

Saddleback College

Institutional Effectiveness Annual Report 2008-2009

South Orange County Community College District

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Introduction

Saddleback College's Institutional Effectiveness Annual Report (IEAR) was produced by the South Orange County Community College District's Office of Technology and Learning Services, and developed in collaboration with and guidance from Saddleback College's Educational Planning and Assessment Committee.

This is the third year of publishing the IEAR, and the framework and data has evolved under the guidance of college faculty, administrators, and staff. The hope for this report is to provide the most useful information for the college community as it relates to student success and the management of the college. The IEAR presents information about the college's student and employee population, course offerings, enrollment patterns, and key student performance metrics.

The IEAR is organized into nine chapters: College Student Profile, Instructional Offerings, First-Time College Students, Student Progress, Developmental Education (Basic Skills), Workforce Development (CTE), Student Achievement, Transfers, and Employee Headcount.

A secondary purpose of this report is to complement other data and reports, such as the California Community College Chancellor's Office Accountability Reporting for Community Colleges (ARCC). The IEAR also provides a better understanding and deeper analysis of the ARCC data, which is used for accountability and assessment of the college at the state level.

The data collected here is generated from the South Orange County Community College District's inFORM Data Warehouse. In addition to the printed copy of the report, the actual data is continually accessible to the college. Utilizing the queries built to produce this report, Saddleback College's Office of Planning, Research, and Grants can drill into more detail below the high levels of aggregated data this report provides.

Lastly, this is an ongoing process. The future structure of this report will respond to the college's need for data that is aligned with major initiatives associated with Strategic Planning, Enrollment Management, Program Reviews, and other major projects on the campus.

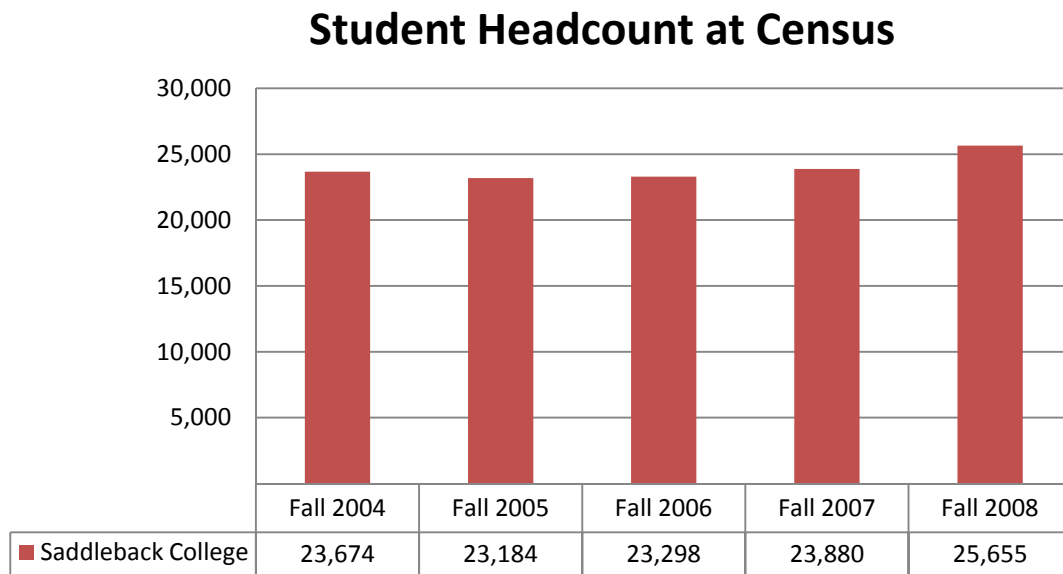
General Definitions

Data Element	Definition
Basic Skills	Courses that are defined as foundational skills courses generally offered in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, that are necessary for students to succeed in college-level courses.
Census Date	This is an official date for reporting enrollment to the state. The census date is determined by the length of the specific section of the course. Positive Attendance and Independent Study courses do not use a Census Date to report enrollment.
CTE	Career and Technical Education
Educational Goal	<p>This is a student's educational goal that is captured in the application and can be updated by the student each term when a student registers for classes. The student has a choice of 15 goals from which to choose. Educational Goals are reported in the IEAR in the following 6 categories. The following shows how the goals are categorized.</p> <ol style="list-style-type: none"> 1. Degree or Certificate <ul style="list-style-type: none"> • 4 yr college student taking courses to meet 4 yr requirements • Obtain a non-voc degree without transfer • Obtain a voc certificate without transfer • Obtain two-year voc degree without transfer 2. Career <ul style="list-style-type: none"> • Advance in current job/career • Discover/develop career interests • Maintain license • Prepare for a new career 3. GED/Basic Skills <ul style="list-style-type: none"> • Complete credits for high school diploma or GED • Improve basic skills 4. Transfer <ul style="list-style-type: none"> • Obtain a bachelor's degree after associates degree • Obtain a bachelor's degree without associates degree • Obtain a vocational certificate and transfer 5. Personal Development <ul style="list-style-type: none"> • Personal development 6. Undecided <ul style="list-style-type: none"> • Undecided on goal • Missing
Employment Hours	The number of hours a week a student reports he/she is working that term. This is updated each term during registration.
Enrollment	Count of students in courses (can be duplicated student count)

Data Element	Definition
Enrollment Level	Categories: <ul style="list-style-type: none"> • Concurrent High School Student = student who is enrolling in college while still enrolled in elementary or secondary education institution. • Continuing Student = student continuing from the prior term • First Time College Student = student who reported this is his/her first attendance at a college • Returning Student = student who report this is his/her first time at SOCCCD, from another college, returning to SOCCCD without attending another college, returning to SOCCCD after absent for a main term
Enrollment Status	This is a student's reported enrollment status for the term. A student is asked if this is his/her first time at a college or is he/she coming from another college, etc. If the student has continually enrolled at the college they are considered a continuing student.
Feeder High School Districts	High schools located in the geographical areas of the South Orange County Community College District. The high schools are grouped by district and include Capistrano, Irvine, Laguna Beach, Tustin and Saddleback Valley Unified School Districts and in-district private high schools.
FTES (Full-Time Equivalent Student)	Full-time equivalent (FTE) is a way to measure a student's enrollment at an educational institution. An FTES of 1.0 means that the person is equivalent to a full-time student. FTES is the equivalent number of Full-Time Equivalent Students based on hours of attendance as of the section census date or actual hours for positive attendance.
GPA	Grade Point Average
Headcount	Count of individuals (unduplicated)
Instructional Method	This is the mode of instruction by which the course is taught. The main types of instructional methods include classroom (which include lecture, lab, learning center), internet/online or other (which include modes such as directed study or work experience).
ISP and OOS	In-State Private and Out of State
Retention	The rate at which a student is retained in the course through the end of the term. Students are counted if they received a grade notation on their record.
Success	The rate calculated for students that received a successful grade (A, B, C, or CR/P) in a course. Students are counted if they received a grade notation on their record.
Transfer Rate	Based on the methodology defined by the California Community College Chancellor's Office. The methodology tracks cohorts of first-time college freshmen who completed a minimum of 12 units and enrolled in a transfer level math or English course during enrollment. Each cohort is tracked for subsequent transfer to a four-year institution within six years, including UC, CSU, California private and out-of-state colleges and universities.
Units Attempted	The number of units a student enrolls in a term.
Units Earned	The number of units a student earns in a term.
Unit Status	Full-time student = Enrolled in 12 or more units as of the section census date Part-time student = Enrolled in 0.5 to 11.99 units as of the section census date All zero unit student = Enrolled in all 0 units as of the section census date

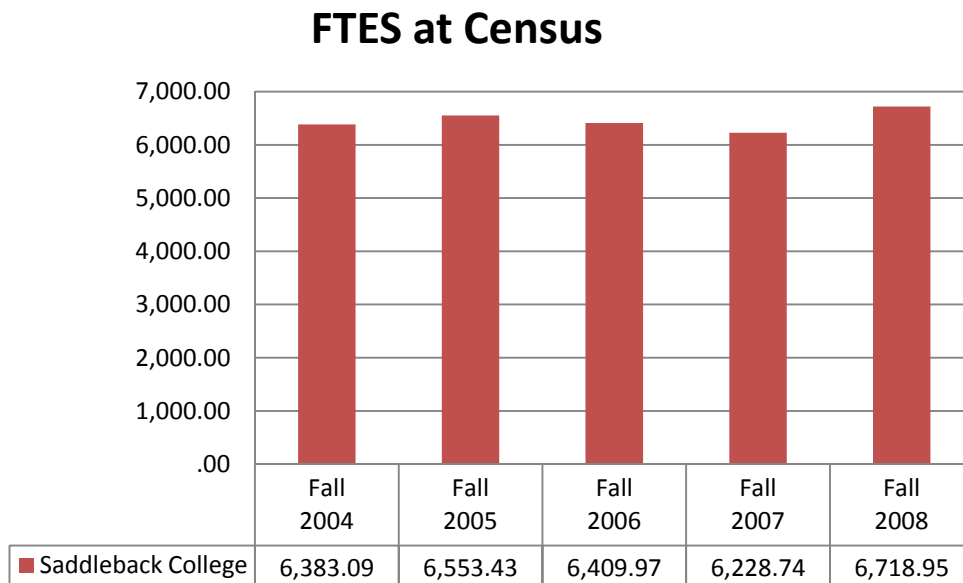
College Student Profile

Figure 1: Student Headcount



“Student Headcount at Census” is the number of unduplicated active students as of the term census date.

Figure 2: FTES at Census



“FTES at Census” is calculated on the number of full-time equivalent students enrolled in a section as of the section census date. The FTES calculation is based on the formulas that are used in the CCFS-320 Report and defined in the California Community College Student Attendance Accounting Manual. The

above numbers represented the existing agreed upon rules for the CCFS-320, which are used in calculating the FTES for all of the data in the inFORM data warehouse.

The percentages and counts of the following figures and tables are based on student headcount as of the term census date.

Figure 3: Student Age Groups

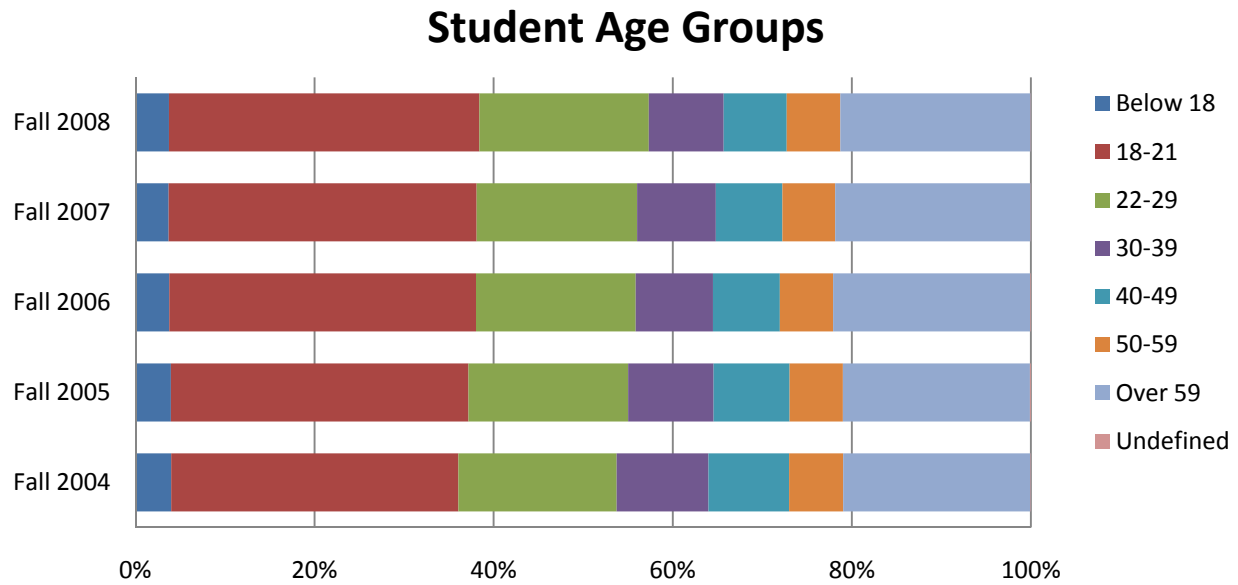


Table 1: Student Age Groups - Count

Student Age Groups	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Below 18	944	919	880	886	959
18-21	7,594	7,705	7,981	8,214	8,895
22-29	4,183	4,131	4,152	4,276	4,851
30-39	2,430	2,213	2,012	2,101	2,148
40-49	2,128	1,969	1,738	1,774	1,807
50-59	1,432	1,378	1,386	1,407	1,535
Over 59	4,950	4,844	5,132	5,212	5,450
Undefined	13	25	17	10	10
Total	23,674	23,184	23,298	23,880	25,655

Figure 4: Gender

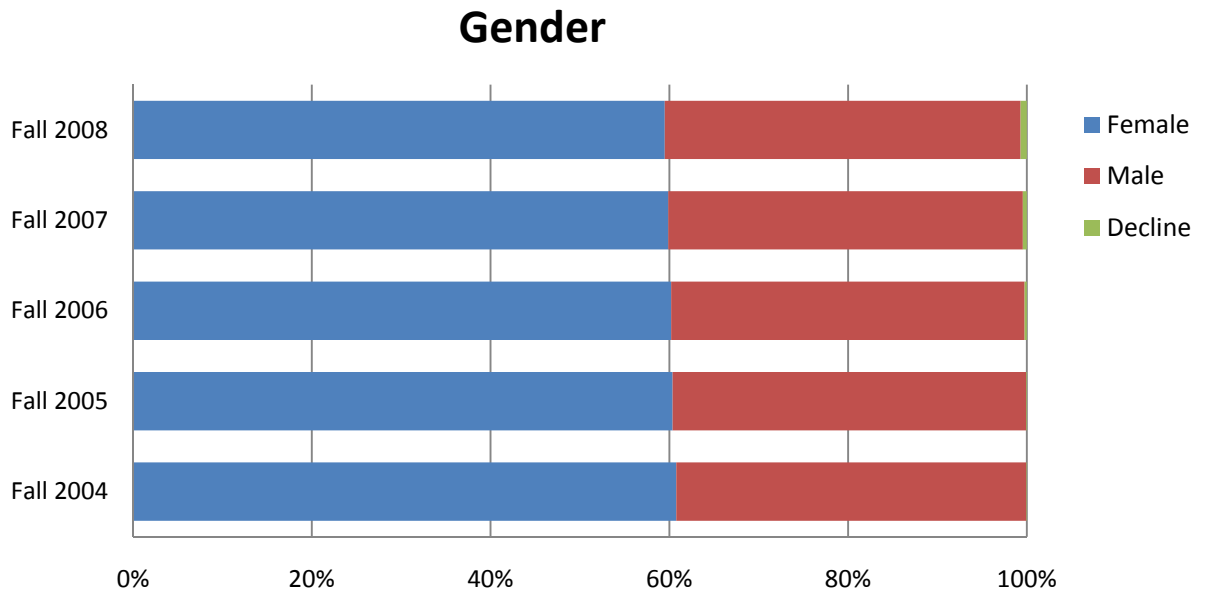


Table 2: Gender Count

Gender	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Female	14,389	13,997	14,027	14,300	15,262
Male	9,271	9,171	9,212	9,473	10,214
Decline	14	16	59	107	179
Total	23,674	23,184	23,298	23,880	25,655

Figure 5: Ethnicity

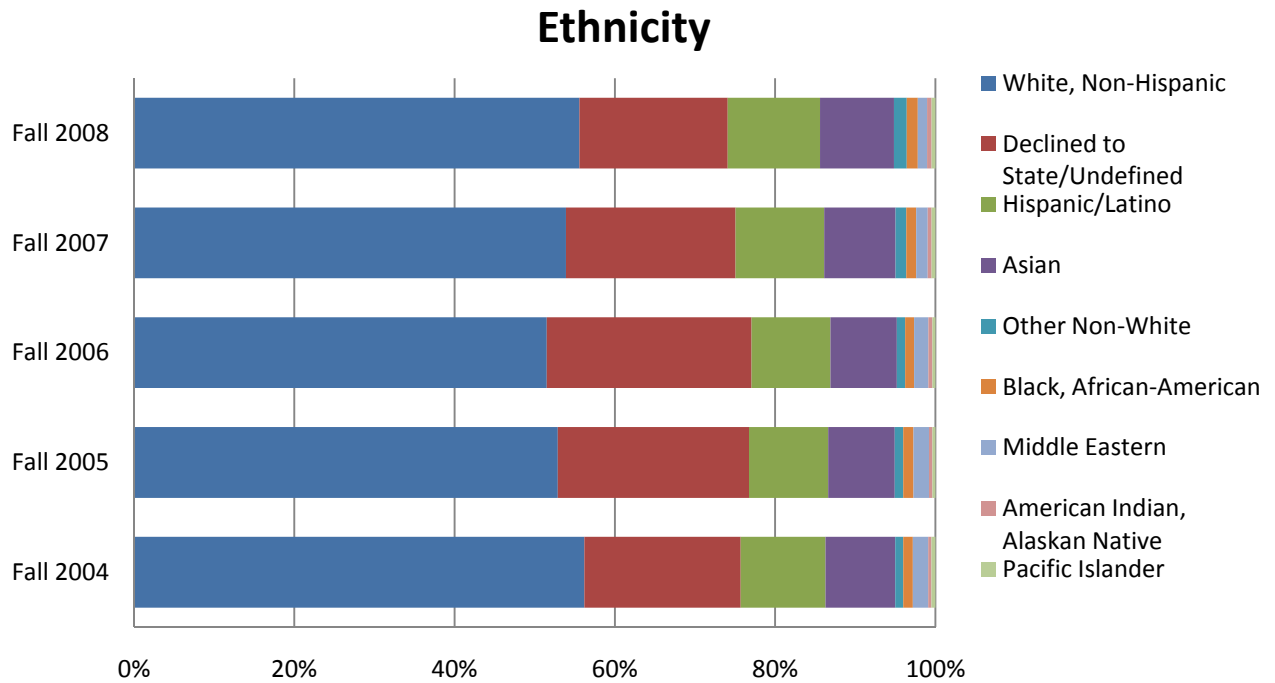


Table 3: Ethnicity Counts

Student Ethnicity	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
American Indian, Alaskan Native	95	98	115	112	141
Asian	2,061	1,922	1,930	2,128	2,367
Black, African-American	284	296	258	294	353
Hispanic/Latino	2,505	2,293	2,292	2,643	2,956
Middle Eastern	453	448	414	345	298
Other Non-White	235	247	244	319	408
Pacific Islander	121	89	91	116	126
White, Non-Hispanic	13,303	12,259	12,000	12,871	14,257
Decline to state/Undefined	4,617	5,532	5,954	5,052	4,749
Total	23,674	23,184	23,298	23,880	25,655

Figure 6: Enrollment Status

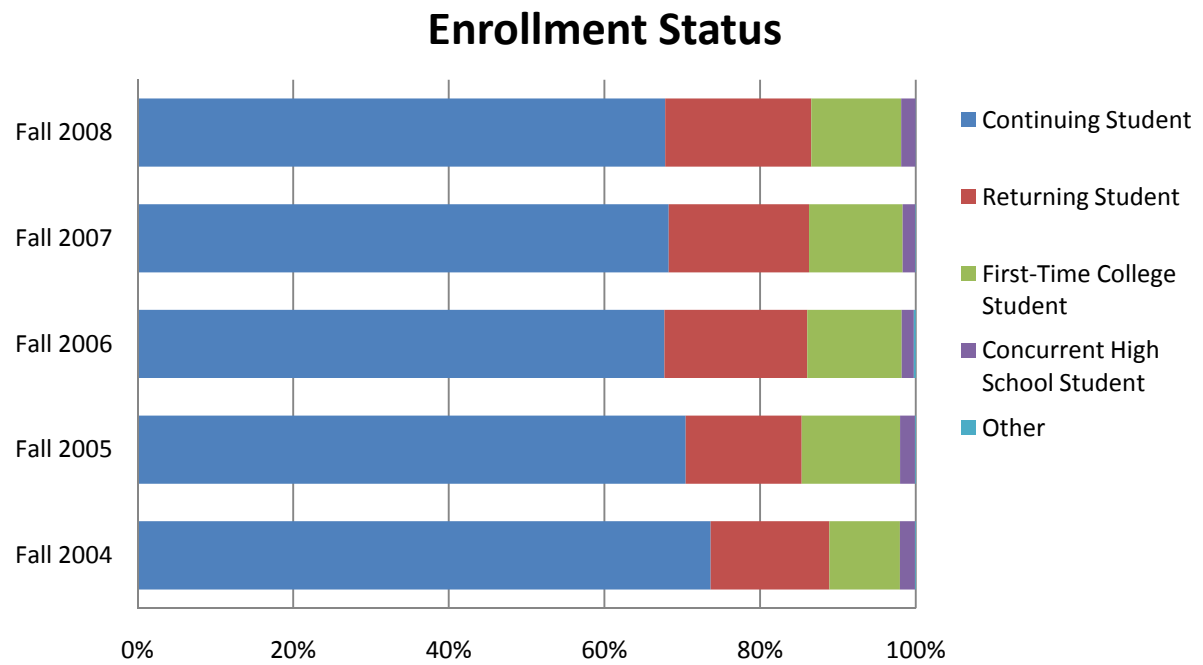


Table 4: Enrollment Status Count

Enrollment Status	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Continuing Student	17,434	16,332	15,773	16,300	17,395
Returning Student	3,610	3,452	4,279	4,307	4,814
First-Time College Student	2,147	2,934	2,823	2,869	2,963
Concurrent High School Student	459	441	366	390	476
Other	24	25	57	14	7
Total	23,674	23,184	23,298	23,880	25,655

