



Saddleback College Factbook

Office of Planning, Research, and Accreditation

2020-2021

Executive Summary

Saddleback College was established in 1968 and is located in Mission Viejo, California. The college serves a diverse pool of approximately 40,000 students annually, who primarily reside in south Orange County (such as Aliso Viejo, Ladera Ranch, Laguna Niguel, Laguna Woods, Mission Viejo, Rancho Santa Margarita).

Although there was a loss in headcount in 2020-2021, the overall trends in demographics of the College has remained fairly flat across the last five years. The college's student population is generally comprised of:

- 50% White, 25% Hispanic/LatinX, 15% Asian, 2% Black or African American
- 60% Female
- 34% 18-25 years old, 25% over the age of 50
- 65% Continuing students
- 50% Educational goal to transfer to a four-year university
- 75% Credit students
- 35% Financial aid (among credit students)
- 60% Part-time (among credit students)

On average, the college offers about 5,000 class sections annually, which yields approximately 165,000 enrollments. While 70% of enrollments were typically in face-to-face classes prior to the COVID-19 pandemic, in 2020-2021, 73% of enrollments were in online classes. Overall, Saddleback College has averaged a 75% course success rate the last five years. Historically, face-to-face classes have had higher success rates than fully online classes; however, in 2020-2021, online classes performed about 1% higher than face-to-face classes.

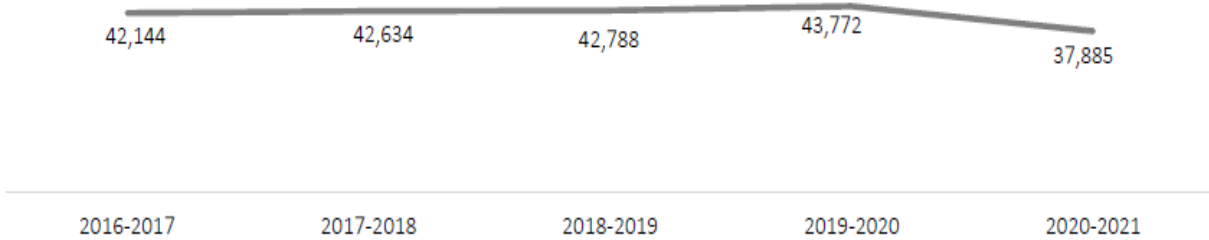
Annually, the Saddleback College awards approximately 3,200 degrees (Associates) and 3,100 Certificates of Achievement. The college averages about 4,000 transfers to four-year institutions, with the highest proportion of annual transfers to the California State University System (30%), followed by Out-of-State Public Institutions (20%) and the University of California system (17%).

Demographics	3
<i>Ethnicity</i>	3
<i>Gender</i>	4
<i>Age</i>	5
<i>Educational Goal</i>	6
<i>Credit Status</i>	7
<i>Full-Time Status (Credit Students)</i>	7
<i>Financial Aid Status (Credit Students)</i>	8
<i>Enrollment Status</i>	8
Enrollments	9
<i>Instruction Method</i>	9
<i>Zero Textbook Cost (ZTC)</i>	10
ZTC Section Offerings	10
ZTC Enrollments	10
ZTC Course Success Rate	11
Student Access and Achievement	12
Access	12
Student Achievement Gaps: Access	13
Course Success Rate	14
Credit Course Success Rates	14
Student Achievement Gaps: Course Success Rates	14
Course Success Rate by Instruction Method (Credit Only)	15
Student Achievement Gaps: In-Person Course Success Rates	16
Student Achievement Gaps: Online Course Success Rates	17
Completion of Transfer-Level English and Math	18
Transfer-Level English Completion: Throughput	18
Student Achievement Gaps: Transfer-Level English Completion	19
Transfer-Level Math Completion: Throughput	20
Student Achievement Gaps: Transfer-Level Math Completion	21
Transfer-Level English and Math Completion: Throughput	22
Student Achievement Gaps: Transfer-Level English and Math Completion	23
Credential Completions	24
Student Achievement Gaps: Credential Completions	25
Certificates	25
Degrees	26
Career Technical Education (CTE)	27
Persistence	28
Fall-to-Fall Persistence	28
Student Achievement Gaps: Fall-to-Fall Persistence	28
Fall-to-Spring Persistence	29
Student Achievement Gaps: Fall-to-Spring Persistence	29
Transfers to Four-Year Institutions	30
Student Achievement Gaps: Transfers to Four-Year Institutions	31
Employees	32
<i>Gender</i>	33
<i>Ethnicity</i>	33

Demographics

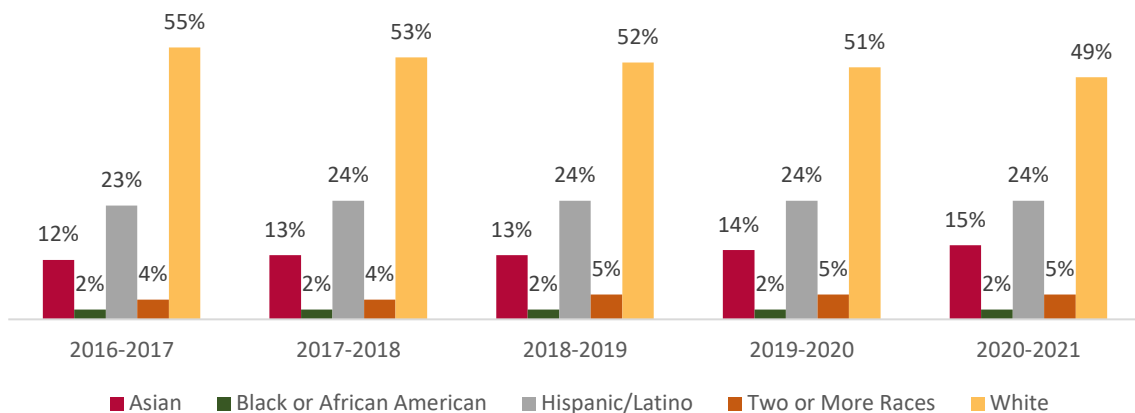
In 2020-2021, Saddleback College served 37,885 students. Although there was a loss in headcount during the pandemic (-13%), the overall trends in demographics of the college has remained fairly flat the last five years.

Headcount by Academic Year



Ethnicity

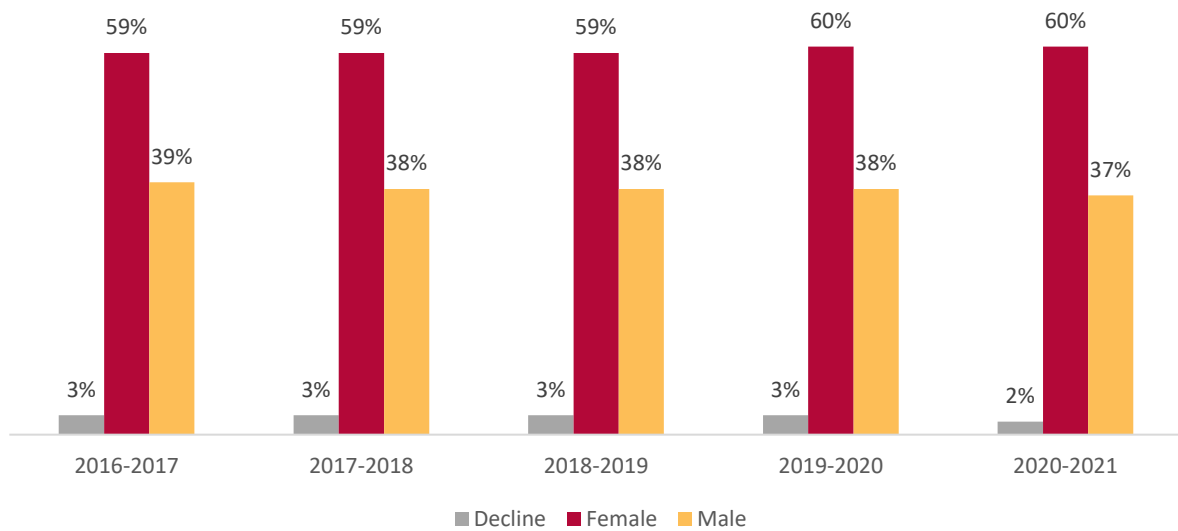
Saddleback College’s student population is typically comprised of 50% White, 25% Hispanic/LatinX, 15% Asian, and 2% Black or African American. This has remained fairly flat in the last five years. Specifically, in 2020-2021, the ethnic background of Saddleback College students consisted of 49% White, 24% Hispanic/Latino, 15% Asian, 5% Two or more races, and 2% Black or African American.



Note: American-Indian/Alaskan-Native and Native-Hawaiian/Pacific Islander categories were removed due to low counts (<1%) The Unreported/Unknown category was also excluded. Hence, the percentages do not sum to 100%.

Gender

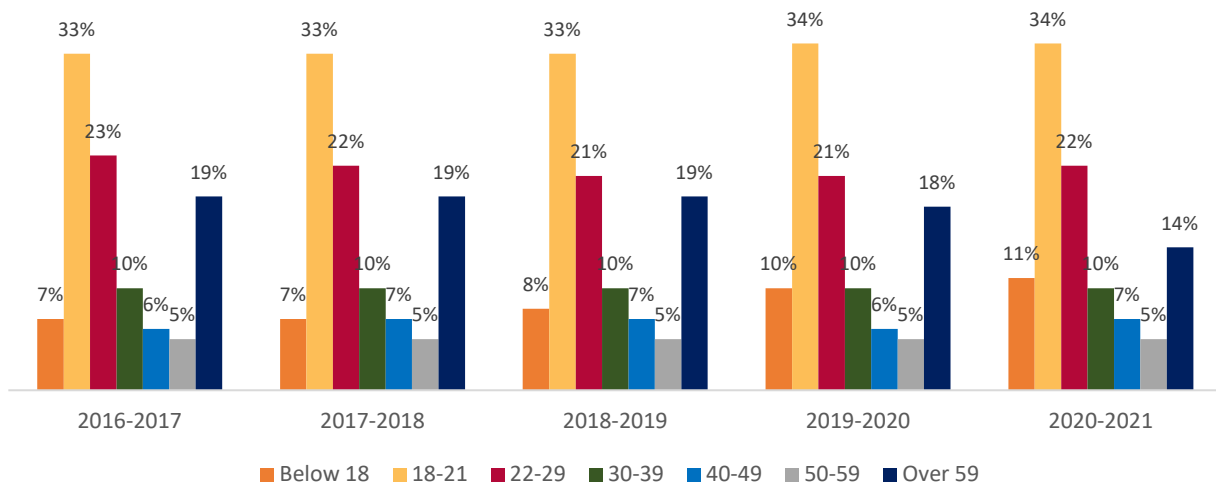
Overall, 60% of Saddleback College's students are female. This has remained fairly flat in the last five years. This was also the case in 2020-2021: 60% of Saddleback College students were female, 37% male, and 2% declined to answer.



