Instructional Program Review

Saddleback College

Architecture & Drafting Technology Department

Submitted: November 2009

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Program Review Team Members and Approvals

Program Review Team Chair:

Lem Chin, Department Chair

Program Review Team Members:

David Titus, Professor

Blake Stephens, Professor

Don Taylor, Division Dean

Program Review Checklist

Date Completed	Action
11/08	Contact Program Review Chair for orientation
12/08	Form Program Review Team
1/09	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
1/09	Solicit input from faculty and students
2/09	Determine if additional research is needed
1/09	Contact College Research Analyst if necessary
5/09	Write Program Review report
11/09	Submit report to Dean and EPA Chair for approval
Fall 2010	Report submitted to Academic Senate for approval
11/09	Report submitted to Office of Instruction
11/09	Report submitted to College President and the EPA
Fall 2010	Report posted to the EPA web site
Fall 2010	Presentation to Consultation Committee

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 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, 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 south Orange County. Architecture and Drafting are well established and have decades of productive longevity. 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

Program growth—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 CADD 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:

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.

We need to continue to:

--Make revisions to lesson plans and curriculum—especially with CAD content, to reflect periodic 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 increase enrollments by 5% over 2008-09. 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. Sadly, some students complete all requirements for a degree or certificate, but do not apply because they transfer to university programs.

--Maintain both lab/classrooms as highly functional and professional-looking higher education facilities. This is a particular challenge in the CAD lab, given its near-maximum usage; it is used by three other instructional programs.

--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 and ultimately at ATEP. The Saddleback lab is not as high-tech as the technology being taught.

--Make plans for a second CAD classroom in the ATAS building, 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 well. However, the classified staff slot needs to be increased from 10 to 20 hours per week. This should be considered, 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 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. 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.

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. 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. Inps. 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 3% as Middle Eastern ancestry. Nearly 31% of Draft. 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 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 improving numbers of Associate degrees and Certificates issued. From 2004-09, 59 Associate degrees plus 16 Certificates in Architecture, 5 Associate degrees plus 13 Certificates in Construction Inspection, and 3 Associate degrees plus 10 Certificates in Drafting were earned. In 2008-09, approximately 30 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 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) 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 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.

Construction Inspection classes, being lecture format, are now given in the nearby BGS building.

Technology utilized by the department for CADD classes includes computers, printers, plotters, scanner, white-print machine, computer projections, and rapid-prototype/3D-model-making machines. There are currently 5 CAD software programs being utilized for instruction: AutoCAD, Solid Works, Autodesk Inventor, 3D Studio Viz and Sketchup. As previously mentioned, the lone CAD classroom/lab is at near saturation point in terms of class scheduling. A second CAD room is justified in the near future. The Horticulture and Interior Design departments use the CAD room as well, so not getting an additional CAD teaching facility will negatively impact 3 college departments. This could result in turning away eager students and losing enrollment revenue for the college.

In summary, departmental facilities and resources are currently adequate for completion of the instructional mission of providing a high quality teaching environment for 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 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, retires at the end of the 2009-10 academic year. To maintain program continuity and stability, we are proceeding with advertising for his replacement.

Our newest faculty member, Blake Stephens, 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.

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

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. 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

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

Lem Chin
Full-time Faculty
Department Chair

Blake Stephens Full-time Faculty Architecture	David Titus Full-time Faculty Drafting	Associate Faculty (currently 10) Architecture & Drafting

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

Architecture, Construction Inspection and Drafting Technology / CAD
11/2009

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.	Informal sampling of graduates in 2008 indicated at least 75% success rate— until end-of-year layoffs started during recent Recession (no current numbers available).	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.

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.	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 final coursework.	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. We will continue to promote completion of degrees and/or certifcates.

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.	Employers attending the 2008 Advisory Meeting and guest-speaking frequently in our Pro Practice class are very pleased with the quality of our graduates.	Continue dialogue with industry to respond quickly and thoroughly to evolving needs in practice, technology, building codes knowledge, and environmental (LEEDS/etc) awareness.

D. Data Sets – Drafting Technology

Section count for Drafting Technology courses by semester

Status Code	(Multiple Items)

Section Count	Column Labels															
Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	5	5	5	6	7	5	6	5	7	6	1	1	1	1	1	62
DR 100																
DR 101						1	1	1	1	1						5
DR 102																
DR 120																
DR 152							1		1	1						3
DR 23	1	1	1	1	1				1							6
DR 50	2	2	2	2	3	2	2	2	3	3	1	1	1	1	1	28
DR 51	2	2	2	3	3	2	2	2	1	1						20
Grand Total	5	5	5	6	7	5	6	5	7	6	1	1	1	1	1	62

Census enrollment for Drafting Technology courses by semester

Status Code	(Multiple Items)

Section Census Enrollm	Column Labels															
Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	50	57	59	57	64	59	58	58	59	68	12	12	13	10	12	648
DR 100	8	8	12	13	12											53
DR 101						8	8	7	7	7						37
DR 102						7	1	5	1	5						19
DR 120	9	2	5	2	6											24
DR 152	2	3	5	4	11	6	7	4	10	12						64
DR 23	5	14	8	8	4	8	13	11	6	11						88
DR 50	18	13	16	19	15	20	19	21	24	24	12	12	13	10	12	248
DR 51	8	17	13	11	16	10	10	10	11	9						115
Grand Total	50	57	59	57	64	59	58	58	59	68	12	12	13	10	12	648

End of Term enrollment for Drafting Technology courses by semester

Status Code	(Multiple Items)

Section End Enrollment	Column Labels															
Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	47	50	51	49	59	50	53	48	49	63	12	12	11	10	12	576
DR 100	9	5	9	12	12											47
DR 101						5	7	5	7	7						31
DR 102						6	1	4	2	5						18
DR 120	9	2	4	1	6											22
DR 152	2	3	4	4	9	5	7	2	7	10						53
DR 23	4	14	9	7	4	8	12	11	5	10						84
DR 50	15	12	15	16	12	16	17	20	18	24	12	12	11	10	12	222
DR 51	8	14	10	9	16	10	9	6	10	7						99
Grand Total	47	50	51	49	59	50	53	48	49	63	12	12	11	10	12	576

Grade distribution for Drafting Technology courses by semester

Status Code: (Multiple Items)

