

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name: Architectural Technology Academic Year: 2025-26

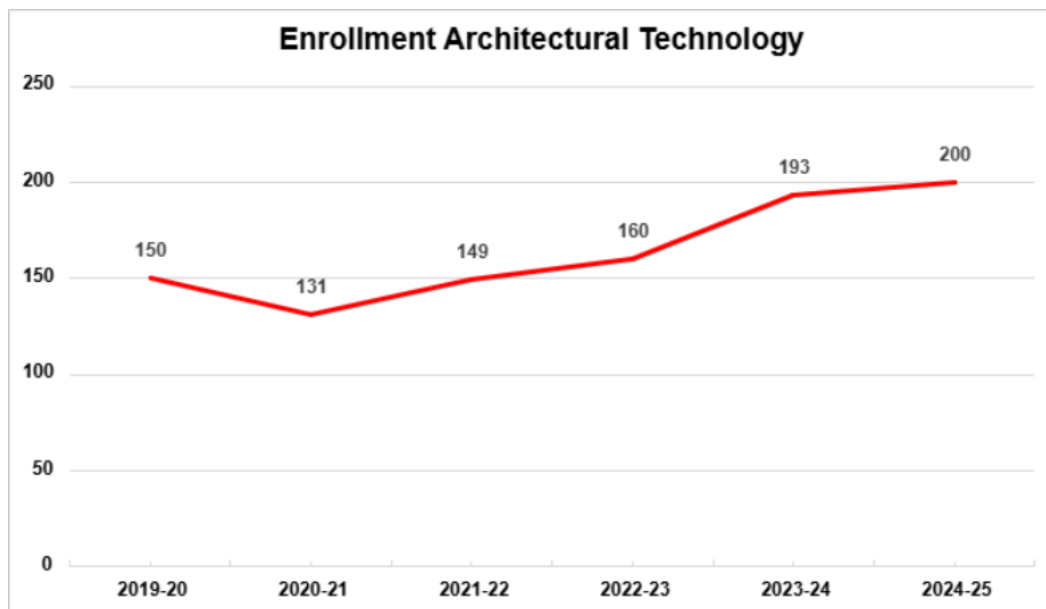
1. Has your program mission or primary function changed in the last year?

There were no changes in the program mission or primary function in the last year.

2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

As of spring 2026, there are a total of 10 architecture courses including a new distance learning 3.0-unit course; ARCH 101: Principles of Environmental Design. This course was offered for the first time in the fall of 2024 and again in the spring of 2025, the fall of 2025, and the spring of 2026. The course is taught by instructor Julia Rogers who was recruited in 2024. The course articulates with a similar course offered at Cal Poly SLO. The addition of this course to the curriculum helped increase the 2024-25 enrollment to 200, which is the highest enrollment in the past five years.

(Figure 1) While the increase from 2023-24 to 2024-25 was 3.6%, the 2025-24 enrollment (200) represents a 53% increase from the enrollment in 2020-21 (131).

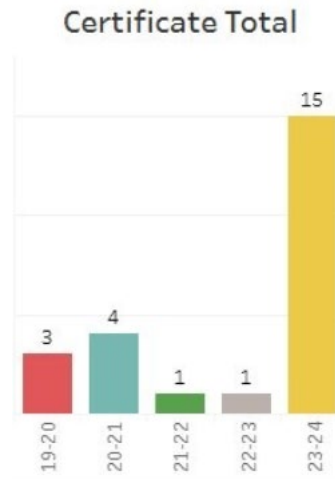


Source: [Program Review: Enrollment & Headcount](#)

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?

There has been no change in the two-year program map. The architectural technology courses are designed to minimize scheduling conflicts. The careful planning of course schedules helped students with earning a total of 15 drafting certificates in 2023-24 (See figure 2 below).

Program: Architectural Drafting Certificate Description Detail - Duplicated			19-20	20-21	21-22	22-23	23-24
C1NA	Certificate 6-18 Units Not Appr..	Architectural Drafting	3	4	1		2
C5	Cert 16 to <30 units	Architectural Drafting				1	13
Grand Total			3	4	1	1	15



(Figure 2) There was a significant increase in the number of Architectural Technology certificates awarded in 2023-24.

Source: [Program Review: Awards](#)

4. Were there any staffing changes?

No staffing changes were made in the calendar year 2025-26. The architectural technology program currently has one full-time faculty who coordinates the program, and four part-time faculty.

