



# Fullerton College

## Self-study for Architecture Program

2025

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### Section 1: Introduction

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1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Fullerton College Architecture Program remains one of the few available programs for Architecture in Orange County. The program enjoys relatively high success rates and retention numbers because the students enjoy both fundamental development and real-world experience training throughout the program. The Architecture program has traditionally been conservative thinking in its approach and training. The program has recently changed direction to a forward-thinking approach to this training and outreach. It provides students with up-to-date technological tools in various software programs and other latest trends to create current content on each course. These skills will be necessary for preparing students for transfer to University Architecture Programs and placement in current and future workforce. These technological skills help to ignite the creativity in students as they develop new designs in their projects.

Despite the emphasis on technological tools, the Architecture Program is rooted in training students on the fundamentals of Architecture Design and Theory. Strong emphasis of contextual and geographical information, circulation, cultural influences and awareness, and understanding of project programs and site locations are some of the core principles the

Architecture Program looks to develop in students. These foundational elements help develop independent and stronger critical thinking in students and help to prepare them to be successful in design professions.

The Architecture Program is committed to embracing diversity and inclusiveness. With most students identifying as Hispanic, which is reflective of the local community, the program continues to be committed to providing opportunities for all students from many backgrounds and nationalities creating a vibrant atmosphere. The program is committed to include diversity reflective of our student population and to ensure equity for all students. We currently only have one full-time faculty member. A second full-time faculty member would greatly strengthen the department, would provide opportunity to add additional courses and certificates, and provide additional insight and experience to the program that will continue to greatly benefit the students. The Fullerton College Architecture program remains committed to embrace students to meet their needs and to prepare them for success.

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## Section 2: Students

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### 2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

Enrollment has continued to rise over the last several years and has accelerated since the Covid pandemic of 2020-2023. The percentage change in enrollment has increased rapidly with a significant enrollment in female students. Our program principally serves students pursuing an Associate of Science Degree in Architecture. The other Certificates that we offer provide those students not pursuing The Associate of Science Degree in Architecture the opportunity to develop their skills in the design professions. The Hispanic demographic group has the most enrollment in this program consisting of a 60% rate which has increased steadily over the last several years followed by the White demographic group at 14% and Asian group at 12%. Both of these groups have also increased steadily over the same time period. The one demographic group that has been historically underrepresented is the Black of African American at around 2%. The difference we are seeing which is a good sign is more students in this group are joining our program and are completing their courses for the certificates and degree. We welcome this progress. The diversity in gender and racial content is what makes our program so inviting and successful.

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2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

The highest enrollments and success rate courses we offer are in the three studio courses, Arch 125F Studio I, Arch 215F Studio II and Arch 225F Studio III with a success rate of 85-92%. We have seen a steady increase in enrollment in these courses which five years ago these courses were combined due to the low enrollment. Currently these three courses stand alone with a steady enrollment in each course. These courses are followed by the computer aided design software programs Arch 924F Cad II and Arch 934F Cad III with a success rate of 82-85%. The other courses offered are holding a steady success rate around 70% and continue to have solid enrollments. When evaluating these courses several years ago it was determined to provide a more forward thinking approach to what was being provided and the training involved in these courses with better methods of delivery and current trends and tools in the design profession. These adjustments seem to have made a difference.

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3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

At the end of each semester the Architecture Department analyzes the successes and shortcomings of each course and what methods, training and information was working and what of these was not working. The Architecture Department also analyzes the responses from the students in each of these courses and uses their responses and feedback to make necessary adjustments to what is provided for better methods and training. The review of the success rates of each course is used to determine if certain courses are meeting minimum standards and if not determine additional courses that can be introduced as replacements for courses that may not have a good success rate.

