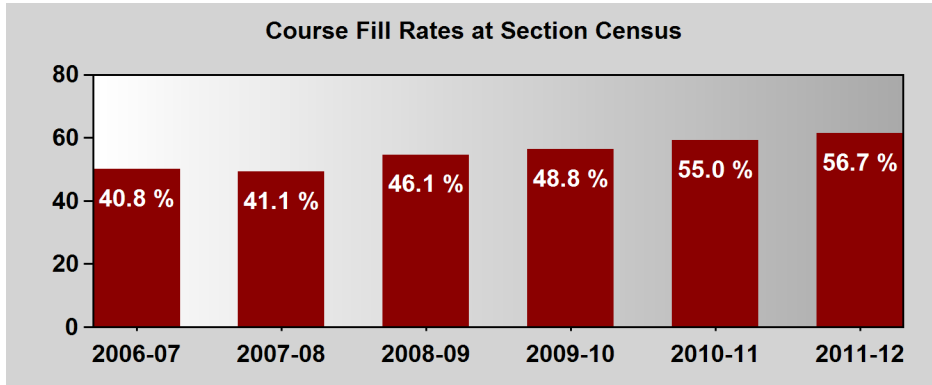


Saddleback College
Program Review Report
Division : Advanced Technology
Department : Architecture
Program : All
Detail by : Course ID

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 164	180	375	210	273	255	270
ARCH 165	315	225	150		270	180
ARCH 166	180					
ARCH 189					308	
ARCH 200			350		433	
ARCH 211		195	165		255	
ARCH 212		360	225	180		
ARCH 213	180			210		
ARCH 218						405
ARCH 219						486
ARCH 220						324
ARCH 289	378	333	367	256	420	354
CWE 180						
Productivity	438	408	444	451	447	418



Saddleback College
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 Division : Advanced Technology
 Department : Architecture
 Program : All
 Detail by : Course ID



Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 10	60	50	63.6	59.6	64	50.7
ARCH 12	121.7	104.4	122.5	129.7	140.4	128
ARCH 34	82.2	68.9	75.6	66.7	44.4	62.2
ARCH 42	77.8	66.7	123.3	103.3	70	86.7
ARCH 44	31.1	73.3	116.7	83.3	90	90
ARCH 50	58.1	45.3	49.3	37.8	45.2	49
ARCH 51	39.1	27.5	24.7	29.7	20.4	37.1
ARCH 122	40	31.1	28.9	35.6	24.4	44.4
ARCH 124 A	43.6	60.6	57.8	50.2	45.8	36
ARCH 124 B	27.4	33.3	18.5	22.2	23.7	24.4
ARCH 124 C	33.3	22.2	17.8	35.6	7.8	21.1
ARCH 126	51.1	37.8	14.4	71.1	35.6	55.6
ARCH 132	11.1	17.8				
ARCH 136	53.3	42.2	60	17.8	23.3	44.4
ARCH 152	20.8	10.4	19.4	12.1	14.5	4.8
ARCH 161	51.1	33.3	57.8	33.3	24.4	
ARCH 162		15.8	28.9			
ARCH 163	28.9	31.1	28.9		26.7	