5. What were your program successes in your area of focus last year?

- During this school year 2025-26, the architectural technology program reached its highest enrollment level in five years, exceeding the enrollment numbers recorded in 2020-21 by 53% (see figure 1).
- There was a significant jump in the number of certificates earned (see figure 2). The number rose from only one in 2022-23 to 15 in 2023-24. This is an indicator that more students are working on completing their degree requirements. More time and effort are needed to help retain students and increase their success rate.
- A distance learning course, ARCH 101: Principles of Environmental Design, was added to the curriculum. This DL course will help meet the needs of students who have course scheduling challenges.

- Canvas has been integrated into ARCH 101, taught by instructor Julia Rogers, who provides regular and substantive contact for this highly organized distance education course. Instructional materials help students master course content. The architectural technology program has been fortunate to have a highly capable, dedicated, and committed faculty who are working to promote student success.
- There is a plan in the works to make ARCH 101 a College NOW course to give high school students the opportunity to enroll in the course and learn about environmental design principles. In addition, the College NOW component will help boost course enrollment as well as overall enrollment of the architectural technology program.
- An additional, evening section, of ARCH 111: Architectural Graphics and Design I was added to the fall 2026 schedule to help complement the daytime section of the course and to increase the student base. This increase helped boost enrollment in advanced courses including ARCH 112: Architectural Graphics and Design II. ARCH 100/ ET 100 will be offered in the summer session of 2026, to help high school students get a head start.

Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

- In the Fall of 2025, Program learning outcome 2: Produce a set of architectural plans that may be submitted for plan check approval, was assessed in the introductory course: ARCH 121: Architectural Practice. 12.77% were below standards, 4.26% were slightly below standards, 53.19% met standards, and 29.79% exceeded standards.
- In the Fall of 2025, Program learning outcome 4: Produce a comprehensive architectural project that demonstrates capacity to make design decisions across scales, was assessed in the advanced course ARCH 151: Architecture Design Studio I. 16% of students were below standards, 16% of students met the standards and 68% exceeded standards.

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

- The assessment results above show that across the assessed courses, more than 70% of students met or exceeded standards. The % of students below or slightly below standards did not exceed 16%.

c. Please summarize recommendations and/or accolades that were made within the program/department.

- In April 2025, architecture student Jet Wu won the Skills USA State championship. In June of 2025, Jet, as well as Allan Hancock College, represented the state of California in the Skills USA national competition in Atlanta Georgia.
- Architecture student Jet Wu got accepted to the city and regional planning program at Cal Poly San Luis Obispo. Jet started the program in the fall of 2025.
- Two Hancock architecture students; Bryan Vazquez and Jack Blumer got accepted to the school of architecture at Cal Poly San Luis Obispo in the fall of 2025.

- The Hancock chapter of the American Institute of Architecture Students AIAS participated in the Design Village architectural competition in the spring of 2026.
- d. **Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning.**

No changes to the planning documentation or the PLO rubrics were made. Work on the revision of the rubric was completed including the reduction of PLO from seven to four. The revised outcomes are currently more comprehensive.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- Which courses were reviewed for regular and substantive interactions (RSI)?**

The architectural technology program has only one DL course: ARCH 101: Principles of Environmental Design.

- What are some key findings regarding RSI?**

- Some strengths:

The instructor provides the following to meet substantive interaction requirements:

- Articulates how students can connect with the instructor.
- Posts regular announcements in the learning management system (Canvas).
- Provides timely, constructive, and in-depth feedback on student assignments.
- Creates discussion forums where students can interact and explore concepts.
- Schedules check-ins with students who aren't submitting work or participating in activities

- Some areas of possible improvement:

- Provide regularly scheduled virtual office hours
- Facilitate a group discussion regarding the content of the course

- **What is the plan for improvement?**

- Clearly convey expectations for course interactions, both for students and instructor, through the syllabus and class schedule
- Substantively interact with students on a predictable and scheduled basis
- Monitor each student's engagement and success
- Proactively identify and aid students in need
- Follow up with the student as needed

CTE two-year review of labor market data and pre-requisite review

a. Does the program meet documented labor market demand?

- According to the US Bureau of Labor Statistics 16,900 openings for drafters are projected each year, on average, over the decade. All those openings are expected to result from the need to replace workers who transfer to other occupations or exit the labor force, such as retiring.