Figure 7: Unit Status of Students

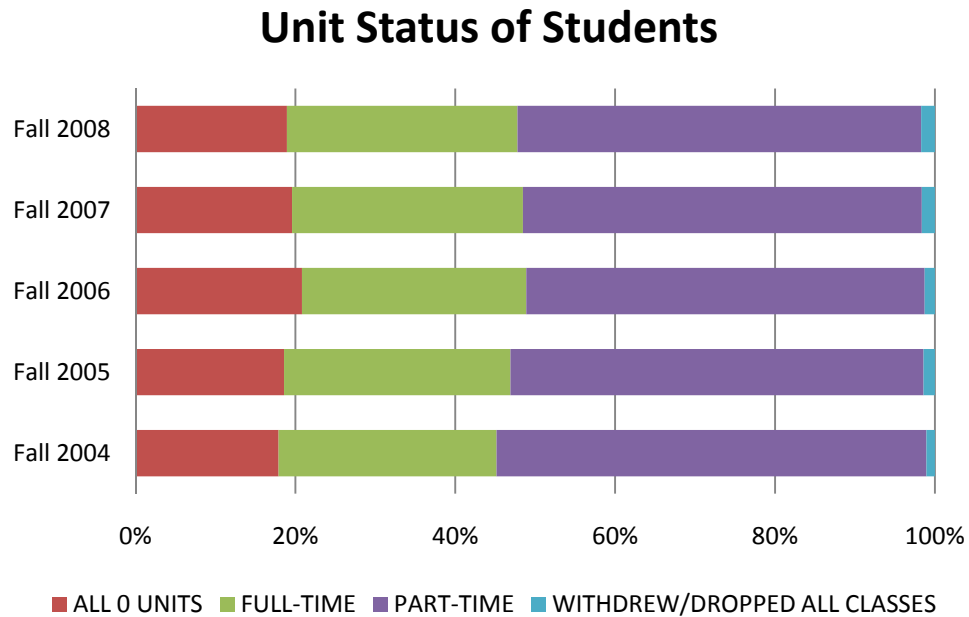


Table 5: Unit Status of Student Count

Unit Status of Students	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
All Zero Units	4,237	4,308	4,854	4,676	4,858
Full-Time (12 or more units)	6,455	6,566	6,535	6,899	7,402
Part-Time (Less than 12 units)	12,731	11,979	11,612	11,915	12,956
Withdrew/Dropped All Classes	251	331	297	390	439
Total	23,674	23,184	23,298	23,880	25,655

Figure 8: Educational Goal

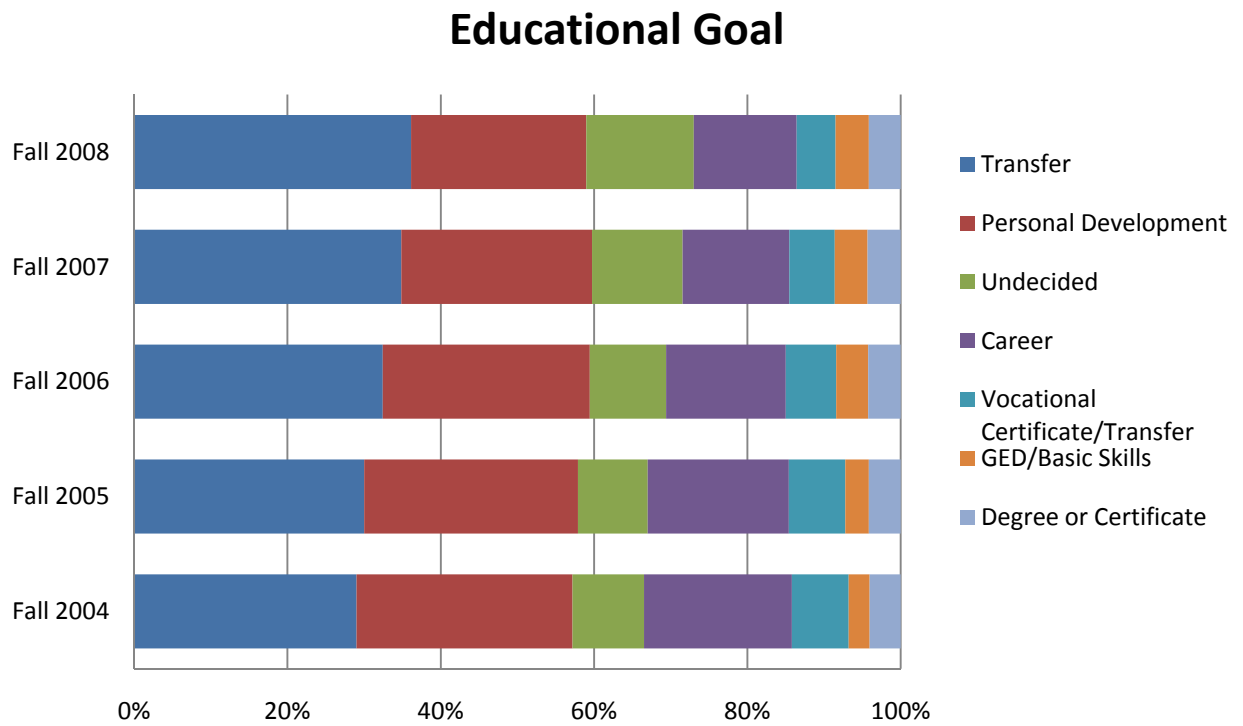


Table 6: Educational Goals Count

Educational Goal	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Transfer	6,870	6,958	7,557	8,323	9,266
Personal Development	6,670	6,464	6,293	5,944	5,864
Undecided	2,207	2,112	2,321	2,820	3,603
Career	4,565	4,267	3,635	3,324	3,441
Vocational Certificate/Transfer	1,757	1,708	1,531	1,414	1,301
GED/Basic Skills	648	713	973	1,025	1,115
Degree or Certificate	957	962	988	1,030	1,065
Total	23,674	23,184	23,298	23,880	25,655

Figure 9: Employment Hours of Students

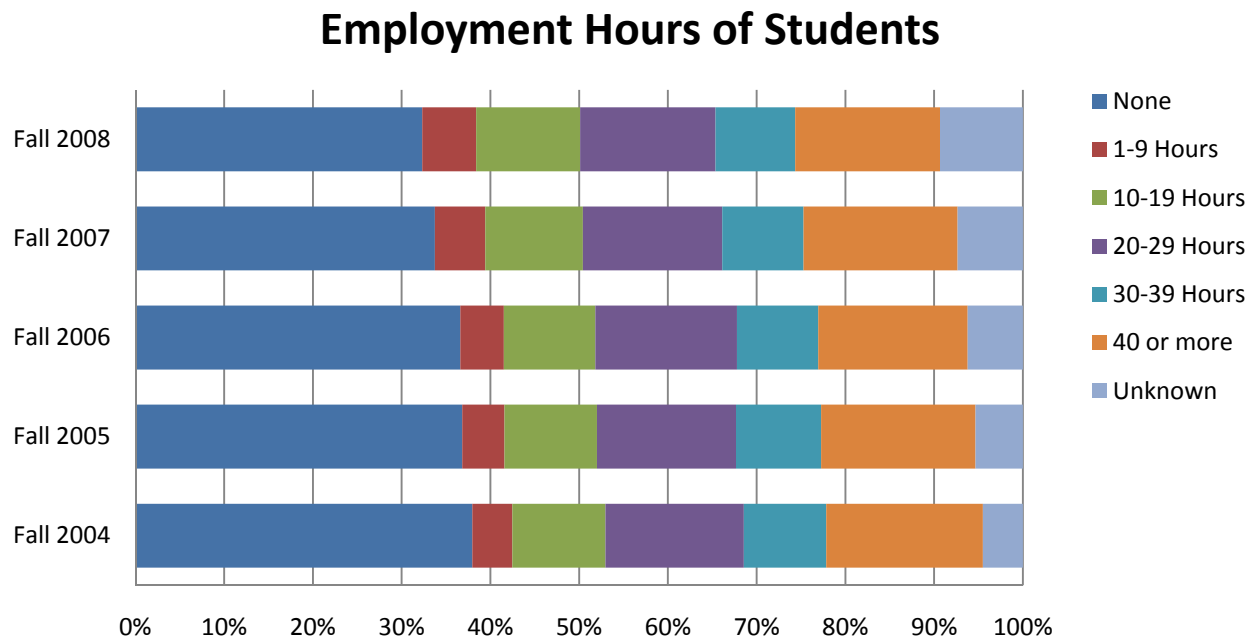


Table 7: Employment Hours of Students Count

Employment Hours Per Week	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
None	8,985	8,539	8,528	8,056	8,291
1-9 Hours	1,069	1,101	1,143	1,356	1,559
10-19 Hours	2,484	2,416	2,404	2,626	3,006
20-29 Hours	3,694	3,635	3,716	3,751	3,913
30-39 Hours	2,198	2,221	2,135	2,189	2,304
40 or more	4,175	4,035	3,922	4,144	4,186
Unknown	1,069	1,237	1,450	1,758	2,396
Total	23,674	23,184	23,298	23,880	25,655

Instructional Offerings

Saddleback College offers 112 associate in arts degrees, 92 associate of science degrees, and 89 certificates of achievement, 3 certificates of completion and 26 occupational skills awards for a total of 322 degrees and certificates.

Instructional Methods are grouped by the following Instructional Method Descriptions:

1. Classroom: Lecture, Lab, Lecture/Lab Combo, Learning Lab
2. TV/Radio: DE (Video & Audio descriptions)
3. Internet: DE(Internet), Hybrid
4. Other: Directed Study, Discussion/Seminar, Field Trip, Other Independent Study, Work Experience

The percentages and counts of the following figures and tables are based on the section counts as of the end of the term and cancelled sections are excluded.

Figure 10: Instructional Methods of All Sections

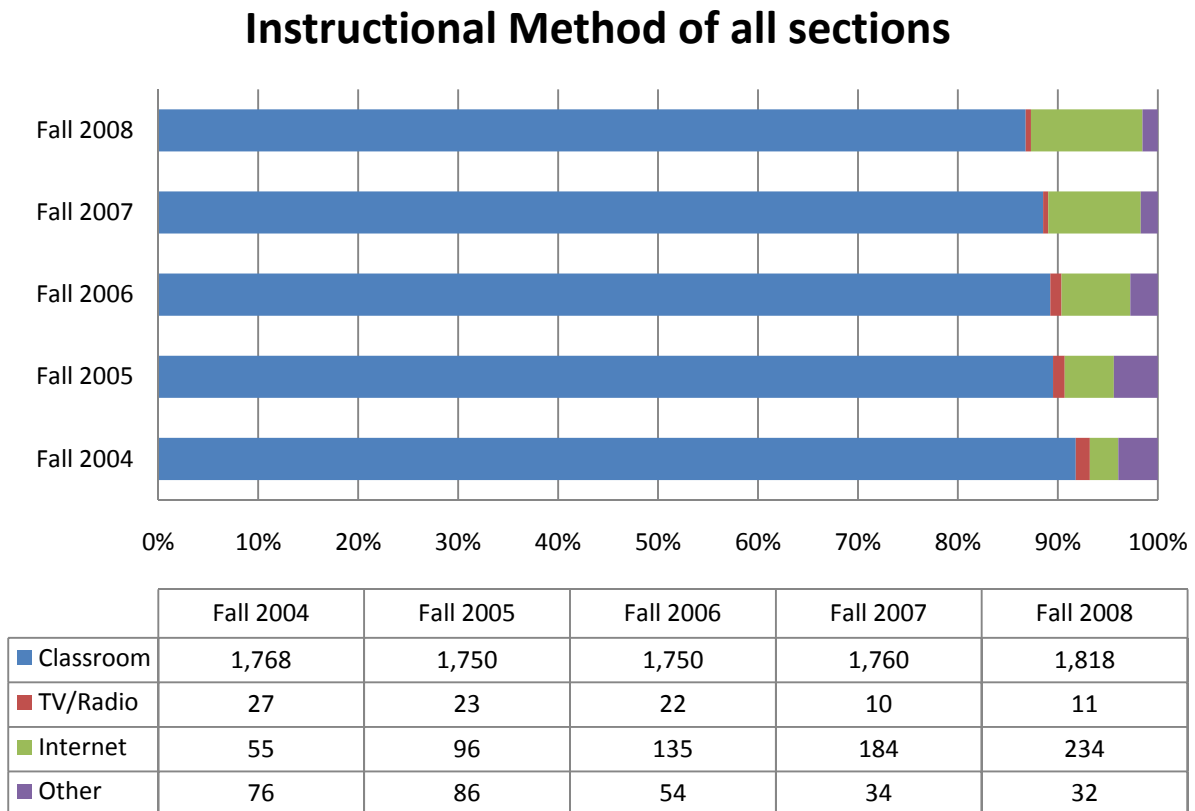


Figure 11: Census Enrollment by Instruction Method

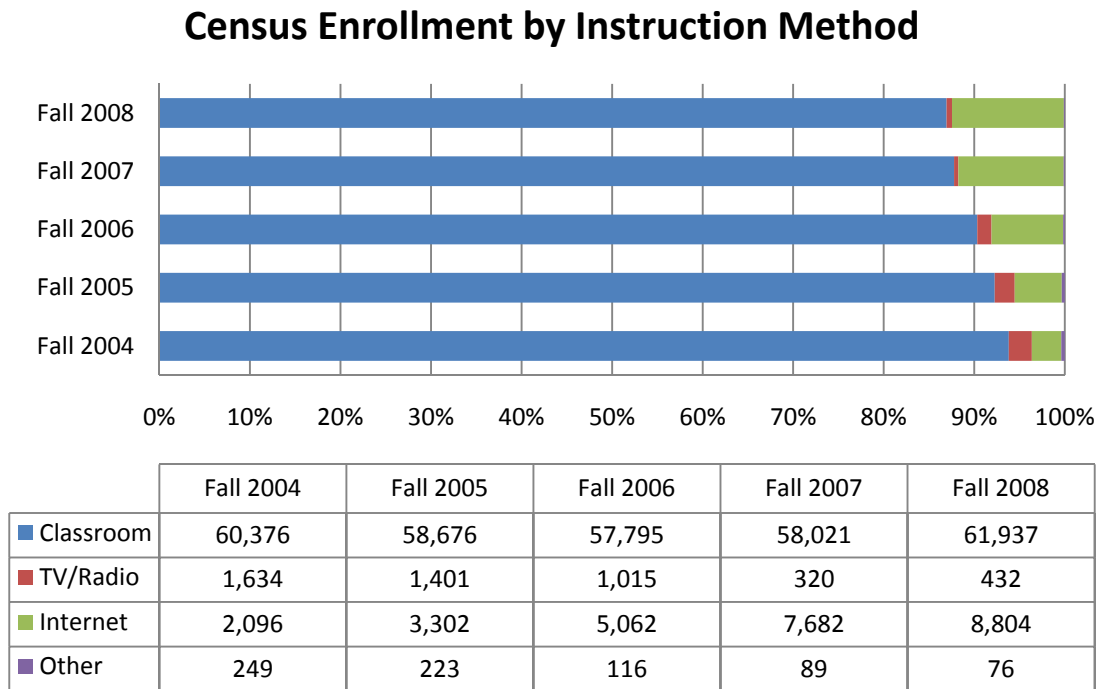


Figure 12: Student Headcount by Instructional Method

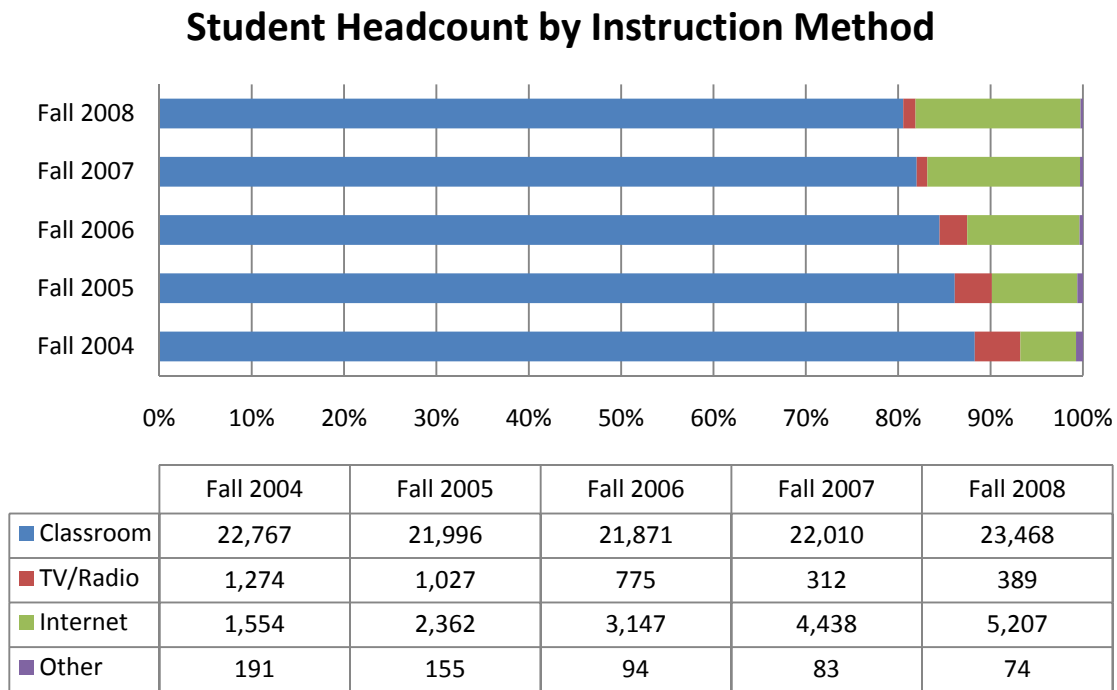


Figure 13: FTES by Instructional Method

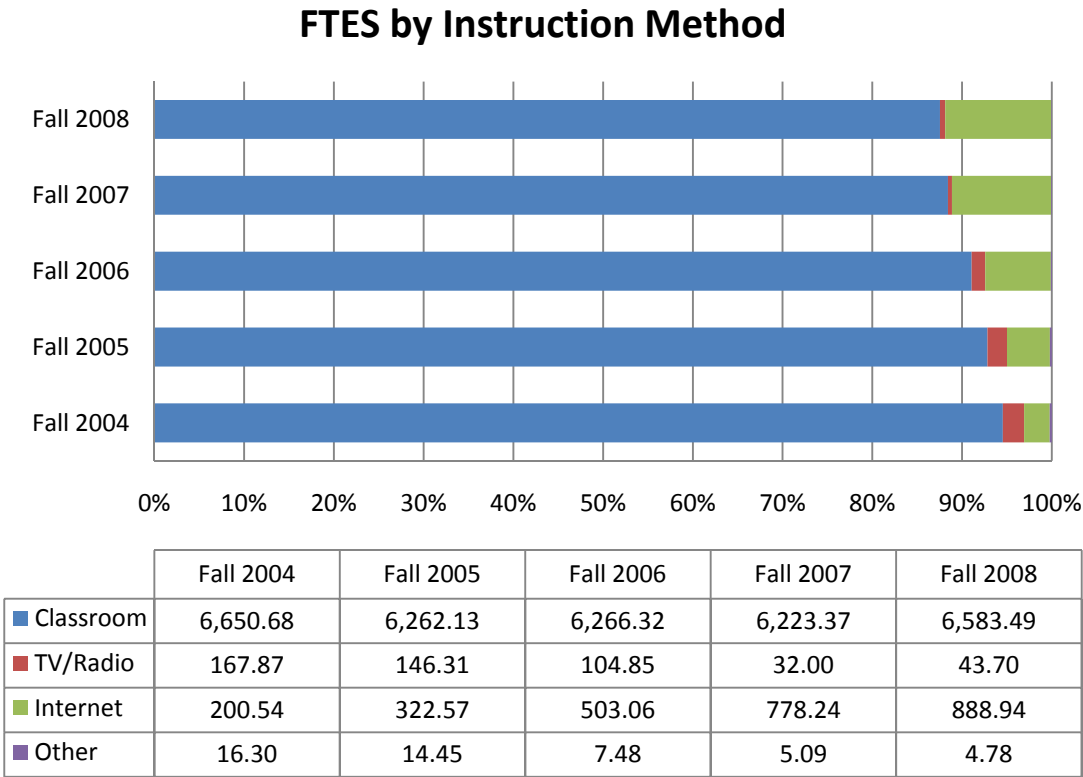
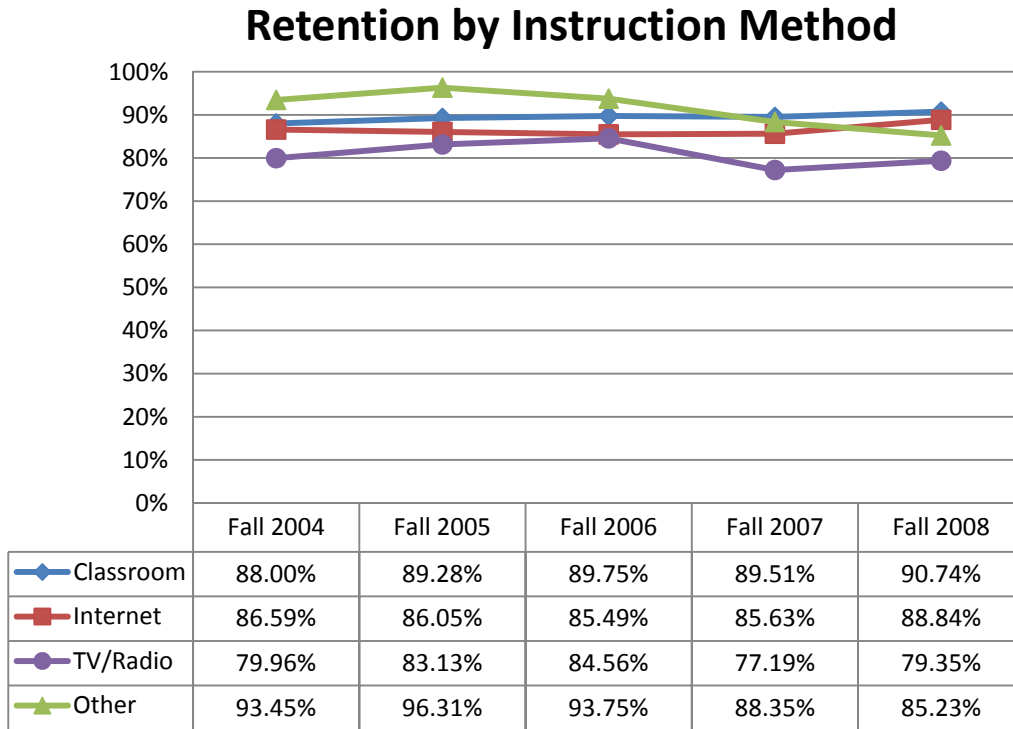