Note: Percentages within an academic year may not sum to 100% due to rounding of percentages.

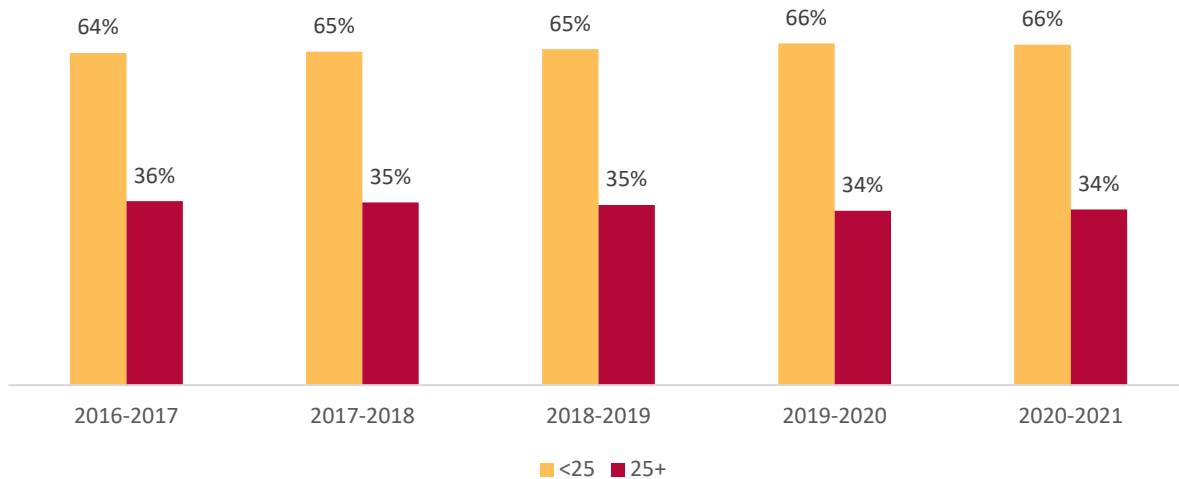
Age

Generally, 34% of Saddleback College students were 18-21 years old, and 25% of students were 50 and over. This has remained fairly flat in the last five years.



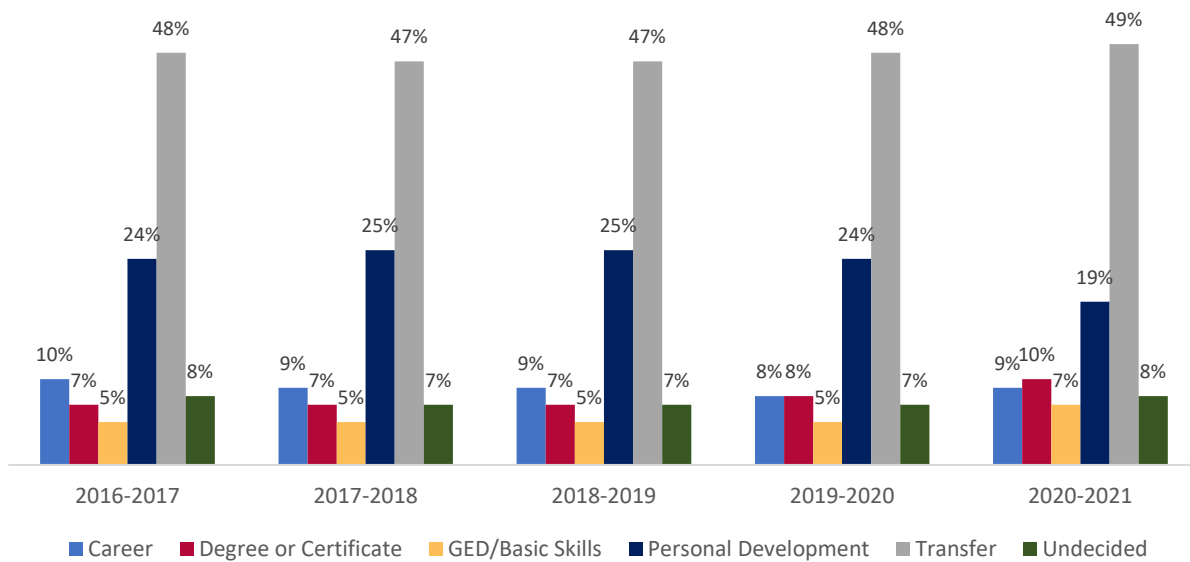
Note: Percentages within an academic year may not sum to 100% due to a student's age changing across the terms.

Among credit-students at Saddleback College, typically, 35% are non-traditional age students (25+ years old). Specifically, in 2020-2021, 34% of credit-students were non-traditional age.



Educational Goal

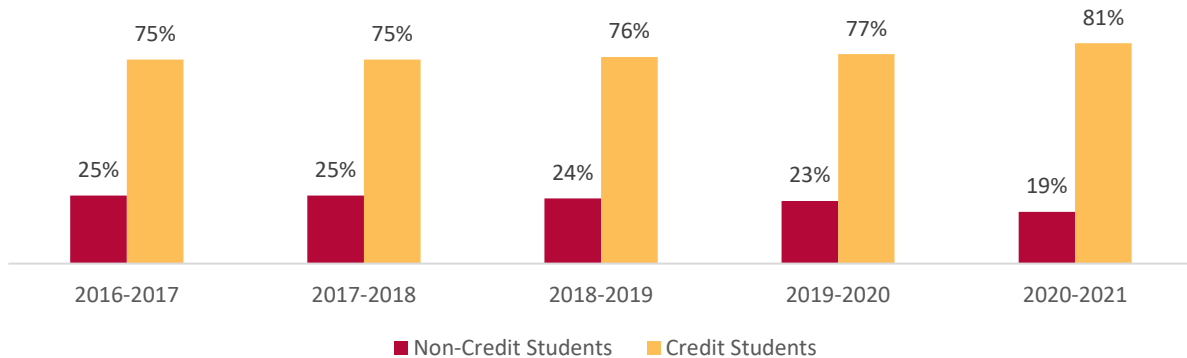
Approximately 50% of the students at Saddleback College typically have an educational goal to transfer to a 4-year university, and 25% of students attend for personal development. Similarly, in 2020-2021, 49% of Saddleback College students had an educational goal of transferring to a 4-year university. However, there was a slight decrease in those with the goal of personal development (19%), which was correlated with a decrease in non-credit enrollment. Ten percent of students indicated a goal of obtaining a degree or certificate, 9% career development, and 7% to obtain a GED/basic skills development.



Note: Percentages within an academic year may not sum to 100% due to a student's educational goal changing across the terms.

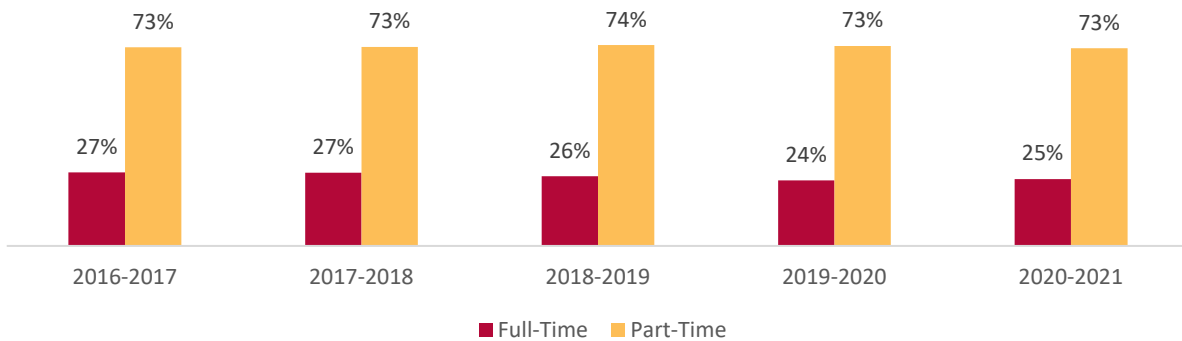
Credit Status

On average, 75% of students at Saddleback College are in credit classes. However, in 2020-2021, there was a shift, with 81% of students in credit classes and 19% in non-credit classes.



Full-Time Status (Credit Students)

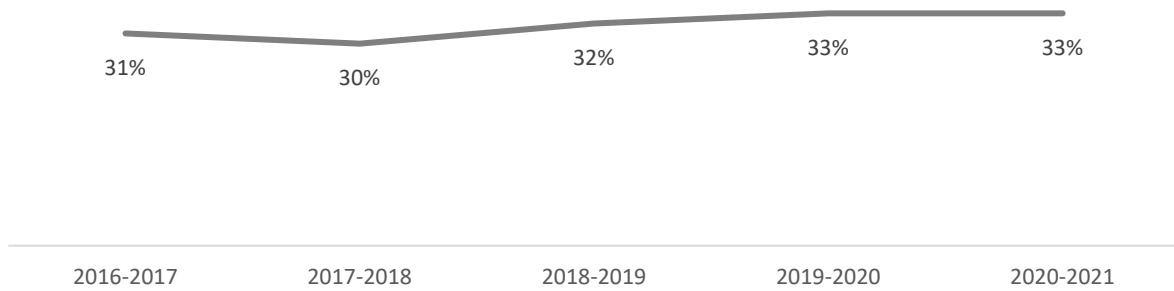
Most credit-students at Saddleback College are enrolled in a part-time unit load. This was also the case in 2020-2021. There was a slight decrease in credit-students that were enrolled full-time, with an increase of students withdrawing from all their courses (+2%) in 2019-2020 and 2020-2021. This was likely to due to the COVID-19 pandemic.