Source: <https://www.bls.gov/ooh/architecture-and-engineering/drafters.htm>

- In May 2023, the employment of architectural and civil drafters in California was estimated at 13,350. Source: <https://www.bls.gov/oes/current/oes173011.htm#st>
- According to Labor Market Information Reports F23 published by Lightcast, SLO and SB counties are hotspots for architectural and civil drafters' jobs. The national average for an area this size is 243 employees, while there are 271 here. This higher-than-average supply of jobs may make it easier for workers in this field to find employment in this area.

Source: https://www.hancockcollege.edu/ie/documents/F23_Architectural_and_Civil_Drafters.pdf

b. How does the program address needs that are not met by similar programs?

The architectural technology program provides students with the knowledge and skills needed for entry-level architectural CAD drafting positions. The program offers courses in Building Information Modeling BIM which is required by 100% of large architecture firms with 100 or more employees. Furthermore, 75% of medium-sized firms require Revit knowledge and experience. In addition, the program offers courses such as the California Building Code. Building code knowledge and application is needed by many building industry professionals including contractors, architects, and plans examiners.

There are no other programs in Santa Barbara County that offer a comprehensive architectural technology program that prepares students for employment and transfer

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please explain.

- The success rates of the architectural technology program were higher than the success rates of the college over the three calendar years 2021-22 to 2023-24. In addition, the architectural technology retention rates over the same three-year period were higher than the college's retention rates.
- There was a significant jump in the number of certificates earned (see figure 2 on page 2). The number rose from only one in 2022-23 to 15 in 2023-24. This is an indicator that more students are working on completing their degree requirements.
- A comparison between the overall efficiency of the college and the architectural technology program efficiency shows that in the calendar years 2022-23 and 2023-24, the efficiency rates of the architectural technology program were slightly lower than the overall efficiency rate of all programs.

d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

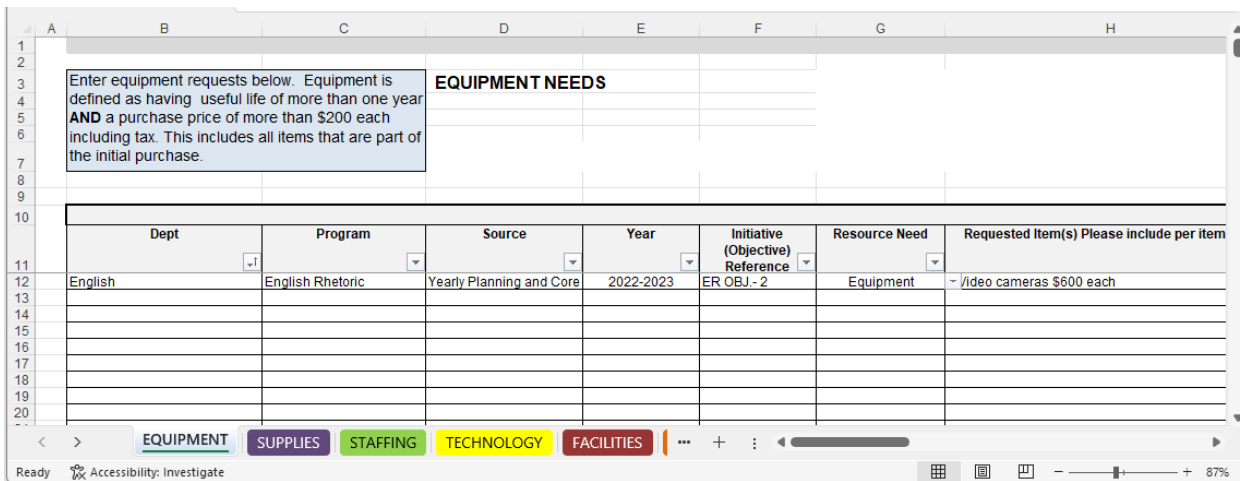
We are currently waiting for the new Curricunet process for course review to be finalized. We have reviewed pre-requisites, co-requisites and advisories of all classes, and there were no changes needed.

e. Have recommendations from the previous report been addressed?

- Work with employers on ways to increase entry-level qualifications: this recommendation continues to be work-in-progress. There are three part time instructors teaching in the architectural technology program who are connected to industry. The three instructors are a valuable resource for knowledge about industry needs. In addition, the instructors are also part of the advisory committee and continue to help.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.