Registration Count | Column Labels

Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	**76**	**80**	**86**	**82**	**86**	**79**	**78**	**98**	**95**	**100**	**15**	**17**	**21**	**16**	**17**	**946**
DR 100	**12**	**17**	**23**	**22**	**16**											**90**
A	5		2	4	3											14
B	2	1	1	4	3											11
C	2	2	5	2	2											13
Drop	3	11	11	9	4											38
Fail		2		2	3											7
Incomplete to a B					1											1
No Credit			1													1
Withdrawal		1	3	1												5
DR 101						**11**	**8**	**12**	**10**	**7**						**48**
A						5	2	3	4	4						18
B							2	1		3						6
C							2		1							3
Credit									1							1
D									1							1
Drop						3		5	3							11
Fail							1	1								2
Withdrawal						3	1	2								6
DR 102						**8**	**1**	**6**	**2**	**5**						**22**
A						4	1	3	1	3						12
B								1	1							2
C										1						1
Credit										1						1
Drop						1		1								2
Fail						2										2
Withdrawal						1		1								2
DR 120	**11**	**2**	**7**	**2**	**7**											**29**
A	6	2	4	1	4											17
B	1				1											2
C	2				1											3
Drop	2		2		1											5
Withdrawal			1	1												2
DR 152	**3**	**4**	**5**	**5**	**14**	**6**	**9**	**6**	**11**	**16**						**79**
A	2	2	4	3	7	5	3		5	7						38
B		1			2		1	2		2						8
C				1			1									2
Credit							1		1							2
Drop	1	1	1	1	3	1	2	4	1	4						19
Fail							1		1	1						3
Withdrawal					2				3	2						7
DR 23	**9**	**18**	**11**	**10**	**7**	**9**	**14**	**18**	**17**	**13**						**126**
A	4	9	3	3	1	3	6	6	3	4						42
B		4	3	2	1	2	4	2	1	2						21
C				2		1	1	2		3						9
Credit					1	1				1						3
D		1	2			1			1							5
Drop	4	4	2	2	3	1	1	7	11	3						38
Fail			1		1		1	1								4
Withdrawal	1			1			1		1							4
DR 50	**29**	**15**	**22**	**24**	**22**	**25**	**30**	**35**	**36**	**44**	**15**	**17**	**21**	**16**	**17**	**368**
A	10	7	9	9	9	7	9	12	11	12	10	9	8	7	7	136
B	3	1	1	5	2	1	4	1	2	3		2	1	1	1	28
C	1		1	2	1		4	2	3	5			1		1	21
Credit		1	1					1		1	2		1		2	9
D						2		1	1							4
Drop	11	2	7	5	5	6	11	14	14	19	3	5	9	6	5	122
Fail	1	3	3			6		3	1	3		1		2	1	24
Withdrawal	3	1		3	5	3	2	1	4	1			1			24
DR 51	**12**	**24**	**18**	**19**	**20**	**20**	**16**	**21**	**19**	**15**						**184**
A	5	11	6	4	7	6	5	2	5	5						56
B		3	3	1	6	1	1	2	1	1						19
C	1		1	2	1		1	1	1	1						9
Credit	1						2	1	1							5
D									1							1
Drop	4	7	6	9	4	10	6	11	9	7						73
Fail	1			2	2	3			1							9
Withdrawal		3	2	1			1	4		1						12
Grand Total	**76**	**80**	**86**	**82**	**86**	**79**	**78**	**98**	**95**	**100**	**15**	**17**	**21**	**16**	**17**	**946**

Retention Rate for Drafting Technology courses by semester

Status Code	(Multiple Items)
Percent Retention	Column Labels

Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	**92%**	**91%**	**89%**	**88%**	**89%**	**88%**	**91%**	**86%**	**86%**	**94%**	**100%**	**100%**	**92%**	**100%**	**100%**	**90%**
DR 100	100%	83%	75%	92%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	90%
DR 101	0%	0%	0%	0%	0%	63%	88%	71%	100%	100%	0%	0%	0%	0%	0%	84%
DR 102	0%	0%	0%	0%	0%	86%	100%	80%	100%	100%	0%	0%	0%	0%	0%	90%
DR 120	100%	100%	80%	50%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	92%
DR 152	100%	100%	100%	100%	82%	100%	100%	100%	70%	83%	0%	0%	0%	0%	0%	88%
DR 23	80%	100%	100%	88%	100%	100%	92%	100%	83%	100%	0%	0%	0%	0%	0%	95%
DR 50	83%	92%	100%	84%	71%	84%	89%	95%	82%	96%	100%	100%	92%	100%	100%	90%
DR 51	100%	82%	83%	90%	100%	100%	90%	60%	100%	88%	0%	0%	0%	0%	0%	89%
Grand Total	**92%**	**91%**	**89%**	**88%**	**89%**	**88%**	**91%**	**86%**	**86%**	**94%**	**100%**	**100%**	**92%**	**100%**	**100%**	**90%**

Success Rate for Drafting Technology courses by semester

Status Code	(Multiple Items)
Percent Success	Column Labels

Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	**88%**	**80%**	**77%**	**80%**	**79%**	**63%**	**86%**	**75%**	**74%**	**88%**	**100%**	**92%**	**92%**	**80%**	**92%**	**80%**
DR 100	100%	50%	67%	77%	67%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	73%
DR 101	0%	0%	0%	0%	0%	63%	75%	57%	86%	100%	0%	0%	0%	0%	0%	76%
DR 102	0%	0%	0%	0%	0%	57%	100%	80%	100%	100%	0%	0%	0%	0%	0%	80%
DR 120	100%	100%	80%	50%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	92%
DR 152	100%	100%	100%	100%	82%	100%	86%	100%	60%	75%	0%	0%	0%	0%	0%	83%
DR 23	80%	93%	67%	88%	75%	88%	85%	91%	67%	100%	0%	0%	0%	0%	0%	85%
DR 50	78%	69%	80%	84%	71%	42%	89%	76%	73%	84%	100%	92%	92%	80%	92%	79%
DR 51	88%	82%	83%	70%	88%	70%	90%	60%	80%	88%	0%	0%	0%	0%	0%	80%
Grand Total	**88%**	**80%**	**77%**	**80%**	**79%**	**63%**	**86%**	**75%**	**74%**	**88%**	**100%**	**92%**	**92%**	**80%**	**92%**	**80%**