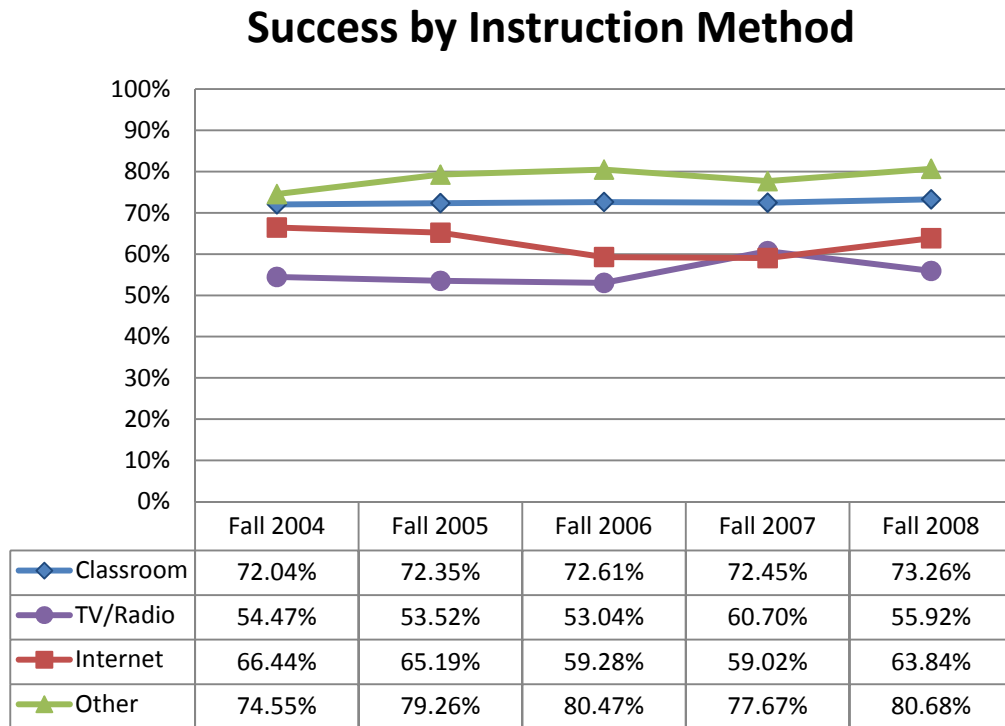
Figure 14: Retention by Instructional Method



Definition of Retention: Student is retained in the course to the end of the term. Students are counted if they received a grade notation.

<p>Retention Rate: (Numerator) Number of Students with A, B, C, D, F, CR (P), NC (NP), I</p> <p style="text-align: center;">÷</p> <p> (Denominator) Number of Students with A, B, C, D, F, CR (P), NC (NP), W, I</p>
--

Figure 15: Success by Instructional Method



Definition of Success: Student succeeds in the course. Students are counted if they received a grade notation.

Success Rate:	$\frac{\text{(Numerator) Number of Students with A, B, C, CR (P)}}{\text{(Denominator) Number of Students with A, B, C, D, F, CR (P), NC (NP), W, I}}$
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Student Progress