Note: Students who completely withdrew all their courses were not included as they typically made up less than 1% of students. However, in 2019-2020 and 2020-2021, there were approximately 3% of students that withdrew from all courses. Thus, percentages within an academic year may not sum to 100%.

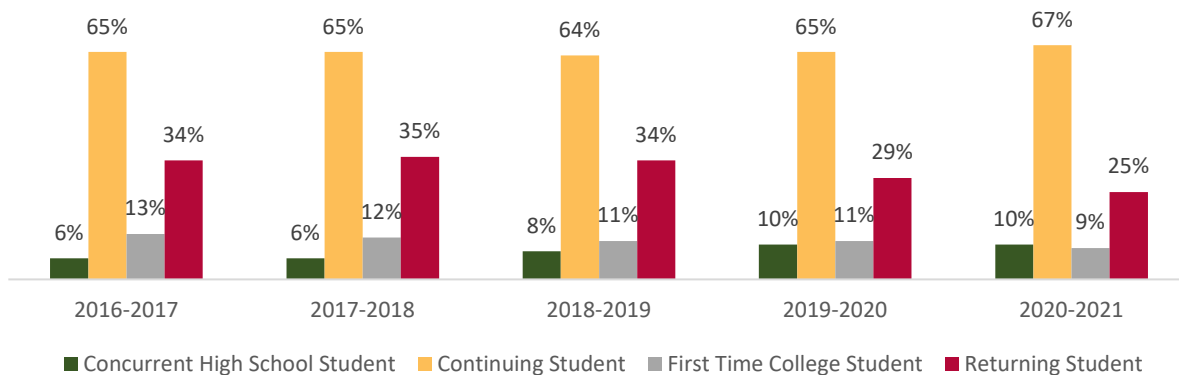
Financial Aid Status (Credit Students)

Across the last five years, approximately 32% of credit-students at Saddleback College were on financial-aid. Specifically, in 2020-2021, 33% of credit students at Saddleback College were on financial aid.



Enrollment Status

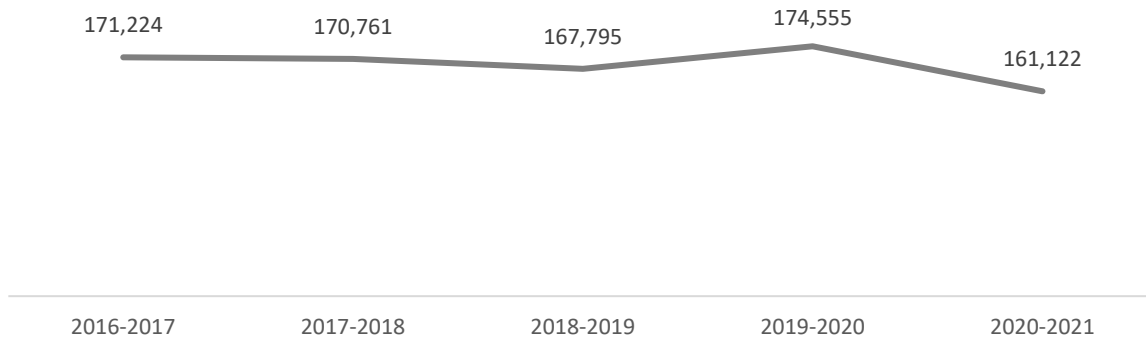
Generally, 65% of Saddleback College students are continuing students, who have continuous enrollment throughout the academic year. Across the last five years, this has remained mostly consistent. In the last several years, there have been some slight shifts, with higher percentages of concurrent high school students, and lower percentages of first-time college and returning students.



Note: Percentages within an academic year may not sum to 100% due to a student's enrollment status changing across the terms.

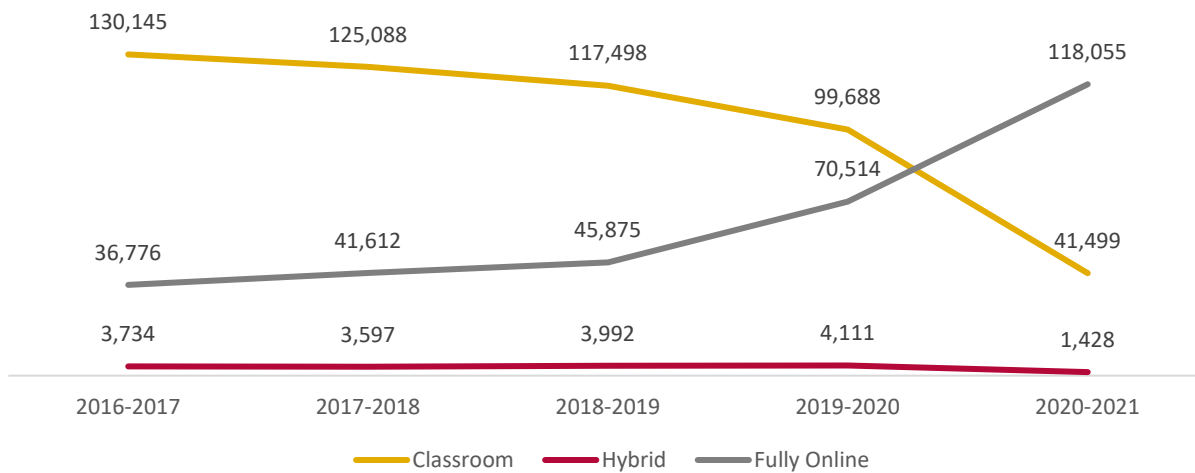
Enrollments

Saddleback College generally has around 165,000 enrollments annually. In 2020-2021, there was an 8% decrease, with a total 161,122 enrollments. The decrease was likely due to the COVID-19 pandemic.



Instruction Method

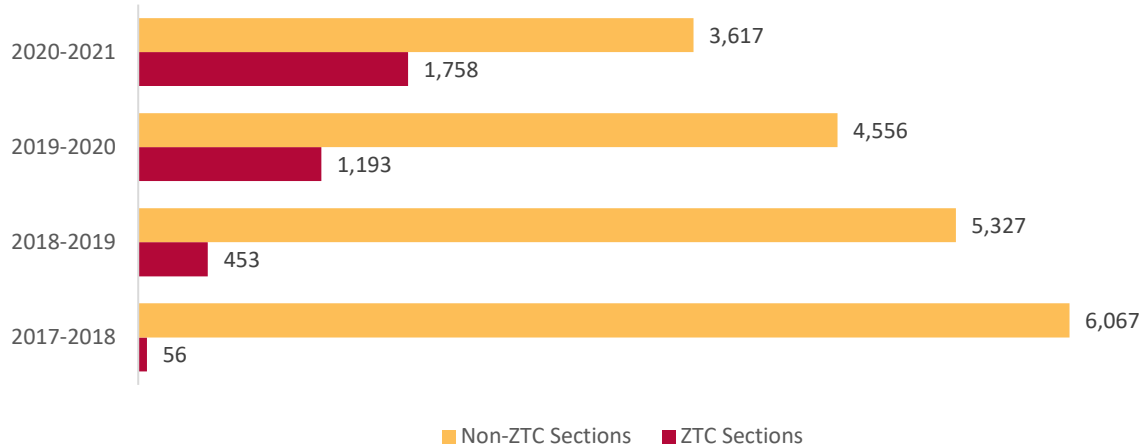
In 2020-2021, 73% of the enrollments were online due to the pandemic. In previous years prior to the pandemic, approximately 70% of the enrollments were in face-to-face classes.



Zero Textbook Cost (ZTC)

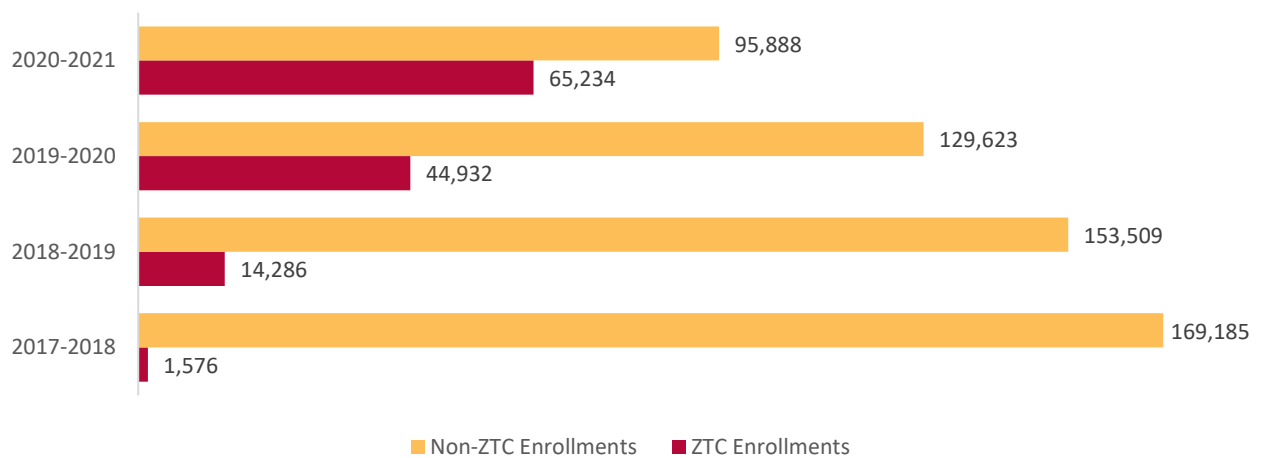
ZTC Section Offerings

ZTC was implemented in 2017-2018. Since then, section offerings with ZTC have increased by 30%.