Awarded degrees and certificates for Drafting Technology by academic year

Award Status Desc	Completed/Posted

Unduplicated Student Count	Column Labels						
Row Labels	20042005	20052006	20062007	20072008	20082009	20092010	Grand Total
Saddleback College	**2**	**1**	**1**	**3**	**2**	**3**	**12**
Advanced Technology	**2**	**1**	**1**	**3**	**2**	**3**	**12**
Drafting	2	1	1	3	2	3	12
Associate in Arts		1			1		2
Associate in Science					1		1
Certificate of Achievement	2		1	3	1	3	10
Grand Total	**2**	**1**	**1**	**3**	**2**	**3**	**12**

Ethnic distribution for students in the Drafting Technology programs by semester

Student Count Census Active	Column Labels															
Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	**40**	**45**	**49**	**51**	**54**	**46**	**52**	**45**	**47**	**61**	**10**	**29**	**12**	**10**	**4**	**398**
Advanced Technology	**40**	**45**	**49**	**51**	**54**	**46**	**52**	**45**	**47**	**61**	**10**	**29**	**12**	**10**	**4**	**398**
⊞Drafting	40	45	49	51	54	46	52	45	47	61	10	29	12	10	4	398
American Indian, Alaskan Native		1			1		1									3
Black, African-American		1				1		1	1							4
Central American			2			1		4				2				6
Chinese		2	1	1	2	2		1	1	1		1		1		8
Decline to state	4	3	4	8	1	9	4	3	5	8	1	1	1	3	2	44
Filipino	1	1	3		2	2	1	2	2	3		2	1	1		13
Indian Sub-Continent					1											1
Japanese	1			1												2
Korean									1				1			2
Mexican, Chicano, Mexican-American	6	6	4	3	5	5	4	1	3	6	1	5	2			35
Middle Eastern	1	5	2	3	1	2	3	1	1	1		2	2			19
Other Asian				2	4				3	5			1			7
Other Hispanic	2	3	1	1	1	1	2	1		1		1		1		8
Other Non-White					2			1								3
Other Pacific Islander			2		1					1						3
Pacific Islander; Hawaiian											1					1
South American	2	1		2	1	1	1	3	2	1					2	13
Vietnamese	2	1	1		2	1	3	1		3		1				9
White, Non-Hispanic	21	21	29	30	30	21	33	26	28	31	7	14	4	4		217
Grand Total	**40**	**45**	**49**	**51**	**54**	**46**	**52**	**45**	**47**	**61**	**10**	**29**	**12**	**10**	**4**	**398**

Age distribution for students in the Drafting Technology program by semester

Student Count Census Active	Column Labels															
Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	**48**	**53**	**67**	**59**	**60**	**57**	**65**	**62**	**61**	**64**	**10**	**38**	**14**	**13**	**12**	**506**
Advanced Technology	**48**	**53**	**67**	**59**	**60**	**57**	**65**	**62**	**61**	**64**	**10**	**38**	**14**	**13**	**12**	**506**
⊞Drafting	48	53	67	59	60	57	65	62	61	64	10	38	14	13	12	506
⊞1.Below 18		3	2		2				1	2		1	1		1	13
⊞2.18-21	19	16	34	27	21	19	30	22	21	14	4	13	5		2	182
⊞3.22-29	7	14	11	15	14	13	15	15	12	18	3	5	2	3	1	110
⊞4.30-39	9	9	7	4	7	8	6	8	10	8	2	11		4	3	72
⊞5.40-49	3	9	6	6	6	7	6	7	8	6		4	2	5		57
⊞6.50-59	7	2	5	5	8	7	7	7	7	12	1	3	3		4	63
⊞7.Over 59	3		2	2	2	3	1	3	2	4		1	1	1	1	23
Grand Total	**48**	**53**	**67**	**59**	**60**	**57**	**65**	**62**	**61**	**64**	**10**	**38**	**14**	**13**	**12**	**506**

Gender distribution for students in the Drafting Technology program by semester

Student Count Census Active	Column Labels															
Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	**48**	**53**	**67**	**59**	**60**	**57**	**65**	**62**	**61**	**64**	**10**	**38**	**14**	**13**	**12**	**506**
Advanced Technology	**48**	**53**	**67**	**59**	**60**	**57**	**65**	**62**	**61**	**64**	**10**	**38**	**14**	**13**	**12**	**506**
⊞Drafting	48	53	67	59	60	57	65	62	61	64	10	38	14	13	12	506
Decline		1				1	1	1		1					1	3
Female	9	14	12	16	16	12	13	12	11	20	6	7	1	4	4	120
Male	39	38	55	43	44	44	51	49	50	43	4	31	13	9	7	383
Grand Total	**48**	**53**	**67**	**59**	**60**	**57**	**65**	**62**	**61**	**64**	**10**	**38**	**14**	**13**	**12**	**506**

Educational goals for students in the Drafting Technology program by semester

Student Count Census Active	Column Labels															
Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	**48**	**53**	**67**	**59**	**60**	**57**	**65**	**62**	**61**	**64**	**10**	**38**	**14**	**13**	**12**	**506**
Advanced Technology	**48**	**53**	**67**	**59**	**60**	**57**	**65**	**62**	**61**	**64**	**10**	**38**	**14**	**13**	**12**	**506**
⊞Drafting	48	53	67	59	60	57	65	62	61	64	10	38	14	13	12	506
4 yr col std taking crs to meet 4 yr requirements															1	1
Advance in current job/career	7	5	7	12	6	9	8	9	16	4	1	7	6	2	2	78
Discover/develop career interests	2	3	2	1	4	5	2	3	3	1	1	3				21
Improve basic skills	1	2	8	2	5	2	2	1	6	9		1	1	1	3	35
Maintain license									1	1						2
Obtain a Bachelor's degree after Assoc.	10	10	15	12	13	7	17	13	10	15	3	10	5	2	2	115
Obtain a Bachelor's degree w/o Assoc.	3	6	7	4		5	4	3	3	4	2	1				39
Obtain a non-voc degree w/o transfer				1	1			2	1						2	6
Obtain a voc certificate and transfer	5	2	7	10	6	6	4	5	1	5		2				42
Obtain a voc certificate w/o transfer	1	2	2	1	4	4	1	4		3		1				18
Obtain two-year voc. degree w/o transfer	1	1	3	2	3	2	3	3	4	1		1		1		16
Personal Development	3	5	4	4	5	4	5	7	3	7	1	1			1	38
Prepare for a new career	9	11	7	3	5	9	12	8	9	9	1	6	1	3	1	70
Undecided on goal	6	6	5	7	8	4	7	4	4	5	1	5	1	4		53
Grand Total	**48**	**53**	**67**	**59**	**60**	**57**	**65**	**62**	**61**	**64**	**10**	**38**	**14**	**13**	**12**	**506**

