Instructional Program Review

Saddleback College

Architecture & Drafting Technology Department

Submitted: July 2006

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Program Review Team Members and Approvals

Program Review Team Chair:

David Titus, Department Chair

Program Review Team Members:

Lem Chin, Professor

Lauren Matchison, Professor

Don Taylor, Division Dean

Approvals:

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Don Taylor**,** Division Dean

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Program Review Chair

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Academic Senate President

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Vice President of Instruction

Submitted 2006

Program Review Checklist

Date Completed	Action
11/05	Contact Program Review Chair for orientation
12/05	Form Program Review Team
1/06	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
1/06	Solicit input from faculty and students
2/06	Determine if additional research is needed
1/06	Contact College Research Analyst if necessary
5/06	Write Program Review report
8/06	Submit report to Dean and Program Review Chair for approval
8/06	Report submitted to Academic Senate for approval
8/06	Report submitted to Office of Instruction for approval
8/06	Report submitted to College President and the Office of Institutional Effectiveness
8/06	Report posted to the IE web site
9/06	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 to enhance the technical abilities for those already in the workforce. The Architecture Program has an additional mission of preparing students for transfer to institutions with baccalaureate 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 been an area of occupational opportunities in the fields of architecture, design and engineering drawing/drafting. The departmental resources include 2 instructional design and drawing rooms. One is equipped with drafting tables and the other is a "state-of-the-art" computer-aided-design/drafting" or CAD facility. Both rooms have a research and reference area for student use. This includes textbooks, technical periodicals, journals and resources catalogs related to architecture, construction, engineering and manufacturing. The department has recently expanded into computerized 3-dimensional physical model creation (from CAD models). This is commonly called rapid prototype technology.

Five years ago (in 2000-01), the Architecture department absorbed the Construction Inspection Program, which was a subset of the larger Building and Construction Technology Department. The college administration eliminated the other elements and certificates within Building/Construction Technology. A total of 10 individual courses were officially adopted within the Architecture domain and the Construction Inspection Certificate Program continued on, without interruption. Given the 5-year period since this occurred for reflection and analysis, it would appear that this was a wise decision. The 3rd attached data set will show positive enrollment statistics, retention, success and certificate awards for the Construction Inspection Certificate Program.

The department has 3 full-time faculty members, several 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 mid and south Orange County. Both programs are well established and have decades of productive longevity. This fact contributes to the fact that many area employers contact department faculty directly, with job opportunities for students (or recent graduates) in architectural or engineering drawing.

C. Progress Since the Last Program Review

This is the first program review to be conducted.

D. Current Strengths, Opportunities, and Challenges

Strengths:

The Department has a strong complement of dedicated faculty and staff, covering both full and part-time positions. The instructional facilities and supplies are good and provide a proper learning environment for quality higher education to take place. We have adequate space although there is need for a second CAD based instructional room, which we expect will take place within the next three years. There are several written articulation agreements with local high schools, as well as with many California universities offering degrees in Architecture. There are 3 different Certificate options available for students, within departmental purview: Architectural Drafting, Drafting Technology, and Construction Inspection. Statistical Data Sets are attached for these.

Opportunities:

Student enrollment statistics continue steady, with a slight increase during the past several years. Orange County demographic data indicates more student growth is very likely in the years just ahead. This is a positive correlation with continued growth in the building and construction of both residential and commercial structures within district boundaries. 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:

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.

Make revisions to lesson plans and related curricular materials with CAD content, to reflect periodic upgrades in CAD software used for instruction. Encourage and assist all instructors in the department to keep abreast of evolving changes within their respective areas of teaching expertise. This also includes periodic revisions to course curricula and syllabi, in the ongoing professional effort for high quality and up-to-date instruction.

Continue to maintain solid enrollment trends within all department course offerings, while attempting to increase enrollments by 5% over 2004-05. This includes participation in various activities for promoting and marketing the department's instructional programs and courses. There is also the related challenge of getting larger numbers of students to complete the certificate programs, culminating in the diploma being issued and recorded by Admissions and Records.

Continue to maintain both lab/classrooms as highly functional and professional looking higher education facilities. This is a particular challenge in the CAD lab, given that it is close to maximum or saturation usage. It is used by three other instructional programs, besides the one that is the subject of this review report.

Continue to integrate Rapid Prototype 3D model making content into the CAD curriculum and foster growth of the new NSF grant-funded laboratory for this high-technology field, on the lower campus of Saddleback College.

Make plans for a second instructional CAD room in the ATAS building, due to the current impacted class scheduling of the lone existing CAD instruction room.

Maintain the current level of quality instructional service 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. 7 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 well. However, the classified staff slot needs to be increased from 10 to 20 hours per week. This is urgently needed, especially with new instructional technology being employed and support needs increasing each year. This single, relatively low-cost enhancement would help to better fulfill departmental program's mission and goals.

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 of flex activity related to program or instructional improvement are required of each faculty member as a minimum. This threshold is regularly exceeded through conference attendance or technical training activities. Staff development funds have been utilized and all teachers are incorporating modern techniques in their classroom presentations.

B. Curriculum and Instruction

a. Architecture Program: Associate degree, Certificate, Transfer
   17 Credit Courses:
   Architecture – 10, 12, 34, 42, 44, 50, 51, 122, 124A, 124B, 124C, 126, 132, 136, 152, 189, 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
   9 Credit Courses:
   Drafting Technology – 23, 50, 51, 100, 101, 102, 120, 152, 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.

There are currently no distance education courses within the department, but discussion has recently begun in this area. 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 sections (both rated as large lecture) are now offered each regular semester.

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 4-year historical statistics show an average course Success Rate of 72% for all Architecture Program courses and 70% for all Drafting Technology courses. The parallel Retention rate was a high 92% on average for these 2 departmental programs. The Construction Inspection Program data was slightly higher (over a 5-year period), showing a mean success rate of 75.2% and a mean retention rate of 93.5%. There were 27 individual classes offered over the past 5 years, specific to the Construction Inspection Certificate, which resulted in an average of 21 students enrolled per section (end of term). Department faculty members consider these "bottom line" statistics to be both positive and indicative of effective success regarding the instructional mission and goals.

An important index of instructional department productivity is WSCH/FTE. The data set average over 4 years shows above college average numbers: all Architecture courses were 498 WSCH/FTE and the mean for all Drafting Technology courses was 438 WSCH/FTE. This reflects a mean of 468 WSCH/FTE for the entire department, which is above average for the entire ATAS Division. These numbers also compare favorably with the college at large. It is recognized, however, that continuing efforts can and will be taken towards enhancing enrollments, student retention and success rates.

Gender breakdown for all course offerings (over the 4-year period) was 35% female to 65% male in Architecture and 21% female to 79% male in Drafting Technology. Department faculty members intend to increase promotional efforts to attract female students to enroll in our classes. A distinct positive towards this objective was the hire of a full-time faculty member 2 years ago. This was a retirement/replacement position and a female with outstanding credentials and excellent teaching abilities was selected. In brief, she is proving to be a great asset to the Architectural Program and an exceptional role model for students who aspire to be architects.

Ethnicity patterns over the 4-year period show that good diversity is represented, on average, throughout all departmental course data. For instance, nearly 20% of our students list as Hispanic and about 13% as Asian 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 been relatively stable. The data reflect a stable 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 somewhat low numbers regarding the issuance of Associate degree diplomas and Certificates of Achievement to our students. For 2004-05, college records show 9 Associate degrees plus 2 Certificates in the Architecture program and 2 Associate degrees plus 2 Certificates in Drafting Technology. In 2004-05, approximately 30 students in the Architecture program 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 and Certificate diploma programs. Please accept this somewhat subjective or editorial comment, but the author of this report feels that this is indeed true. Our department is currently brainstorming for additional motivational methods to enhance student commitment and ultimate 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), formerly known as instructional or learning objectives, for each class

- SLO's are reviewed by the faculty member and received by the department chair for review
- 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 two primary instructional lab rooms (TAS-216 and 218) and must rely on the availability of other rooms to house a modest 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. Classes for the Construction Inspection program, being lecture format, are usually given rooms on the college's lower campus.

Technology utilized by the department includes computers for CADD classes, printers, plotters, scanner, blueprint machine, computer projection equipment, and rapid-prototype/3D-model making machines. There are currently 4 CAD software programs being utilized for instruction: AutoCAD, Solid Works, Autodesk Inventor and 3D Studio Viz. As previously mentioned, the lone CAD classroom/lab is at near saturation point in terms of class scheduling. A second CAD room is justified and needed within 2 years. The Horticulture and Interior Design departments use our CAD room as well, so not getting an additional CAD teaching facility will have a negative impact on 3 college departments. This could ultimately result in having to turn eager students away and thus, lost enrollment revenue for the college.