New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

Area of Focus Discussion Template

INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

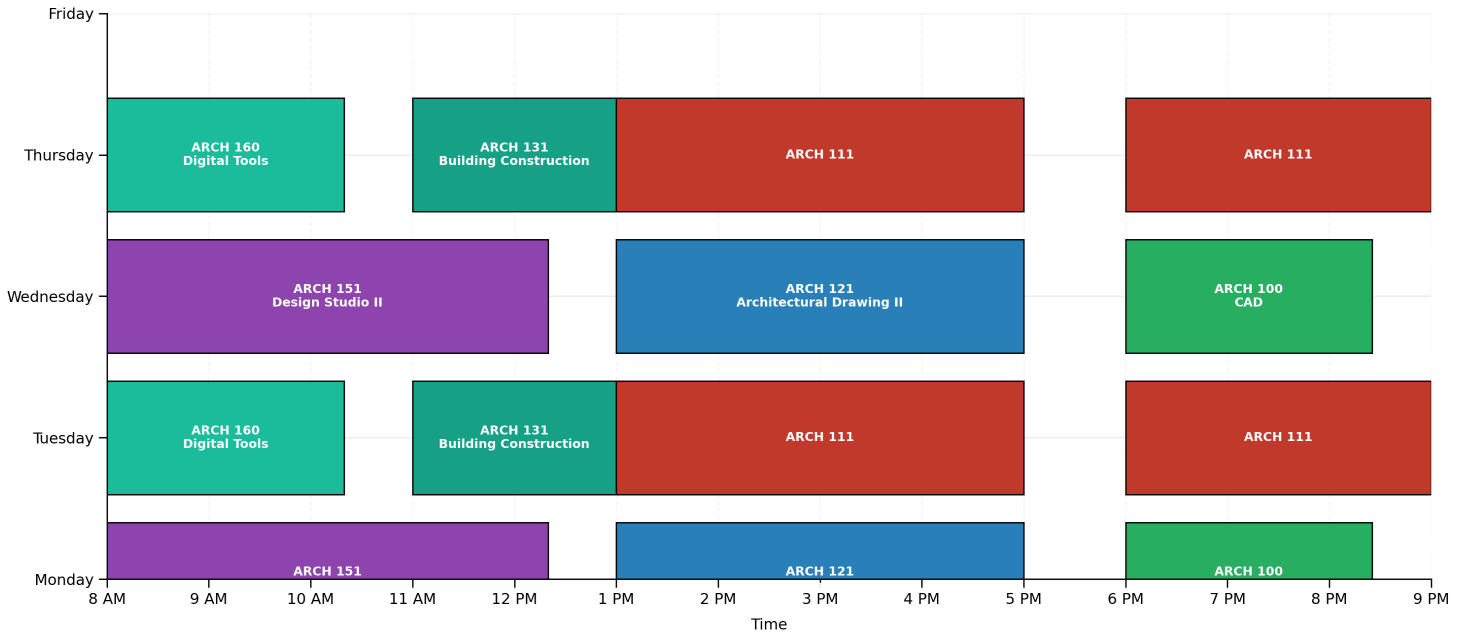
Possible topics:

- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts and interdisciplinary connections.
- Review units and time to course and program completion.

1. What data were analyzed and what were the main conclusions?

The topic below was explored: “Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.”