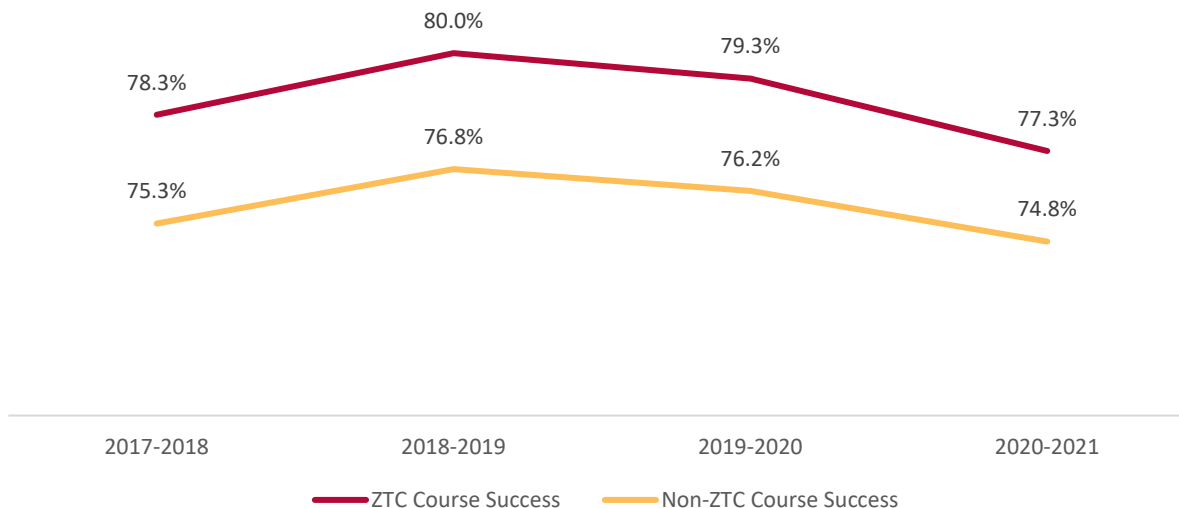
ZTC Enrollments

Enrollments in ZTC have increased by 40% in the last four years. In 2020-2021, ZTC enrollments made up about 40% of total enrollments at Saddleback College.



ZTC Course Success Rate

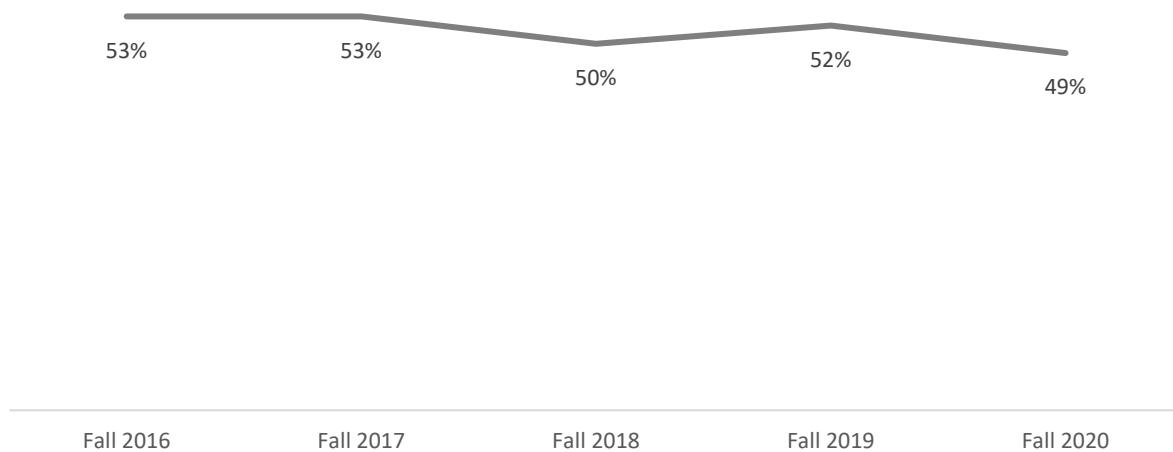
In the last four years, ZTC classes have performed better, averaging a 78.5% success rate in comparison to 76% for non-ZTC classes. In 2020-2021, the course success rate for ZTC classes was 77.3%. While this is lower than previous years, this was still higher than non-ZTC classes (74.8%); the course success rate gap between the offerings has remained consistent.



Student Access and Achievement

Access

Overall, student access (enrolling after applying) at Saddleback College has been around 52%. In Fall 2020, there was a slight decrease (49%).



Student Achievement Gaps: Access

In 2020-2021, Black or African American, students 25 and older, and first-generation students had the highest equity gaps¹ for access. Compared to 2019-2020, first-generation students were no longer significantly disproportionately impacted (DI).

		Application to Enrollment (2019-2020)	Application to Enrollment (2020-2021)
Gender	Female	0.98	0.96
	Male	1.03	1.05
Ethnicity	American Indian or Alaska Native	0.67	0.53
	Asian	1.04	1.03
	Black or African American	0.63	0.73
	Hispanic/Latino	0.95	0.95
	Native Hawaiian or Pacific Islander	0.91	0.90
	Two or More Races	1.17	1.15
	Unreported/Unknown	0.62	0.64
	White	1.06	1.05
Age	Ages 0-24	1.08	1.07
	Ages 25+	0.49	0.53
Special Populations	Economically Disadvantaged	1.65	1.57
	First-Generation	0.77	0.80
	Veteran	0.96	1.00
	Foster Youth	0.93	0.70
	DSPS	1.05	0.99

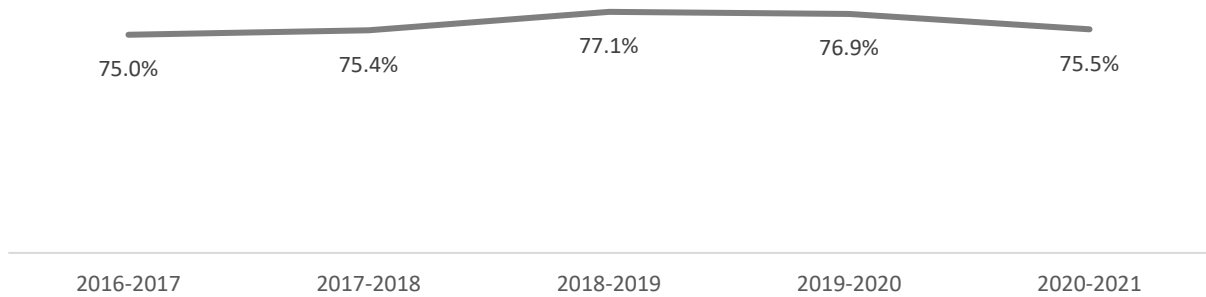
Note: The groups with a PI of less than .80 are highlighted in red. American Indian or Alaska Native, Native Hawaiian and Pacific Islander, and Foster Youth students are less than 1% of the student population.

¹ A Proportionality Index (PI), which divides the % of the cohort that succeeded by the % of the proportion of students within that cohort, was used to examine equity gaps. The lower the PI score, the lower the attainment rate. A ratio of 1.0 indicates that there is a balance between the subgroup and the desired outcome, while a ratio less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Groups with a PI of less than .80 are considered as having substantial equity gaps.

Course Success Rate

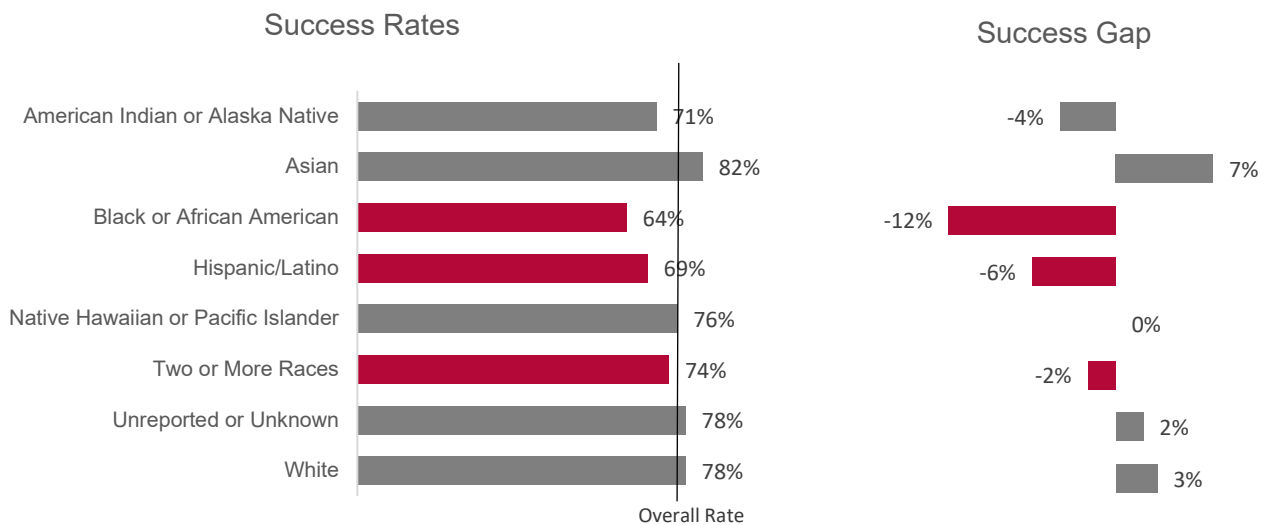
Credit Course Success Rates

Across the last five years, Saddleback College averaged a 75% course success rate for credit classes. Specifically, in 2020-2021, there was an overall course success rate of 75.5%.