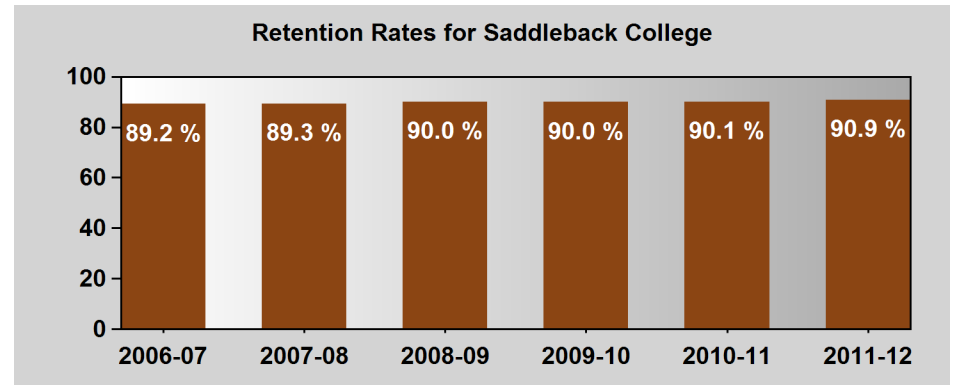
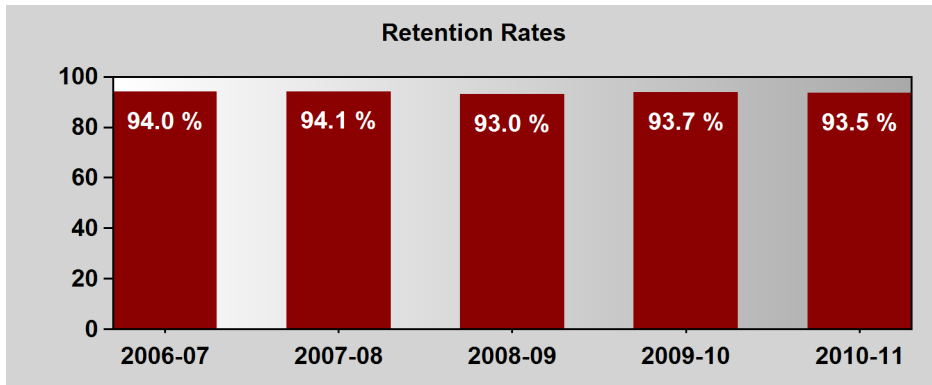


Saddleback College
Program Review Report
Division : Advanced Technology
Department : Architecture
Program : All
Detail by : Course ID

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 164	26.7	55.6	31.1	22.2	37.8	20
ARCH 165	46.7	33.3	22.2		26.7	17.8
ARCH 166	26.7					
ARCH 189					66.7	
ARCH 200			52.5		65	
ARCH 211		28.9	24.4		26.7	
ARCH 212		53.3	33.3	26.7	11.1	
ARCH 213	26.7			31.1	13.3	8.9
ARCH 218						83.3
ARCH 219						100
ARCH 220						66.7
ARCH 289	42.5	53.3	55	50.5	79.3	71
CWE 180					35	
Course Fill Rates	50.1	49.2	54.6	56.3	59.2	61.4



Saddleback College
Program Review Report
Division : Advanced Technology
Department : Architecture
Program : All
Detail by : Course ID



Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 10	91.6	88.4	92.5	88.8	87.8	91.9
ARCH 12	93.9	96	96.3	93.7	95	97.4
ARCH 34	94.4	92.9	90.9	96.7	89.2	100
ARCH 42	94.3	100	97.1	96.6	95	96
ARCH 44	96.3	93.9	81.8	96	96.2	
ARCH 50	88.2	88.2	92.2	93.6	91.2	78.1
ARCH 51	95.5	97.7	88.9	90.9	94.7	100
ARCH 122	87.5	100	92.3	92.9	100	
ARCH 124 A	96.9	94.4	83.1	95.3	91.5	90.7
ARCH 124 B	94.1	96.6	91.7	92.9	93.3	100
ARCH 124 C	100	100	100	100	100	90.9
ARCH 126	95.5	100	91.7	93.8	93.8	96
ARCH 132	100	85.7				
ARCH 136	95.7	94.1	96	93.3	90	
ARCH 152	90	90	91.7	92.9	87.5	
ARCH 161	95.7	92.9	91.7	100	90.9	
ARCH 162		100	81.8			
ARCH 163	84.6	92.9	92.3		91.7	

