2024-2025 Comprehensive Instructional Program Review - Architecture

Latest Version

Self-study template for Instructional Program Review process. Visitation Year: 2024-2025. Review period: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, and 2023-2024.

Section 1. Program Overview

A. Mission Alignment : Version by **Li, Dejun** on **03/28/2025 18:31**

1. *Explain how your program supports the College's Mission and Students First Framework* (https://www.cerritos.edu/students-first-framework/default.htm).

The Architecture Program at Cerritos College serves as a vital academic and cultural conduit that bridges the theoretical with the technical, the aspirational with the attainable, and the individual student journey with broader regional workforce and educational pathways. Through two distinctive but interwoven tracks—Architectural Studies and Architectural Technology — the program reflects the college's foundational commitment to access, equity, and student-centered excellence as articulated in the Students First Framework.

The Architectural Studies track functions as a robust transfer preparation pipeline, offering students a thoughtfully scaffolded curriculum that builds critical thinking, visual literacy, conceptual design, and architectural vocabulary necessary for upper-division success in highly competitive B. Arch and M. Arch programs. The transfer major is deeply aligned with the evolving criteria of leading institutions such as Cal Poly Pomona, USC, SCI-Arc, Woodbury, and UC Berkeley, among others. Many students also continue their education in closely allied disciplines such as Construction Management, Urban Planning, Civil Engineering, and Architectural Engineering. These pathways, while distinct in focus, share a common foundation in the creative and built environment disciplines.

Importantly, the program acknowledges the reality that the pursuit of professional licensure in architecture is a long and complex journey. According to the California Architects Board (CAB), in order to be eligible for the Architect Registration Examination (ARE), students must complete a NAAB-accredited degree (typically a five-year B. Arch or a two- to three-year M. Arch), accumulate over 3,700 hours of structured work experience through the Architectural Experience Program (AXP), and pass a rigorous multi-part examination. For many, this means eight to ten years of combined academic and professional preparation. The Cerritos College Architecture Program does not prepare students to become licensed architects directly but plays a critical and strategic role as the entry point into that long-term process.

The Architectural Technology track, by contrast, provides an immediate on-ramp into industry-aligned technical roles that do not require licensure but are nonetheless integral to the design, documentation, and delivery of architectural projects. Students in this pathway receive intensive training in drafting, 2D/3D CAD, Building Information Modeling (BIM), architectural codes, and project documentation. These students are prepared for employment as architectural drafters, CAD technicians, BIM specialists, and design support personnel across a range of architectural and construction offices. In response to increasing employer demand for verified digital skills, the program is now actively integrating Autodesk Certified User (ACU) and Autodesk Certified Professional (ACP) credentials into both AutoCAD and Revit courses. These voluntary certifications will offer students industry-recognized benchmarks of proficiency and further improve their post-graduation employability.

Both program tracks align strongly with each of the four pillars of the Students First Framework:

- Career and Transfer Success: The program provides clearly mapped degree and certificate pathways, supplemented with dual enrollment pipelines, updated two-year roadmaps, and articulation agreements with transfer institutions. Each course is embedded within a broader ecosystem of stackable credentials and long-term planning. In addition, the program advisory committee includes local employers that provide internship opportunities.
- Completion: Help Students Stay on the Path: Courses are scheduled with working students in mind, offering hybrid, evening, and (temporarily) online sections. DEI-focused practices—such as inclusive materials, multilingual supports, and open educational resources—help minimize attrition. Our faculty regularly provide advice for students who are seeking help for the completion of their studies in a short time.
- Equitable access: Architecture department participates in dual-enrollment programs with local high schools such as Gahr, Lynwood, Downey, Artesia, Cerritos high school. After completion of dual-enrollment courses, these students usually take more classes at Cerritos College. Further, the architecture department joins their annual career fair in order to promote the benefits of our program.
- Institution health: The program connects students with holistic supports, including the ASJC architecture club (soon to be relaunched), Falcon's Nest, the universal bus pass, and partnerships with identity-affirming programs such as MESA and UMOJA. The department is also committed to diversifying its faculty pool, and future hires will center gender and racial representation to foster inclusive mentorship. The architecture uses studio-based pedagogy, formative assessment practices, and high-impact learning activities (e.g., digital modeling, pin-up critiques, collaborative charrettes) which are foundational to the program's instructional design. Moreover, the program is undertaking a comprehensive SLO revision effort to improve transparency and outcome alignment to ensure accountability of our SLO goals.

Cerritos College's Architecture Program is more than a set of classes—it is a community of inquiry, a platform for social mobility, and a launchpad for diverse futures in design and construction. The forthcoming leadership transition, with the appointment of a full-time faculty member and department chair with discipline-specific expertise, marks a new chapter in strategic growth. From reactivating the student club and re-engaging regional competitions to embedding voluntary certification pathways and expanding curriculum into sustainability and fabrication, the program is poised to become a model of inclusive, future-facing architectural education at the community college level. The Architecture Program at Cerritos College provides a comprehensive and flexible suite of stackable credentials designed to meet the diverse educational, career, and transfer goals of its students. These degrees and certificates range from entry-level skill development to advanced technical preparation, each forming a building block within a larger framework of academic progression and professional opportunity. This intentional layering of curricular pathways reflects both the college's Guided Pathways model and the department's commitment to inclusivity, access, and upward mobility.

The Associate in Arts (AA) Degree in Architectural Studies is designed primarily for students planning to transfer to a four-year university or professional architecture school. With a unit range of 18 to 20 in the major plus general education and elective courses, this degree provides a strong foundation in design thinking, architectural theory, architectural history, freehand drawing, and spatial problem-solving. It includes key core courses such as ARCH 110 (Introduction to Architecture), ARCH 111 and 112 (Drafting and Design I & II), and ARCH 121 and 122 (Design Theory I & II). These courses introduce students to fundamental architectural concepts and studio practice while helping them begin developing a transfer-ready portfolio. This degree is ideal for students aspiring to enter B. Arch or M. Arch programs.

The Associate in Arts (AA) Degree in Architectural Technology is a more technically focused program that prepares students for direct entry into the architecture, engineering, and construction (AEC) workforce. Requiring 34 units of specialized coursework, this degree includes extensive training in CAD (AutoCAD and Revit), building codes, construction detailing, and BIM (Building Information Modeling) systems. Students graduate with the skills necessary to support architects, engineers, contractors, and construction managers as drafters, modelers, or project technicians. Though it does not require general education coursework for the certificate variant, students pursuing the full AA must complete the college's GE pattern, providing a well-rounded technical education.

In addition to the AA degrees, the department offers multiple Certificates of Achievement that allow students to specialize in focused skillsets or upskill while already working in the field. These include:

- Certificate of Achievement in Architectural Computer-Aided Drafting and Design (16 units): This certificate centers on mastery of AutoCAD and 3D modeling tools such as Rhino or Revit. Students learn how to create 2D technical drawings and complex 3D digital models for architectural presentation, construction documents, and design development.
- Certificate of Achievement in Architectural Drafting and Design (14 units): Focused on traditional and digital drafting, this certificate emphasizes accuracy, standards-based drawing, and foundational design communication. It is ideal for students preparing for entry-level drafting positions or further study.
- Certificate of Achievement in Architectural Practice (16 units): This program introduces students to architecture as a discipline and profession. It blends basic design, drafting, history, and 2D CAD coursework in a three-semester sequence that culminates in a well-rounded view of the architectural design process and its applications.
- Certificate of Achievement in Architectural Technology (34 units): This mirrors the AA in Architectural Technology but excludes general education requirements. It allows students to complete highly technical preparation in a shorter time frame while positioning them for employment in drafting, construction documentation, and digital fabrication support roles.

These stackable credentials are not siloed endpoints—they form part of a coherent academic ecosystem where students can accumulate certifications on their way to a degree or earn a degree while already building industry-recognized skills. Many students choose to earn multiple certificates concurrently, often starting with Architectural Practice or Drafting and Design before moving into more specialized digital tools or full degree completion. In this way, the department honors the varied pacing, backgrounds, and lived experiences of its students—offering short-term credentials, long-term degrees, and multiple re-entry points for learners at every stage.