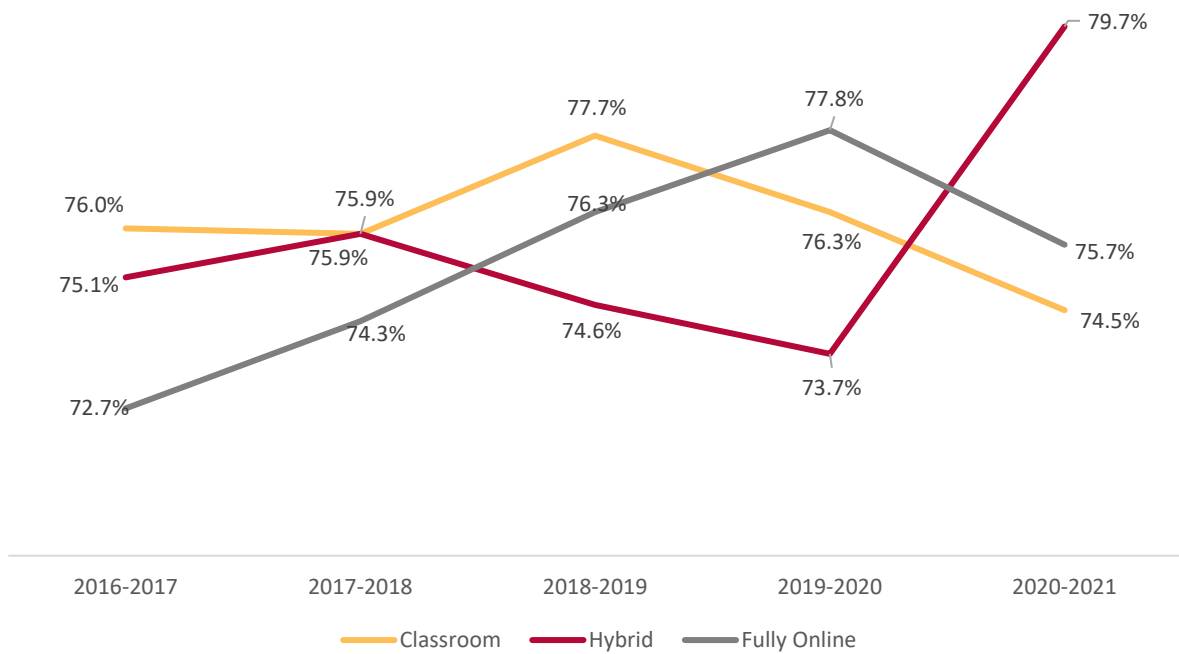
Student Achievement Gaps: Course Success Rates

Among the various ethnicities enrolled at Saddleback College in 2020-2021, Black or African American (-12%) and Hispanic/LatinX (-6%) students were DI groups when it came to course success rates. DI was determined based on the percentage point gap (PPG), a standard method from the Chancellor's Office.



Course Success Rate by Instruction Method (Credit Only)

In 2020-2021, fully online credit classes had a course success rate of 75.7%, and face-to-face credit classes had a course success rate of 74.5%. While hybrid credit classes had a course success rate of 79.7%, it is important to note that hybrid credit sections only made up 2% of offerings. Historically, face-to-face classes have had higher success rates than online; however, there was a shift during the COVID-19 pandemic, which correlates with the increase in online offerings during the pandemic.



Student Achievement Gaps: In-Person Course Success Rates

In 2020-2021, Foster Youth had the highest equity gaps for in-person courses, however, none of the PIs were below 0.80. There were no significant differences compared to 2019-2020.

		In-Person Success Rate (2019-2020)	In-Person Success Rate (2020-2021)
Gender	Female	1.04	1.02
	Male	0.97	0.98
Ethnicity	American Indian or Alaska Native	0.99	0.92
	Asian	1.06	1.03
	Black or African American	0.91	0.93
	Hispanic/Latino	0.95	0.96
	Native Hawaiian or Pacific Islander	0.94	0.96
	Two or More Races	0.97	0.98
	Unreported/Unknown	0.98	0.97
	White	1.02	1.02
Age	Ages 0-24	0.99	1.00
	Ages 25+	1.02	1.01
Special Populations	Economically Disadvantaged	0.99	1.03
	First-Generation	0.97	0.97
	Veteran	0.96	0.99
	Foster Youth	0.97	0.85
	DSPS	0.97	0.99

Note: American Indian or Alaska Native, Native Hawaiian and Pacific Islander, and Foster Youth students are less than 1% of the student population.

Student Achievement Gaps: Online Course Success Rates

For online classes in 2020-2021, Black or African American students had the highest equity gaps for however, none of the PIs were below 0.80. This was a significant change since Black or African American students were a DI group in 2019-2020.

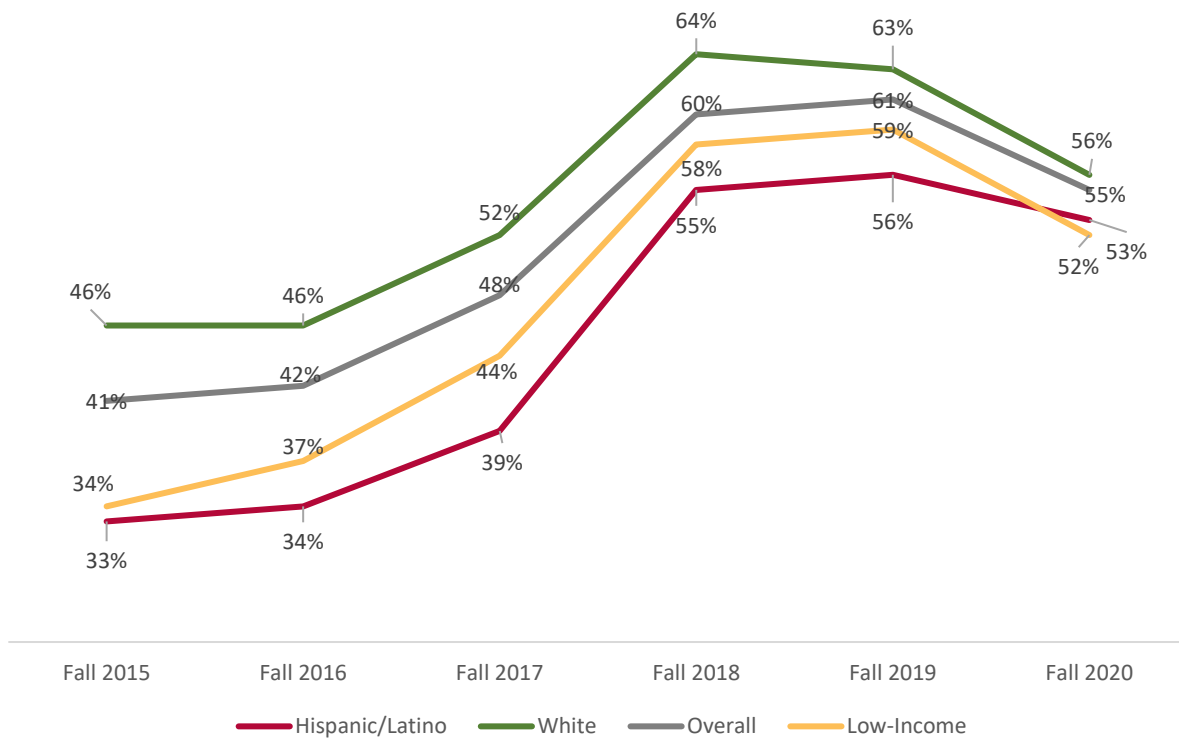
		Online Success Rate (2019-2020)	Online Success Rate (2020-2021)
Gender	Female	1.02	1.03
	Male	0.98	0.95
Ethnicity	American Indian or Alaska Native	0.93	0.93
	Asian	1.08	1.12
	Black or African American	0.78	0.86
	Hispanic/Latino	0.94	0.92
	Native Hawaiian or Pacific Islander	0.99	0.88
	Two or More Races	0.95	0.95
	Unreported/Unknown	0.96	1.04
	White	1.03	1.02
Age	Ages 0-24	1.01	1.00
	Ages 25+	0.97	1.01
Special Populations	Economically Disadvantaged	0.94	1.02
	First-Generation	0.96	0.95
	Veteran	0.91	0.95
	Foster Youth	0.85	0.95
	DSPS	0.97	0.92

Note: American Indian or Alaska Native, Native Hawaiian and Pacific Islander, and Foster Youth students are less than 1% of the student population.

Completion of Transfer-Level English and Math

Transfer-Level English Completion: Throughput

For transfer-level English completion, overall, the throughput increased by 14% from Fall 2015 to Fall 2020, with an average rate of 52%. Hispanic/LatinX throughput increased by 20%, with an average rate of 45%. Low-income throughput increased by 18%, with an average rate of 47%.



