

SADDLEBACK COLLEGE STUDENT EQUITY PLAN

MAY 4, 2005

SADDLEBACK COLLEGE
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SADDLEBACK COLLEGE STUDENT EQUITY PLAN

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SADDLEBACK COLLEGE
Student Equity Plan

Signature Page

District: South Orange County

College: Saddleback College

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Student Equity Task Force Co-Chairs: _____
Lise S. Telson, Vice President for Student Services

Rocky Cifone, Dean of Fine Arts, Physical Education and Athletics

Executive Summary

EXECUTIVE SUMMARY

Saddleback College formulated a shared governance task force to develop and write a Student Equity Plan to promote success for all students, with an emphasis on underrepresented students. Membership of the Equity Task Force included representation from faculty, students, the local Latino community, classified staff, classified managers, and educational administrators. The Student Equity Task force was lead by two facilitators—Lise S. Telson, Vice President for Student Services, and Rocky Cifone, Dean of Fine Arts, Physical Education and Athletics. During the process, thankfully, the Academic Senate President-Elect, Claire Cesareo-Silva, joined in the leadership of the Equity Task Force.

First, the basic required institutional research was completed by the South Orange County Community College District (SOCCCD) Director of Research and Planning, Scott Simpson, and Saddleback College Research and Planning Analyst, Denice Inciong. Utilizing this basic research, the task force discussed each of the five components of the plan—Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer—in great detail.

As the task force discussed each component, faculty and staff with expertise in particular areas, such as ESL or transfer, joined the task force to insure that the goals and activities discussed were based on sound knowledge of the program/discipline. Only after ample open discussion and requests for further research did the Equity Task Force break into five small working groups, each tasked with completing the first draft template of the required area goals and activities and reporting back to the entire Equity Task Force for final discussion.

The Equity Task Force designed and used a comprehensive template, which insured the development of realistic goals by assigning each activity a timeline, responsible party, and budget. Great care and much discussion ensued prior to the finalization of each activity included in the plan.

The Equity Task Force recommends that the first year of the proposed Equity Plan commence on July 1, 2005, and conclude on June 30, 2006, and that Saddleback College review and update the plan annually. To ensure that the Equity Plan is not just “window dressing,” the task force recommends the plan become a primary component of the college shared governance Enrollment Management Committee and that all decisions affecting enrollment management factor into the Equity Plan and the requisite recommended budget.

In order to preserve the Equity Plan as a living document, it became evident that research beyond that mandated by the California Community College Chancellor’s Office was required. Therefore, the Equity Task Force recommends financial support for additional institutional research staff to augment the work of the college’s existing single research analyst.

As the Equity Task Force formulated goals and activities for the report, it included specific research specifications as activities to support the completion of goals, especially in the ESL/Basic Skills component and in the Transfer component.

The Equity Task Force wishes to thank Dr. Fusako Yokotobi for granting Saddleback College's request to complete the plan following the conclusion of our Accreditation Plan (Addendum A). The extension of the deadline enabled the college to integrate equity into an emerging, effective and dynamic new planning and budget decision making model (Addendum B), under the leadership of our new President, Dr. Richard McCullough, which respects and includes equity as a cornerstone of Saddleback College planning.

EQUITY TASK FORCE MEMBERS

Jo Ann Alford	Professor, Counseling Serv & Spec Prog
Sholeh Alizadeh	ReEntry/Women's Ctr Svcs Spec
Cheryl Altman	Professor, Liberal Arts
Ronald Anderson	Professor, Math, Science & Engineering
Juanita Baltierra	Professor, Counseling Serv & Spec Prog
Claire Cesareo-Silva	Professor, Social & Behavioral Sciences
Rocky Cifone	Dean, Fine Arts, Physical Ed & Athletics
Ana Maria Cobos	Professor, Learning Resources
Brenda Frame	Director, Student Health Center
Adela Coronado Greeley	Community Member
Denice Inciong	Research & Planning Analyst
Roni Lebauer	Professor, Liberal Arts
Patricia Mariscal	Community Member
Ivy Njuki	Student (Biology Major)
Maria Paniagua	EOPS Specialist/Facilitator
Scott Simpson	Director, Research & Planning
Lise S. Telson	Vice President for Student Services
Norma Gianni	International Student Program Specialist

Campus-Based Research

SADDLEBACK COLLEGE
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

STUDENT DEMOGRAPHICS
AND ACADEMIC
PERFORMANCE INDICATORS

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**CAMPUS BASED RESEARCH
STUDENT DEMOGRAPHICS AND ACADEMIC
PERFORMANCE INDICATORS**

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ACCESS

POPULATION SERVED

This section describes demographic characteristics of residents of the South Orange County Community College District (SOCCCD) region. The included zip code areas represent communities served primarily by Saddleback College. Saddleback College maintains an open enrollment policy, and students may enroll at Saddleback College from anywhere in the state (and from out-of-state). The demographics of residents from the communities listed in Table 1 were compared to the characteristics of all U.S. citizens and U.S. residents enrolled at Saddleback College.

Table 2 through Table 5 give counts and percentages of Saddleback students (U.S. citizens and residents) by ethnicity, gender, disability status, and age group, respectively. Completion rates do not include courses taken within the Emeritus program.

*Table 1
Communities Served Primarily by
Saddleback College*

CITY	ZIP CODE ¹
Aliso Viejo	92656
Dana Point / Capistrano Beach	92624 92629
Foothill Ranch	92610
Ladera Ranch	92694
Laguna Beach	92651
Laguna Hills	92653
Laguna Niguel	92677
Lake Forest	92630
Mission Viejo	92691 92692
Rancho Santa Margarita	92688
Trabuco Canyon / Silverado Canyon	92676 92679
San Clemente	92672 92673
San Juan Capistrano	92675 92693

¹ Zip codes are those in use during the Decennial U.S. Census

ETHNICITY

Table 2 shows the counts and percentages of Saddleback College students by ethnicity for the years 1998 through 2004. Corresponding percentages from the 2000 Census for the surrounding communities are given in parentheses following the ethnic category names.

Main trends include:

- African American student enrollment levels remain consistent with area demographics.
- Hispanic student enrollment has increased slightly, but remains two percentage points below area demographics.
- The Asian student enrollment rate has nearly achieved levels consistent with the demographics of surrounding Saddleback ZIP Codes.
- White student enrollment has declined and remains sixteen percentage points below area demographics
- Use of the *Other* ethnic label has increased to eleven percent; its use is more than six percentage points above area demographic figures (4.2%)

*Table 2
Ethnicity
Saddleback College
1998 – 2004 (Fall Terms)*

		Year							Total
		1998	1999	2000	2001	2002	2003	2004	
Asian (7.7%)	Count	1,589	1,455	1,433	1,498	1,759	2,026	1,768	11,528
	% within Year	6.4%	6.0%	5.9%	6.2%	6.7%	7.8%	7.2%	6.6%
African American (1.3%)	Count	348	339	334	383	428	434	385	2,651
	% within Year	1.4%	1.4%	1.4%	1.6%	1.6%	1.7%	1.6%	1.5%
Hispanic (13.5%)	Count	2,513	2,639	2,665	2,684	2,988	2,959	2,844	19,292
	% within Year	10.1%	10.8%	11.1%	11.1%	11.4%	11.4%	11.6%	11.1%
Native Am/Alaskan Nat. (<1%)	Count	180	153	154	129	152	117	119	1,004
	% within Year	.7%	.6%	.6%	.5%	.6%	.5%	.5%	.6%
Pacific Islander (<1%)	Count	92	93	106	121	128	142	151	833
	% within Year	.4%	.4%	.4%	.5%	.5%	.5%	.6%	.5%
White (83.6%)	Count	17,805	17,402	17,142	16,863	18,041	17,387	16,594	121,234
	% within Year	71.7%	71.5%	71.1%	69.9%	68.6%	67.1%	67.6%	69.6%
Other (4.2%)	Count	2,321	2,255	2,264	2,449	2,803	2,836	2,702	17,630
	% within Year	9.3%	9.3%	9.4%	10.2%	10.7%	10.9%	11.0%	10.1%
Total	Count	24,848	24,336	24,098	24,127	26,299	25,901	24,563	174,172
	% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

GENDER

Table 3 shows the counts and percentages of Saddleback College students by gender. Corresponding percentages from the 2000 Census are given in parentheses following the gender category names. The gender distribution at Saddleback College has remained somewhat constant between 1998 and 2004: female students represent approximately 60% of the Saddleback College student population in Fall, 2004. Thus, the number of female students at Saddleback College exceeds area demographic rates by 12%.

*Table 3
Gender
Saddleback College
1998 – 2004 (Fall Terms)*

		Year							
		1998	1999	2000	2001	2002	2003	2004	Total
Female (48.8%)	Count	15,334	14,706	14,560	14,535	15,647	15,715	14,857	105,354
	% within Year	61.7%	60.5%	60.5%	60.3%	59.5%	60.7%	60.5%	60.5%
Male (51.2%)	Count	9,504	9,614	9,524	9,580	10,635	10,168	9,691	68,716
	% within Year	38.3%	39.5%	39.5%	39.7%	40.5%	39.3%	39.5%	39.5%
Total	Count	24,838	24,320	24,084	24,115	26,282	25,883	24,548	174,070
	% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

DISABILITY STATUS

Table 4 gives the counts and percentages of Saddleback College students by disability status. Students reporting one or more disabilities represent approximately four percent of the Saddleback College student population. Approximately 2.5% of adults in surrounding communities report having one or more disabilities.

Table 4
Students with Disabilities
Saddleback College
1998 – 2004 (Fall Terms)

		Year							
		1998	1999	2000	2001	2002	2003	2004	Total
no disabilities (97.8%)	Count	23,845	23,322	23,105	23,180	25,062	24,885	23,571	166,970
	% within Year	96.0%	95.8%	95.9%	96.1%	95.3%	96.1%	96.0%	95.9%
1 or more disabilities (2.2%)	Count	1,003	1,014	993	947	1,237	1,016	992	7,202
	% within Year	4.0%	4.2%	4.1%	3.9%	4.7%	3.9%	4.0%	4.1%
Total	Count	24,848	24,336	24,098	24,127	26,299	25,901	24,563	174,172
	% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

AGE

Table 5 gives the counts and percentages of Saddleback College students by age group. The *19 and below* student population at Saddleback College has increased from seventeen to over twenty-two percent of total enrolled students. The percentage of students twenty to twenty-four years of age increased by five percent. During the same interval those increases were offset by decreases in all categories of students twenty-five and older. In Fall 2004 approximately forty-five percent of students at Saddleback College were younger than twenty-five.

STUDENT AGE BY ETHNICITY AND GENDER

The relationship between age, ethnicity and gender was further broken down for the Fall, 2004 term in Tables 6 and 7. Table 6 shows student ethnicity by age for *females*. Table 7 is the corresponding table for *males*.

Overall, female students tend to be older than male students – and there are some strong differences in age within ethnicities and gender combined (*i.e.*, statistical interaction). For example, almost half (48%) of white female students at Saddleback college are forty years of age or older, whereas not even one third (28%) of white males are forty or older². On the other hand, thirty percent of Asian females are 24 or younger, but fifty-five percent of Asian males are 24 or younger. Approximately half of Hispanic female and male students are aged 24 or younger.

² In Tables 6 and 7, the rows labeled *% within Ethn* give the percentages of students by age within the given ethnic category. The example of 48% for white, female students comes from adding the *40-49* and *50 and above* row percentages (9.8% + 38.3%).

*Table 5
Student Enrollment by Age Group³
Saddleback College
1998 – 2004 (Fall Terms)*

		Year							Total
		1998	1999	2000	2001	2002	2003	2004	
19 and below	Count	4,265	4,533	4,567	4,710	5,829	5,532	5,289	34,725
	% within Year	17.2%	18.6%	19.0%	19.6%	22.2%	21.4%	21.6%	20.0%
20-24	Count	4,840	4,950	4,984	5,170	6,031	5,980	5,903	37,858
	% within Year	19.5%	20.4%	20.7%	21.5%	23.0%	23.1%	24.1%	21.8%
25-29	Count	2,451	2,284	2,005	1,927	2,048	2,128	1,941	14,784
	% within Year	9.9%	9.4%	8.3%	8.0%	7.8%	8.2%	7.9%	8.5%
30-34	Count	1,774	1,680	1,670	1,559	1,623	1,579	1,386	11,271
	% within Year	7.2%	6.9%	6.9%	6.5%	6.2%	6.1%	5.7%	6.5%
35-39	Count	1,670	1,573	1,435	1,417	1,358	1,302	1,149	9,904
	% within Year	6.7%	6.5%	6.0%	5.9%	5.2%	5.0%	4.7%	5.7%
40-49	Count	2,709	2,575	2,505	2,539	2,496	2,531	2,282	17,637
	% within Year	10.9%	10.6%	10.4%	10.5%	9.5%	9.8%	9.3%	10.1%
50 and above	Count	7,102	6,712	6,890	6,759	6,864	6,796	6,575	47,698
	% within Year	28.6%	27.6%	28.6%	28.1%	26.1%	26.3%	26.8%	27.4%
Total	Count	24811	24307	24056	24081	26249	25848	24525	173877
	% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

³ No comparable Census data by age group were available for this report.