B. Degrees and Certificates : Version by **Li, Dejun** on **10/17/2024 18:20**

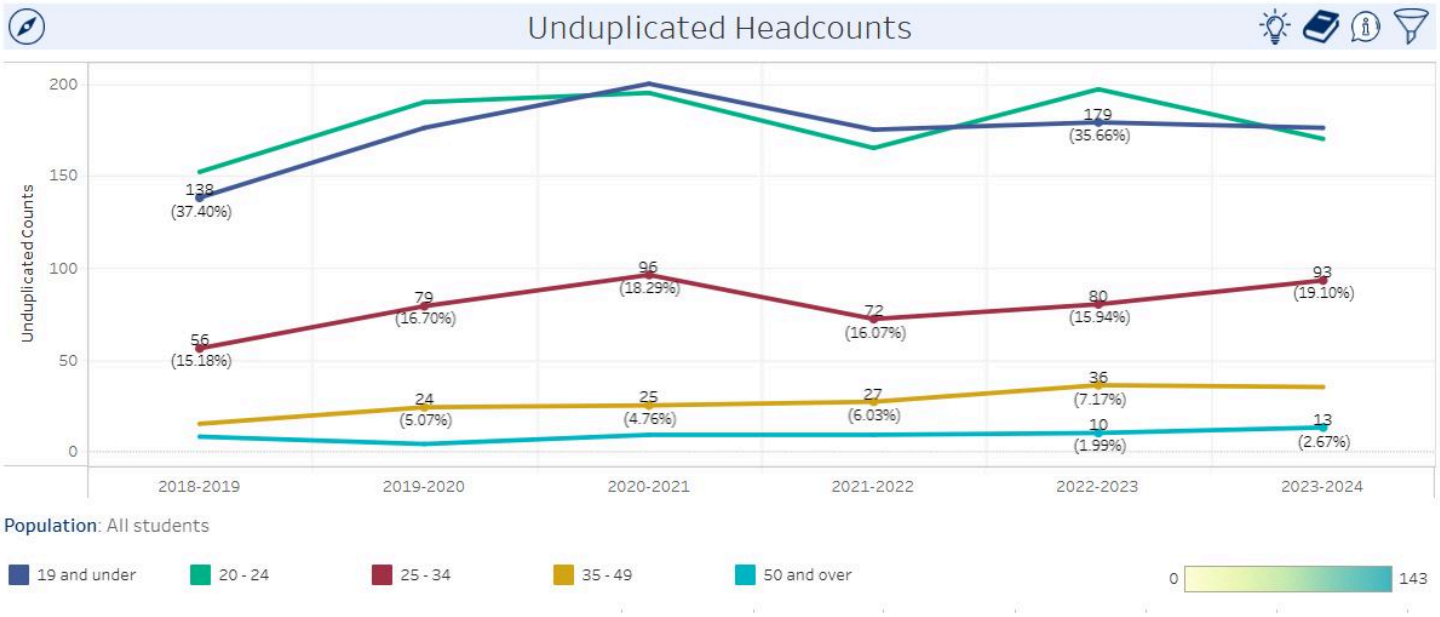
Degree	Type (Cert., AA, AA-T, AS, AS-T)	Units or Courses Required
ARCHITECTURAL STUDIES	AA	18-20
ARCHITECTURAL TECHNOLOGY	AA	34
ARCHITECTURAL COMPUTER-AIDED DRAFTING AND DESIGN	Cert	16
ARCHITECTURAL DRAFTING AND DESIGN	Cert	14
ARCHITECTURAL PRACTICE	Cert	16
ARCHITECTTURAL TECHNOLOGY	Cert	34

Section 2. Program Trends

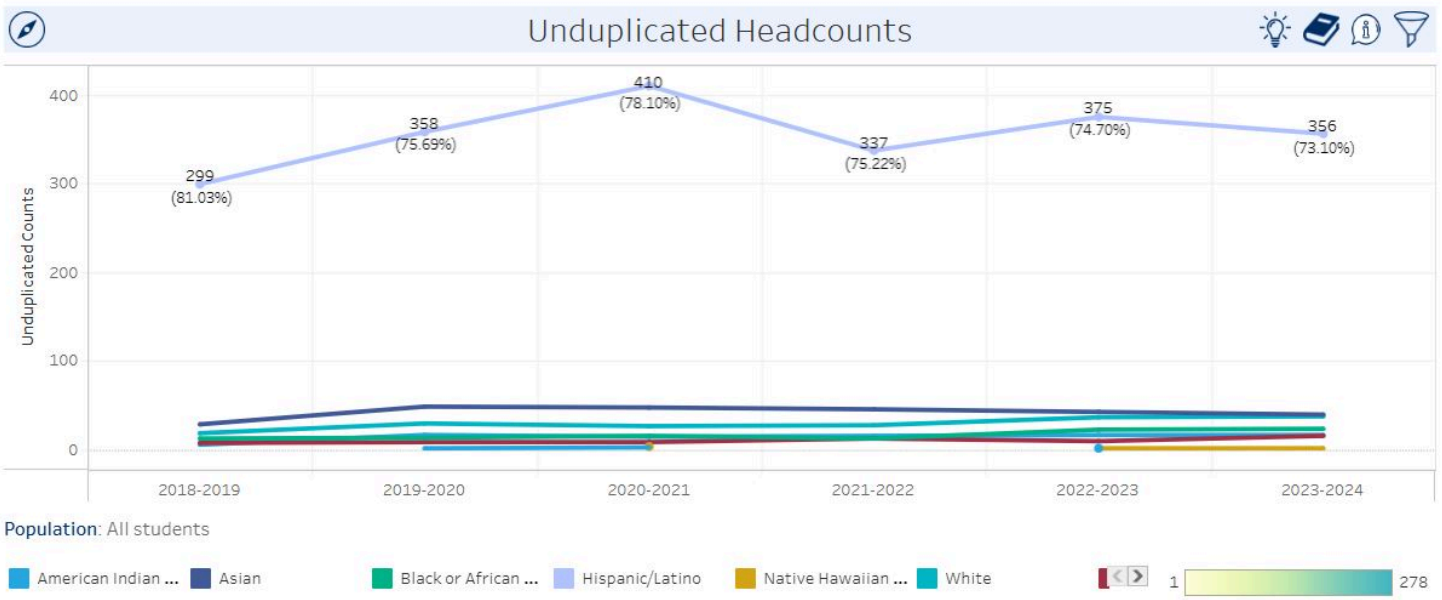
A. Program Data : Version by **Li, Dejun** on **03/28/2025 18:31**

1. Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

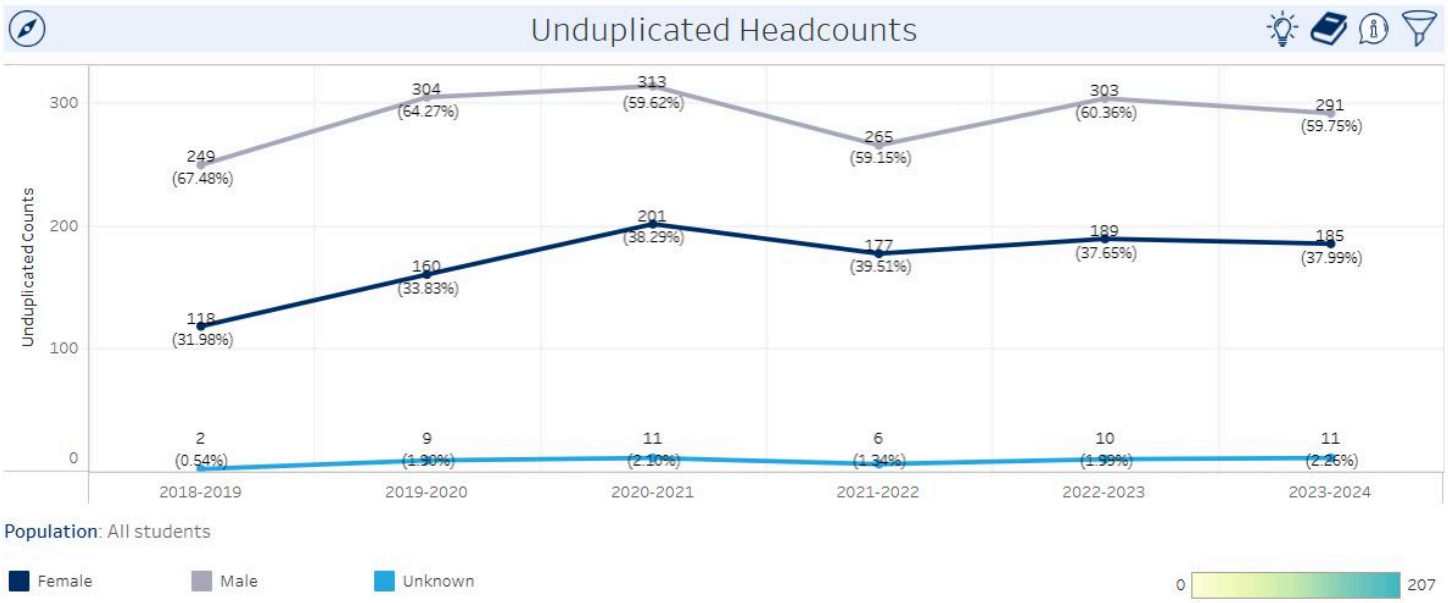
- ***How do the demographics of your program and its related courses compare with the college as a whole?***
- ***Have they changed over time?***



The department has a younger student body than the college as a whole. Specifically, about 71% of department students are under 24, compared to 55% at the college level. Additionally, the proportion of students aged 25 to 34 in the department is similar to the college average, with both around 20%.



The predominate race/ethnicity of the department is Hispanic/Latino (approximately 73%) followed by Asian (8%), White (7.6%), and Black or African (4.7%). Compared to the college as a whole the department has a higher percentage of Hispanic/Latinos (65%) and a lower percentage of Asian (10%), White (10%) and Black or African (7%).



