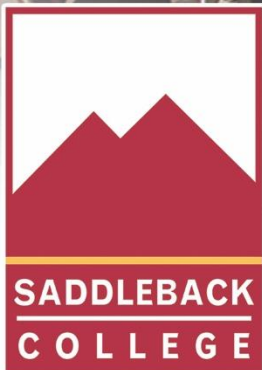


2020-2030

EDUCATION MASTER PLAN



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LETTER FROM THE PRESIDENT

In early 2020, Saddleback College introduced a new marketing tag line: *Welcome to Opportunity!* It marries the core of what we do—creating opportunities through education—to the manner in which we do it—with a welcoming heart, full of passion for learning and love for students.

“*Welcome to Opportunity*” is also an apt introduction for our college’s new Educational Master Plan (EMP); for in it, we open ourselves up to self-examination and identify the strengths, challenges, and environmental factors that will create our college’s opportunities in the decade to come.

While the EMP is a snapshot in time, it is also the triptych of the process by which it was developed, one that ran in parallel with the development of the broader South Orange County Community College District-Wide Strategic Plan, which very much informs this document. This journey to develop our college’s ten-year EMP involved robust participation and contributions by all stakeholder groups: faculty, staff, administrators, students, and community members. The EMP was vetted and edited not only by the units of the college it describes, but by shared governance groups that transcend those units, including Academic and Classified Senates and our college’s broadest participatory governance group, Consultation Council. As such, it reflects not the voice of any author, but the voice of Saddleback College.

One can see in our EMP our college’s challenges for the coming decade. We serve a community with a declining college-age population and increasing numbers of older adults and English Language Learners. Our District’s service area is expected to enjoy 4% jobs growth in the next decade and a half, but almost all of that net growth is expected to be in Irvine (home of our sister college) and neighboring Tustin. Housing costs and transportation challenges in our region make it increasingly difficult for typical community college students to attend classes on our campus.

But we also identify in this document, the strengths that will enable us to fulfill our mission more effectively than ever, thanks to an innovative, student-centered, and high-touch culture that over five decades has risen at every chance to create opportunity from challenges. We are statewide leaders in online learning (#1 or #2 depending on the data set cited) and non-credit programming for aging adults. We offer diverse programming, particularly strong in health sciences, where projected retirements will create strong demand for our graduates. We have plans to develop new facilities at the Advanced Technology and Education Park (ATEP) in Tustin, which will allow us to reach new industry partners in the region and create new job opportunities in burgeoning fields, like autonomous and alternative vehicle technology and logistics and supply chain management. We see new opportunities for providing access and equitable opportunities for the growing Latinx community in our region and for the English Language Learners (ELL) coming out of our largest K-12 feeder districts. (17% of Saddleback Valley Unified students and 10% of Capistrano Unified School District students are ELL.) Gains in student achievement, including completion, indicate that we are getting better and better at providing our students with real opportunities, not just the hope of one. Even if we serve fewer students, we will serve them better, resulting in more successful completions and transfers.

The self-examination that is reflected in this document is affected by the environment in which we find ourselves; and as we prepare the final draft and prepare to release this EMP, the environment in which we find ourselves is shockingly different than the one in which we found ourselves just a few months ago (and will perhaps be very different a year from now). While it is important to see our EMP as a ten-year plan, not a one-year plan, the COVID-19 crisis should cause us to question assumptions in this document, and to re-examine our planning as the crisis abates and we have a better view of what the post-COVID-19 era will look like.

As an example, the regional job market analysis that is cited in this plan shows hospitality/tourism and retail sectors close behind the two largest job sectors in our community, healthcare and professional and technical services. It is hard to imagine that the COVID-19 crisis will not have long-term impacts on the hospitality/tourism and retail (at least brick and mortar) job sectors even after it runs its acute course. And while traffic and high housing costs impair our growth today, they may not do so tomorrow. We will need to re-examine employment demand for our program grads, infrastructure needs, and delivery of instruction and support services once we have a better glimpse of our environment post-COVID-19.

In the meantime, the crisis has pushed us to develop and utilize new technology to offer almost all instruction and supports online. While 30% of our full-time equivalent students (FTES) were already online, few of our student supports were and most faculty taught exclusively on-ground. Our response to the COVID-19 crisis has increased the size of our online-capable workforce and the quality of online instruction and support. It is highly likely that we will offer more than even the 50 credentials currently offered all-online when the COVID-19 crisis ends. We can already see a future where most classes at Saddleback College are offered by hybrid delivery or where online sections are paired with on-ground sections so that students might move between them seamlessly.

Finally, while this document refers to a long trend of declining or flat enrollment in credit-bearing programs, Saddleback College successfully turned this trend around in 2019-20 (pre-COVID-19) and is projecting double-digit enrollment growth in summer and fall of 2020 because of COVID-19-related worker displacement and university-bound students choosing Saddleback College over higher-cost destinations. We do not know how long these trends will last and so should continue to look to longer-term historical trends to project our needs going forward. But this plan, like all planning, should and will be reviewed annually to ensure that the path staked out within it does not require rerouting.

To all who contributed to this document and the greatness of the institution it describes, thank you! I'm glad you're at Saddleback College.

A handwritten signature in black ink, appearing to read 'ES', is positioned above the printed name of Dr. Elliot Stern.

Dr. Elliot Stern
President
Saddleback College

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CHAPTER 1 INTRODUCTION AND BACKGROUND

PURPOSE OF THE EDUCATION MASTER PLAN

The Saddleback College Education Master Plan (EMP) supports the college's mission, vision, and values and serves as a long-range roadmap for the future. The EMP does this by identifying the educational needs of students at Saddleback College and the greater community it serves and aligning its efforts to target these needs. To satisfy this purpose, the EMP is grounded in an analysis of demographic, enrollment, and labor market trends that provides data to support informed decision making.



Notably, the EMP was developed as one of the three interrelated components of a broader Education Master and Strategic Plan (EMSP). This EMSP consists of a South Orange County Community College (SOCCCD) District-Wide Strategic Plan, the Education Master Plan for Saddleback College, and another EMP for its sister college, Irvine Valley College. As both colleges serve the same district-community their respective EMPs complement and reinforce each other, while reflecting the respective strengths and unique qualities of each institution.

Development of the overall EMSP, including the Saddleback College EMP, was also an opportunity to fully align SOCCCD and Saddleback College with critical statewide initiatives to improve student success outcomes. These initiatives include the goals articulated in the *Vision for Success* launched by the California Community College system in 2017 and a new *Student-Centered Funding Formula* introduced in the 2018-19 budget, among others.

The Saddleback College EMP is the result of an extensive planning process that began in the fall of 2018 when SOCCCD embarked on obtaining a consultancy to assess the external and internal environment of SOCCCD and its two colleges as the foundation to create the overall EMSP for all three institutions. Critical to that process was the identification of both current and potential future programs of instruction and support services (including the expansion of existing programs, and distribution of courses, programs, and services among the District's two colleges), and the development of a distinct identity and direction for each institution as a whole.

SOCCCD's district-wide and college planning processes and established collegial governance and decision-making processes were important factors in the selection of the consultancy and the subsequent development of the EMSP. This foundational master plan will also support the direction and

development of other essential planning documents for both the District and Saddleback College such as facilities and technology master plans.

The Saddleback College EMP and the other two components of the SOCCCD EMSP are derived from robust input that faculty, students, staff, and community members provided during the planning process and data received from SOCCCD Research, Planning and Data Management and other external sources. Having drawn upon this quantitative and qualitative information, the resulting 2020-2030 EMP will enable Saddleback College to adapt to the challenges and opportunities the college will face in the coming years to continue successfully meeting the educational needs of its diverse and evolving student body.



ABOUT SADDLEBACK COLLEGE

Established in 1968, the Saddleback College campus is located in the City of Mission Viejo. Together with Irvine Valley College, it is one of two accredited colleges within the South Orange County Community College District (SOCCCD). The SOCCCD covers 382 square miles, serving nearly one million residents across 26 cities and unincorporated communities in the southern portion of Orange County. In terms of square miles covered, the District is the largest of the four community college districts in Orange County. (Figure 1.1)¹. Communities served include Aliso Viejo, Dana Point/Capistrano Beach, Irvine, Laguna Beach, Laguna Hills, Laguna Niguel, Laguna Woods, Lake Forest (includes Foothill Ranch), Mission Viejo, Newport Beach, Rancho Santa Margarita, San Clemente, San Juan Capistrano, Tustin and parts of Santa Ana; and the unincorporated communities of Coto de Caza, Emerald Bay, Ladera Ranch, Las Flores, North Tustin, Trabuco Canyon and Trabuco Highlands.

Saddleback College serves a student body of over 26,000 students. It is fully accredited, offering over 300 associate degrees, certificates, and occupational skills awards in 190 program areas. Additional programs include study abroad, cooperative work experience, online learning, and honors. Of the 115 California Community Colleges, Saddleback College ranks 8th in transfers to University of California schools and 17th in transfers to California State University schools. Of the nine community colleges in Orange County, Saddleback College ranks first in transfers to UC Santa Barbara, UC Santa Cruz, San Diego State University, Cal Poly San Luis Obispo, USC, and ASU, and ranks second to UC Berkeley, UCLA, and UC San Diego.

Rich academic traditions and a strong reputation make Saddleback College an ideal place for students seeking associate degrees and certificates, transferring to four-year colleges and universities, preparing for the workforce, or pursuing lifelong learning opportunities.

¹ South Orange County Community College District, About the District, accessed May 2019, www.socccd.edu/about/about.html

There are three other community college districts in Orange County, served by seven community colleges. An additional 17 community colleges are located within a 50-mile radius of SOCCCD (see Figure 1.1).²

² California Community Colleges Chancellor's Office, Find a College Near You, accessed May 2019, <http://www.cccco.edu/Students/Find-a-College/Find-a-College-Near-You>

FIGURE 1.1: SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT



SADDLEBACK COLLEGE MISSION, VISION, AND VALUES

MISSION

Saddleback College empowers its diverse student body to achieve personal, academic, and economic advancement through equitable and innovative educational experiences.

VISION

Inspired by a passion for teaching and learning and belief in human potential, Saddleback College transforms the lives of its students by offering high quality, career-building, and life-enriching education.

VALUES

Empowerment

We empower students through challenging, collaborative, and engaging educational experiences.

Excellence

We dedicate ourselves to excellence in academics, student support, and service to the community.

Inclusivity

We create a welcoming environment in which all members of our college community have equitable opportunities and feel capable, nurtured, and respected.

Integrity

We promote honesty, transparency, and accountability.

Openness

We cultivate a learning environment open to diverse perspectives and the free exchange of ideas.

Partnership

We strive to develop strong and lasting partnerships across the college and with the surrounding community.

Success

We place our highest priority on helping students achieve their academic and career goals.

Sustainability

We promote environmental sustainability and use our resources responsibly.

RELATED PLANS AND PROCESSES

The Saddleback College Education Master Plan (EMSP) is designed to work in conjunction with the District-Wide Strategic Plan while driving the development of other Saddleback College plans. These will include its own college-level Strategic Plan, Facilities Master Plan, Information Technology Master Plan, and other plans and processes to meet student needs through a long-range vision for planning of instructional and student support offerings, facilities, and technology.

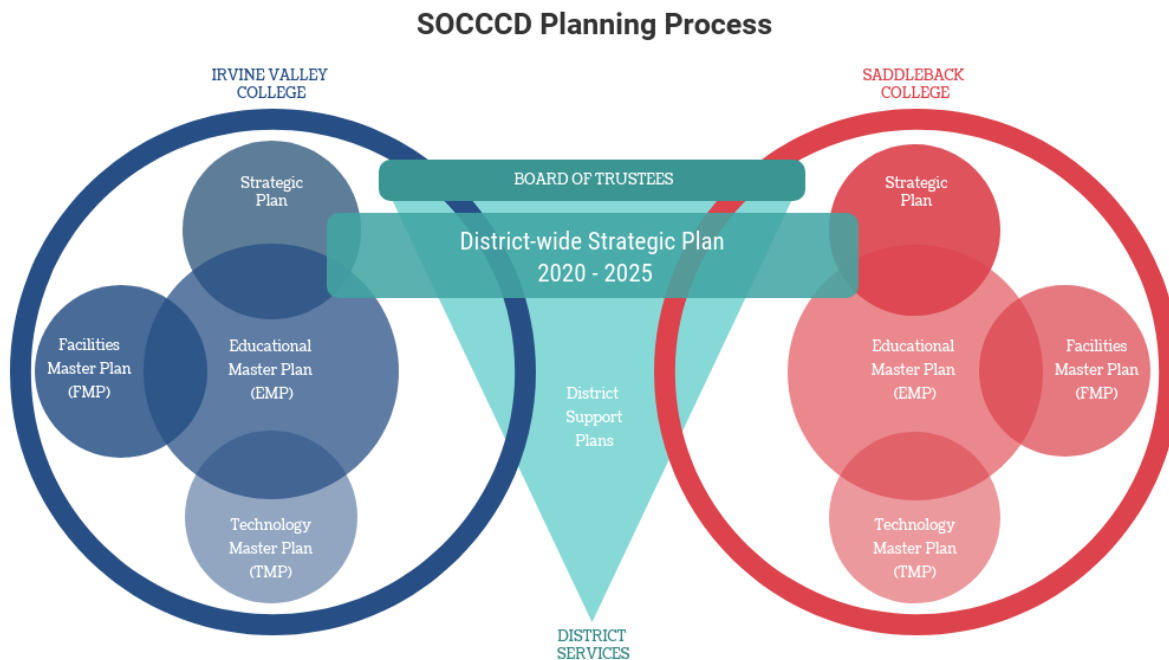
SOCCCD EDUCATION MASTER AND STRATEGIC PLAN

The Saddleback College Education Master Plan was developed concurrently with the SOCCCD District-Wide Strategic Plan and the Education Master Plan of Irvine Valley College. Together, these three inter-related plans comprise the Education Master and Strategic Plan for the District. Community input collected at both colleges was applied to develop all three EMSP planning documents.

THE DISTRICT-WIDE STRATEGIC PLAN 2020-2025

The District-Wide Strategic Plan 2020-2025 Strategic Plan articulates overarching institutional goals, desired outcomes, measurable objectives, and targets for the District as a whole. The role of the District-Wide Strategic Plan within the EMSP is to provide a framework for achieving the District's vision and mission and support for the college's educational goals. In turn, the EMSP will form the foundation for a new Facilities Master Plan and a Technology Master Plan to be developed for each of the two colleges, as well as other planning documents and processes (see Figure 1.2).

FIGURE 1.2: RELATION BETWEEN DISTRICT-WIDE STRATEGIC PLAN AND COLLEGE EMSP



PLANNING TERMINOLOGY DEFINED

A common set of planning terminology was referenced when developing the SOCCCD District-Wide Strategic Plan and the college education master plans.

- An **Education Master and Strategic Plan (EMSP)** is a long-range comprehensive planning document that defines overarching goals and objectives that the District and colleges will pursue to carry out their mission and achieve their envisioned future. The current EMSP planning initiative will result in three distinct, but wholly aligned, planning documents: the SOCCCD District-Wide Strategic Plan, the Irvine Valley College Education Master Plan, and the Saddleback College Education Master Plan.
- An **Environmental Scan** is an assessment of current conditions and trends, including community and student demographics, economics, social conditions, and other factors that are likely to impact the future of the District/college.
- The **Mission** explains why the District/college exists. The Mission describes the overall purpose of the District/college.
- The **Vision** is an aspirational statement describing the District/college ideal future state. The vision statement describes how success will look and feel.

- **Values** are the core principles by which the colleges and the District will carry out their mission. They define the basic attributes and beliefs that shape and guide the District/college decision-making and provide ways of choosing among competing priorities.
- **Goals** are broad statements of direction that define what the District/college is trying to achieve.
- **Objectives** are detailed methods for attaining the goals. They should be specific, measurable, achievable, realistic, and time-based.
- **Action Steps** are detailed actions for making progress towards accomplishing the objectives.

SADDLEBACK COLLEGE STRATEGIC PLAN

In addition to the Saddleback College and Irvine Valley College Education Master Plans, the colleges are developing college-level strategic plans that respond to their respective vision, mission, and values. The goals and objectives of these two college-level strategic plans are aligned with the goals of the DWSP, but each of the colleges and District Services retains the flexibility to identify the strategies and actions they determine are needed to best support the priorities of the college and District. Annually, the colleges will review these strategies/actions, evaluate the progress that has been made over the past year, and adjust as needed.

FACILITIES MASTER PLANS (FMP)

Drawing upon quantitative and qualitative data collected for the District-Wide Strategic Plan and the Education Master Plans for both colleges, new Facilities Master Plans will also be developed for the campuses. The FMPs will provide an inventory and an assessment of all campus facilities, determine space requirements based on educational program needs, identify facility and infrastructure opportunities, and offer a vision and plan for the future development of each campus.

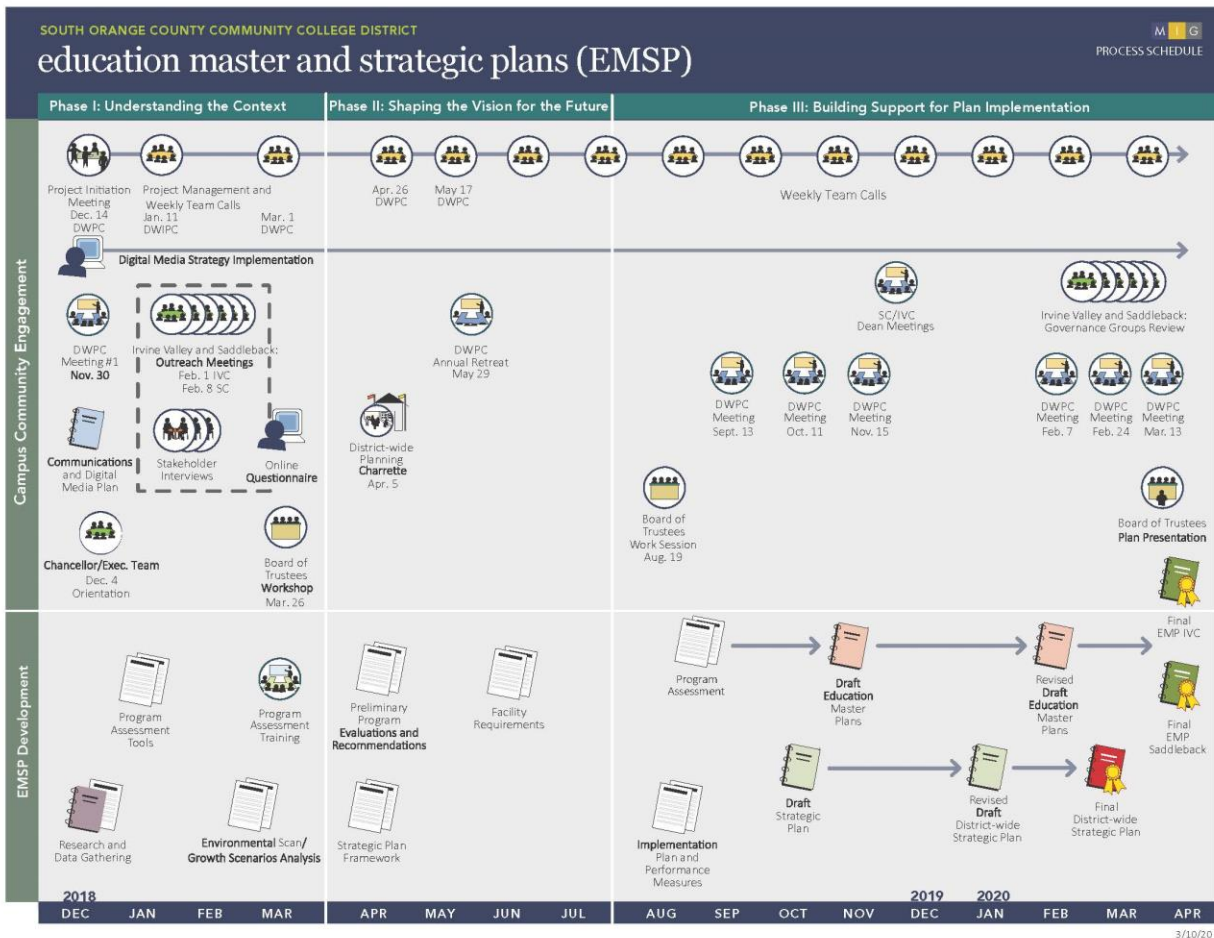
TECHNOLOGY MASTER PLANS (TMP)

Following the completion of the EMSP, a new Technology Master Plan will be developed at each college. Each TMP ensures the colleges maintain currency and sufficiency with their evolving technological requirements and aligns with educational priorities. The TMP will be designed to improve technology decision-making processes and identify resources to support ongoing technology infrastructure and security needs.