In summary, the departmental facilities and resources are currently adequate for completion of the instructional mission of providing a high quality teaching environment for the study of architecture, technical (engineering) drawing, design and computer-aided-drafting subjects. Each of the 3 full-time faculty has an individual office and modest storage space within the Technology & Applied Science 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

The department has a lone classified support staff member. This 15 hour per week senior laboratory technician slot is inadequate. This person is shared with the Electronic Technology Department and is also occasionally utilized by the Division Dean for legitimate technical assistance. It is strongly recommended that this staff position be increased to full-time (40 hours per week), as soon as possible.

B. Instructional Needs

The past 6 or 7 years have 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. The problem now has become one of near saturation class scheduling in this facility. A second PC-CAD instructional room will be urgently needed within the next few years. 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

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 “PC-Wintel” CAD instruction room, the following will be needed: Computer tables, chairs, PC hardware, CAD software, laser printer, color inkjet plotter, scanner, upgraded electrical wiring and network infrastructure. More specifics on this facility are in the next section (E).

E. Facilities Needs

There exists a room in the TAS building (TAS-226), which was formerly a CAD instruction room. About 7 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. It is strongly recommended that this room (TAS-226) be reconverted back into a "PC-Wintel-based" instructional room, with CAD oriented curriculum have first scheduling prerogative. This will directly benefit 6 instructional programs that are currently forced to share the lone existing CAD room. Architecture, Drafting Technology, Engineering (drawing), Interior Design, Landscape Design (Horticulture), and Community Education.

F. Marketing and Outreach Needs

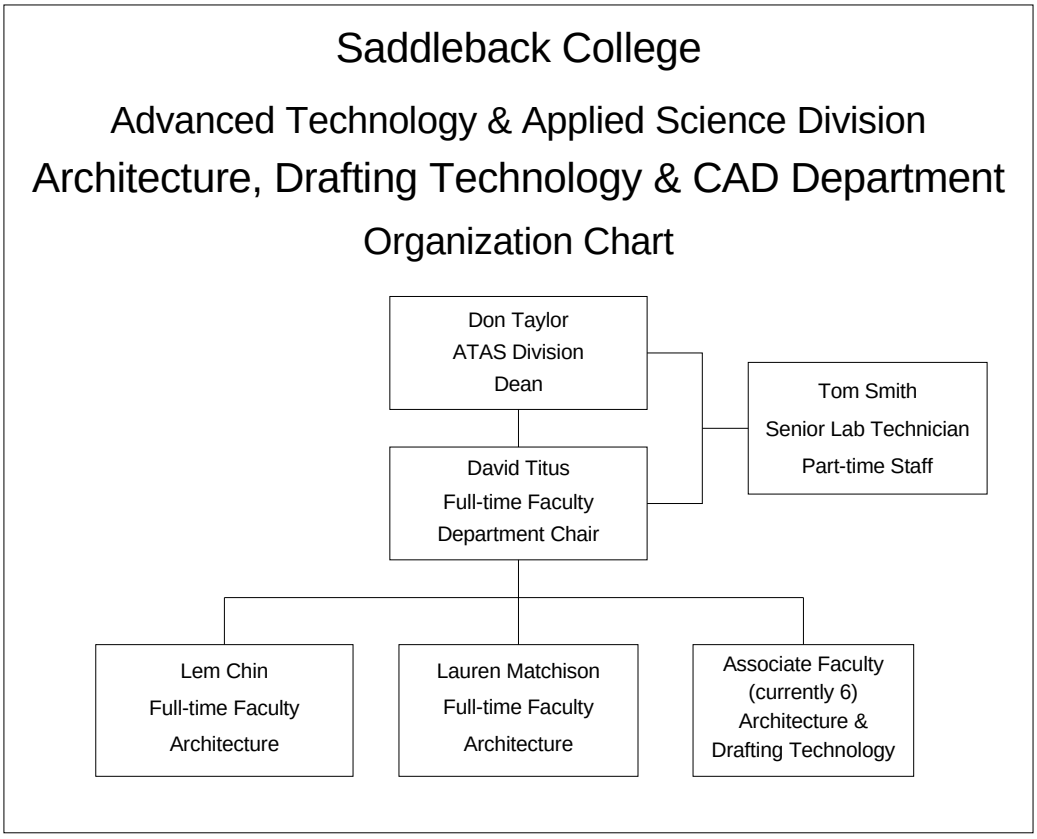
The programs in Architecture and Drafting Technology need to be marketed in various ways. Many department students are fairly recent high school graduates. Many are seeking to change careers or upgrade their skills in their existing careers or professions. Our current and future marketing efforts include:

- the Saddleback College schedule of classes
- department brochures produced by the ATAS division
- 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
- 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.

Section IV: Appendices

A. Program Organizational Chart



B. Five-Year Program Staffing Profile

Architecture-Drafting Technology-CAD Department						
Position	Staffing Levels in the Past 5 Years					% Change from Year 1 to Year 5
	2001-02	2002-03	2003-04	2004-05	2005-06	
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	2	3	3	0
Faculty PT	6	6	8	5	6	0

C. SLO Assessment Forms

Drafting Technology / Computer-Aided-Drafting/Design (CAD)
10/2005

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**
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 **Drafting Technology:** To provide quality instruction leading to an AS degree, Certificate, and CAD skills upgrade training leading to successful employment in the technical drawing and CAD field.	Graduates of the Drafting Technology Program will be successfully employed in the many areas of specialty within the engineering, technical and architectural drafting field. .	Survey graduating students after completion of the program – should indicate 75% success rate.		

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**
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 **Drafting Technology:** To provide quality instruction leading to an AS degree, Certificate, or CAD skills upgrade training leading to successful employment in the technical drawing and CAD field.	Graduates of the Drafting Technology Program will be technically proficient in their chosen technical drawing field.	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.		

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**
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 **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.	Employers of the Drafting Technology Program graduates will be satisfied with the scope and rigor of their training.	Survey employers every 2-3 years – 85% should be pleased with the quality of graduates and would employ future graduates.		

D.Data Sets

Architecture Drafting
Program Review Data Set

January 2006

The following pages include:

1. Course Section Count
2. C1 & End of Term Headcount
3. Overview of Courses, Grades, Success/Retention
4. Course Grades, Success/Retention
5. Architecture Students' Duplicated Headcount
   a. Gender
   b. Zip Code
   c. Ethnicity
   d. Educational Goal
6. Awards – 2004-2005 A.A. and Certificates in Architectural Drafting

Data Source: SOCCCD Management Information System (MIS) Data Warehouse January 2006
Prepared by Denice Inciong, Research and Planning Analyst, Saddleback College

Architecture Program
Course and Section Count by Term and Year

	Fall			Summer			Spring			
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2005
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count
ARCH 10	2	2	2	0	0	0	2	2	2	2
ARCH 12	1	1	1	0	0	0	1	1	1	3
ARCH 34	0	0	0	0	0	0	2	2	2	1
ARCH 42	1	2	1	0	0	0	0	0	0	0
ARCH 44	1	2	1	0	0	0	0	0	0	0
ARCH 50	1	1	2	1	1	1	2	2	2	2
ARCH 51	2	2	2	0	0	0	2	2	2	2
ARCH 122	0	0	0	0	0	0	0	2	1	1
ARCH 124A	2	2	2	0	0	0	2	2	2	3
ARCH 124B	2	2	1	0	0	0	1	1	1	1
ARCH A24C	2	1	1	0	0	0	1	1	1	1
ARCH 126	1	1	1	0	0	0	0	0	0	0
ARCH 132	0	0	0	0	0	0	1	1	1	1
ARCH 136	0	0	0	0	0	0	1	1	1	2
ARCH 152	1	1	1	0	0	0	1	1	2	2
ARCH 161	0	1	1	0	0	0	0	0	0	0
ARCH 162	0	0	0	0	0	0	1	0	1	1
ARCH 163	1	1	1	0	0	0	0	0	0	0
ARCH 164	0	0	0	0	0	0	1	1	1	1
ARCH 165	0	1	1	0	0	0	0	0	0	0
ARCH 166	0	0	0	0	1	0	0	0	0	0
ARCH 213	0	0	0	0	0	0	0	0	1	1
Total	17	20	18	1	2	1	18	19	21	24