*Table 6
Female Student Enrollment by Ethnicity and Age Group
Saddleback College
2004 (Fall Term)*

		Age Group							Total
		19 and below	20-24	25-29	30-34	35-39	40-49	50 and above	
Asian (7.7%)	Count	129	183	95	110	79	155	270	1,021
	% within Ethn	12.6%	17.9%	9.3%	10.8%	7.7%	15.2%	26.4%	100.0%
	% within AgeGroup	4.9%	6.1%	8.8%	12.5%	10.2%	9.5%	5.6%	6.9%
African American (1.3%)	Count	53	41	19	13	9	37	19	191
	% within Ethn	27.7%	21.5%	9.9%	6.8%	4.7%	19.4%	9.9%	100.0%
	% within AgeGroup	2.0%	1.4%	1.8%	1.5%	1.2%	2.3%	.4%	1.3%
Hispanic (13.5%)	Count	377	477	164	142	136	213	158	1,667
	% within Ethn	22.6%	28.6%	9.8%	8.5%	8.2%	12.8%	9.5%	100.0%
	% within AgeGroup	14.3%	15.9%	15.2%	16.1%	17.5%	13.1%	3.3%	11.2%
Native Am/Alaskan Nat. (<1%)	Count	16	13	7	8	4	9	14	71
	% within Ethn	22.5%	18.3%	9.9%	11.3%	5.6%	12.7%	19.7%	100.0%
	% within AgeGroup	.6%	.4%	.6%	.9%	.5%	.6%	.3%	.5%
Pacific Islander (<1%)	Count	19	24	14	5	4	7	3	76
	% within Ethn	25.0%	31.6%	18.4%	6.6%	5.3%	9.2%	3.9%	100.0%
	% within AgeGroup	.7%	.8%	1.3%	.6%	.5%	.4%	.1%	.5%
White (83.6%)	Count	1,799	1,904	623	518	457	1,007	3,922	10,230
	% within Ethn	17.6%	18.6%	6.1%	5.1%	4.5%	9.8%	38.3%	100.0%
	% within AgeGroup	68.2%	63.3%	57.7%	58.9%	58.8%	61.9%	81.3%	69.0%
Other (4.2%)	Count	245	364	158	84	88	199	436	1,574
	% within Ethn	15.6%	23.1%	10.0%	5.3%	5.6%	12.6%	27.7%	100.0%
	% within AgeGroup	9.3%	12.1%	14.6%	9.5%	11.3%	12.2%	9.0%	10.6%
Total	Count	2,638	3,006	1,080	880	777	1,627	4,822	14,830
	% within Ethn	17.8%	20.3%	7.3%	5.9%	5.2%	11.0%	32.5%	100.0%
	% within AgeGroup	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*Table 7
Male Student Enrollment by Ethnicity and Age Group
Saddleback College
2004 (Fall Term)*

		Age Group							
		19 and below	20-24	25-29	30-34	35-39	40-49	50 and above	Total
Asian (7.7%)	Count	190	223	78	52	39	57	106	745
	% within Ethn	25.5%	29.9%	10.5%	7.0%	5.2%	7.7%	14.2%	100.0%
	% within AgeGroup	7.2%	7.7%	9.1%	10.3%	10.5%	8.7%	6.1%	7.7%
African American (1.3%)	Count	63	65	18	8	8	17	15	194
	% within Ethn	32.5%	33.5%	9.3%	4.1%	4.1%	8.8%	7.7%	100.0%
	% within AgeGroup	2.4%	2.2%	2.1%	1.6%	2.2%	2.6%	.9%	2.0%
Hispanic (13.5%)	Count	358	386	143	88	56	88	54	1,173
	% within Ethn	30.5%	32.9%	12.2%	7.5%	4.8%	7.5%	4.6%	100.0%
	% within AgeGroup	13.5%	13.3%	16.6%	17.4%	15.1%	13.5%	3.1%	12.1%
Native Am/Alaskan Nat. (<1%)	Count	20	12	6	2	2	4	2	48
	% within Ethn	41.7%	25.0%	12.5%	4.2%	4.2%	8.3%	4.2%	100.0%
	% within AgeGroup	.8%	.4%	.7%	.4%	.5%	.6%	.1%	.5%
Pacific Islander (<1%)	Count	30	29	5	1	3	5	2	75
	% within Ethn	40.0%	38.7%	6.7%	1.3%	4.0%	6.7%	2.7%	100.0%
	% within AgeGroup	1.1%	1.0%	.6%	.2%	.8%	.8%	.1%	.8%
White (83.6%)	Count	1,731	1,850	468	285	216	387	1,384	6,321
	% within Ethn	27.4%	29.3%	7.4%	4.5%	3.4%	6.1%	21.9%	100.0%
	% within AgeGroup	65.4%	63.9%	54.4%	56.3%	58.2%	59.2%	79.3%	65.3%
Other (4.2%)	Count	255	330	143	70	47	96	183	1,124
	% within Ethn	22.7%	29.4%	12.7%	6.2%	4.2%	8.5%	16.3%	100.0%
	% within AgeGroup	9.6%	11.4%	16.6%	13.8%	12.7%	14.7%	10.5%	11.6%
Total	Count	2,647	2,895	861	506	371	654	1,746	9,680
	% within Ethn	27.3%	29.9%	8.9%	5.2%	3.8%	6.8%	18.0%	100.0%
	% within AgeGroup	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

COURSE COMPLETION

The following subsections show credit, basic skills, ESL, and transfer course completion rates by ethnicity, gender, disability status, and age group. The rates given in the tables are not based on headcounts, but instead represent overall rates of course completion within the ethnic categories. The calculations are consistent with the Student Equity Plan requirements of the Chancellor’s Office, California Community Colleges. In all of the following examples, course completion is defined as the ratio of the number of students completing a credit course with a grade of “A”, “B”, “C” or “Credit” to the number of students enrolled in the course on the first census day of a fall term and receiving any grade (including “W”, “I”, and all others).

CREDIT COURSE COMPLETION

Table 8 gives the course completion rates for all students at Saddleback College for Fall terms between 1998 and 2003. The percentage of students completing credit courses has risen to 65.9% by 2003. The overall completion rates in this table may be compared to the values in the next four tables. For example, in the Fall 2003 term, 70.0% of Asian students completed credit courses with at least a C or CR grade. This is somewhat higher than the rate for all students in Table 8. While Table 8 may be used as a point of comparison, care must be taken when evaluating rates for students in smaller categories (e.g. Pacific Islander/Alaskan Native) against the totals.

*Table 8
Credit Course Completion
All Students
Saddleback College
1998 - 2003 (Fall Terms)*

	Year						Total
	1998	1999	2000	2001	2002	2003	
Received any other grade	22,595	18,116	17,705	16,733	18,526	17,381	111,056
	42.6%	37.1%	36.7%	35.7%	35.3%	34.1%	37.0%
Completed with A, B, C, or CR	30,442	30,691	30,489	30,140	33,958	33,578	189,298
	57.4%	62.9%	63.3%	64.3%	64.7%	65.9%	63.0%
Total	53,037	48,807	48,194	46,873	52,484	50,959	300,354
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

CREDIT COURSE COMPLETION BY ETHNICITY

Table 9 shows course completion rates in all credit bearing courses attempted by Saddleback students tabulated by ethnicity within fall terms from 1998 to 2003. For example, 56.3% of all credit courses attempted by African American students in the fall term of 2003 were completed with grades of “C” or better (including “CR”). In general, course completion rates in each category have increased.

Table 9
Credit Course Completion by Ethnicity
Saddleback College
1998 – 2003 (Fall Terms)

			Year					Total	
			1998	1999	2000	2001	2002		2003
Asian	Received any other grade	Count	1,338	1,062	944	897	1,101	999	6,341
		% within Year	39.7%	36.1%	31.8%	31.9%	32.9%	30.0%	33.8%
	Completed with A, B, C, or CR	Count	2,029	1,878	2,020	1,911	2,242	2,329	12,409
		% within Year	60.3%	63.9%	68.2%	68.1%	67.1%	70.0%	66.2%
		Count	3,367	2,940	2,964	2,808	3,343	3,328	18,750
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
African American	Received any other grade	Count	609	426	425	454	510	511	2,935
		% within Year	53.7%	44.1%	44.8%	45.7%	43.7%	43.7%	46.0%
	Completed with A, B, C, or CR	Count	525	539	523	539	656	658	3,440
		% within Year	46.3%	55.9%	55.2%	54.3%	56.3%	56.3%	54.0%
		Count	1,134	965	948	993	1,166	1,169	6,375
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Hispanic	Received any other grade	Count	3,363	2,663	2,658	2,579	2,837	2,596	16,696
		% within Year	48.2%	40.9%	40.4%	39.4%	39.8%	39.3%	41.4%
	Completed with A, B, C, or CR	Count	3,611	3,855	3,921	3,968	4,298	4,014	23,667
		% within Year	51.8%	59.1%	59.6%	60.6%	60.2%	60.7%	58.6%
		Count	6,974	6,518	6,579	6,547	7,135	6,610	40,363
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Native Am/Alaskan Nat.	Received any other grade	Count	250	159	185	129	133	131	987
		% within Year	50.9%	40.8%	45.0%	40.8%	39.1%	46.5%	44.3%
	Completed with A, B, C, or CR	Count	241	231	226	187	207	151	1,243
		% within Year	49.1%	59.2%	55.0%	59.2%	60.9%	53.5%	55.7%
		Count	491	390	411	316	340	282	2,230
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Pacific Islander	Received any other grade	Count	152	117	133	137	147	145	831
		% within Year	49.2%	44.7%	42.0%	39.7%	41.3%	40.6%	42.7%
	Completed with A, B, C, or CR	Count	157	145	184	208	209	212	1,115
		% within Year	50.8%	55.3%	58.0%	60.3%	58.7%	59.4%	57.3%
		Count	309	262	317	345	356	357	1,946
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
White	Received any other grade	Count	14,700	11,848	11,586	10,769	11,688	11,076	71,667
		% within Year	41.0%	35.8%	36.0%	34.7%	34.0%	33.0%	35.8%
	Completed with A, B, C, or CR	Count	21,112	21,213	20,613	20,231	22,704	22,505	128,378
		% within Year	59.0%	64.2%	64.0%	65.3%	66.0%	67.0%	64.2%
		Count	35,812	33,061	32,199	31,000	34,392	33,581	200,045
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Other	Received any other grade	Count	2,183	1,841	1,774	1,768	2,110	1,923	11,599
		% within Year	44.1%	39.4%	37.1%	36.3%	36.7%	34.1%	37.8%
	Completed with A, B, C, or CR	Count	2,767	2,830	3,002	3,096	3,642	3,709	19,046
		% within Year	55.9%	60.6%	62.9%	63.7%	63.3%	65.9%	62.2%
		Count	4,950	4,671	4,776	4,864	5,752	5,632	30,645
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

CREDIT COURSE COMPLETION BY GENDER

Table 10 shows course completion rates in all credit bearing courses attempted by Saddleback students tabulated by gender within fall terms from 1998 to 2003. In 1998 53.7% of male students at Saddleback College completed credit courses attempted. By 2003 this number rose to 63.0%. During the same time frame, the credit course completion rates for females rose from 60.5% to 68.2%.

*Table 10
Credit Course Completion by Gender
Saddleback College
1998 – 2003 (Fall Terms)*

			Year						
			1998	1999	2000	2001	2002	2003	Total
Female	Received any other grade	Count	11,329	9,212	8,869	8,334	9,432	8,944	56,120
		% within Year	39.5%	34.7%	34.2%	33.0%	32.9%	31.8%	34.4%
	Completed with A, B, C, or CR	Count	17,383	17,310	17,065	16,917	19,274	19,181	107,130
		% within Year	60.5%	65.3%	65.8%	67.0%	67.1%	68.2%	65.6%
	Total	Count	28,712	26,522	25,934	25,251	28,706	28,125	163,250
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Male	Received any other grade	Count	11,258	8,898	8,822	8,391	9,088	8,431	54,888
		% within Year	46.3%	40.0%	39.7%	38.8%	38.3%	37.0%	40.1%
	Completed with A, B, C, or CR	Count	13,052	13,363	13,408	13,208	14,663	14,370	82,064
		% within Year	53.7%	60.0%	60.3%	61.2%	61.7%	63.0%	59.9%
	Total	Count	24,310	22,261	22,230	21,599	23,751	22,801	136,952
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

CREDIT COURSE COMPLETION BY DISABILITY STATUS

Credit course completion (shown in Table 11) by students reporting one or more disabilities has risen steadily since 1998 but remains somewhat below the rates of students overall.

Table 11
Credit Course Completion by Disability Status
Saddleback College
1998 – 2003 (Fall Terms)

			Year						
			1998	1999	2000	2001	2002	2003	Total
no disabilities	Received any other grade	Count	21,596	17,378	16,964	16,084	17,679	16,664	106,365
		% within Year	42.5%	37.1%	36.6%	35.7%	35.2%	34.1%	36.9%
	Completed with A, B, C, or CR	Count	29,199	29,487	29,377	28,965	32,584	32,259	181,871
		% within Year	57.5%	62.9%	63.4%	64.3%	64.8%	65.9%	63.1%
	Total	Count	50,795	46,865	46,341	45,049	50,263	48,923	288,236
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1 or more disabilities	Received any other grade	Count	999	738	741	649	847	717	4,691
		% within Year	44.6%	38.0%	40.0%	35.6%	38.1%	35.2%	38.7%
	Completed with A, B, C, or CR	Count	1,243	1,204	1,112	1,175	1,374	1,319	7,427
		% within Year	55.4%	62.0%	60.0%	64.4%	61.9%	64.8%	61.3%
	Total	Count	2,242	1,942	1,853	1,824	2,221	2,036	12,118
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

CREDIT COURSE COMPLETION BY AGE GROUP

Credit course completion rates (shown in Table 12) tend to increase over time, as well as by age category – in particular, after the 20-24 year group.

Table 12
Credit Course Completion by Age Group
Saddleback College
1998 – 2003 (Fall Terms)

			Year						
			1998	1999	2000	2001	2002	2003	Total
19 and below	Received any other grade	Count	7,981	6,224	6,165	6,001	6,530	6,463	39,364
		% within Year	44.8%	37.5%	36.9%	35.7%	36.1%	34.5%	37.6%
	Completed with A, B, C, or CR	Count	9,828	10,374	10,533	10,825	11,575	12,269	65,404
		% within Year	55.2%	62.5%	63.1%	64.3%	63.9%	65.5%	62.4%
	Total	Count	17,809	16,598	16,698	16,826	18,105	18,732	104,768
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
20-24	Received any other grade	Count	7,474	6,087	6,175	5,918	6,605	6,357	38,616
		% within Year	47.9%	42.0%	41.9%	38.9%	38.9%	39.1%	41.4%
	Completed with A, B, C, or CR	Count	8,117	8,398	8,578	9,301	10,372	9,908	54,674
		% within Year	52.1%	58.0%	58.1%	61.1%	61.1%	60.9%	58.6%
	Total	Count	15,591	14,485	14,753	15,219	16,977	16,265	93,290
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
25-29	Received any other grade	Count	2,183	1,690	1,564	1,395	1,573	1,364	9,769
		% within Year	40.9%	36.8%	39.0%	37.8%	36.7%	33.9%	37.7%
	Completed with A, B, C, or CR	Count	3,149	2,904	2,448	2,297	2,715	2,654	16,167
		% within Year	59.1%	63.2%	61.0%	62.2%	63.3%	66.1%	62.3%
	Total	Count	5,332	4,594	4,012	3,692	4,288	4,018	25,936
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
30-34	Received any other grade	Count	1,393	1,014	1,072	940	1,013	824	6,256
		% within Year	41.1%	33.3%	34.4%	34.6%	33.3%	31.4%	34.9%
	Completed with A, B, C, or CR	Count	1,999	2,033	2,042	1,778	2,032	1,799	11,683
		% within Year	58.9%	66.7%	65.6%	65.4%	66.7%	68.6%	65.1%
	Total	Count	3,392	3,047	3,114	2,718	3,045	2,623	17,939
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
35-39	Received any other grade	Count	1,122	922	809	705	774	614	4,946
		% within Year	36.4%	33.5%	31.6%	32.2%	30.5%	29.1%	32.5%
	Completed with A, B, C, or CR	Count	1,957	1,830	1,749	1,485	1,762	1,499	10,282
		% within Year	63.6%	66.5%	68.4%	67.8%	69.5%	70.9%	67.5%
	Total	Count	3,079	2,752	2,558	2,190	2,536	2,113	15,228
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
40-49	Received any other grade	Count	1,505	1,339	1,115	1,129	1,224	1,110	7,422
		% within Year	32.0%	31.1%	27.9%	30.3%	28.0%	27.4%	29.5%
	Completed with A, B, C, or CR	Count	3,196	2,961	2,879	2,600	3,149	2,938	17,723
		% within Year	68.0%	68.9%	72.1%	69.7%	72.0%	72.6%	70.5%
	Total	Count	4,701	4,300	3,994	3,729	4,373	4,048	25,145
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
50 and above	Received any other grade	Count	929	840	805	645	807	649	4,675
		% within Year	29.8%	27.8%	26.3%	25.8%	25.5%	20.5%	25.9%
	Completed with A, B, C, or CR	Count	2,186	2,187	2,260	1,854	2,353	2,511	13,351
		% within Year	70.2%	72.2%	73.7%	74.2%	74.5%	79.5%	74.1%
	Total	Count	3,115	3,027	3,065	2,499	3,160	3,160	18,026
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

BASIC SKILLS COURSE COMPLETION

Table 13 gives the Basic Skills credit course completion rates for all students at Saddleback College for Fall terms between 1998 and 2003. The percentage of students completing Basic Skills courses has risen to 65.9% by 2003. The overall completion rates in this table may be compared to the values in the next four tables.