PLAN DEVELOPMENT PROCESS

The planning process simultaneously encompassed the District and each college. It was divided into three phases as is illustrated in Figure 1.3. The first phase identified trends, issues and community preferences and synthesized these findings into an Environmental Scan report. This analysis identified educational needs and priorities as well as the future educational opportunities for the District and both Saddleback and Irvine Valley Colleges. Key themes identified during Phase I were summarized and presented to SOCCCD leadership and community members in Phase II for further consideration.

FIGURE 1.3. SOCCCD EMSP PLAN DEVELOPMENT PROCESS



Phase II defined a clear path forward for the District, Saddleback College, and Irvine Valley College based on a shared understanding of where the District was and where it wanted to be in the future. The District-Wide Planning Council (DWPC) and the project team utilized findings from Phase I and the District-Wide Planning Charrette to identify goals and objectives that will shape the future direction of the District and the two colleges. These goals and objectives constitute a framework that was further refined in a series of internal DWPC and DWIPC discussions.

During this same period, divisional and program assessment and growth projections data were developed to assist in the drafting of descriptive and analytical overviews of each academic school in Irvine Valley College and each academic division at Saddleback College, as well as student services at both colleges. These will form the core content for the Education Master Plans of both colleges, but were developed as part of the overall EMSP planning process that shaped this District-Wide Strategic Plan.

Phase III built support for the plan through a careful, inclusive review of the draft plans. The draft versions of the Strategic Plan and college Education Master Plans were reviewed by staff, the DWPC, DWIPC, the community, and the Board of Trustees.

PLANNING PROCESS STAKEHOLDERS AND COMMUNITY

The Education Master Plans for Saddleback and Irvine Valley College and the District-Wide Strategic Plan were informed by SOCCCD community input solicited through a variety of public engagement activities. The project team initiated public engagement with the development of a communications plan to ensure that all stakeholders were reached, including staff, faculty, administrators, students, and community members. Phase I included two days of workshops on the campuses of Saddleback College and Irvine Valley College, an online questionnaire for all SOCCCD stakeholders, and a questionnaire for instructional program faculty chairs and services area managers.

SOCCCD BOARD OF TRUSTEES

At two key milestones, the project team met with the Board of Trustees to share findings from the EMSP planning process. Board members drew upon this information to identify key district-wide strategies that subsequently helped guide the work of the DWPC and DWIPC in developing the goals and objectives of the District-Wide Strategic Plan.

DISTRICTWIDE PLANNING COUNCIL (DWPC) AND DISTRICT-WIDE INTEGRATED PLANNING COMMITTEE (DWIPC)

The MIG project team met regularly with the SOCCCD District-Wide Planning Council (DWPC) and the District-Wide Integrated Planning Committee (DWIPC), a sub-committee of the DWPC to communicate and coordinate the development of the District-Wide Strategic Plan. The DWPC and DWIPC represented the SOCCCD community throughout the project and provided guidance and oversight by participating in strategy sessions, providing input, reviewing findings, and actively participating in the development of the Strategic Plan. In this way, members of the DWPC and DWIPC, representing both Irvine Valley College and Saddleback College, as well as District Services, played a central role in the development of the District-Wide Strategic Plan and the two Education Master Plans which together constitute the overall EMSP. This ensured that all three EMSP plans emerged from a district-wide collaborative planning process that reflected the views and perspectives of all three institutions.

DISTRICT-WIDE PLANNING COUNCIL (DWPC) AND DISTRICT-WIDE INTEGRATED PLANNING COMMITTEE (DWIPC) MEMBERS

District Services

Kathleen Burke, Chancellor, Chair

Denice Inciong*, Co-Chair, District Director of Research, Planning and Data Management

Robert Bramucci, Vice Chancellor, Technology and Learning Services

Ann-Marie Gabel, Vice Chancellor, Business Services

Cindy Vyskocil, Vice Chancellor, Human Resources

Medhanie Ephrem*, Classified Management Representative

Nicole Ortega*, Classified Senate Representative

Letitia Clark, District Director, Public Affairs and Government Relations

Grace Garcia, District Director, Office of the Chancellor and Board Operations

Mayra Arias*, Senior Administrative Assistant

Saddleback College

Elliot Stern, President

Tram Vo-Kumamoto, Vice President of Instruction

Juan Avalos, Vice President of Student Services

Cory Wathen, Vice President of Administrative Services

Blake Stephens, Academic Senate President

Morgan Barrows*, Faculty Representative

Claire Cesareo*, Faculty Representative

Craig Connor*, Classified Senate Representative

John Jaramillo*, Dean Representative

Jennifer Klein*, Director of Planning, Research, and Accreditation

Suzette Quinlan, Student Representative

** Asterisks indicate members who belong to both the DWPC and DWIPC.*

ENVIRONMENTAL SCAN / RESEARCH

The consultant team developed an Environmental Scan as part of the planning process for the Strategic Plan. This Scan provides a report on the internal and external current conditions related to population and demographics, business growth, student enrollment, success factors, and competitive educational providers. Data analysis was incorporated through the Environmental Scan existing conditions report and in the development of goals and objectives for long-term planning.

A profile of the South Orange County community served by Saddleback College, derived from the Environmental Scan, is presented in Chapter II. An internal profile of the college similarly derived from the Environmental Scan follows in Chapter III.

SADDLEBACK COLLEGE ON-CAMPUS WORKSHOPS

On February 8, 2019, MIG staff facilitated a series of eight workshops at Saddleback College to gather qualitative information from a broad spectrum of the campus community to inform the development of the Saddleback College EMP and the District-Wide Strategic Plan. These sessions were similar to those held at Irvine Valley College a week earlier. During the campus workshops, the consultant team heard from the following college groups and committees:

- Academic Senate
- Associated Student Government
- Classified Senate
- Management Team
- Planning and Budget, Steering Committee and Educational Planning Committee
- President's Cabinet
- Student Success Coordinating Committee

In addition to meetings with specific groups, MIG held an open forum and invited the entire campus community. A similar set of workshops were also held at Irvine Valley College on February 1, 2019.

ON-CAMPUS WORKSHOP FINDINGS

A number of key issues and challenges were identified during the on-campus workshops. These issues along with findings from the online questionnaire (presented below), were used to help identify major themes that would shape the development of the District-Wide Strategic Plan.

- Declining college-age population and changing demographics
- Responding effectively to the impact of social media and technology
- Aligning programs with ever-changing labor market needs
- Addressing aging facilities and infrastructure
- Overcoming misperceptions that a community college is a “lesser” education
- Improving organizational decision-making; desire for more transparency and collaboration
- Providing a sense of community for student commuters
- Integrating *Guided Pathways* and similar initiatives into the organizational culture and structure
- Meeting the many non-academic needs of today's students that impact learning
- Preparing faculty and staff for a more diverse student body
- Simplifying a complex enrollment process
- Improving full-time/part-time faculty ratio
- Moving beyond previous inter-college tension
- Ensuring consistent information delivery to students
- Reducing delivery time for new facilities
- Responding effectively to state mandates (e.g., equity, new funding formula)

ONLINE QUESTIONNAIRE

SOCCCD launched an online survey to collect input from stakeholders on the District's programs and facilities in February 2019. The survey remained open for approximately two months, until April 2019, collecting a total of 1,062 responses from both campuses. The online survey provided stakeholders who might not participate in a traditional workshop or intercept event with an opportunity to share their experiences and needs on their own time. The following were key findings from the online questionnaire, as expressed by participants:

- Respond to Students' Needs – Participants indicated that classes, administrative, business, and student services need to be more responsive to students' needs, particularly those of low-income students, working students, and students with families.
- Reputable – Participants have generally had positive experiences with the colleges and District, noting that the colleges have excellent transfer rates, rigorous academic programs, and high-quality professors, while still being relatively affordable.
- High-Quality Professors – Professors are generally well regarded and are described as knowledgeable and caring.
- Unmet Facility Needs – A variety of facility needs were identified, including additional classrooms, up-to-date technology, faster and more reliable internet and wellness, and athletic facilities, among others.
- Affordability – The colleges and District are perceived as affordable overall, but many participants indicated a need to reduce the cost of materials, programs, and amenities, including textbooks, parking, and online courses.
- Communication – Improve communication between stakeholder groups, including departments, services, faculty and staff, the student body, and the community.
- Additional Staff Members – There is a need for more full-time professors and more staff members in the administrative, business, student services, and IT departments.

PROGRAM AND UNIT ASSESSMENTS

A core element of the EMSP development process is the evaluation and assessment of existing programs and the exploration of potential new programs. The initial step in the program assessment process took place while the on-campus workshops and online questionnaires were also engaging the overall community of both colleges. This was in the form of a program and unit assessment questionnaire distributed internally at both colleges and within District Services. The purpose of the questionnaire was to gather information from faculty, staff, managers, and administrators to assess the needs, issues, challenges, and opportunities associated with the programs/units in each college and District Services. This information along with findings from the environmental scan, campus workshops, and online questionnaire, was used to help identify emerging themes presented at the district-wide charrette and to guide further development of the Education Master Plans.

DISTRICT-WIDE CHARRETTE

Following Phase I, the consultant team identified ten recurring themes across all engagement activities and presented these themes at a district-wide Charrette on April 5, 2019. These ten themes are listed below. Approximately 80 stakeholders attended the event and participated in small group discussions to provide additional input on the ten recurring themes. The input collected at the Charrette was summarized and incorporated into Phase II.

- Theme A: Teaching and Learning Approaches
- Theme B: Preparing Students
- Theme C: Aligning Programs
- Theme D: Ensuring Equity
- Theme E: Strategizing Enrollment
- Theme F: Modernizing Facilities and Technology
- Theme G: Improving Organizational Effectiveness
- Theme H: Expanding Partnerships
- Theme I: Marketing and Communication
- Theme J: Strengthening Relationships

DISTRICT-WIDE PLANNING COUNCIL AND STRATEGIC PLAN GOALS IDENTIFICATION

The ten themes and related results that emerged from the district-wide charrette were carefully reviewed and discussed in a series of DWIPC and DWPC meetings culminating in a May 2019 DWPC retreat. The consultant team initiated the process by sharing ideas and strategies for addressing each of the themes generated by breakout groups during the charrette. To further stimulate discussion, the project team presented a framework that showed a convergent relationship between the emerging themes with the goals of the current District-Wide Strategic Plan (2014-2020) and the six statewide goals of the California Community Colleges' *Vision for Success*. In addition, district-wide initiatives proposed by the Board of Trustees in response to findings from the Environmental Scan were presented. In response to this information, during the first of these meetings, DWIPC members suggested that the *Guided Pathways* structure could provide a further clarifying lens for translating the charrette themes into a set of meaningful goals for the strategic plan. Input from this initial DWIPC discussion was used to convert the ten charrette themes into a more compact set of five goals that reflected statewide priorities as conveyed in the *Vision for Success* and by *Guided Pathways*.

Subsequently, during a vigorous brainstorming discussion, these five draft goals were examined, analyzed, and reconfigured by the full DWPC to ensure these strategic goals were targeting the most critical educational and institutional priorities of the District and the two colleges. Later that same month, during a day-long retreat, DWPC members worked together to further clarify these strategic plan goals by identifying desired outcomes, objectives, measurable targets, and data sources for each goal. Goals and objectives were also reviewed to ensure alignment with district-wide initiatives previously identified by the Board of Trustees. In the weeks that followed, the DWPC continued to focus on the results of their retreat discussion to refine their proposed goals and objectives resulting in the four strategic goals and their objectives.

DISTRICT-WIDE STRATEGIC PLAN GOALS

ENSURE	GOAL 1: Ensure student equity in access and achievement
TRANSFORM	GOAL 2: Transform lives through learning and achievement
ENGAGE	GOAL 3: Engage with the community through athletic and cultural events, enrichment programs, and in creating economic prosperity for all
OPTIMIZE	GOAL 4: Optimize our institutional design and structure with a student-centered focus

EMP DIVISIONAL AND PROGRAM ASSESSMENT

Concurrent with the development and refinement of goals for the District-Wide Strategic Plan, Saddleback College Division Deans and Directors were asked to examine the current state and future direction of their programs. An essential element of the EMP is the evaluation and assessment of existing instructional service programs, student services, and college-wide initiatives and the exploration of potential new programs. This review helps provide an understanding of the strengths, opportunities, and needs for programs currently in place, and help set the foundation for developing new program areas.

Building on the earlier program and unit assessments conducted in Phase I of the EMSP planning process, each division was provided with program assessment tables and growth projections, which had been developed by the EMSP consultant working with SOCCCD planning and research staff. The methodology for developing the data used in the divisional/program assessments and for college and division growth forecasts are described in the introduction to Chapter IV.

This quantitative data, along with a set of questions, was used to provide an informed basis for thinking about the current state and future of their respective divisions. The leadership of each division provided descriptive and analytical overviews of their programs drawing upon this data as well as their understanding and perspectives. This process generated an in-depth, up to date description of each division and an informed portrayal of the challenges and opportunities facing each division as well as what was envisioned as the future direction of the division. These form the substance of the education programs and services presented in the final chapter of this EMP.

RELATION TO STATE INITIATIVES

In recent years, the California Community Colleges system has launched numerous statewide initiatives to improve successful outcomes for students in every community college across the state. The development of the Education Master Plan, along with the District-Wide Strategic Plan and the rest of the EMSP, was an opportunity for SOCCCD, Saddleback College and Irvine Valley College to continue their ongoing efforts to fully align with both the goals and spirit of these initiatives profiled below.

VISION FOR SUCCESS

Released in September 2017, the *Vision for Success* established a vision for improving the performance of the California community college system. The purpose is to ensure the community college system is fulfilling its ultimate aim to help students complete their educational goals. It does this by adopting six student outcome goals that clearly define priorities and a focus for the system as a whole:

- Goal 1 – Completion: Increase the number of students earning credentials by at least 20 percent
- Goal 2 – Transfer: Increase the number of students who transfer by 35 percent
- Goal 3 – Unit Accumulation: Reduce average units accumulated by students who complete degrees to 79
- Goal 4 – Workforce: Increase the number of students who get jobs in their field of study to 69 percent
- Goal 5 – Equity: Reduce equity gaps among underrepresented students by 40 percent over five years and eliminate the gaps in 10 years -
- Goal 6 – Regional Equity: Fully close regional achievement gaps by 2026-27 through faster improvements among colleges located in regions with the lowest educational attainment of adults

Vision for Success is the foundational statewide initiative for ensuring positive outcomes for students entering the community college system. The other initiatives are aligned with the *Vision for Success* as they were designed to help make its goals a reality.

GUIDED PATHWAYS

Guided Pathways is the primary vehicle for achieving the *Vision for Success* goals. It is a framework designed to help students reach their goals by creating highly structured, crystal clear roadmaps that lead to defined educational or career objectives. *Guided Pathways* also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. The *Guided Pathways* framework consists of four major pillars:

- Create clear curricular pathways to employment and further education
- Help students choose and enter their pathway
- Help students stay on their path
- Ensure that learning is happening with intentional outcomes

AB 705

AB 705 is a bill signed by the Governor on October 13, 2017, that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

AB 19: CALIFORNIA PROMISE PROGRAM

AB 19, the California Promise Program, authorizes colleges to waive enrollment fees for one year for all first-time, full-time students. Previously only students who could meet certain criteria qualified for the enrollment waiver program formerly known as the Board of Governors Fee Waiver.

STUDENT EQUITY AND ACHIEVEMENT (SEA) PROGRAM

The Student Equity and Achievement (SEA) program eliminated separate funding for three categorical programs – Student Success and Support Programs (SSSP), Basic Skills Initiative, and Student Equity. It integrates the three programs into the single SEA program to advance the system-wide goal of achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

STUDENT CENTERED FUNDING METRICS (SCFF)

The Student-Centered Funding Formula (SCFF) was introduced in the 2018-19 budget. In prior fiscal years, enrollment was the traditional driver of community college funding, but many students who entered community college never completed a degree or certificate or transfer, or it took them a long time to do so. The new SCFF is in part, a performance-based funding formula that reflects the degree to which students in each college are successfully achieving their educational and career outcomes. Discretionary funds are to be allocated to community college districts based on three calculations:

- A base allocation, which largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant, and students covered by AB 540.
- A student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units, and the number of student who have attained the regional living wage.

AB 288: DUAL ENROLLMENT

AB 288 establishes the College and Career Access Pathways (CCAP) partnerships to facilitate the development and promotion of K-12 and community college dual enrollment programs. It helps advanced high school students to begin college early, and by doing so, it saves both students and the state time, money, and scarce educational resources. It also improves college readiness skills for those students academically underprepared for college-level course work and by doing so, helps a broader range of students transition from high school to college, particularly those from backgrounds for which a college education was not a given.

CHAPTER 2 COMMUNITY AND REGIONAL CONTEXT

The Environmental Scan collected background information and qualitative and quantitative data to inform the development of the three interrelated components of the Education Master and Strategic Plan (EMSP), which include the SOCCCD District-Wide Strategic Plan and the Education Master Plans for Irvine Valley and Saddleback Colleges.³ This section summarizes the external trends identified during the Environmental Scan—including



changing population demographics and employment projections—which play a role in the development of the Education Master and Strategic Plan, and in determining the future direction of programs, facilities, faculty and staff, support services for students, communications and outreach, and financial resources. Certain district-wide internal trends, such as college enrollments and student outcomes, are discussed in this chapter. Internal trends and data specific to Saddleback College are presented in Chapter 3.