Architecture Program
C1 Headcount by Course/Term/Year

	Fall			Summer			Spring			
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2005
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount
ARCH 10	53	53	52	.	.	.	45	41	48	32
ARCH 12	66	73	79	.	.	.	65	65	72	84
ARCH 34	.	.	.	.	.	.	22	21	28	29
ARCH 42	17	23	26	.	.	.	.	.	.	.
ARCH 44	8	10	5	.	.	.	.	.	.	.
ARCH 50	15	12	32	21	17	25	33	28	21	42
ARCH 51	25	29	23	.	.	.	21	23	13	31
ARCH 122	.	.	.	.	.	.	.	23	16	20
ARCH 124A	64	72	56	.	.	.	53	52	57	55
ARCH 124B	15	14	17	.	.	.	9	12	19	25
ARCH A24C	7	10	5	.	.	.	5	1	2	5
ARCH 126	34	27	31	.	.	.	.	.	.	.
ARCH 132	.	.	.	.	.	.	4	7	6	6
ARCH 136	.	.	.	.	.	.	6	3	4	5
ARCH 152	4	7	7	.	.	.	8	11	13	9
ARCH 161	.	14	24	.	.	.	.	.	.	.
ARCH 162	.	.	.	.	.	.	15	.	12	11
ARCH 163	15	23	27	.	.	.	.	.	.	.
ARCH 164	.	.	.	.	.	.	35	27	21	24
ARCH 165	.	16	11	.	.	.	.	.	.	.
ARCH 166	.	.	.	.	19	.	.	.	.	.
ARCH 213	.	.	.	.	.	.	.	.	11	23
Total	323	383	395	21	36	25	321	314	343	401

Architecture Program
End of Term Enrollment by Course/Term/Year

	Fall			Summer			Spring			
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2005
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
ARCH 10	53	54	52	0	0	0	45	41	48	32
ARCH 12	66	73	79	0	0	0	65	65	72	88
ARCH 34	0	0	0	0	0	0	25	22	29	29
ARCH 42	17	25	26	0	0	0	0	0	0	0
ARCH 44	8	12	5	0	0	0	0	0	0	0
ARCH 50	16	13	32	23	17	25	33	28	21	42
ARCH 51	25	30	23	0	0	0	21	23	13	31
ARCH 122	0	0	0	0	0	0	0	24	16	20
ARCH 124A	64	72	56	0	0	0	54	52	57	56
ARCH 124B	16	16	17	0	0	0	9	12	19	25
ARCH A24C	8	10	5	0	0	0	5	1	2	5
ARCH 126	34	27	32	0	0	0	0	0	0	0
ARCH 132	0	0	0	0	0	0	4	7	6	6
ARCH 136	0	0	0	0	0	0	6	3	4	6
ARCH 152	4	7	7	0	0	0	8	11	13	9
ARCH 161	0	15	24	0	0	0	0	0	0	0
ARCH 162	0	0	0	0	0	0	15	0	12	11
ARCH 163	17	23	27	0	0	0	0	0	0	0
ARCH 164	0	0	0	0	0	0	35	27	21	24
ARCH 165	0	16	12	0	0	0	0	0	0	0
ARCH 166	0	0	0	0	20	0	0	0	0	0
ARCH 213	0	0	0	0	0	0	0	0	11	23
Total	328	393	397	23	37	25	325	316	344	407

Architecture Program
Courses by Grade/Success/Retention

		Grades											success	retention
		A	B	C	CR	D	F	I	NC	W	XX	Total		
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
2002	Spring	119	70	35	4	10	23	11	1	28	24	325	70.2%	91.4%
	Summer	10	4	4	0	2	1	0	0	1	1	23	78.3%	95.7%
	Fall	147	64	24	3	7	16	8	1	37	21	328	72.6%	88.7%
2003	Spring	135	58	30	0	6	28	17	3	24	15	316	70.6%	92.4%
	Summer	20	5	2	0	0	7	0	1	2	0	37	73.0%	94.6%
	Fall	156	78	42	4	14	37	15	0	30	17	393	71.2%	92.4%
2004	Spring	141	68	39	1	18	30	1	1	25	20	344	72.4%	92.7%
	Summer	12	1	1	1	4	2	0	0	3	1	25	60.0%	88.0%
	Fall	179	89	36	3	20	18	2	3	28	19	397	77.3%	92.9%
2005	Spring	142	72	41	3	13	27	8	1	31	69	407	63.4%	92.4%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W XX).

Architecture Program
All Courses by Grade/Success/Retention

			Grades											success	retention
			A	B	C	CR	D	F	I	NC	W	XX	Total		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ARCH 10	2002	Spring	8	9	10	0	1	9	0	0	4	4	45	60.0%	91.1%
		Fall	27	5	2	1	2	1	3	0	8	4	53	66.0%	84.9%
	2003	Spring	24	4	1	0	0	0	1	0	8	3	41	70.7%	80.5%
		Fall	21	9	4	0	1	5	4	0	6	4	54	63.0%	88.9%
	2004	Spring	28	5	2	0	2	2	0	0	4	5	48	72.9%	91.7%
		Fall	12	11	4	0	5	2	0	2	9	7	52	51.9%	82.7%
	2005	Spring	8	6	3	0	2	1	1	0	6	5	32	53.1%	81.3%
ARCH 12	2002	Spring	38	10	4	2	1	4	0	0	1	5	65	83.1%	98.5%
		Fall	27	19	7	0	2	2	0	0	6	3	66	80.3%	90.9%
	2003	Spring	32	13	7	0	0	8	1	2	2	0	65	80.0%	96.9%
		Fall	30	12	9	0	3	6	8	0	4	1	73	69.9%	94.5%
	2004	Spring	31	18	10	1	1	3	0	0	4	4	72	83.3%	94.4%
		Fall	42	19	6	0	6	1	2	1	1	1	79	84.8%	98.7%
	2005	Spring	36	20	14	2	0	8	2	0	4	2	88	81.8%	95.5%
ARCH 34	2002	Spring	5	3	6	0	0	0	6	0	3	2	25	56.0%	88.0%
	2003	Spring	5	4	6	0	0	1	4	0	0	2	22	68.2%	100.0%
	2004	Spring	5	10	6	0	3	3	0	0	2	0	29	72.4%	93.1%
	2005	Spring	7	7	6	0	3	3	0	0	3	0	29	69.0%	89.7%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I*, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W
XX).

Architecture Program
All Courses by Grade/Success/Retention

			Grades											success	retention
			A	B	C	CR	D	F	I	NC	W	XX	Total		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ARCH 42	2002	Fall	5	7	1	0	0	1	1	0	2	0	17	76.5%	88.2%
	2003	Fall	9	3	6	0	3	2	0	0	1	1	25	72.0%	96.0%
	2004	Fall	4	9	5	0	1	5	0	0	1	1	26	69.2%	96.2%
ARCH 44	2002	Fall	3	4	1	0	0	0	0	0	0	0	8	100.0%	100.0%
	2003	Fall	4	3	1	0	0	3	0	0	0	1	12	66.7%	100.0%
	2004	Fall	1	1	1	0	0	1	0	0	1	0	5	60.0%	80.0%
ARCH 50	2002	Spring	13	6	2	0	2	5	1	1	3	0	33	63.6%	90.9%
		Summer	10	4	4	0	2	1	0	0	1	1	23	78.3%	95.7%
		Fall	14	1	0	0	0	0	0	0	1	0	16	93.8%	93.8%
	2003	Spring	10	6	2	0	0	4	1	1	2	2	28	64.3%	92.9%
		Summer	10	0	2	0	0	3	0	0	2	0	17	70.6%	88.2%
		Fall	8	2	0	2	0	0	0	0	0	1	13	92.3%	100.0%
	2004	Spring	10	3	2	0	0	2	0	1	3	0	21	71.4%	85.7%
		Summer	12	1	1	1	4	2	0	0	3	1	25	60.0%	88.0%
		Fall	20	5	3	0	0	1	0	0	2	1	32	87.5%	93.8%
	2005	Spring	19	7	2	1	0	5	2	1	3	2	42	69.0%	92.9%
ARCH 51	2002	Spring	11	1	3	2	0	0	0	0	3	1	21	81.0%	85.7%
		Fall	15	3	1	1	1	0	0	0	2	2	25	80.0%	92.0%
	2003	Spring	15	3	2	0	1	0	0	0	1	1	23	87.0%	95.7%
		Fall	13	8	1	0	0	3	0	0	4	1	30	73.3%	86.7%
	2004	Spring	3	5	2	0	0	2	0	0	1	0	13	76.9%	92.3%
		Fall	10	4	5	1	1	2	0	0	0	0	23	87.0%	100.0%
	2005	Spring	3	1	1	0	0	1	0	0	3	22	31	16.1%	90.3%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I*, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I XX).