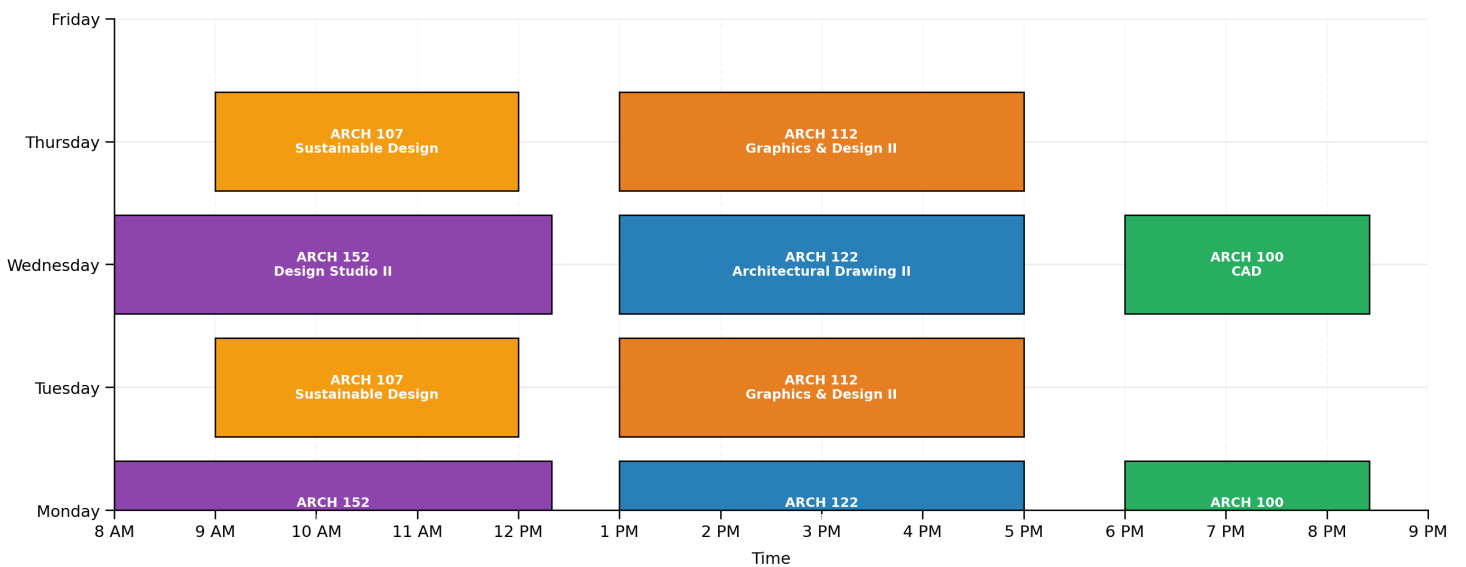
The architectural technology program schedules courses so that students can enroll in them without schedule conflicts. Below is an example of the current spring 2026 semester schedule:



The figure above shows a typical fall schedule listing all the in-person classes. Notice the absence of course conflicts.

This typical fall schedule shows:

- No class overlaps
- Strong balance of studio, technical, and lecture courses
- High workload density, especially Tue/Thu
- A clear recovery day (Friday)
- ARCH 101 intentionally excluded from the grid since it's asynchronous



The figure above shows a typical fall schedule listing all the in-person classes. Notice the absence of course conflicts.

This typical spring schedule shows:

- Monday & Wednesday are studio-heavy, with long morning–afternoon blocks and evening CAD.
- Tuesday and Thursday are daytime only, with a clean break between morning and afternoon classes.
- No overlaps and no unnecessary evening classes (outside MW CAD).
- Friday is completely open for studio work, rest, or other commitments.
- ARCH 101 intentionally excluded from the grid since it’s asynchronous

2. Based on data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Key Challenges to Student Success and Access

- Data pattern: Students who work, commute, or provide caregiving are significantly more likely to struggle in programs with long, inflexible class blocks.

Equity concern:

- Multi-hour daytime studios (e.g., 8:00 am–12:20 pm or 1:00 pm–5:00 pm) limit access for:
 - a. Working students
 - b. Low-income students
 - c. First-generation students
- Evening-only options are often insufficient or physically exhausting when paired with daytime obligations.

Sequential “Gatekeeper” Courses

- Data pattern: Programs with tightly sequenced courses (e.g., Studio I → Studio II →) disproportionately affect students who need to stop out or repeat a course.

Equity concern:

- One failed or missed course can delay graduation by an entire year
- Students with fewer financial or familial safety nets are less able to absorb delays
- Transfer students may face credit loss or forced course repetition

Impact on success:

- Extended time to degree
- Increased debt
- Higher attrition before completion

Limited Flexibility for Non-Traditional Students

- Data pattern: Students who are older, parents, veterans, or caregivers are less likely to complete programs rigidly structured around “traditional” full-time schedules.

Equity concern:

- Mandatory in-person attendance
- Few asynchronous or hybrid alternatives
- Little margin for illness, caregiving emergencies, or work schedule changes

Impact on success:

- Forced course drops rather than temporary accommodations
- Slower progress toward degree
- Feelings of exclusion from academic culture

3. What are your plans for change or *innovation*?

Scheduling Innovation and Student Access

To improve student access, persistence, and completion, the Architectural Technology program will explore innovative scheduling models that align with the needs of working students and the project-based nature of architectural education. Because many students enrolled in career technical education programs balance employment and family responsibilities, flexible and predictable scheduling structures can significantly improve program accessibility.