Data Sets- Architecture

Section count for Architecture and Construction Inspection courses by semester

Status Code	(Multiple Items)															
Section Count	**Column Labels**															
Row Labels	**Fall 2004**	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Spring 2005**	**Spring 2006**	**Spring 2007**	**Spring 2008**	**Spring 2009**	**Summer 2005**	**Summer 2006**	**Summer 2007**	**Summer 2008**	**Summer 2009**	**Grand Total**
Saddleback College	**12**	**14**	**13**	**13**	**16**	**16**	**14**	**15**	**15**	**16**	**1**	**1**	**1**	**1**	**3**	**151**
ARCH 10	2	2	2	2	2	2	2	2	2	2					1	21
ARCH 12	1	2	2	2	4	3	2	2	3	3						24
ARCH 122						1	1	1	1	1						5
ARCH 124 A	2	2	2	2	2	3	2	3	2	2					1	23
ARCH 124 B	1					1	1	1	1	1						6
ARCH 124 C																
ARCH 126	1	1	1	1	1					1						6
ARCH 132																
ARCH 136		1	1	1	1	1										5
ARCH 152																
ARCH 161	1	1	1	1	1											5
ARCH 162						1			1	1						3
ARCH 163	1	1	1	1	1											5
ARCH 164						1	1	1	1	1						5
ARCH 165	1						1	1	1	1						5
ARCH 166			1													1
ARCH 200										1						1
ARCH 211		1		1	1											3
ARCH 212		1		1	1											3
ARCH 213						1	1	1								3
ARCH 289	1	1	1		1	1	1	2	1		1	1	1	1	1	14
ARCH 34						1	2	1	1	1						6
ARCH 42			1	1	1											3
ARCH 44	1	1							1	1						4
ARCH 50																
ARCH 51																
Grand Total	**12**	**14**	**13**	**13**	**16**	**16**	**14**	**15**	**15**	**16**	**1**	**1**	**1**	**1**	**3**	**151**

Census enrollment for Architecture and Construction Inspection courses by semester

Status Code	(Multiple Items)															
Section Census Enrollment Count	**Column Labels**															
Row Labels	**Fall 2004**	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Spring 2005**	**Spring 2006**	**Spring 2007**	**Spring 2008**	**Spring 2009**	**Summer 2005**	**Summer 2006**	**Summer 2007**	**Summer 2008**	**Summer 2009**	**Grand Total**
Saddleback College	**395**	**444**	**444**	**469**	**540**	**410**	**406**	**433**	**393**	**532**	**21**	**21**	**26**	**17**	**77**	**4,628**
ARCH 10	53	55	58	59	59	34	53	50	31	56					28	536
ARCH 12	79	100	122	140	201	87	86	97	95	185						1,192
ARCH 122						20	15	18	14	13						80
ARCH 124 A	56	38	51	59	55	56	39	47	50	50					25	526
ARCH 124 B	17	21	17	12	8	25	19	20	18	14					3	174
ARCH 124 C	6	7				5	10	15	10	8						61
ARCH 126	33	28	23	17	13											114
ARCH 132		7	5	8		6	5									31
ARCH 136		12	24	19	27	6										88
ARCH 152		4	7	1	11	9	14	13	9	13						81
ARCH 161	24	14	23	15	26											102
ARCH 162						12			6	11						29
ARCH 163	28	23	13	14	13											91
ARCH 164						25	16	12	25	14						92
ARCH 165	11						28	21	15	10						85
ARCH 166			12													12
ARCH 200										21						21
ARCH 211		23		13	11											47
ARCH 212		21		24	15											60
ARCH 213						23	12	12								47
ARCH 34						29	31	37	31	34						162
ARCH 42	26	35	35	30	37											163
ARCH 44	5	5					24	28	33	35						130
ARCH 50	34	23	26	34	44	42	35	41	36	42	21	21	26	17	21	463
ARCH 51	23	28	28	24	20	31	19	22	20	26						241
Grand Total	**395**	**444**	**444**	**469**	**540**	**410**	**406**	**433**	**393**	**532**	**21**	**21**	**26**	**17**	**77**	**4,628**

End of Term enrollment for Architecture and Construction Inspection courses by semester

Status Code: (Multiple Items)

Section End Enrollment Count — Column Labels

Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	**344**	**399**	**402**	**431**	**473**	**355**	**353**	**384**	**356**	**481**	**19**	**18**	**25**	**14**	**70**	**4,124**
ARCH 10	36	40	46	51	50	21	45	41	25	49					25	429
ARCH 12	77	92	112	133	188	82	76	87	85	174						1,106
ARCH 122						18	12	14	13	12						69
ARCH 124 A	47	34	50	54	39	43	35	43	47	40					24	456
ARCH 124 B	13	17	14	11	7	24	16	18	17	12					3	152
ARCH 124 C	4	7				5	8	14	9	8						55
ARCH 126	27	28	21	21	10					1						108
ARCH 132		5	5	6		6	2									24
ARCH 136		11	22	16	24	5										78
ARCH 152		4	5	1	11	9	14	13	8	11						76
ARCH 161	22	13	22	13	22											92
ARCH 162						11			6	9						26
ARCH 163	26	22	11	13	12											84
ARCH 164						22	13	11	21	14						81
ARCH 165	12						27	21	14	10						84
ARCH 166			12													12
ARCH 200										21						21
ARCH 211		22		10	10											42
ARCH 212		20		22	14											56
ARCH 213						22	11	12								45
ARCH 34						26	27	34	26	30						143
ARCH 42	24	31	33	30	33											151
ARCH 44	4	5					22	26	31	27						115
ARCH 50	29	22	24	28	34	37	33	33	33	42	19	18	25	14	18	409
ARCH 51	23	26	25	22	19	24	12	17	21	21						210
Grand Total	**344**	**399**	**402**	**431**	**473**	**355**	**353**	**384**	**356**	**481**	**19**	**18**	**25**	**14**	**70**	**4,124**