KEY FINDINGS AND IMPLICATIONS

DEMOGRAPHIC TRENDS

AN AGING WORKFORCE AND POPULATION

- The growth of adult residents in older age groups will drive most of Orange County's population growth over the next few decades, with substantial growth among seniors aged 75 and older.
- Increasing retirements among older adult workers will provide more job opportunities for younger workers.
- The number of adults of working age (25 to 64 years old) in the region is expected to be flat in the coming decades.

DECLINING SCHOOL AGE ENROLLMENT

- Orange County's school-age enrollments are projected to decline sharply by 2025, mirroring larger statewide trends following declines in birthrates after the Great Recession.
- There will be 40,000 fewer K-12 enrollments in Orange County in 2027 than there were in 2017, a loss of nearly nine percent of school-age students.

³ More detailed information from the Environmental Scan is available in the Education Master Plans for Irvine Valley College and Saddleback College.

GROWING ETHNIC DIVERSITY CONTINUES TO SHAPE THE REGION

- Southern California will be a majority Latinx/Hispanic region by 2025.⁴
- In Orange County, currently, one-third of residents are Latinx/Hispanic, and 20 percent are of Asian descent. By 2060, 40 percent of the population will be Latinx/Hispanic, and 25 percent will be Asian.

HIGH COST OF LIVING

- Median home values and gross rents in the South Orange County Community College District Service Area are higher than the Orange County median values.
- Transportation costs amount to 25 percent of the average Orange County resident's monthly budget.

EMPLOYMENT

- Employment in the SOCCCD Service Area is projected to grow by nearly 17 percent, with 100,000 new jobs expected by 2035.
- Healthcare services firms employ the most workers in Orange County; within the South Orange County Community College District, more people are employed in Professional and Technical Services occupations.

DEMOGRAPHIC IMPLICATIONS FOR COMMUNITY COLLEGES

- Declines in regional school enrollments and high school graduation rates may lead to fewer college-age student enrollments at local institutions.
- Growing older adult populations may lead to an expansion in healthcare services and related fields.
- Retirements among older workers in middle-skill professions offer opportunities for community college students.
- SOCCCD and other colleges will need to plan for a mix of academic programs and support services that appropriately meet the diverse needs of older and non-traditional students, such as adult learners in need of re-training for new career paths, or increased community education classes for seniors.

REGIONAL INDUSTRY AND EMPLOYMENT TRENDS

SIGNIFICANT INDUSTRIES IN SOUTHERN CALIFORNIA AND ORANGE COUNTY

- In Southern California, growth in the Health Care sector over the next decade is expected to create an additional 330,000 jobs in the region. The Logistics sector (Transportation and Warehousing) is projected to grow by 22 percent, adding 81,000 jobs. Hospitality (Accommodation and Food Services) will grow by 15 percent, about 113,000 new jobs.
- Orange County employment growth projections mirror some of the broader regional trends, with Health Care, Hospitality, and Administrative Support Services sectors projected to grow the most over the next decade.
- Key industry clusters in Orange County and Southern California include information technology, digital media, and data analytics; biotech, including bioscience research, biopharmaceuticals, and medical device manufacturing; health care services; and professional and technical services.

⁴ In this case, Southern California refers to the region governed by the Southern California Association of Governments, commonly referred to as SCAG. This includes Los Angeles, Orange, Riverside, San Bernardino and parts of Imperial and Ventura Counties.

- The region is also a hotbed for action sports companies and has large and growing tourism and hospitality industries.

EMERGING INDUSTRIES IN ORANGE COUNTY

- Emerging industries in the region include those connected to the green economy and businesses involved in the integration of IT and healthcare.

GROWING OPENINGS IN MIDDLE-SKILL JOBS

- Nearly a third of all new job openings in the coming years will require “middle skills,” education, and training beyond a high school diploma: such as associate degrees or certification awards, occupational licensing, or apprenticeship opportunities.
- By 2025, the state of California is likely to face a shortage of more than a million workers with some postsecondary training.
- Retirements will lead to increased numbers of openings in middle-skill jobs.

THE CHANGING NATURE OF WORK

- The advances of tech-infused workplaces require workers who understand how to use technology and data, and who are flexible and adaptable as industries and work evolves.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT DEMOGRAPHICS AND TRENDS

ENROLLMENT

- The number of students at SOCCCD (by headcount) has declined 11 percent since 2009.
- District-wide enrollments have declined by 8,000 (6.6 percent) between 2009 and 2017, and by 1,900 (1.7 percent) since 2013.
- SOCCCD total FTES has experienced slight increases in Fall 2016 and declines in Fall 2015 and Fall 2017 but has remained relatively flat in the period between Fall 2009 and Fall 2017, averaging 12,490 full-time equivalent students during this time.

STUDENT DEMOGRAPHICS

- Ninety percent of students live within the community college district; two percent of the student body qualify for AB 540 status.
- Both schools are experiencing an increase in enrollment among older adults and high school age students.
- There has been a rise in enrollments among students of Asian and mixed descent at both schools between 2013 and 2017. Both have seen declines among African American students.

EDUCATIONAL GOALS

- Most students who enroll at Saddleback College or Irvine Valley College have plans to transfer to four-year schools.
- Ten percent of South Orange County Community College District students say they are enrolled in career training; another twenty percent have personal development educational goals.

INSTRUCTION METHODS

- The number of SOCCCD students taking online classes has grown 26 percent since 2013.
- Twenty percent of students take classes via multiple methods of instruction.
- Rates of retention and success are improving among online students, though success rates still fall below traditional classroom outcomes.

STUDENT OUTCOMES

- Students across the District perform above the statewide average when looking at the completion rates of students, those who complete a degree or certificate, and/or transfer to another school within six years of their initial enrollment.
- Student cohort persistence rates have grown between 2008 and 2012 class cohorts, and completion rates are well above statewide averages.
- Among many students of color, those who enroll already prepared for college are more likely to complete their programs of study.

DEGREES AND AWARDS

- Saddleback College and Irvine Valley College collectively offer more than 220 associate degrees and nearly 200 certificate awards.
- Eighteen of the top 25 degrees among students who graduate from SOCCCD (nearly 75 percent) are offered by both colleges.
- In 2017, students at both schools needed an average of at least 8.5 semesters to complete their degree or certificate awards.

TRANSFERS

- Transfer rates have grown significantly at both schools, up more than 20 percent from 2013 to 2017.
- Nearly half of all SOCCCD students who transfer to four-year institutions attend University of California or California State University schools.

OUTREACH SUMMARY

Members of the South Orange County Community College District community, including students, administrators, faculty, staff, and residents of the SOCCCD Service Area, have shared ideas for the future directions of the District and the upcoming Educational Master and Strategic Plan through a series of focus groups, interviews, and an online questionnaire.

METHODOLOGY

This environmental scan makes extensive use of data collected from a variety of sources. We used current and historical demographic and economic data from the U.S. Census American Community Survey and the Bureau of Labor Statistics to look at and compare the South Orange County Community College District Service Area, Orange County, and the Southern California region. Both the Southern California Association of Governments (SCAG) and the California Department of Finance, provide projection estimates of future population and employment growth. K-12 enrollment and graduation data and projections are provided by the California Department of Education and California Department of Finance. Industry and employment data were gathered through EMSI and BLS, and from the Orange County Business Council. Student and college-level data were provided by SOCCCD through the inFORM data warehouse; some institution-level data and statewide community college data were collected through the California Community College's Chancellor's Office Data Mart, IPEDS and NCES.

It is important to note that the population and employment growth projections and trends will be impacted by ongoing changes in the economy and the reactions that employers, colleges, consumers, and others have overtime to those changes. This information serves as a direction toward future planning but will need to be updated on an ongoing basis to remain relevant to evolving trends.

SERVICE AREA AND REGIONAL POPULATION TRENDS

The next section describes the cities within the South Orange County Community College District Service Area, looks at the District's relationship to the region, and examines projections for regional population growth through the coming decades.

SERVICE AREA POPULATIONS

- At least 83 percent of students enrolled at South Orange County Community College District live within the District's Service Area (see Table 2.1 below).
- One in five students (20 percent) from the South Orange County Community College District live in the City of Irvine (see Figure 2.1).
- More than 11 percent of SOCCCD students are residents of Mission Viejo, the second-largest concentration of SOCCCD students among Orange County cities.

REGIONAL POPULATION TRENDS

- South Orange County Community College District's population (975,000 people) represents about one-third of the total population of Orange County of nearly 3.2 million people (see Table 2.2).
- Within the SOCCCD Service Area, more than one-fourth of residents live in the City of Irvine; the next largest cities include Mission Viejo (10 percent of service area residents), Newport Beach (9 percent), and Lake Forest and Tustin (8 percent each) (see Table 2.4).

REGIONAL POPULATION PROJECTIONS

- Orange County population projections by the Southern California Association of Governments (SCAG) estimate that an additional 150,000 people will be living in the county by 2035, or a growth of about five percent from 2020 to 2035 (see Table 2.4).
- The greater SCAG region, which encompasses Orange, Los Angeles, Riverside, and San Bernardino counties and parts of Ventura and Imperial counties, is estimated to grow 12 percent, or 2.4 million people, between 2020 and 2035. Much of this growth will be in Riverside and San Bernardino Counties, where some city populations are projected to grow as much as 50 percent.⁵

SERVICE AREA POPULATION PROJECTIONS

- The South Orange County Community College District Service Area is projected to grow at a similar rate (four percent) over this period (2020 to 2035), with total growth of approximately 39,000 new residents (see Table 2.4).
- Nearly all the SOCCCD Service Area's projected growth is estimated to take place in the City of Irvine, which may grow by 15 percent between 2020 and 2035, adding an estimated 38,600 people to its population (see Table 2.5).
- Most other cities in the South Orange County Community College District Service Area are projected to have only slight gains or no gains in population over this period.

⁵ Southern California Association of Governments, Socio Economic Library: Adopted 2012 RTP Growth Forecast, accessed April 2019 from <http://gisdata.scag.ca.gov/Pages/SocioEconomicLibrary.aspx>

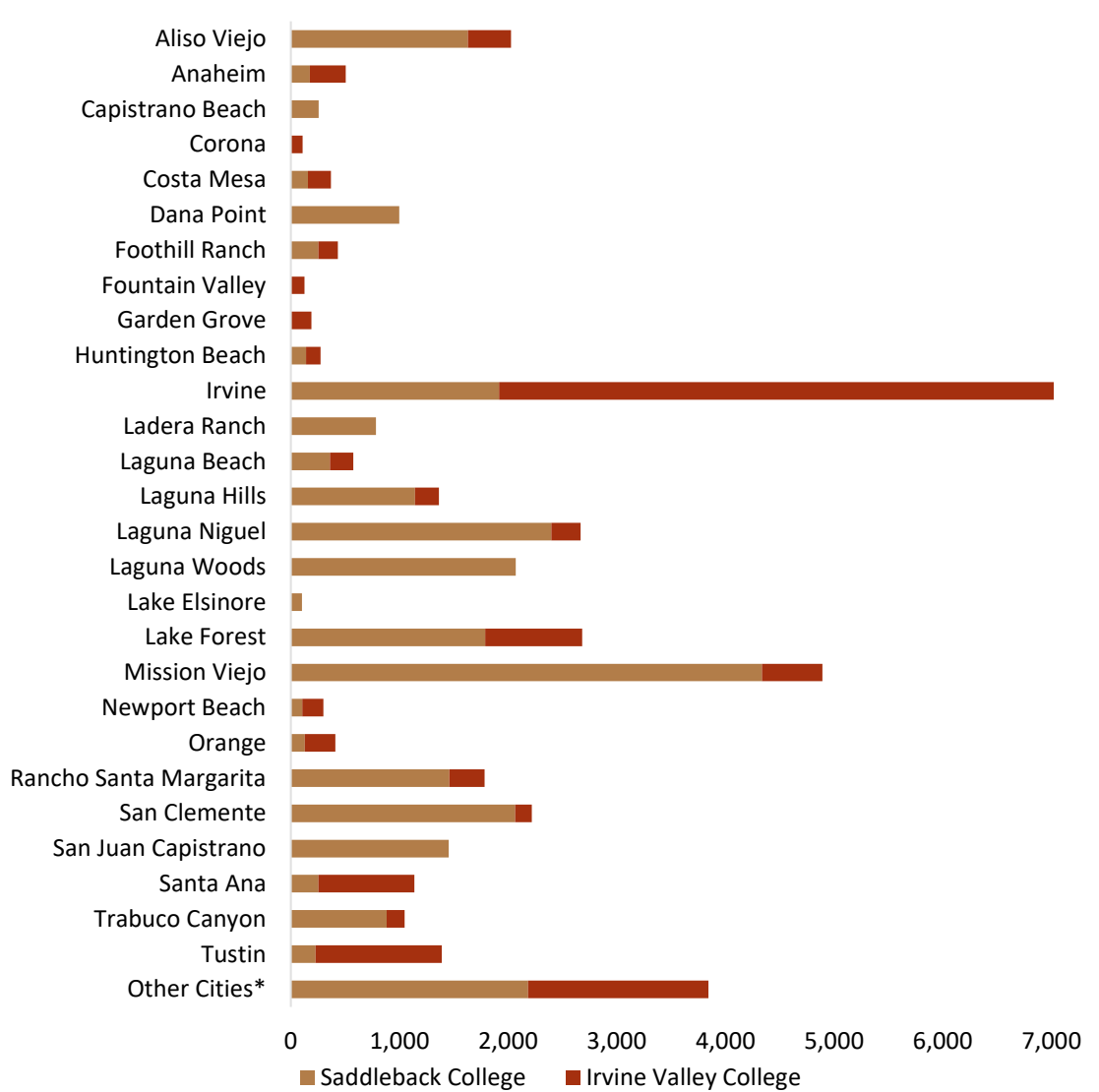
TABLE 2.1: SOCCCD AND COLLEGE ENROLLMENT BY CITY, FALL 2017

City	SOCCCD Total	
	Student Count	Student Percent
Aliso Viejo	2,026	5%
Anaheim	506	1%
Capistrano Beach	257	0.6%
Corona	109	0.3%
Costa Mesa	370	0.9%
Dana Point	999	2%
Foothill Ranch	432	1%
Fountain Valley	127	0.3%
Garden Grove	190	0.5%
Huntington Beach	274	0.6%
Irvine	8,615	20%
Ladera Ranch	783	2%
Laguna Beach	574	1%
Laguna Hills	1,363	3%
Laguna Niguel	2,668	6%
Laguna Woods	2,069	5%
Lake Elsinore	102	0.2%
Lake Forest	2,683	6%
Mission Viejo	4,894	11%
Newport Beach	299	0.7%
Orange	411	1%
Other Cities	3,843	9%
Rancho Santa Margarita	1,782	4%
San Clemente	2,218	5%
San Juan Capistrano	1,454	3%
Santa Ana	1,137	3%
Trabuco Canyon	1,047	2%
Tustin	1,389	3%
SOCCCD Service Area Total	35,552	83%
All Cities Served	42,621	100.00%

Note(s): "Other Cities" is a grouping of cities with under 100 students. Rows highlighted in blue represent cities that fall within SOCCCD's Service Area.

Source: SOCCCD inFORM Data Warehouse

FIGURE 2.1: SOCCCD ENROLLMENT BY CITY, FALL 2017



Note(s): "Other Cities" is a grouping of cities with under 100 students.

Source: SOCCCD inFORM Data Warehouse

TABLE 2.2: COUNTY AND SOCCCD POPULATIONS, 2017

Region	Population	Percent of County
SOCCCD	973,197	31%
Orange County	3,155,816	-

Note: SOCCCD population totals do not include unincorporated community population counts due to data unavailability.

Source: US Census ACS 5-Year Estimates, 2013-2017

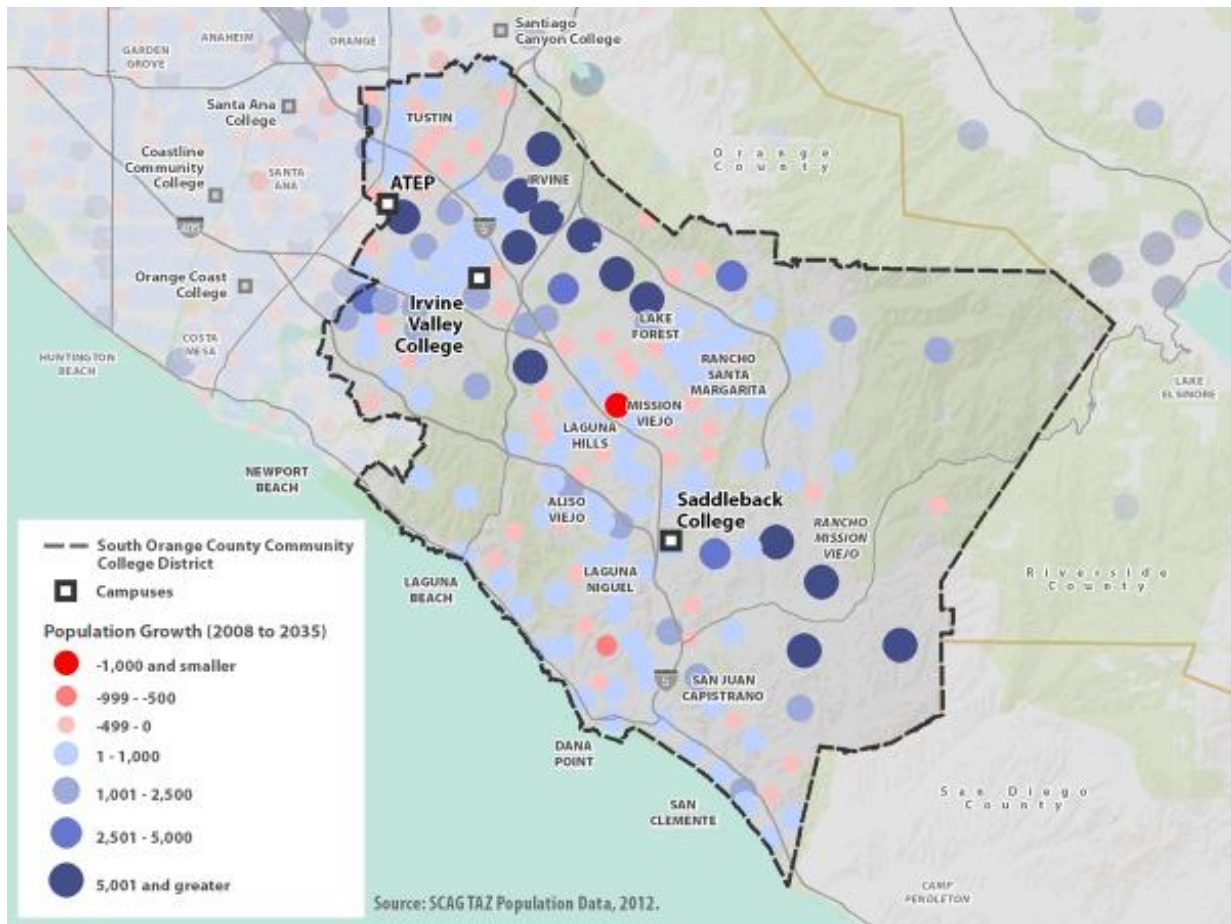
TABLE 2.3: SOCCCD SERVICE AREA POPULATION, 2017

City	Population	Percent of Service Area Population
Aliso Viejo	50,691	5%
Dana Point	34,028	4%
Irvine	256,877	26%
Laguna Beach	23,224	2%
Laguna Hills	31,235	3%
Laguna Niguel	65,429	7%
Laguna Woods	16,314	2%
Lake Forest	81,812	8%
Mission Viejo	96,535	10%
Newport Beach	86,793	9%
Rancho Santa Margarita	49,078	5%
San Clemente	65,226	7%
San Juan Capistrano	35,948	4%
Tustin	80,007	8%
SOCCCD Service Area	973,197	100%

Note: Does not include unincorporated areas due to data unavailability.

Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 2.2: DISTRICT PROJECTED POPULATION GROWTH, 2008 TO 2035



Source: SCAG Socio-Economic Library, Adopted 2012 Growth Forecast

TABLE 2.4: REGION, COUNTY, AND DISTRICT POPULATION GROWTH PROJECTIONS, 2008 TO 2035

Region	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
SOCCCD	890,800	1,001,700	1,041,600	4%	39,900
Orange County	2,989,500	3,266,200	3,421,100	5%	154,900
Los Angeles County	9,778,000	10,404,000	11,353,000	9%	949,000
Riverside County	2,128,000	2,592,000	3,324,000	28%	732,000
San Bernardino County	2,016,000	2,268,000	2,750,000	21%	482,000
SCAG Region	17,895,000	19,663,000	22,091,000	12%	2,428,000

Source: SCAG Socio-Economic Library, Adopted 2012 Growth Forecast

TABLE 2.5: POPULATION GROWTH PROJECTIONS FOR CITIES IN SOCCCD, 2008 TO 2035

City	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
Aliso Viejo	47,200	51,500	51,000	-1%	-500
Dana Point	33,400	35,900	36,200	0.8%	300
Irvine	203,600	265,600	304,200	15%	38,600
Laguna Beach	22,700	23,500	23,400	-0.4%	-100
Laguna Hills	30,300	32,100	32,000	-0.3%	-100
Laguna Niguel	62,700	65,700	65,200	-0.8%	-500
Laguna Woods	16,200	17,000	16,900	-0.6%	-100
Lake Forest	77,200	88,100	87,400	-0.8%	-700
Mission Viejo	93,200	96,600	97,000	0.4%	400
Newport Beach	84,200	88,700	90,300	2%	1,600
Rancho Santa Margarita	47,800	49,500	49,000	-1%	-500
San Clemente	63,200	68,100	68,300	0.3%	200
San Juan Capistrano	34,400	38,100	37,800	-0.8%	-300
Tustin	74,700	81,300	82,900	2%	1,600
SOCCCD Total	890,800	1,001,700	1,041,600	4%	39,900

Source: SCAG Socio-Economic Library, Adopted 2012 Growth Forecast

REGIONAL DEMOGRAPHICS: AGE

This next section looks at the age demographics of the population within Orange County and the South Orange County Community College District Service Area, as well as regional and service area projections for growth or decline by age cohort in the coming decades. Like most of Southern California, Orange County and the SOCCCD Service Area populations are growing older, and the number of school-age children is in a precipitous decline. Families are leaving the area as well, as many are priced out of local housing opportunities.⁶ These changes have implications for college enrollments and the regional economy.

CURRENT POPULATION DEMOGRAPHICS

- School-age children (those from 5 to 17 years old) make up about 16 percent of the South Orange County Community College District Service Area population and the broader Orange County population as well (see Table 2.6 below).
- About nine percent of residents in the Service Area and Orange County are in the traditional college-age cohort (18 to 24 years old), while 54 percent are working-age adults.
- Seniors, those 65 and older, make up about 15 percent of the population in the SOCCCD Service Area, and approximately 14 percent of Orange County's population.

DECLINING K-12 ENROLLMENTS

- An approaching "cliff" in K-12 student enrollments projected in the next decade may lead to a similar decline in enrollments at community colleges among traditional college-age students, as Orange County loses more than 40,000 school-age children by 2027 (see Figure 2.3).⁷

BY 2060 IN ORANGE COUNTY⁸

- The population of school-age children is expected to continue to decline, a trend that will mirror similar declines across the region and the state (see Figure 2.4).
- The proportion of college-age residents to the whole population will be like what it is today, decreasing by less than one percent.
- Growth in the working-age adult population, those between the ages of 25 and 64, will also be flat (two percent growth).
- Retirees and older adults will grow substantially, especially among those 75 years of age and older.
- Retirees and seniors will become nearly one-third of the county's population by 2060 (see Figure 2.5).

ADDITIONAL AGE-RELATED IMPLICATIONS FOR THE REGION

- Demand for childcare and education occupations may wane with fewer young and school-age children.
- Growth can be anticipated in industries and occupations related to healthcare and others which cater to senior populations.
- Retirements will lead to increased numbers of openings, many in middle-skill jobs.

⁶ Orange County Business Council, Orange County Workforce Indicators Report, 2019, p.21, <https://www.ocbc.org/research/workforce-indicators-report/>

⁷ California Department of Finance, Projected California Public K-12 Graded Enrollment by County by Year, 2018 Series

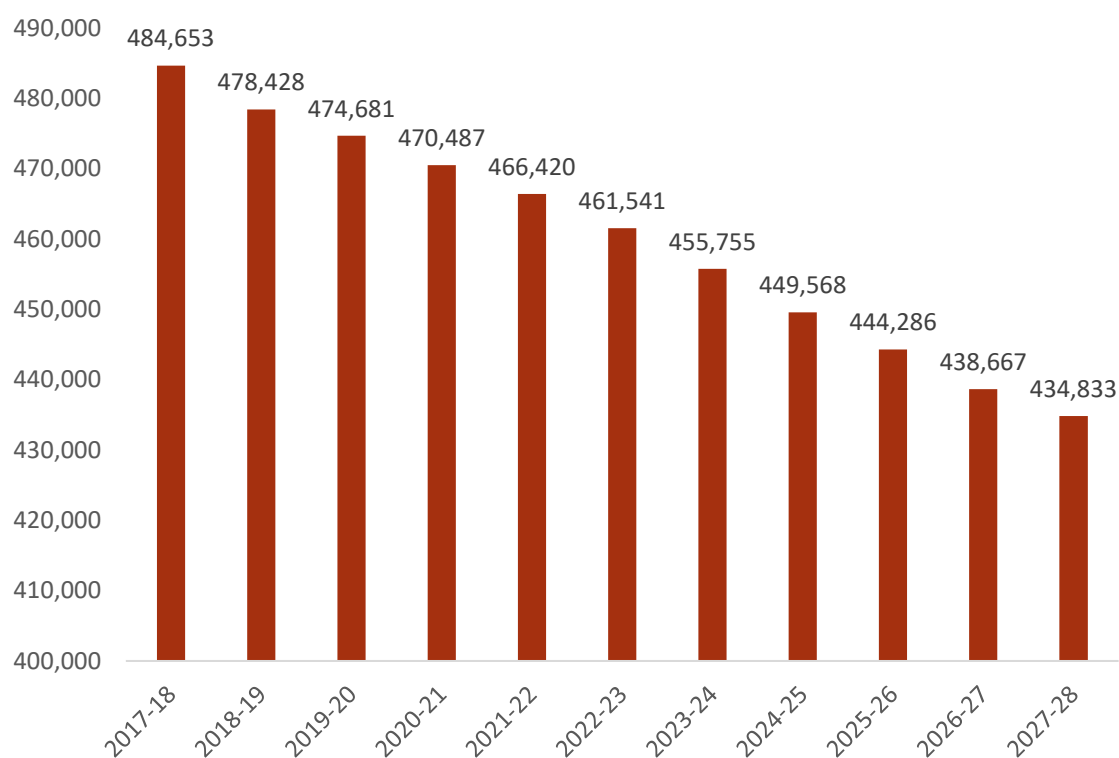
⁸ Southern California Association of Governments, Orange County Economic Report, 2018, p.9, http://economy.scag.ca.gov/Economy%20site%20document%20library/2018_EconomicReportOC.pdf

TABLE 2.6: DISTRICT AND COUNTY POPULATION BY AGE GROUP, 2017

Age Group	SOCCCD	Percent of SOCCCD	Orange County	Percent of Orange County
Under 5 years	54,808	6%	188,952	6%
5 to 17 years	153,280	16%	527,815	17%
18 to 24 years	87,874	9%	306,891	10%
25 to 64 years	530,871	55%	1,705,713	54%
65 years and older	146,364	15%	426,445	14%

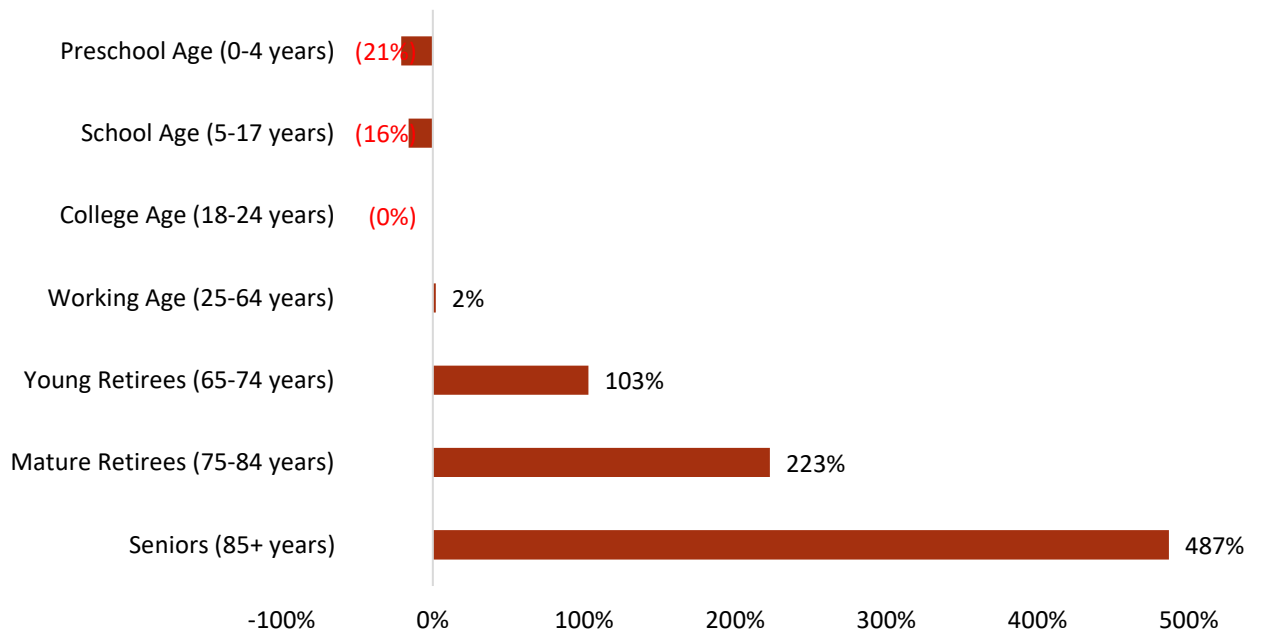
Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 2.3: PROJECTED K-12 ENROLLMENT, ORANGE COUNTY, 2017-2027



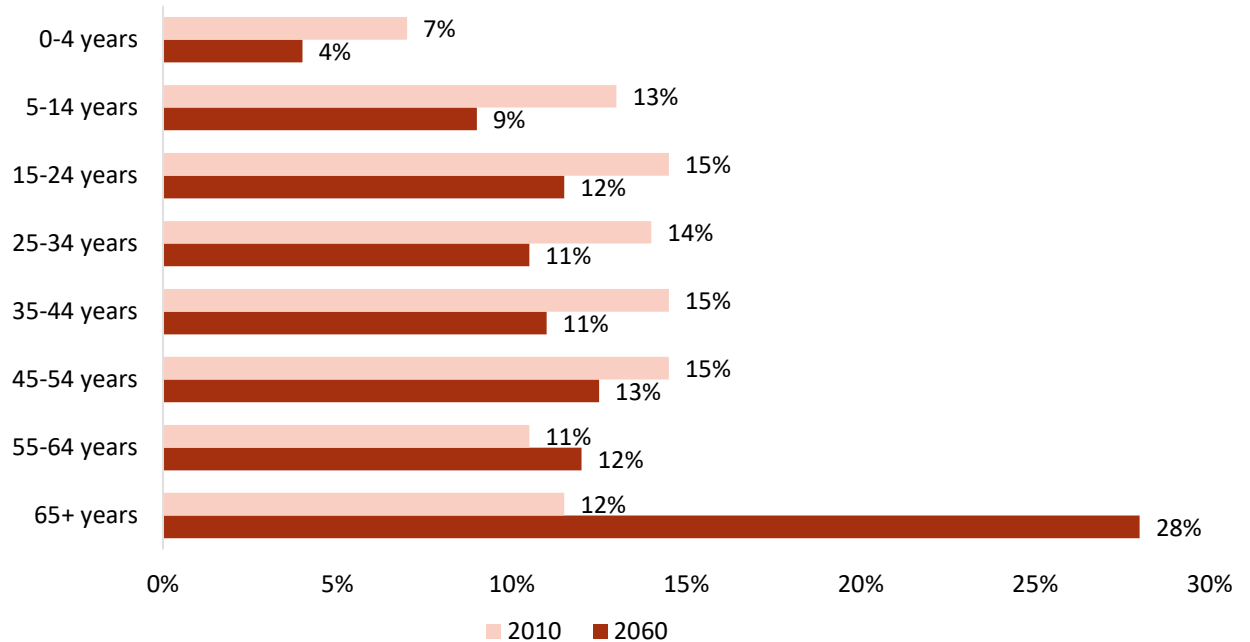
Source: California Department of Finance

FIGURE 2.4: ORANGE COUNTY PROJECTED POPULATION CHANGE BY AGE, 2010 TO 2060



Source: SCAG County Economic Report, 2018

FIGURE 2.5: ORANGE COUNTY PROJECTED POPULATION AGE GROUP, 2010 AND 2060



Source: Orange County Business Council Workforce Indicators Report, 2019

REGIONAL DEMOGRAPHICS: RACE AND ETHNICITY

Alongside changes in age, Orange County continues to grow in its ethnic diversity. Entrepreneurs and highly educated workers “with global connections” provide important economic advantages and cultural assets to the region, but many new immigrants, residents, and their children are in need of training programs and support.⁹ Expanding access to English language programs, for example, will help guarantee a steady supply of workers with basic skills in reading and writing to fill a growing number of job openings expected as older workers retire.

CURRENT POPULATION DEMOGRAPHICS

- More than half of residents in Orange County are Asian, or Latinx (of any race); only two in five identify as white (see Table 2.7).
- While the South Orange County Community College District Service Area holds a similar ratio of Asian residents as the County population, nearly 60 percent of its residents are white.
- The SOCCCD Service Area has only about half the rate of Latinx residents as the County as a whole.
- Asian residents constitute over 40 percent of the population in the city of Irvine; 41 percent of residents in Tustin and 36 percent in San Juan Capistrano are Latinx (see Table 2.8).

REGIONAL PROJECTIONS BY RACE AND ETHNICITY

- In Orange County, the proportion of white residents will continue to decline over the coming decades; estimates from SCAG estimates project a ten percentage point decrease from 2010 to 2060 (see Figure 2.6).¹⁰
- By 2060, Latinx residents will represent nearly 40 percent of the population of Orange County, and nearly one in four residents will be Asian.

TABLE 2.7: SERVICE AREA, DISTRICT AND COUNTY POPULATION BY RACE/ETHNICITY GROUP, 2017

Race	SOCCCD	Orange County
White (alone)	58%	41%
African American (alone)	2%	2%
Hispanic or Latinx (of any race)	18%	34%
Asian (alone)	19%	20%
American Indian / AK Native (alone)	0.2%	0.2%
Native HI / Pacific Islander (alone)	0.2%	0.3%
Some other race (alone)	0.2%	0.2%
Two or more races	4%	3%

Source: US Census ACS 5-Year Estimates, 2013-2017

⁹ Southern California Association of Governments, Orange County Economic Report, 2018, p.9, http://economy.scag.ca.gov/Economy%20site%20document%20library/2018_EconomicReportOC.pdf

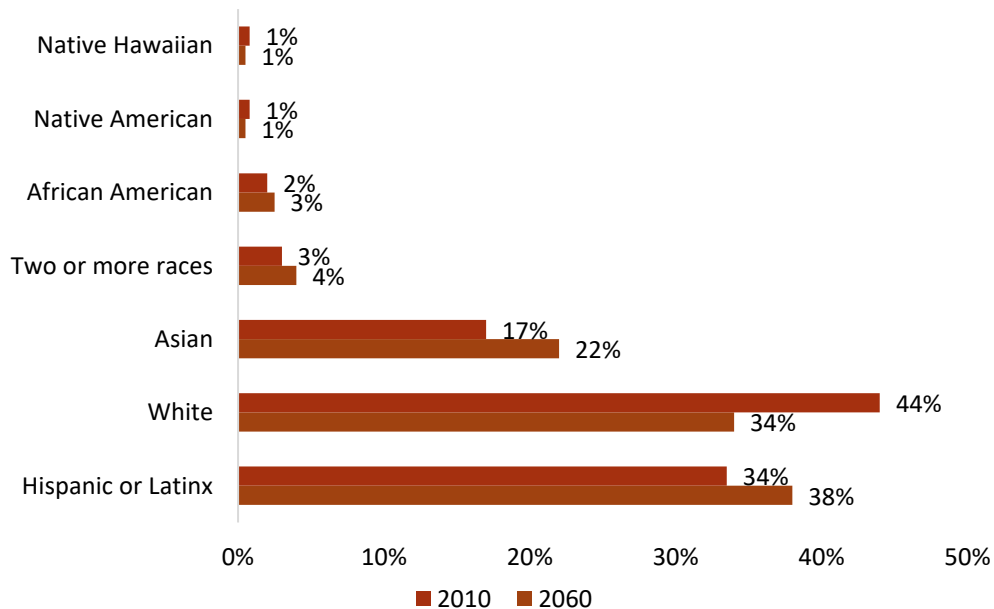
¹⁰ Southern California Association of Governments, Orange County Economic Report, 2018, p.10, http://economy.scag.ca.gov/Economy%20site%20document%20library/2018_EconomicReportOC.pdf

TABLE 2.8: SOCCCD CITIES POPULATION BY RACE/ETHNIC GROUP, 2017

City	White (alone)	African American (alone)	Hispanic or Latinx (of any race)	Asian (alone)	Am Indian/ Alaska Native (alone)	Native Hawaiian /Pacific Islander (alone)	Some other race (alone)	Two or more races
Aliso Viejo	60%	2%	18%	15%	0.4%	0.1%	0.2%	4%
Dana Point	76%	2%	16%	3%	0.3%	0.0%	0.2%	2%
Irvine	42%	2%	10%	42%	0.1%	0.2%	0.2%	5%
Laguna Beach	82%	1%	8%	5%	0.1%	0.4%	0.4%	3%
Laguna Hills	59%	2%	21%	14%	1%	0.5%	0.0%	3%
Laguna Niguel	66%	2%	17%	10%	0.1%	0.2%	0.1%	4%
Laguna Woods	76%	0.4%	4%	18%	0.0%	0.0%	0.1%	1%
Lake Forest	54%	2%	25%	15%	0.4%	0.2%	0.2%	4%
Mission Viejo	67%	1%	17%	10%	0.2%	0.1%	0.1%	4%
Newport Beach	81%	1%	8%	8%	0.2%	0.1%	0.1%	2%
Rancho Santa Margarita	63%	2%	20%	10%	0.0%	0.1%	0.3%	4%
San Clemente	73%	1%	18%	4%	0.1%	1%	0.2%	3%
San Juan Capistrano	57%	0.1%	36%	3%	0.4%	0.2%	1%	2%
Tustin	30%	2%	41%	22%	1%	0.3%	0.1%	3%
SOCCCD Service Area	58%	2%	18%	19%	0.2%	0.2%	0.2%	4%

Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 2.6: ORANGE COUNTY PROJECTED POPULATION BY RACE/ETHNIC GROUP, 2010 AND 2060



Source: SCAG County Economic Report, 2018

EDUCATIONAL ATTAINMENT AND COLLEGE PREPAREDNESS

The South Orange County Community College District Service Area and Orange County have high levels of advanced educational attainment, with the proportion of residents with bachelor's degrees or higher reaching 65 percent in several cities in the Service Area. And while SOCCCD's Service Area also has a greater proportion of residents who have completed high school than the county, there are parts of the region where residents have lower than average levels of basic educational attainment.