*Table 13
Basic Skills Credit Course Completion
All Students
Saddleback College
1998 – 2003 (Fall Terms)*

		Year						
		1998	1999	2000	2001	2002	2003	Total
Received any other grade	Count	22,595	18,116	17,705	16,733	18,526	17,381	111,056
	% within Year	42.6%	37.1%	36.7%	35.7%	35.3%	34.1%	37.0%
Completed with A, B, C, or CR	Count	30,442	30,691	30,489	30,140	33,958	33,578	189,298
	% within Year	57.4%	62.9%	63.3%	64.3%	64.7%	65.9%	63.0%
Total	Count	53,037	48,807	48,194	46,873	52,484	50,959	300,354
	% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

BASIC SKILLS COURSE COMPLETION BY ETHNICITY (TABLE 14)

Basic Skills course completion rates have, in general, increased within each ethnic category. The rates are higher in the Asian and White categories.

BASIC SKILLS COURSE COMPLETION BY GENDER (TABLE 15)

Basic Skills course completion rates are comparable between male and female students. Table 15 shows that, in the Fall term, 2003, the Basic Skills completion rate was 61% for women and only 60% for men.

BASIC SKILLS COURSE COMPLETION BY DISABILITY STATUS (TABLE 16)

Basic Skills course completion rates have increased somewhat for students reporting one or more disabilities. Table 16 shows that, in the Fall term of 2003, the Basic Skills course completion rate was 66% for the students in this relatively small category.

BASIC SKILLS COURSE COMPLETION BY AGE GROUP (TABLE 17)

Basic Skills course completion rates by age have increased over time.

Table 14
Basic Skills Course Completion by Ethnicity
Saddleback College
1998 – 2003 (Fall Terms)

Ethn			Year					Total	
			1998	1999	2000	2001	2002		2003
Asian	Received any other grade	Count	54	44	29	22	32	29	210
		% within Year	51.4%	45.4%	38.7%	30.6%	32.3%	30.2%	38.6%
	Completed with A, B, C, or CR	Count	51	53	46	50	67	67	334
		% within Year	48.6%	54.6%	61.3%	69.4%	67.7%	69.8%	61.4%
	Total	Count	105	97	75	72	99	96	544
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
African American	Received any other grade	Count	19	10	18	24	14	14	99
		% within Year	61.3%	34.5%	62.1%	60.0%	46.7%	37.8%	50.5%
	Completed with A, B, C, or CR	Count	12	19	11	16	16	23	97
		% within Year	38.7%	65.5%	37.9%	40.0%	53.3%	62.2%	49.5%
	Total	Count	31	29	29	40	30	37	196
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Hispanic	Received any other grade	Count	208	191	206	177	203	150	1,135
		% within Year	56.7%	56.3%	51.8%	47.3%	49.4%	46.7%	51.4%
	Completed with A, B, C, or CR	Count	159	148	192	197	208	171	1,075
		% within Year	43.3%	43.7%	48.2%	52.7%	50.6%	53.3%	48.6%
	Total	Count	367	339	398	374	411	321	2,210
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Native Am/Alaskan Nat.	Received any other grade	Count	8	4	5	8	3	1	29
		% within Year	66.7%	40.0%	83.3%	66.7%	37.5%	20.0%	54.7%
	Completed with A, B, C, or CR	Count	4	6	1	4	5	4	24
		% within Year	33.3%	60.0%	16.7%	33.3%	62.5%	80.0%	45.3%
	Total	Count	12	10	6	12	8	5	53
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Pacific Islander	Received any other grade	Count	1	3	1	4	7	4	20
		% within Year	25.0%	75.0%	25.0%	50.0%	53.8%	50.0%	48.8%
	Completed with A, B, C, or CR	Count	3	1	3	4	6	4	21
		% within Year	75.0%	25.0%	75.0%	50.0%	46.2%	50.0%	51.2%
	Total	Count	4	4	4	8	13	8	41
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
White	Received any other grade	Count	390	315	294	313	325	231	1,868
		% within Year	52.5%	43.9%	41.5%	44.7%	42.5%	36.7%	43.8%
	Completed with A, B, C, or CR	Count	353	403	415	387	440	399	2,397
		% within Year	47.5%	56.1%	58.5%	55.3%	57.5%	63.3%	56.2%
	Total	Count	743	718	709	700	765	630	4,265
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Other	Received any other grade	Count	66	57	50	54	54	46	327
		% within Year	50.8%	58.2%	43.1%	47.0%	48.2%	39.7%	47.6%
	Completed with A, B, C, or CR	Count	64	41	66	61	58	70	360
		% within Year	49.2%	41.8%	56.9%	53.0%	51.8%	60.3%	52.4%
	Total	Count	130	98	116	115	112	116	687
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 15
Basic Skills Course Completion by Gender
Saddleback College
1998 – 2003 (Fall Terms)

			Year						
			1998	1999	2000	2001	2002	2003	Total
Female	Received any other grade	Count	385	333	315	314	358	261	1966
		% within Year	50.3%	46.5%	41.9%	41.8%	41.7%	38.6%	43.5%
	Completed with A, B, C, or CR	Count	381	383	437	438	500	416	2555
		% within Year	49.7%	53.5%	58.1%	58.2%	58.3%	61.4%	56.5%
	Total	Count	766	716	752	752	858	677	4521
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Male	Received any other grade	Count	361	290	287	288	280	214	1720
		% within Year	57.7%	50.2%	49.1%	50.6%	48.3%	39.9%	49.5%
	Completed with A, B, C, or CR	Count	265	288	297	281	300	322	1753
		% within Year	42.3%	49.8%	50.9%	49.4%	51.7%	60.1%	50.5%
	Total	Count	626	578	584	569	580	536	3473
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 16
Basic Skills Course Completion by Disability Status
Saddleback College
1998 – 2003 (Fall Terms)

			Year						
			1998	1999	2000	2001	2002	2003	Total
no disabilities	Received any other grade	Count	639	550	536	545	570	417	3,257
		% within Year	54.4%	49.3%	45.3%	46.9%	45.7%	39.9%	47.0%
	Completed with A, B, C, or CR	Count	535	566	647	616	678	627	3,669
		% within Year	45.6%	50.7%	54.7%	53.1%	54.3%	60.1%	53.0%
	Total	Count	1,174	1,116	1,183	1,161	1,248	1,044	6,926
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1 or more disabilities	Received any other grade	Count	107	74	67	57	68	58	431
		% within Year	49.1%	41.3%	43.5%	35.6%	35.8%	34.3%	40.3%
	Completed with A, B, C, or CR	Count	111	105	87	103	122	111	639
		% within Year	50.9%	58.7%	56.5%	64.4%	64.2%	65.7%	59.7%
	Total	Count	218	179	154	160	190	169	1,070
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 17
Basic Skills Course Completion by Age Group
Saddleback College
1998 – 2003 (Fall Terms)

			Year						
			1998	1999	2000	2001	2002	2003	Total
19 and below	Received any other grade	Count	313	244	229	234	248	180	1,448
		% within Year	56.8%	46.5%	43.4%	47.2%	44.0%	38.2%	46.2%
	Completed with A, B, C, or CR	Count	238	281	299	262	315	291	1,686
		% within Year	43.2%	53.5%	56.6%	52.8%	56.0%	61.8%	53.8%
	Total	Count	551	525	528	496	563	471	3,134
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
20-24	Received any other grade	Count	167	163	155	170	172	144	971
		% within Year	57.0%	57.2%	50.3%	51.8%	52.4%	45.7%	52.3%
	Completed with A, B, C, or CR	Count	126	122	153	158	156	171	886
		% within Year	43.0%	42.8%	49.7%	48.2%	47.6%	54.3%	47.7%
	Total	Count	293	285	308	328	328	315	1,857
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
25-29	Received any other grade	Count	69	68	52	51	61	38	339
		% within Year	51.9%	54.0%	46.8%	47.2%	48.0%	36.9%	47.9%
	Completed with A, B, C, or CR	Count	64	58	59	57	66	65	369
		% within Year	48.1%	46.0%	53.2%	52.8%	52.0%	63.1%	52.1%
	Total	Count	133	126	111	108	127	103	708
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
30-34	Received any other grade	Count	59	50	54	38	39	34	274
		% within Year	55.1%	46.3%	50.0%	36.5%	34.5%	47.2%	44.8%
	Completed with A, B, C, or CR	Count	48	58	54	66	74	38	338
		% within Year	44.9%	53.7%	50.0%	63.5%	65.5%	52.8%	55.2%
	Total	Count	107	108	108	104	113	72	612
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
35-39	Received any other grade	Count	52	32	36	32	37	24	213
		% within Year	50.5%	46.4%	43.9%	38.1%	42.0%	36.9%	43.4%
	Completed with A, B, C, or CR	Count	51	37	46	52	51	41	278
		% within Year	49.5%	53.6%	56.1%	61.9%	58.0%	63.1%	56.6%
	Total	Count	103	69	82	84	88	65	491
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
40-49	Received any other grade	Count	61	41	51	54	59	45	311
		% within Year	42.7%	35.3%	37.8%	38.0%	35.5%	32.8%	37.1%
	Completed with A, B, C, or CR	Count	82	75	84	88	107	92	528
		% within Year	57.3%	64.7%	62.2%	62.0%	64.5%	67.2%	62.9%
	Total	Count	143	116	135	142	166	137	839
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
50 and above	Received any other grade	Count	25	26	26	23	22	10	132
		% within Year	40.3%	39.4%	40.0%	39.0%	41.5%	20.0%	37.2%
	Completed with A, B, C, or CR	Count	37	40	39	36	31	40	223
		% within Year	59.7%	60.6%	60.0%	61.0%	58.5%	80.0%	62.8%
	Total	Count	62	66	65	59	53	50	355
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Transfer Course Completion

Table 18 gives the Transfer credit course completion rates for all students at Saddleback College for Fall terms between 1998 and 2003. The percentage of students completing Basic Skills courses has risen to 61% by 2003. The overall completion rates in this table may be compared to the values in the next four tables.

*Table 18
Transfer Credit Course Completion
All Students
Saddleback College
1998 - 2003 (Fall Term)*

		Year						
		1998	1999	2000	2001	2002	2003	Total
Received any other grade	Count	746	624	603	602	638	475	3688
	% within Year	53.6%	48.2%	45.1%	45.6%	44.4%	39.2%	46.1%
Completed with A, B, C, or CR	Count	646	671	734	719	800	738	4308
	% within Year	46.4%	51.8%	54.9%	54.4%	55.6%	60.8%	53.9%
Total	Count	1392	1295	1337	1321	1438	1213	7996
	% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

TRANSFER COURSE COMPLETION BY ETHNICITY (TABLE 19)

Transfer course completion rates have, in general, increased within each ethnic category. The rates are higher in the Asian and White categories.

TRANSFER COURSE COMPLETION BY GENDER (TABLE 20)

Transfer course completion rates have risen steadily for female students. The completion rate for male students lags by approximately five percentage points.

TRANSFER COURSE COMPLETION BY DISABILITY STATUS (TABLE 21)

Transfer course completion rates have increased substantially for students reporting one or more disabilities (from 57% in 1998 to 66% in 2003).

TRANSFER COURSE COMPLETION BY AGE GROUP (TABLE 22)

Transfer course completion tends to increase by age category and over time.