The percentage of male students in the department is approximately 60% compared to the college average of 42%. And the percentage of female students in the department is approximately 38% compared to the college average of 56%. The percentage of female students in the department has increased from 32% to 38% during the past 6 years.

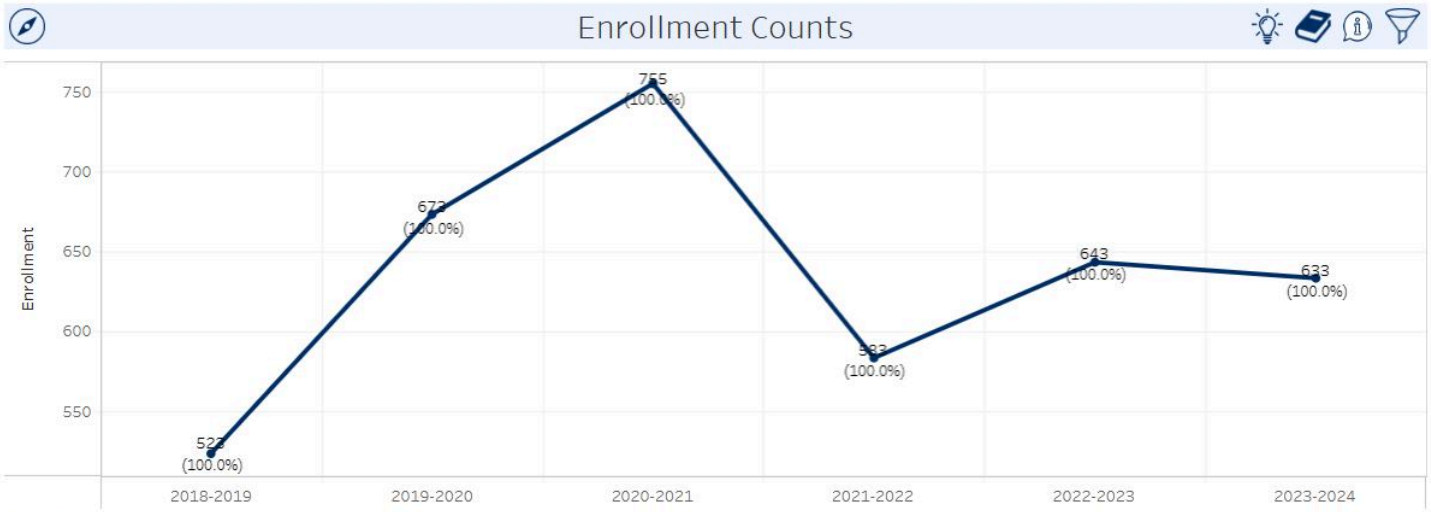
The student demographic profile of the Architecture Program is one of its defining strengths and a direct reflection of Cerritos College's role as an engine of regional access, representation, and transformation. Approximately 73% of the program's students identify as Hispanic/Latino, which exceeds the college-wide average and mirrors the ethnic composition of the surrounding Southeast Los Angeles County communities. In addition to Latinx students, the program also serves meaningful proportions of Asian (8%), Black or African American (4.7%), and White (7.6%) students. This pluralism of perspectives enriches the design studio environment and fosters a vibrant, culturally responsive learning community.

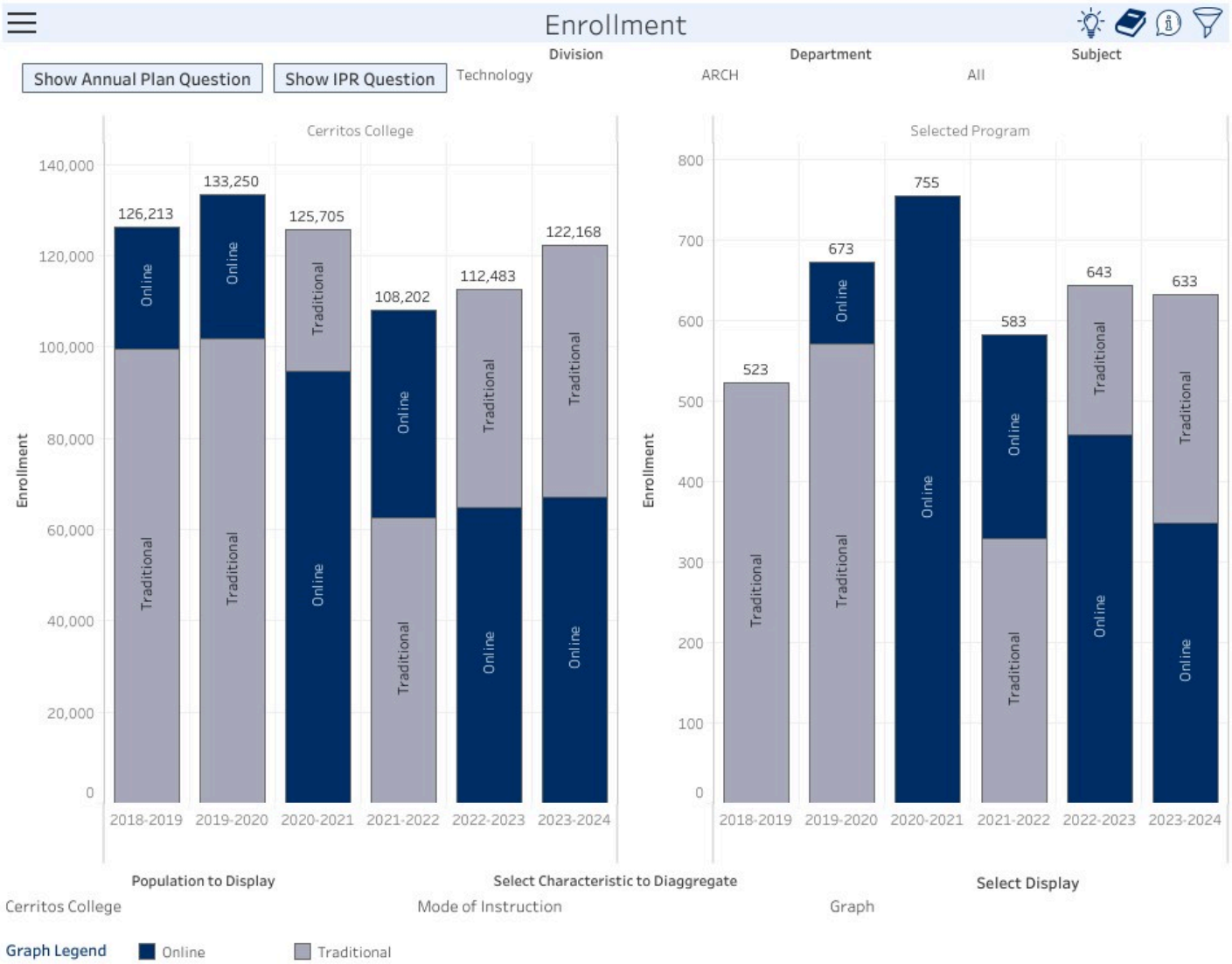
The program is also home to a growing number of first-generation college students, working adults, and students from disproportionately impacted populations (DIPs). Although historically underrepresented in architecture, women now comprise 38% of enrolled students—a significant increase from 34% six years prior. The department acknowledges that while these numbers indicate progress, continued efforts are needed to close the gender gap and ensure that women, nonbinary, and gender-expansive students have visible role models, equitable support, and culturally sustaining pedagogy. The pending hire of a new full-time faculty member will be leveraged to improve faculty diversity and provide students with mentors who reflect their own identities and aspirations.

Age distribution further highlights the program's dual identity as both a transfer feeder and career retraining pathway. About 71% of students are under 24, suggesting strong alignment with traditional transfer timelines, while the remaining 29% include adult learners, career changers, and students returning to college for skill enhancement. The program remains committed to serving this full spectrum of learners by offering flexible scheduling, hybrid instruction, and modular certificate options.

2. Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- ***Identify enrollment trends.***
- ***Have there been an increase or decrease in enrollment in the last year?***
- ***Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?***
- ***How will enrollment trends affect staffing decisions?***





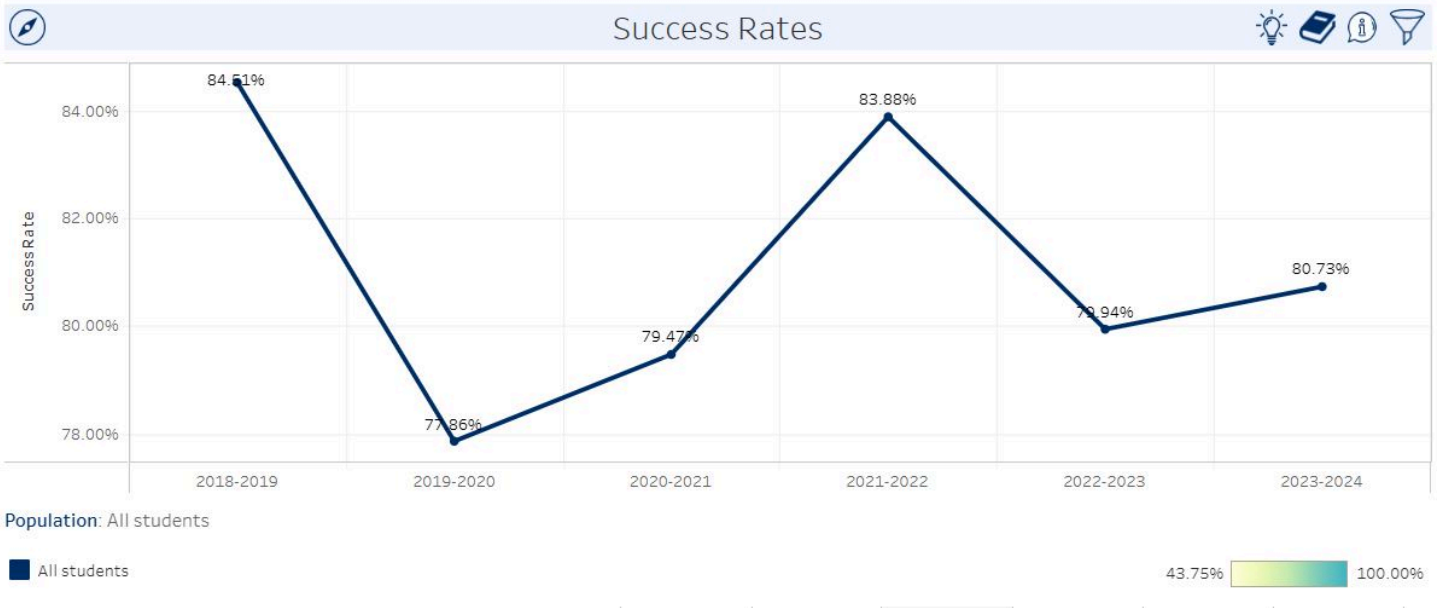
Enrollment trends in the Architecture Program have mirrored both statewide challenges and department-specific resilience. Between 2019 and 2020, the program experienced a 12% increase in enrollment, driven by increased outreach and new course scheduling options. This growth was sharply interrupted in 2021 by the COVID-19 pandemic, which led to a 22% drop in enrollment as in-person sections were capped at 50% capacity and many students paused their studies due to health, economic, and caregiving responsibilities. The program responded by rapidly converting key courses to online and hybrid formats, investing in software access solutions, and coordinating laptop lending through the college's equity programs.

By the 2022–2023 academic year, enrollment had rebounded by approximately 10%, and that trend has continued. The reopening of campus and return to in-person studio classes has attracted students who were previously disengaged by the limitations of remote learning. Looking forward, the department anticipates additional enrollment growth as it reintroduces in-

person offerings across all course sequences, launches new curriculum, and implements voluntary certifications that increase the perceived and actual value of the program's credentials.

3. Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- ***How have the success and retention rates changed over time?***
- ***Are there particular courses that have particularly low rates and may prove a barrier to program completion?***



Over the past six years, the Architecture Program has maintained an average success rate of 80% and a retention rate of 88%—figures that exceed campus-wide benchmarks and demonstrate a robust culture of persistence and academic resilience. However, disaggregated data by modality reveals notable differences that demand thoughtful interpretation and targeted response.

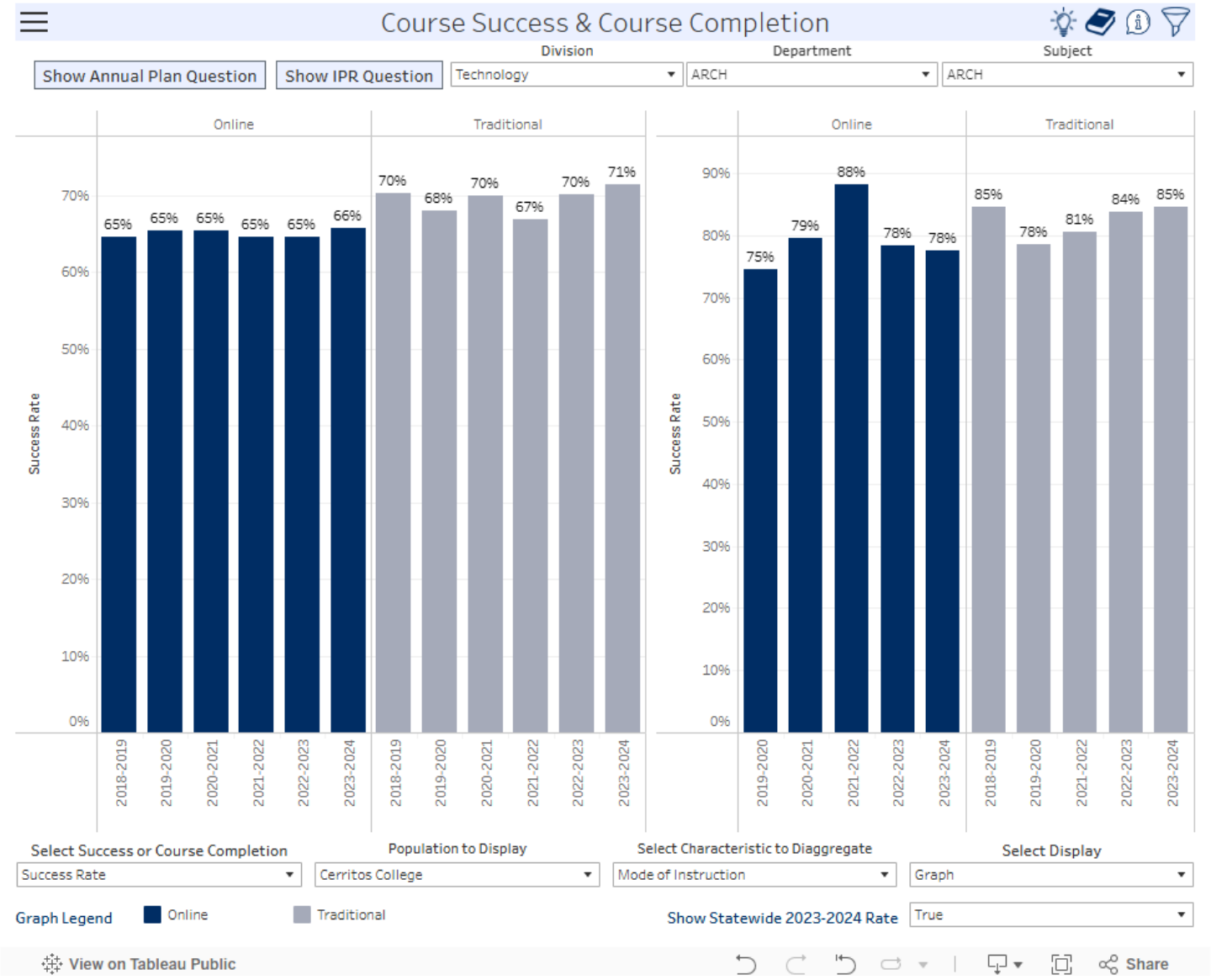
Between 2018 and 2024, success rates in traditional in-person classes held steady between 68% and 71%. Meanwhile, online courses averaged 65–66%, with little variation across years. This 4–6% performance gap confirms what faculty, students, and the profession have long understood: architecture is a discipline best taught through embodied, spatial, and mentored learning environments. Design studio pedagogy—based on real-time critique, physical modeling, and collaborative exploration—is inherently hands-on and poorly replicated in asynchronous modalities.

4. With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- ***Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?***

Although the pandemic required a pivot to distance education, the department believes that returning to fully in-person instruction is essential for restoring the rigor, quality, and equity of the architectural learning experience. With support from the Instructional Planning and Program Review process, the department will phase out online sections beginning in Fall 2025, following the successful precedent set by Engineering Technology (ET) and Engineering Design Technology (ENGT).

The moving-back to in-person learning is not an abandonment of equity—it is a reaffirmation of equitable access to the full educational experience. To ensure that in-person instruction is not a barrier for disproportionately impacted students, the program will partner with college-wide initiatives to reduce structural obstacles. These include expanded evening sections, promotion of the universal student bus pass, increased outreach to parenting students, and coordination with programs such as MESA, UMOJA, and Puente.



Additionally, the relaunch of the ASJC Student Architecture Club will provide a peer-led environment for building community, sharing resources, and participating in identity-affirming activities such as regional design competitions, firm visits, and collaborative builds. The club will be a key access point for students from historically excluded populations to see themselves in the profession and create collective pathways to belonging and success.

5. Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

Instructional and curricular improvements over the past two years have been directly informed by SLO results, retention tracking, and informal faculty-student feedback loops. Instructors have adopted more inclusive assessment strategies, including rubric transparency, process grading, and peer critique. Scaffolded assignments in drafting and design courses such as ARCH 110 (Introduction to Architecture), ARCH 111 and 112 (Drafting and Design I & II), and ARCH 121 and 122 (Design Theory I & II). have improved learning outcomes by breaking complex deliverables into manageable steps. Technical courses have been enhanced with video tutorials, flipped classroom strategies, and Canvas-integrated submission workflows. These practices not only improve accessibility but also align with Universal Design for Learning (UDL) principles that benefit all students.

With the arrival of new faculty leadership, these data-informed improvements will be codified into formal teaching practices, embedded in SLO definitions, and tracked through eLumen and departmental review. Continuous program reflection, when paired with meaningful accountability, ensures that data does not merely describe problems—it actively drives student-centered, equity-forward solutions.

B. Career Technical Education (CTE) Supplemental Questions : Version by **Li, Dejun** on **03/28/2025 18:31**

1. How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

Total employment for Architectural and Civil Drafters in the Los Angeles/Orange County region is projected to increase from 5,170 persons in 2018 to 5,580 persons in 2028. Regional job openings during the 2018-2028 period are projected to be 558 available annually in the region due to new job growth and replacements, which is less than the the 609 awards conferred annually during the past three years by educational institutions in the region, 279 of which were granted by community colleges.

2. How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

The department recognized that the number of working adults attending classes still remained low. In response, the department provided much more class availability to working adults by increasing the number of online classes offered and by scheduling in-person classes during the morning for the under 24 age students. Pre-covid, we had no online classes, but post-covid, we have settled a good balance between online and in-person classes.

	Number of Online classes	Number of In-Person classes
FA' 18	0	9
FA' 20	10	0
FA' 21	6	6

FA' 24	4	5

3. What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

The oversupply (609 awards for 558 job openings) of awards is 9% which is within the COE's (COE: Center of Excellence**)** acceptable margin (25% over or under the number of annual job openings) and is therefore considered "supply met" rather than "supply gap". However, the Bureau of Labor Statistics lists an associate degree as the typical entry-level education for this occupation, and entry-level wages exceed the living wage in both Los Angeles and Orange Counties. Therefore, due to some of the criteria being met, the COE endorses this program. For the ones who graduated but couldn't find the job, the department and the instructors had been trying to help and work with local company for the internship opportunities.

Below are the latest information from CTE report regarding the best in class for non traditional enrollment and employment

- Best in class for non traditional program enrollment

Non-traditional Program Enrollment		
TOP Code	Program Title	Core 3
0508.00	International Business	80
0506.00	Business Management	57.23
1222.00	Physical Therapist Assistant	55.74
1306.30	Culinary Arts	55.07
2105.00	Administration of Justice	49.69
0502.00	Accounting	47.4
1005.00	Commercial Music	37.93
0201.00	Architecture	36
1221.00	Pharmacy Technology	23.75
1230.10	Registered Nursing	23.45

Employment		
TOP Code	Program Title	Core 4
0948.00	Automotive Technology	96.1
0953.00	Drafting Technology	96
0956.50	Welding Technology	95.77
1230.10	Registered Nursing	94.12
0201.00	Architecture	91.67
1240.20	Dental Hygienist	91.43
1222.00	Physical Therapist Assistant	91.3
1240.10	Dental Assistant	89.47
2105.00	Administration of Justice	88.24
0956.30	Machining & Machine Tools	88.24

Architecture department is among the top ones in the college for both enrollment (top 8) and employment (top 5) in Cerritos college.

To improve the employment rate of our students, the department is working with the local companies to provide practical work experience through internships and work placements especially for the Black and Asian students, aligning curriculum with industry needs, emphasizing soft skills development, fostering strong connections with employers, and offering dedicated career services to guide students in job search strategies and resume building.

4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

For basic architecture functions such as drawing, drafting and designing, a degree is not required. However, for a licensure, students must gain earn a degree from an accredited architecture program, gain practical experience and pass the ARE (architect registration examination).

For the three year period 2018-2021, only 279 approved Certificates and Degrees in Architecture and Architectural Technology (TOP Code 0201.00) were earned annually in the Los Angeles/Orange County region. For the same three year period, of the 17 community colleges in the Los Angeles/Orange County region, Cerritos College ranks 4th for students who earned an approved Certificate and Degree in Architecture and Architectural Technology with 32 annually. Mt. San Antonio was first with 70, Orange Coast second with 46, and East LA third with 33.

The Associate in Arts (AA) Degree in Architectural Studies is designed primarily for students planning to transfer to a four-year university or professional architecture school. With a unit range of 18 to 20 in the major plus general education and elective courses, this degree provides a strong foundation in design thinking, architectural theory, architectural history, freehand drawing, and spatial problem-solving. It includes key core courses such as ARCH 110 (Introduction to Architecture), ARCH 111 and 112 (Drafting and Design I & II), and ARCH 121 and 122 (Design Theory I & II). These courses introduce students to fundamental architectural concepts and studio practice while helping them begin developing a transfer-ready portfolio. This degree is ideal for students aspiring to enter B. Arch or M. Arch programs.

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Section 3. Learning Outcomes Assessment

A. SLO Assessment Report : Version by **Li, Dejun** on **10/17/2024 18:20**

Course By SLO	Expected Performance	Performance
ARCH110 - Introduction to Architecture and Environmental Design		
Students will identify the primary reasons people choose or not choose architecture as a profession. (Active from 2020 SP)	100.00%	87.30%
Students will identify and describe the the five major phases of an architectural project - Schematic Design, Design Development, Construction Documents, Bidding and Negotiation, and Construction Administration. (Active from 2020 SP)	100.00%	79.46%
Students will identify and describe the different types of professional schools of Architecture. (Active from 2020 SP)	100.00%	70.54%
Students will identify and describe the three major components of architectural registration - education, experience, and exam. (Active from 2020 SP)	100.00%	77.13%
Students will identify and explain how architects obtain work, type of clients, and typical compensation methods. (Active from 2020 SP)	100.00%	78.11%
Students will identify and describe regulatory requirements that architects must comply with. (Active from 2020 SP)	100.00%	79.41%
Students will identify and explain some basic ethical principles that architects are expected to comply with. (Active from 2020 SP)	100.00%	78.11%
ARCH111 - Architectural Drafting and Design I		
Students will determine the proper length of a drawn line using various scales found on an Architect's and Engineer's scale. (Active from 2020 SP)	100.00%	94.74%
Students will identify minimum code requirements for emergency escape windows, room sizes, stair components, room natural lighting and ventilation. (Active from 2020 SP)	100.00%	89.47%
Students will prepare a basic plot plan given the metes and bounds legal description. (Active from 2020 SP)	100.00%	42.50%
Students will identify proper aligned dimensioning techniques, dimensioning line placement and spacing, and proper dimension numeral placement. (Active from 2020 SP)	100.00%	39.47%
Students will prepare a basic residential plumbing plan delineating the proper fixture locations and the routing of the cold water, hot water, sewage, and gas lines. (Active from 2020 SP)	100.00%	61.54%
Students will prepare a basic residential electrical plan delineating the proper locations and symbols for lights, outlets, switches, and circuit lines. (Active from 2020 SP)	100.00%	0.00%

Course By SLO	Expected Performance	Performance
Students will prepare a basic residential floor plan using proper scale accuracy, dimensioning, notations, and symbols. (Active from 2020 SP)	100.00%	0.00%
ARCH111 - Architectural Drafting and Design I		
Students will determine the proper length of a drawn line using various scales found on an Architect's and Engineer's scale. (Active from 2022 SP)	0.00%	75.00%
Students will identify minimum code requirements for emergency escape windows, room sizes, stair components, room natural lighting and ventilation. (Active from 2022 SP)	0.00%	66.38%
Students will identify proper aligned dimensioning techniques, dimensioning line placement and spacing, and proper dimension numeral placement. (Active from 2022 SP)	0.00%	51.72%
Students will prepare a basic residential electrical plan delineating the proper locations and symbols for lights, outlets, switches, and circuit lines. (Active from 2022 SP)	0.00%	60.34%
Students will prepare a basic residential floor plan using proper scale accuracy, dimensioning, notations, and symbols. (Active from 2022 SP)	0.00%	77.57%
ARCH111 - Architectural Drafting and Design I		
Students will prepare a basic plot plan given the metes and bounds legal description. (Active from 2020 FA)	100.00%	72.00%
Students will prepare a basic residential plumbing plan delineating the proper fixture locations and the routing of the cold water, hot water, sewage, and gas lines. (Active from 2020 FA)	100.00%	60.67%
ARCH112 - History of Architecture		
Students will identify Greek Classical architecture including the Parthenon, and the measures used to make the resource appear perfect to the eye. (Active from 2018 FA)	100.00%	0.00%
Students will identify Italian Renaissance architecture, and understand how it references Greek Classical and Ancient Roman architecture. (Active from 2018 FA)	100.00%	0.00%
Students will identify the design intentions of Modern architecture, and the meaning of "form follows function". (Active from 2018 FA)	100.00%	0.00%
Students will recognize Egyptian architecture as permanent and unchanging; know the Pyramids of Giza, and their various functions. (Active from 2018 FA)	100.00%	0.00%
Students will recognize Los Angeles architecture including the missions, architecture that integrates indoors and outdoors, and architecture catered to the automobile. (Active from 2018 FA)	100.00%	0.00%
Students understand Egyptian architecture as permanent and unchanging; know the Pyramids of Giza, and their various functions. (Active from 2013 FA)	100.00%	0.00%
Students identify Greek Classical architecture including the Parthenon, and the measures used to make the resource appear perfect to the eye. (Active from 2013 FA)	100.00%	0.00%
Students identify Italian Renaissance architecture, and understand how it references Greek Classical and Ancient Roman architecture. (Active from 2013 FA)	100.00%	0.00%
Students identify the design intentions of Modern architecture, and the meaning of “form follows function.” (Active from 2013 FA)	100.00%	0.00%
Students understand Los Angeles architecture including the missions, architecture that integrates indoors and out, and architecture catered to the automobile. (Active from 2013 FA)	100.00%	0.00%
ARCH112 - History Of Architecture		