Grade distribution for Architecture and Construction Inspection courses by semester

Status Code: (Multiple Items)

Registration Count — Column Labels

Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	**488**	**554**	**552**	**593**	**669**	**509**	**512**	**552**	**547**	**648**	**30**	**30**	**34**	**22**	**107**	**5,847**
ARCH 10	**79**	**72**	**70**	**76**	**73**	**51**	**68**	**73**	**52**	**70**					**40**	**724**
A	12	20	11	20	25	8	13	11	8	20					16	164
B	12	6	10	9	10	6	13	10	7	17					3	103
C	4	1	13	8	5	3	6	9	3	3					2	57
Credit							2									2
D	4	1	5	5	1	2	5	2	2	3					1	31
Drop	33	22	20	19	17	23	20	28	23	18					14	237
Fail	2	12	7	9	9	1	6	9	5	6					3	69
Incomplete to a F						1										1
No Credit	2															2
Withdrawal	10	10	4	6	6	7	3	4	4	3					1	58
ARCH 12	**90**	**127**	**150**	**169**	**252**	**102**	**105**	**121**	**129**	**225**						**1,470**
A	42	42	40	53	109	37	35	40	45	90						533
B	21	23	34	35	38	19	15	22	19	51						277
C	5	8	14	22	17	14	13	6	18	20						137
Credit		2	2	1	1	2		1		2						11
D	6	7	6	7	6		7	7	2	3						51
Drop	12	29	31	31	56	15	23	28	40	45						310
Fail	1	10	15	15	16	9	6	11	1	7						91
Incomplete to a F	1				1	1										3
No Credit	1		1							1						3
Withdrawal	1	6	7	5	8	5	6	6	4	6						54
ARCH 122						**23**	**20**	**24**	**17**	**14**						**98**
A						8		4	2	7						21
B						3	3	4	6	2						18
C						2	3	2	2							9
Credit								1	1							2
D						3	3									6
Drop						3	6	8	4	1						22
Fail						2	2	2	2	3						11
No Credit							1	1								2
Withdrawal						2	2	2		1						7
ARCH 124 A	**73**	**45**	**65**	**75**	**72**	**78**	**48**	**60**	**74**	**61**					**34**	**685**
A	26	19	14	14	14	14	23	14	19	13					15	185
B	12	8	18	22	9	11	5	14	12	12					6	129
C	4	2	10	10	7	9	3	8	4	8						65
Credit			1					2	1						1	5
D	2	1	2	3	2	4	4	2	6	2					1	29
Drop	19	10	15	18	20	28	10	14	24	14					9	181
Fail	3	4	5	5	6	4		3	5	5					1	41
Incomplete to a F					1	1										2
Withdrawal	7	1		3	13	7	3	3	3	7					1	48
ARCH 124 B	**23**	**28**	**22**	**15**	**9**	**30**	**23**	**21**	**26**	**16**					**6**	**219**
A	6	8	4	5	5	16	9	7	7	9					1	77
B	2	6	8	1	1	2	6	5	3	2						36
C	2	2	2	2	1	5	1	1	2						1	19
Credit									1							1
D	1			2				3	1	1					1	9
Drop	8	11	7	3	1	6	5	2	9	3					3	58
Fail	2	1		1		1		2	3							10
Withdrawal	2		1	1	1		2	1		1						9
ARCH 124 C	**6**	**7**				**5**	**10**	**17**	**13**	**10**						**68**
A						4	5	4	5	4						22
B	2	2				1	1	2	1	3						12
C	2	4					2	3	2	1						14
D		1						3								4
Drop								3	4	2						9
Fail								2	1							3
Withdrawal	2						2									4

ARCH 126	**44**	**33**	**28**	**21**	**21**					**1**						**148**
A	17	16	10	10	6					1						60
B	7	6	5	5	1											24
C	3	2	3	3												11
Credit		1	1	1	2											5
D			1	1												2
Drop	12	5	6		10											33
Fail		3	1	1	1											6
Withdrawal	5		1		1											7
ARCH 132		**8**	**8**	**13**		**7**	**9**									**45**
A				4		1										5
B		3		1		5										9
C		1	1	1												3
D		1	1													2
Drop		2	3	6		1	5									17
Fail			3													3
No Credit							2									2
Withdrawal		1		1			2									4
ARCH 136		**14**	**29**	**22**	**31**	**9**										**105**
A		7	3	6	11	2										29
B		4	12	5	9	1										31
C			4	1	2											7
D			1	1		1										3
Drop		3	6	5	6	3										23
Fail			2	3	2	1										8
Withdrawal			1	1	1	1										4
ARCH 152		**5**	**9**	**1**	**13**	**12**	**22**	**19**	**12**	**20**						**113**
A		2	4		9	6	11	8	4	7						51
B		1	1		2	1	2	4	2	2						15
C						2	1	1	1							5
Credit									1							1
Drop		1	2		2	3	7	6	3	7						31
Fail				1						2						3
No Credit		1														1
Withdrawal			2				1		1	2						6
ARCH 161	**28**	**19**	**27**	**18**	**29**											**121**
A	13	8	13	6	14											54
B	8	5	8	4	4											29
C				1	2											3
Drop	5	6	4	4	5											24
Fail	1		1	2												4
Incomplete to a F					1											1
IN					1											1
Withdrawal	1		1	1	2											5
ARCH 162						**19**			**9**	**14**						**42**
A						6			5	7						18
B						2				1						3
Drop						8			3	3						14
Fail						1			1							2
Incomplete to a B						1										1
Incomplete to a C						1										1
Incomplete to a D										1						1
Withdrawal										2						2
ARCH 163	**30**	**28**	**15**	**16**	**16**											**105**
A	18	19	11	11	9											68
B	4			2	1											7
C		1			1											2
Credit	2				1											3
D	2															2
Drop	3	5	2	2	3											15
Fail		2														2
Withdrawal	1	1	2	1	1											6
ARCH 164						**28**	**21**	**15**	**29**	**15**						**108**
A						18	9	6	17	5						55
B						4	3	3		6						16
C							1	1	3	2						7
D								1	1							2
Drop						5	5	4	5	1						20
Fail										1						1
Withdrawal						1	3		3							7
ARCH 165	**12**						**33**	**25**	**21**	**11**						**102**
A	8						14	13	6	8						49
B	3						11	3	4	1						22
C	1															1
Credit										1						1
D									1							1
Drop							6	4	6	1						17
Fail							2	5	3							10
Withdrawal									1							1
ARCH 166			**18**													**18**
A			5													5
B			1													1
C			2													2
Drop			6													6
Incomplete to a F			3													3
No Credit			1													1
ARCH 200										**24**						**24**
B										1						1
C										1						1
Drop										3						3
Fail										2						2
No Credit										17						17
ARCH 211		**27**		**16**	**13**											**56**
A		7		6	9											22
B		11		3												14
C		4														4
Credit					1											1
Drop		5		4	3											12
Fail				1												1
Withdrawal				2												2
ARCH 212		**23**		**25**	**16**											**64**
A		9		17	10											36
B		8		3	1											12
C		3														3
Drop		3		2	2											7
Fail				2	2											4
No Credit					1											1
Withdrawal				1												1