Table 19
Transfer Course Completion by Ethnicity
Saddleback College
1998 – 2003 (Fall Terms)

Ethn			Year						Total
			1998	1999	2000	2001	2002	2003	
Asian	Received any other grade	Count	1,041	833	717	698	825	756	4,870
		% within Year	39.8%	36.7%	32.0%	31.5%	33.0%	29.8%	33.9%
	Completed with A, B, C, or CR	Count	1,576	1,434	1,526	1,516	1,677	1,782	9,511
		% within Year	60.2%	63.3%	68.0%	68.5%	67.0%	70.2%	66.1%
	Total	Count	2617	2267	2243	2214	2502	2538	14381
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
African American	Received any other grade	Count	471	329	307	351	403	406	2267
		% within Year	52.7%	43.7%	43.3%	44.5%	44.5%	42.9%	45.4%
	Completed with A, B, C, or CR	Count	423	424	402	438	503	540	2730
		% within Year	47.3%	56.3%	56.7%	55.5%	55.5%	57.1%	54.6%
	Total	Count	894	753	709	789	906	946	4997
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Hispanic	Received any other grade	Count	2550	1992	1933	1875	2024	1954	12328
		% within Year	48.5%	39.9%	39.5%	37.8%	37.7%	38.3%	40.3%
	Completed with A, B, C, or CR	Count	2713	3004	2964	3091	3343	3150	18265
		% within Year	51.5%	60.1%	60.5%	62.2%	62.3%	61.7%	59.7%
	Total	Count	5263	4996	4897	4966	5367	5104	30593
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Native Am/Alaskan Nat.	Received any other grade	Count	203	126	152	96	98	107	782
		% within Year	51.4%	40.1%	47.5%	38.2%	37.4%	46.5%	44.1%
	Completed with A, B, C, or CR	Count	192	188	168	155	164	123	990
		% within Year	48.6%	59.9%	52.5%	61.8%	62.6%	53.5%	55.9%
	Total	Count	395	314	320	251	262	230	1772
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Pacific Islander	Received any other grade	Count	124	95	107	106	119	119	670
		% within Year	46.8%	44.2%	41.0%	37.9%	40.6%	39.7%	41.5%
	Completed with A, B, C, or CR	Count	141	120	154	174	174	181	944
		% within Year	53.2%	55.8%	59.0%	62.1%	59.4%	60.3%	58.5%
	Total	Count	265	215	261	280	293	300	1614
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
White	Received any other grade	Count	11675	9526	9210	8367	9135	8933	56846
		% within Year	40.6%	35.4%	35.6%	33.2%	33.0%	32.6%	35.1%
	Completed with A, B, C, or CR	Count	17081	17397	16642	16837	18567	18490	105014
		% within Year	59.4%	64.6%	64.4%	66.8%	67.0%	67.4%	64.9%
	Total	Count	28756	26923	25852	25204	27702	27423	161860
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Other	Received any other grade	Count	1743	1461	1420	1365	1627	1552	9168
		% within Year	44.3%	39.0%	37.5%	35.0%	35.7%	34.1%	37.5%
	Completed with A, B, C, or CR	Count	2188	2288	2362	2537	2932	3005	15312
		% within Year	55.7%	61.0%	62.5%	65.0%	64.3%	65.9%	62.5%
	Total	Count	3931	3749	3782	3902	4559	4557	24480
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 20
Transfer Course Completion by Gender
Saddleback College
1998 – 2003 (Fall Terms)

			Year						
			1998	1999	2000	2001	2002	2003	Total
Female	Received any other grade	Count	8793	7212	6909	6375	7230	7076	43595
		% within Year	39.1%	34.3%	33.8%	31.7%	31.9%	31.4%	33.7%
	Completed with A, B, C, or CR	Count	13711	13833	13529	13767	15448	15483	85771
		% within Year	60.9%	65.7%	66.2%	68.3%	68.1%	68.6%	66.3%
	Total	Count	22504	21045	20438	20142	22678	22559	129366
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Male	Received any other grade	Count	9008	7146	6926	6476	6996	6745	43297
		% within Year	45.9%	39.4%	39.3%	37.1%	37.0%	36.4%	39.3%
	Completed with A, B, C, or CR	Count	10599	11006	10676	10967	11893	11765	66906
		% within Year	54.1%	60.6%	60.7%	62.9%	63.0%	63.6%	60.7%
	Total	Count	19607	18152	17602	17443	18889	18510	110203
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 21
Transfer Course Completion by Disability Status
Saddleback College
1998 – 2003 (Fall Terms)

			Year						
			1998	1999	2000	2001	2002	2003	Total
no disabilities	Received any other grade	Count	17119	13845	13297	12392	13661	13330	83644
		% within Year	42.2%	36.6%	36.2%	34.2%	34.1%	33.6%	36.2%
	Completed with A, B, C, or CR	Count	23407	23984	23386	23858	26348	26314	147297
		% within Year	57.8%	63.4%	63.8%	65.8%	65.9%	66.4%	63.8%
	Total	Count	40526	37829	36683	36250	40009	39644	230941
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1 or more disabilities	Received any other grade	Count	688	517	549	466	570	497	3287
		% within Year	43.1%	37.2%	39.8%	34.4%	36.0%	34.2%	37.5%
	Completed with A, B, C, or CR	Count	907	871	832	890	1012	957	5469
		% within Year	56.9%	62.8%	60.2%	65.6%	64.0%	65.8%	62.5%
	Total	Count	1595	1388	1381	1356	1582	1454	8756
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 22
Transfer Course Completion by Age Group
Saddleback College
1998 – 2003 (Fall Terms)

			Year						
			1998	1999	2000	2001	2002	2003	Total
19 and below	Received any other grade	Count	6402	5058	4963	4625	5089	5249	31386
		% within Year	43.7%	36.7%	35.9%	33.4%	34.1%	33.4%	36.2%
	Completed with A, B, C, or CR	Count	8256	8727	8848	9234	9839	10449	55353
		% within Year	56.3%	63.3%	64.1%	66.6%	65.9%	66.6%	63.8%
	Total	Count	14658	13785	13811	13859	14928	15698	86739
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
20-24	Received any other grade	Count	6243	5056	5110	4829	5408	5272	31918
		% within Year	47.2%	40.8%	41.0%	37.4%	37.7%	38.0%	40.3%
	Completed with A, B, C, or CR	Count	6974	7331	7346	8074	8935	8607	47267
		% within Year	52.8%	59.2%	59.0%	62.6%	62.3%	62.0%	59.7%
	Total	Count	13217	12387	12456	12903	14343	13879	79185
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
25-29	Received any other grade	Count	1708	1328	1191	1031	1185	1085	7528
		% within Year	41.3%	36.7%	38.9%	35.8%	36.8%	33.8%	37.4%
	Completed with A, B, C, or CR	Count	2432	2286	1874	1845	2037	2123	12597
		% within Year	58.7%	63.3%	61.1%	64.2%	63.2%	66.2%	62.6%
	Total	Count	4140	3614	3065	2876	3222	3208	20125
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
30-34	Received any other grade	Count	1035	762	765	661	722	624	4569
		% within Year	40.7%	32.7%	33.5%	33.3%	32.6%	31.3%	34.2%
	Completed with A, B, C, or CR	Count	1508	1569	1516	1323	1493	1372	8781
		% within Year	59.3%	67.3%	66.5%	66.7%	67.4%	68.7%	65.8%
	Total	Count	2543	2331	2281	1984	2215	1996	13350
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
35-39	Received any other grade	Count	794	682	544	504	504	422	3450
		% within Year	35.8%	32.9%	30.9%	30.9%	28.8%	27.5%	31.5%
	Completed with A, B, C, or CR	Count	1424	1393	1216	1125	1244	1114	7516
		% within Year	64.2%	67.1%	69.1%	69.1%	71.2%	72.5%	68.5%
	Total	Count	2218	2075	1760	1629	1748	1536	10966
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
40-49	Received any other grade	Count	1030	915	783	783	786	751	5048
		% within Year	30.9%	30.4%	28.3%	29.4%	26.3%	26.5%	28.7%
	Completed with A, B, C, or CR	Count	2298	2095	1981	1878	2204	2082	12538
		% within Year	69.1%	69.6%	71.7%	70.6%	73.7%	73.5%	71.3%
	Total	Count	3328	3010	2764	2661	2990	2833	17586
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
50 and above	Received any other grade	Count	587	561	490	425	537	424	3024
		% within Year	29.4%	27.9%	25.4%	25.1%	25.0%	21.8%	25.8%
	Completed with A, B, C, or CR	Count	1412	1450	1437	1269	1608	1524	8700
		% within Year	70.6%	72.1%	74.6%	74.9%	75.0%	78.2%	74.2%
	Total	Count	1999	2011	1927	1694	2145	1948	11724
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

ENGLISH AS A SECOND LANGUAGE (ESL) COURSE COMPLETION

Table 23 gives the ESL credit course completion rates for all students at Saddleback College for Fall terms between 1998 and 2003. The percentage of students completing ESL credit courses has risen to 27% by 2003. The overall completion rates in this table may be compared to the values in the next four tables.

*Table 23
ESL Course Completion
Saddleback College
1998 – 2003 (Fall Terms)*

		Year						Total
		1998	1999	2000	2001	2002	2003	
Received any other grade	Count	802	638	576	637	654	630	3937
	% within Year	82.6%	81.1%	76.7%	75.5%	73.3%	72.6%	77.0%
Completed with A, B, C, or CR	Count	169	149	175	207	238	238	1176
	% within Year	17.4%	18.9%	23.3%	24.5%	26.7%	27.4%	23.0%
Total	Count	971	787	751	844	892	868	5113
	% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

ESL COURSE COMPLETION BY ETHNICITY (TABLE 24)

ESL course completion rates have, in general, increased within each ethnic category.

ESL COURSE COMPLETION BY GENDER (TABLE 25)

ESL course completion rates have risen steadily for both female and male students.

ESL COURSE COMPLETION BY DISABILITY STATUS (TABLE 26)

ESL course completion rates are indeterminate for this small group of students reporting one or more disabilities.

ESL COURSE COMPLETION BY AGE GROUP (TABLE 27)

With the exception of the “19 and below” age category, ESL course completion tends to increase over time.

Table 24
ESL Credit Course Completion by Ethnicity
Saddleback College
1998 – 2003 (Fall Terms)

Ethn			Year					Total	
			1998	1999	2000	2001	2002		2003
Asian	Received any other grade	Count	258	178	139	170	154	166	1065
		% within Year	87.8%	83.2%	82.7%	80.2%	74.0%	69.5%	79.8%
	Completed with A, B, C, or CR	Count	36	36	29	42	54	73	270
		% within Year	12.2%	16.8%	17.3%	19.8%	26.0%	30.5%	20.2%
	Total	Count	294	214	168	212	208	239	1335
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
African American	Received any other grade	Count	4	3			2	0	9
		% within Year	100.0%	100.0%			100.0%	.0%	90.0%
	Completed with A, B, C, or CR	Count	0	0			0	1	1
		% within Year	.0%	.0%			.0%	100.0%	10.0%
	Total	Count	4	3			2	1	10
		% within Year	100.0%	100.0%			100.0%	100.0%	100.0%
Hispanic	Received any other grade	Count	331	269	271	264	280	245	1660
		% within Year	79.4%	76.4%	73.0%	70.2%	71.2%	72.9%	73.9%
	Completed with A, B, C, or CR	Count	86	83	100	112	113	91	585
		% within Year	20.6%	23.6%	27.0%	29.8%	28.8%	27.1%	26.1%
	Total	Count	417	352	371	376	393	336	2245
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Pacific Islander	Received any other grade	Count				0		1	1
		% within Year				.0%		100.0%	50.0%
	Completed with A, B, C, or CR	Count				1		0	1
		% within Year				100.0%		.0%	50.0%
	Total	Count				1		1	2
		% within Year				100.0%		100.0%	100.0%
White	Received any other grade	Count	145	161	136	165	182	182	971
		% within Year	83.3%	86.1%	77.3%	81.7%	74.9%	74.6%	79.2%
	Completed with A, B, C, or CR	Count	29	26	40	37	61	62	255
		% within Year	16.7%	13.9%	22.7%	18.3%	25.1%	25.4%	20.8%
	Total	Count	174	187	176	202	243	244	1226
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Other	Received any other grade	Count	64	27	30	38	36	36	231
		% within Year	78.0%	87.1%	83.3%	71.7%	78.3%	76.6%	78.3%
	Completed with A, B, C, or CR	Count	18	4	6	15	10	11	64
		% within Year	22.0%	12.9%	16.7%	28.3%	21.7%	23.4%	21.7%
	Total	Count	82	31	36	53	46	47	295
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 25
ESL Credit Course Completion by Gender
Saddleback College
1998 – 2003 (Fall Terms)

			Year						
			1998	1999	2000	2001	2002	2003	Total
Female	Received any other grade	Count	492	439	405	386	433	450	2605
		% within Year	80.0%	81.1%	76.9%	74.7%	71.9%	72.3%	76.1%
	Completed with A, B, C, or CR	Count	123	102	122	131	169	172	819
		% within Year	20.0%	18.9%	23.1%	25.3%	28.1%	27.7%	23.9%
	Total	Count	615	541	527	517	602	622	3424
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Male	Received any other grade	Count	308	199	171	251	221	180	1330
		% within Year	87.0%	80.9%	76.3%	76.8%	76.2%	73.2%	78.8%
	Completed with A, B, C, or CR	Count	46	47	53	76	69	66	357
		% within Year	13.0%	19.1%	23.7%	23.2%	23.8%	26.8%	21.2%
	Total	Count	354	246	224	327	290	246	1687
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 26
ESL Credit Course Completion by Disability Status
Saddleback College
1998 – 2003 (Fall Terms)

			Year						
			1998	1999	2000	2001	2002	2003	Total
no disabilities	Received any other grade	Count	793	633	572	631	644	619	3892
		% within Year	82.7%	80.9%	76.6%	75.7%	73.0%	72.5%	76.9%
	Completed with A, B, C, or CR	Count	166	149	175	203	238	235	1166
		% within Year	17.3%	19.1%	23.4%	24.3%	27.0%	27.5%	23.1%
	Total	Count	959	782	747	834	882	854	5058
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
1 or more disabilities	Received any other grade	Count	9	5	4	6	10	11	45
		% within Year	75.0%	100.0%	100.0%	60.0%	100.0%	78.6%	81.8%
	Completed with A, B, C, or CR	Count	3	0	0	4	0	3	10
		% within Year	25.0%	.0%	.0%	40.0%	.0%	21.4%	18.2%
	Total	Count	12	5	4	10	10	14	55
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 27
ESL Credit Course Completion by Age Group
Saddleback College
1998 – 2003 (Fall Terms)

AgeGroup			Year						Total
			1998	1999	2000	2001	2002	2003	
19 and below	Received any other grade	Count	45	60	31	43	51	55	285
		% within Year	66.2%	93.8%	62.0%	70.5%	72.9%	67.9%	72.3%
	Completed with A, B, C, or CR	Count	23	4	19	18	19	26	109
		% within Year	33.8%	6.3%	38.0%	29.5%	27.1%	32.1%	27.7%
	Total	Count	68	64	50	61	70	81	394
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
20-24	Received any other grade	Count	121	85	89	105	86	89	575
		% within Year	81.2%	78.0%	80.2%	69.1%	76.1%	73.0%	76.1%
	Completed with A, B, C, or CR	Count	28	24	22	47	27	33	181
		% within Year	18.8%	22.0%	19.8%	30.9%	23.9%	27.0%	23.9%
	Total	Count	149	109	111	152	113	122	756
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
25-29	Received any other grade	Count	143	96	72	84	96	75	566
		% within Year	88.3%	78.0%	80.0%	75.7%	74.4%	71.4%	78.6%
	Completed with A, B, C, or CR	Count	19	27	18	27	33	30	154
		% within Year	11.7%	22.0%	20.0%	24.3%	25.6%	28.6%	21.4%
	Total	Count	162	123	90	111	129	105	720
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
30-34	Received any other grade	Count	144	95	103	87	80	92	601
		% within Year	89.4%	79.2%	74.6%	70.7%	64.0%	80.7%	77.0%
	Completed with A, B, C, or CR	Count	17	25	35	36	45	22	180
		% within Year	10.6%	20.8%	25.4%	29.3%	36.0%	19.3%	23.0%
	Total	Count	161	120	138	123	125	114	781
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
35-39	Received any other grade	Count	114	80	63	92	84	67	500
		% within Year	82.6%	81.6%	67.7%	82.9%	74.3%	69.1%	76.9%
	Completed with A, B, C, or CR	Count	24	18	30	19	29	30	150
		% within Year	17.4%	18.4%	32.3%	17.1%	25.7%	30.9%	23.1%
	Total	Count	138	98	93	111	113	97	650
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
40-49	Received any other grade	Count	110	126	116	134	135	142	763
		% within Year	73.3%	81.8%	80.6%	76.1%	66.2%	67.3%	73.4%
	Completed with A, B, C, or CR	Count	40	28	28	42	69	69	276
		% within Year	26.7%	18.2%	19.4%	23.9%	33.8%	32.7%	26.6%
	Total	Count	150	154	144	176	204	211	1039
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
50 and above	Received any other grade	Count	125	96	102	92	122	110	647
		% within Year	87.4%	80.7%	81.6%	83.6%	88.4%	79.7%	83.7%
	Completed with A, B, C, or CR	Count	18	23	23	18	16	28	126
		% within Year	12.6%	19.3%	18.4%	16.4%	11.6%	20.3%	16.3%
	Total	Count	143	119	125	110	138	138	773
		% within Year	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

DEGREE AND CERTIFICATE COMPLETION

SOCCCD MIS database records of all students enrolled in Fall 1998 who gave as matriculation goals the completion of an Associate's degree or Certificate were reviewed through Spring 2003. Tables 28 through 31 show the counts and percentages of Associate Degree and Certificate completion attained through the Spring 2003 term.