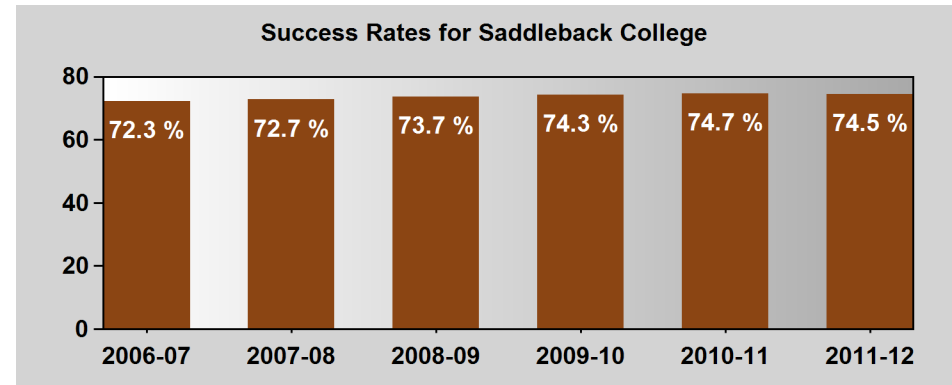
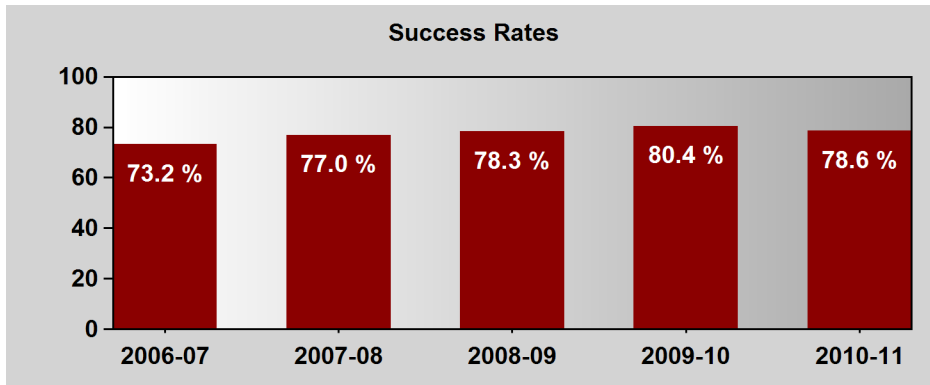


Saddleback College
Program Review Report
Division : Advanced Technology
Department : Architecture
Program : All
Detail by : Course ID

Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 164	100	87.5	100	100	100	
ARCH 165	100	93.3	100		100	
ARCH 166	100					
ARCH 189					100	
ARCH 200			100		100	
ARCH 211		83.3	100		90.9	
ARCH 212		95.7	100	100	80	
ARCH 213	100			90.9	100	
ARCH 218						100
ARCH 219						
ARCH 220						96
ARCH 289	95.5	100	100	97.4	91.9	95.1
CWE 180					100	
Retention Rate	94.0	94.1	93.0	93.7	93.5	95.2



Saddleback College
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Division : Advanced Technology
Department : Architecture
Program : All
Detail by : Course ID



Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 10	67.4	64.0	75.4	68.8	76.3	61.3
ARCH 12	75.0	85.0	87.2	84.8	82.1	90.1
ARCH 34	63.9	71.4	75.8	76.7	56.8	73.1
ARCH 42	77.1	90.0	79.4	86.2	85.0	92.0
ARCH 44	85.2	81.8	60.6	80.0	80.8	0.0
ARCH 50	73.1	78.8	82.4	73.1	69.1	53.1
ARCH 51	81.8	81.8	75.6	84.1	68.4	71.4
ARCH 122	68.8	84.6	69.2	64.3	81.8	0.0
ARCH 124 A	84.4	76.6	68.5	81.1	77.7	72.1
ARCH 124 B	79.4	72.4	83.3	75.0	86.7	100.0
ARCH 124 C	64.3	88.9	100.0	100.0	100.0	90.9
ARCH 126	86.4	90.5	83.3	90.6	75.0	92.0
ARCH 132	20.0	85.7	0.0	0.0	0.0	0.0
ARCH 136	87.0	70.6	88.0	80.0	80.0	0.0
ARCH 152	90.0	80.0	83.3	85.7	87.5	0.0
ARCH 161	91.3	78.6	83.3	92.3	90.9	0.0
ARCH 162	0.0	83.3	72.7	0.0	0.0	0.0
ARCH 163	84.6	92.9	92.3	0.0	66.7	0.0

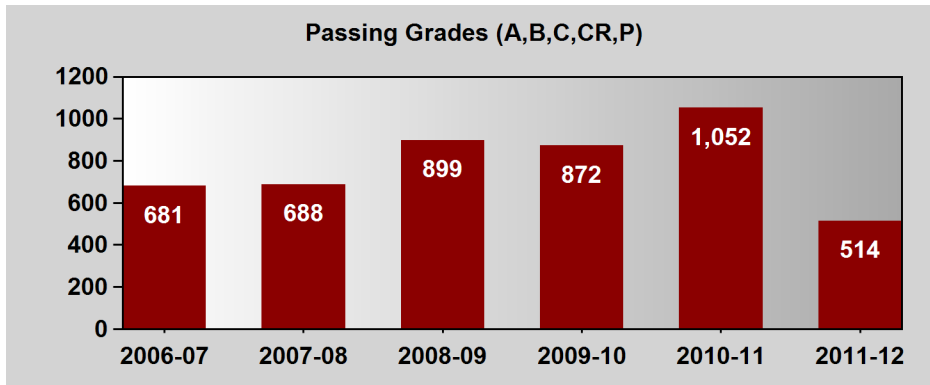


Saddleback College
Program Review Report
Division : Advanced Technology
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Program : All
Detail by : Course ID