Architecture Program
All Courses by Grade/Success/Retention

			Grades										success	retention
			A	B	C	D	F	I	NC	W	XX	Total		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ARCH 122	2003	Spring	9	9	1	2	0	2	0	0	1	24	79.2%	100.0%
	2004	Spring	5	2	0	2	2	0	0	3	2	16	43.8%	81.2%
	2005	Spring	8	3	2	3	2	0	0	2	0	20	65.0%	90.0%
ARCH 124A	2002	Spring	10	20	6	0	4	3	0	5	6	54	66.7%	90.7%
		Fall	20	11	7	1	5	1	0	11	8	64	59.4%	82.8%
	2003	Spring	15	10	4	2	11	2	0	4	4	52	55.8%	92.3%
		Fall	22	25	12	2	6	1	0	2	2	72	81.9%	97.2%
	2004	Spring	19	12	7	3	8	0	0	3	5	57	66.7%	94.7%
		Fall	25	13	4	2	3	0	0	7	2	56	75.0%	87.5%
	2005	Spring	12	13	8	4	4	1	0	7	7	56	58.9%	87.5%
ARCH 124B	2002	Spring	8	1	0	0	0	0	0	0	0	9	100.0%	100.0%
		Fall	3	4	3	1	2	0	1	2	0	16	62.5%	87.5%
	2003	Spring	5	2	1	0	0	2	0	2	0	12	66.7%	83.3%
		Fall	3	1	2	2	3	0	0	4	1	16	37.5%	75.0%
	2004	Spring	5	3	4	4	1	1	0	1	0	19	63.2%	94.7%
		Fall	6	2	1	2	2	0	0	2	2	17	52.9%	88.2%
	2005	Spring	16	2	5	0	1	0	0	0	1	25	92.0%	100.0%
ARCH 124C	2002	Spring	4	1	0	0	0	0	0	0	0	5	100.0%	100.0%
		Fall	4	2	0	0	0	1	0	0	1	8	75.0%	100.0%
	2003	Spring	0	0	1	0	0	0	0	0	0	1	100.0%	100.0%
		Fall	3	3	0	0	2	0	0	1	1	10	60.0%	90.0%
	2004	Spring	0	1	1	0	0	0	0	0	0	2	100.0%	100.0%
		Fall	0	2	1	1	0	0	0	1	0	5	60.0%	80.0%
	2005	Spring	4	1	0	0	0	0	0	0	0	5	100.0%	100.0%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I*, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W XX).

Architecture Program
All Courses by Grade/Success/Retention

			Grades										success	retention
			A	B	C	CR	D	F	I	W	XX	Total		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ARCH 126	2002	Fall	12	8	2	0	0	4	2	4	2	34	64.7%	88.2%
	2003	Fall	4	8	3	1	3	5	0	3	0	27	59.3%	88.9%
	2004	Fall	17	7	3	0	0	0	0	3	2	32	84.4%	90.6%
ARCH 132	2002	Spring	0	1	0	0	0	1	0	0	2	4	25.0%	100.0%
	2003	Spring	0	0	3	0	0	0	3	0	1	7	42.9%	100.0%
	2004	Spring	1	1	1	0	1	1	0	1	0	6	50.0%	83.3%
	2005	Spring	1	5	0	0	0	0	0	0	0	6	100.0%	100.0%
ARCH 136	2002	Spring	1	2	0	0	0	0	1	2	0	6	50.0%	66.7%
	2003	Spring	0	0	1	0	0	1	1	0	0	3	33.3%	100.0%
	2004	Spring	0	1	2	0	1	0	0	0	0	4	75.0%	100.0%
	2005	Spring	2	1	0	0	1	1	0	1	0	6	50.0%	83.3%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, X

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I*, XX) by the denominator (number of students with A, B, C, D CR, NC, W, I, XX).

Architecture Program
All Courses by Grade/Success/Retention

			Grades										success	retention
			A	B	C	CR	D	F	I	W	XX	Total		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ARCH 152	2002	Spring	2	2	4	0	0	0	0	0	0	8	100.0%	100.0%
		Fall	3	0	0	0	0	0	0	0	1	4	75.0%	100.0%
	2003	Spring	5	1	1	0	1	0	0	3	0	11	63.6%	72.7%
		Fall	4	0	0	1	0	1	0	1	0	7	71.4%	85.7%
	2004	Spring	9	2	0	0	0	1	0	1	0	13	84.6%	92.3%
		Fall	3	1	2	0	0	0	0	0	1	7	85.7%	100.0%
	2005	Spring	2	0	0	0	0	0	0	0	7	9	22.2%	100.0%
ARCH 161	2003	Fall	6	2	2	0	0	0	2	1	2	15	66.7%	93.3%
	2004	Fall	13	8	0	0	0	1	0	1	1	24	87.5%	95.8%
ARCH 162	2002	Spring	6	6	0	0	0	0	0	3	0	15	80.0%	80.0%
	2004	Spring	5	3	0	0	0	2	0	2	0	12	66.7%	83.3%
	2005	Spring	6	2	0	0	0	1	2	0	0	11	72.7%	100.0%
ARCH 163	2002	Fall	14	0	0	1	0	1	0	1	0	17	88.2%	94.1%
	2003	Fall	18	2	1	0	0	0	0	1	1	23	91.3%	95.7%
	2004	Fall	18	4	0	2	2	0	0	0	1	27	88.9%	100.0%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I*, XX) by the denominator (number of students with A, B, C, F, CR, NC, W, I, XX).

Architecture Program
All Courses by Grade/Success/Retention

			Grades									success	retention
			A	B	C	D	F	NC	W	XX	Total		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ARCH 164	2002	Spring	13	8	0	6	0	0	4	4	35	60.0%	88.6%
	2003	Spring	15	6	0	0	3	0	2	1	27	77.8%	92.6%
	2004	Spring	13	2	2	0	1	0	0	3	21	81.0%	100.0%
	2005	Spring	18	4	0	0	0	0	1	1	24	91.7%	95.8%
ARCH 165	2003	Fall	11	0	1	0	1	0	2	1	16	75.0%	87.5%
	2004	Fall	8	3	1	0	0	0	0	0	12	100.0%	100.0%
ARCH 166	2003	Summer	10	5	0	0	4	1	0	0	20	75.0%	100.0%
ARCH 213	2004	Spring	7	0	0	1	2	0	0	1	11	63.6%	100.0%
	2005	Spring	0	0	0	0	0	0	1	22	23	.0%	95.7%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I*, XX) by the denominator (number of students wi A, B, C, D, F, CR, NC, W, I, XX).

Architecture Program
Gender by Year/Term
Duplicated Headcount

		F		M		Total	
		Count	Row %	Count	Row %	Count	Row %
2002	Spring	116	35.7%	209	64.3%	325	100.0%
	Summer	8	34.8%	15	65.2%	23	100.0%
	Fall	119	36.3%	209	63.7%	328	100.0%
2003	Spring	101	32.0%	215	68.0%	316	100.0%
	Summer	7	18.9%	30	81.1%	37	100.0%
	Fall	130	33.1%	263	66.9%	393	100.0%
2004	Spring	101	29.4%	243	70.6%	344	100.0%
	Summer	10	40.0%	15	60.0%	25	100.0%
	Fall	119	30.0%	278	70.0%	397	100.0%
2005	Spring	130	31.9%	277	68.1%	407	100.0%

Architecture Program by Zip Code
Duplicated Headcount

		Saddleback Zip		Irvine Zip		Out of District or Missing		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %
2002	Spring	285	87.7%	24	7.4%	16	4.9%	325	100.0%
	Summer	21	91.3%	1	4.3%	1	4.3%	23	100.0%
	Fall	267	81.4%	31	9.5%	30	9.1%	328	100.0%
2003	Spring	249	78.8%	39	12.3%	28	8.9%	316	100.0%
	Summer	32	86.5%	1	2.7%	4	10.8%	37	100.0%
	Fall	320	81.4%	42	10.7%	31	7.9%	393	100.0%
2004	Spring	288	83.7%	35	10.2%	21	6.1%	344	100.0%
	Summer	21	84.0%	3	12.0%	1	4.0%	25	100.0%
	Fall	320	80.6%	38	9.6%	39	9.8%	397	100.0%
2005	Spring	333	81.8%	30	7.4%	44	10.8%	407	100.0%