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## **2.2 Student Achievement**

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

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alone with a steady enrollment in each course. These courses are followed by the computer aided design software programs Arch 924F Cad II and Arch 934F Cad III with a success rate of 82-85% success rate. The other courses offered are holding a steady success rate around 70% and continue to have solid enrollments. When evaluating these courses several years ago it was determined to provide a more forward thinking approach to what was being provided and the training involved in these courses with better methods of delivery and current trends and tools in the design profession. The success rates of certificates and degrees has had a tremendous change over this time period. Several years ago the certificate count was only one and the degree count was only 4. Since 2023 this has accelerated to the certificate of 19 and the degree count of 24 in the fiscal year 2024-2025. In the last year there has been a large increase in transfer to a University Architecture Program. This has been a great sign in that the changes and adjustments made have made an impact on this transfer rate.

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

There are differences in the student groups which do reflect on which have a higher success rate than other groups. Over the last several years the Asian group has had a steady success with a degree completion rate of around 31% followed by Two or More Races at 22% and white at 11%. The transfer rate with these groups has shown differently with a transfer rate for Asian at 23%, Two or More Races at 44% and white at 17%. These transfer rates can be seen as a good sign of student success. The other group Hispanic has a success with a degree completion rate of around 7% and transfer at 9%. This is the highest group represented in student enrollment the lowest in success and transfer rates. After 2021 the completion time has grown to three years to complete the certificates and degree instead of the standard two year time period. Some of this could be contributed to the impact on personal family life, working environment and other factors outside of the education environment which impacts the availability for continuing the education process. Many of the students are from low income or disadvantage families which may play a role in this low success rate.

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3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

The ethnic groups that are underrepresented are the Black or African American, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander. There has been a steady increase in the Black or African American group which is a great sign that this group is being reached for the Architecture Department. The success rate for this group is around 75% which has held steady since the Covid Pandemic. There is not much information or data to show if this trend is increasing. It has been observed more from this group have enrolled

recently and have completed the courses for the certificates and the degree. The other groups not so much. The Architecture program is open to all groups and it is the desire that these groups will enroll in the Architecture courses also.

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4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

After 2021 the completion time has grown to three years to complete the certificates and degree instead of the standard two year time period. The Asian group seems to have the highest completion rate at 12% followed by Two or More Races at 8% and White at 8%. Hispanic has a completion rate of 1%. The completion rate for female is listed at 6% and male at 1%. What is more interesting in these outcomes is they increase in percentage with greater than 3 years completion rate with Asian group at 18% and Two or More Races, Hispanic and White at 8% with the significant change in the Hispanic group. Greater than 3 years completion rate for female is 13% and male at 6%. There is no data for a completion rate in a 2 year time period. Some of this could be contributed to the impact on personal family life, working environment and other factors outside of the education environment which impacts the availability for continuing the education process. Many of the students are from low income or disadvantage families which may play a role in this low success rate. What this indicates is it is taking longer to complete the certificates and degree than it should. More direct discussion with students can provide additional information on what is creating the issues in the completion rate and time.

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## **2.3 Student Learning Outcomes**

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

At the end of each semester the Architecture Department analyzes the successes and shortcomings of each course and what methods, training and information was working and what of these was not working. The Architecture Department also analyzes the responses from the students in each of these courses and uses their responses and feedback to make necessary adjustments to what is provided for better methods and training. The review of the success rates of each course is used to determine if certain courses are meeting minimum standards and if not determine additional courses that can be introduced as replacements for courses that may not have a good success rate. We also compare the outcomes of each course

and the programs that are represented to determine if these courses and programs are successful. These rates over time can be used to see the overall direction the Architecture Department is heading and where additional resources can be provided. Some of the courses being offered are showing a low success rate. These courses are being evaluated to be replaced or reorganized with changes to content and methods of delivery or replaced with a new course that will provide better content and instruction which will lead to a better completion rate. Overall, there has been a steady increase in enrollment and success rate which is a great sign the Architecture Program is trending in the positive direction.

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

What this data shows is there was a significant drop in assessments and rate during the Covid Pandemic. This was understandable with the uncertainty of the pandemic. Also the students were taking courses online and outside of the classroom setting which contributed to the low success rate from lack of interaction with the professors and fellow classmates. Since then the trends shows signs of improvement in enrollements and success rates from Asian, Hispanic and White students with an increase in Native American, Filipino and Pacific Islander students. The Black students is showing a steady increase also. There is showing an equal success rate between male and female students and a significant success rate for students 40 and older at 83-100% success rate and students 17 and younger 67% success rate. The age group of 18-34 with a 50-59% success rate. It seems the younger and older students are more motivated for success the students of age between these groups.