Lack of literacy and language proficiency are among the most serious barriers to entry into the labor market and career progression.¹¹ Regardless of industry, English-language and communication skills are essential factors for success in school and the workplace. Employers want workers with soft skills, critical thinking capabilities, and an adaptable mindset - something that many students learn and get to practice in baccalaureate programs but may not access in high school or vocational training settings.

High school dropout rates, the number of students who are English Language Learners (ELLs), and the proportion of high school students who graduate prepared for college-level classes are all key outcome measures that can help determine whether a region is properly preparing its students for college study and work.¹²

For students who do earn associate degrees or higher, there is a wage premium in many important and growing sectors of the economy. In an analysis of key Orange County industry sectors by the Orange County Business Council, community college graduates, on average, made nearly 60 percent more than their peers with only a high school degree. Five years later, they made 100 percent more than peers with just a high school education.¹³

The sections below look at the educational outcomes of residents in the Service Area and Orange County, including high school graduation rates, college preparedness and eligibility, and postsecondary degree attainment.

EDUCATIONAL ATTAINMENT

- Residents of the South Orange County Community College District Service Area have higher rates of educational attainment than Orange County as a whole. Only 85 percent of residents in all of Orange County have completed high school, while 94 percent of SOCCCD residents have a high school degree (see Table 2.9 below).
- More than half of SOCCCD Service Area residents (55 percent) hold a bachelor's degree or higher, while less than 40 percent of Orange County residents have a bachelor's or advanced degrees.
- The cities of Irvine, Laguna Beach, and Newport Beach have the highest rates of residents with bachelor's degrees or higher (65 to 67 percent), while Tustin and San Juan Capistrano have the lowest rates of bachelor's degree holders (41 percent and 37 percent, respectively) (see Table 2.10).

¹¹ See for example Wrigley et al, *The Language of Opportunity: Expanding Employment Prospects for Adults with Limited English Skills*, The Center for Law and Social Policy, 2003, <https://www.clasp.org/sites/default/files/public/resources-and-publications/files/0150.pdf>

¹² Orange County Business Council, *Orange County Workforce Indicators Report*, 2019, p.28, <https://www.ocbc.org/research/workforce-indicators-report/>

¹³ Orange County Business Council, *Orange County Workforce Indicators Report*, 2019, p.37, <https://www.ocbc.org/research/workforce-indicators-report/>

- San Juan Capistrano, Aliso Viejo, and Mission Viejo have some of the highest levels of associate degree attainment with no additional education-- from 12 to 17 percent (See Figure 2.8).
- There may be a high demand for community college education in areas north of Lake Forest and around ATEP, where there is a high level of high school graduates and a low level of residents with associate's degrees (See Figure 2.7 and 2.8 below).
- Parts of Irvine and Tustin, which have the lowest rates of educational attainment beyond high school in the District, may be key concentrations of potential students for associate's or other postsecondary degrees (See Figure 2.9).

HIGH SCHOOL DROPOUT RATES

- Orange County has some of the lowest dropout rates in California and has been consistently below the statewide average (see Figure 2.10 below).
- Among South Orange County Community College District Service Area high school feeder districts, dropout rates were below one percent in the 2016-2017 school year.¹⁴ In other parts of the county, more students struggle to complete high school.

ENGLISH LANGUAGE LEARNERS

- Nearly one in four students in Orange County are English Language Learners (ELL), a rate higher than in other Southern California counties and higher than the California statewide average (see Figure 2.11).
- At Irvine and Newport-Mesa Unified School Districts, one in five students are ELLs (see Figure 2.12).
- The most common languages, other than English, spoken by students in Orange County schools include Spanish (32.6 percent), Vietnamese (5.3 percent), Korean, (1.9 percent), and Mandarin (1.5 percent).¹⁵

COLLEGE ELIGIBILITY

Among SOCCCD feeder schools, California Department of Education data shows that Laguna Beach, Capistrano, and Irvine Unified School Districts lead all Orange County districts in the percentage of high school students who meet English and math benchmarks in SAT scores. Most SOCCCD feeder districts have performance rates above 70 percent (see Figure 2.13).

- More than half of all Orange County high school graduates were eligible for entrance into the University of California and California State University systems in 2016-2017.¹⁶
- In Orange County, nearly all ethnic groups outpace the statewide average among UC and CSU eligibility. However, Native American, Latinx, and African American students have the least college readiness among Orange County students—approximately 40 percent of students from these backgrounds are prepared upon graduation for college (see Figure 2.14).

¹⁴ Orange County Business Council, Orange County Workforce Indicators Report, 2019, p. 30, <https://www.ocbc.org/research/workforce-indicators-report/>

¹⁵ California Department of Education, Orange County Language Group Data, 2018-19

¹⁶ California Department of Education, Graduates Meeting UC/CSU Entrance Requirements, 2009-17

TABLE 2.9: SERVICE AREA, DISTRICT, AND COUNTY EDUCATIONAL ATTAINMENT BY PERCENT, 2017

Region	Less than a high school degree	High school degree or higher	Bachelor's degree or higher
SOCCCD	5%	94%	55%
Orange County	13%	85%	39%

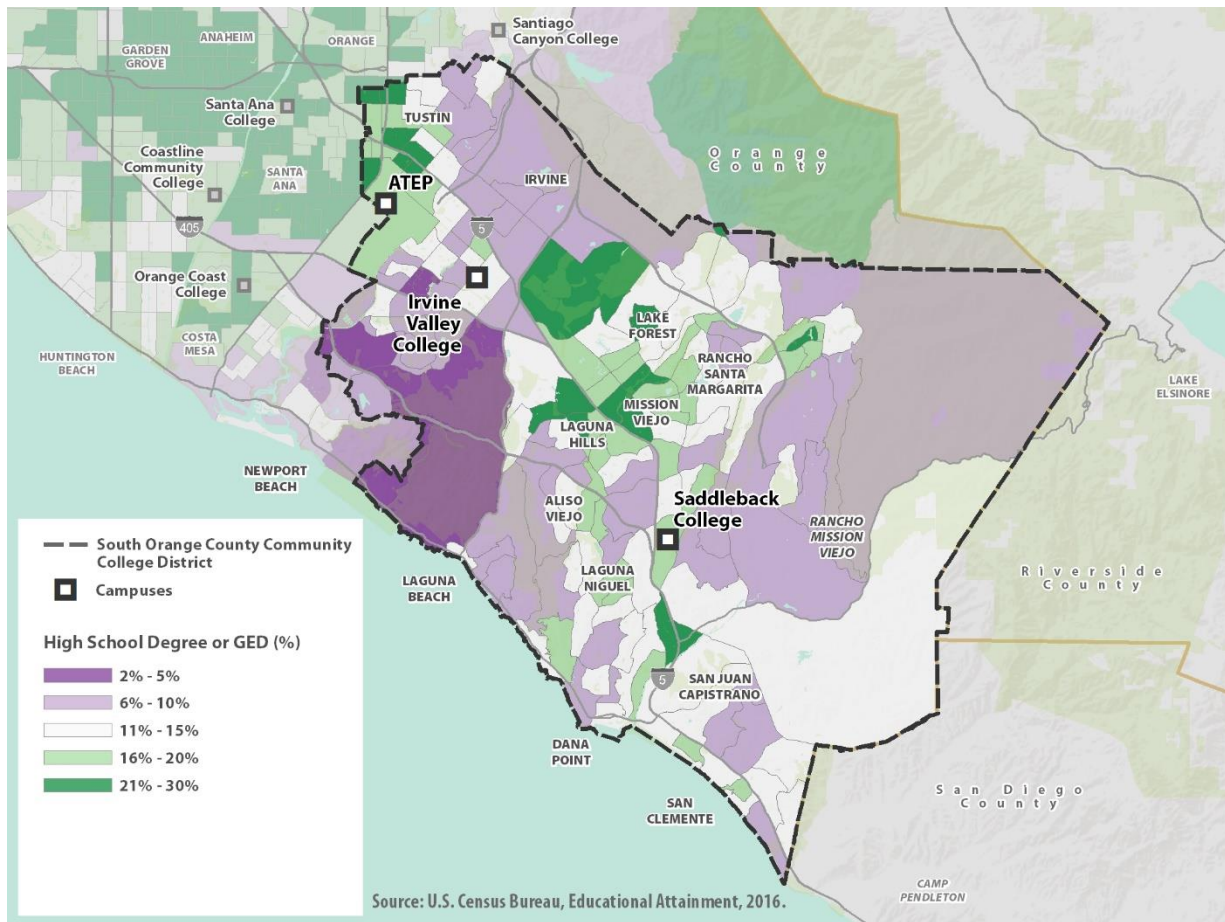
Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 2.10: EDUCATIONAL ATTAINMENT, CITIES IN SOCCCD, 2017

City	Less than a high school degree	High school degree or higher	Bachelor's degree or higher
Aliso Viejo	3%	96%	56%
Dana Point	5%	94%	49%
Irvine	3%	96%	67%
Laguna Beach	3%	97%	65%
Laguna Hills	7%	92%	49%
Laguna Niguel	4%	96%	53%
Laguna Woods	4%	95%	44%
Lake Forest	6%	92%	45%
Mission Viejo	4%	94%	47%
Newport Beach	2%	98%	66%
Rancho Santa Margarita	4%	96%	50%
San Clemente	5%	95%	49%
San Juan Capistrano	13%	84%	37%
Tustin	13%	85%	41%
SOCCCD Service Area	5%	94%	55%

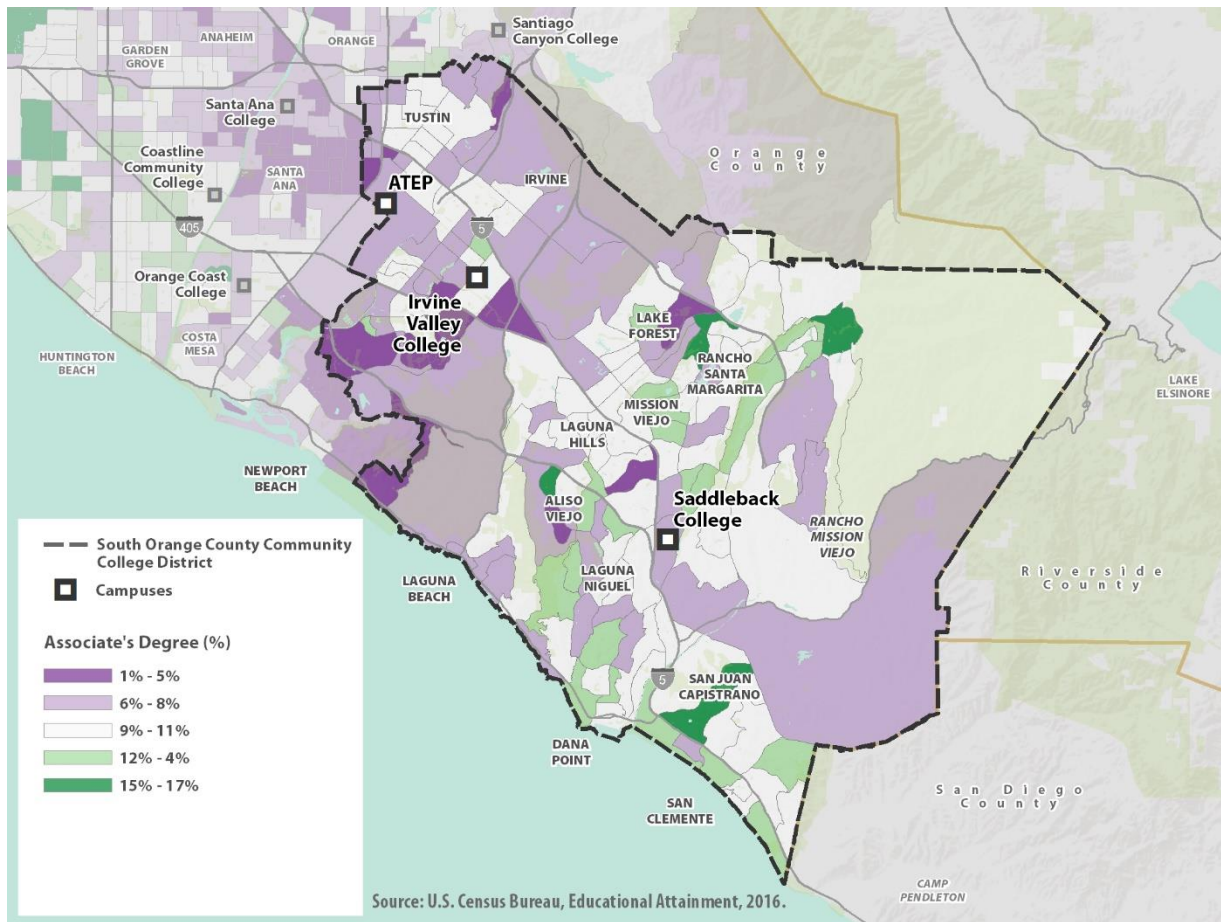
Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 2.7: HIGH SCHOOL DEGREE OR GED ONLY, SOCCCD, 2016