Figure 16: College-wide Average Units Attempted & Earned

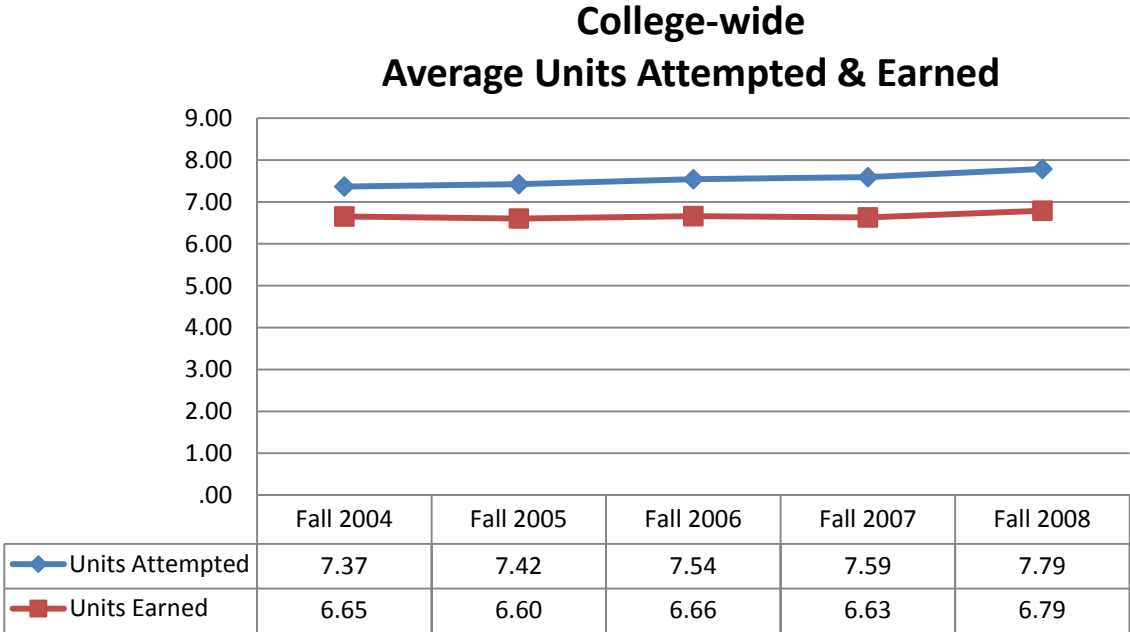


Figure 17: Average Units Attempted by Enrollment Level

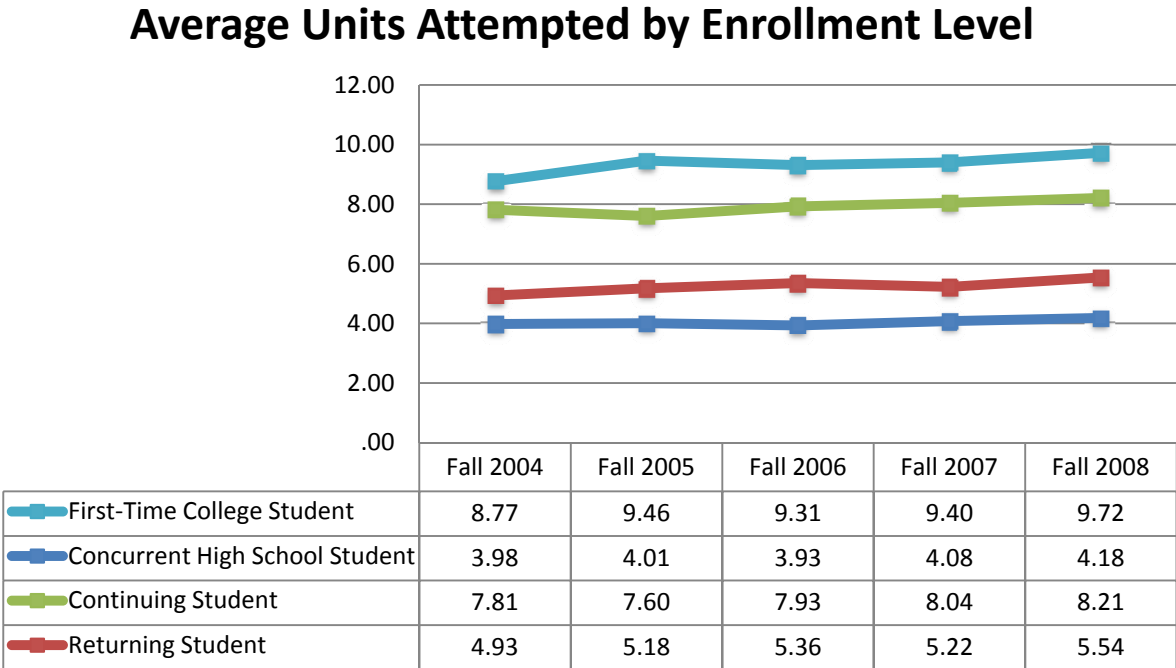


Figure 18: Average Units Earned by Enrollment Level

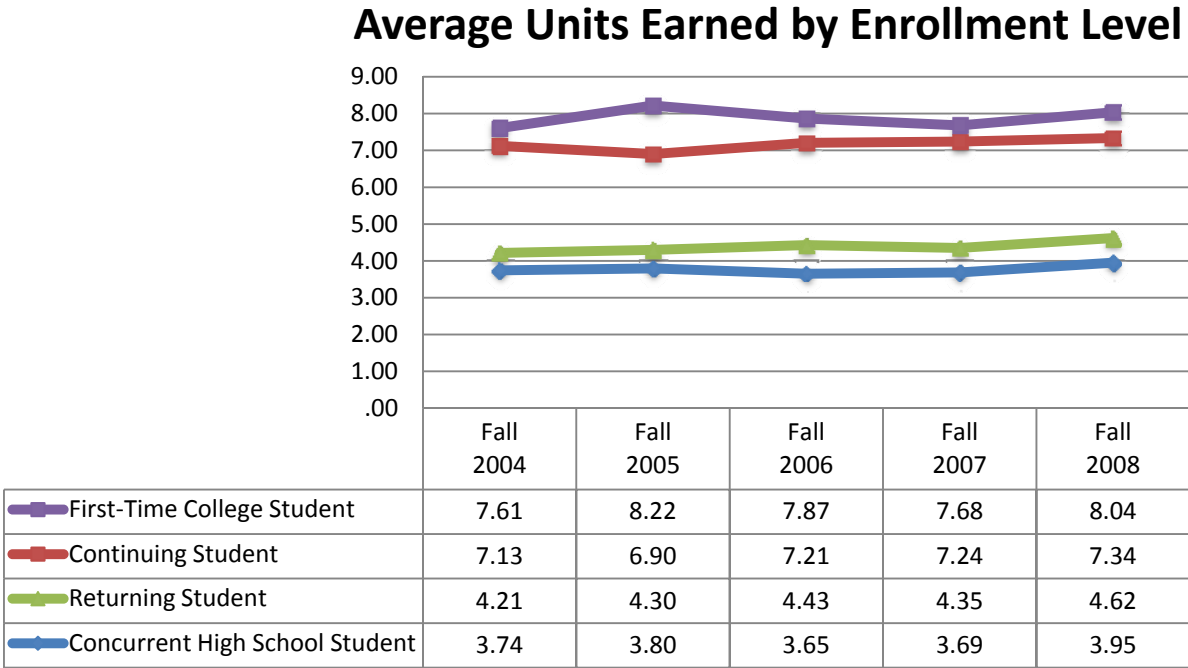


Figure 19: College-wide Retention

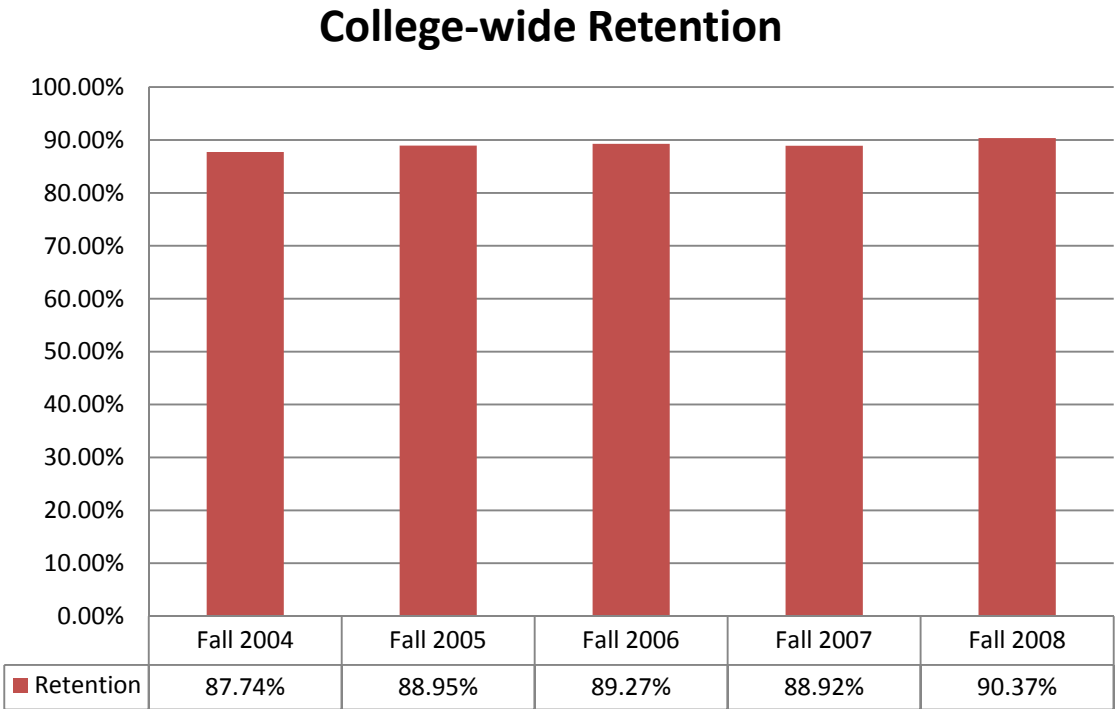


Figure 20: Retention by Enrollment Level

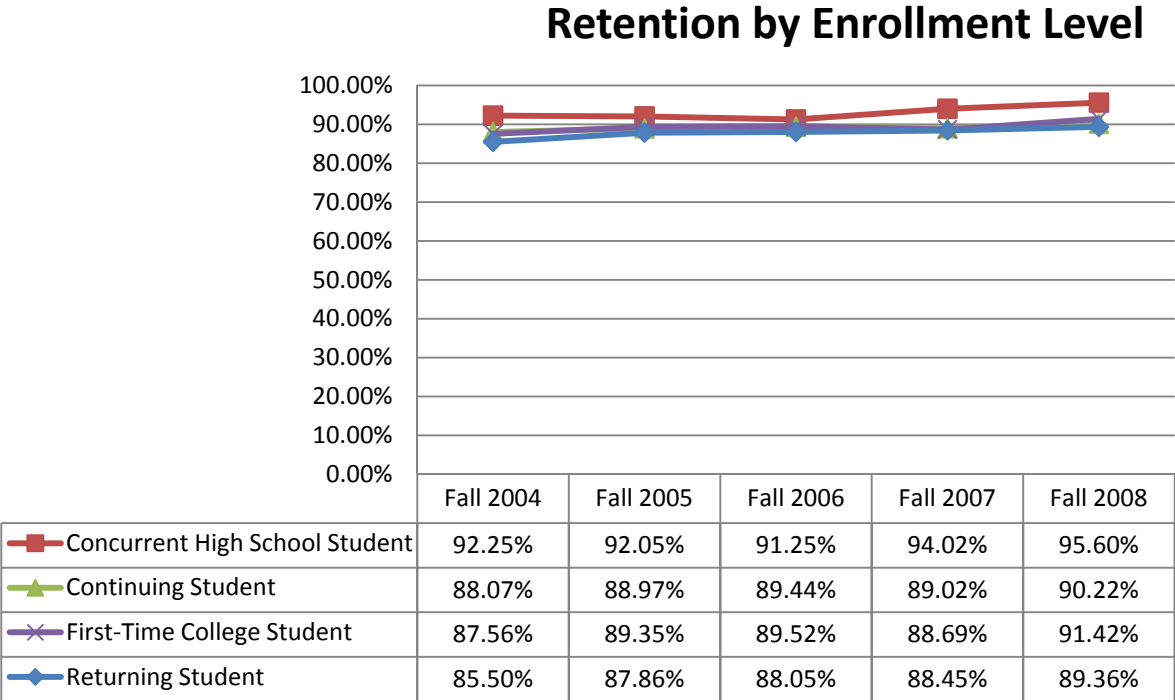


Figure 21: College-wide Success

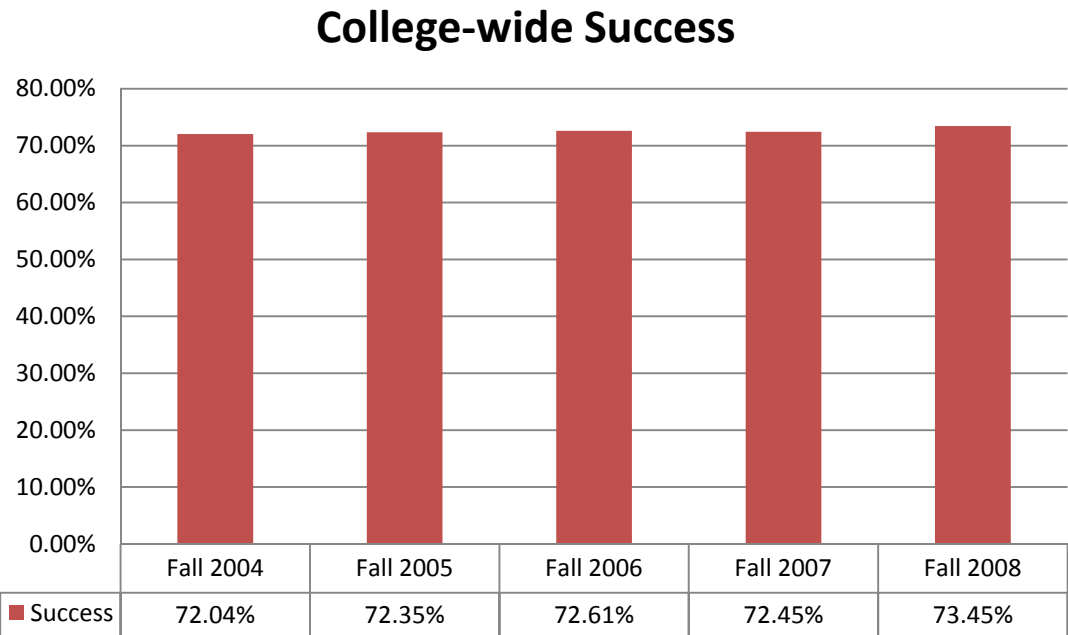


Figure 22: Percentage Success by Enrollment Level

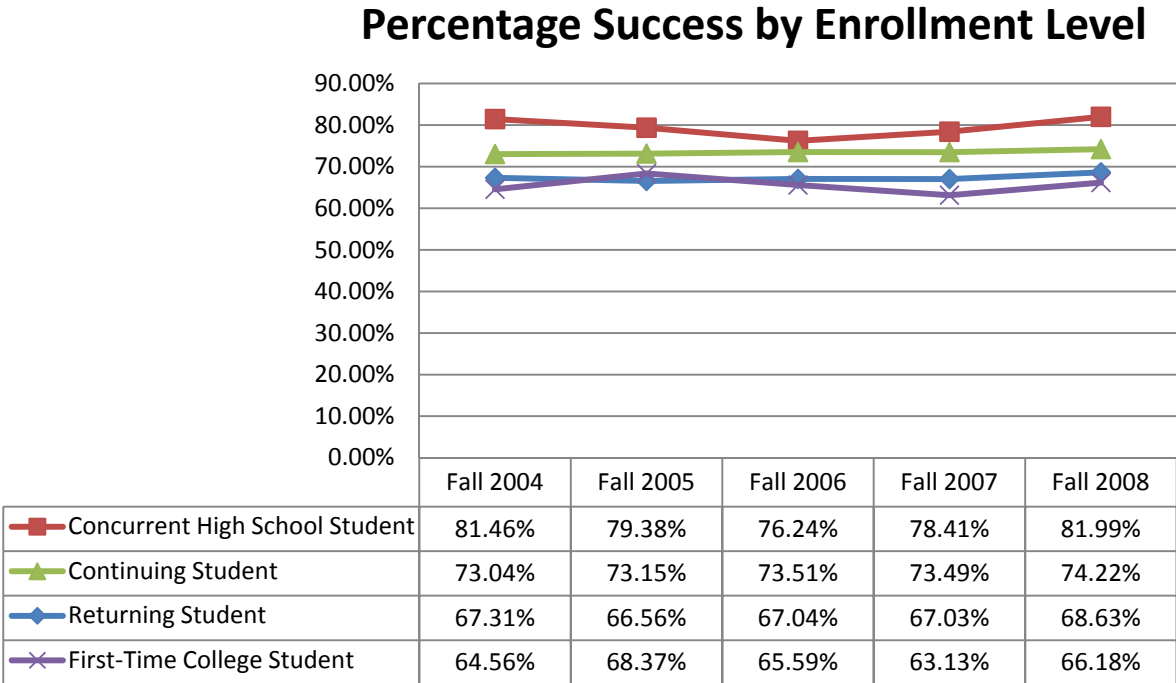


Figure 23: College-wide Average GPA

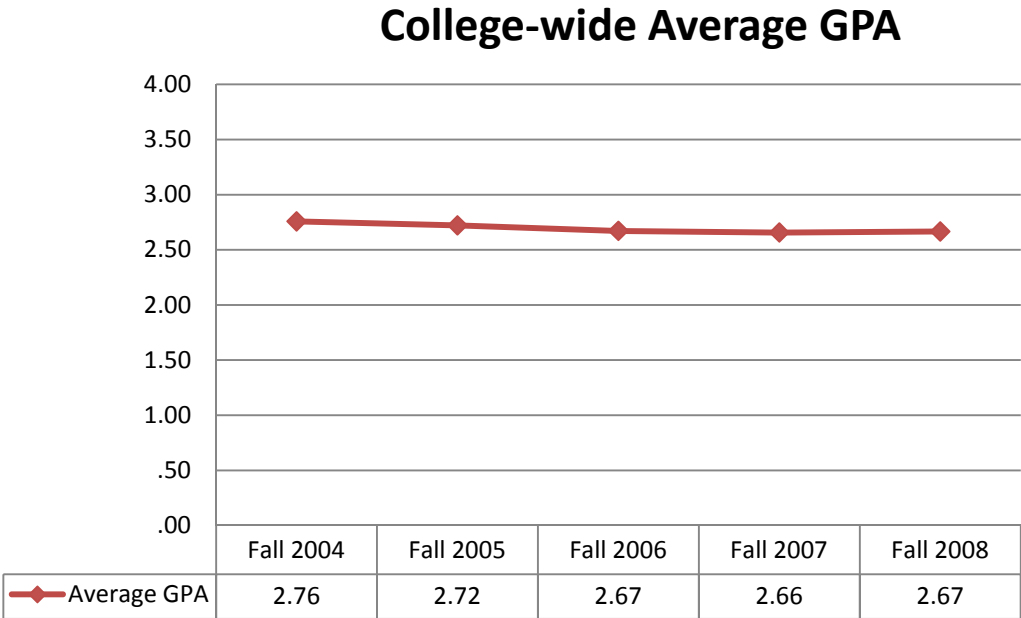
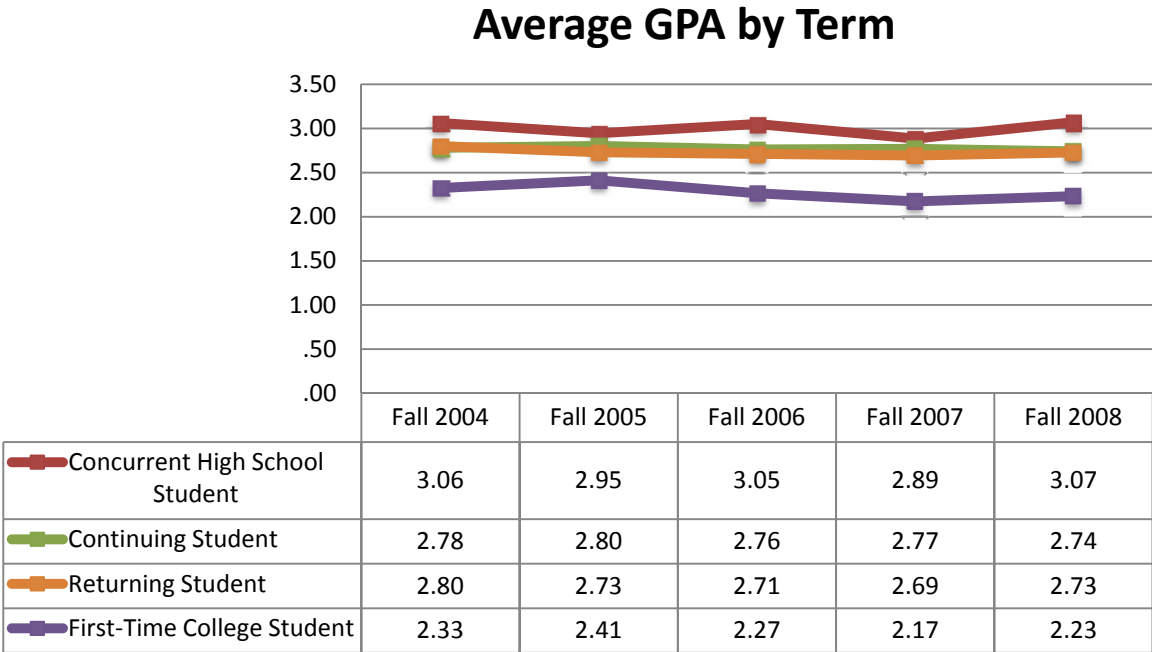


Figure 24: Average GPA by Enrollment Level



First-Time College Students

First-time college students are defined by the field in the application that asks for their enrollment status being “First-time college student” and under 30 years of age in the reported term.

Figure 25: Headcount of First-Time College Students

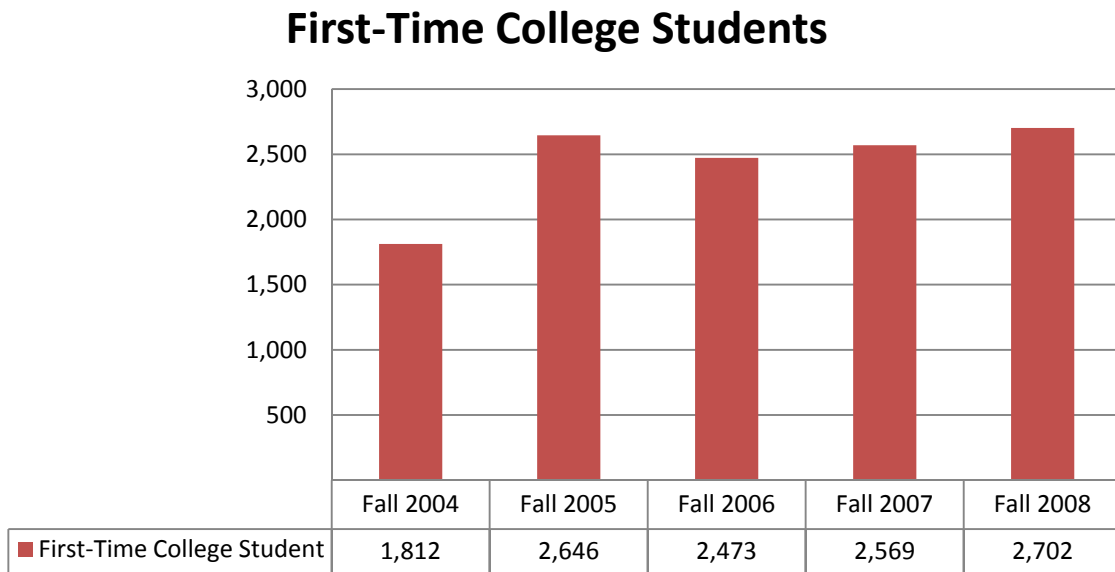


Figure 26: First-Time College Retention & Success

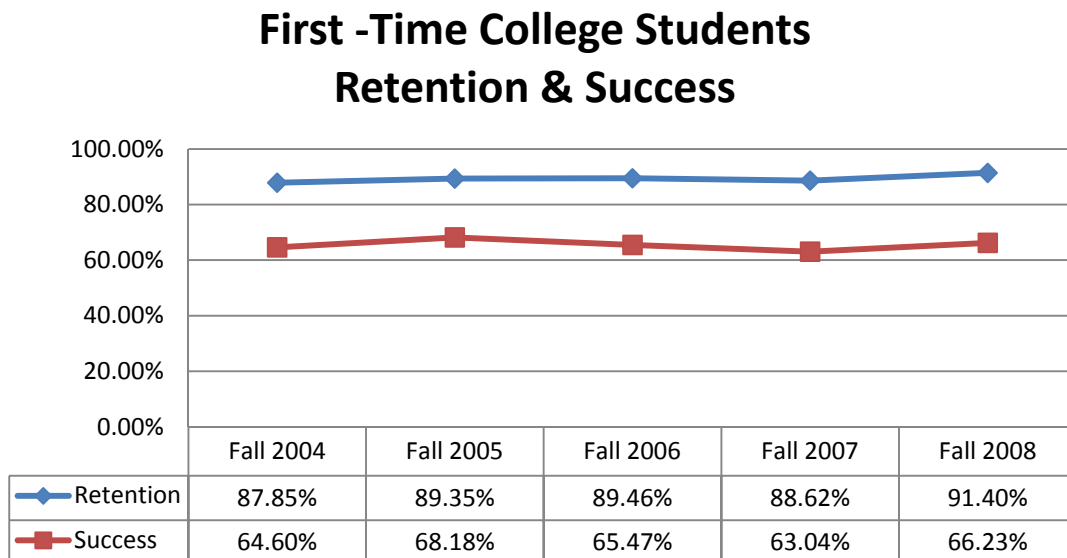


Figure 27: First-Time College Units Attempted & Units Earned

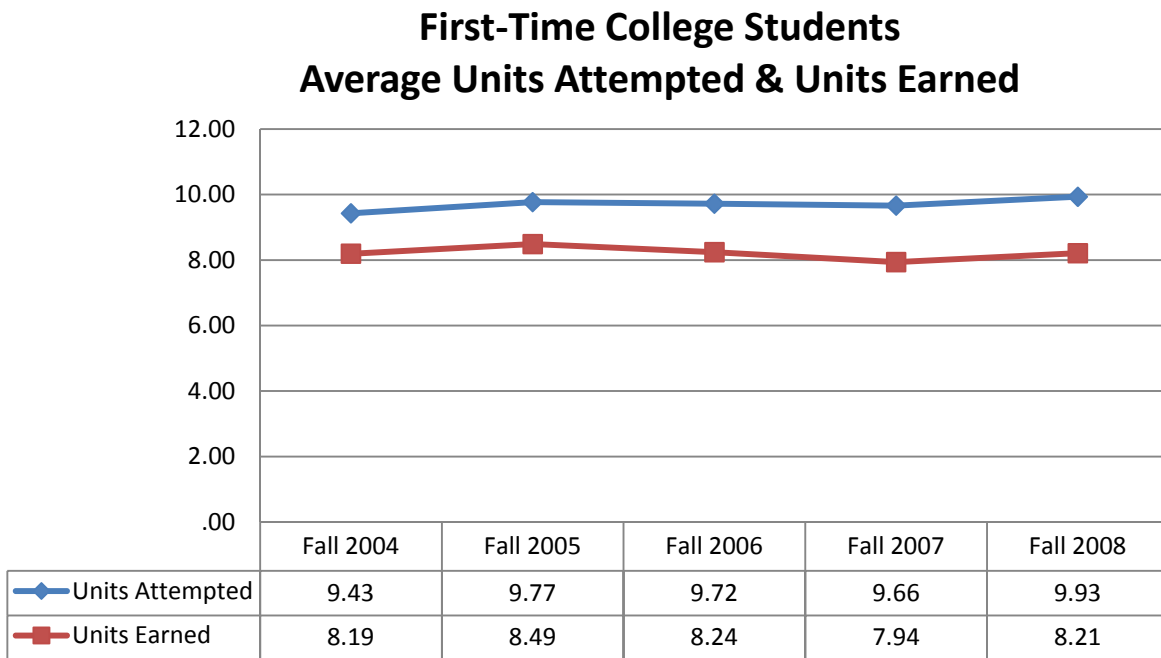
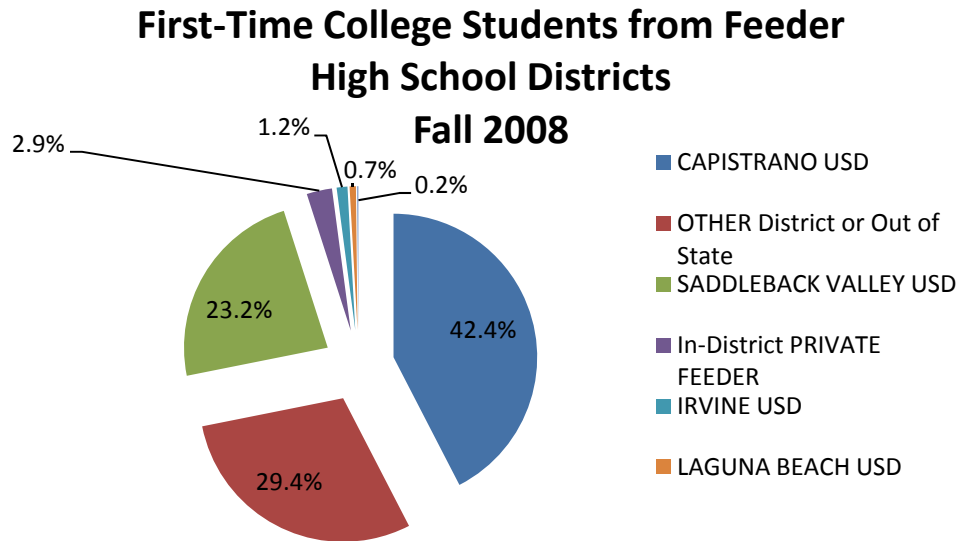


Figure 28: First-Time College GPA



Figure 29: First-Time College Students - Feeder High School Districts

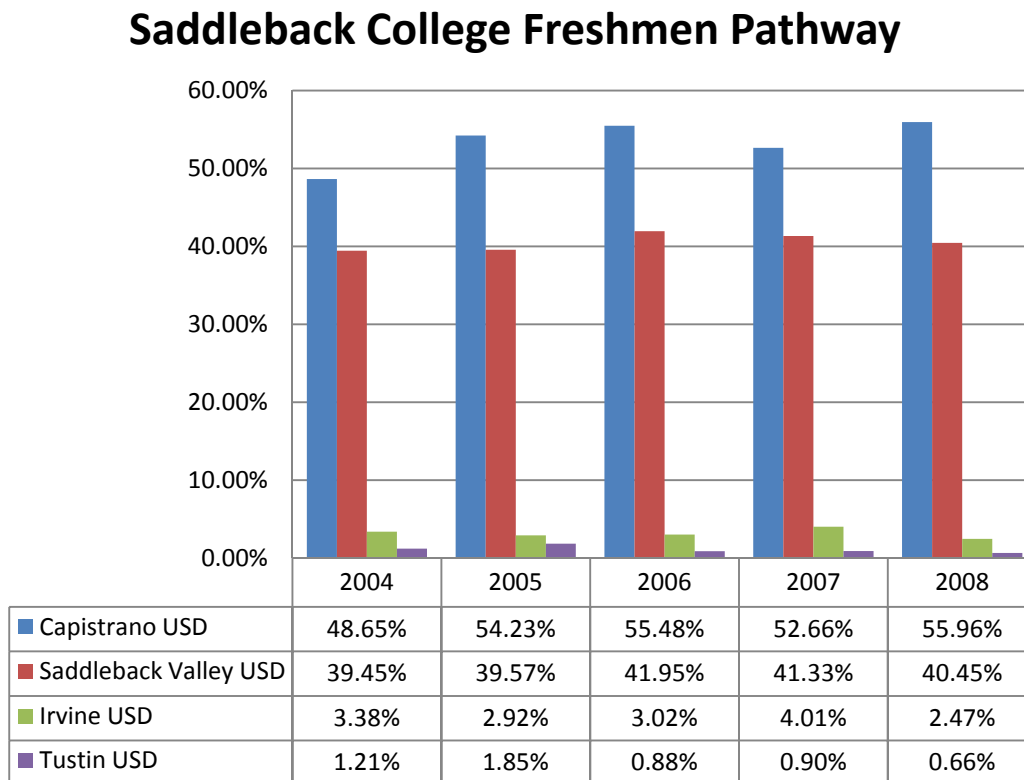


Note: The data field that is used for reporting the last high school a student attended is captured in the CCCApply application. Over the last academic year a problem was identified with this field. Colleges using CCCApply have seen much of their high school data as “undefined.” In our chart above the large representation of the “Other District/Out of State” illustrates this issue. These students cannot be mapped to feeder high schools so they are grouped into “Other District/Out of State.” The company that maintains CCCApply is addressing the issue of high school data and it is hope that there will be improved data in the next publication of the IEAR.

The California Postsecondary Education Commission’s Freshmen Pathways allows the user to study the relationship of First-Time Freshmen between California public colleges and California high schools. A "conduit" or "pathway" exists between high schools and colleges. Feeder high schools and high schools that consistently send a larger number of students to specific colleges are identified as having large conduits or pathways.

In the graph below represents the number of the graduates from four local feeder school districts that enrolled at Saddleback College in their freshmen year. The percentage represents the ratio of graduates that attended Saddleback out of all the graduates that enrolled in any public institution in California.

Figure 30: Saddleback College Freshmen Pathway



Source: California Postsecondary Education Commission - <http://www.cpec.ca.gov/OnLineData/FreshmenPathway.asp>

Developmental Education – Basic Skills

“Basic skills are those foundation skills in reading, writing, mathematics, and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work.”¹

Basic Skills courses are defined by the curriculum code (CB08), Basic Skills Status. Basic Skills courses are coded as a “P” (course is a designated pre-collegiate basic skills course) or “B” (course is a basic skills course).

Table 8: Basic Skills Sections Offered

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Percentage of Basic Skills Section Offered	8%	8%	9%	9%	9%
Number of Basic Skills Sections Offered	158	160	181	180	179
Total Number of Sections	1,926	1,955	1,961	1,988	2,095

Table 9: Basic Skills Sections Offered by Division

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Basic Skills Section Offered by Division	158	160	181	180	179
Counseling and Special Programs	7	6	8	6	8
Liberal Arts	136	139	158	159	156
Math, Science, and Engineering	15	15	15	15	15

¹ Basic Skills as a Foundation for Student Success in California Community Colleges, 2007, p.13