AWARDS BY ETHNICITY (TABLE 28)

Table 28 shows that of the 950 Hispanic students who in Fall 1998 stated degree or certificate completion as a goal, 334 (35%) received a degree or certificate.

AWARDS BY GENDER (TABLE 29)

With respect to gender, women were more likely to receive the anticipated award (38% for women vs. 28% for men).

AWARDS BY DISABILITY STATUS (TABLE 30)

Those with DSPS status tend to achieve awards at a rate somewhat higher than for those reporting no disabilities.

AWARDS BY AGE GROUP (TABLE 31)

The rate of degree or certificate completion increases 28 percentage points across age groups: 21% of students *19 and younger* received awards, while 49% of those between *40 and 49* received degrees or certificates.

TRANSFER TO CALIFORNIA FOUR-YEAR PUBLIC UNIVERSITIES

Figures 1 and 2 (p.36) show increasing rates of transfer to four-year California public universities by Saddleback students.

*Table 28
Degree and Certificate Completion
Percentage of
Students with Stated Matriculation Goal (Fall
1998)
By Ethnicity
Saddleback College*

	Awards and Certificates	
		Total
Asian	178	480
	37.1%	100.0%
African American	34	147
	23.1%	100.0%
Hispanic	334	950
	35.2%	100.0%
Native Am/Alaskan Nat.	16	64
	25.0%	100.0%
Pacific Islander	11	36
	30.6%	100.0%
White	1547	4704
	32.9%	100.0%
Other	228	609
	37.4%	100.0%
Total	2348	6990
	33.6%	100.0%

*Table 29
Degree and Certificate Completion
Percentage of
Students with Stated Matriculation Goal (Fall
1998)
By Gender
Saddleback College*

	Received an Award or Certificate	
		Total
Female	1532	4043
	37.9%	100.0%
Male	814	2941
	27.7%	100.0%
Total	2346	6984
	33.6%	100.0%

*Table 30
Degree and Certificate Completion
Percentage of
Students with Stated Matriculation Goal (Fall
1998)
By Disability Status
Saddleback College*

		Award		Total
		No	Yes	
Not DSPS	Count	4435	2188	6623
	% within dsps	67.0%	33.0%	100.0%
DSPS	Count	207	160	367
	% within dsps	56.4%	43.6%	100.0%
Total	Count	4642	2348	6990
	% within dsps	66.4%	33.6%	100.0%

*Table 31
Degree and Certificate Completion
Percentage of
Students with Stated Matriculation Goal (Fall
1998)
By Age Group
Saddleback College*

		Awards		Total
		No Award	Award	
19 and below	Count	1480	404	1884
	% within AgeGroup	78.6%	21.4%	100.0%
20-24	Count	1561	695	2256
	% within AgeGroup	69.2%	30.8%	100.0%
25-29	Count	583	367	950
	% within AgeGroup	61.4%	38.6%	100.0%
30-34	Count	320	246	566
	% within AgeGroup	56.5%	43.5%	100.0%
35-39	Count	250	216	466
	% within AgeGroup	53.6%	46.4%	100.0%
40-49	Count	319	304	623
	% within AgeGroup	51.2%	48.8%	100.0%
50 and above	Count	129	116	245
	% within AgeGroup	52.7%	47.3%	100.0%
Total	Count	4642	2348	6990
	% within AgeGroup	66.4%	33.6%	100.0%

Figure 1
Transfers to CSU and UC
From Saddleback College by Gender
Fall Terms 1999 – 2003⁴

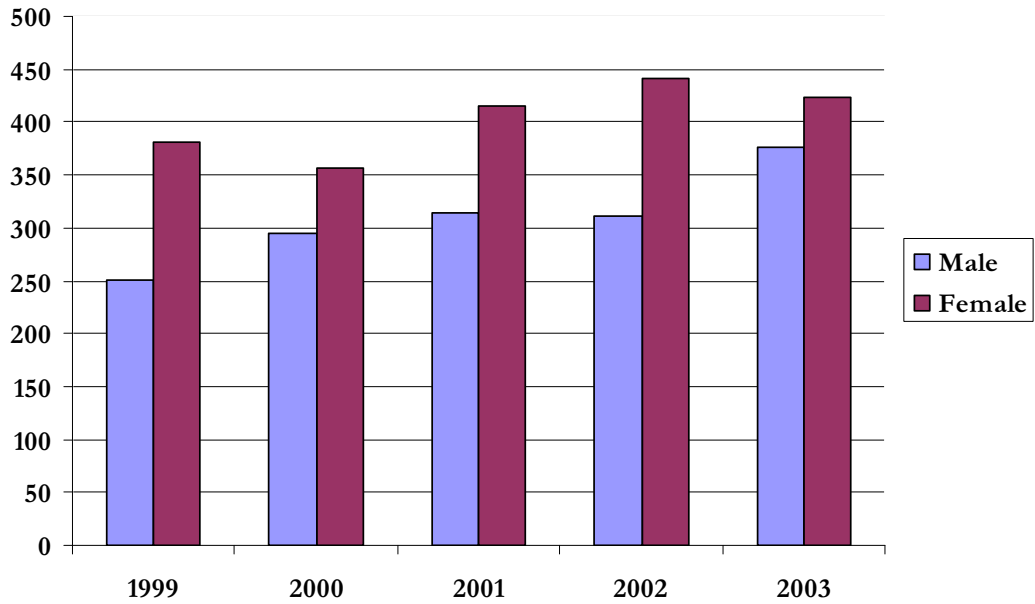
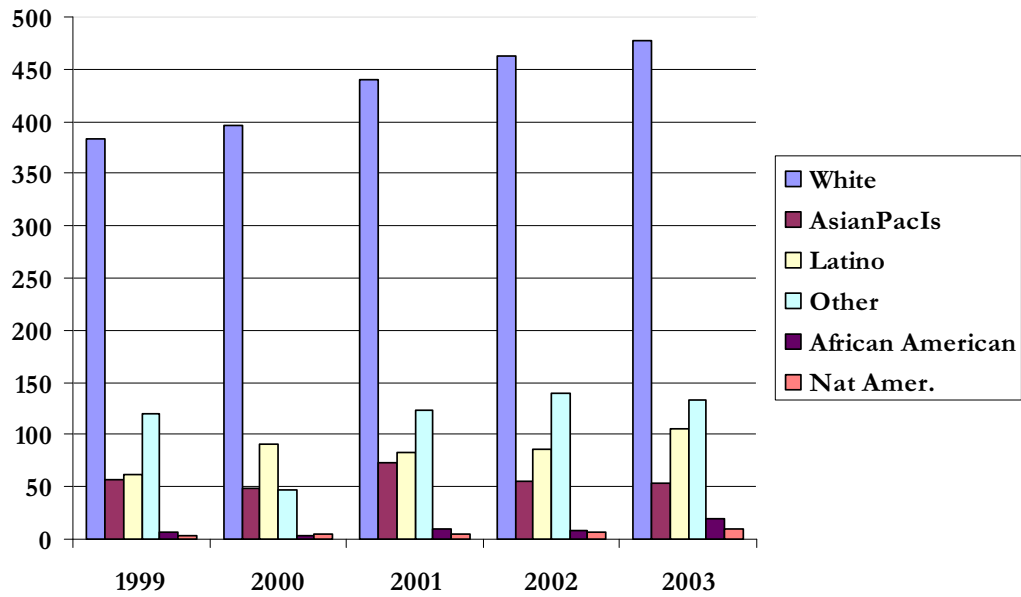


Figure 2
Transfers to CSU and UC
From Saddleback College by Ethnicity
Fall Terms 1999-2003



⁴ Source: California Postsecondary Education Commission

GOALS AND ACTIVITIES

I. STUDENT SUCCESS INDICATOR FOR ACCESS

STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served”

Goal 1. Coordinate and fund a marketing, recruitment, and retention plan in order to increase access of underrepresented groups to the college.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
1a. Develop marketing, recruitment, and retention goals as part of the college’s Enrollment Management Plan indicating a funding source.	Spring 2005	Equity Committee, Enrollment Management Committee, Planning & Budget Council	None	A detailed marketing, recruitment and retention plan that will ensure student equity and diversity at Saddleback College.
1b. Develop a Marketing, Recruitment, and Retention Committee based on shared governance to work closely with the Enrollment Management Committee.	Fall 2005	Enrollment Management Committee, Planning & Budget Council	None	Same as above.
1c. Solidify reporting structure of classified, faculty, and management positions engaged in marketing, recruitment, or retention functions.	Fall 2005	Planning & Budget Council, College President	None	Same as above.
1d. Hire a Recruitment and Retention Specialist as a full-time classified position.	Fall 2005	Planning & Budget Council, VPSS, College President	Reorganize classified hourly project specialist = \$25,600	Same as above.

Goal 2. Increase communications, marketing, and outreach to underrepresented populations in our community and on campus.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
2a. Research the accuracy of African American data in relation to service area and enrollment to determine if specific outreach programs are necessary.	Fall 2005	Research & Planning Analyst	None	Increased information will be available for continued discussion of access issues.
2b. Research the gender disparity in the enrollment data to determine if specific outreach programs are necessary.	Fall 2005	Research & Planning Analyst	None	Same as above.
2c. Advertise ESL programs on Channel 39 and KSBR in targeted languages.	Fall 2005	Director Public Info & Marketing, KSBR Director Sr. TV Production Specialist, Director Radio Operations, Dean Advanced Technology & Applied Science (ATAS)	None	Increased ESL enrollment of underrepresented populations.
2d. Produce ESL brochure for outreach and recruitment.	Fall 2005	ESL Department, Graphics	\$1000 BFAP	Same as above.
2e. Increase visibility, funding, and course offerings for the Cross-Cultural Studies program.	Fall 2005	VPI, Cross-Cultural Studies Advisory Committee, Director Public Info & Marketing,	\$6,480 (OSH)	Increased curriculum and programming dealing with diversity will lead to a more open and welcoming atmosphere on campus for students from

					underrepresented populations.
2f. Increase Spanish language programming on Channel 39, KSBR, and the college web site.	Spring 2006	Assistant Dean Student Services, EOPS Counselor/Coordinator, Director Public Info & Marketing	\$3,000 BFAP/EOPS	Greater recruitment of Latino and other populations to Saddleback College.	
2g. Increase bilingual publications used for outreach and recruitment, particularly in Spanish.	Spring 2006	Director Public Info & Marketing, KSBR Director Sr. TV Production Specialist, Director Radio Operations, Dean, Advanced Technology & Applied Science (ATAS)	\$2,000 BFAP/EOPS	At least 5 new spots will be featured on KSBR and Channel 39 in Spanish, and the college web site will have at least 3 main web pages translated into Spanish.	
2h. Increase bilingual advertising and in-person outreach to targeted middle and senior high school populations and their parents, HUD housing, selected places of worship, and community organizations.	Spring 2006	EOPS Outreach Specialist, EOPS Counselor/Coordinator, Assistant Dean Student Services	\$1,000 BFAP/ EOPS	Increased EOPS, ESL and basic skills enrollment of underrepresented populations.	
2i. Increase efforts to disseminate information to targeted communities on AB540 and the availability of the zero-unit option.	Spring 2006	Director Public Info & Marketing, Counselors, A&R Residency Specialist, Student Ambassadors	None	Increased ESL and general enrollment of underrepresented populations.	

2j. Increase programs and activities that attract a diverse student body and awareness on campus, such as the Latina Mother/Daughter Day, Black History Month, and Multicultural Week.	Spring 2006	Cross-Cultural Studies Advisory Committee, Associated Student Government, Inter Club Council, Director Student Affairs, Grants Specialist	ASG and college funds totaling \$10,000	Multicultural Week and other diverse activities will be funded and held on an annual basis, leading to a more open and welcoming atmosphere on campus for students from underrepresented populations.
2k. Offer a beginning-level ESL course at an off-campus location in a targeted community.	Spring 2006	ESL Department Chair, Dean Liberal Arts	\$6480 (OSH)	Increased ESL enrollment of underrepresented populations.
2l. Increase staffing in the Office of Student Affairs to better support the Interclub Council, multicultural activities, education and programs, faculty advisors to clubs supporting cultural diversity, and the ASG.	Summer 2005	VPSS, Director Student Affairs	\$75,000 (Annual vendor profits)	Increased number of programs supporting equity and cultural diversity. Increased number of diverse students active in ASG and Inter Club Council.
2m. Replace the full-time tenure track EOPS faculty position, which is 50% counselor and 50% EOPS Coordinator.	Fall 2005	Assistant Dean Student Services, Dean Counseling Services and Special Programs (CS&SP), VPSS, EOPS Coordinator	50% EOPS and 50% college required match	Increased number of EOPS students from 420 to 525. Increased number of retained EOPS students by 5%.