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## **Section 3: Other Areas of Program Effectiveness**

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1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

The 6 year review process has contributed to a review of all of the courses and programs in the Architecture Department. With this review each course was evaluated on how the delivery method and content being provided with a significant change for each course to be provided both synchronous and asynchronous instructions providing the capability to offer all courses with classroom or online instruction. During this review process it was determined some of the courses offered were either experiencing a low success rate or were not providing the students with content that was compatable or equal with the tools being used in the design

industry. In this evaluation some courses were removed and new courses were added to the certificates and the degree to provide greater methods and tools for students. An additional certificate in Historic Preservation is being added to the Architecture Program which reflects the changes in the industry and an emerging field of study.

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2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

The Architecture Program is rooted in training students on the fundamentals of Architecture Design and Theory. Strong emphasis of contextual and geographical information, circulation, cultural influences and awareness, and understanding of project programs and site locations are some of the core principles the Architecture Program looks to develop in students. These foundation elements help develop independent and stronger critical thinking in students and help to prepare them to be successful in the design professions. The Architecture Program is committed to embracing diversity and inclusiveness. The Architecture program continues to be committed to providing opportunities for all students from many backgrounds and nationalities creating a vibrant atmosphere. The program is committed to include diversity reflective of our student population and to ensure equity for all students. The studio courses provide students the opportunities to visit job sites, city environments and professional design offices to broaden their knowledge and skill level in various diverse projects. Students engage in design competitions to interact with students from other schools and professionals who provide feedback on their design work. The Architecture Program is also engaged with Study Abroad and local association groups that provide opportunities to travel and study Architecture internationally.

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3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

Local jurisdictions, building and planning departments play a role in regulations, policies and procedures provided to students in the courses we offer. We use these regulations and policies as a basis for what the students may encounter as they transition from the education environment to the design professional environment. The Architecture Program provides real life examples and situations for the students to discuss, analyze and provide decision making as they explore various projects and topics. These provide practical applications in all courses thorough methods, tools and discussions. Software programs and access to various internet web sites and services provide additional tools and capabilities for success.

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## Section 4: Faculty and Staff

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### 4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

We currently only have one full-time faculty member with three adjunct faculty members providing course instruction. Two of these adjunct faculty are Hispanic and the third is female which is reflective of the program student population. We have recently added a fourth adjunct professor to provide instruction in the classroom setting which expands our delivery of a course with both online and face-to-face instruction. This faculty member is Hispanic and female increasing the connection to the demographics of our program. A second full-time faculty member would greatly strengthen the department, would provide opportunity to add additional courses and certificates, and provide additional insight and experience to the program that will continue to greatly benefit the students.

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2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

We have recently added a fourth adjunct professor to provide instruction in the classroom setting which expands our delivery of a course with both online and face-to-face instruction. This faculty member is Hispanic and female increasing the connection to the demographics of our program.

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### 4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

The faculty in the department have regular meetings to discuss the grading processes and attendance of students in each of the courses. Staff discuss the success rate of students and particular issues arise that tends to prevent students from being successful and what methods can we provide and improve on to be more successful and a group and department. Topics of discussion also focus on students falling behind and what methods can be provided to assist them in being current which includes timelines for late work and extra credit

assignments to assist them in being more successful. We also have discussions and interactions with counseling staff so we can be more engaging with students on the directions and choices they are making.

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2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

These discussions have been very successful in knowing how students are doing in each course and program. We have been able to coordinate together with how we are providing instructions to students and working together on strategies to help the students be successful. Some of the students are in more than a single course with more than one professor, so we are able to work together in keeping track of certain students that we see are having difficulties and falling behind in their studies.

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3. What additional areas of professional development could help your faculty and staff engage in this work?

We can continue to engage and interact with other departments on campus which can provide additional support for student success. Some of these departments can be counseling, admissions, transfer and financial aid, study groups and outreach programs which can be a valuable tool in assisting students in areas which can provide direction for better student success.