Figure 31: Basic Skills: Census Enrollment

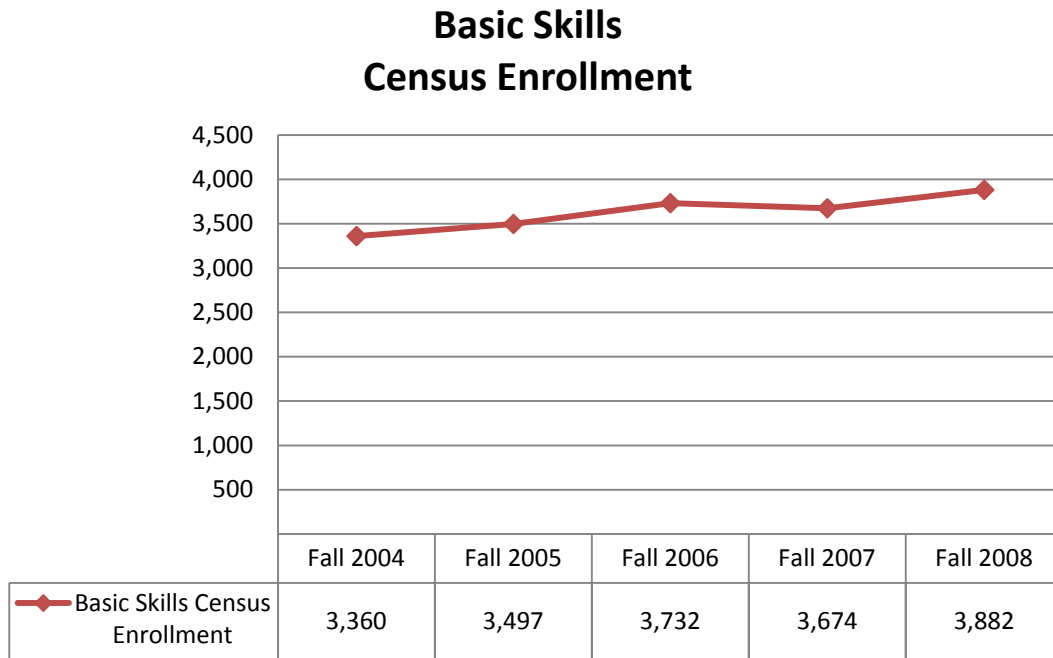


Figure 32: Basic Skills: Unduplicated Headcount

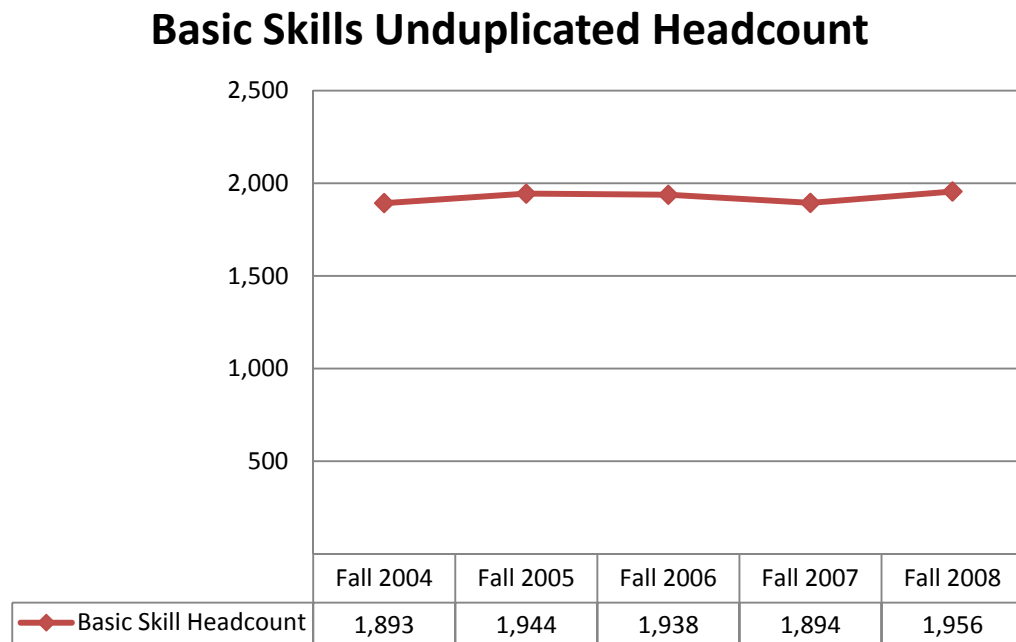


Figure 33: Basic Skills: FTES

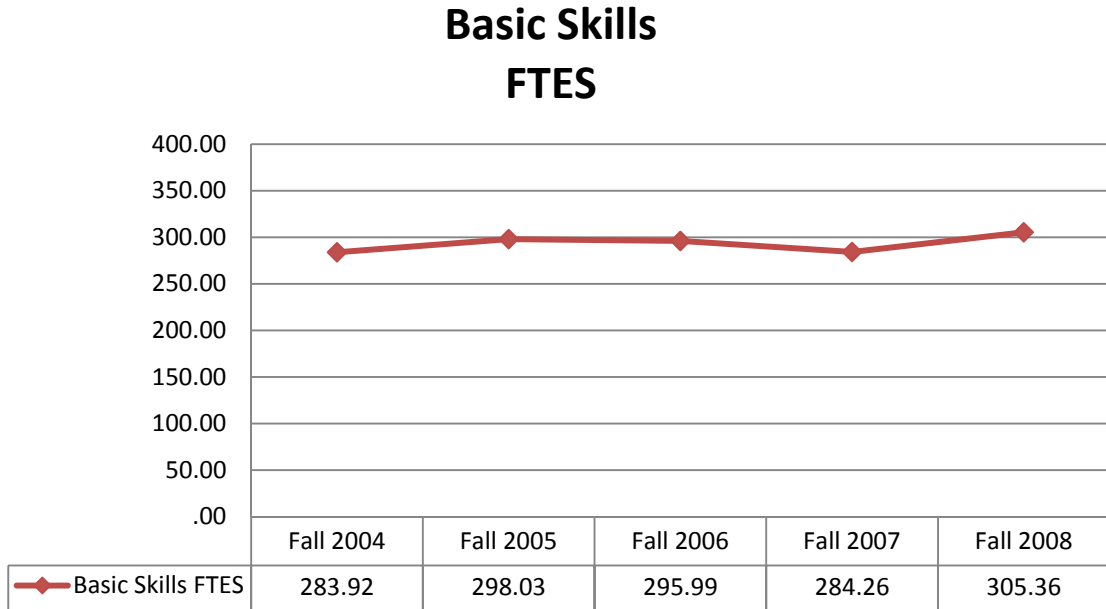
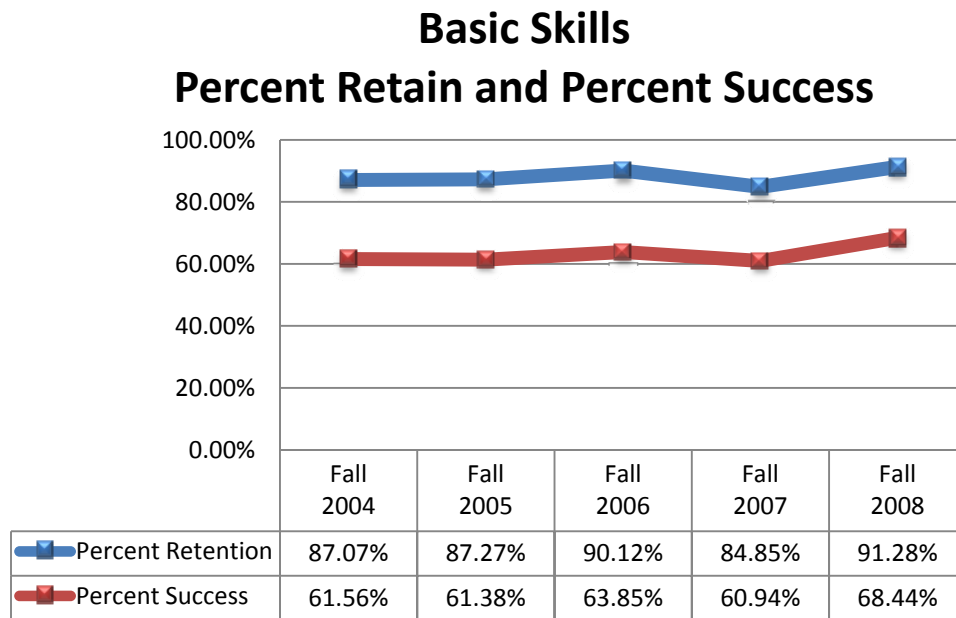


Figure 34: Basic Skills: Retention & Success



Basic Skills Math

Figure 35: Basic Skills Math: Census Enrollment

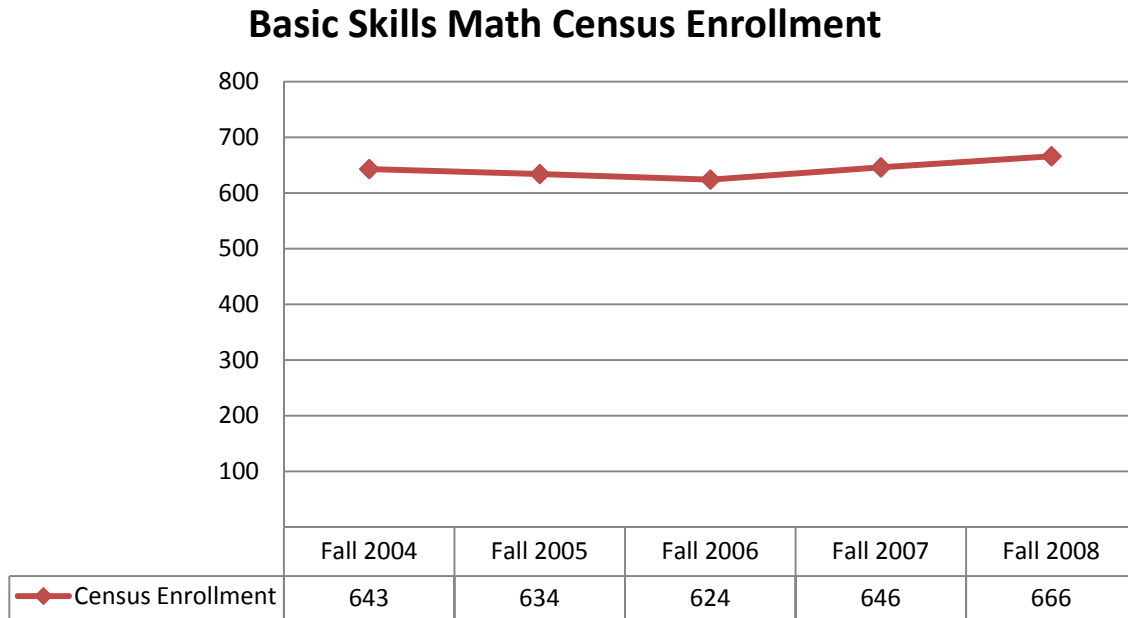


Figure 36: Basic Skills Math: Unduplicated Headcount

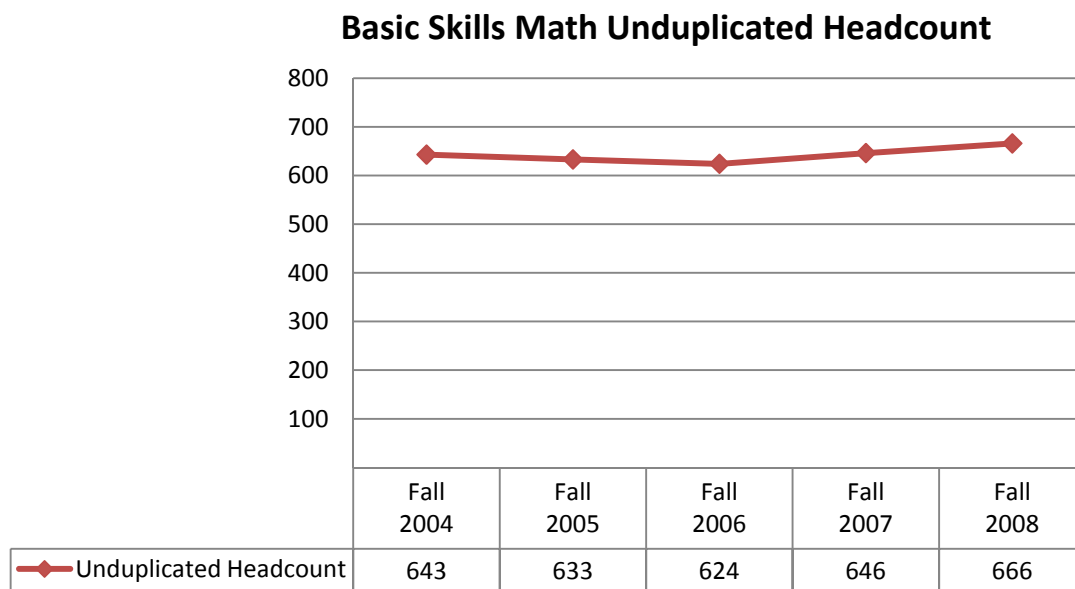


Figure 37: Basic Skills Math: FTES

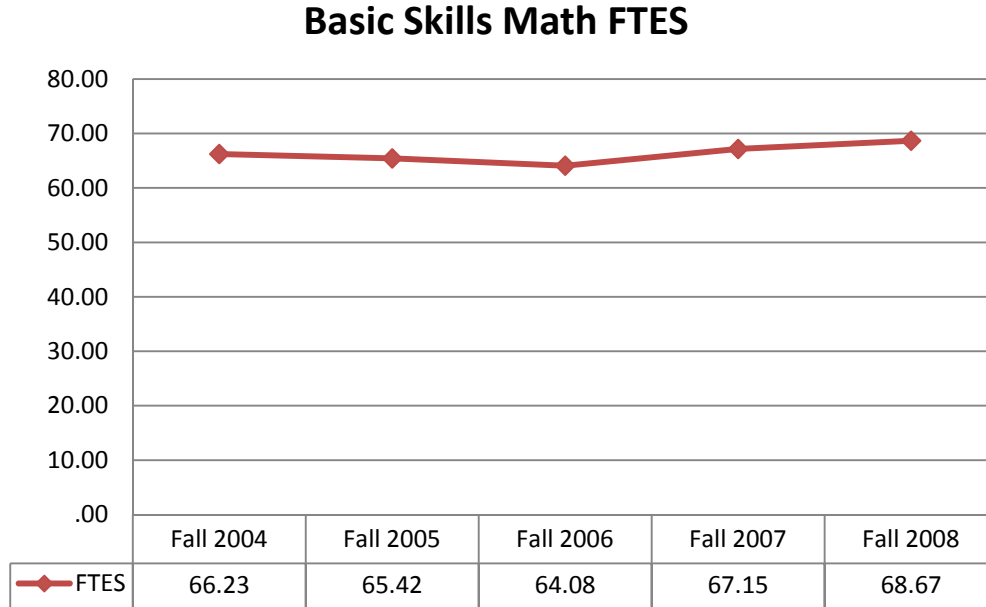
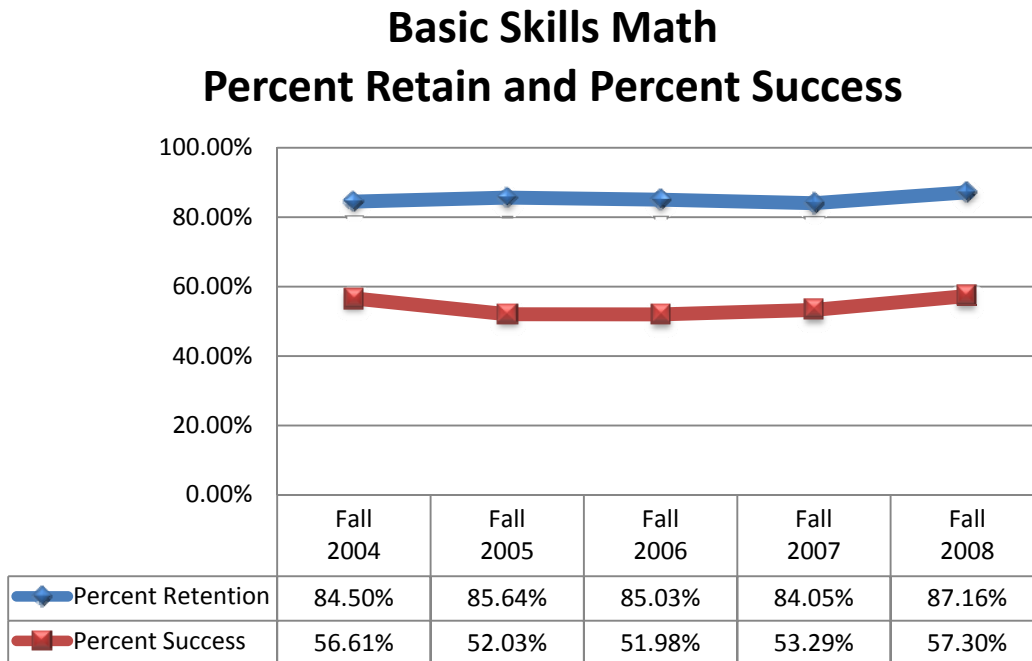


Figure 38: Basic Skills Math: Retention & Success



Basic Skills English

Figure 39: Basic Skills English & Reading: Census Enrollment

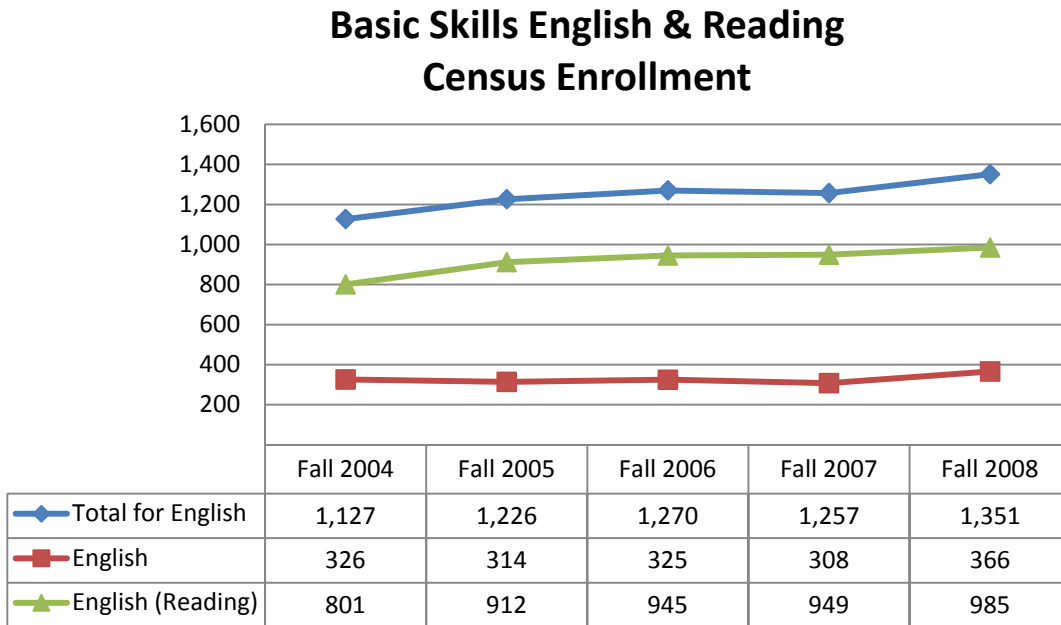


Figure 40: Basic Skills English & Reading: Unduplicated Headcount

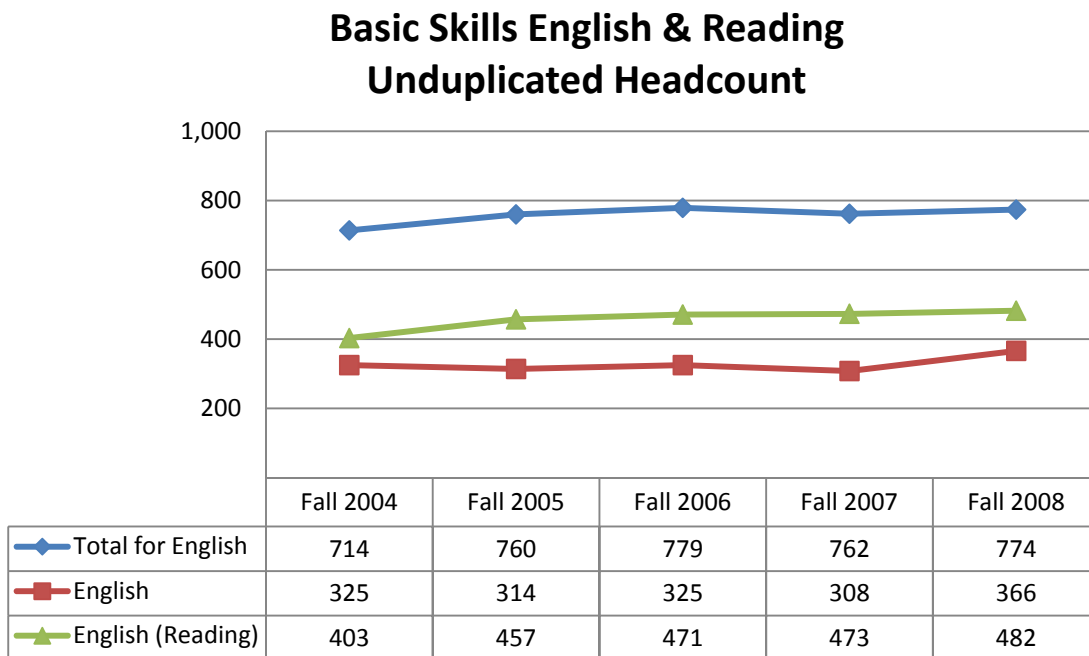


Figure 41: Basic Skills English & Reading FTES

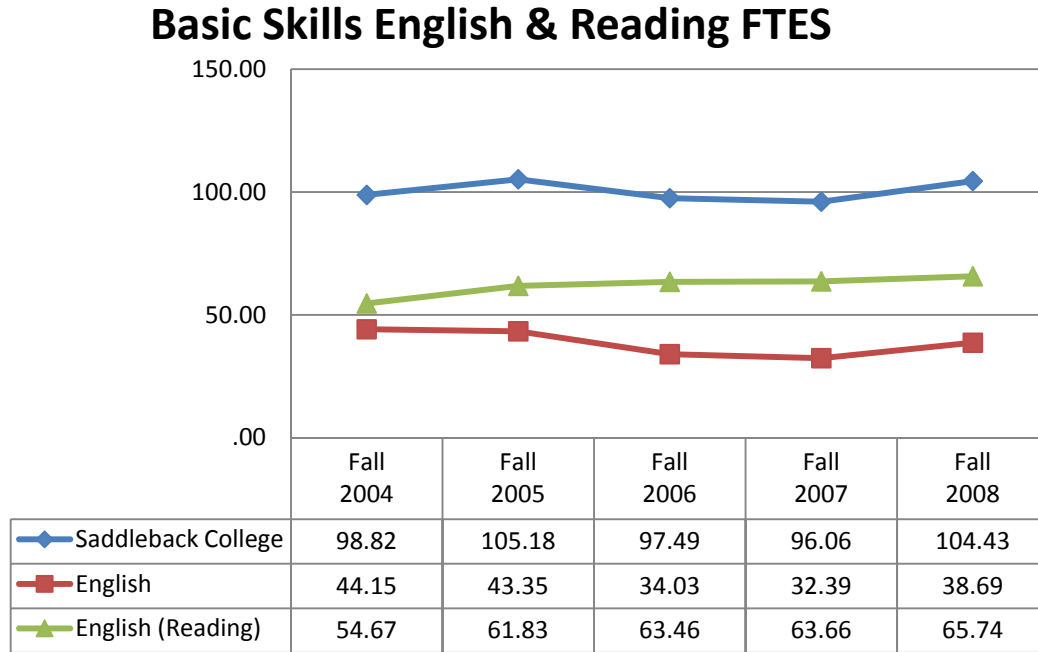


Figure 42: Basic Skills English: Retention & Success

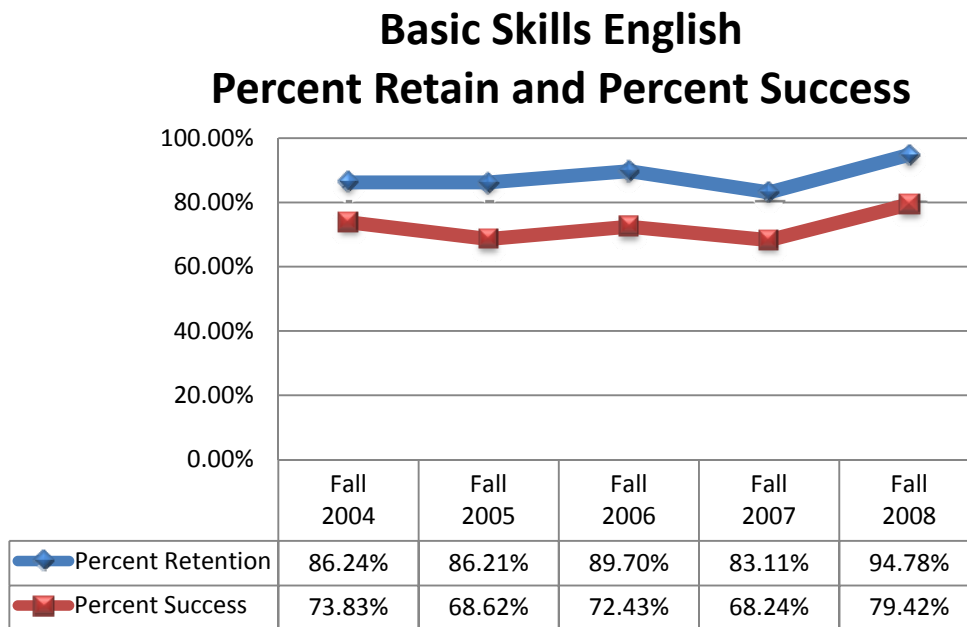
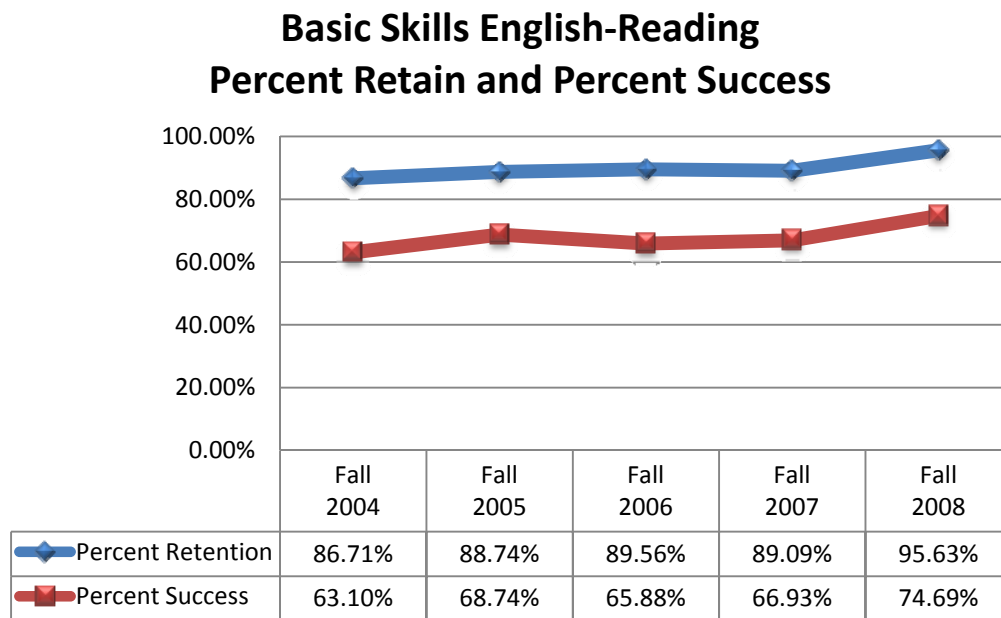