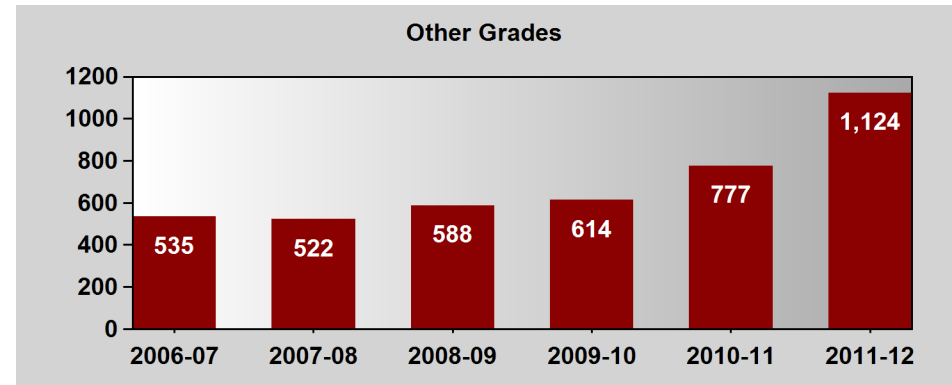
Course ID	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
ARCH 164	90.9	83.3	92.9	87.5	76.5	0.0
ARCH 165	76.2	66.7	100.0	0.0	58.3	0.0
ARCH 166	66.7	0.0	0.0	0.0	0.0	0.0
ARCH 189	0.0	0.0	0.0	0.0	94.4	0.0
ARCH 200	0.0	0.0	9.5	0.0	30.8	0.0
ARCH 211	0.0	75.0	100.0	0.0	90.9	0.0
ARCH 212	0.0	87.0	78.6	83.3	60.0	0.0
ARCH 213	100.0	0.0	0.0	90.9	66.7	0.0
ARCH 218	0.0	0.0	0.0	0.0	0.0	87.0
ARCH 219	0.0	0.0	0.0	0.0	0.0	0.0
ARCH 220	0.0	0.0	0.0	0.0	0.0	92.0
ARCH 289	25.8	20.0	45.5	57.9	81.1	63.4
CWE 180	0.0	0.0	0.0	0.0	100.0	0.0
Success Rate	73.2	77.0	78.3	80.4	78.6	81.8



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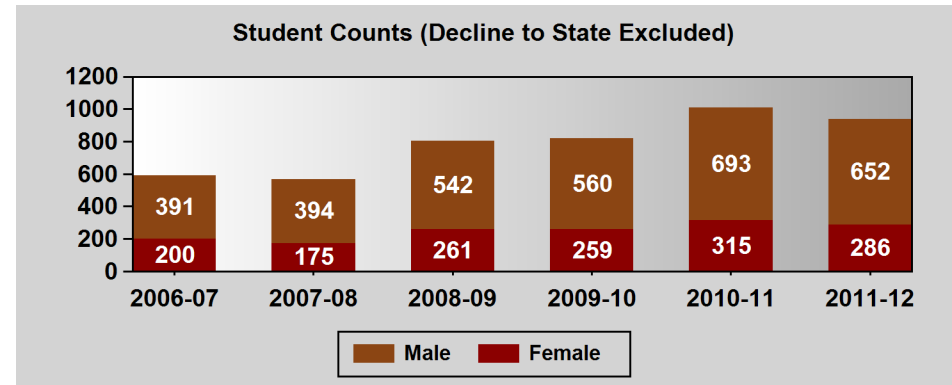
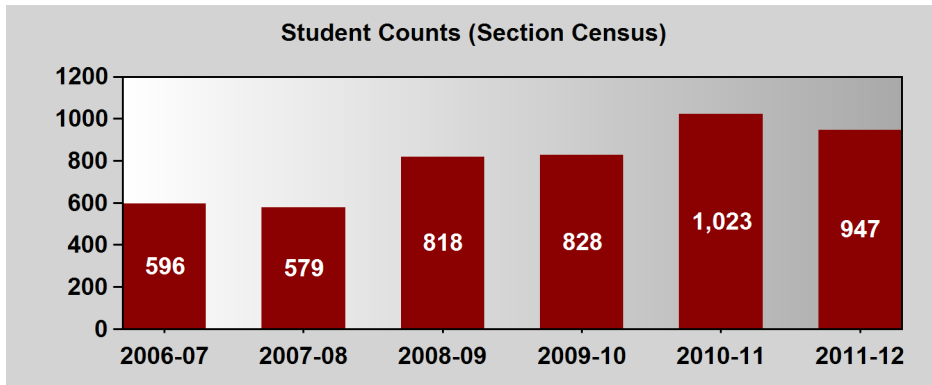
Passing Grades	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
A	322	380	531	538	628	367
B	221	193	239	214	266	88
C	114	106	105	115	142	51
CR	24	9	24			
P				5	16	8
Total	681	688	899	872	1,052	514