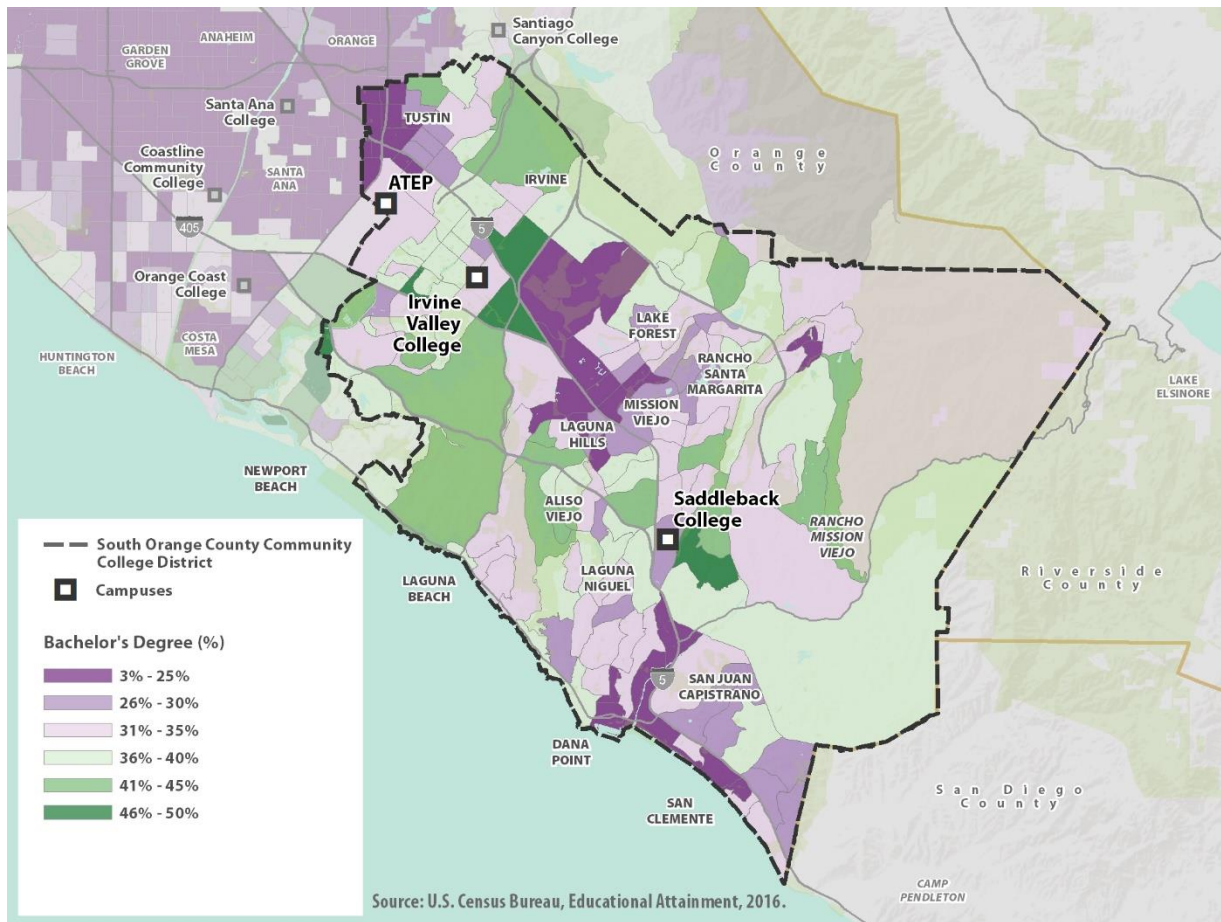
Source: US Census

FIGURE 2.8: ASSOCIATE DEGREE ONLY, SOCCCD, 2016



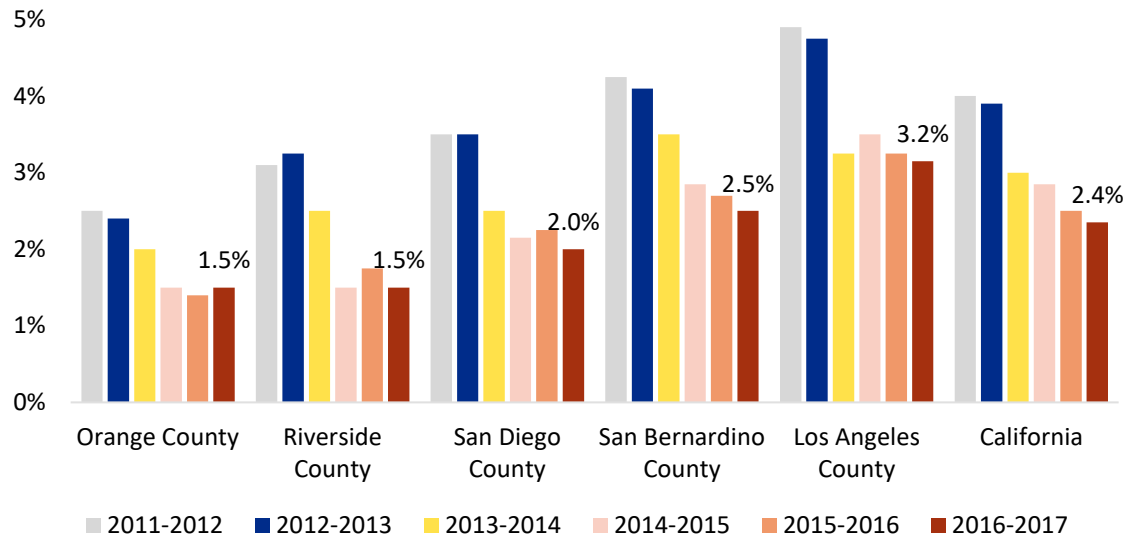
Source: US Census

FIGURE 2.9: BACHELOR'S DEGREE OR HIGHER, SOCCCD, 2016



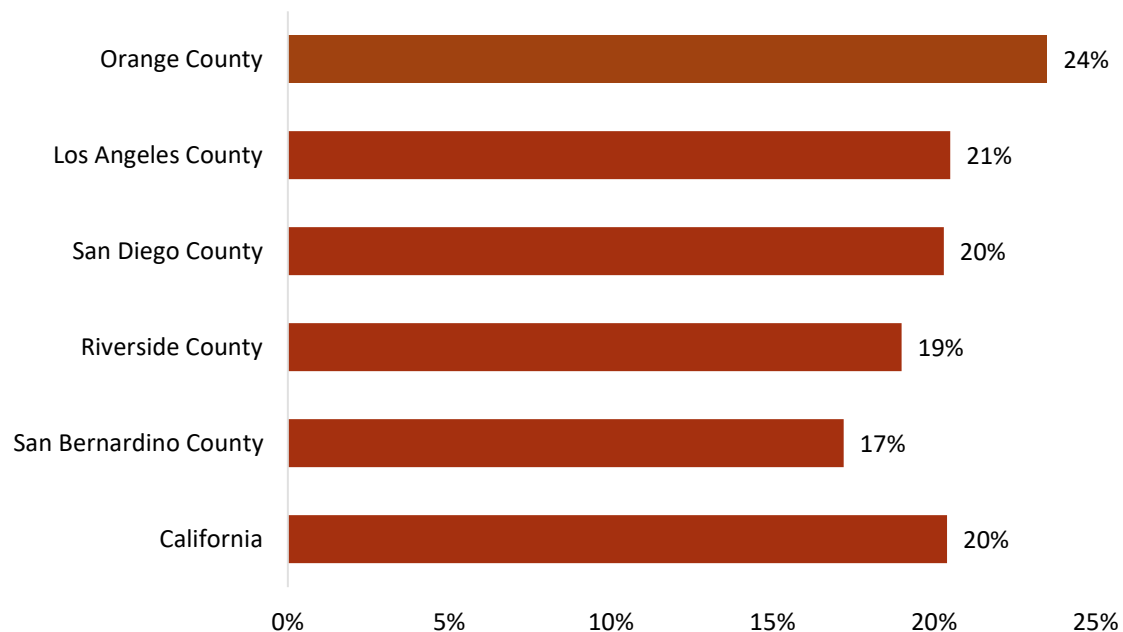
Source: US Census

FIGURE 2.10: HIGH SCHOOL DROPOUT RATES (GRADES 9-12), SOUTHERN CALIFORNIA COUNTIES, 2011-12 TO 2016-17 SCHOOL YEARS



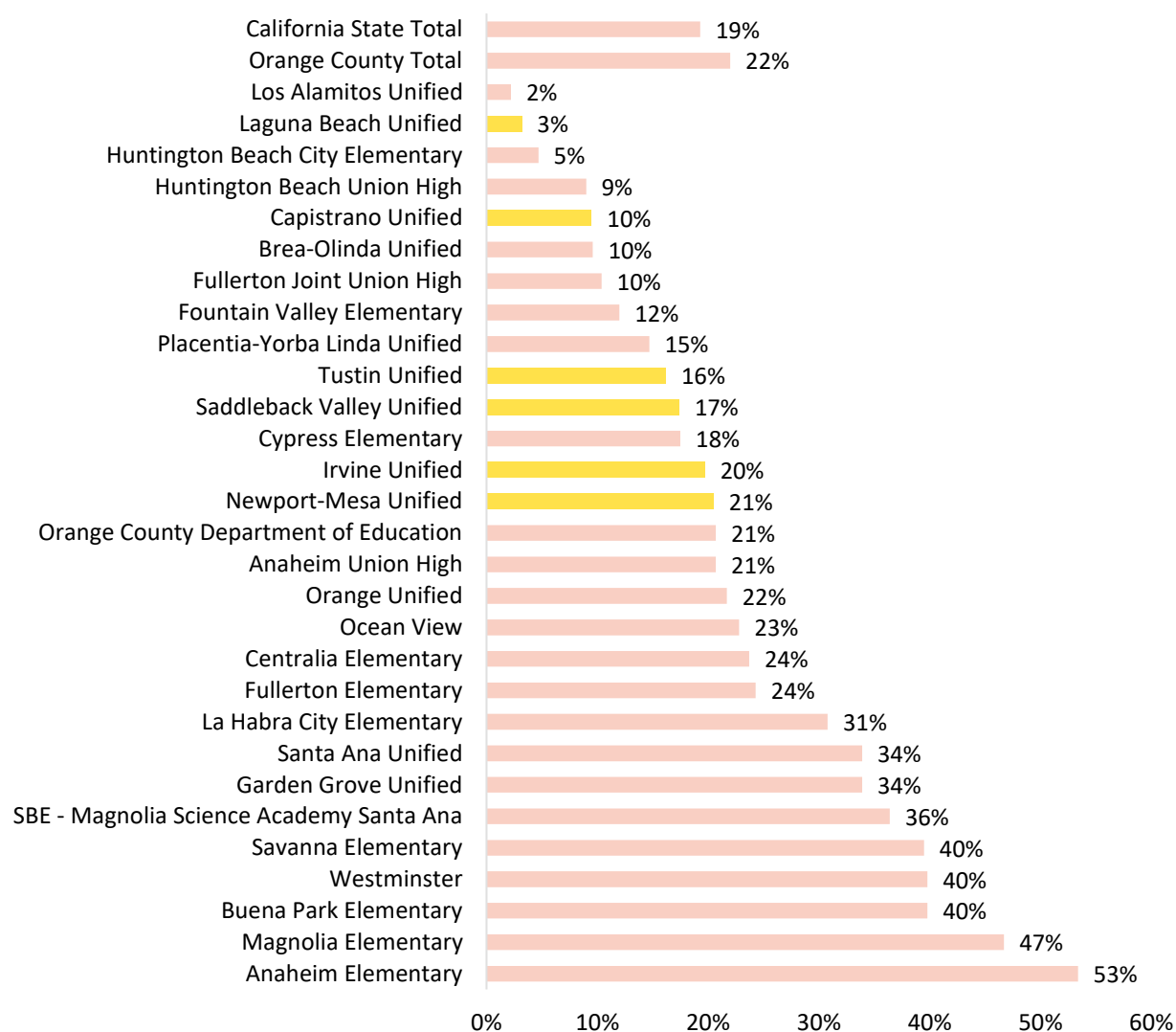
Source: California Department of Education and Orange County Business Council

FIGURE 2.11: ENGLISH LANGUAGE LEARNERS AS PERCENT OF TOTAL K-12 ENROLLMENT, SOUTHERN CALIFORNIA COUNTIES, 2018



Source: California Department of Education and Orange County Business Council

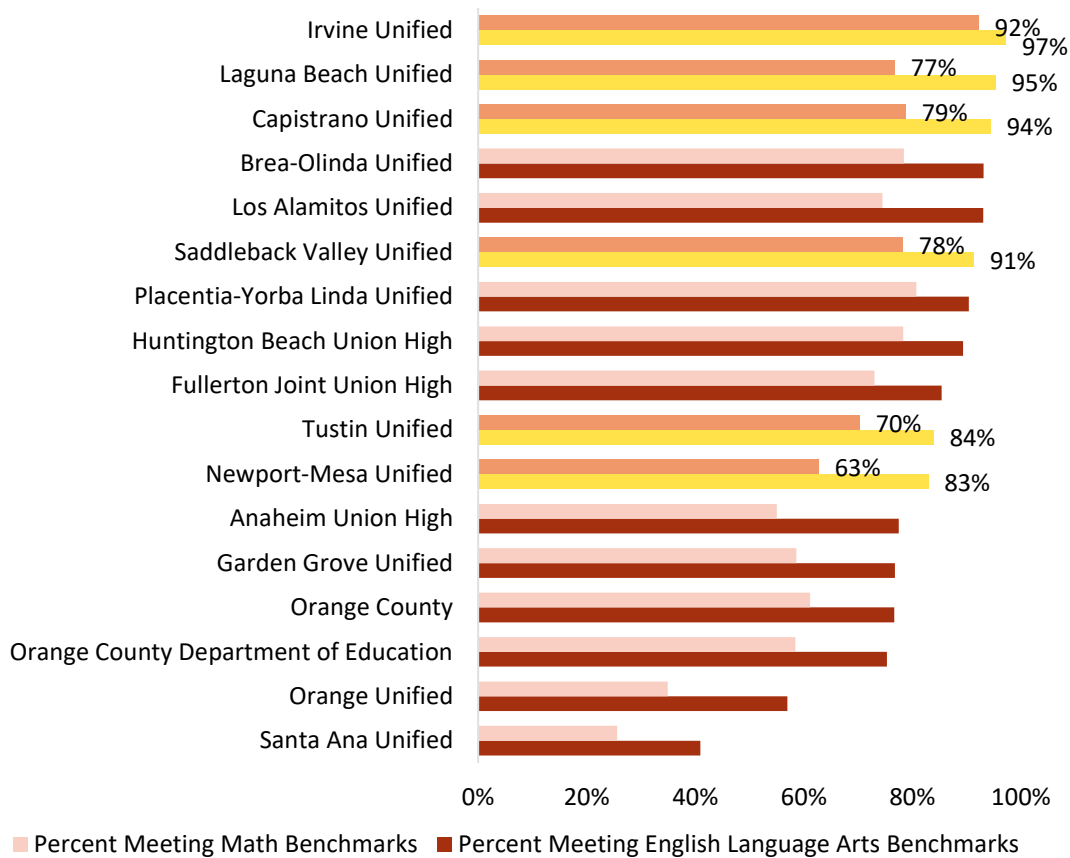
FIGURE 2.12: ENGLISH LANGUAGE LEARNERS AS PERCENT OF TOTAL K-12 ENROLLMENT, ORANGE COUNTY HIGH SCHOOL DISTRICTS, 2018-19 SCHOOL YEAR



Note: Yellow highlights refer to SOCCCD feeder district schools.

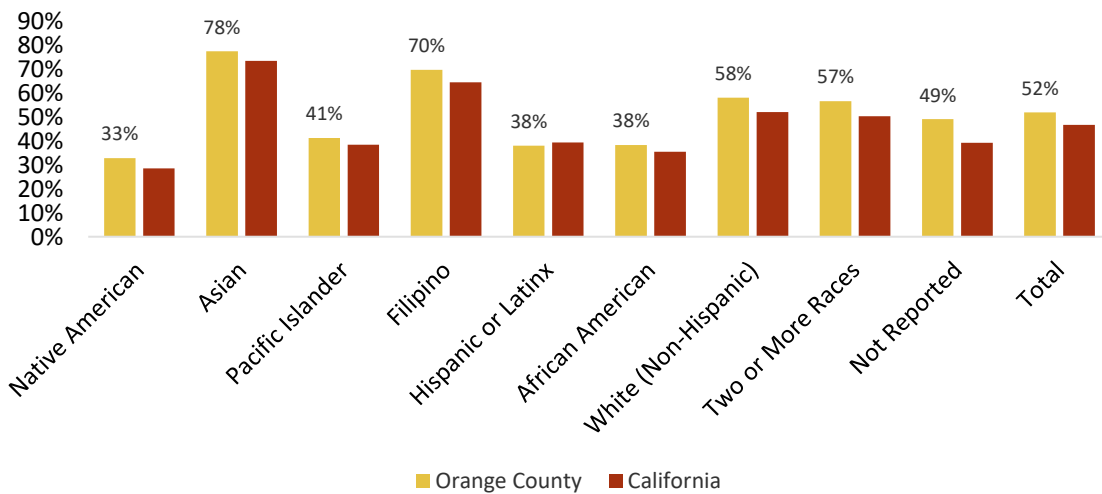
Source: California Department of Education

FIGURE 2.13: STUDENTS MEETING ENGLISH LANGUAGE ARTS AND MATH BENCHMARKS IN ORANGE COUNTY BY SCHOOL DISTRICT, 2016-2017 SCHOOL YEAR



Note: Yellow highlights refer to SOCCCD feeder district schools.
 Source: California Department of Education, DataQuest

FIGURE 2.14: UC/CSU ELIGIBLE HIGH SCHOOL GRADUATES IN ORANGE COUNTY AND CALIFORNIA, 2016-2017 SCHOOL YEAR



Source: California Department of Finance and Orange County Business Council

HOUSEHOLDS, INCOME, AND POVERTY

Income and poverty levels within communities often correlate with educational attainment rates, as these determine the capacity of families to afford the expense and time required to attend and complete high school, college, and other educational studies. This section describes the income and related living characteristics of households in Orange County and the SOCCCD Service Area.

Residents in South Orange County Community College District tend to pay more for housing, whether they rent or own their homes, than in Orange County as a whole. Some cities with the highest rents, such as Irvine, also have some of the highest rates of residents living below poverty. Both median household incomes and home values in SOCCCD are higher than those across Orange County and statewide.

Connected to housing affordability are transportation costs, usually a household's second-largest expense. In Orange County, households spend nearly 25 percent of their incomes on transportation, an average annual cost of more than \$14,000.¹⁷

The rising costs of living in Orange County and the broader Southern California region are forcing many lower-income residents and families to look for more affordable housing opportunities farther away from metropolitan centers. This puts residents farther away from work and school and adds additional time and cost burdens on families experiencing increased transportation costs and longer commutes.

HOUSEHOLD CHARACTERISTICS

- The South Orange County Community College District has fewer average people per household (2.6) than Orange County (3.0 people per household) and the California statewide average (also 3.0 people per household) (see Table 2.11 below).
- Tustin, Laguna Hills, San Juan Capistrano, and Lake Forest have an average household size (2.9 to 3.0 people per household) closest to the County and California average household size of 3.0 people (see Table 2.12).

INCOME AND POVERTY

- SOCCCD median household income of \$97,891 is considerably higher than the Orange County average of \$81,851, and much higher than the statewide average of \$67,169 (see Table 2.11).
- The SOCCCD Service Area has a lower percentage of households living in poverty (9 percent) compared to all of Orange County (12 percent), and California statewide rates (15 percent).
- Tustin and Irvine have higher rates of residents living below the poverty line, than Orange County rates (Table 2.12).
- Laguna Woods has the lowest median household income and the fewest people per household among cities in the South Orange County Community College District. It also has the lowest median home values and rents in the District (Table 2.12 and Table 2.14).

HOME VALUES AND RENTAL COSTS

- Median home values are six percent higher and rental costs 18 percent higher in South Orange County Community College District cities than in Orange County; SOCCCD median home values and rents are nearly 50 percent higher than statewide values and rents (see Table 2.13).
- Median rent in the city of Irvine, which has some of the highest rates of renters in the District, is more than \$2,110 per month. This is on par with rents in SOCCCD communities with the highest median home values, such as Newport Beach and Laguna Beach (see Table 2.14).

¹⁷ The Center for Neighborhood Technology, Orange County H+T Fact Sheet, accessed March 2019 from htaindex.cnt.org

TABLE 2.11: DISTRICT HOUSEHOLD SIZE, MEDIAN INCOME, AND PERCENT LIVING BELOW POVERTY, 2017

Region	Total Households	Average Persons Per Household	Median Household Income	Percent of Residents Living Below Poverty Level
SOCCCD	363,412	2.6	\$97,891	9%
Orange County	1,024,976	3.0	\$81,851	12%
California	12,888,128	3.0	\$67,169	15%

Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 2.12: SOCCCD SERVICE AREA HOUSEHOLD SIZE, MEDIAN INCOME, AND PERCENT LIVING BELOW POVERTY, 2017

City	Total Households	Average Persons Per Household	Median Household Income	Percent of Residents Living Below Poverty Level
Aliso Viejo	18,661	2.7	\$106,353	5%
Dana Point	14,616	2.3	\$90,310	8%
Irvine	92,869	2.7	\$95,573	13%
Laguna Beach	10,485	2.2	\$117,586	7%
Laguna Hills	10,368	3.0	\$99,797	9%
Laguna Niguel	25,075	2.6	\$99,206	7%
Laguna Woods	11,251	1.5	\$40,837	11%
Lake Forest	27,965	2.9	\$96,963	7%
Mission Viejo	33,833	2.8	\$107,988	5%
Newport Beach	37,971	2.3	\$119,379	6%
Rancho Santa Margarita	17,339	2.8	\$106,939	4%
San Clemente	24,565	2.6	\$101,843	6%
San Juan Capistrano	12,229	2.9	\$81,730	11%
Tustin	26,185	3.0	\$73,567	14%
SOCCCD Service Area	363,412	2.6	\$97,891	9%

Source: US Census ACS 5-Year Estimates, 2013-7

TABLE 2.13: DISTRICT HOUSING TENURE, MEDIAN HOME VALUE, AND GROSS RENT, 2017

Region	Owner-occupied Units	Renter-occupied Units	Median Home Value	Median Gross Rent
SOCCCD	61%	39%	\$825,100	\$1,998
Orange County	57%	43%	\$620,500	\$1,693
California	55%	46%	\$443,400	\$1,358

Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 2.14: SOCCCD SERVICE AREA HOUSING TENURE, MEDIAN HOME VALUE, AND GROSS RENT, 2017

City	Owner-occupied Units	Renter-occupied Units	Median Home Value	Median Gross Rent
Aliso Viejo	60%	40%	\$582,300	\$2,092
Dana Point	60%	40%	\$833,800	\$1,941
Irvine	48%	52%	\$753,400	\$2,114
Laguna Beach	63%	38%	\$1,570,700	\$2,191
Laguna Hills	71%	29%	\$649,700	\$1,906
Laguna Niguel	71%	30%	\$737,400	\$2,004
Laguna Woods	76%	24%	\$246,600	\$1,656
Lake Forest	69%	31%	\$585,100	\$1,846
Mission Viejo	78%	23%	\$640,800	\$2,123
Newport Beach	57%	43%	\$1,695,700	\$2,118
Rancho Santa Margarita	71%	29%	\$619,200	\$1,812
San Clemente	66%	34%	\$849,300	\$1,775
San Juan Capistrano	74%	26%	\$635,100	\$1,886
Tustin	48%	52%	\$585,700	\$1,696
SOCCCD Service Area	61%	39%	\$825,100	\$1,998

Source: US Census ACS 5-Year Estimates, 2013-2017

REGIONAL EMPLOYMENT TRENDS

Employment in Orange County and the South Orange County Community College District Service Area is projected to grow over the next decades. Much of the job growth in Orange County is expected to take place in key parts of the SOCCCD Service Area.