Figure 43: Basic Skills English & Reading: Retention & Success



Basic Skills ESL

Figure 44: Basic Skills ESL: Census Enrollment

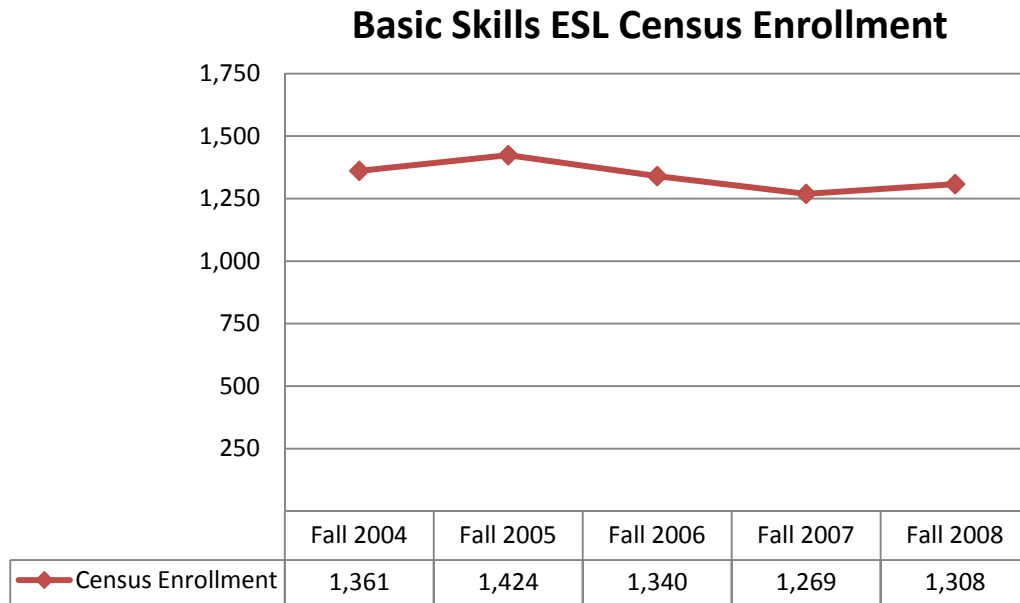


Figure 45: Basic Skills ESL: Unduplicated Headcount

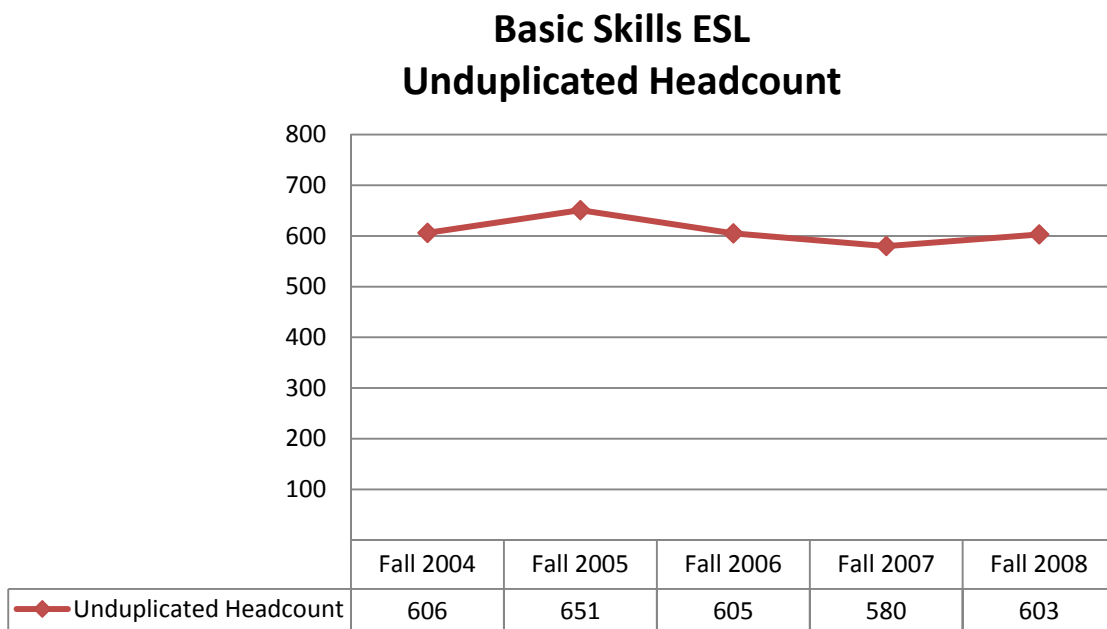


Figure 46: Basic Skills ESL FTES

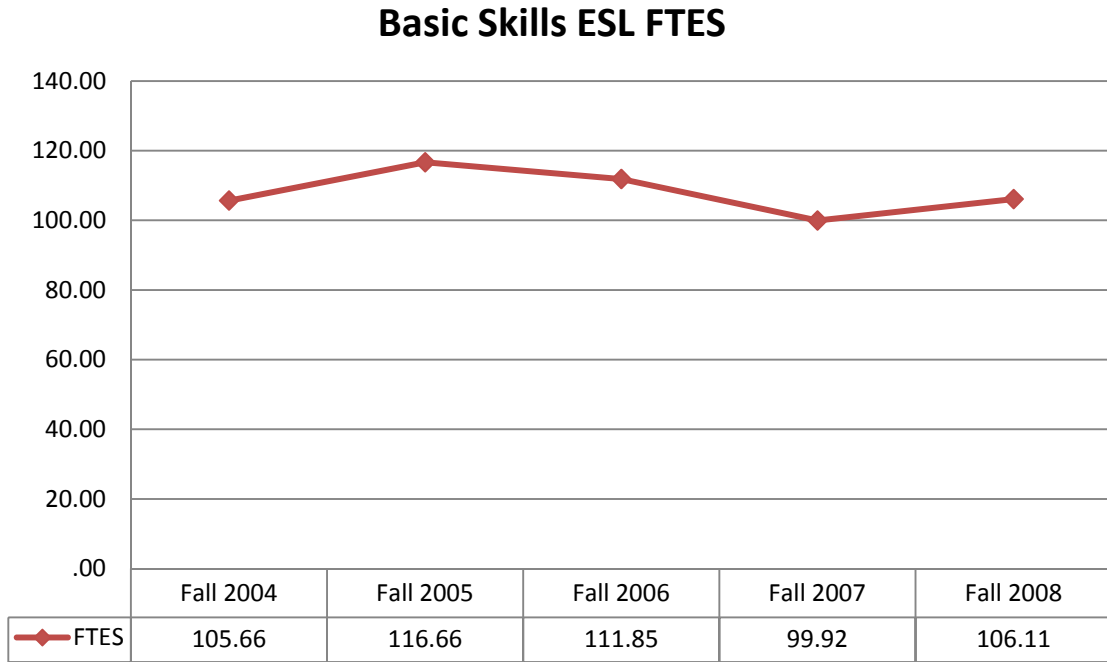
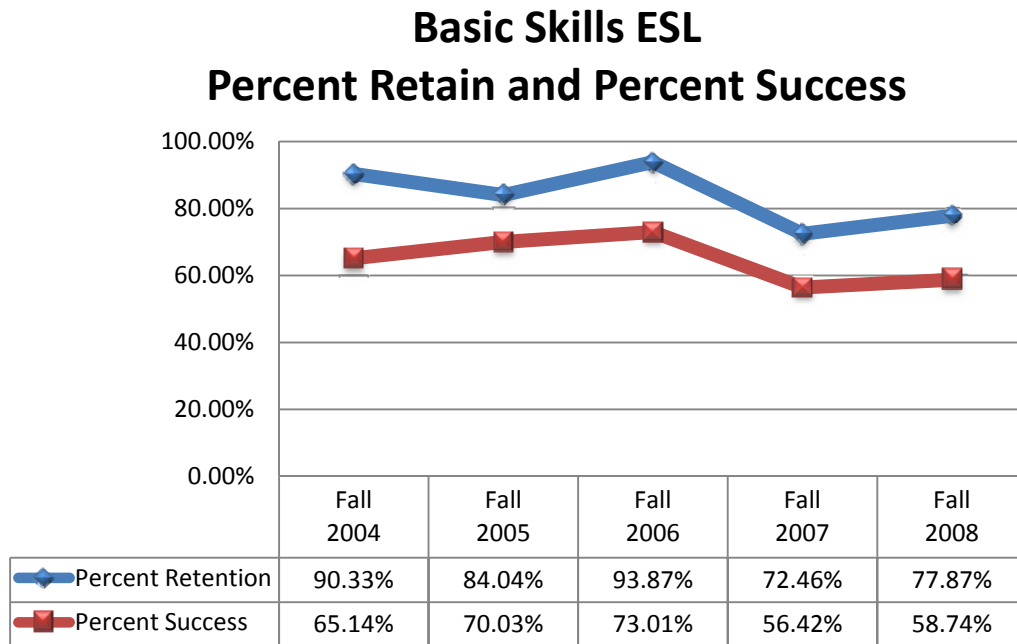


Figure 47: Basic Skills ESL: Retention & Success



Workforce Development – Career and Technical Education (CTE)

Career and Technical Education in the community college system is “responsive to the needs of new, incumbent, and transitional workers. It provides ‘open access’ to career preparation through noncredit programs, for-credit certificate and degree programs leading directly to employment, transfer programs that prepare students for transition to four-year institutions and programs to enhance skills of incumbent workers, and for retraining of incumbent and re-entering workers.”² There are several areas that the state has defined as key programs to CTE: Credit Bearing Occupational Programs, Non-credit Instruction, Community-Based Apprenticeship, Tech Prep Programs, and Contract Education.

Saddleback College offers 89 Certificates of Achievement and 26 Occupational Skills Awards for Vocational Programs. The Certificate of Achievements requires completing at least 18 units of coursework and the Occupational Skills Awards requires completing between 6 to 17 units. For the purposes of this report the courses defined here under CTE are the Student Accountability Model (SAM) codes in Curriculum of A (Apprenticeship), B (Advanced Occupational), C (Clearly Occupational) and D (Possibly Occupational).

Table 10: Career and Technical Education (CTE) Sections

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Percentage of CTE Sections	25%	25%	25%	24%	25%
Number of CTE Sections	487	482	487	476	523
Total Number of Sections	1,926	1,955	1,961	1,988	2,095

Table 11: CTE Sections by Division

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
CTE Sections Offered by Division	487	482	487	476	523
Advanced Technology	170	171	176	190	195
Business Science	136	128	128	123	134
Counseling & Special Programs	2	2	2	2	2
Emeritus Institute	11	13	14	12	11
Health Sciences & Human Services	122	121	124	105	121
Liberal Arts	11	9	14	10	12
Math, Science, & Engineering	13	11			
Social & Behavioral Science	22	27	29	34	48

² 2008-2012 California State Plan for Career Technical Education, p. 14-20

Figure 48: CTE Census Enrollment

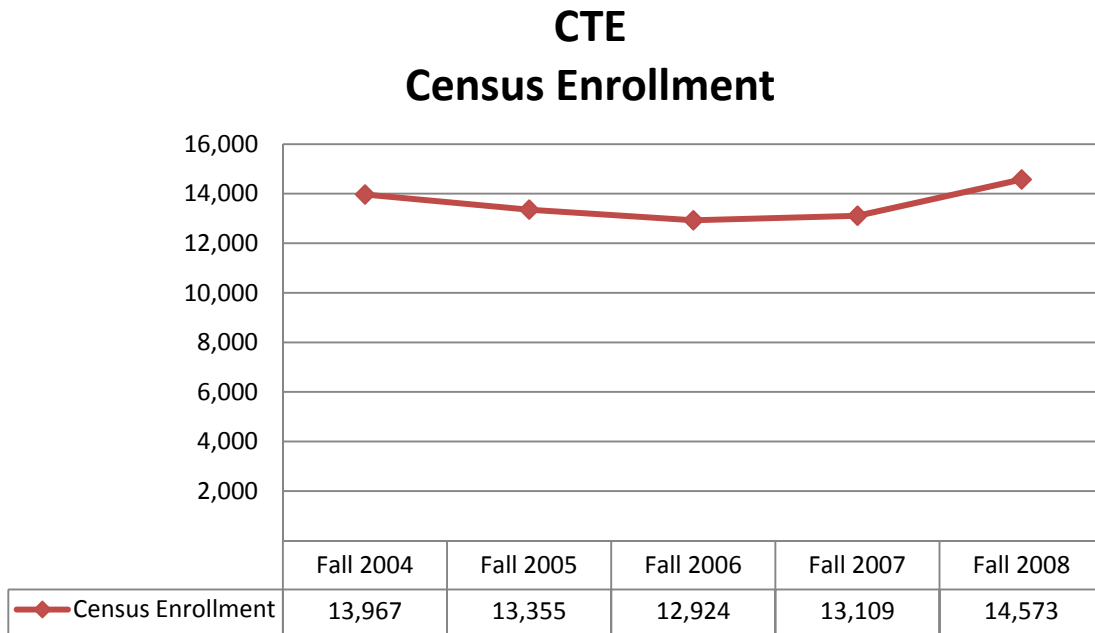


Figure 49: CTE Unduplicated Headcount

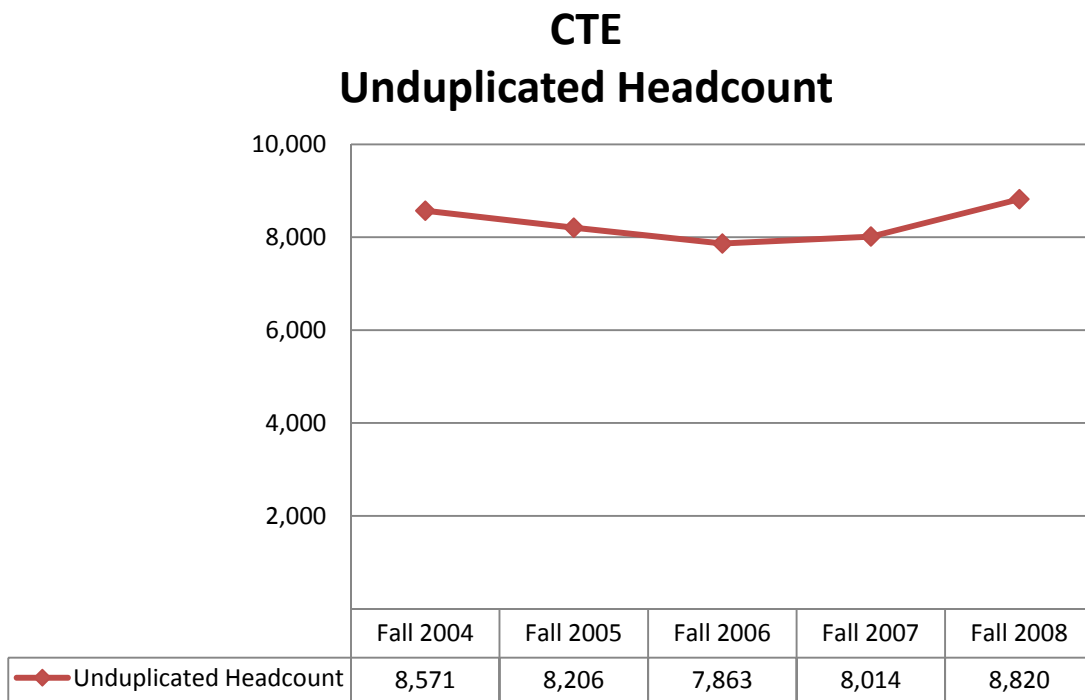


Figure 50: CTE FTES

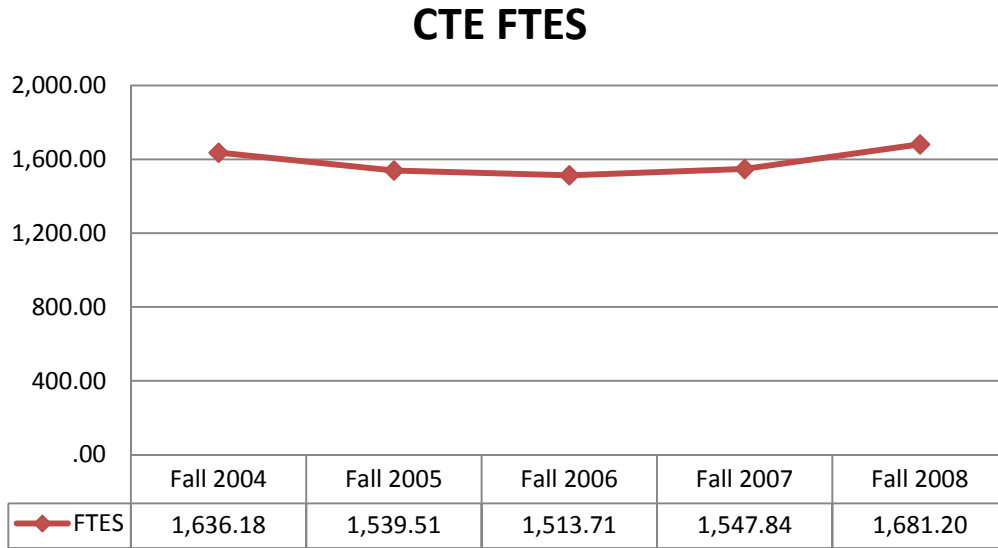
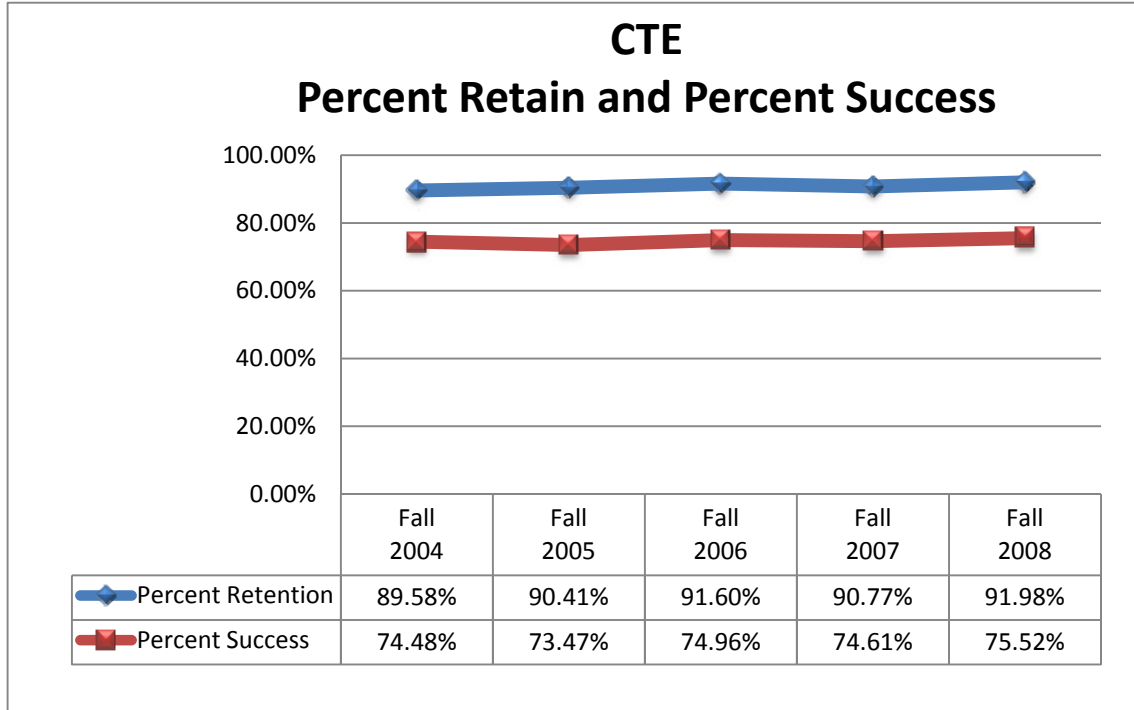
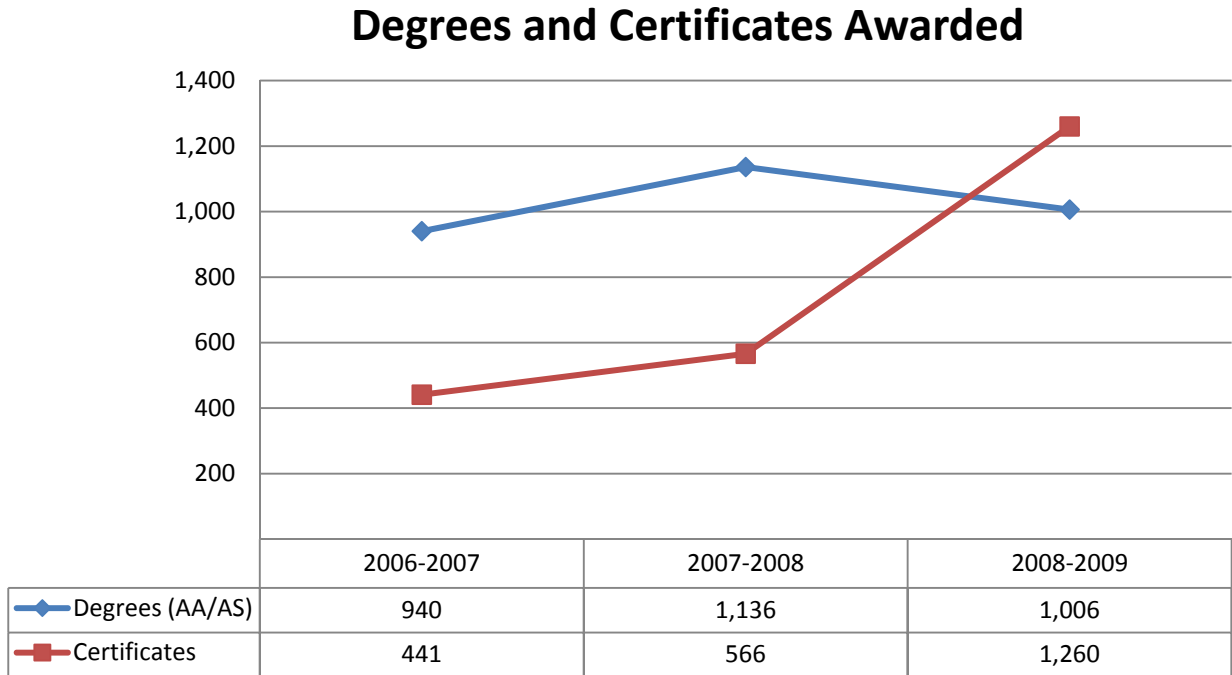