Architecture Program
Ethnicity by Year/Term
Duplicated Headcount

		Ethnic Groups																	
		Asian		African American		Hispanic		American Indian/Alaskan Native		Other		Pacific Islander		White		Unknown		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
2002	Spring	41	12.6%	3	.9%	52	16.0%	1	.3%	4	1.2%	0	.0%	194	59.7%	30	9.2%	325	100.0%
	Summer	1	4.3%	0	.0%	5	21.7%	0	.0%	0	.0%	0	.0%	15	65.2%	2	8.7%	23	100.0%
	Fall	44	13.4%	4	1.2%	59	18.0%	1	.3%	8	2.4%	0	.0%	190	57.9%	22	6.7%	328	100.0%
2003	Spring	31	9.8%	6	1.9%	48	15.2%	0	.0%	4	1.3%	2	.6%	202	63.9%	23	7.3%	316	100.0%
	Summer	4	10.8%	0	.0%	6	16.2%	0	.0%	0	.0%	0	.0%	24	64.9%	3	8.1%	37	100.0%
	Fall	45	11.5%	11	2.8%	77	19.6%	1	.3%	3	.8%	0	.0%	231	58.8%	25	6.4%	393	100.0%
2004	Spring	38	11.0%	5	1.5%	75	21.8%	0	.0%	1	.3%	1	.3%	202	58.7%	22	6.4%	344	100.0%
	Summer	1	4.0%	0	.0%	9	36.0%	0	.0%	1	4.0%	0	.0%	12	48.0%	2	8.0%	25	100.0%
	Fall	52	13.1%	6	1.5%	72	18.1%	1	.3%	4	1.0%	0	.0%	248	62.5%	14	3.5%	397	100.0%
2005	Spring	56	13.8%	5	1.2%	69	17.0%	3	.7%	2	.5%	0	.0%	251	61.7%	21	5.2%	407	100.0%

Architecture Program
Educational Goals by Year/Term
Duplicated Headcount

	2002				2003				2004				2005	
	Spring		Fall		Spring		Fall		Spring		Fall		Spring	
	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %
AA/AS and transfer	61	18.8%	91	27.7%	77	24.4%	125	31.8%	103	29.9%	131	33.0%	134	32.9%
Transfer w/o AA/AS	27	8.3%	23	7.0%	38	12.0%	30	7.6%	26	7.6%	22	5.5%	34	8.4%
AA/AS w/o transfer	1	.3%	1	.3%	0	.0%	0	.0%	0	.0%	0	.0%	1	.2%
2-yr Voc. w/o transfer	8	2.5%	7	2.1%	14	4.4%	16	4.1%	15	4.4%	10	2.5%	11	2.7%
Voc. certif. w/o transfer	42	12.9%	48	14.6%	38	12.0%	48	12.2%	57	16.6%	57	14.4%	58	14.3%
Discover interests	25	7.7%	23	7.0%	12	3.8%	20	5.1%	22	6.4%	6	1.5%	11	2.7%
Acquire job skills	56	17.2%	53	16.2%	51	16.1%	62	15.8%	50	14.5%	62	15.6%	59	14.5%
Update job skills	38	11.7%	28	8.5%	26	8.2%	37	9.4%	18	5.2%	34	8.6%	39	9.6%
Maintain cert. or lisc.	3	.9%	0	.0%	3	.9%	3	.8%	3	.9%	3	.8%	0	.0%
Ed. development	28	8.6%	23	7.0%	22	7.0%	23	5.9%	19	5.5%	29	7.3%	24	5.9%
Basic Skills	2	.6%	3	.9%	6	1.9%	2	.5%	4	1.2%	6	1.5%	8	2.0%
HS or GED	0	.0%	2	.6%	5	1.6%	1	.3%	0	.0%	1	.3%	0	.0%
Undecided	34	10.5%	26	7.9%	23	7.3%	25	6.4%	27	7.8%	36	9.1%	28	6.9%
Unknown	0	.0%	0	.0%	1	.3%	1	.3%	0	.0%	0	.0%	0	.0%
Total	325	100.0%	328	100.0%	316	100.0%	393	100.0%	344	100.0%	397	100.0%	407	100.0%

Award Year 2004-2005
Saddleback College
Major Summary Report
Associate in Arts

A.A. in ARCHITECTURAL DRAFTING: 9

Certificate Graduate Report By Major
Award Year 2004-2005
Saddleback College

Certificate in Architectural Drafting: 2

Data Source: SOCCCD IT Award Management System, January 2006

Drafting Technology
Program Review Data Set

January 2006

The following pages include:

Data Source: SOCCCD Management Information System (MIS) Data Warehouse January 2006
Prepared by Denice Inciong, Research and Planning Analyst, Saddleback College

Drafting Program
Course and Section Count by Term and Year

	Fall			Summer			Spring			
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2005
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count
DR 23	1	1	1	0	0	0	1	1	1	1
DR 50	1	1	2	1	1	1	2	2	2	2
DR 51	2	2	2	0	0	0	2	2	2	2
DR 100	1	1	1	0	0	0	0	0	0	0
DR 101	0	0	0	0	0	0	1	1	1	1
DR 102	0	0	0	0	0	0	1	1	1	1
DR 120	1	1	1	0	0	0	0	0	0	0
DR 152	1	1	1	0	0	0	1	1	2	1
Total	7	7	8	1	1	1	8	8	9	8

Drafting Program
C1 Headcount by Course/Term/Year

	Fall			Summer			Spring			
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2005
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount
DR 23	4	5	5	.	.	.	8	9	13	8
DR 50	15	12	16	13	13	10	17	12	15	20
DR 51	16	16	8	.	.	.	10	11	11	10
DR 100	14	11	8	.	.	.	.	.	.	.
DR 101	.	.	.	.	.	.	4	8	6	8
DR 102	.	.	.	.	.	.	6	7	5	7
DR 120	4	5	9	.	.	.	.	.	.	.
DR 152	3	7	2	.	.	.	5	6	11	6
Total	56	56	48	13	13	10	50	53	61	59

Drafting Program
End of Term Enrollment by Course/Term/Year

	Fall			Summer			Spring			
	2002	2003	2004	2002	2003	2004	2002	2003	2004	2005
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
DR 23	4	5	5	0	0	0	8	9	13	8
DR 50	15	12	17	13	13	10	17	12	15	20
DR 51	16	16	8	0	0	0	10	11	11	10
DR 100	14	11	9	0	0	0	0	0	0	0
DR 101	0	0	0	0	0	0	4	8	6	8
DR 102	0	0	0	0	0	0	6	7	5	7
DR 120	4	5	9	0	0	0	0	0	0	0
DR 152	3	7	2	0	0	0	5	6	11	6
Total	56	56	50	13	13	10	50	53	61	59

Drafting Program
Courses by Grade/Success/Retention

		Grades											success	retention
		A	B	C	CR	D	F	I	NC	W	XX	Total		
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
2002	Spring	13	10	4	1	0	11	0	0	8	3	50	56.0%	84.0%
	Summer	8	1	0	0	0	4	0	0	0	0	13	69.2%	100.0%
	Fall	30	4	2	0	0	3	0	0	8	9	56	64.3%	85.7%
2003	Spring	26	10	6	0	0	4	2	0	5	0	53	79.2%	90.6%
	Summer	3	2	2	1	1	2	0	1	0	1	13	61.5%	100.0%
	Fall	29	10	6	0	4	3	0	0	2	2	56	80.4%	96.4%
2004	Spring	23	5	8	1	2	10	0	3	7	2	61	60.7%	88.5%
	Summer	5	1	0	0	0	2	0	0	1	1	10	60.0%	90.0%
	Fall	32	5	7	1	0	2	0	0	2	1	50	90.0%	96.0%
2005	Spring	28	4	1	1	3	10	0	0	7	5	59	57.6%	88.1%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Architecture Program
All Courses by Grade/Success/Retention