Goal 3. Increase and expand Student Ambassador Program to include more diversity and enhance cultural awareness of students participating in the program.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
3a. Recruit diverse students to be involved in the Student Ambassador program.	Ongoing	Senior Matriculation Officer	None	A 5% increase per year in the number of ambassadors from targeted populations.
3b. Increase ambassador outreach and programming to diverse populations.	Fall 2005	Senior Matriculation Officer	None	A 5% increase per year in the number of diverse students served.
3c. Provide cultural awareness training to Student Ambassadors.	Fall 2005	Senior Matriculation Officer, Cross-Cultural Studies Advisory Committee	\$1,000 annually from BFAP funds	All ambassadors will attend a diversity training workshop and an assessment will be administered before and after the workshop to assess its effectiveness.

Goal 4. Increase efforts to recruit and hire a diverse faculty and staff.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
4a. Work with District Human Resources to ensure that funds are allocated to target, attract, and recruit a diverse faculty and staff.	Fall 2005	Planning & Budget Council, Equity Committee	None	5% increased diverse faculty and staff that more accurately reflects the diversity in the student body.
4b. Explore creating a shared governance task force to work with District Human Resources on equity issues in recruitment and hiring.	Fall 2005	Planning & Budget Council, Equity Committee	None	Improved ability to target, attract, and recruit a diverse faculty and staff.
4c. Instruct the newly-formed Enrollment Management Committee to include as one of its charges, supporting division and department efforts that seek to increase diversity in their staff and faculty.	Fall 2005	President, Planning & Budget Committee	None	Same as above.

II. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.”

Goal 1. Develop programs to ensure that entering students know about campus resources that can enhance their success at college.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
1a. Plan and execute a Welcoming Day for entering students, which will include an introduction to all instructional divisions and student services: Student Financial Assistance, EOPS, Learning Assistance Program (LAP), Library, Writing Lab, Reading Lab, Associated Student Government, Student Health Center, Transfer Center, Counseling, and campus and cultural events.	Fall 2005	VPSS, Director Student Affairs, Faculty, Assistant Dean Student Services, Recruitment and Retention Specialist	\$13,000 (\$5,000 ASG, \$5,000 College Foundation, \$3,000 BFAP)	Students will feel welcomed to the campus and will also be aware of all programs and services available to them at the start of their college careers.
1b. Financial Aid will increase and streamline information to present to potential students.	Fall 2005	Director Financial Assistance, Assistant Dean Student Services	\$10,000 BFAP	Entering students will have a greater awareness of assistance available.
1c. Institute student-to-student mentor program. Mentors from diverse backgrounds will be recruited.	Spring 2006	Director Student Affairs, Recruitment and Retention Specialist, Grants Specialist	\$5,000 ASG & College Foundation	Students will feel supported, have a greater understanding of the college, and will learn from their peers how to be successful in college.

Goal 2. Develop methods to enhance understanding of student needs and how the college can help to improve course completion rates for those groups whose rates fall below the college average.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
2a. Develop an online and paper survey instrument to be administered to all students who do not successfully complete a course with a grade of C or better.	Spring 2006	Research & Planning Analyst, Director Admissions, Records & Enrollment Services, VPSS, District IT	\$2,000 for data entry & mailing	A better understanding of why groups with low course completion rates do not succeed. This will be used as the basis for developing future equity activities that support course completion.
2b. Develop a focus group and survey instrument for faculty to determine best practices for retention of students at risk and shares best practices.	Spring 2006	Research & Planning Analyst, Director Admissions, Records & Enrollment Services, VPSS, District IT	\$500 materials	A better understanding of why groups with low course completion rates don't succeed. This will be used as the basis for developing future equity activities that support course completion.
2c. Conduct focus groups with targeted populations of students to determine needs for successful course completion.	Spring 2006 Ongoing	Research & Planning Analyst, Director Student Affairs, Recruitment and Retention Specialist	\$500 for food and other entitlements	Same as above.

Goal 3. Increase sensitivity to diversity issues among all college employees and create an environment of understanding on campus as a means to retain students from diverse groups and ethnicities.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
3a. Increase faculty in-service activities that illustrate the value of incorporating diversity into the curriculum. Such activities in the past included workshops on “Teaching Diversity Across the Curriculum” and “Why Diversity Matters.”	Fall 2005	Cross-Cultural Studies Advisory Committee	None	An increased understanding of the value of diversity to the college and to learning.
3b. District Human Resources will provide training and workshops for all employees on diversity issues to be held during faculty and staff development days.	Spring 2006	District HR	\$5,000 District funds	Same as above
3c. Increase programs and activities that attract a diverse student body and increase awareness on campus, such as the Latina Mother/Daughter Day, Black History Month, and Multicultural Week.	See Access, Activity 2j.			
3d. Increase in-services for faculty and staff to improve skills for working with disabled students.	Spring 2006	Director Special Services	None	Same as above.

Goal 4. Strengthen the use of intervention programs on campus to assist in successful course completion.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
4a. Evaluate current Early Alert System and follow-up procedures, and make recommendations for increasing its effectiveness.	Fall 2005	Research & Planning Analyst, Dean CS&SP, Matriculation Coordinator, Matriculation Committee	None	Improved effectiveness of Early Alert program.
4b. Investigate uses of data from the probationary intake forms. Also see IV - Student Success.	Fall 2005	Research & Planning Analyst, Dean CS&SP, Matriculation Committee, Matriculation Coordinator	None	Disseminated information of current databases we have that might be useful in assisting the development of student success programs.
4c. Encourage faculty to make use of the Early Alert System through training and increased understanding of its benefits for students.	Spring 2006	Research & Planning Analyst, Student Services, Matriculation Coordinator	None	More widespread and effective use of the Early Alert System.
4d. Recruit, hire, and train classified Special Services Assistant staff position.	Fall 2005	President, VPSS, Assistant Dean Student Services, Director Special Services	Replace Special Services Assistant position \$50,000	Disabled students will receive more immediate accommodation services and support resulting in a 5% increase in course completion.

Goal 5. Investigate ways to support and encourage the use of counseling and other student services.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
5a. During counseling sessions and online and in-person orientations, encourage more students to take Applied Psychology classes their first semester on campus.	Fall 2005	Counseling Faculty, Dean CS&SP, Assistant Dean Student Services, International Student Program Specialist, Matriculation	2x3 unit classes= \$6,000 (OSH)	Students will develop realistic educational plans. Students will have (via class) direct contact with a counselor on a weekly basis. 5% increase in students taking Applied Psychology classes.
5b. Develop a plan to increase upfront educational advisement.	Spring 2006	Counseling Faculty, Dean CS&SP	None	Support and a solid educational start for students.
5c. Continued efforts to increase student knowledge of the services/programs available to them through student services.	Spring 2006	VPSS, Assistant Dean Student Services	None	Students will be reminded regularly of services available to them to assist in their success.

**III. STUDENT SUCCESS INDICATOR FOR
ESL AND BASIC SKILLS**

STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.”

Goal 1. Improve research and statistics for both ESL and Basic Skills

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
1a. Undertake ongoing research (retrospective and longitudinal) to better understand the ESL and disabled population demographics—credit and zero-unit, to ascertain the differences among groups regarding goals and definition of “success,” and to examine the academic and vocational paths that ESL and disabled students take after leaving ESL and special classes.	Summer 2005 and ongoing	Research & Planning Analyst, ESL Faculty, Director Special Services	None	Better understanding of the target group and greater ability to target services and support.
1b. Undertake ongoing research to better understand Basic Skills English (reading and writing) demographics and success rates—particularly focusing on ethnicity and gender.	Summer 2005 and ongoing	Research & Planning Analyst, Writing and Reading Faculty	None	Better understanding of the target group and greater ability to target services and support.
1c. Undertake ongoing research to better understand Basic Skills math demographics and success rate—particularly focusing on ethnicity, gender And disability.	Summer 2005 and ongoing	Research & Planning Analyst, Math Faculty, Director Special Services	None	Better understanding of the target group and greater ability to target services and support.
1d. Use research to revise and develop curricula and plan outreach and student support activities.	Fall 2005	Equity Committee, ESL, Writing,	None	Increased success and retention rate for

			Reading, and Math Faculty, Recruitment and Retention Specialist, VPSS, Dean CS&SP, Assistant Dean Student Services, Director Special Services		targeted groups.
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Goal 2. Seek grant money to support ESL, Basic Math and Basic English students' success in college

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
2a. Investigate grant possibilities to support curricular change and innovation and/or student support innovations focusing on ESL, basic math, and basic English students' success in college.	Spring 2006	Grants Specialist	None	Increased student success, persistence, and retention rates.

Goal 3. Increase zero-unit ESL student success rates (as shown through increased attendance and persistence)

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
3a. Ensure consistent funding for multiple counselors (totaling at least one FTE equivalent) specializing in ESL and Basic Skills student issues.	Summer 2005	Dean CS&SP, ESL Chair, Assistant Dean Student Services	2 associate counselors = \$64,800 Non-credit/credit Matriculation Funds	Increased awareness among ESL students of education options and support services, school culture, and expectations, and mentoring possibilities.

					Increased attendance and persistence.
3b. Follow up with students who stop attending courses or who attend sporadically to determine reasons and what, if anything, should/can be done to improve attendance.	Spring 2006	ESL Faculty, Counselors	None		Increased attendance and persistence.
3c. Since the success rate of students in credit ESL is very high, encourage zero-unit students to consider taking ESL classes for credit (through ongoing assessment of zero-unit caps, counseling and teacher guidance).	Spring 2006	ESL Faculty, ESL Chair, Counselors, VPI	None		Increased credit-ESL enrollment from the previous year.
3d. Increase publicity within the college of ESL-related workshops sponsored by the Reentry and Women's Center and EOPS.	Spring 2006	Reentry & Women's Center Specialist, ESL Faculty, Counselors, EOPS Coordinator	None		Increased attendance at ESL-related workshops.

Goal 4. Increase the number of Latino/a students successfully completing ESL classes (with success being measured in credit classes by an A, B, C or Cr grade and success being measured in zero-unit classes of a minimum attendance of 66% of total class hours.)

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
4a. Ensure that at least one of the counselors in Activity 3a is a Spanish speaker and familiar with Latin American culture, preferably that of Mexico.	Summer 2005	Dean CS&SP, ESL Chair	See 3a.	Increased success rate of Latino/a ESL students. Increased awareness among Latino/a ESL students of education options and support services, school

					culture and expectations, and mentoring possibilities.
4b. Incorporate awareness activities regarding “school culture expectations” and “steps to educational success” into courses and through workshops.	Fall 2005	ESL Faculty, Reentry Specialist	None	Greater student understanding of class/school expectations.	
4c. Since “success” improves for all students (including Latino/a students) during the summer, 8-week session, explore the idea of alternate scheduling patterns.	Fall 2005	Academic Senate, VPI, ESL Faculty	None	Better understanding among dept. members of the possibilities and ramifications of offering 8-week courses.	
4d. Undertake outreach to increase the pool of Latino/a candidates when hiring ESL faculty and soliciting volunteer tutors.	Spring 2006	District HR, ESL Faculty, LAP, Student Mentors, Student Ambassadors, Counselors, Classified Staff	None	Increased number of Latino/as applying for ESL and tutoring positions.	
4e. Follow up with students who stop attending courses or who attend sporadically to determine reasons and what should/can be done to improve attendance.	Spring 2006	ESL Faculty, Counselors	None	Increased attendance and persistence.	
4f. Conduct research including questionnaires and focus-group meetings to better understand the reason for the 18% drop in Latino/a student credit ESL enrollment from 1998-2003.	Spring 2006	Research & Planning Analyst, ESL Faculty	None	Increased knowledge of Latino/a student population to better support programs.	

Goal 5. Expand mentoring activities for high-risk students in ESL and Basic Skills

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
5a. Develop student-to-student mentoring program (targeting matriculating at-risk freshmen in ESL and Basic Skills courses).	See Course Completion, Activity 1c.			
5b. Explore the re-institution of an instructor-to-student mentoring program (targeting at-risk students in ESL and Basic Skills courses) and possible funding sources.	Spring 2006	Student Services Director (with participation of faculty across the disciplines), Grants Specialist	None	Increased success and persistence rates.

Goal 6. Develop supplemental activities to improve Basic Skills Math and English students' success rate

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
6a. Develop and teach supplemental instruction (SI) components for Basic Skills math and English students.	Spring 2006	Math and English Chairs, Deans, LAP Coordinator, VPI, Curriculum Committee	3 hr x \$60 x 1 x 36 wk= \$6,480 (OSH)	Three, one-unit SI courses started by Spring 2006.
6b. Expand tutoring support services for Basic Skills Math and English students.	Fall 2005	LAP Coordinator	\$5,000	Increased student tutoring by 5% from 2005-06 to 2006-07.

Goal 7. Increase awareness of ESL/Basic Skills issues within college community

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
7a. Ensure that counselors and representatives from ESL and Basic Skills meet at least once a year to communicate about issues of concern.	Spring 2006	ESL, Reading, Writing, and Math Chairs, Counselors, Dean CS & SP	None	Greater mutual understanding of issues affecting ESL/Basic Skills students.
7b. Offer in-service programs to educate faculty about Basic Skills and ESL student issues and needs and available courses.	Spring 2006	ESL, Reading, Writing, and Math Faculty	None	Greater mutual understanding of issues affecting ESL/Basic Skills students.

**IV. STUDENT SUCCESS INDICATOR FOR
DEGREE AND CERTIFICATE COMPLETION**

STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.”

Goal 1. Coordinate and fund a marketing, recruitment, and retention plan in order to increase degree or certificate completion of underrepresented groups at the college.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
1a. Clearly define marketing, recruitment, and retention goals to develop a welcoming atmosphere as part of the college’s Equity/Enrollment Management Plan and devise a funding structure.	See Access, Activity 1a.			
1b. Develop a Marketing, Recruitment, and Retention Committee based on shared governance to work closely with the Equity/Enrollment Management Committee.	See Access, Activity 1b.			
1c. Solidify reporting structure of classified, faculty, and management positions engaged in any marketing, recruitment, or retention functions.	See Access, Activity 1c.			