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## **Section 5: Program Planning**

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### **5.1 Progress on Previous Strategic Action Plans**

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

Currently a new certificate and new courses are being added to the Architecture Program which will provide instruction to the possibility of students that are not involved directly in Architecture but see a source for further education. An additional certificate is in the works to broaden the instruction we provide in the design/engineering field which will provide an additional opportunity for students to then transfer to a University program of similar type. Interaction with other departments within Tech and Engineering will increase the flexibility we have in providing course instruction to students in these other departments. We are currently creating a new course which can be utilized by Interior Design, Administration of

Justice and Drone Technology students. And finally incorporation of new equipment and software to expand on the courses and outreach. With the steady increase in enrollment in the Architecture Program we are very limited in classroom space. An additional classroom space greatly help in providing the necessary space for more course instruction simultaneously. In doing so we can offer additional courses for students increasing our capabilities and expansion. A second full-time faculty member would greatly strengthen the department, would provide opportunity to add additional courses and certificates, and provide additional insight and experience to the program that will continue to greatly benefit the students.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

Although we have been successful in creating a new certificate and adding new courses, we are limited in not having additional full time staff to be able to provide additional instruction for these courses and the goals of expanding the program and the growth that is anticipated. The lack of additional instruction space adds to the difficulties in getting the program moving in a positive direction

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## SAPs

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### Program Growth

#### Short Description:

Currently a new certificate and new courses are being added to the Architecture Program which will provide instruction to the possibility of students that are not involved directly in Architecture but see a source for further education. An additional certificate is in the works to broaden the instruction we provide in the design/engineering field which will provide an additional opportunity for students to then transfer to a University program of similar type. Interaction with other departments within Tech and Engineering will increase the flexibility we have in providing course instruction to students in these other departments. We are currently creating a new course which can be utilized by Interior Design, Administration of Justice and Drone Technology students. And finally incorporation of new equipment and software to expand on the courses and outreach. With the steady increase in enrollment in the Architecture Program we are very limited in classroom space. An additional classroom space greatly help in providing the necessary space for more course instruction simultaneously. In doing so we can offer additional courses for students increasing our capabilities and expansion. A second full-time faculty member would greatly strengthen the department, would

provide opportunity to add additional courses and certificates, and provide additional insight and experience to the program that will continue to greatly benefit the students.

**Measurable Outcomes:**

The expected result of this plan is more engaging with other departments and students providing additional courses and instruction for their educational goals. Providing additional certificates for students that otherwise may not be offered in other community colleges and greater access with tools and training for the design profession.

**College Goals:**

1.5 Outreach strategies for prospective students/family

**SAP Phase:**

In Progress

**Resource Requests**

**Computers**

**Enhancement:**

The current equipment is outdated and needs to be upgraded

**Personnel-Related:**

The computers are for the studio and computer lab

**Resource Category:**

Computer Hardware

**Quantity:**

27

**Unit Cost:**

\$5,000.00

**Total Cost:**

\$135,000.00

**Scanning Equipment**

**Enhancement:**

Scanning equipment to be used for course instruction

**Personnel-Related:**

Scanning equipment for course instruction and use

**Resource Category:**

Equipment

**Quantity:**

1

**Unit Cost:**

\$50,000.00

**TotalCost:**

\$50,000.00

**Computer Software****Enhancement:**

Computer software

**Personnel-Related:**

Additional computer software for instruction

**Resource Category:**

Adjunct Faculty

**Quantity:**

27

**Unit Cost:**

\$1,000.00

**TotalCost:**

\$27,000.00

**Computer Furniture****Enhancement:**

New classroom furniture for new computers

**Personnel-Related:**

Classroom furniture capatable with new computers

**Resource Category:**

Equipment

**Quantity:**

27

**Unit Cost:**

\$2,000.00

**TotalCost:**

\$54,000.00

## Supplies

**Enhancement:**

Student supplies

**Personnel-Related:**

Supplies for students

**Resource Category:**

Supplies

**Quantity:**

1

**Unit Cost:**

\$10,000.00

**TotalCost:**

\$10,000.00

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