Figure 51: CTE Retention & Success



Student Achievement

Figure 52: Degrees & Certificates Awarded



*In 2008-2009 the California Community College Chancellor's Office allowed colleges to report IGETC, CSUGE, and General Studies certificates; this attributes to the spike in the number of certificates awarded as shown in this academic year.

Table 12: Degrees & Certificate by Type

Saddleback College	2006-2007	2007-2008	2008-2009
Associate in Arts	779	954	835
Associate in Science	161	182	171
Certificate of Achievement	308	404	1,074
Occupational Skills Awards & Certificate of Completion	133	162	186
Total	1,381	1,702	2,266

Transfers

Figure 53: Annual Transfers to UC/CSU Campuses

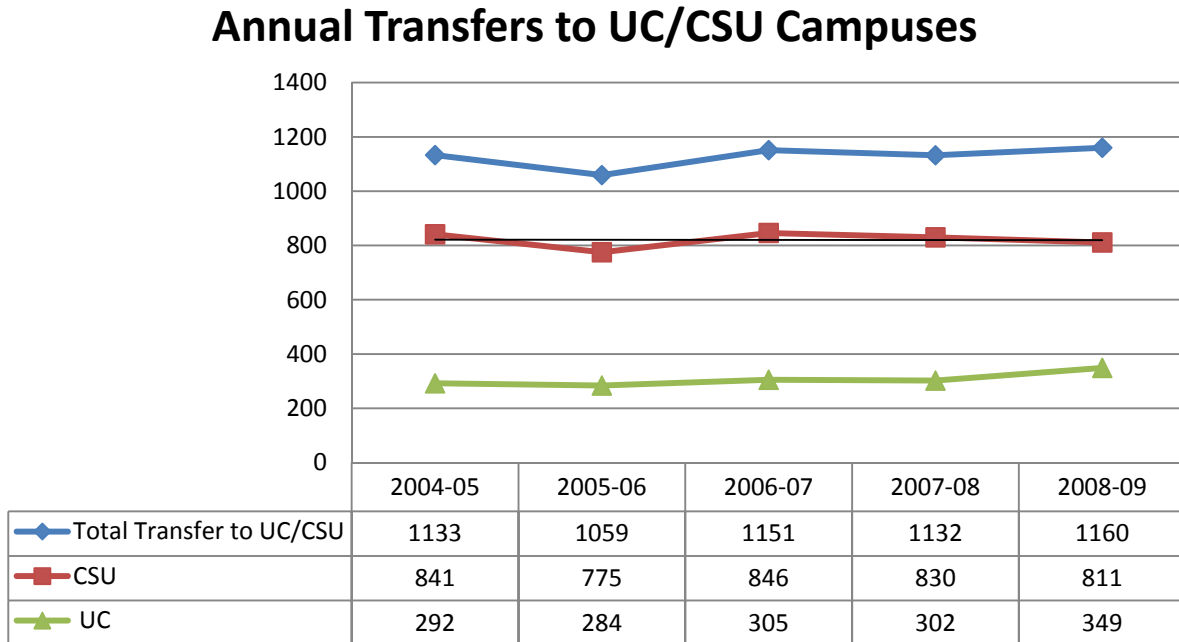
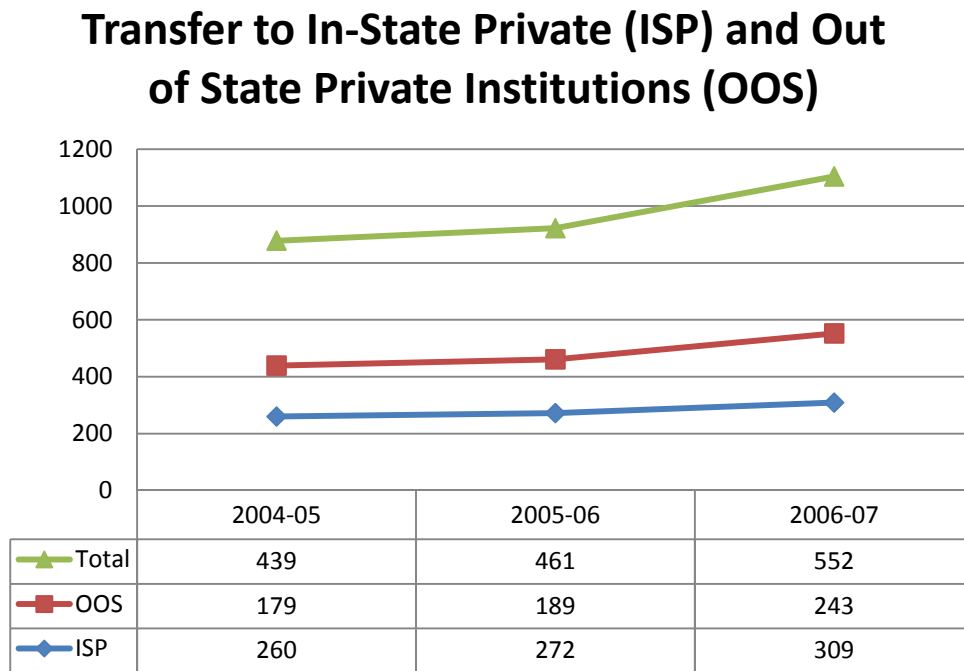


Table 13: 5 Years of Transfers from Saddleback College to UC/CSU Campuses

Majority of the Transfers from Saddleback College To Campuses of the University of California and California State University						
Top Transfer Institutions	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
California State University, Fullerton	400	482	426	435	424	462
University of California, Irvine	115	119	130	118	113	121
California State University, Long Beach	122	130	133	174	119	100
University of California, Los Angeles	56	59	63	67	78	79
San Diego State University	45	48	72	79	84	58
San Francisco State University	44	27	26	27	19	52
University of California, San Diego	30	26	39	42	34	50
California State Polytechnic University, Pomona	23	26	24	26	33	32
University of California, Berkeley	33	32	22	30	23	32
University of California, Santa Barbara	24	32	10	21	32	31
California State University, San Marcos	23	24	16	24	32	24
Humboldt State University	13	12	7	8	9	15
California State University, Northridge	7	10	10	12	16	13
University of California, Riverside	4	6	9	10	4	13
University of California, Santa Cruz	8	11	8	13	12	13
University of California, Davis	7	7	2	4	4	9
California State University, Dominguez Hills	4	11	7	9	6	8
San José State University	6	11	3	3	10	8
California State University, Los Angeles	1	10	8	8	7	7
California State University, Chico	10	17	5	7	14	6
California State University, Sacramento	5	2	3	2	7	5

Source: California Postsecondary Education Commission - www.cpec.ca.gov

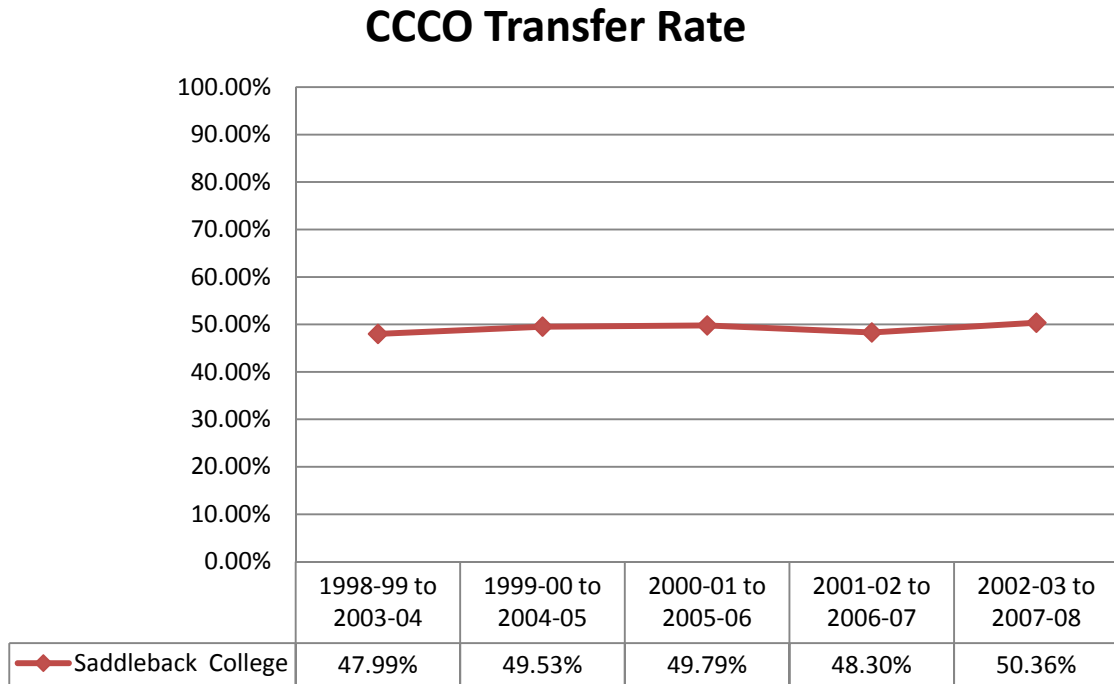
Figure 54: Transfers to ISP and OOS



Source: CCCCO Research and Planning Office, *California Community College (CCC) Transfers to In-State Private (ISP) and Out-of-State (OOS) Four-Year Institutions Report, March 2009.*

The California Community Colleges Chancellor’s Research Office has developed a methodology for calculating transfer rates that has been recognized statewide. The methodology tracks cohorts of first-time college freshmen who completed a minimum of 12 units and enrolled in a transfer level Math or English course. The actual Transfer Rate is based on how many students in the cohort actually transfer to a 4-year college or university.

Figure 55: CCCC Transfer Rate



Source: CCCC Research and Planning Office, October 2009

Employee Headcount

The following figures and charts use a permanent employee headcount as of the fall term. The fall headcount period is an unduplicated count of employees by employee classification who were employed at the college from August to December of the calendar year.

Figure 56: Permanent Employees by Classification

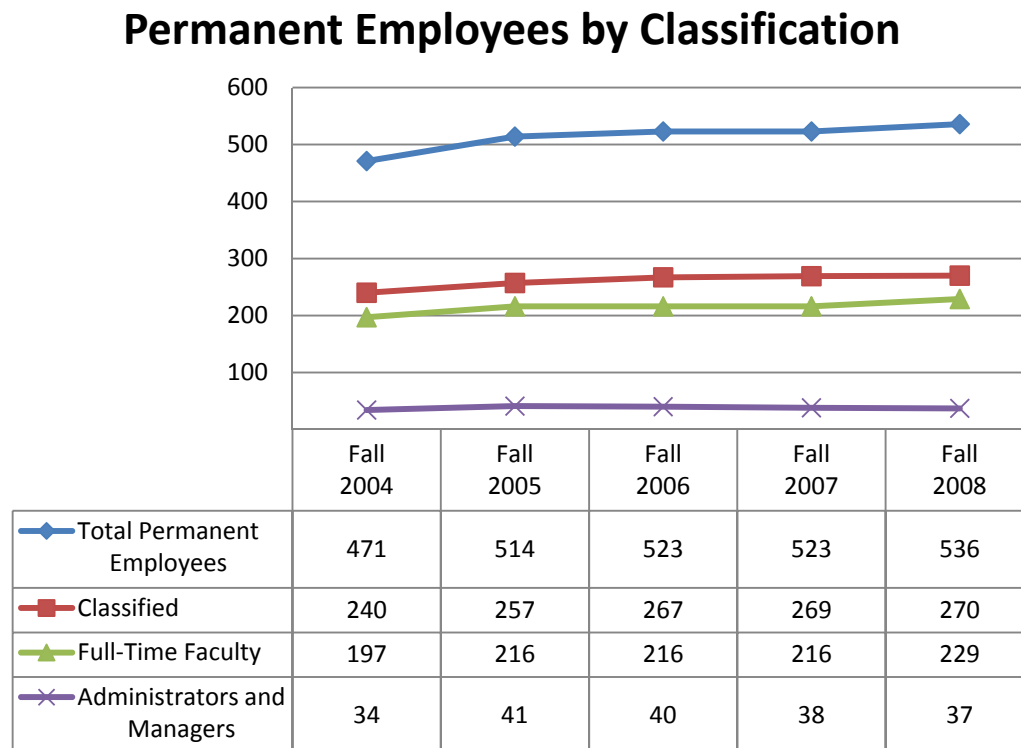


Figure 57: Full-Time Faculty

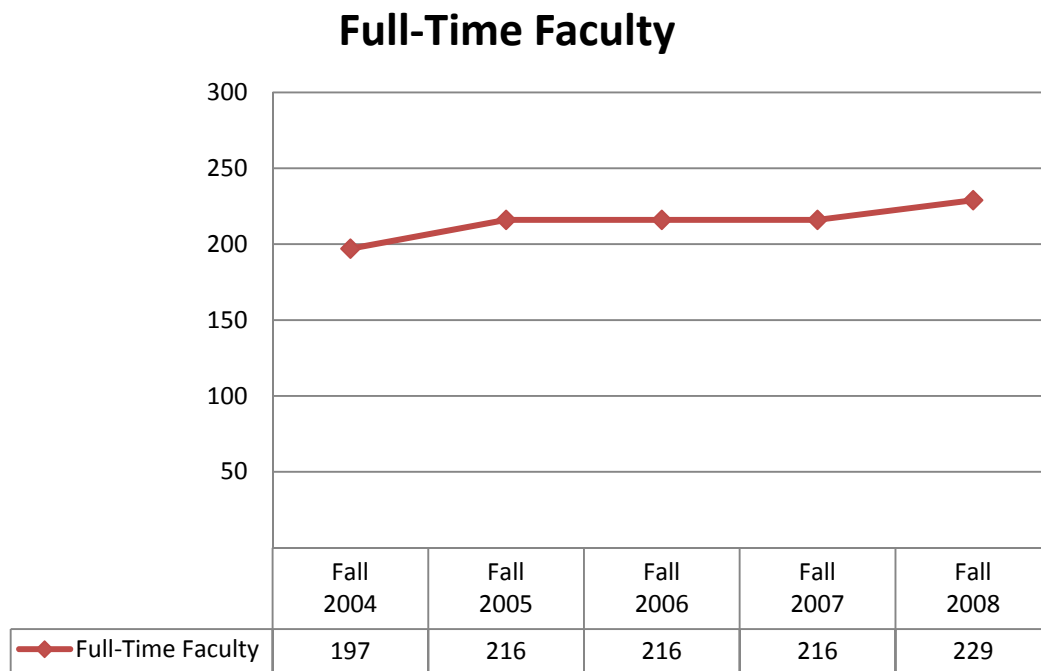


Figure 58: Classified Staff

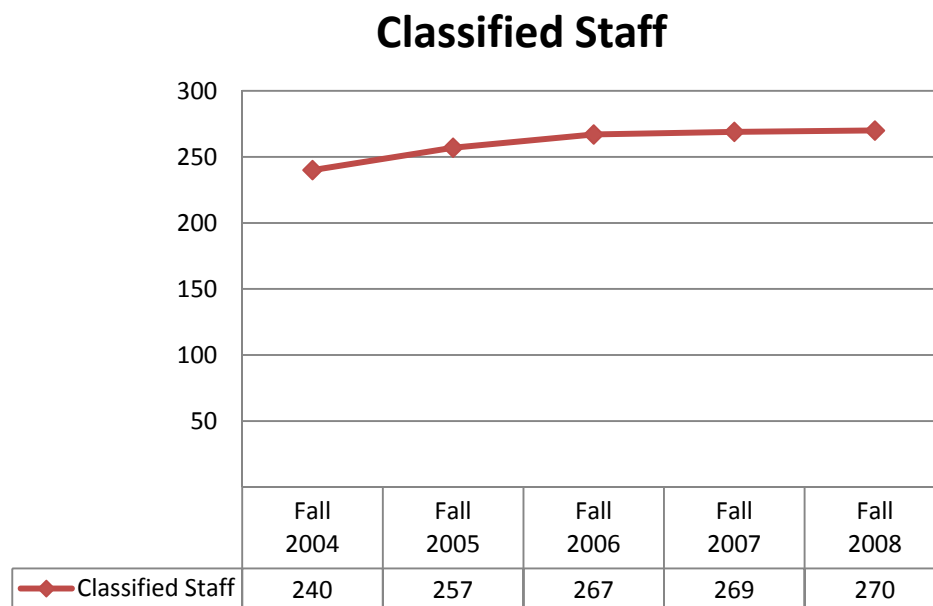


Figure 59: Administrators & Managers

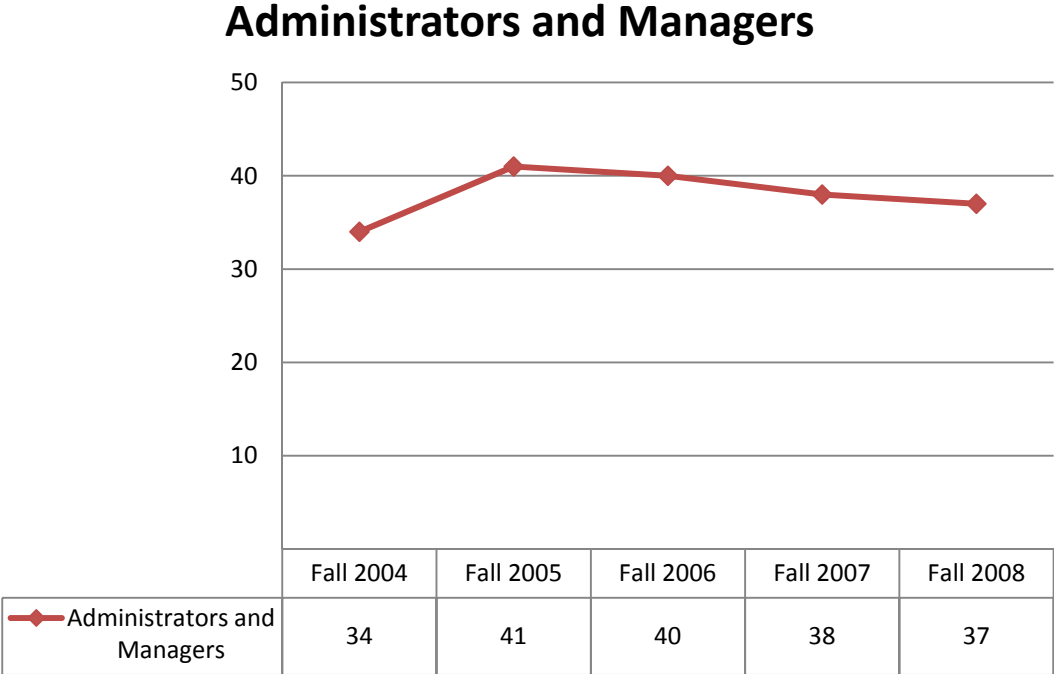
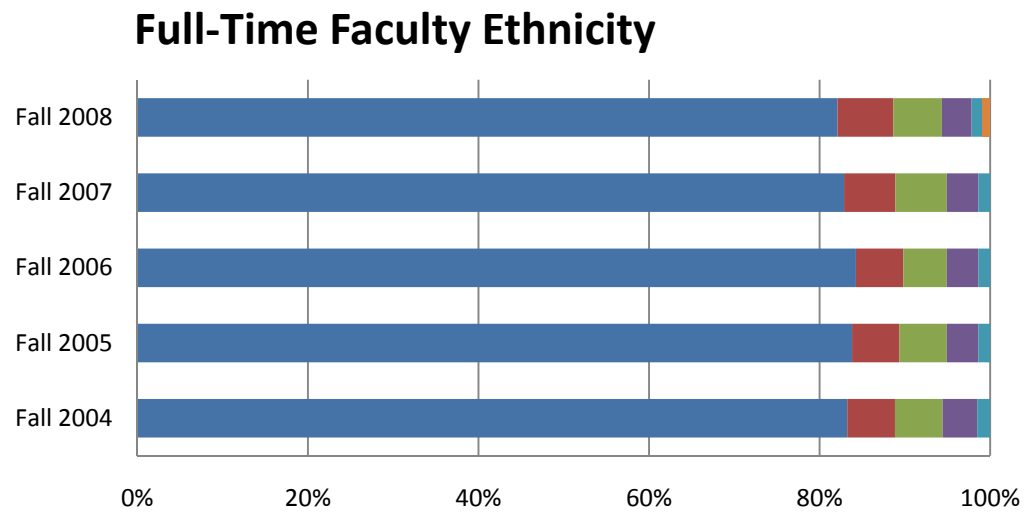