ARCH 213						**26**	**16**	**15**								**57**
A						19	8	12								39
D							1									1
Drop						3	4	3								10
Fail						2	2									4
IN						1										1
Withdrawal						1	1									2
ARCH 34						**31**	**32**	**41**	**37**	**40**						**181**
A						8	7	6	6	6						33
B						7	12	6	9	11						45
C						6	3	11	5	8						33
D						2	1	5	1	2						11
Drop						2	1	5	9	7						24
Fail						3	4	5	5	3						20
No Credit								1								1
Withdrawal						3	4	2	2	3						14
ARCH 42	**29**	**38**	**36**	**39**	**41**											**183**
A	4	15	10	13	10											52
B	11	10	10	9	12											52
C	4	2	7	5	4											22
D	1	1	2	1	4											9
Drop	4	5	1	9	7											26
Fail	4	3	4	2	2											15
Incomplete to a D					1											1
Withdrawal	1	2	2		1											6
ARCH 44	**7**	**6**					**29**	**40**	**38**	**43**						**163**
A	1	4					14	7	14	11						51
B	1						7	14	8	6						36
C	1	1					1	1	4	3						11
Credit									1							1
D								2	2	1						5
Drop	2	1					5	13	5	10						36
Fail	1							2	2	5						10
No Credit										1						1
Withdrawal	1						2	1	2	6						12
ARCH 50	**40**	**33**	**36**	**40**	**52**	**49**	**45**	**56**	**59**	**52**	**30**	**30**	**34**	**22**	**27**	**605**
A	20	15	10	18	18	19	9	14	23	29	14	11	11	8	8	227
B	5	3	3	4	7	8	7	6	5	3		3	8	3	6	71
C	3	2	3	3	2	2	4	6	2	1		1	2		1	32
Credit		1	4	1	3	1	3	1		3	4		1		2	24
D		1		1	1		1	2					2	1		9
Drop	8	10	10	6	13	9	10	16	25	10	9	10	7	5	6	154
Fail	1		3	1	2	5	9	3	3	6		3	1	1		38
Incomplete to a B					1											1
Incomplete to a F						1										1
No Credit			1			1		1			1			1	1	6
Withdrawal	3	1	2	6	5	3	2	7	1		2	2	2	3	3	42
ARCH 51	**27**	**41**	**39**	**47**	**31**	**39**	**31**	**25**	**31**	**32**						**343**
A	10	22	12	10	11	8	4	9	12	11						109
B	4	2	4	4	4	5	3	1	6	1						34
C	5	1	3	4	2	4	2	3		2						26
Credit	1	1	4							3						9
D	1			1					2	1						5
Drop	4	11	13	24	11	12	17	7	10	7						116
Fail	2		2	3	1	7	3	4	1	2						25
No Credit					1					1						2
Withdrawal		4	1	1	1	3	2	1		4						17
Grand Total	**488**	**554**	**552**	**593**	**669**	**509**	**512**	**552**	**547**	**648**	**30**	**30**	**34**	**22**	**107**	**5,847**

Retention Rate for Architecture and Construction Inspection courses by semester

Status Code (Multiple Items)

Percent Retention Column Labels

Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	**91%**	**94%**	**94%**	**94%**	**92%**	**91%**	**91%**	**93%**	**94%**	**93%**	**90%**	**90%**	**93%**	**82%**	**93%**	**93%**
ARCH 10	78%	80%	92%	89%	89%	75%	94%	91%	86%	94%	0%	0%	0%	0%	96%	88%
ARCH 12	99%	94%	94%	96%	96%	94%	93%	94%	96%	97%	0%	0%	0%	0%	0%	95%
ARCH 122	0%	0%	0%	0%	0%	90%	86%	88%	100%	92%	0%	0%	0%	0%	0%	91%
ARCH 124 A	87%	97%	100%	95%	75%	86%	92%	93%	94%	85%	0%	0%	0%	0%	96%	90%
ARCH 124 B	87%	100%	93%	92%	88%	100%	89%	95%	100%	92%	0%	0%	0%	0%	100%	94%
ARCH 124 C	67%	100%	0%	0%	0%	100%	80%	100%	100%	100%	0%	0%	0%	0%	0%	93%
ARCH 126	84%	100%	95%	100%	91%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	94%
ARCH 132	0%	83%	100%	86%	0%	100%	50%	0%	0%	0%	0%	0%	0%	0%	0%	86%
ARCH 136	0%	100%	96%	94%	96%	83%	0%	0%	0%	0%	0%	0%	0%	0%	0%	95%
ARCH 152	0%	100%	71%	100%	100%	100%	93%	100%	89%	85%	0%	0%	0%	0%	0%	93%
ARCH 161	96%	100%	96%	93%	92%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	95%
ARCH 162	0%	0%	0%	0%	0%	100%	0%	0%	100%	82%	0%	0%	0%	0%	0%	93%
ARCH 163	96%	96%	85%	93%	92%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	93%
ARCH 164	0%	0%	0%	0%	0%	96%	81%	100%	88%	100%	0%	0%	0%	0%	0%	92%
ARCH 165	100%	0%	0%	0%	0%	0%	100%	100%	93%	100%	0%	0%	0%	0%	0%	99%
ARCH 166	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
ARCH 200	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	100%
ARCH 211	0%	100%	0%	83%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	95%
ARCH 212	0%	100%	0%	96%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	98%
ARCH 213	0%	0%	0%	0%	0%	96%	92%	100%	0%	0%	0%	0%	0%	0%	0%	96%
ARCH 34	0%	0%	0%	0%	0%	90%	87%	94%	93%	91%	0%	0%	0%	0%	0%	91%
ARCH 42	96%	94%	94%	100%	97%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	96%
ARCH 44	80%	100%	0%	0%	0%	0%	92%	96%	94%	82%	0%	0%	0%	0%	0%	91%
ARCH 50	91%	96%	92%	82%	87%	93%	94%	83%	97%	100%	90%	90%	93%	82%	86%	91%
ARCH 51	100%	87%	96%	96%	95%	89%	86%	94%	100%	84%	0%	0%	0%	0%	0%	93%
Grand Total	**91%**	**94%**	**94%**	**94%**	**92%**	**91%**	**91%**	**93%**	**94%**	**93%**	**90%**	**90%**	**93%**	**82%**	**93%**	**93%**