Student Achievement Gaps: Transfer-Level English Completion

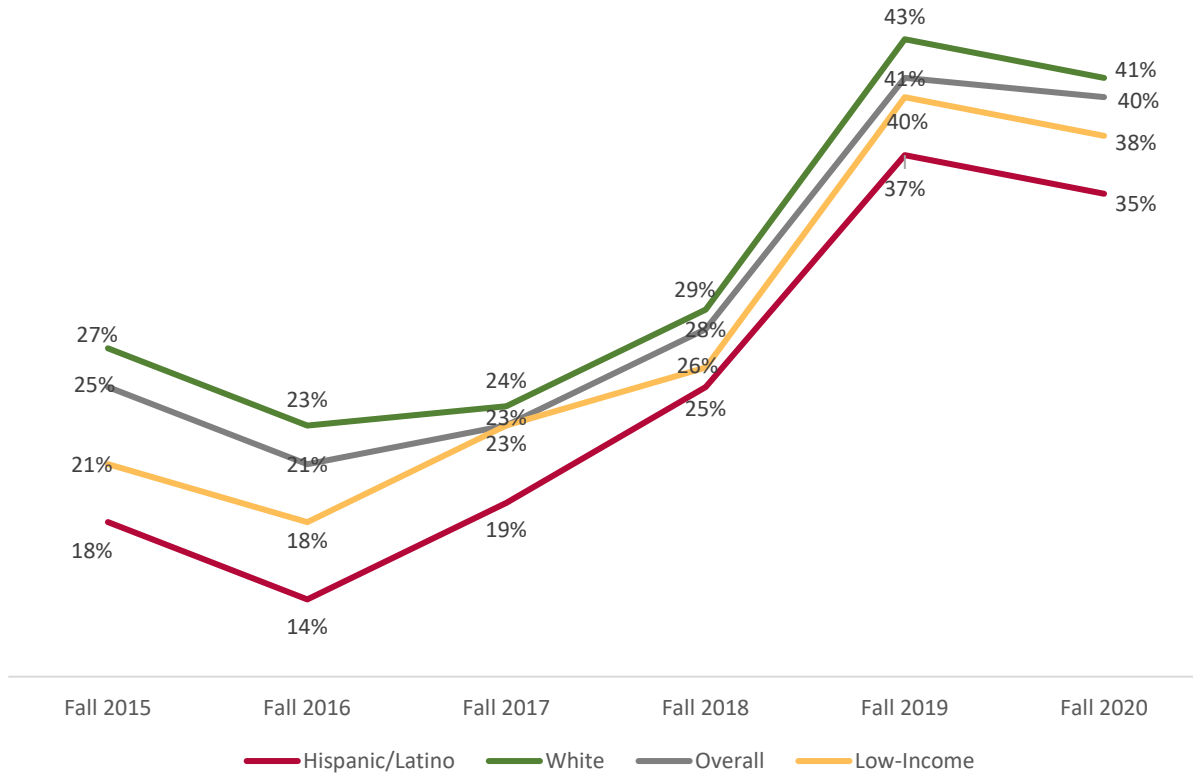
In 2020-2021, Black or African American and students 25 and older had the largest equity gaps for completion of transfer-level English within their first year. Compared to 2019-2020, while still a DI group, First-Generation students were no longer a significant DI group.

		Transfer English (2019-2020)	Transfer English (2020-2021)
Gender	Female	1.06	1.03
	Male	0.94	0.97
Ethnicity	American Indian or Alaska Native	0.62	0.49
	Asian	0.97	1.01
	Black or African American	0.64	0.59
	Hispanic/Latino	0.87	0.89
	Native Hawaiian or Pacific Islander	0.53	0.82
	Two or More Races	1.08	1.07
	Unreported/Unknown	0.75	0.82
Age	White	1.10	1.09
	Ages 0-24	1.09	1.09
	Ages 25+	0.39	0.42
Special Populations	Economically Disadvantaged	0.92	0.96
	First-Generation	0.77	0.83
	Veteran	0.89	0.96
	Foster Youth	0.58	0.65
	DSPS	0.86	0.88

Note: The groups with a PI of less than .80 are highlighted in red. American Indian or Alaska Native, Native Hawaiian and Pacific Islander, and Foster Youth students are less than 1% of the student population.

Transfer-Level Math Completion: Throughput

For transfer-level math completion, overall, from Fall 2015 to Fall 2020, the throughput increased by 15%, with an average rate of 30%. Hispanic/LatinX throughput increased by 17%, with an average rate of 28%. Low-income throughput increased by 17%, with an average rate of 28%.



Student Achievement Gaps: Transfer-Level Math Completion

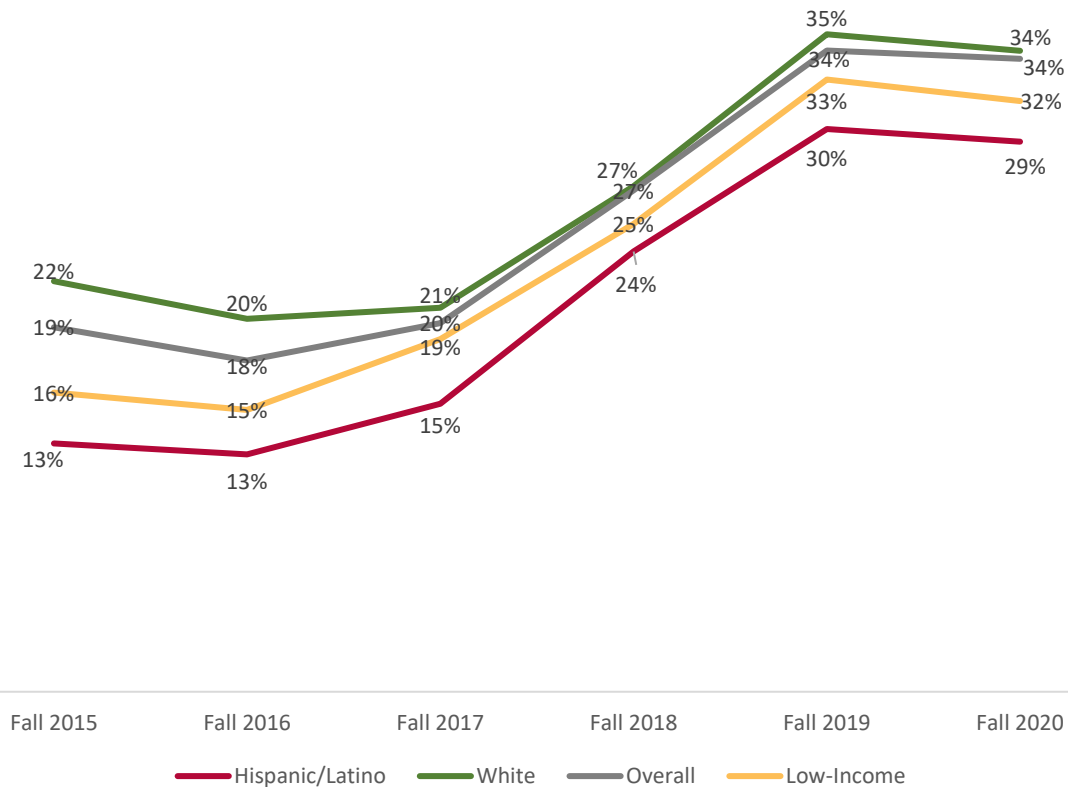
In 2020-2021, Black or African American, students 25 and older, and First-Generation students had the largest equity gaps for completion of transfer-level math in their first year. Compared to 2019-2020, Hispanic/LatinX and Veteran students were no longer significant DI groups.

		Transfer Math (2019-2020)	Transfer Math (2020-2021)
Gender	Female	0.98	0.99
	Male	1.02	1.02
Ethnicity	American Indian or Alaska Native	0.48	0.20
	Asian	1.76	1.48
	Black or African American	0.52	0.40
	Hispanic/Latino	0.75	0.82
	Native Hawaiian or Pacific Islander	0.20	0.69
	Two or More Races	1.02	1.08
	Unreported/Unknown	0.76	0.95
	White	1.06	1.06
Age	Ages 0-24	1.11	1.11
	Ages 25+	0.27	0.33
Special Populations	Economically Disadvantaged	0.90	0.93
	First-Generation	0.62	0.72
	Veteran	0.67	0.83
	Foster Youth	0.44	0.40
	DSPS	0.80	0.83

Note: The groups with a PI of less than .80 are highlighted in red. American Indian or Alaska Native, Native Hawaiian and Pacific Islander, and Foster Youth students are less than 1% of the student population.

Transfer-Level English and Math Completion: Throughput

For transfer-level English and Math completions, overall, the throughput increased by 15% from Fall 2015 to Fall 2020, with an average rate of 25%. Hispanic/LatinX throughput increased by 16%, with an average rate of 21%. Low-income throughput increased by 16%, with an average rate of 23%.



Student Achievement Gaps: Transfer-Level English and Math Completion

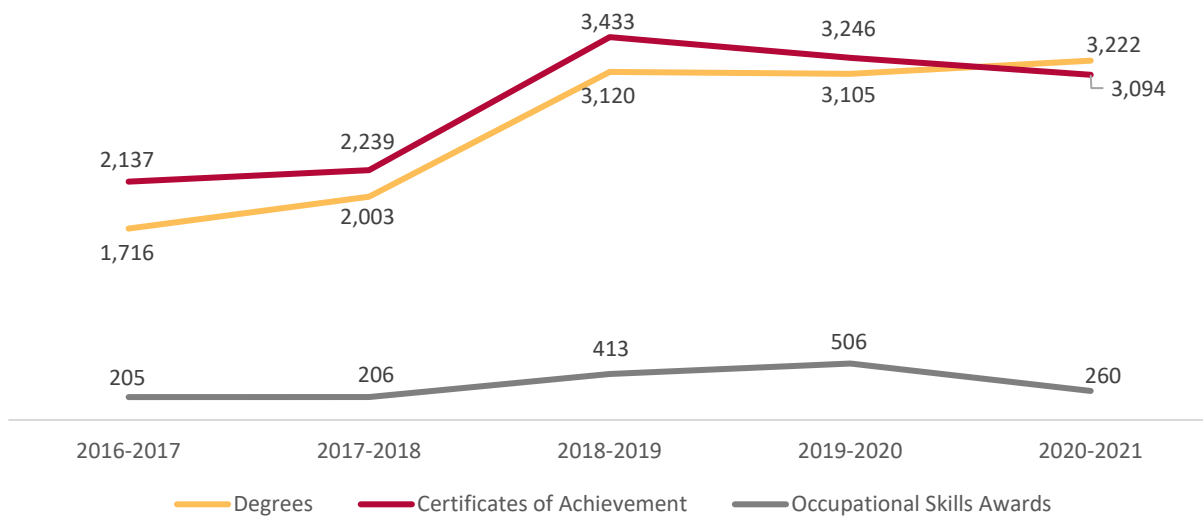
In 2020-2021, when examining both transfer-level English and Math completions within the first year, Black or African American, students 25 or older, First-Generation, Veteran, and DSPS students had the largest equity gaps. Compared to 2019-2020, however, Hispanic/LatinX and Veteran students were no longer a DI group for transfer-level English and Math completions within the first year.