Other Grades	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Not Avail						655
D	48	43	31	23	40	11
DR	286	316	339	402	490	355
F	100	92	102	103	139	63
IF						2
NC	45	18	35			
NP			1	18	21	8
W	56	53	80	68	87	30
Total	535	522	588	614	777	1,124



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Age Group	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
1.Below 18	18	22	29	25	32	30
2.18-21	273	293	404	450	587	552
3.22-29	135	132	192	189	205	172
4.30-39	58	45	60	47	67	64
5.40-49	70	44	68	56	73	61
6.50-59	27	34	51	48	45	51
7.Over 59	14	9	14	13	14	17
Undefined	1					
Total Students	596	579	818	828	1,023	947



Saddleback College
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Student Counts by Ethnicity

Ethnicity	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
White, Non-Hispanic	305	315	444	478	620	559
Decline to state	87	73	90	77	65	50
Mixed Ethnicity	25	21	43	58	107	134
Mexican, Chicano, Mexican-American	55	51	62	68	71	70
Filipino	13	14	19	23	31	24
Other Hispanic	15	10	19	15	21	24
Korean	6	16	27	13	13	8
South American	11	12	14	12	17	17
Chinese	12	9	14	13	16	13
Other Asian	7	17	13	15	14	8
Black, African-American	6	9	9	8	10	14
Japanese	11	6	14	11	6	4
Vietnamese	4	8	10	3	10	5
Middle Eastern	17	7	7	4		2
Other Non-White	6	2	16	7	1	1
Central American	3	2	6	7	7	4
Indian Sub-Continent	4	1	6	7	5	2
American Indian, Alaskan Native	7	4	1	2	4	3
Other Pacific Islander		1	2	4	3	
Cambodian			1	1	1	2
Pacific Islander; Samoan		1		1	1	
Pacific Islander; Hawaiian			1			2
Pacific Islander; Guamanian				1		1
Loatian	1					
	1					
Total Students	596	579	818	828	1,023	947