Success Rate for Architecture and Construction Inspection courses by semester

Status Code (Multiple Items)

Percent Success Column Labels

Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	**81%**	**82%**	**79%**	**79%**	**80%**	**77%**	**76%**	**74%**	**81%**	**78%**	**86%**	**75%**	**81%**	**65%**	**83%**	**79%**
ARCH 10	61%	54%	68%	65%	71%	61%	71%	67%	62%	77%	0%	0%	0%	0%	81%	67%
ARCH 12	87%	77%	76%	80%	84%	83%	77%	74%	92%	91%	0%	0%	0%	0%	0%	83%
ARCH 122	0%	0%	0%	0%	0%	65%	43%	69%	85%	69%	0%	0%	0%	0%	0%	66%
ARCH 124 A	78%	83%	86%	81%	58%	68%	82%	83%	72%	70%	0%	0%	0%	0%	88%	76%
ARCH 124 B	67%	94%	93%	67%	88%	96%	89%	68%	76%	85%	0%	0%	0%	0%	67%	83%
ARCH 124 C	67%	86%	0%	0%	0%	100%	80%	64%	89%	100%	0%	0%	0%	0%	0%	81%
ARCH 126	84%	89%	86%	90%	82%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	87%
ARCH 132	0%	67%	20%	86%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	61%
ARCH 136	0%	100%	83%	71%	88%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	82%
ARCH 152	0%	75%	71%	0%	100%	100%	93%	100%	89%	69%	0%	0%	0%	0%	0%	88%
ARCH 161	91%	100%	91%	79%	83%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	89%
ARCH 162	0%	0%	0%	0%	0%	73%	0%	0%	83%	73%	0%	0%	0%	0%	0%	75%
ARCH 163	89%	87%	85%	93%	92%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	89%
ARCH 164	0%	0%	0%	0%	0%	96%	81%	91%	83%	93%	0%	0%	0%	0%	0%	89%
ARCH 165	100%	0%	0%	0%	0%	0%	93%	76%	67%	100%	0%	0%	0%	0%	0%	86%
ARCH 166	0%	0%	67%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	67%
ARCH 200	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%	0%	0%	0%	0%	0%	10%
ARCH 211	0%	100%	0%	75%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	93%
ARCH 212	0%	100%	0%	87%	79%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	89%
ARCH 213	0%	0%	0%	0%	0%	83%	67%	100%	0%	0%	0%	0%	0%	0%	0%	83%
ARCH 34	0%	0%	0%	0%	0%	72%	71%	64%	71%	76%	0%	0%	0%	0%	0%	71%
ARCH 42	76%	82%	77%	90%	76%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	80%
ARCH 44	60%	100%	0%	0%	0%	0%	92%	81%	82%	61%	0%	0%	0%	0%	0%	78%
ARCH 50	88%	91%	77%	76%	77%	75%	66%	68%	88%	86%	86%	75%	81%	65%	81%	78%
ARCH 51	87%	87%	88%	78%	85%	63%	64%	72%	86%	68%	0%	0%	0%	0%	0%	78%
Grand Total	**81%**	**82%**	**79%**	**79%**	**80%**	**77%**	**76%**	**74%**	**81%**	**78%**	**86%**	**75%**	**81%**	**65%**	**83%**	**79%**

Awarded degrees and certificates for Architecture and Construction Inspection by semester

Award Status Desc Completed Posted

Unduplicated Student Count Column Labels

Row Labels	20042005	20052006	20062007	20072008	20082009	20092010	Grand Total
Saddleback College	**11**	**15**	**16**	**22**	**15**	**9**	**87**
Advanced Technology	**11**	**15**	**16**	**22**	**15**	**9**	**87**
Architecture	11	15	16	22	15	9	87
Architecture	**11**	**10**	**13**	**18**	**11**	**9**	**71**
Architectural Drafting	11	10	13	18	11	9	71
Associate in Arts	9	7	11	13	9	5	54
Associate in Science	1	1	1	1	1		5
Certificate of Achievement	2	2	1	5	2	4	16
Construction		**5**	**3**	**4**	**4**		**16**
Construction Inspection		5	3	4	4		16
Associate in Arts		1		1			2
Associate in Science		2	1				3
Certificate of Achievement		3	3	3	4		13
Grand Total	**11**	**15**	**16**	**22**	**15**	**9**	**87**

Ethnic distribution for students in the Architecture and Construction Inspection programs by semester