		Transfer English & Math (2019-2020)	Transfer English & Math (2020-2021)
Gender	Female	1.01	1.01
	Male	0.99	0.98
Ethnicity	American Indian or Alaska Native	0.59	0.24
	Asian	1.54	1.39
	Black or African American	0.39	0.38
	Hispanic/Latino	0.76	0.82
	Native Hawaiian or Pacific Islander	0.25	0.82
	Two or More Races	1.04	1.04
	Unreported/Unknown	0.71	0.92
	White	1.10	1.08
Age	Ages 0-24	1.13	1.12
	Ages 25+	0.16	0.22
Special Populations	Economically Disadvantaged	0.89	0.93
	First-Generation	0.59	0.72
	Veteran	0.64	0.80
	Foster Youth	0.42	0.34
	DSPS	0.73	0.76

Note: The groups with a PI of less than .80 are highlighted in red. American Indian or Alaska Native, Native Hawaiian and Pacific Islander, and Foster Youth students are less than 1% of the student population.

Credential Completions

In 2020-2021, Saddleback College awarded 3,222 degrees (all Associates). Overall, there was an increase in the number of degrees awarded. Additionally, 3,094 Certificates of Achievement were awarded, a decrease from the prior two academic years. Two-hundred and sixty Occupational Skills Awards were also awarded.



Note: Auto awards, which began in 2018-2019, contributed significantly to the number of awarded degrees and certificates

The top five degrees and certificates awarded in 2020-2021 were the following:

<u>Degrees Awarded</u>	<u>Certificates Awarded</u>
Liberal Arts	General Education: CSU
Business Administration	General Education: IGETC
Health Sciences	Cosmetician
Psychology	Registered Nurse
Communication Studies	Associate Teacher

Student Achievement Gaps: Credential Completions

Overall, Black/African American, Hispanic/LatinX, students over the age of 25, First-Generation and Veteran students had the largest equity gaps when it came to credential completions.

Certificates

For certificates, compared to 2019-2020, Hispanic/LatinX students were no longer a significant DI group.

		Certificate (2019-2020)	Certificate (2020-2021)
Gender	Female	1.20	1.17
	Male	0.82	0.84
Ethnicity	American Indian or Alaska Native	1.30	0.84
	Asian	1.48	1.45
	Black or African American	0.49	0.58
	Hispanic/Latino	0.79	0.80
	Native Hawaiian or Pacific Islander	0.63	0.52
	Two or More Races	1.03	1.14
	Unreported/Unknown	0.79	0.60
	White	1.08	1.06
Age	Ages 0-24	1.10	1.10
	Ages 25+	0.47	0.45
Special Populations	Economically Disadvantaged	0.90	0.93
	First-Generation	0.71	0.70
	Veteran	0.63	0.52
	Foster Youth	0.27	0.50
	DSPS	0.89	0.84

Note: The groups with a PI of less than .80 are highlighted in red. American Indian or Alaska Native, Native Hawaiian and Pacific Islander, and Foster Youth students are less than 1% of the student population.

Degrees

For degrees, similar to certificates, compared to 2019-2020, Hispanic/LatinX students were no longer a significant DI group.

		Degree (2019-2020)	Degree (2020-2021)
Gender	Female	1.19	1.17
	Male	0.82	0.84
Ethnicity	American Indian or Alaska Native	1.26	0.82
	Asian	1.47	1.44
	Black or African American	0.58	0.66
	Hispanic/Latino	0.78	0.80
	Native Hawaiian or Pacific Islander	1.02	0.69
	Two or More Races	1.01	1.13
	Unreported/Unknown	0.84	0.63
	White	1.08	1.06
Age	Ages 0-24	1.09	1.09
	Ages 25+	0.50	0.48
Special Populations	Economically Disadvantaged	0.90	0.93
	First-Generation	0.71	0.71
	Veteran	0.62	0.51
	Foster Youth	0.26	0.49
	DSPS	0.90	0.85

Note: The groups with a PI of less than .80 are highlighted in red. American Indian or Alaska Native, Native Hawaiian and Pacific Islander, and Foster Youth students are less than 1% of the student population.

Career Technical Education (CTE)

In 2020-2021, for CTES, there were no significant DI groups.

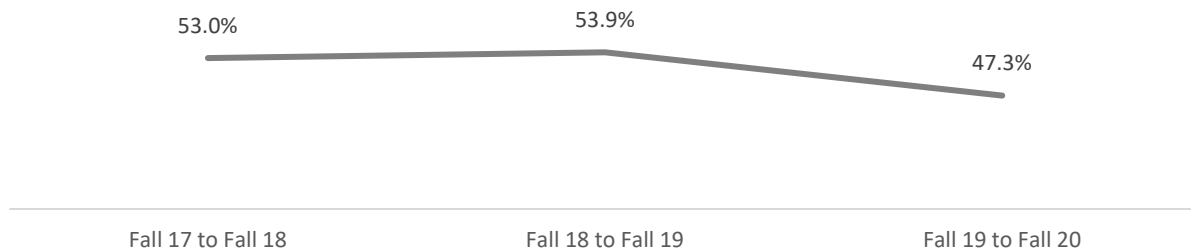
		CTE (2019-2020)	CTE (2020-2021)
Gender	Female	1.05	1.13
	Male	0.92	0.89
Ethnicity	American Indian or Alaska Native	2.39	2.95
	Asian	1.25	1.09
	Black or African American	1.41	0.97
	Hispanic/Latino	1.03	0.98
	Native Hawaiian or Pacific Islander	0.00	0.00
	Two or More Races	0.76	0.97
	Unreported/Unknown	0.72	0.72
	White	0.97	1.01
Age	Ages 0-24	0.84	0.83
	Ages 25+	1.94	1.91
Special Populations	Economically Disadvantaged	1.08	1.19
	First-Generation	1.14	1.22
	Veteran	0.96	0.87
	Foster Youth	1.26	1.77
	DSPS	1.06	1.40

Note: The groups with a PI of less than .80 are highlighted in red. American Indian or Alaska Native, Native Hawaiian and Pacific Islander, and Foster Youth students are less than 1% of the student population.

Persistence

Fall-to-Fall Persistence

The average persistence rate from Fall 2019 to Fall 2020 was 47.3%, which was less than the prior years. This was likely due to the COVID-19 pandemic.



Student Achievement Gaps: Fall-to-Fall Persistence

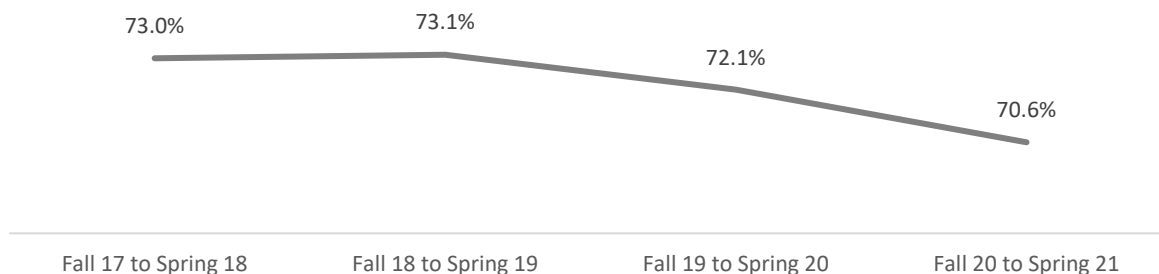
In 2020-2021, Black or African American and students 25 or older had the largest equity gaps for Fall-to-Fall persistence. There were no significant changes in DI groups compared to 2019-2020.

		Persistence F2F (2019-2020)	Persistence F2F (2020-2021)
Gender	Female	1.04	1.00
	Male	0.96	1.00
Ethnicity	American Indian or Alaska Native	0.24	0.88
	Asian	1.10	0.99
	Black or African American	0.71	0.76
	Hispanic/Latino	0.97	1.00
	Native Hawaiian or Pacific Islander	1.00	0.88
	Two or More Races	1.06	1.02
	Unreported/Unknown	0.92	0.94
	White	1.02	1.01
Age	Ages 0-24	1.04	1.04
	Ages 25+	0.73	0.72
Special Populations	Economically Disadvantaged	1.01	1.05
	First-Generation	0.95	0.92
	Veteran	0.95	0.96
	Foster Youth	0.85	0.91
	DSPS	1.01	1.11

Note: The groups with a PI of less than .80 are highlighted in red. American Indian or Alaska Native, Native Hawaiian and Pacific Islander, and Foster Youth students are less than 1% of the student population.

Fall-to-Spring Persistence

The average persistence rate from Fall 2020 to Spring 2021 was 70.6%. This was also a decrease from prior years.



Student Achievement Gaps: Fall-to-Spring Persistence

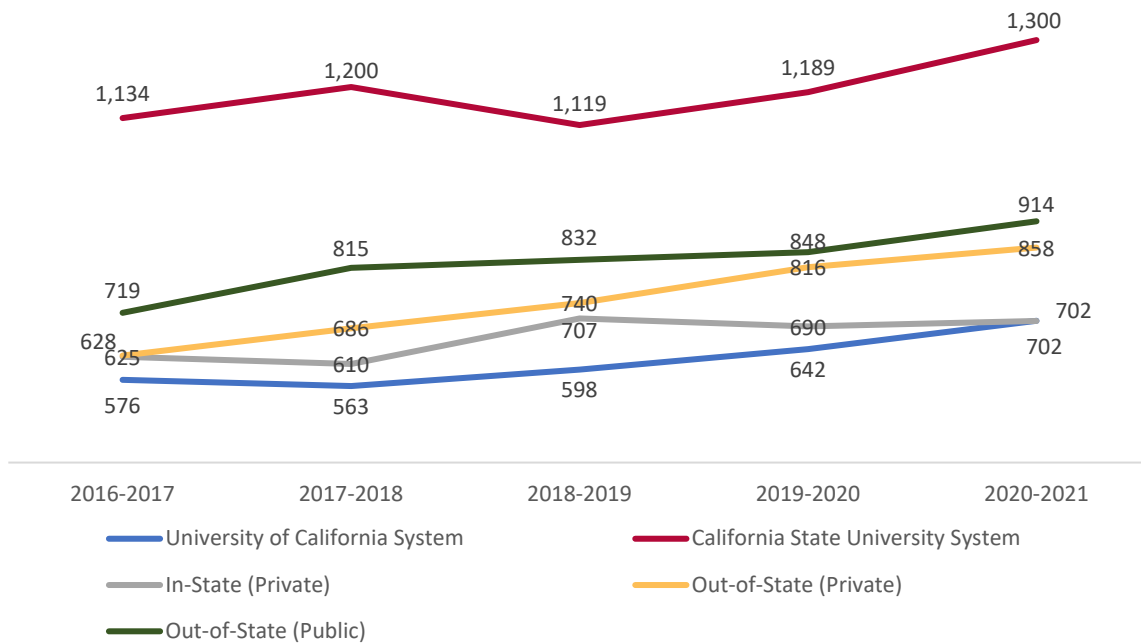
In 2020-2021, Black or African American, and students 25 or older had the largest equity gaps when it came to Fall-to-Spring persistence. However, none of the PIs were less than .80.