			Grades											success	retention
			A	B	C	CR	D	F	I	NC	W	XX	Total		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
DR 23	2002	Spring	1	2	1	0	0	1	0	0	2	1	8	50.0%	75.0%
		Fall	2	0	0	0	0	0	0	0	1	1	4	50.0%	75.0%
	2003	Spring	6	2	1	0	0	0	0	0	0	0	9	100.0%	100.0%
		Fall	3	1	1	0	0	0	0	0	0	0	5	100.0%	100.0%
	2004	Spring	4	0	3	0	1	2	0	0	3	0	13	53.8%	76.9%
		Fall	4	0	0	0	0	0	0	0	1	0	5	80.0%	80.0%
	2005	Spring	3	2	1	1	1	0	0	0	0	0	8	87.5%	100.0%
DR 50	2002	Spring	1	2	3	0	0	7	0	0	4	0	17	35.3%	76.5%
		Summer	8	1	0	0	0	4	0	0	0	0	13	69.2%	100.0%
		Fall	8	1	0	0	0	2	0	0	2	2	15	60.0%	86.7%
	2003	Spring	3	1	2	0	0	2	2	0	2	0	12	50.0%	83.3%
		Summer	3	2	2	1	1	2	0	1	0	1	13	61.5%	100.0%
		Fall	7	1	1	0	1	2	0	0	0	0	12	75.0%	100.0%
	2004	Spring	2	2	1	1	0	2	0	2	3	2	15	40.0%	80.0%
		Summer	5	1	0	0	0	2	0	0	1	1	10	60.0%	90.0%
		Fall	10	2	2	0	0	1	0	0	1	1	17	82.4%	94.1%
	2005	Spring	7	1	0	0	2	6	0	0	3	1	20	40.0%	85.0%
DR 51	2002	Spring	3	3	0	0	0	2	0	0	2	0	10	60.0%	80.0%
		Fall	10	1	0	0	0	1	0	0	1	3	16	68.8%	93.8%
	2003	Spring	7	2	0	0	0	2	0	0	0	0	11	81.8%	100.0%
		Fall	8	5	1	0	1	0	0	0	0	1	16	87.5%	100.0%
	2004	Spring	5	1	1	0	0	3	0	1	0	0	11	63.6%	100.0%
		Fall	5	0	1	1	0	1	0	0	0	0	8	87.5%	100.0%
	2005	Spring	4	1	0	0	0	2	0	0	0	3	10	50.0%	100.0%
DR 100	2002	Fall	4	2	2	0	0	0	0	0	4	2	14	57.1%	71.4%
	2003	Fall	2	3	1	0	2	1	0	0	2	0	11	54.5%	81.8%
	2004	Fall	5	2	2	0	0	0	0	0	0	0	9	100.0%	100.0%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I*, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Architecture Program
All Courses by Grade/Success/Retention

			Grades									success	retention
			A	B	C	CR	D	F	W	XX	Total		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
DR 101	2002	Spring	1	1	0	0	0	0	0	2	4	50.0%	100.0%
	2003	Spring	5	1	0	0	0	0	2	0	8	75.0%	75.0%
	2004	Spring	3	1	1	0	0	0	1	0	6	83.3%	83.3%
	2005	Spring	5	0	0	0	0	0	3	0	8	62.5%	62.5%
DR 102	2002	Spring	4	1	0	1	0	0	0	0	6	100.0%	100.0%
	2003	Spring	4	1	1	0	0	0	1	0	7	85.7%	85.7%
	2004	Spring	3	0	1	0	0	1	0	0	5	80.0%	100.0%
	2005	Spring	4	0	0	0	0	2	1	0	7	57.1%	85.7%
DR 120	2002	Fall	3	0	0	0	0	0	0	1	4	75.0%	100.0%
	2003	Fall	4	0	0	0	0	0	0	1	5	80.0%	100.0%
	2004	Fall	6	1	2	0	0	0	0	0	9	100.0%	100.0%
DR 152	2002	Spring	3	1	0	0	0	1	0	0	5	80.0%	100.0%
		Fall	3	0	0	0	0	0	0	0	3	100.0%	100.0%
	2003	Spring	1	3	2	0	0	0	0	0	6	100.0%	100.0%
		Fall	5	0	2	0	0	0	0	0	7	100.0%	100.0%
	2004	Spring	6	1	1	0	1	2	0	0	11	72.7%	100.0%
		Fall	2	0	0	0	0	0	0	0	2	100.0%	100.0%
	2005	Spring	5	0	0	0	0	0	0	1	6	83.3%	100.0%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I*, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Drafting Program
Gender by Year/Term
Duplicated Headcount

		F		M		X		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %
2002	Spring	9	18.0%	41	82.0%	0	.0%	50	100.0%
	Summer	2	15.4%	11	84.6%	0	.0%	13	100.0%
	Fall	11	19.6%	45	80.4%	0	.0%	56	100.0%
2003	Spring	7	13.2%	46	86.8%	0	.0%	53	100.0%
	Summer	3	23.1%	10	76.9%	0	.0%	13	100.0%
	Fall	13	23.2%	43	76.8%	0	.0%	56	100.0%
2004	Spring	6	9.8%	55	90.2%	0	.0%	61	100.0%
	Summer	4	40.0%	6	60.0%	0	.0%	10	100.0%
	Fall	11	22.0%	39	78.0%	0	.0%	50	100.0%
2005	Spring	12	20.3%	46	78.0%	1	1.7%	59	100.0%

Drafting Program by Zip Code
Duplicated Headcount

		Saddleback Zip		Irvine Zip		Out of District or Missing		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %
2002	Spring	45	90.0%	2	4.0%	3	6.0%	50	100.0%
	Summer	12	92.3%	0	.0%	1	7.7%	13	100.0%
	Fall	51	91.1%	0	.0%	5	8.9%	56	100.0%
2003	Spring	52	98.1%	0	.0%	1	1.9%	53	100.0%
	Summer	11	84.6%	0	.0%	2	15.4%	13	100.0%
	Fall	50	89.3%	2	3.6%	4	7.1%	56	100.0%
2004	Spring	53	86.9%	2	3.3%	6	9.8%	61	100.0%
	Summer	8	80.0%	1	10.0%	1	10.0%	10	100.0%
	Fall	46	92.0%	0	.0%	4	8.0%	50	100.0%
2005	Spring	53	89.8%	1	1.7%	5	8.5%	59	100.0%

Drafting Program
Ethnicity by Year/Term
Duplicated Headcount

		Ethnic Groups															
		Asian		African American		Hispanic		Other		Pacific Islander		White		Unknown		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
2002	Spring	11	22.0%	0	.0%	12	24.0%	0	.0%	0	.0%	27	54.0%	0	.0%	50	100.0%
	Summer	1	7.7%	0	.0%	2	15.4%	1	7.7%	1	7.7%	8	61.5%	0	.0%	13	100.0%
	Fall	7	12.5%	0	.0%	12	21.4%	1	1.8%	0	.0%	34	60.7%	2	3.6%	56	100.0%
2003	Spring	7	13.2%	1	1.9%	12	22.6%	1	1.9%	0	.0%	27	50.9%	5	9.4%	53	100.0%
	Summer	4	30.8%	0	.0%	1	7.7%	1	7.7%	0	.0%	6	46.2%	1	7.7%	13	100.0%
	Fall	5	8.9%	0	.0%	8	14.3%	1	1.8%	0	.0%	38	67.9%	4	7.1%	56	100.0%
2004	Spring	4	6.6%	0	.0%	13	21.3%	0	.0%	1	1.6%	39	63.9%	4	6.6%	61	100.0%
	Summer	1	10.0%	1	10.0%	1	10.0%	0	.0%	0	.0%	6	60.0%	1	10.0%	10	100.0%
	Fall	7	14.0%	0	.0%	12	24.0%	0	.0%	0	.0%	26	52.0%	5	10.0%	50	100.0%
2005	Spring	11	18.6%	1	1.7%	11	18.6%	0	.0%	0	.0%	29	49.2%	7	11.9%	59	100.0%

Drafting Program
Educational Goals by Year/Term
Duplicated Headcount

	2002				2003				2004				2005	
	Spring		Fall		Spring		Fall		Spring		Fall		Spring	
	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %
AA/AS and transfer	12	24.0%	9	16.1%	8	15.1%	11	19.6%	12	19.7%	12	24.0%	8	13.6%
Transfer w/o AA/AS	4	8.0%	4	7.1%	1	1.9%	9	16.1%	5	8.2%	3	6.0%	5	8.5%
2-yr Voc. w/o transfer	0	.0%	3	5.4%	4	7.5%	3	5.4%	4	6.6%	1	2.0%	2	3.4%
Voc. certif. w/o transfer	2	4.0%	2	3.6%	2	3.8%	6	10.7%	7	11.5%	6	12.0%	11	18.6%
Discover interests	5	10.0%	3	5.4%	1	1.9%	2	3.6%	3	4.9%	2	4.0%	5	8.5%
Acquire job skills	7	14.0%	15	26.8%	10	18.9%	12	21.4%	11	18.0%	9	18.0%	9	15.3%
Update job skills	9	18.0%	13	23.2%	16	30.2%	5	8.9%	11	18.0%	9	18.0%	9	15.3%
Ed. development	4	8.0%	3	5.4%	4	7.5%	3	5.4%	4	6.6%	2	4.0%	4	6.8%
Basic Skills	3	6.0%	1	1.8%	2	3.8%	1	1.8%	0	.0%	0	.0%	2	3.4%
HS or GED	0	.0%	1	1.8%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
Undecided	4	8.0%	2	3.6%	5	9.4%	4	7.1%	4	6.6%	6	12.0%	4	6.8%
Total	50	100.0%	56	100.0%	53	100.0%	56	100.0%	61	100.0%	50	100.0%	59	100.0%