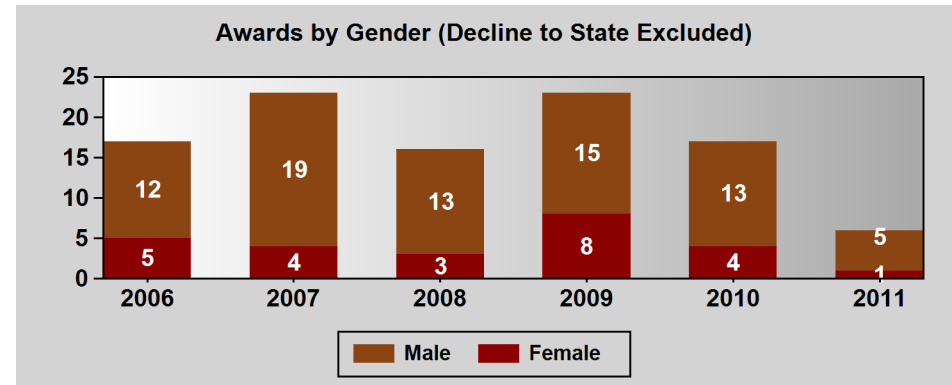
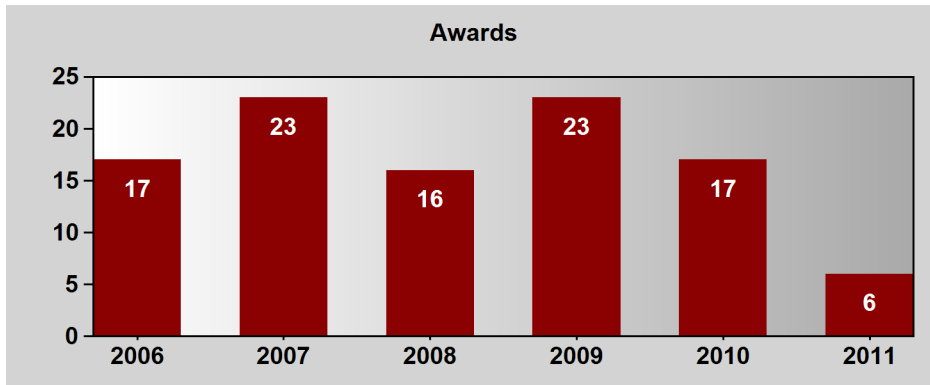
Saddleback College
Program Review Report
Division : Advanced Technology
Department : Architecture
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Student Counts by Educational Goal

Educational Goal	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Obtain a Bachelor's degree after Assoc.	185	204	298	349	440	428
Obtain a Bachelor's degree w/o Assoc.	65	65	129	116	162	150
Undecided on goal	56	66	83	91	89	78
Obtain a voc certificate and transfer	57	56	56	38	53	39
Advance in current job/career	42	49	61	31	45	42
Prepare for a new career	60	36	49	35	48	34
4 yr col std taking crs to meet 4 yr requirements			7	41	65	69
Personal Development	34	17	29	39	27	28
Discover/develop career interests	33	21	18	20	26	24
Improve basic skills	14	18	24	20	16	16
Obtain a voc certificate w/o transfer	18	14	21	15	14	12
Obtain two-year voc. degree w/o transfer	15	13	22	12	9	10
Obtain a non-voc degree w/o transfer	5	7	8	13	19	9
Maintain license	7	6	5	4	8	4
Complete credits for HS diploma or GED	4	7	8	4	1	3
To move fr NCR coursework to CR coursework					1	1
	1					
Total Students	596	579	818	828	1,023	947



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Awards by Age Group	2006	2007	2008	2009	2010	2011
2.18-21	4	4	5	3	5	2
3.22-29	6	14	5	17	8	3
4.30-39	2			1		1
5.40-49	4	4	3		3	
6.50-59	1	1	3	2	1	
Total Awards	17	23	16	23	17	6

Awards by Major	2006	2007	2008	2009	2010	2011
Architectural Drafting	13	19	12	22	14	4
CONSTRUCTION INSPECTION	4	4	4	1		2
Unknown					3	
Total Awards	17	23	16	23	17	6

Award Type	2006	2007	2008	2009	2010	2011
Associate in Arts	11	14	9	12	3	3
Associate in Science	2	1	1	3	4	1
Certificate of Achievement	4	8	6	8	10	2
Total Awards	17	23	16	23	17	6



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Staffing Counts (Instructors Assigned to D-G Tickets Only Have Been Excluded)

Employee Type		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
PART-TIME	Bishop, Dennis	1	1	1			
	Decapite, Charles	1	1	1	1	1	
	Golban, Nooshin						1
	Johnson, Elaine						1
	Minadeo, Charles	1	1	1			
	Moller, Michael		1	1			
	Morris, William	1					
	Parker, David		1				
	Pfeifer, Robert		1	1	1	1	1
	Rahbari, Soroosh			1	1	1	1
	Rickerson, Bob		1				
	Rickerson, Irini	1	1	1	1	1	1
	Saghafi, Majid	1	1	1	1		
	Sepehri, Seyyed		1	1	1		
	Van Steinburg, John	1					
	Waters, James		1	1	1		
	Yang, Kenny						1
	Zimmer, Susan		1		1	1	1
Total		7	12	10	8	5	7
Total		7	12	10	8	5	7