The section below describes these trends and provides details about which industries, like Health Care and Professional Services, serve as key employment centers for SOCCCD and the region. Chapter 3, which follows below, presents in more detail, regional employment and industry trends in Southern California, Orange County, and in the SOCCCD Service Area.

COUNTY AND DISTRICT EMPLOYMENT RATES AND PROJECTIONS

- Approximately two-thirds of residents in the South Orange County Community College District who are 16 years of age and older, or about 1.7 million people, are employed or looking for work (see Table 2.15 below).
- The rate of labor force participation in SOCCCD, 66 percent, is the same as Orange County, and slightly higher than the statewide average of 63 percent of working-age adults.
- Among SOCCCD cities, labor force participation rates are highest in Aliso Viejo (76 percent) and Rancho Santa Margarita (75 percent), and lowest in Laguna Woods (22 percent) (see Table 2.16).
- Orange County is projected to add 150,000 jobs between 2020 and 2035 (see Table 2.17).
- Nearly half of those positions will be in the SOCCCD Service Area, which is projected to hold another 74,000 jobs by 2035.
- The cities of Irvine and Tustin, and the areas nearest ATEP will account for most of the new growth (93,000 jobs) in the District (see areas with dark green circles in Figure 2.15 and Table 2.18).

EMPLOYMENT BY INDUSTRY AND OCCUPATION

- Health Care Services firms employ the most workers in Orange County, approximately 201,000 people. In the South Orange County Community College District, 73,000 people work in Health Care Services fields (see Figure 2.16 and Table 2.19 below).
- The Professional and Technical Services (PTS) sector is the largest in SOCCCD, at more than 12 percent of all workers, followed by Health Care Services (11 percent).
- Related PTS and Health Services occupation groups with the most workers in the District include Business Operations and Financial Specialists, Computer Occupations, Personal Care Services Workers, and Health Practitioners (see Figure 2.17).
- Other key industry sectors in SOCCCD include hospitality, government, administrative and support services, retail, manufacturing, insurance, and finance sectors, which employ seven percent or more of workers in SOCCCD.

TABLE 2.15 : EMPLOYMENT STATUS, 2017

Region	Population 16 Years and Over	Population 16 Years and Over in Civilian Labor Force	
		Population	Percent of Population
SOCCCD	790,152	519,450	66%
Orange County	2,524,230	1,657,036	66%
California	30,910,058	19,485,061	63%

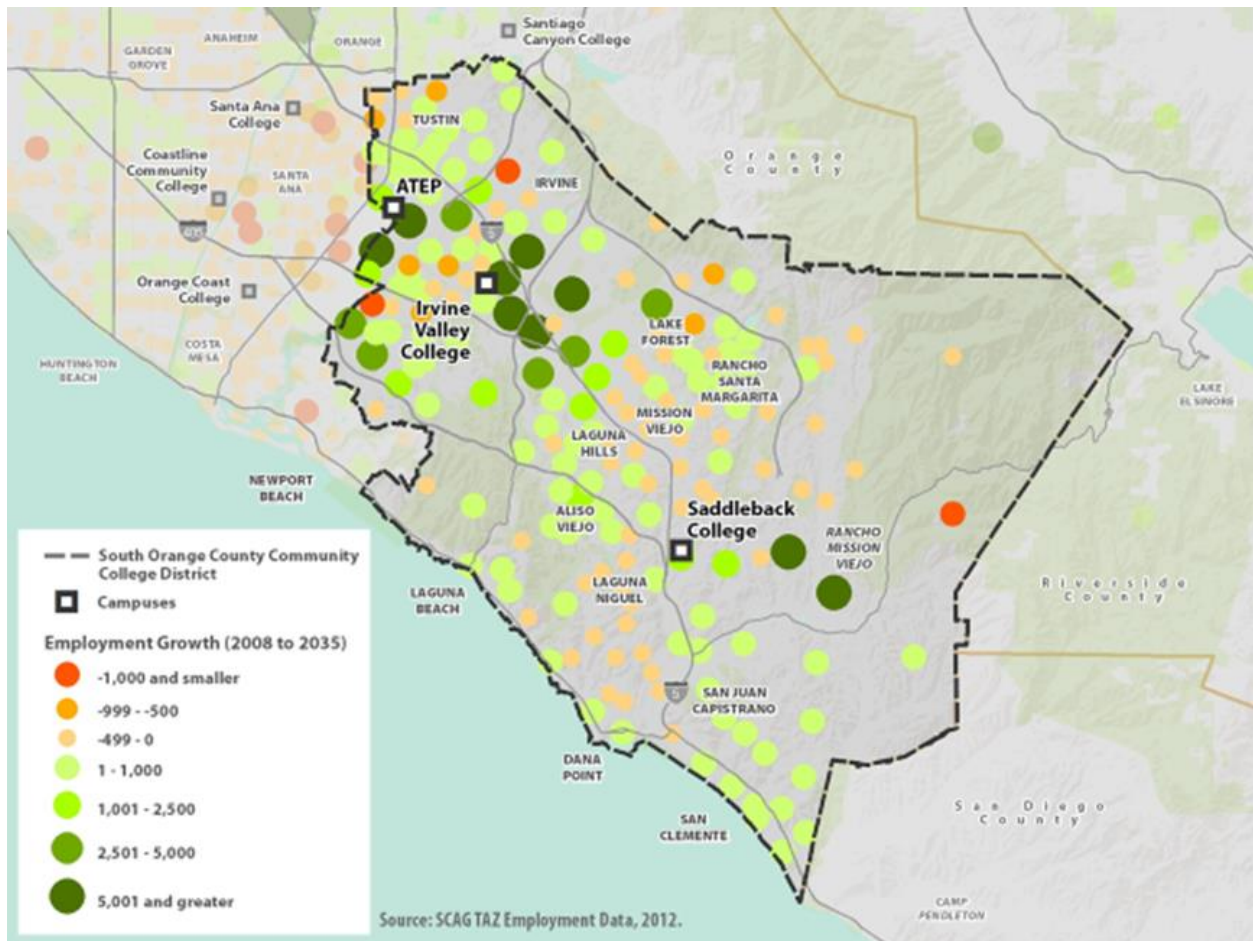
Source: US Census ACS 5-Year Estimates, 2013-2017

TABLE 2.16: EMPLOYMENT STATUS, SOCCCD SERVICE AREA, 2017

City	Population 16 Years and Over	Population 16 Years and Over in Civilian Labor Force	
		Population	Percent of Population
Aliso Viejo	39,000	29,766	76%
Dana Point	29,088	19,098	66%
Irvine	205,809	131,904	64%
Laguna Beach	19,753	12,557	64%
Laguna Hills	25,829	17,880	69%
Laguna Niguel	53,789	35,792	67%
Laguna Woods	16,303	3,545	22%
Lake Forest	65,982	47,031	71%
Mission Viejo	80,369	52,866	66%
Newport Beach	73,082	45,253	62%
Rancho Santa Margarita	37,774	28,388	75%
San Clemente	52,464	33,755	64%
San Juan Capistrano	28,720	17,390	61%
Tustin	62,190	44,225	71%
SOCCCD Service Area	790,152	519,450	66%

Source: US Census ACS 5-Year Estimates, 2013-2017

FIGURE 2.15: PROJECTED EMPLOYMENT GROWTH, 2008 TO 2035



Source: SCAG Socio Economic Library, Adopted 2012 Growth Forecast

TABLE 2.17: COUNTY, DISTRICT SERVICE AREA EMPLOYMENT GROWTH PROJECTIONS, 2008-2035

Region	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
SOCCCD	579,000	601,600	675,600	12%	74,000
Orange County	1,624,400	1,626,100	1,779,100	9%	153,000

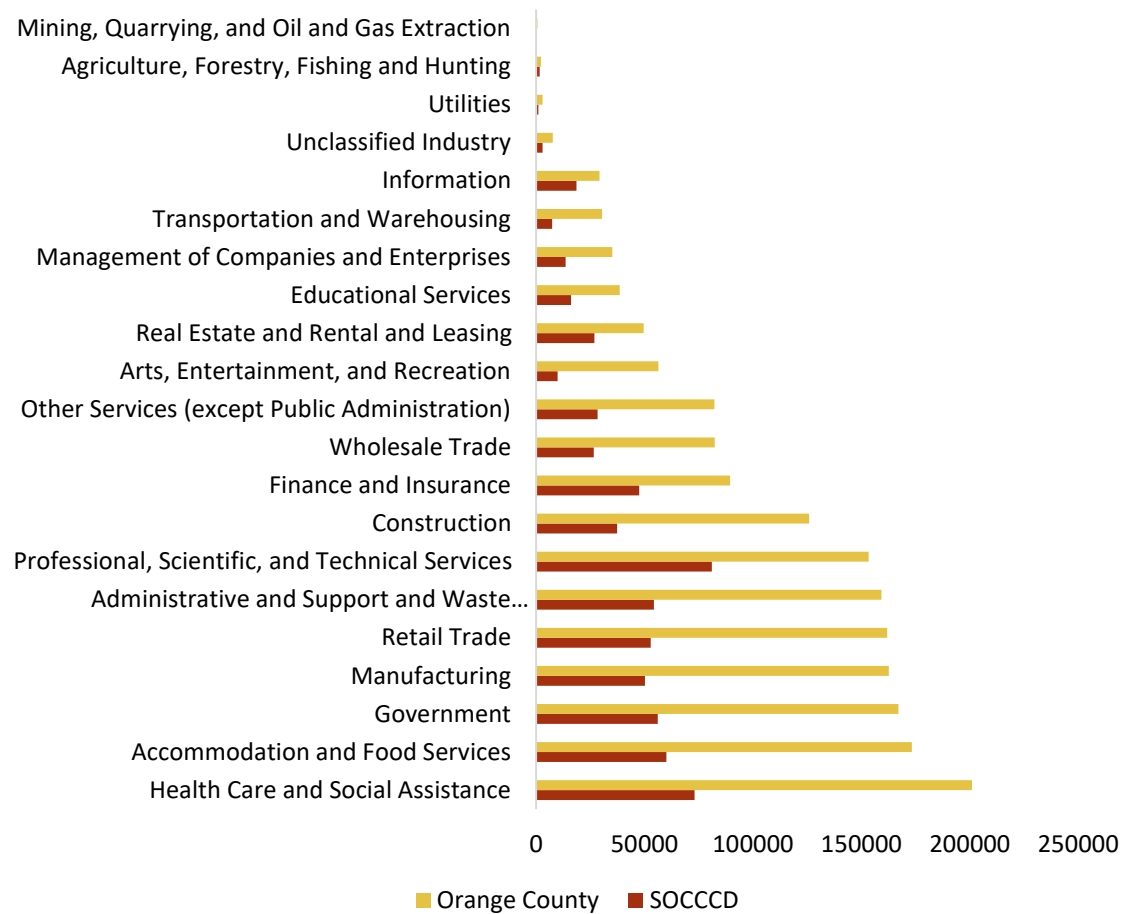
Source: SCAG Socio-Economic Library, Adopted 2012 Growth Forecast

TABLE 2.18: SOCCCD SERVICE AREA EMPLOYMENT GROWTH PROJECTIONS, 2008-2035

City	2008	2020	2035	Percent Change, 2020 to 2035	Total Change, 2020 to 2035
Aliso Viejo	17,200	19,600	19,700	0.5%	100
Dana Point	13,600	13,500	13,700	1%	200
Irvine	223,500	242,000	291,800	21%	49,800
Laguna Beach	14,000	14,000	14,100	0.7%	100
Laguna Hills	19,900	20,400	20,500	0.5%	100
Laguna Niguel	20,000	20,100	21,000	4%	900
Laguna Woods	5,500	6,200	6,700	8%	500
Lake Forest	44,500	40,600	45,800	13%	5,200
Mission Viejo	37,200	38,000	38,800	2%	800
Newport Beach	82,500	77,000	77,700	0.9%	700
Rancho Santa Margarita	17,700	16,300	16,600	2%	300
San Clemente	25,600	26,300	26,600	1%	300
San Juan Capistrano	15,700	15,700	15,800	0.6%	100
Tustin	42,100	51,900	66,800	29%	14,900
SOCCCD Service Area	579,000	601,600	675,600	12%	74,000

Source: SCAG Socio-Economic Library, Adopted 2012 Growth Forecast

FIGURE 2.16: EMPLOYMENT BY INDUSTRY, SOCCCD AND ORANGE COUNTY, 2018



Source: EMSI, BLS QCEW

TABLE 2.19: EMPLOYMENT BY INDUSTRY, SOCCCD AND ORANGE COUNTY, 2018

Industry Sector	SOCCCD Employment	Percent of SOCCCD Employment	Orange County Employment	Percent of Orange County Employment
Professional, Scientific, and Technical Services	80,998	12%	153,362	9%
Health Care and Social Assistance	73,082	11%	201,108	11%
Accommodation and Food Services	60,097	9%	173,364	10%
Government	56,114	8%	167,055	9%
Administrative & Support and Waste Management & Remediation Services	54,281	8%	159,334	9%
Retail Trade	52,936	8%	161,951	9%
Manufacturing	50,147	8%	162,637	9%
Finance and Insurance	47,528	7%	89,545	5%
Construction	37,363	6%	125,979	7%
Other Services (except Public Administration)	28,410	4%	82,270	5%
Real Estate and Rental and Leasing	26,839	4%	49,678	3%
Wholesale Trade	26,663	4%	82,454	5%
Information	18,683	3%	29,182	2%
Educational Services	16,138	2%	38,562	2%
Management of Companies and Enterprises	13,674	2%	35,140	2%
Arts, Entertainment, and Recreation	9,893	2%	56,399	3%
Transportation and Warehousing	7,446	1%	30,415	2%
Unclassified Industry	2,928	0.4%	7,703	0.4%
Agriculture, Forestry, Fishing, and Hunting	1,603	0.2%	2,274	0.1%
Utilities	1,070	0.2%	3,047	0.2%
Mining, Quarrying, and Oil & Gas Extraction	88	0.0%	557	0.0%

Source: EMSI, BLS QCEW

FIGURE 2.17: TOP 30 OCCUPATION GROUPS IN SOCCCD AND ORANGE COUNTY, 2018



Source: EMSI, BLS QCE

TABLE 2.20: TOP 30 OCCUPATION GROUPS IN THE SOCCCD SERVICE AREA, 2018

Occupation Groups	2018 Resident Workers	2018 Jobs	2018 Net Commuters
Business Operations Specialists	22,748	32,435	9,687
Retail Sales Workers	23,540	31,200	7,660
Food and Beverage Serving Workers	19,889	29,045	9,156
Computer Occupations	18,452	28,795	10,343
Information and Record Clerks	17,999	26,890	8,891
Construction Trades Workers	15,828	21,826	5,998
Financial Specialists	14,946	21,589	6,643
Other Personal Care and Service Workers	15,358	20,066	4,708
Other Office and Administrative Support Workers	13,623	18,728	5,105
Secretaries and Administrative Assistants	12,828	18,634	5,806
Health Diagnosing and Treating Practitioners	12,991	18,355	5,364
Material Moving Workers	13,277	18,308	5,031
Financial Clerks	12,248	18,132	5,884
Sales Representatives, Services	12,300	17,817	5,517
Other Management Occupations	12,799	16,839	4,040
Material Recording, Scheduling, Dispatching, and Distributing Workers	12,285	16,197	3,912
Building Cleaning and Pest Control Workers	11,291	14,761	3,470
Cooks and Food Preparation Workers	9,805	13,688	3,883
Top Executives	8,537	12,262	3,725
Operations Specialties Managers	7,796	11,512	3,716
Engineers	7,144	10,750	3,606
Other Production Occupations	6,767	10,580	3,813
Health Technologists and Technicians	7,202	10,469	3,267
Other Healthcare Support Occupations	6,762	10,357	3,595
Preschool, Primary, Secondary, and Special Education School Teachers	9,467	10,027	560
Other Installation, Maintenance, and Repair Occupations	7,290	9,761	2,471
Sales Representatives, Wholesale and Manufacturing	6,492	9,162	2,670
Other Sales and Related Workers	7,347	8,768	1,421
Other Food Preparation and Serving Related Workers	5,639	8,441	2,802
Motor Vehicle Operators	7,279	8,362	1,083

Source: EMSI, BLS QCE

TABLE 2.21: TOP 30 OCCUPATION GROUPS IN ORANGE COUNTY, 2018

Occupation Groups	2018 Resident Workers	2018 Jobs	2018 Net Commuters
Retail Sales Workers	86,021	94,585	8,564
Food and Beverage Serving Workers	76,654	86,530	9,876
Construction Trades Workers	62,958	77,007	14,049
Business Operations Specialists	68,164	76,896	8,732
Information and Record Clerks	58,167	65,607	7,440
Material Moving Workers	54,906	58,754	3,848
Computer Occupations	48,654	55,888	7,234
Other Personal Care and Service Workers	55,077	53,165	(1,912)
Health Diagnosing and Treating Practitioners	46,156	52,615	6,459
Material Recording, Scheduling, Dispatching, and Distributing Workers	46,166	49,346	3,180
Building Cleaning and Pest Control Workers	40,336	46,883	6,547
Other Office and Administrative Support Workers	44,652	46,674	2,022
Secretaries and Administrative Assistants	41,627	45,733	4,106
Financial Specialists	40,878	45,404	4,526
Financial Clerks	39,141	43,832	4,691
Other Management Occupations	38,861	42,051	3,190
Cooks and Food Preparation Workers	37,412	40,396	2,984
Sales Representatives, Services	34,618	38,649	4,031
Preschool, Primary, Secondary, and Special Education School Teachers	32,299	32,345	46
Top Executives	28,412	32,094	3,682
Other Production Occupations	27,967	31,537	3,570
Motor Vehicle Operators	30,369	29,611	(758)
Health Technologists and Technicians	25,443	29,065	3,622
Other Installation, Maintenance, and Repair Occupations	25,827	27,672	1,845
Operations Specialties Managers	23,910	27,032	3,122
Engineers	22,779	26,623	3,844
Other Healthcare Support Occupations	22,333	26,147	3,814
Sales Representatives, Wholesale and Manufacturing	22,509	25,570	3,061
Other Food Preparation and Serving Related Workers	21,601	24,352	2,751
Metal Workers and Plastic Workers	19,533	23,317	3,784

Source: EMSI, BLS QCE

REGIONAL INDUSTRY TRENDS

This section builds upon the employment trends in the previous section, looking at the key industry sectors which drive the Orange County and regional economies, job growth projections in middle-skill occupations in these industries, and how these industries and occupations relate to programs of study at the South Orange County Community College District.

SOUTHERN CALIFORNIA REGIONAL CONTEXT

Several industry sectors, including Health Care Services, Entertainment, Professional and Technical Services, and Logistics and Transportation, provide large numbers of middle skill jobs in Southern California (see Figure 2.18 below). Many of these same sectors are projected to see substantial growth over the coming decade, thanks to rising demand for services to support older adult populations, the ongoing integration of tech into the workplace and the digitization of our daily lives, and the need to address large-scale issues such as climate change and antibiotic-resistant viruses.