The program continues to explore the implementation of block scheduling, hybrid delivery, and extended studio formats to better support hands-on learning while providing increased scheduling flexibility.

Block and Cohort Scheduling

The architectural technology program continues to explore the feasibility of implementing a block scheduling model in which students enroll in a coordinated set of courses offered on consistent days and times. Block scheduling can reduce scheduling conflicts, simplify program planning, and support cohort-based learning communities.

Under this model, architectural design studios, computer-aided design (CAD/BIM), and construction courses may be scheduled consecutively within the same day to allow students to complete multiple required courses on fewer campus visits per week.

A cohort-based pathway is currently implemented to allow students to progress through key studio and technical courses as a group. Cohort structures have been shown to improve student retention and foster collaborative learning environments that mirror professional design practice.

Extended Studio Blocks

Because architectural design education relies heavily on project-based learning, the program has adopted the scheduling of longer studio sessions (3–4 hours) to allow students adequate time for design development, digital modeling, and instructor critique within a single class meeting.

Extended studio blocks can reduce fragmentation of design work and more closely reflect professional architectural workflows. This scheduling model also allows lecture, demonstration, and lab components to be integrated into a single instructional period.

Hybrid and Flexible Delivery

The program continues to evaluate opportunities to offer selected lecture-based components (such as architectural history, construction materials, or building systems) in hybrid or partially online formats. Hybrid delivery can increase scheduling flexibility for students while preserving in-person instruction for studio, drafting, and laboratory components that require specialized equipment and faculty guidance.

Where appropriate, lecture content may be delivered asynchronously to allow students additional flexibility while maintaining synchronous studio sessions for critique and collaboration.

Compressed and Modular Course Options

The program will also explore the feasibility of offering certain technical skill courses—such as CAD, BIM, and digital modeling—in compressed or modular formats (e.g., 8-week sessions). Shorter course formats may allow students to focus on a single technical competency at a time while accelerating program progress.

These modular offerings may also provide opportunities for working professionals or returning students to develop targeted skills aligned with current industry software and technologies.

Predictable Program Scheduling

To support student planning and reduce barriers to completion, the program continues to work toward developing a predictable multi-semester course schedule that clearly identifies when required courses will be offered. Providing students with advanced knowledge of course rotations can help reduce scheduling uncertainty and support timely program completion.

Continuous Evaluation

The program will continue to evaluate scheduling practices through enrollment data, student feedback, advisory committee input, and industry trends. Adjustments to scheduling structures will be implemented as needed to support student success, program efficiency, and alignment with workforce needs.

4. How will you *measure* the results of your plans to determine if they are successful?

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

- Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

Advisory committee members have validated the findings

- Are there specific recommendations regarding the core topic responses from the validation team?

The advisory committee made the following recommendations

- Consider adding a construction class to the distance learning offerings.
- Explore the development of a portfolio course (2-unit, format to be decided), including consideration of delivery mode (in-person or distance learning).
- Explore expansion of building code offerings and revisit building inspection curriculum.
- Consider incorporating information about non-traditional career paths (e.g., plans examiner, building inspector, code technician) and where students can apply their skills, possibly via a resource or section in relevant courses.
- Continue to expose students to a variety of software relevant to both transfer and employment (e.g., Revit, SketchUp, Rhino) and clarify the different needs for transfer vs. internship preparation.
- Consider developing an architectural history course for distance learning.
- Explore the feasibility of offering certain technical skill courses—such as CAD, BIM, and digital modeling—in compressed or modular formats (e.g., 8-week sessions)

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signatures.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	~ /ideo cameras \$600 each

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Stipends for instructors to develop new courses
Planning years:	<i>(The academic years this will take to complete)</i> 2026-2027
Description:	
<i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
Provide stipends for instructors to develop the following courses: Architectural History, Architectural Portfolio, and Building Code	
What college plans are associated with this Objective? (Please select from the list below):	
<input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	Laptops to assist students with distance learning











ARCH_Program Review 2025-26_innovativescheduling


Final Audit Report

2026-06-11

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