Award Year 2004-2005
Saddleback College
Major Summary Report
Associate in Arts

A.A. in DRAFTING TECHNOLOGY: 2

Certificate Graduate Report by Major
Award Year 2004-2005
Saddleback College

Certificate in Drafting Technology: 2

Data Source: SOCCCD IT Award Management System, January 2006

Construction Inspection
Program Review Data Set

July 2006

The following pages include:

13. **Course Section Count**
14. **C1 & End of Term Headcount**
15. **Overview of Courses, Grades, Success/Retention**
16. **Course Grades, Success/Retention**
17. **Construction Inspection Courses' Students' Duplicated Headcount**
    a. **Gender**
    b. **Zip Code**
    c. **Ethnicity**
    d. **Educational Goal**
18. **Awards & Certificates in Construction Inspection**

Data Source: SOCCCD Management Information System (MIS) Data Warehouse July 2006
Prepared by Denice Inciong, Research and Planning Analyst, Saddleback College

Construction Inspection Courses
Course and Section Count by Term and Year

	Fall					Summer	Spring				
	2001	2002	2003	2004	2005	2003	2001	2002	2003	2004	2005
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count
ARCH 161	1	0	1	1	1	0	0	0	0	0	0
ARCH 162	0	0	0	0	0	0	1	1	0	1	1
ARCH 163	1	1	1	1	1	0	0	0	0	0	0
ARCH 164	0	0	0	0	0	0	0	1	1	1	1
ARCH 165	0	0	1	1	0	0	1	0	0	0	0
ARCH 166	1	0	0	0	0	1	1	0	0	0	0
ARCH 211	0	0	0	0	1	0	0	0	0	0	0
ARCH 212	0	0	0	0	1	0	0	0	0	0	0
ARCH 213	0	0	0	0	0	0	0	0	0	1	1
Total	3	1	3	3	4	1	3	2	1	3	3

Construction Inspection Courses
C1 Headcount by Course/Term/Year

	Fall					Summer	Spring				
	2001	2002	2003	2004	2005	2003	2001	2002	2003	2004	2005
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount
ARCH 161	28	.	14	24	13	.	.	.	.	.	.
ARCH 162	.	.	.	.	.	.	21	15	.	12	11
ARCH 163	20	15	23	27	23	.	.	.	.	.	.
ARCH 164	.	.	.	.	.	.	.	35	27	21	24
ARCH 165	.	.	16	11	.	.	23	.	.	.	.
ARCH 166	23	.	.	.	.	19	29	.	.	.	.
ARCH 211	.	.	.	.	22	.	.	.	.	.	.
ARCH 212	.	.	.	.	20	.	.	.	.	.	.
ARCH 213	.	.	.	.	.	.	.	.	.	11	23
Total	71	15	53	62	78	19	73	50	27	44	58

Construction Inspection Courses
End of Term Enrollment by Course/Term/Year

	Fall					Summer	Spring				
	2001	2002	2003	2004	2005	2003	2001	2002	2003	2004	2005
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
ARCH 161	29	0	15	24	13	0	0	0	0	0	0
ARCH 162	0	0	0	0	0	0	21	15	0	12	11
ARCH 163	20	17	23	27	24	0	0	0	0	0	0
ARCH 164	0	0	0	0	0	0	0	35	27	21	24
ARCH 165	0	0	16	12	0	0	23	0	0	0	0
ARCH 166	24	0	0	0	0	20	29	0	0	0	0
ARCH 211	0	0	0	0	23	0	0	0	0	0	0
ARCH 212	0	0	0	0	20	0	0	0	0	0	0
ARCH 213	0	0	0	0	0	0	0	0	0	11	23
Total	73	17	54	63	80	20	73	50	27	44	58

Construction Inspection Courses
Summary of All Courses by Grade/Success/Retention

		Grades											success	retention
		A	B	C	CR	D	F	I	NC	W	XX	Total		
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
2001	Spring	22	18	9	0	1	6	1	0	6	10	73	67.1%	91.8%
	Fall	37	6	4	0	1	8	0	1	13	3	73	64.4%	82.2%
2002	Spring	19	14	0	0	6	0	0	0	7	4	50	66.0%	86.0%
	Fall	14	0	0	1	0	1	0	0	1	0	17	88.2%	94.1%
2003	Spring	15	6	0	0	0	3	0	0	2	1	27	77.8%	92.6%
	Summer	10	5	0	0	0	4	0	1	0	0	20	75.0%	100.0%
	Fall	35	4	4	0	0	1	2	0	4	4	54	79.6%	92.6%
2004	Spring	25	5	2	0	1	5	0	0	2	4	44	72.7%	95.5%
	Fall	39	15	1	2	2	1	0	0	1	2	63	90.5%	98.4%
2005	Spring	24	6	0	0	0	1	2	0	2	23	58	51.7%	96.6%
	Fall	43	24	8	0	0	2	0	0	1	2	80	93.8%	98.7%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Construction Inspection Courses
Courses by Grade/Success/Retention

			Grades										success	retention
			A	B	C	CR	D	F	I	W	XX	Total		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ARCH 161	2001	Fall	15	3	1	0	0	1	0	8	1	29	65.5%	72.4%
	2003	Fall	6	2	2	0	0	0	2	1	2	15	66.7%	93.3%
	2004	Fall	13	8	0	0	0	1	0	1	1	24	87.5%	95.8%
	2005	Fall	8	5	0	0	0	0	0	0	0	13	100.0%	100.0%
ARCH 162	2001	Spring	4	8	2	0	0	0	0	5	2	21	66.7%	76.2%
	2002	Spring	6	6	0	0	0	0	0	3	0	15	80.0%	80.0%
	2004	Spring	5	3	0	0	0	2	0	2	0	12	66.7%	83.3%
	2005	Spring	6	2	0	0	0	1	2	0	0	11	72.7%	100.0%
ARCH 163	2001	Fall	10	2	1	0	0	2	0	3	2	20	65.0%	85.0%
	2002	Fall	14	0	0	1	0	1	0	1	0	17	88.2%	94.1%
	2003	Fall	18	2	1	0	0	0	0	1	1	23	91.3%	95.7%
	2004	Fall	18	4	0	2	2	0	0	0	1	27	88.9%	100.0%
	2005	Fall	19	0	1	0	0	2	0	1	1	24	83.3%	95.8%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I*, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Construction Inspection Courses
Courses by Grade/Success/Retention

			Grades										success	retention
			A	B	C	D	F	I	NC	W	XX	Total		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
ARCH 164	2002	Spring	13	8	0	6	0	0	0	4	4	35	60.0%	88.6%
	2003	Spring	15	6	0	0	3	0	0	2	1	27	77.8%	92.6%
	2004	Spring	13	2	2	0	1	0	0	0	3	21	81.0%	100.0%
	2005	Spring	18	4	0	0	0	0	0	1	1	24	91.7%	95.8%
ARCH 165	2001	Spring	9	4	4	0	5	0	0	1	0	23	73.9%	95.7%
	2003	Fall	11	0	1	0	1	0	0	2	1	16	75.0%	87.5%
	2004	Fall	8	3	1	0	0	0	0	0	0	12	100.0%	100.0%
ARCH 166	2001	Spring	9	6	3	1	1	1	0	0	8	29	62.1%	100.0%
		Fall	12	1	2	1	5	0	1	2	0	24	62.5%	91.7%
	2003	Summer	10	5	0	0	4	0	1	0	0	20	75.0%	100.0%
ARCH 211	2005	Fall	7	11	4	0	0	0	0	0	1	23	95.7%	100.0%
ARCH 212	2005	Fall	9	8	3	0	0	0	0	0	0	20	100.0%	100.0%
ARCH 213	2004	Spring	7	0	0	1	2	0	0	0	1	11	63.6%	100.0%
	2005	Spring	0	0	0	0	0	0	0	1	22	23	.0%	95.7%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).
The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).
The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I*, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Construction Inspection Courses
Gender by Year/Term
Duplicated Headcount