Student Count Census Active	Column Labels															
Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	**261**	**257**	**277**	**298**	**398**	**267**	**241**	**283**	**263**	**393**	**25**	**25**	**17**	**23**	**50**	**1,948**
Advanced Technology	**261**	**257**	**277**	**298**	**398**	**267**	**241**	**283**	**263**	**393**	**25**	**25**	**17**	**23**	**50**	**1,948**
Architecture	261	257	277	298	398	267	241	283	263	393	25	25	17	23	50	1,948
American Indian, Alaskan Native	1	1	3		1	2	3	3	2							11
Black, African-American	3	4	2	3	3	2	3	3	4	6						23
Cambodian	1				1											2
Central American	4	3	2	3	4	3	4	1	2	4						16
Chinese	8	8	8	4	4	4	9	9	6	8	4	3	2		2	37
Decline to state	12	17	19	24	47	19	15	23	30	42		1	1	4	2	177
Filipino	8	7	8	5	10	9	9	8	8	11	3	1		2	3	46
Indian Sub-Continent	2	2	1	1	1	2	3	4		4	1	1			1	14
Japanese	4	4	2	3	6	3	4	11	5	7		1			2	33
Korean	4	6	3	11	11	6	2	4	3	16	1			2		53
Loatian								1								1
Mexican, Chicano, Mexican-American	28	29	35	37	43	28	21	31	29	32	2	5	4	1	6	188
Middle Eastern	8	5	16	11	8	11	11	16	8	8		2	2	2	1	58
Other Asian	3	2	2	7	8	4	3	1	6	8				1	3	31
Other Hispanic	4	3	8	5	11	5	3	9	8	15					1	43
Other Non-White	4	4	5	2	12	2		6	3	11					1	37
Other Pacific Islander		1	1	1	2		2	1	1					1		3
Pacific Islander; Hawaiian			1		1					1						3
Pacific Islander; Samoan				1												1
South American	4	4	5	8	11	6	5	6	8	9	1		1	1	1	39
Vietnamese	3	5	2	2	5	4	3	5	4	5						27
White, Non-Hispanic	160	152	154	170	209	157	141	141	136	206	13	11	7	9	27	1,105
Grand Total	**261**	**257**	**277**	**298**	**398**	**267**	**241**	**283**	**263**	**393**	**25**	**25**	**17**	**23**	**50**	**1,948**

Age distribution for students in the Architecture and Construction Inspection program by semester

Student Count Census Active	Column Labels															
Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	**307**	**329**	**360**	**359**	**443**	**307**	**322**	**333**	**311**	**417**	**32**	**35**	**29**	**28**	**85**	**2,382**
Advanced Technology	**307**	**329**	**360**	**359**	**443**	**307**	**322**	**333**	**311**	**417**	**32**	**35**	**29**	**28**	**85**	**2,382**
Architecture	307	329	360	359	443	307	322	333	311	417	32	35	29	28	85	2,382
1.Below 18	9	11	12	16	16	7	6	8	6	9			1	1	5	97
2.18-21	128	148	167	177	222	137	140	152	164	227	7	16	8	10	32	1,179
3.22-29	65	65	81	79	103	62	69	81	73	88	4	11	10	9	25	538
4.30-39	33	36	31	29	35	31	32	31	25	29	7	1	3	2	6	239
5.40-49	30	43	45	34	38	38	46	39	20	29	10	5	3	3	8	236
6.50-59	28	20	15	18	25	26	27	15	18	25	4	1	4	3	8	150
7.Over 59	14	6	9	6	4	6	2	7	5	10		1			1	52
Grand Total	**307**	**329**	**360**	**359**	**443**	**307**	**322**	**333**	**311**	**417**	**32**	**35**	**29**	**28**	**85**	**2,382**

Gender distribution for students in the Architecture and Construction Inspection program by semester

Student Count Census Active	Column Labels															
Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	**307**	**329**	**360**	**359**	**443**	**307**	**322**	**333**	**311**	**417**	**32**	**35**	**29**	**28**	**85**	**2,382**
Advanced Technology	**307**	**329**	**360**	**359**	**443**	**307**	**322**	**333**	**311**	**417**	**32**	**35**	**29**	**28**	**85**	**2,382**
Architecture	307	329	360	359	443	307	322	333	311	417	32	35	29	28	85	2,382
Decline			1	1	5				2	8				1	1	18
Female	94	125	114	100	139	99	109	119	101	128	18	16	14	12	33	788
Male	213	204	245	258	299	208	213	214	208	281	14	19	15	15	51	1,576
Grand Total	**307**	**329**	**360**	**359**	**443**	**307**	**322**	**333**	**311**	**417**	**32**	**35**	**29**	**28**	**85**	**2,382**

Educational goals for students in the Architecture and Construction Inspection program by semester

Student Count Census Active	Column Labels															
Row Labels	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Summer 2005	Summer 2006	Summer 2007	Summer 2008	Summer 2009	Grand Total
Saddleback College	**307**	**329**	**360**	**359**	**443**	**307**	**322**	**333**	**311**	**417**	**32**	**35**	**29**	**28**	**85**	**2,382**
Advanced Technology	**307**	**329**	**360**	**359**	**443**	**307**	**322**	**333**	**311**	**417**	**32**	**35**	**29**	**28**	**85**	**2,382**
Architecture	307	329	360	359	443	307	322	333	311	417	32	35	29	28	85	2,382
4 yr col std taking crs to meet 4 yr requirements										3					4	7
Advance in current job/career	33	34	28	33	33	30	28	23	24	35	3	3	1	1	2	214
Complete credits for HS diploma or GED	1	2	1	5	1			3	3	4					3	22
Discover/develop career interests	6	12	20	14	10	14	13	19	10	8	2		2	1	3	98
Improve basic skills	3	6	10	11	12	6	9	8	9	12	3	2	2	2	3	64
Maintain license	3	4	4	5	3	1	1	4	2	2				1		22
Obtain a Bachelor's degree after Assoc.	96	100	121	125	171	97	96	103	116	155	5	8	8	10	25	809
Obtain a Bachelor's degree w/o Assoc.	19	26	39	41	66	23	36	36	36	69	2	5	3	1	13	293
Obtain a non-voc degree w/o transfer		2		4	3	1	2	5	4	4		1			1	22
Obtain a voc certificate and transfer	30	40	31	40	32	33	29	37	25	28	2	6	4		7	224
Obtain a voc certificate w/o transfer	7	8	12	6	9	5	6	10	10	14	1		1		3	56
Obtain two-year voc. degree w/o transfer	4	8	10	8	10	6	9	7	9	12				1	1	59
Personal Development	29	19	19	11	17	26	21	16	5	11	6	6	3	4	6	147
Prepare for a new career	45	44	35	17	31	41	47	29	23	21	5	1	4	5	8	238
Undecided on goal	31	24	30	39	45	24	25	33	35	39	3	3	1	2	6	264
Grand Total	**307**	**329**	**360**	**359**	**443**	**307**	**322**	**333**	**311**	**417**	**32**	**35**	**29**	**28**	**85**	**2,382**