		Persistence F2S (2019-2020)	Persistence F2S (2020-2021)
Gender	Female	1.01	1.01
	Male	0.99	0.99
Ethnicity	American Indian or Alaska Native	0.98	0.98
	Asian	1.04	1.04
	Black or African American	0.92	0.88
	Hispanic/Latino	0.98	0.98
	Native Hawaiian or Pacific Islander	0.98	0.95
	Two or More Races	1.01	1.02
	Unreported/Unknown	0.89	0.95
	White	1.01	1.01
Age	Ages 0-24	1.01	1.01
	Ages 25+	0.89	0.89
Special Populations	Economically Disadvantaged	1.02	1.02
	First-Generation	0.95	0.99
	Veteran	0.91	0.98
	Foster Youth	0.93	0.95
	DSPS	1.04	1.04

Note: The groups with a PI of less than .80 are highlighted in red. American Indian or Alaska Native, Native Hawaiian and Pacific Islander, and Foster Youth students are less than 1% of the student population.

Transfers to Four-Year Institutions

In 2020-2021, there were a total of 4,476 transfers to 4-year institutions out of Saddleback College. Of these, 1,300 transfers were to CSU institutions, 914 to out-of-state public institutions, 858 to out-of-state private institutions, 702 to UC institutions, and 207 to in-state private institutions.



The top five institutions that students transferred to in 2020-2021 were the following:

UC/CSU Universities	Other
CSU Fullerton	University of Southern California
UC Irvine	Chapman University – Orange
CSU Long Beach	National University
UC Los Angeles	West Coast University – Anaheim
San Diego State University	University of Massachusetts Global

Student Achievement Gaps: Transfers to Four-Year Institutions

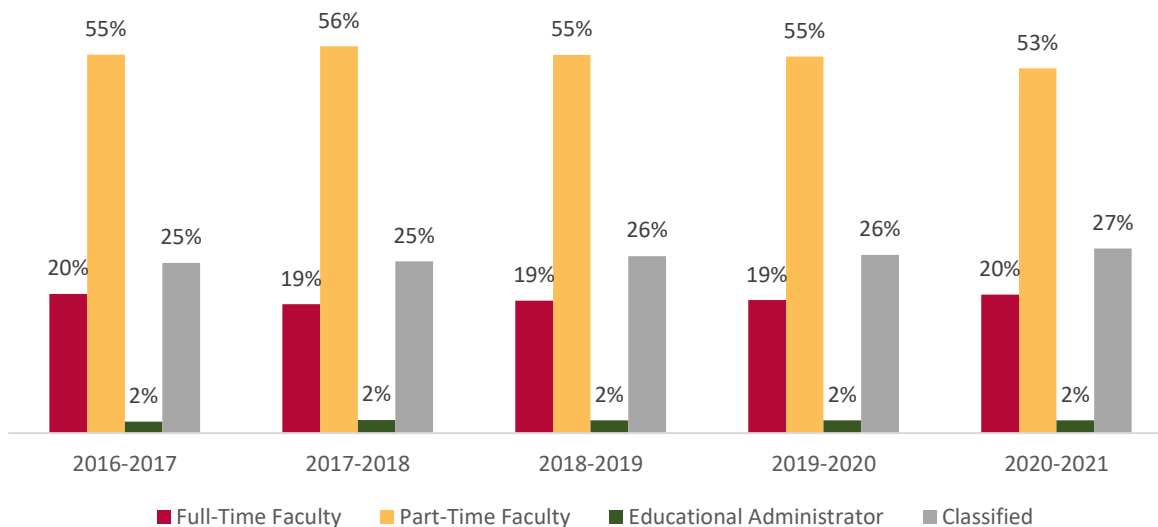
In 2020-2021, Black or African American, Hispanic/LatinX, students 25 and older, and First-Generation and DSPS students had the largest equity gaps when it came to transfers to four-year institutions. Compared to 2019-2020, there were no changes in the number of significant DI groups.

		Transfer (2019-2020)	Transfer (2020-2021)
Gender	Female	1.09	1.08
	Male	0.91	0.92
Ethnicity	American Indian or Alaska Native	1.19	0.89
	Asian	1.02	1.05
	Black or African American	0.78	0.69
	Hispanic/Latino	0.71	0.73
	Native Hawaiian or Pacific Islander	0.72	0.87
	Two or More Races	1.14	1.16
	Unreported/Unknown	0.84	0.80
	White	1.15	1.14
Age	Ages 0-24	1.11	1.12
	Ages 25+	0.37	0.31
Special Populations	Economically Disadvantaged	0.85	0.83
	First-Generation	0.59	0.56
	Veteran	1.15	0.94
	Foster Youth	0.49	0.68
	DSPS	0.72	0.72

Note: The groups with a PI of less than .80 are highlighted in red. American Indian or Alaska Native, Native Hawaiian and Pacific Islander, and Foster Youth students are less than 1% of the student population.

Employees

In 2020-2021, the Saddleback College workforce consisted of 1,375 employees. Twenty percent of the workforce were Full-Time Faculty, 53% Part-Time faculty, 2% were Educational Administrators, and 27% were Classified Employees.



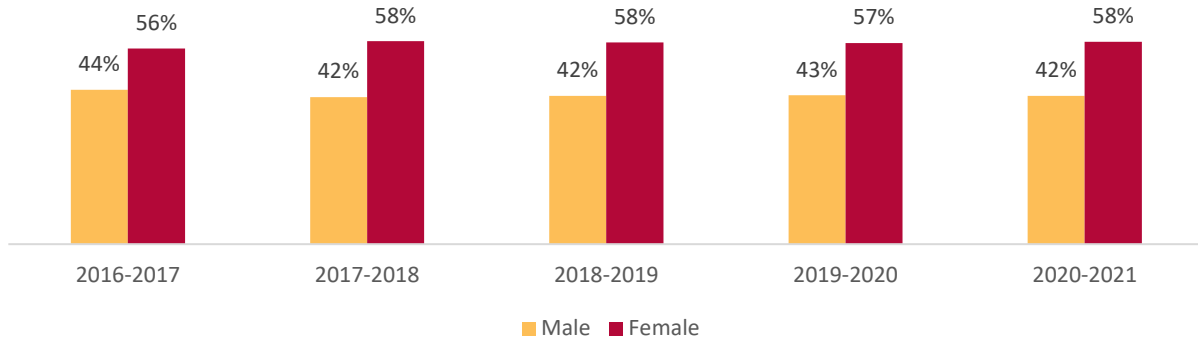
Over the last five years, while the total number of employees have varied, the percentage of employees for each classification has remained fairly consistent.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Full-Time Faculty	300	284	282	283	273
Part-Time Faculty	816	852	805	801	719
Educational Administrator	25	29	27	27	25
Classified	367	378	377	379	364
Total	1488	1530	1475	1475	1375

Note: The values may not add up to the total within an academic year due to changes in classifications within an academic year.

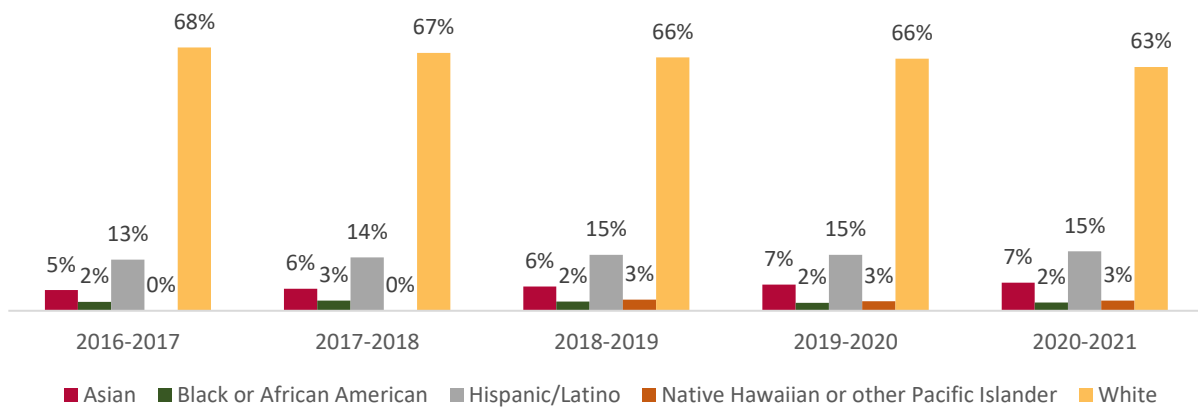
Gender

In 2020-2021, 58% of the Saddleback College workforce identified as female, and 42% identified as male. Over the last five years, the percentage of female and male employees has been fairly consistent.



Ethnicity

In 2020-2021, 63% of the Saddleback College workforce was White, 15% Hispanic/Latino, 7% Asian, 3% Native Hawaiian or Other Pacific Islander, and 2% Black or African American. American Indian or Alaska Native and Two or more races made up approximately 1% each, and 7% of did not report their race/ethnicity. Across the last five years, there has been a slight increase in the number of Asian, Hispanic/LatinX, and Native Hawaiian or Other Pacific Islander employees at the College.



Note: American-Indian/Alaskan-Native and Two or more races categories were removed due to low counts (<1%) The Unreported/Unknown category was also excluded. Hence, the percentages do not sum to 100%.