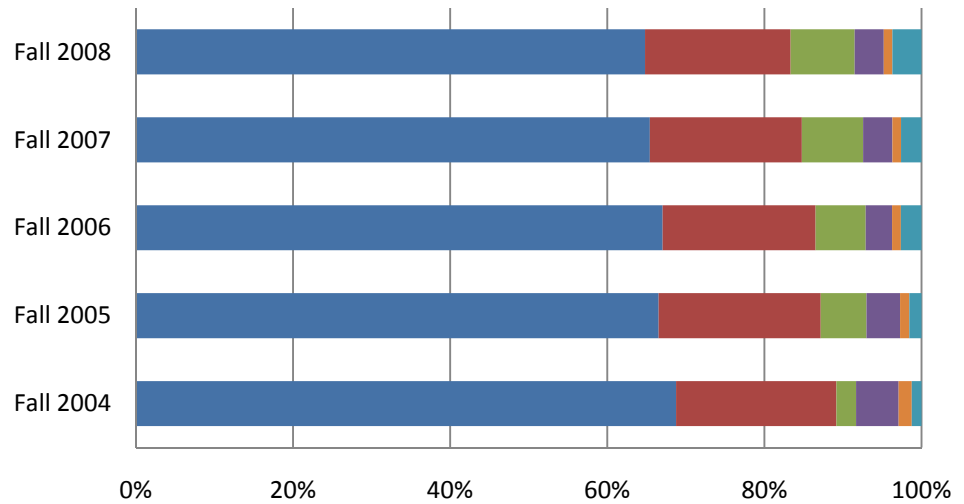
Figure 60: Full-Time Faculty Ethnicity



	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
■ White	164	181	182	179	188
■ Hispanic	11	12	12	13	15
■ Asian or Pacific Islander	11	12	11	13	13
■ African American	8	8	8	8	8
■ American Indian or Alaskan Native	3	3	3	3	3
■ No Answer					2

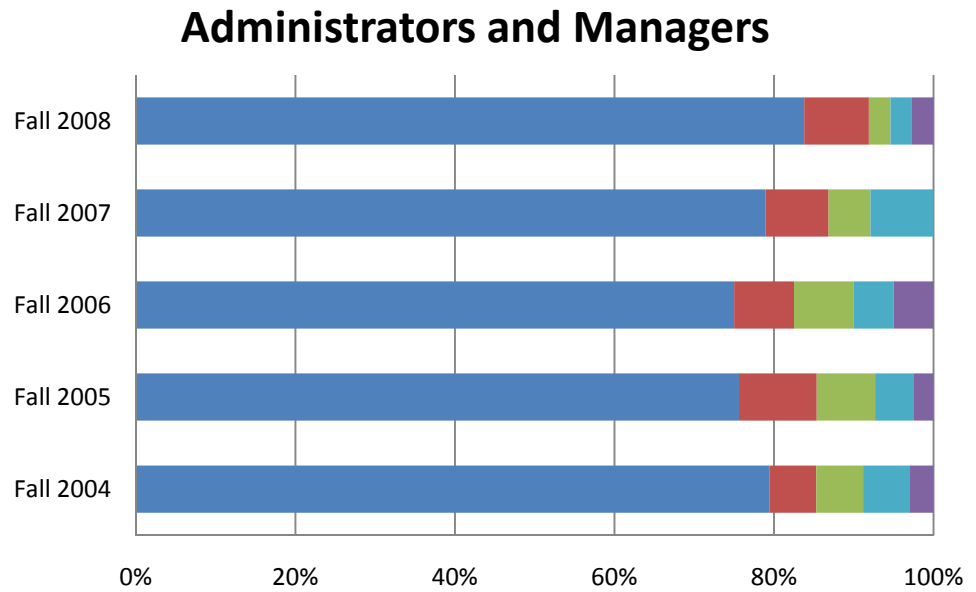
Figure 61: Classified Staff Ethnicity

Classified Staff Ethnicity



	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
■ White	165	171	179	176	175
■ Hispanic	49	53	52	52	50
■ Asian or Pacific Islander	6	15	17	21	22
■ African American	13	11	9	10	10
■ American Indian or Alaskan Native	4	3	3	3	3
■ No Answer	3	4	7	7	10

Figure 62: Administrators & Managers Ethnicity



	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
■ White	27	31	30	30	31
■ Hispanic	2	4	3	3	3
■ African American	2	3	3	2	1
■ Asian or Pacific Islander	2	2	2	3	1
■ American Indian or Alaskan Native	1	1	2		1

Figure 63: Full-Time Faculty Gender

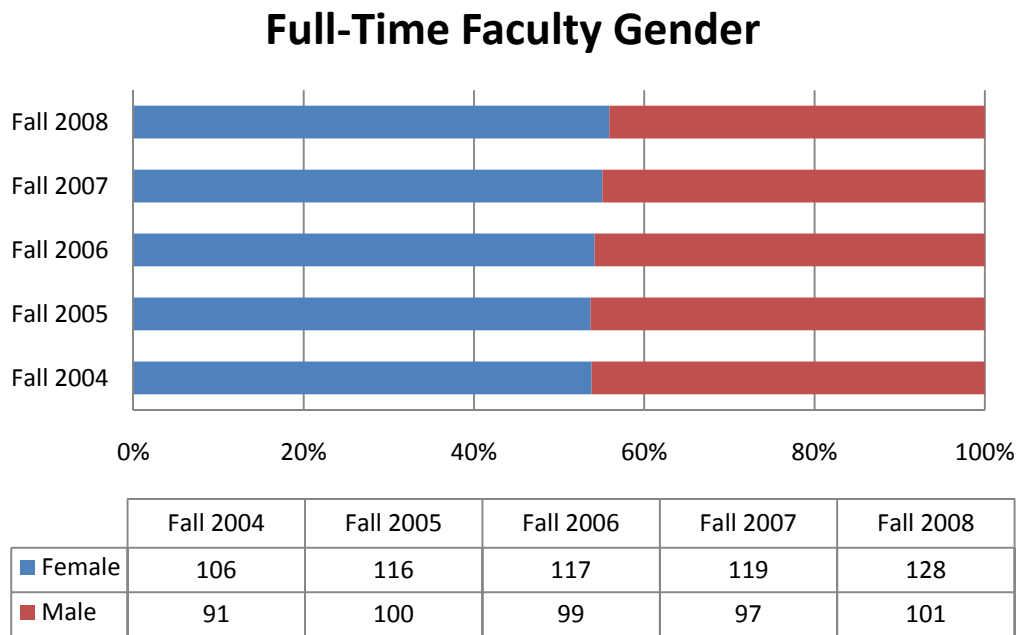


Figure 64: Classified Staff Gender

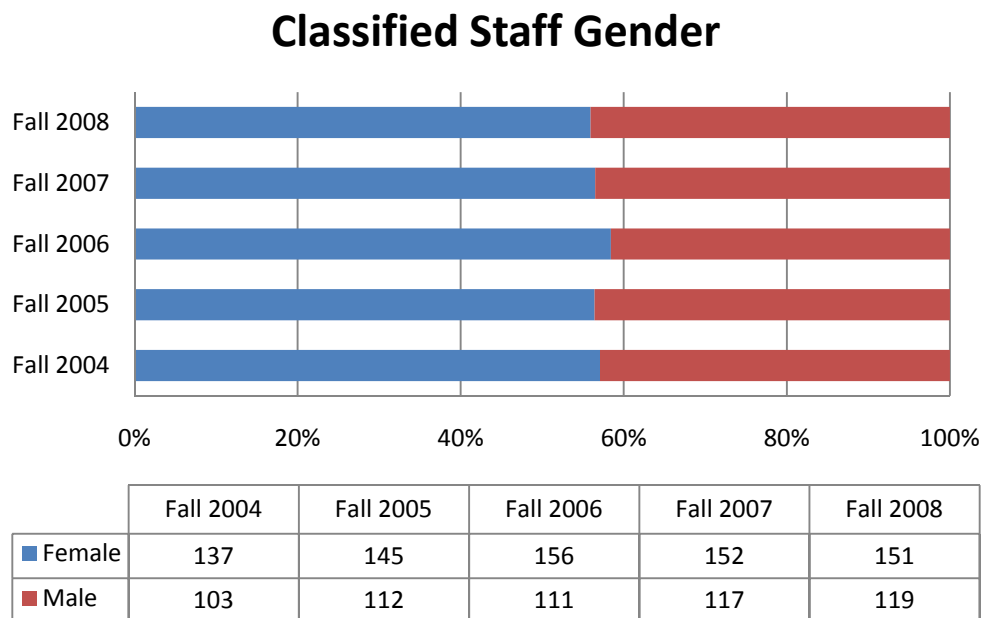
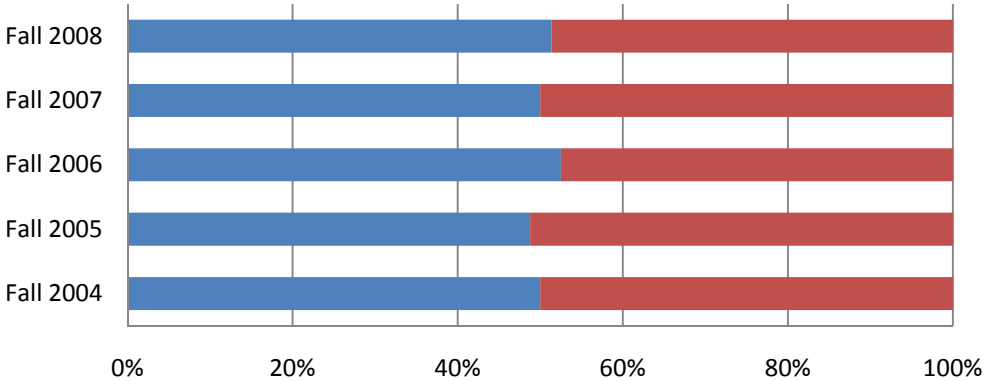


Figure 65: Administrators & Managers Gender

Administrators and Managers Gender



	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Female	17	20	21	19	19
Male	17	21	19	19	18

Figure 66: Full-Time Faculty Age Groups

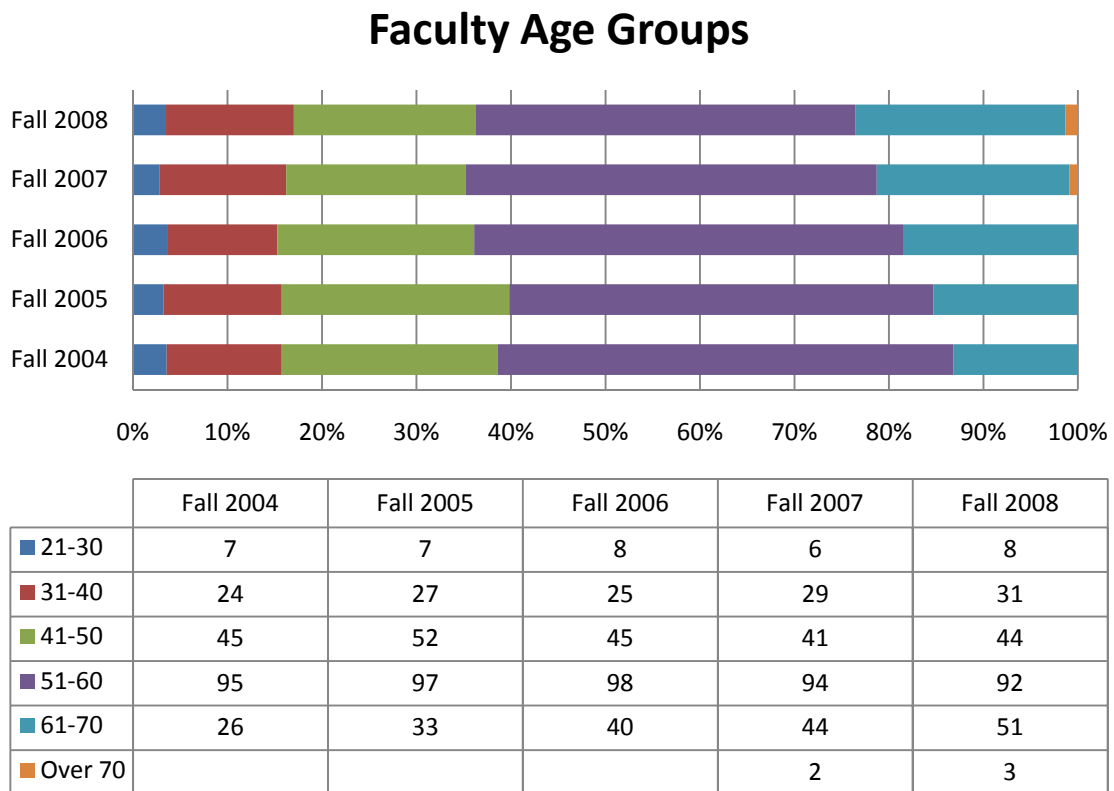


Figure 67: Classified Staff Age Groups

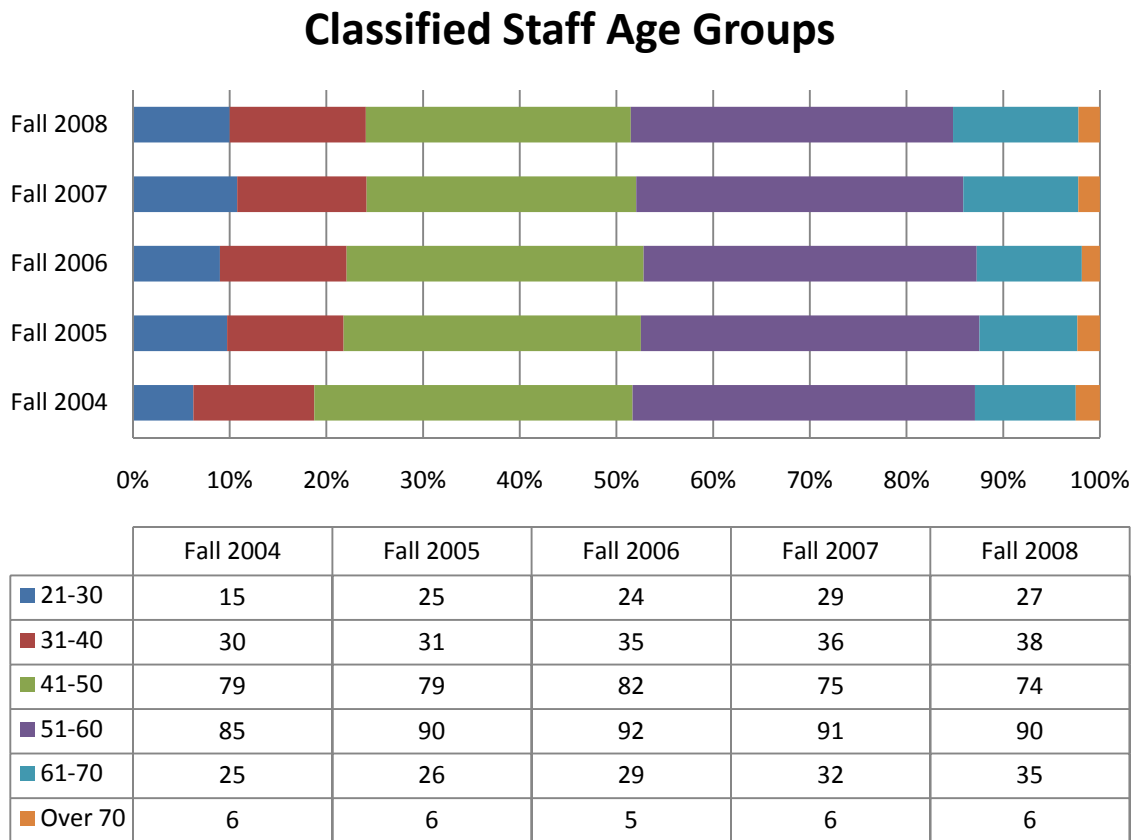
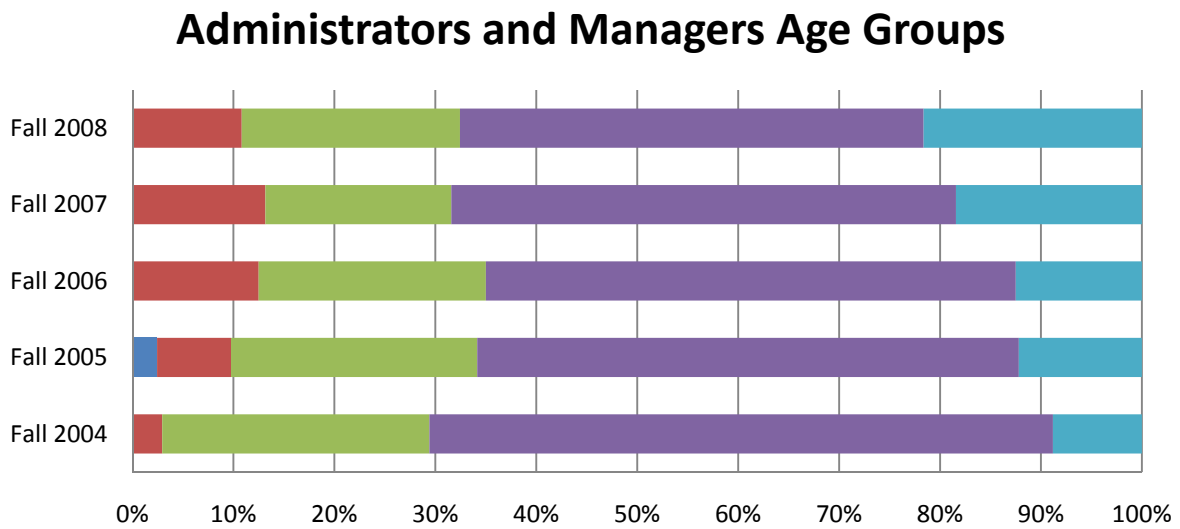


Figure 68: Administrators & Managers Age Groups



	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
■ 21-30		1			
■ 31-40	1	3	5	5	4
■ 41-50	9	10	9	7	8
■ 51-60	21	22	21	19	17
■ 61-70	3	5	5	7	8

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- California Community College Chancellor's Office. (March 2009). *California Community College (CCC) Transfers to In-State Private (ISP) and Out-of-State (OOS) Four-Year Institutions in 2006-2007*. Retrieved February 2010 from http://www.cccco.edu/Portals/4/TRIS/research/reports/isp_oos_report_2006-07.pdf
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- The California Postsecondary Education Commission's Freshmen Pathways allows the user to study the relationship of First-Time Freshmen between California public colleges and California high schools between 1994 and 2008. A "conduit" or "pathway" exists between high schools and colleges. Feeder high schools and high schools that consistently send a larger number of students to specific colleges are identified as having large conduits or pathways.
- California Postsecondary Education Commission, Transfer Pathways Site. Retrieved January 2010 from <http://www.cpec.ca.gov/OnLineData/TransferPathway.asp>
- Full-year transfer information regarding the flow of community college students to four-year colleges and universities for the academic years between 1989/90 and 2008/09 is displayed here. The sources for these counts are the University of California (UC) and the California State University (CSU). The UC and CSU report the transfer source institution as the community college where the student earned the most transferable units. The number of units earned is not a consideration. Transfer students are undergraduates.
- The Center for Student Success. (2007). *Basic Skills as a Foundation for Student Success in California Community Colleges* (p.13). The Research and Planning Group of California. Retrieved February 2010 from <http://css.rpgroup.org/uploads/RPBasicSkills2007v2f.pdf>

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