Course By SLO	Expected Performance	Performance
Students will recognize Egyptian architecture as permanent and unchanging; know the Pyramids of Giza, and their various functions. (Active from 2019 FA)	100.00%	79.43%
Students will identify Greek Classical architecture including the Parthenon, and the measures used to make the resource appear perfect to the eye. (Active from 2019 FA)	100.00%	75.55%
Students will identify Italian Renaissance architecture, and understand how it references Greek Classical and Ancient Roman architecture. (Active from 2019 FA)	100.00%	75.40%
Students will identify the design intentions Modern architecture, and the meaning of “form follows function.” (Active from 2019 FA)	100.00%	70.27%
Students will recognize Los Angeles architecture including the missions, architecture that integrates indoors and out, and architecture catered to the automobile. (Active from 2019 FA)	100.00%	81.85%
ARCH113 - Building Codes		
Identify interior environmental code requirements given a building's Occupancy. (Active from 2019 SU)	100.00%	0.00%
Identify code administrative provisions and how they affect the building permit process. (Active from 2019 FA)	100.00%	0.00%
Identify a building's International Building Code (IBC) Occupancy and Type of Construction. (Active from 2019 FA)	100.00%	100.00%
Identify building area and height code restrictions given a building's Occupancy and Type of Construction. (Active from 2019 FA)	100.00%	28.57%
Identify fire safety code requirements given a building's Occupancy and Type of Construction. (Active from 2019 FA)	100.00%	14.29%
Identify means of egress code sizing requirements given a building's Occupancy. (Active from 2019 FA)	100.00%	28.57%
ARCH114 - Green Architecture and LEED		
Students explain "Integrated Design" and how this approach differs from the typical, linear design approach. (Active from 2021 FA)	100.00%	84.31%
Students explain the concept of "Greenhouse Effect" and how solar energy and the atmosphere effect climate change. (Active from 2021 FA)	100.00%	76.47%
Students identify the specific goals of "Low Impact Design" (LID) and how it deals differently with storm water runoff. (Active from 2021 FA)	100.00%	70.59%
Students identify GREEN-washing and explain that materials and systems are never "LEED-Certified," only buildings are. (Active from 2021 FA)	100.00%	78.43%
ARCH114 - Green Architecture and LEED		
Students will recognize "Integrated Design" and how this approach differs from the typical, linear design approach. (Active from 2013 FA)	100.00%	0.00%
Students will identify the potential materials or systems that can impact Indoor Environment Quality (IEQ). (Active from 2013 FA)	100.00%	82.35%
Students will recognize the concept of "Greenhouse Effect" and how solar energy and the atmosphere effect climate change. (Active from 2013 FA)	100.00%	0.00%
Students will know the specific goals of "Low Impact Design" (LID) and how it deals differently with storm water runoff. (Active from 2013 FA)	100.00%	0.00%
Students will identify GREEN-washing and understand that materials and systems are never "LEED-Certified", only buildings are. (Active from 2013 FA)	100.00%	0.00%
ARCH121 - Architectural Drafting and Design II		

Course By SLO	Expected Performance	Performance
Students will prepare interior elevations detailing millwork for bathroom and kitchen cabinets given sketches and specifications. (Active from 2017 SP)	100.00%	68.33%
Students will prepare wall-roof-ceiling details given a rough sketch and detailed material and construction notes. (Active from 2017 SP)	100.00%	56.67%
Students will identify the basic components of a residential wall section including footing and roof connections. (Active from 2017 SP)	100.00%	57.63%
Students will determine minimum residential stair dimensions and draw the stair cross section given a floor-to-floor height. (Active from 2017 SP)	100.00%	76.27%
Students will identify the basic components of a fireplace section. (Active from 2017 SP)	100.00%	94.59%
ARCH122 - Architectural Delineation		
Students will apply the basic principles of freehand descriptive sketching to create a realistic sketch of an object. (Active from 2013 FA)	100.00%	88.00%
Students will generate the two-dimensional views of a building given a three-dimensional paraline view. (Active from 2013 FA)	100.00%	83.33%
Students will generate a three-dimensional paraline view of a building given the two-dimensional orthographic views. (Active from 2013 FA)	100.00%	87.50%
Students will construct a two-point perspective of a building given two-dimensional orthographic views. (Active from 2013 FA)	100.00%	87.50%
Students will create aerial and elevation views of a multi-component shape delineating shades and shadows. (Active from 2013 FA)	100.00%	92.00%
ARCH213 - Introduction to 3-D Computer Aided Drafting		
Students will create a complex wireframe surface model using 3-D primitives with faceted surfaces and polygon meshes. (Active from 2013 FA)	100.00%	73.91%
Students will create the 3-D modeling environment with multiple views and dynamically view-edit a 3-D model. (Active from 2013 FA)	100.00%	65.15%
Students will create a complex solid model using 3-D solid primitives, region modeling techniques and Boolean operations. (Active from 2013 FA)	100.00%	65.08%
Students will extract orthographic and sectional drawing views from a solid model. (Active from 2013 FA)	100.00%	69.70%
Students will render a solid model after attaching materials, adding light sources, various effects, and choosing a viewpoint. (Active from 2013 FA)	100.00%	65.08%
ARCH221 - AutoCAD Architecture		
Students will create a 3-D building mass model using primitives, profile creation and extrusion. (Active from 2013 FA)	100.00%	81.40%
Students will create a variety of 3-D wall styles and generate a 3-D floor plan using these styles given a basic layout plan. (Active from 2013 FA)	100.00%	72.09%
Students will create a variety of 3-D door and window styles and place them in a given 3-D floor plan. (Active from 2013 FA)	100.00%	69.77%
Students will extract a building section and elevation from a 3-D building model and create one sheet for plotting both views. (Active from 2013 FA)	100.00%	73.81%

Course By SLO	Expected Performance	Performance
Students will create and place door tags in a floor plan, then extract a door schedule from these tags. (Active from 2013 FA)	100.00%	74.42%
ARCH222 - Architectural Design Theory II		
Students will survey, then compare and contrast the most important works of modern architecture (i.e. post 1890) and select three personal favorites. (Active from 2013 FA)	100.00%	61.90%
Students will research the building construction and design philosophy of an important work of modern architecture and explain why the building was selected as important. (Active from 2013 FA)	100.00%	63.49%
Students will organize a team and determine each team member's responsibilities to further research a building's construction in order to prepare detailed design drawings and a building model. (Active from 2013 FA)	100.00%	61.90%
Students will complete collaborate design projects as evaluated by student peers. (Active from 2013 FA)	100.00%	63.49%
Students will complete building models and start a student design portfolio in preparation for university transfer. (Active from 2013 FA)	100.00%	66.67%
ARCH223 - Revit Architecture		
Students will create 3-Dimensional Floor Levels using a variety of circulation, door, wall and window styles. Building Information Modeling (BIM). (Active from 2020 SP)	100.00%	0.00%
Students will create and join Three-Dimensional roofs styles including flat, gable, hip and shed roofs.ate a three-dimensional massing model. Apply walls, doors, & windows to this model. (Active from 2020 SP)	100.00%	0.00%
Students will create Exterior and Interior Elevations from a building model and add a Curtainwall.ions from a building model. (Active from 2020 SP)	100.00%	0.00%
Students will create building and wall sections from a building model. Students will also create Two-Dimensional details. (Active from 2020 SP)	100.00%	0.00%
Students will create Three-Dimensional Interior Design Layouts including cabinets, office furniture and toilet room fixtures. (Active from 2020 SP)	100.00%	40.00%
Students will create Exterior and Interior Renderings of the building model. (Active from 2020 SP)	100.00%	0.00%
Students will create a set of Construction Documents using the Views they created during the class assignments. (Active from 2020 SP)	100.00%	0.00%
ARCH110 - Introduction to Architecture and Environmental Design		
Students explain that an Architect must be able to visualize a project and explain it to a client. (Active from 2013 FA)	100.00%	64.00%
Students identify the minimum requirements when applying to a professional school of architecture. (Active from 2013 FA)	100.00%	72.00%
Students identify the primary reasons people choose or not choose architecture as a profession. (Active from 2013 FA)	100.00%	72.00%
Students identify the consultants that work with an architect on a typical project. (Active from 2013 FA)	100.00%	64.00%
Students identify the three steps required to become a licensed Architect. (Active from 2013 FA)	100.00%	68.00%
ARCH111 - Architectural Drafting and Design I		
Students will determine the proper length of a drawn line using various scales found on an Architect's and Engineer's scale. (Active from 2013 FA)	100.00%	67.35%