		F		M		Total	
		Count	Row %	Count	Row %	Count	Row %
2001	Spring	4	5.5%	69	94.5%	73	100.0%
	Fall	7	9.6%	66	90.4%	73	100.0%
2002	Spring	6	12.0%	44	88.0%	50	100.0%
	Fall	4	23.5%	13	76.5%	17	100.0%
2003	Spring	1	3.7%	26	96.3%	27	100.0%
	Summer	2	10.0%	18	90.0%	20	100.0%
	Fall	13	24.1%	41	75.9%	54	100.0%
2004	Spring	6	13.6%	38	86.4%	44	100.0%
	Fall	8	12.7%	55	87.3%	63	100.0%
2005	Spring	2	3.4%	56	96.6%	58	100.0%
	Fall	16	20.0%	64	80.0%	80	100.0%

Construction Inspection Courses by Zip Code
Duplicated Headcount

		Saddleback Zip		Irvine Zip		Out of District or Missing		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %
2001	Spring	62	84.9%	7	9.6%	4	5.5%	73	100.0%
	Fall	56	76.7%	9	12.3%	8	11.0%	73	100.0%
2002	Spring	43	86.0%	3	6.0%	4	8.0%	50	100.0%
	Fall	16	94.1%	0	.0%	1	5.9%	17	100.0%
2003	Spring	16	59.3%	5	18.5%	6	22.2%	27	100.0%
	Summer	15	75.0%	1	5.0%	4	20.0%	20	100.0%
	Fall	48	88.9%	3	5.6%	3	5.6%	54	100.0%
2004	Spring	34	77.3%	6	13.6%	4	9.1%	44	100.0%
	Fall	43	68.3%	9	14.3%	11	17.5%	63	100.0%
2005	Spring	41	70.7%	4	6.9%	13	22.4%	58	100.0%
	Fall	55	68.8%	8	10.0%	17	21.3%	80	100.0%

Construction Inspection Courses
Ethnicity by Year/Term
Duplicated Headcount

		Ethnic Groups															
		Asian		African American		Hispanic		Other		Pacific Islander		White		Unknown		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
2001	Spring	0	.0%	3	4.1%	13	17.8%	0	.0%	0	.0%	55	75.3%	2	2.7%	73	100.0%
	Fall	2	2.7%	1	1.4%	10	13.7%	0	.0%	1	1.4%	52	71.2%	7	9.6%	73	100.0%
2002	Spring	2	4.0%	1	2.0%	5	10.0%	0	.0%	0	.0%	34	68.0%	8	16.0%	50	100.0%
	Fall	1	5.9%	0	.0%	1	5.9%	1	5.9%	0	.0%	11	64.7%	3	17.6%	17	100.0%
2003	Spring	1	3.7%	1	3.7%	1	3.7%	1	3.7%	0	.0%	18	66.7%	5	18.5%	27	100.0%
	Summer	2	10.0%	0	.0%	3	15.0%	0	.0%	0	.0%	14	70.0%	1	5.0%	20	100.0%
	Fall	4	7.4%	0	.0%	13	24.1%	0	.0%	0	.0%	33	61.1%	4	7.4%	54	100.0%
2004	Spring	2	4.5%	0	.0%	12	27.3%	0	.0%	0	.0%	25	56.8%	5	11.4%	44	100.0%
	Fall	2	3.2%	2	3.2%	10	15.9%	0	.0%	0	.0%	48	76.2%	1	1.6%	63	100.0%
2005	Spring	8	13.8%	3	5.2%	6	10.3%	0	.0%	0	.0%	39	67.2%	2	3.4%	58	100.0%
	Fall	1	1.3%	5	6.3%	13	16.3%	0	.0%	1	1.3%	56	70.0%	4	5.0%	80	100.0%

Construction Inspection Courses
Age Group Distribution by Year/Term
Duplicated Headcount

		Age Groups													
		18-21		22-25		26-35		36-50		51-65		Over 65		Total	
		Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %	Count	Row %
2001	Spring	8	11.0%	8	11.0%	17	23.3%	27	37.0%	13	17.8%	0	.0%	73	100.0%
	Fall	9	12.3%	16	21.9%	8	11.0%	34	46.6%	6	8.2%	0	.0%	73	100.0%
2002	Spring	5	10.0%	1	2.0%	6	12.0%	21	42.0%	17	34.0%	0	.0%	50	100.0%
	Fall	2	11.8%	0	.0%	4	23.5%	5	29.4%	6	35.3%	0	.0%	17	100.0%
2003	Spring	0	.0%	1	3.7%	6	22.2%	14	51.9%	5	18.5%	1	3.7%	27	100.0%
	Summer	1	5.0%	0	.0%	7	35.0%	10	50.0%	2	10.0%	0	.0%	20	100.0%
	Fall	3	5.6%	8	14.8%	16	29.6%	20	37.0%	7	13.0%	0	.0%	54	100.0%
2004	Spring	2	4.5%	1	2.3%	19	43.2%	10	22.7%	11	25.0%	1	2.3%	44	100.0%
	Fall	1	1.6%	6	9.5%	18	28.6%	22	34.9%	16	25.4%	0	.0%	63	100.0%
2005	Spring	0	.0%	4	6.9%	16	27.6%	23	39.7%	15	25.9%	0	.0%	58	100.0%
	Fall	3	3.8%	8	10.0%	20	25.0%	37	46.3%	11	13.8%	1	1.3%	80	100.0%

Construction Inspection Courses
Educational Goals by Year/Term
Duplicated Headcount

	2001				2002				2003				2004				2005			
	Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall	
	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column %	Count	Column n %	Count	Column n %
AA/AS and transfer	1	1.4%	2	2.7%	1	2.0%	2	11.8%	1	3.7%	6	11.1%	7	15.9%	6	9.5%	3	5.2%	8	10.0%
Transfer w/o AA/AS	2	2.7%	0	.0%	0	.0%	0	.0%	1	3.7%	1	1.9%	1	2.3%	1	1.6%	3	5.2%	6	7.5%
2-yr Voc. w/o transfer	1	1.4%	0	.0%	2	4.0%	0	.0%	2	7.4%	4	7.4%	2	4.5%	0	.0%	2	3.4%	4	5.0%
Voc. certif. w/o transfe	5	6.8%	2	2.7%	1	2.0%	2	11.8%	2	7.4%	1	1.9%	3	6.8%	6	9.5%	3	5.2%	6	7.5%
Discover interests	3	4.1%	6	8.2%	4	8.0%	1	5.9%	2	7.4%	2	3.7%	2	4.5%	0	.0%	0	.0%	1	1.3%
Acquire job skills	16	21.9%	26	35.6%	14	28.0%	4	23.5%	4	14.8%	12	22.2%	9	20.5%	16	25.4%	12	20.7%	13	16.3%
Update job skills	31	42.5%	24	32.9%	14	28.0%	4	23.5%	6	22.2%	19	35.2%	12	27.3%	19	30.2%	20	34.5%	28	35.0%
Maintain cert. or lisc.	1	1.4%	2	2.7%	2	4.0%	0	.0%	3	11.1%	0	.0%	1	2.3%	3	4.8%	0	.0%	2	2.5%
Ed. development	7	9.6%	8	11.0%	6	12.0%	1	5.9%	4	14.8%	5	9.3%	5	11.4%	8	12.7%	10	17.2%	5	6.3%
Basic Skills	2	2.7%	0	.0%	1	2.0%	1	5.9%	1	3.7%	0	.0%	0	.0%	3	4.8%	3	5.2%	6	7.5%
Undecided	4	5.5%	3	4.1%	5	10.0%	2	11.8%	0	.0%	4	7.4%	2	4.5%	1	1.6%	2	3.4%	1	1.3%
Unknown	0	.0%	0	.0%	0	.0%	0	.0%	1	3.7%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
Total	73	100.0%	73	100.0%	50	100.0%	17	100.0%	27	100.0%	54	100.0%	44	100.0%	63	100.0%	58	100.0%	80	100.0%

Awards and Certificates in Construction Inspection

2001-2002
6 Certificates
3 A.S. Degrees
Awarded in Construction Inspection
Source: SOCCCD MIS Data Warehouse, July 2006

2005-2006
1 Certificate
Awarded in Construction Inspection
Source: SOCCCD Awards Management System, July 11, 2006