1d. Develop and hire a Recruitment and Retention Specialist as a full-time classified position.	See Access, Activity 1d.
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Goal 2. Revise and expand existing college services for at-risk and underrepresented students to increase rates of degree and certificate completion.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
2a. Complete automated online educational plan and include reminder signposts to schedule counseling appointments and update Ed Plan.	Fall 2005	Counselors, District IT	None	Increased student interactions with counselors and student services staff to enhance retention, completion, and student accountability.
2b. Investigate why students are on probation and/or disqualification status and develop a support system to alleviate the problems.	Fall 2005	Enrollment Management Committee, Research & Planning Analyst, Matriculation, Assistant Dean Student Services, Director Admissions, Records & Enrollment Services	None	Same as above.

2c. Revise letters to more positively advise students of probationary status or disqualifications.	Fall 2005	Director Admissions, Records & Enrollment Services, Assistant Dean Student Services, Counselors	None	Same as above.
2d. Encourage probationary students to attend one-on-one counseling or a specially designed workshop.	Fall 2005	Counselors, Dean Student Services	None	Same as above.
2e. Develop resources to help students self-evaluate their readiness for online instruction.	Fall 2005	Innovation and Technology Center, Distance Ed Committee	None	Same as above.
2f. Update and implement Saddleback College Student Services referral forms.	Fall 2005	VPSS	None	Same as above.
2g. Hold in-service workshops for staff and faculty on making referrals efficiently.	Fall 2005	Director Admissions, Records & Enrollment Services	\$1,000	Same as above.
2h. Increase publicity on resources available to students with an undeclared major in targeted populations.	Spring 2006	Dean CS&SP, Counselors, Reentry & Women's Center Services Specialist, Matriculation Coordinator	None	Same as above.

2i. Organize and advertise regular drop-in counseling at divisions and other locations where students typically congregate.	Fall 2005 Spring 2006	Outreach & Marketing Committee, Financial Aid, Dean CS & SP, Student Development, VPI	None	Same as above.
2j. Expand availability of college computing services and facilities to underrepresented groups affected by “the digital divide.”	Fall 2005- Spring 2006	VPI, ITC	Classified and support staff hours	Same as above.

Goal 3. Develop new college service initiatives for at-risk and underrepresented students to increase rates of degree and certificate completion.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
3a. Develop and conduct in-service workshops where student services and gateway course faculty interact on an agenda of degree and certificate completion issues.	Fall 2005	Dean CS&SP, VPI, Articulation Officer, Evaluators, Dean Admissions, Records & Enrollment Services, Vocational Faculty, Deans	None	Increased interactions between student services staff and instructional faculty to enhance course retention and completion.
3b. Develop and conduct staff and faculty sensitivity training on interacting with culturally diverse students.	Fall 2005	VPI, Cross-Cultural Studies Advisory Committee	\$3,000	Same as above.

3c. Develop marketing activities and materials, including online, that enhance awareness and image of financial aid opportunities for retention and completion.	See Course Completion, Activity 1b				
3d. Advertise and offer workshops, classes, and educational materials that teach better financial management to underrepresented students (e.g. FCS 142 – Family and Consumer Sciences).	<table border="1"> <tr> <td data-bbox="337 1024 630 1266">Fall 2005</td> <td data-bbox="337 751 630 1024">Outreach and Marketing Committee, Dean Financial Aid, Dean CS&SP, Assistant Dean Student Services, VPI</td> <td data-bbox="337 510 630 751">None</td> <td data-bbox="337 182 630 510">Increased number of applications for financial assistance. Decreased student drop-outs due to financial hardships.</td> </tr> </table>	Fall 2005	Outreach and Marketing Committee, Dean Financial Aid, Dean CS&SP, Assistant Dean Student Services, VPI	None	Increased number of applications for financial assistance. Decreased student drop-outs due to financial hardships.
Fall 2005	Outreach and Marketing Committee, Dean Financial Aid, Dean CS&SP, Assistant Dean Student Services, VPI	None	Increased number of applications for financial assistance. Decreased student drop-outs due to financial hardships.		
3e. Develop and administer analysis instruments that identify specific problem areas where underrepresented students do not succeed such as financial pressures, self-efficacy, specific course apprehension, remediation.	See Course Completion, Activity 2a.				
3f. Identify an appropriate college hour when no classes are scheduled and conduct specific activities for the purposes of building community, fostering connectedness, retention, and student support.	<table border="1"> <tr> <td data-bbox="836 1024 1026 1266">Spring 2006</td> <td data-bbox="836 751 1026 1024">Planning & Budget Council, VPI, Director Student Affairs</td> <td data-bbox="836 510 1026 751">None</td> <td data-bbox="836 182 1026 510">Increased interactions with college staff to enhance retention, completion, and student accountability.</td> </tr> </table>	Spring 2006	Planning & Budget Council, VPI, Director Student Affairs	None	Increased interactions with college staff to enhance retention, completion, and student accountability.
Spring 2006	Planning & Budget Council, VPI, Director Student Affairs	None	Increased interactions with college staff to enhance retention, completion, and student accountability.		
3g. Recruit, identify, and hire more support staff to reflect diversity.	See Access, Goal 4.				
3h. Develop and utilize a comprehensive educational master plan that addresses the physical plant, continued maintenance of instructional facilities, and future facilities needs.	<table border="1"> <tr> <td data-bbox="1112 1024 1404 1266">Spring-Summer 2006</td> <td data-bbox="1112 751 1404 1024">Maintenance and Operations, Various Shared Governance Committees, Budget & Planning Council, College President</td> <td data-bbox="1112 510 1404 751">None</td> <td data-bbox="1112 182 1404 510">Improved enrollment, retention, and completion directly related to condition and availability of student-friendly facilities.</td> </tr> </table>	Spring-Summer 2006	Maintenance and Operations, Various Shared Governance Committees, Budget & Planning Council, College President	None	Improved enrollment, retention, and completion directly related to condition and availability of student-friendly facilities.
Spring-Summer 2006	Maintenance and Operations, Various Shared Governance Committees, Budget & Planning Council, College President	None	Improved enrollment, retention, and completion directly related to condition and availability of student-friendly facilities.		

<p>3i. Institute system of notifying departments of currently enrolled declared majors every semester to facilitate tracking of student progress.</p>	<p>Spring 2006</p>	<p>Director Admission, Records & Enrollment Services</p>	<p>None</p>	<p>Improved communications and contact with declared students.</p>
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**V. STUDENT SUCCESS INDICATOR FOR
TRANSFER**

STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in Mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.”

Goal 1. Develop a “Transfer Culture” at Saddleback College.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
1a. Establish a college Transfer Committee, as a Standing Committee of the Academic Senate, to explore the concept of developing a “transfer culture” for Saddleback College.	Fall 2005	Academic Senate, Dean CS&SP, Transfer Center Coordinator, President	None	Creation of the committee by end of Fall 2005.
1b. Increase funding to offset additional cost of maintaining existing part-time Transfer Center counselors at new 1/1 rate.	July 2005	College President, VPI	\$58,091 (OSH)	Continued transfer services provided by part-time transfer center counselors.
1c. Increase funding for Transfer Center beginning 2006 to hire part-time counselors totaling at least one FTE equivalent (also to include transfer counseling services to student athletes).	January 2006	College President, VPI	\$23,254 x 2 Counselors (Transfer Center & Student Athletes)	Year-round transfer center services.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
1d. Continue to conduct classroom visitations and “Don’t Cancel that Class” activities to encourage transfer.	Fall 2005	Academic Senate, VPI, Transfer Center Coordinator, Dean CS&SP, Part-time Transfer Center Counselors	None	Increase visibility of transfer in the classroom.
1e. Empower students by encouraging them to use Internet transfer tools by (a) developing an informational workshop to familiarize students with sites; (b) advertising sites on KSBR and in the Lariat; and (c) adding links to the Saddleback College web site titled: high school/middle school information.	Spring 2006	Dean CS&SP, Transfer Center Staff, Director Radio Operations, Lariat Advisor, Webmaster, Director of Public Info & Marketing	None	Increased visibility of transfer function/process.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
<p>1f. Help first-generations students learn about transfer resources by (a) developing orientation/advisement sessions for first-generation students; (b) developing fliers highlighting key resources for first-generation students such as transfer information, financial assistance, and scholarships; (c) using the above information and creating a link on the college home page and Transfer Center web page; (d) developing a seminar to discuss the above information and marketing it on MySite and the Saddleback College marquee; and (e) providing summer transfer counseling services for disabled, EOPS/CalWORKs/CARE students.</p>	<p>Spring 2006</p>	<p>Dean CS&SP, Financial Aid Director, Transfer Center Staff; EOPS Coordinator, EOPS Outreach Specialist, Matriculation Coordinator, Webmaster, Director Public Info & Marketing</p>	<p>(b) \$3,000 BFAP funds (e) \$7,560 18 hr x 7 wks x 1 counselor x \$60 hr</p>	<p>Increased transfer rates among first generation students.</p>
<p>1e. Build a stronger and more communicative relationship with local high and middle schools through (a) participation in outreach events with high school/middle school parents on the myths of a community college education; (b) inviting high school counselors to Transfer Center advisory meetings; (c) inviting high school counselors to Transfer Center days at Saddleback College; (d) creating/distributing newsletters to update high school counselors each semester with dates of key events to share with their students and include this information on the college web site; and (e) continuing to offer a transfer workshop at Senior Day.</p>	<p>Spring 2006</p>	<p>Dean CS&SP, Director Financial Aid; Transfer Center Staff; Director Public Info & Marketing, EOPS Outreach Specialist, Webmaster</p>	<p>\$5,000 BFAP</p>	<p>Increased transfer rates among first generation students.</p>

Goal 2. Develop a research agenda that addresses actual transfer rates for groups by ethnicity, age, gender and, disability.

ACTIVITY	TARGET DATE	RESPONSIBLE PARTY/GROUP	BUDGET	EXPECTED OUTCOME
2a. Subscribe to the full range of services provided by the National Clearinghouse.	Summer 2005	Planning & Budget Council	\$10,000	Availability of transfer data.
2b. Allocate resources to assist and support the Research & Planning Analyst's development of a research agenda that addresses actual transfer rates for groups by ethnicity, age, gender, and disability	Summer 2005	Planning & Budget Council	\$3,000	Analysis of transfer data.

Budget

SOURCES OF FUNDING

Below is a summary of the budget items taken from the Goals and Activities in the Student Equity Plan.

ACCESS

Description	Source	Amount
Reorganized Classified Staff	College General Fund	\$25,000
ESL brochures	BFAP	\$1,000
Faculty	College General Fund	\$12,960
Spanish Language Programs on College TV/Website	BFAP/EOPS	\$3,000
Bi-lingual publications	BFAP/EOPS	\$3,000
Cross-Cultural Programs & Activities	College General Fund & ASG	\$10,000
Student Affairs Staffing	Categorical (Vendor Funds)	\$75,000
EOPS faculty - Director/Counselor	College General Fund (50%)	\$52,500
EOPS faculty - Director/Counselor	Categorical (State Funds) (50%)	\$52,500
Cultural Awareness Training to Student Ambassadors	BFAP	\$1,000
SUBTOTAL		\$235,960

COURSE COMPLETION

Description	Source	Amount
Welcoming Day for New Students	ASG	\$5,000
Welcoming Day for New Students	College Foundation	\$5,000
Welcoming Day for New Students	BFAP	\$3,000
Enhancement of Financial Aid Information (publication)	BFAP	\$10,000
Student to Student Mentor Program	ASG & College Foundation	\$5,000
Survey & Focus Group for Research	College General Fund	\$3,000
Workshop on Diversity Issues for faculty & staff	District Funds	\$5,000
Special Services Assistant	College General Fund	\$50,000
Faculty	College General Fund	\$6,000
SUBTOTAL		\$92,000

ESL & BASIC SKILLS

Description	Source	Amount
2 Associate Counselors (emphasis on ESL and Basic Skills)	Non-Credit Matriculation Fund	\$64,000
OSH	College General Fund	\$6,480
Tutoring Services Expansion	College General Fund	\$5,000
SUBTOTAL		\$75,480

DEGREE AND CERTIFICATE COMPLETION

Description	Source	Amount
Workshops for faculty and staff on referrals, diverse populations	College General Fund	\$3,000
SUBTOTAL		\$3,000

TRANSFER

Description	Source	Amount
(2 for 1 to 1 to 1) Part-time Transfer Center Counselor (academic year)	College General Fund	\$58,091
Part-time (2) Counselors - Transfer Center & Athletics/EOPS	College General Fund	\$46,508
Transfer Publication Enhancement	BFAP	\$3,000
Summer Transfer Counseling Services	College General Fund	\$7,560
National Clearinghouse Subscription Data	College General Fund	\$10,000
SUBTOTAL		\$125,159
BUDGET TOAL		\$531,599

SUMMARY by Categories

Vendor Funds	\$75,000
Matriculation Funds	\$64,000
EOPS Funds	\$55,500
BFAP Funds	\$21,000
ASG/Foundation	\$20,000
District Funds	\$5,000
College Funds	291,099
TOTAL	\$531,599

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

The Student Equity Plan’s Evaluation Process and Schedule will be conducted by Saddleback College’s Research and Planning Analyst in conjunction with the District Director of Research and Planning. The matrix established here is in conjunction with the goals and activities for each section of the Student Equity Plan – Access, Course Completion, ESL & Basic Skills, Degree and Certificate Completion, and Transfer.

The evaluation plan contains formulative and summative evaluation processes. In the activities where committees are being established or programs developed, we have indicated there will be a documentation of these events to conduct formulative evaluations. Where activities are already established, baseline data will be collected. This will establish data that can be compared from year to year. Additional research will be conducted to refine the data in this report by the District Director of Research and Planning to enable better emphasis on particular populations as well as elements that may be contributing to success or downfall in their educational goals.

In order to ensure a thorough evaluation of the Student Equity Plan, Saddleback College’s Research and Planning Analyst will need additional support. We are recommending an additional Research Analyst or two part-time assistants to handle the workload that will be expected with the development of an Enrollment Management Committee, Marketing, Recruitment and Retention Committee, Student Learning Outcomes Team, and the collection and analysis of data for all other elements of this plan.