Course By SLO	Expected Performance	Performance
Students will identify minimum code requirements for emergency escape windows, room sizes, stair components, room natural lighting and ventilation. (Active from 2013 FA)	100.00%	92.31%
Students will identify proper aligned dimensioning techniques, dimensioning line placement and spacing, and proper dimension numeral placement. (Active from 2013 FA)	100.00%	79.17%
Students will prepare a basic residential electrical plan delineating the proper locations and symbols for lights, outlets, switches, and circuit lines. (Active from 2013 FA)	100.00%	86.79%
Students will prepare a basic residential floor plan using proper scale accuracy, dimensioning, notations, and symbols. (Active from 2013 FA)	100.00%	77.55%
ARCH113 - Building Codes		
Identify a building's International Building Code (IBC) occupancy classification based on its intended use. (Active from 2013 FA)	100.00%	0.00%
Given a building occupancy and type of construction, identify the basic allowable area, maximum building height in feet, and maximum number of building stories. (Active from 2013 FA)	100.00%	0.00%
Identify minimum widths for basic components of the means of egress system. (Active from 2013 FA)	100.00%	0.00%
Determine occupant loads for basic components of the means of egress system. (Active from 2013 FA)	100.00%	0.00%
Determine maximum travel distances for basic components of the means of egress system. (Active from 2013 FA)	100.00%	0.00%
ARCH123 - Introduction to 2D Computer Aided Drafting		
Students will create a window schedule using table styles and manual data input. (Active from 2013 FA)	100.00%	59.69%
Students will configure AutoCAD for architectural drafting and sketch a basic floor plan using available coordinate entry methods. (Active from 2013 FA)	100.00%	75.37%
Students will create and locate basic architectural floor plan symbols using available object snap modes and editing commands. (Active from 2013 FA)	100.00%	57.69%
Students will create a dimension style in compliance with industry standards and properly dimension a basic floor plan. (Active from 2013 FA)	100.00%	54.62%
Students will create flooring plans delineating finish materials and areas using the proper hatching patterns, sizing, and scales. (Active from 2013 FA)	100.00%	63.28%
ARCH212 - Architectural Design Theory I		
Students will create static and motion design projects based on the interaction between the foreground and background colors. (Active from 2013 FA)	100.00%	85.71%
Students will design an abstract composition delineating axial, radial and occult balance. (Active from 2013 FA)	100.00%	81.88%
Students will delineate smooth-to-rough gradation using line work, photographs and material samples. (Active from 2013 FA)	100.00%	76.73%
Students will determine the proper shades and shadows for a complex composition. (Active from 2013 FA)	100.00%	66.24%
Students will explain the functional organization, structural system, circulation patterns and building materials of a famous building. (Active from 2013 FA)	100.00%	71.34%
ARCH223 - Revit Architecture		

Course By SLO	Expected Performance	Performance
Students create a dimension style in compliance with industry standards and properly dimension a basic floor plan. (Active from 2013 FA)	100.00%	0.00%
Students identify the basic principles of Building Information Modeling (BIM). (Active from 2013 FA)	100.00%	0.00%
Students create an Architectural Working Drawing applying building model views and a standard title block. (Active from 2013 FA)	100.00%	0.00%
Students create a three-dimensional massing model. Apply walls, doors, & windows to this model. (Active from 2013 FA)	100.00%	0.00%
Students create building sections and elevations from a building model. (Active from 2013 FA)	100.00%	0.00%

B. SLO Assessment Analysis : Version by **Li, Dejun** on **03/24/2025 16:38**

1. Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

Over the past 6 academic years, the Architecture Program's Student Learning Outcomes (SLO) assessment efforts have been significantly compromised by leadership transitions, inconsistent instructional staffing, and the lack of dedicated discipline-specific oversight. Following the unexpected retirement of Dr. Ed Rother—who had served for decades as the sole full-time faculty member and content expert for the program—the Architecture Department entered a prolonged period of interim stewardship. The subsequent department chairs, while well-meaning, had no professional training in architecture, and all sections were assigned to adjunct faculty, many of whom were part-time professionals without formal training in assessment practices or institutional reporting systems.

As a result, SLO data has become fragmented, inconsistent, and in some cases entirely absent. Courses such as ARCH 111, ARCH 112, ARCH 113, ARCH 114, ARCH 213, ARCH 222, and ARCH 223 show zero percent achievement or incomplete assessment records, not necessarily due to student underperformance, but due to lapses in data entry, unclear rubrics, or misalignment between instructional content and assessment targets. In some instances, adjunct faculty misunderstood the intent or structure of institutional assessment frameworks and either omitted the SLO reports altogether or input overly conservative scores based on their personal grading standards rather than collaboratively agreed performance benchmarks.

This breakdown in assessment fidelity has compromised the program's ability to analyze learning trends, identify curricular weaknesses, and make data-informed decisions about instructional improvement. Moreover, it raises critical equity concerns: when SLO data is inconsistently applied, marginalized students—who may already struggle with access, visibility, and validation—are rendered statistically invisible in one of the college's most important continuous improvement systems.

2. Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

Recognizing the gravity of this issue, the department has already initiated a plan to reset, rebuild, and reframe its SLO culture. Central to this plan is the hiring of a new full-time faculty member with both academic and professional expertise in architecture. This individual, who will also serve as department chair, will lead a comprehensive revision of all architecture course-level SLOs to ensure that they are measurable, skill-based, equity-aligned, and reflective of current pedagogical practice.

Each SLO will be rewritten with clarity and purpose, grounded in backward design principles that start with the desired outcomes and map forward through project rubrics, in-class activities, and final deliverables. The revised SLOs will emphasize learning processes in addition to outcomes—valuing iteration, feedback, collaboration, and design thinking as much as technical precision. Moreover, the program will conduct norming sessions with all part-time faculty to ensure that SLO application is consistent, transparent, and free from the idiosyncratic scoring that has previously distorted reporting.

In addition to the revised SLO language, faculty will be trained in using eLumen or successor platforms for timely and accurate data entry. The department will establish a cyclical reporting calendar and embed SLO review into its regular faculty meetings. To close the loop, results from each assessment cycle will be reviewed alongside success, retention, and equity data—making assessment a living, iterative tool for improving student experience rather than a bureaucratic afterthought.

Importantly, the SLO redesign will not be a top-down mandate but a collaborative and justice-centered initiative. Students will be invited to participate in feedback on assignment relevance and clarity, ensuring that the metrics used to evaluate them are both fair and meaningful. Where appropriate, SLOs will include equity-focused competencies such as cultural responsiveness in design, sustainability awareness, and inclusive representation of historically marginalized architectural traditions.

C. Curricular Course Review : Version by **Li, Dejun** on **03/28/2025 18:31**

1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

The Architecture Program remains on track with its six-year course review cycle, with upcoming reviews scheduled for key foundation and technical courses. Specifically, ARCH 111 is due for review in Fall 2026, with ARCH 112, ARCH 113, and ARCH 114 following in sequence. Advanced courses such as ARCH 213 (3D modeling), ARCH 222 (AutoCAD), and ARCH 223 (Revit) will also undergo comprehensive review, not only for SLO alignment but for content relevance in light of rapidly changing AEC software standards.

2. ***Explain any course additions to current course offerings.***

Recent curriculum updates have already begun to modernize instruction. For example, Bluebeam Revu software has been introduced into CAD courses like ARCH 123, 213 and 223 to reflect industry-standard mark-up workflows and cloud-based collaboration environments. Course syllabi have been revised to better scaffold complex assignments, improve transparency around grading criteria, and integrate Universal Design for Learning (UDL) strategies that benefit multilingual, neuro-divergent, and first-generation college students.

3. Explain any course deletions and inactivation's from current course offerings.

Looking ahead, course improvement will also include the infusion of voluntary Autodesk certifications into AutoCAD and Revit instruction. Students will be given the option—and support—to prepare for ACU and ACP exams, with practice tests, instructional alignment, and certification opportunities built directly into course deliverables. These additions transform courses from isolated skill builders into career-accelerating, resume-enhancing platforms for student success.

4. Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- ***Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?***
- ***How has degree and/or certificate completion changed over time?***
- ***Are there sufficient completers compared with the size of your program?***

The department is also committed to restoring the feedback loop between curriculum development and real-world practice. Advisory board input, industry partnership feedback, and alumni outcomes will be systematically collected and integrated into course revisions. In this way, course reviews will not merely satisfy procedural obligations—they will become dynamic opportunities to realign the classroom with the profession, student needs with workforce realities, and assessment with aspiration. Due to economic circumstances, students are eager to begin working and certificates offer a faster path to employment vs associate degrees.

Award Count by Program Report

"What is the Number of Awards conferred campuswide?"

		2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
Grand Total		5,031	5,095	4,664	5,187	6,321	8,166
	AA/AS	1,389	1,511	1,259	1,519	1,765	1,580
	ADT	1,006	1,116	1,120	1,059	1,056	1,045
	Cert	2,636	2,468	2,285	2,609	3,500	5,541

"What is the Number of Awards conferred by Program?"

Hover over title to expand and collapse columns using [+] and [-]. Data can be disaggregated from Division down to Academic Plan.

Division	Department	Award Category	Student Attribute	18 - 19	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24
Total				24	44	28	15	48	45
Technology	Architecture	Associates Degree	All students	17	24	15	9	29	8
		Certificate	All students	7	20	13	6	19	37

Completion Year(s): Multiple values

Awards Count Value: Number of Awards

Student Attribute Group: All students

5. Are any licensure/certification exams required for program completion or career entry?

- ***If so, what is the pass rate among graduates?***
- ***Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.***

For the three years period 2018-2021, only 279 approved Certificates and Degrees in Architecture and Architectural Technology (TOP Code 0201.00) were earned annually in the Los Angeles/Orange County region. For the same three year period, of the 17 community colleges in the Los Angeles/Orange County region, Cerritos College ranks 4th for students who earned an approved Certificate and Degree in Architecture and Architectural Technology with 32 annually. Mt. San Antonio was first with 70, Orange Coast second with 46, and East LA third with 33.

Section 4. Program Reflection

A. Six-Year Program Reflection : Version by **Li, Dejun** on **03/28/2025 18:31**

1. Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

The Architecture Program at Cerritos College is entering a pivotal phase of strategic renewal, driven by the impending appointment of a full-time faculty member and department chair with disciplinary expertise. This transition represents not merely a personnel change, but a fundamental realignment of the program's capacity to envision, execute, and sustain a long-term future grounded in pedagogical excellence, workforce alignment, and institutional equity. The following goals and resource requests are organized to reflect that vision.

2. What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?

In response to rapid changes in the built environment sector and feedback from advisory board members, students, and alumni, the program proposes a significant expansion of its course inventory. Each new course is conceived not only to address a skills gap but to affirm the student as a creative, capable, and employable agent in shaping tomorrow's cities, spaces, and infrastructures.

The first course will focus on Structural Drafting for Architecture, equipping students with the knowledge and drafting ability to represent structural systems—beams, trusses, shear walls, and foundations in both AutoCAD and Revit. Students will interpret structural engineering plans and translate them into coordinated construction documentation, learning how structural

integrity and design intent must be harmonized.
A complementary course in MEP (Mechanical, Electrical, and Plumbing) Drafting will train students to integrate HVAC systems, lighting plans, power circuits, fire safety components, and water systems into architectural models. Students will gain fluency in Revit MEP and be introduced to cross-discipline coordination practices essential in today's complex building systems.
A new design studio will be developed around the Tiny Homes Movement, incorporating the principles of affordability, ecological sustainability, and social equity. Students will research zoning and policy frameworks, prototype compact design solutions, and build physical or digital models of mobile and permanent small-scale dwelling-creating work that is portfolio-worthy and socially resonant.
An additional course in Interior Architecture and Spatial Experience Design will center the human body, behavior, and cultural context within the design process. Students will explore how surface, scale, material, light, and program interact to create memorable, functional, and inclusive interior environments. This course will position graduates for parallel tracks in hospitality, retail, residential, and exhibit design.
Looking toward advanced digital workflows, the program will introduce a course in Additive Manufacturing in Architecture, where students will experiment with 3D printing, generative design algorithms, and material optimization for rapid prototyping. Using tools like Grasshopper, Rhino, and Fusion 360, students will translate computational concepts into tangible design elements, laying the foundation for careers in fabrication, research, or speculative design.
To support prefabrication and modularity, a new course titled Digital Kit Design and Fabrication will immerse students in the design and documentation of building systems that can be digitally fabricated and assembled. Students will be introduced to Frame CAD and Python-based scripting to generate light-gauge steel components and modular framing systems. This course addresses the growing demand for design professionals who understand construction automation, supply chain efficiency, and sustainable material systems.

3. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

The Architecture Program will spearhead interdisciplinary collaboration with Cerritos College's Woodworking, Welding, and Carpentry programs to dissolve historical silos and build a curriculum where design and fabrication speak a shared language. Many architecture technologists enter roles that require real-world knowledge of joinery, framing, steel cutting, or shop layout—skills traditionally omitted from academic design programs.
Under new leadership, the department will pilot joint courses and co-curricular labs where architecture students learn framing with carpentry faculty, experiment with joinery in the woodworking shop, or model welded details alongside industrial technology peers. These collaborations will give students firsthand experience in how drawings become buildings—and develop soft skills of cross-trade communication, site literacy, and constructability awareness.
Design-build elective studios will allow students to realize their projects physically using campus facilities and trades expertise. These experiential learning environments will emphasize teamwork, material sourcing, iterative prototyping, and sustainability—transforming students into not just designers, but makers, collaborators, and problem solvers.
4. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.
The American Society of Junior Architects (ASJC) Club will be reactivated as a co-curricular space where students build community, explore identity, and extend their learning beyond the classroom. Under faculty advisement, the club will host lectures, attend local firm tours, organize student exhibitions, and compete in national design competitions hosted by the AIA and ACSA.
The club will collaborate with campus partners like MESA, UMOJA, and Puente to create affinity spaces and mentorship pipelines that affirm underrepresented students and amplify historically excluded voices. Students will engage with alumni, practitioners of color, and women leaders in architecture through panels and studio visits, building the confidence and social capital needed to persist in a competitive and often exclusionary profession.
5. Provide a status update on goals from the last program review cycle.
During the semester following the beginning of the pandemic, another third of the Architecture classes were approved by the curriculum committee for distance education. The following semester, the remaining classes were approved meaning that all Architecture classes are approved for distance education. The trigger for this action was that the pandemic required all classes to be offered remotely and by doing so, it was determined that all classes could effectively be offered online.

The department consists of one full-time and four part-time instructors. Pre-pandemic one full-time and one part-time instructor were certified for distance education. Two other part-time instructors were certified in the past year and the remaining part-time instructor plans on getting certified in the future.
The department recently added two new adjunct instructors to the availability list to ensure a smooth continuation of the department after the one full time faculty member retires.The program will institutionalize access to Autodesk Certified User (ACU) and Autodesk Certified Professional (ACP) exams across courses in AutoCAD, Revit, and Revit MEP. These certifications will be embedded into course outcomes, exam preparation modules, and supported by faculty mentorship. Students will graduate with industry-recognized credentials that increase employability, validate skill mastery, and differentiate them in the job market.
To reduce economic barriers, the program will pursue Strong Workforce and Perkins funding to cover exam fees, provide practice tests, and incentivize completion. The certification pathway will be tracked through Canvas LMS and reflected on student transcripts and portfolios.
6. If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?
Since the last program review, the architecture department has received the following software updates such as AutoCAD, AutoCAD architecture, Revit. In addition, the department also got hardware updates in the architecture lab such as computers and printers. These resources were used in the classes such as ARCH 123, 213, 221, 223. and helped to sustain learning outcomes.

For the future, the Architecture Program will require the following investments to bring its vision into full realization:

- Curved Monitors and Advanced Workstations: For modeling, rendering, and layout workflows, curved ultrawide monitors improve visibility, reduce fatigue, and support multi-window professional software environments. Paired with high-GPU workstations, these tools will simulate real-world architecture offices and boost project quality.
- Additive Manufacturing Equipment: Large-format 3D printers and high-resolution resin printers will allow students to prototype complex architectural components, test material tolerances, and produce scaled models for critique and display.
- Light-Gauge Steel Forming Systems: A Frame CAD-compatible roll-former or access to Python-based automation tools will provide students with experience in advanced modular construction and fabrication logic.
- Tiny Home Materials and Toolkits: To support new studio courses and design-build electives, the department will require materials for framing, sheathing, insulation, and cladding at model or full scale. Partnerships with sustainability vendors and donation-based supply chains will be explored.
- Students club funding: Funding will be needed to support the ASJC Club, student research assistants, and architecture tutors who provide peer-led support, manage lab resources, and extend the culture of learning into informal spaces.

Together, these goals and resource requests form a strategic blueprint for the next chapter of architectural education at Cerritos College. It is a chapter that centers equity, integrates innovation, embraces interdisciplinarity, and honors the program's mission to prepare students—not just for the jobs of today, but for the design futures they will help create.

Section 5. Program Goals and Resource Requests

A. Six-Year Program Goals and Resource Requests