Access

GOAL	DESCRIPTION	EVALUATION	SCHEDULE
Goal 1	Coordinate and fund a Marketing, Recruitment and Retention Plan to increase access of underrepresented groups at the college.	<ul style="list-style-type: none"> Documentation on the formation of the committee. 	Spring 2005
Goal 2	Increase communications, marketing, and outreach to underrepresented populations in our community and on campus.	<ul style="list-style-type: none"> Further research on African American, Hispanic and gender data will be added to research included in Student Equity Plan. Documentation of communications for ESL programs, Cross-Cultural Studies program, Spanish language programs, bilingual publications, advertisements and information on AB 540, etc. 	Fall 2005

Goal 3	Increase and expand Student Ambassador Program to include more diversity and enhance cultural awareness of students participating in the program.	<ul style="list-style-type: none"> • Documentation of current program and demographics of student ambassadors. • Documentation of outreach and trainings workshops. 	Fall 2005
Goal 4	Increase efforts to recruit and hire a diverse faculty and staff.	<ul style="list-style-type: none"> • Need to gather data on faculty and staff demographics. • Documentation of recruitment of diverse faculty and staff. 	Fall 2005

Course Completion

GOAL	DESCRIPTION	EVALUATION	SCHEDULE
Goal 1	Develop programs to ensure that entering students know about campus resources that can assist in their success at college.	<ul style="list-style-type: none"> • Documentation on the formation of the programs. 	Fall 2005/ Spring 2006
Goal 2	Develop methods to gain a greater understanding of student needs, and the ways the college can assist in the bettering of course completion rates for those groups whose rates fall below the college average.	<ul style="list-style-type: none"> • Develop survey instruments. • Develop and conduct focus groups. • Gather data and analysis. 	Spring 2006
Goal 3	Increase sensitivity to diversity issues among all college employees and create an environment of understanding as a means to retain students from diverse groups and ethnicities.	<ul style="list-style-type: none"> • Documentation of in-service activities, trainings, workshops, and programs. 	Fall 2005/ Spring 2006
Goal 4	Strengthen the use of intervention programs on campus to assist in successful course completion.	<ul style="list-style-type: none"> • Collect/analyze data on Early Alert System and processes involved. • Collect/analyze data on Probationary Intake Form. 	Fall 2005 /Spring 2006
Goal 5	Investigate ways to support and encourage the use of counseling and other student services.	<ul style="list-style-type: none"> • Collect and develop data on Applied Psychology courses' students. 	Fall 2005/ Spring 2006

ESL and Basic Skills

GOAL	DESCRIPTION	EVALUATION	SCHEDULE
Goal 1	Improve research and statistics for both ESL and Basic Skills.	<ul style="list-style-type: none"> • Further define research agenda and research for this area. 	Summer 2005

Goal 2	Seek grant money to support ESL, Basic Math and Basic English students' success in college.	<ul style="list-style-type: none"> • Documentation of grant applications. 	Spring 2006
Goal 3	Increase zero-unit ESL student success rates (as shown through increased attendance and persistence)	<ul style="list-style-type: none"> • Research on zero-unit ESL courses. 	Summer 2005/ Spring 2006
Goal 4	Increase the number of Hispanic students successfully completing ESL classes (with success being measured in credit classes by an A,B, C, or CR grade or in a zero-unit course a minimum of 66% attendance hours).	<ul style="list-style-type: none"> • Documentation of activities. 	Fall 2005/ Spring 2006
Goal 5	Expand mentoring activities for high-risk students in ESL and Basic Skills.	<ul style="list-style-type: none"> • Documentation of mentoring program. 	Spring 2006
Goal 6	Develop supplemental activities to improve Basic Skills Math and English students' success rate.	<ul style="list-style-type: none"> • Documentation of activities. 	Spring 2006
Goal 7	Increase awareness of ESL/Basic Skills issues within college community.	<ul style="list-style-type: none"> • Documentation of meetings. 	Spring 2006

Degree and Certificate Completion

GOAL	DESCRIPTION	EVALUATION	SCHEDULE
Goal 1	Coordinate and fund a Marketing, Recruitment, and Retention Plan in order to increase degree or certificate completion of underrepresented groups at the college.	<ul style="list-style-type: none"> • Documentation on the formation of the committee. 	Fall 2005/ Spring 2006
Goal 2	Revise and expand existing college services for at-risk and underrepresented students to increase rates of degree and certificate completion.	<ul style="list-style-type: none"> • Documentation of the on-line Student Educational Plans. • Data collection and analysis of students on academic probation. • Documentation of activities for probationary students and student referrals. 	Fall 2005/ Spring 2006
Goal 3	Develop new college service initiatives for at-risk and	<ul style="list-style-type: none"> • Documentation of in-service workshops, 	Fall 2005/ Spring 2006

	underrepresented students to increase rates of degree and certificate completion.	trainings, materials, early alert system. <ul style="list-style-type: none"> • Develop survey instruments. • Develop and conduct focus groups. 	
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Transfer

GOAL	DESCRIPTION	EVALUATION	SCHEDULE
Goal 1	Develop a “Transfer Culture” at Saddleback College.	<ul style="list-style-type: none"> • Documentation of Transfer Committee and events. 	Fall 2005
Goal 2	Develop a research agenda that addresses actual transfer rates for groups by ethnicity, age, gender, and disability.	<ul style="list-style-type: none"> • Subscription to National Clearinghouse. 	Summer 2005

Attachments

ATTACHMENTS

Addendum A – Request for Extension to Chancellor’s Office

Addendum B – Enrollment Management Plan inclusive of Equity Committee

Addendum C – College Planning and Budget Decision Making Model

Addendum A – Request for Extension Due Date on Student Equity Plan

-----Original Message-----

From: Lise Telson [mailto:ltelson@saddleback.cc.ca.us]

Sent: Tuesday, December 14, 2004 6:57 PM

To: fyokotob@cccco.edu

Cc: 'Diane Riopka'; 'Richard McCullough'; 'Rajen Vurdien'; 'Carmen Dominguez'; ltelson@saddleback.cc.ca.us; 'Diane Riopka'

Subject: STUDENT EQUITY PLAN

Dear Fusako,

I am writing to you in my capacity as the Vice President of Student Services and as the formal coordinator for our Student Equity Plan Task Force. Our task force includes members approved by the Academic Senate, Classified Senate, Classified Leadership and Educational Administrators. In addition, the District and College researcher are key members of our Task Force team. We are trying to include students (difficult this time of year) and are seeking community members as well. We have met twice as a group, each time for well over an hour and have set a schedule to meet regularly in the new year. In addition, as new members join the Task Force, one of the members or I, go over all the materials and educate each as to the goal and progress we have made to date. We are striving to have the Equity plan become the basis of our renewed Enrollment Management, Planning and our ongoing Retention efforts.

Because, we simply could not bring another shared governance task force together during the final process of the college formal Accreditation, and because we changed College President's in July; we only started to work on our Equity report in November of this year. Prior to that time, particularly during the Spring of 2004 and through October of 2004 we were all focused on our College Accreditation. The findings of the Accreditation validate what we had self determined, which is our entire planning process, including enrollment management need clearer focus and to be tied to learning outcomes, program review and resource allocation. As we began our work on the Equity plan the committee soon realized that we have a great opportunity to tie this into the new planning processes, with our new college president and with a renewed effort. This effort through shared government is ongoing, slowly but surely and emerging as we address the accreditation recommendations.

The Equity Task Force with the agreement of our College President, Dr. Richard McCullough, asked me to request an extension to the January 31, 2005 deadline. It is extremely critical to us that we fully use shared governance at it's best and use the increased time (if granted) to educate the college as we set plans that have resources, in motion. Also, based on my experience and that of the task force, (which I may add is vast and excellent); we truly believe that by including Equity in the fabric of our college planning and making it synonymous with enrollment management, we will insure that it is not a required subset to our work, but rather the cornerstone of future excellence.

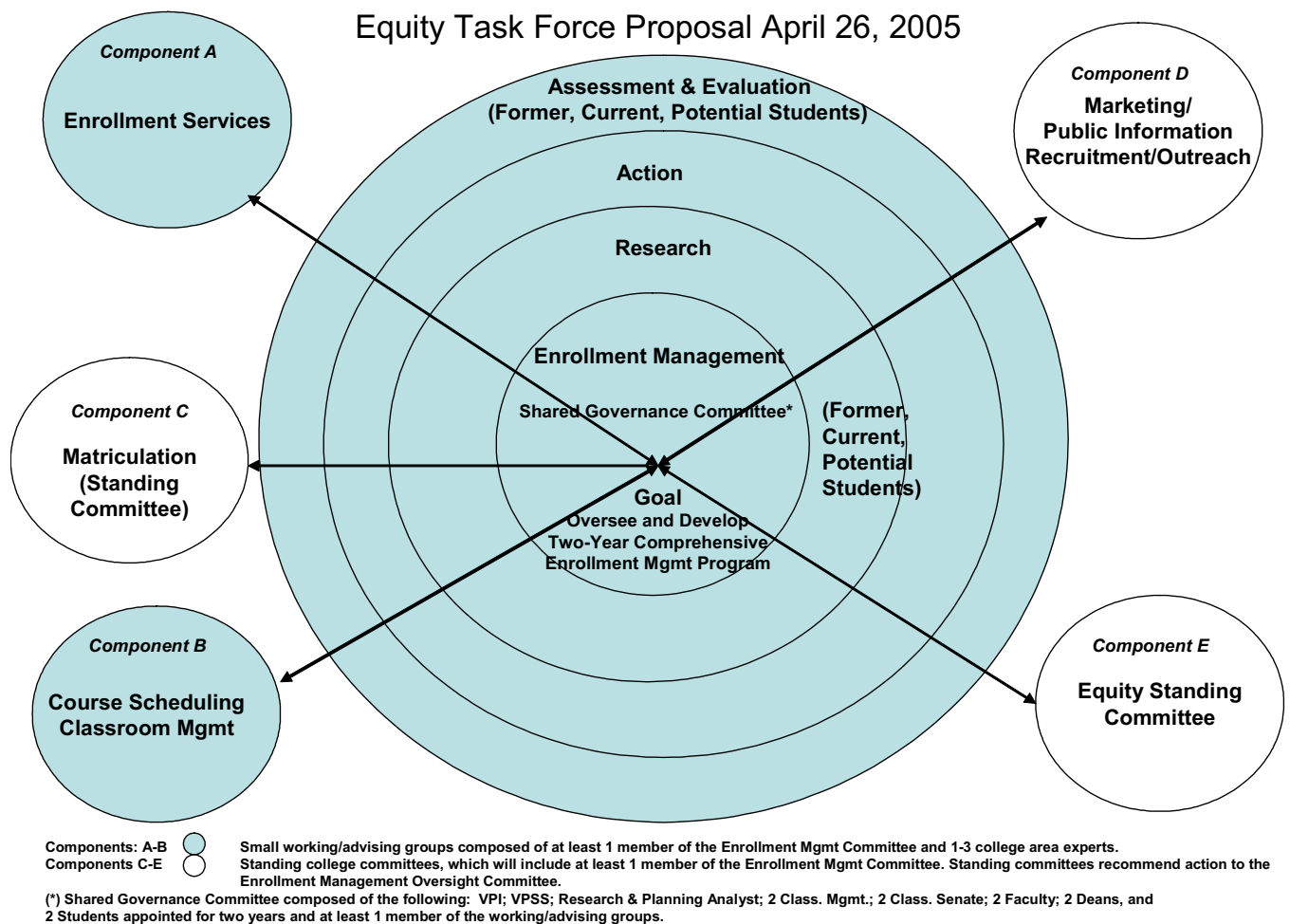
We will have the required research for the first section of the plan completed and if an extension is granted could easily send that before the deadline. In addition we are determining additional research that we need and will have some of it completed and ready to submit at the same time.

Basically, we will have the required research component completed now. We will also be able to have at least one goal worked out for each area and we can do an executive summary, if needed to date. Yet, to give the Equity Plan the justice due and provide what we need to our students, we are requesting an extension to May 15th, 2005 for Equity Plan sections B, D, E, F. In that way we can do, what we are striving to do better. Integrate planning with resource allocation and include the entire college community.

I called your office and would appreciate the chance to speak with you via a telephone appointment this week. Thank you for your serious consideration in this matter. We await your reply.

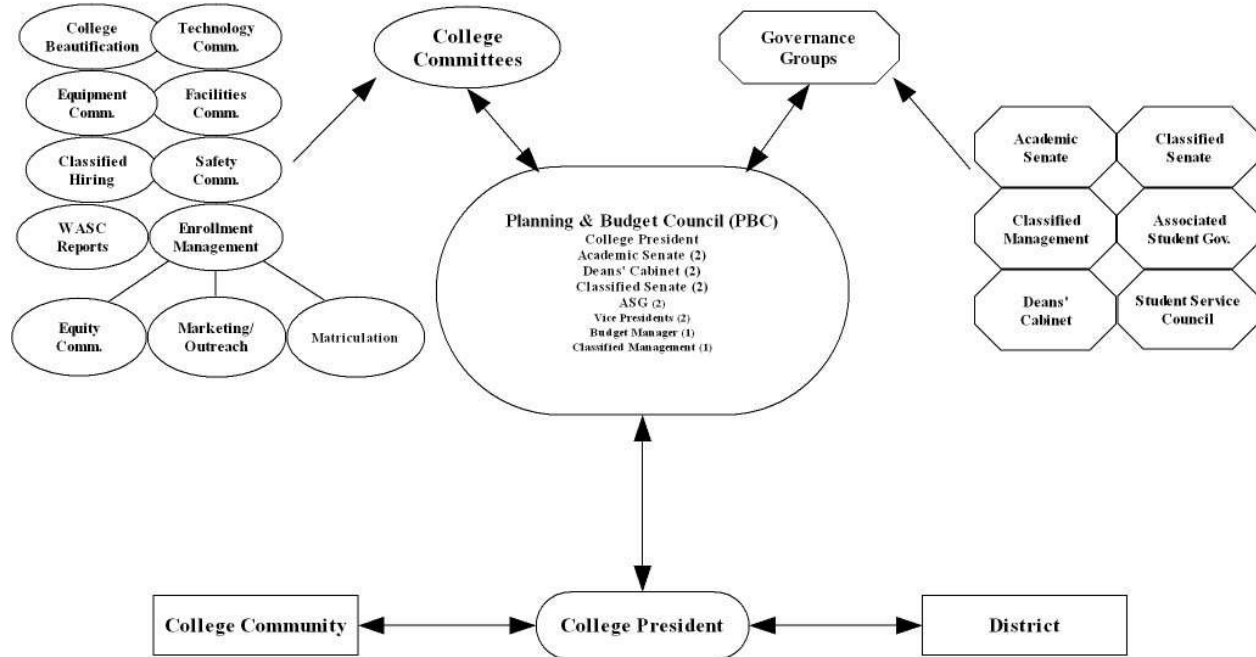
Note: This request was subsequently approved and the new due date of June 2005 was established per a telephone call back from Vice Chancellor for Human Resources, Fusako Yokotobi, to Lise Telson in January 2005.

Addendum B – Enrollment Management Plan inclusive of Equity Committee



Addendum C – College Planning and Budget Decision Making Model

Saddleback College 2005 Governance/Decision Making Process



4/29/05