These trends present both challenges and opportunities for community colleges to build training programs and curriculums which offer students the skills they need to work in the challenging careers of the present and participate in shaping the regional economy of the near future.

KEY INDUSTRIES AND MIDDLE-SKILL JOBS

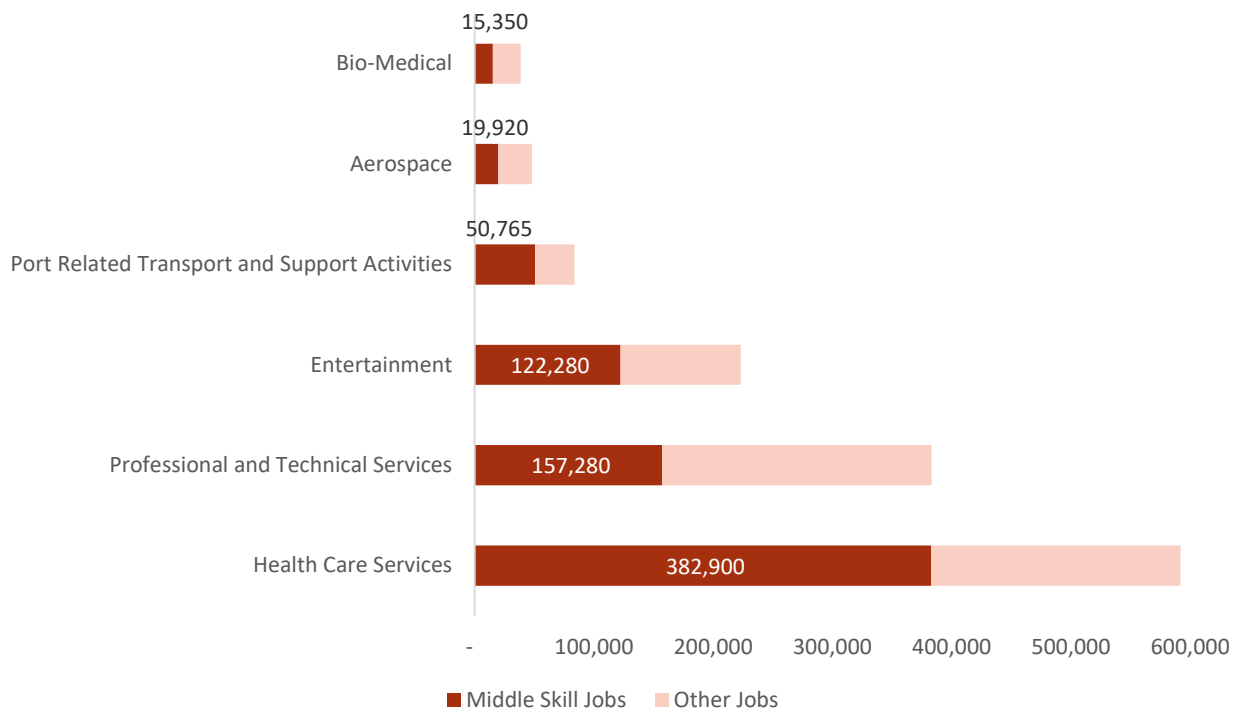
- In Health Care, the sector projected to grow the most over the next decade, two out of every three jobs are middle-skill positions.¹⁸
- The Professional Services sector, which includes occupations that provide specialized knowledge-based services such as advertising, accounting, financial and legal services, engineers, real estate, and business consulting, provides more than 150,000 middle-skill jobs in the Southern California region.

REGIONAL JOB GROWTH PROJECTIONS

- In Southern California, growth in Health Care Services over the next decade is expected to increase by nearly one third and provide an additional 330,000 jobs in the region (see Figure 2.19 and Figure 2.20). More than 200,000 of these may be middle-skill jobs.
- The Logistics sector (Transportation and Warehousing) is projected to grow by 22 percent, adding 81,000 jobs, while Hospitality (Accommodation and Food Services) will grow by 15 percent, about 113,000 new jobs.
- Construction, Educational Services, and Arts and Entertainment are also projected to grow in Southern California by 10 percent or more by 2028.

¹⁸ Center for Competitive Workforce, Initial Findings Report: L.A. & Orange County Community Colleges: Powering Economic Opportunity, Target Industries, <https://competitiveworkforce.la/initial-findings/>

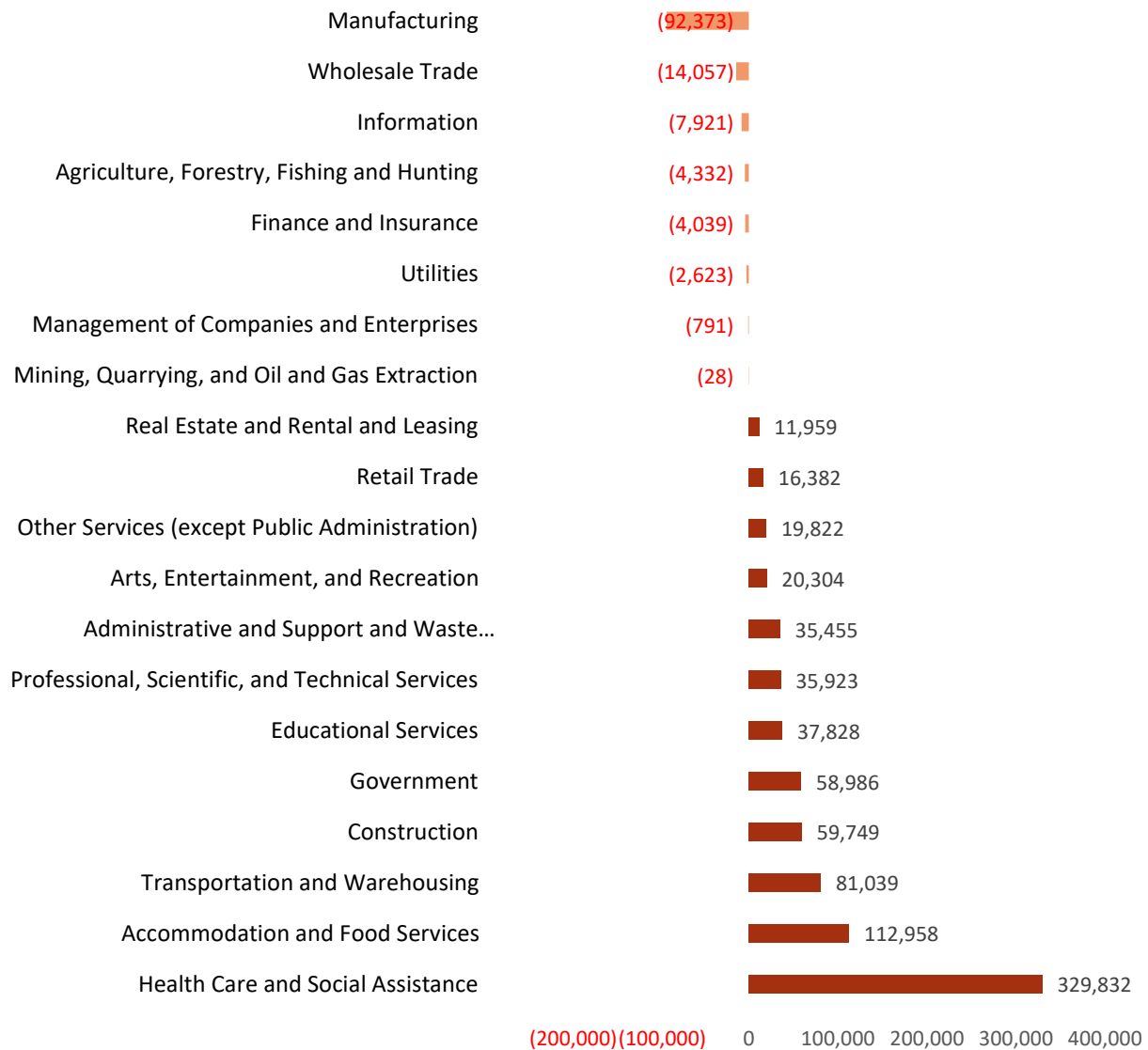
FIGURE 2.18: KEY INDUSTRY SECTORS AND TOTAL MIDDLE SKILL JOBS, SOUTHERN CALIFORNIA REGION, 2016



Note: Data for Southern California combines the four counties of Los Angeles, Orange, San Bernardino, and Riverside.

Source: Center for Competitive Workforce, 2019

FIGURE 2.19: SOUTHERN CALIFORNIA REGIONAL EMPLOYMENT GROWTH PROJECTIONS BY INDUSTRY SECTOR, 2018 TO 2028



Source: EMSI

TABLE 2.22: SOUTHERN CALIFORNIA REGIONAL EMPLOYMENT GROWTH PROJECTIONS BY INDUSTRY SECTOR, 2018 TO 2028

Industry Sector	2018 Jobs	2023 Jobs	2028 Jobs	Total Change, 2018 to 2028	Percent Change, 2018 to 2028
Health Care and Social Assistance	1,172,637	1,372,082	1,502,469	329,832	28%
Accommodation and Food Services	776,042	849,377	889,000	112,958	15%
Transportation and Warehousing	372,377	427,062	453,416	81,039	22%
Construction	471,830	509,297	531,579	59,749	13%
Government	1,066,519	1,102,240	1,125,505	58,986	6%
Educational Services	234,545	258,082	272,373	37,828	16%
Professional, Scientific, and Technical Services	566,929	589,901	602,852	35,923	6%
Administrative and Support and Waste Management and Remediation Services	592,584	616,321	628,039	35,455	6%
Arts, Entertainment, and Recreation	212,345	226,515	232,649	20,304	10%
Other Services (except Public Administration)	437,954	448,374	457,776	19,822	5%
Retail Trade	808,369	820,180	824,751	16,382	2%
Real Estate and Rental and Leasing	188,489	196,496	200,448	11,959	6%
Mining, Quarrying, and Oil and Gas Extraction	3,695	3,580	3,667	(28)	(1%)
Management of Companies and Enterprises	101,852	102,103	101,061	(791)	(1%)
Utilities	19,815	18,319	17,192	(2,623)	(13%)
Finance and Insurance	276,186	273,818	272,147	(4,039)	(1%)
Agriculture, Forestry, Fishing and Hunting	24,164	21,470	19,832	(4,332)	(18%)
Information	265,509	259,637	257,588	(7,921)	(3%)
Wholesale Trade	377,932	371,660	363,875	(14,057)	(4%)
Manufacturing	620,719	569,224	528,346	(92,373)	(15%)
Total Jobs	8,627,778	9,079,810	9,332,832	705,054	8%

Source: EMSI; Data for Southern California Region includes four counties of Los Angeles, Orange, San Bernardino, and Riverside

ORANGE COUNTY INDUSTRY AND JOB TRENDS

Orange County industry and employment growth projections mirror some of the broader regional trends, with Health Care, Hospitality, and Administrative Support Services sectors projected to grow the most over the next decade.

KEY AND EMERGING INDUSTRY CLUSTERS

- In Orange County, key industry clusters include health care and related services, IT, digital media and big data analytics, bioscience research, biopharmaceuticals and medical device manufacturing, and business and professional services.¹⁹
- The region is also a prime location for many action sports companies and has large and growing tourism and hospitality sectors.
- Emerging industry clusters include those connected to the growing green economy and businesses involved in the integration of IT and healthcare.
- Several manufacturing sub-sectors, including medical device manufacturing, apparel, electronics, computer, and aerospace manufacturing, are highly concentrated in Orange County (see Table 2.23 below).
- Tourism and hospitality firms, especially those related to amusement parks, are also concentrated in Orange County, as are a host of professional and business-related firms, such as those who specialize in real estate and financial services.

INDUSTRY GROWTH

- Health Care Services employment is projected to grow the most in Orange County, with nearly 57,000 new positions needed by 2028 (see Figure 2.21 and Table 2.24).
- Construction, Educational Services, Management Services, and Arts and Entertainment are also projected to achieve double-digit growth in Orange County by 2028.

EMPLOYMENT GROWTH

- Overall, operations managers and registered nurses will have the most openings over the next decade.
- In addition to nurses, those jobs which need community college education (either an associate degree or postsecondary certificate award) and are expected to have the most openings, include accounting clerks, teacher, medical, nursing and dental assistants, vocational nurses, auto techs and mechanics, and preschool teachers.
- Dental hygienists and paralegals are projected to have the most openings among jobs that require a terminal associate degree.

SOCCCD PROGRAMS AND GROWING OCCUPATIONS

- Both Saddleback and Irvine Valley Colleges have programs to prepare students for some of the highest projected middle-skill occupations, including bookkeeping and accounting, teacher assistants, pre-school teachers, and electrical and electronics engineering technicians.

SKILLS GAP

- Employers in key industries are finding it hard to fill job openings due to the growing skills gap among available workers.

¹⁹ Center for a Competitive Workforce, L.A. & Orange County Community Colleges: Powering Economic Opportunity, October 2017, p.4; Orange County Workforce Indicators Report, Orange County Business Council, 2019, p.49

- Community colleges can partner with businesses to expand career and technical training for key industry clusters, including IT, Construction, Hospitality & Tourism, and Healthcare, and help to prepare students to fill available and “hard to fill” middle-skill jobs.²⁰
- Employers need a workforce that understands how to use technology and data. They need workers who are flexible and adaptable as industries evolve and have problem-solving skills to help businesses maintain competitive advantage and create value.²¹ Community college programs need to prepare students for rapid changes in technology and provide students with skills they need to adapt to these changes.

TABLE 2.23: INDUSTRIES WITH THE HIGHEST CURRENT AND PROJECTED LOCATION QUOTIENTS, ORANGE COUNTY, 2018 AND 2028

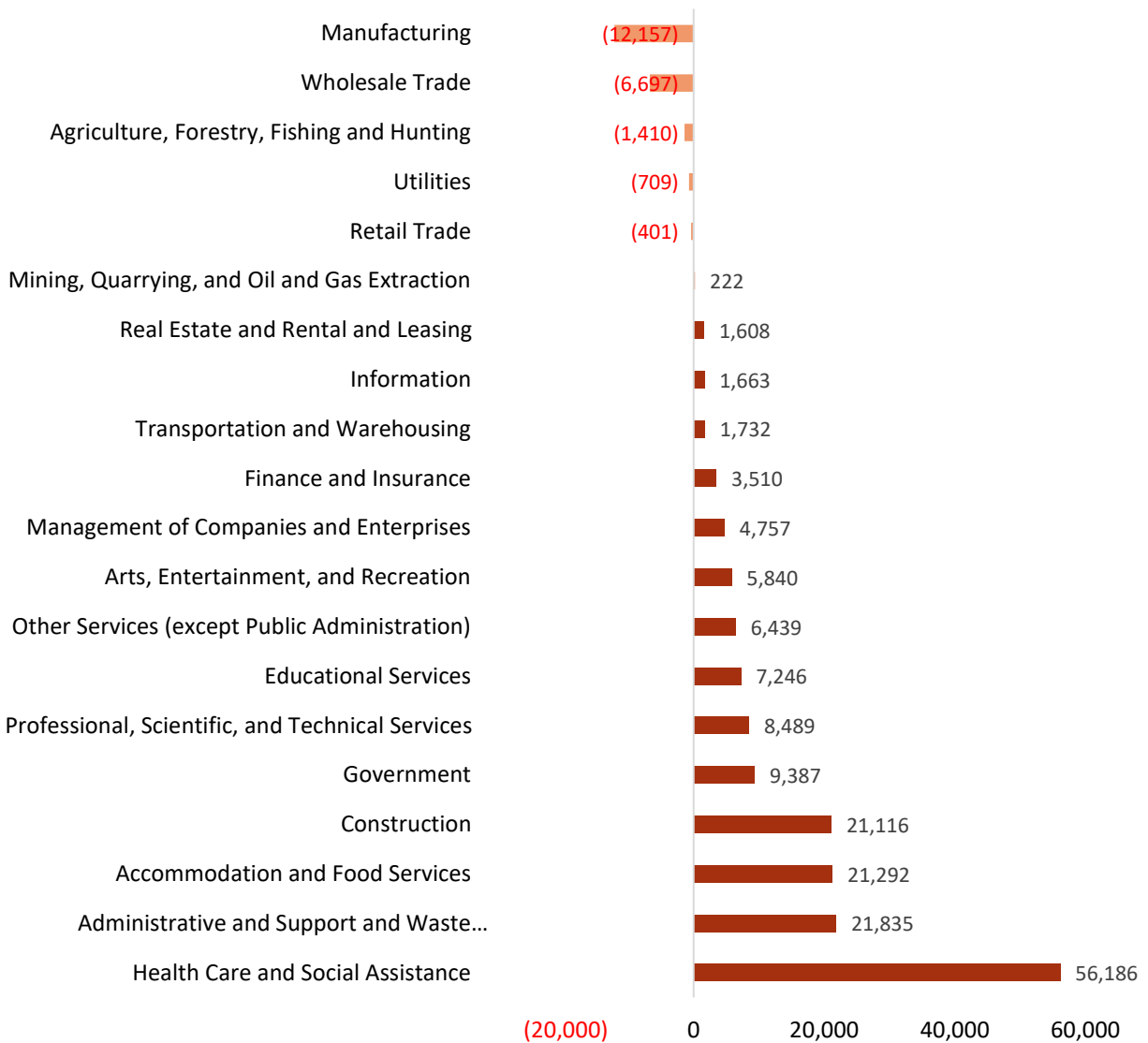
Industry	2018 Jobs	2028 Jobs	Percent Change	2018 LQ	2028 LQ	2018 Earnings Per Worker
Amusement Parks and Arcades	29,076	31,817	9%	11.85	11.83	\$36,562
Medical Equipment and Supplies Manufacturing	18,923	20,809	10%	5.26	5.51	\$102,797
Apparel Knitting Mills	632	283	(55%)	5.20	3.76	\$77,109
Audio and Video Equipment Manufacturing	1,067	882	(17%)	4.73	4.14	\$88,046
Land Subdivision	2,215	2,207	(0%)	4.20	4.65	\$152,462
Cut and Sew Apparel Manufacturing	4,470	3,522	(21%)	3.78	4.03	\$68,989
Unclassified Industry	7,703	10,015	30%	3.16	3.65	\$57,615
Semiconductor and Other Electronic Component Manufacturing	12,392	10,280	(17%)	2.99	2.67	\$119,496
Navigational, Measuring, Electromedical, and Control Instruments Manufacturing	13,438	11,819	(12%)	2.96	2.73	\$145,804
Manufacturing and Reproducing Magnetic and Optical Media	429	577	34%	2.71	4.51	\$148,071
Non-depository Credit Intermediation	17,830	20,970	18%	2.56	2.71	\$111,887
Electric Lighting Equipment Manufacturing	1,356	1,327	(2%)	2.54	2.52	\$82,561
Computer and Peripheral Equipment Manufacturing	4,401	3,624	(18%)	2.50	2.27	\$174,564
Activities Related to Credit Intermediation	8,278	9,977	21%	2.34	2.33	\$95,032
Offices of Real Estate Agents and Brokers	12,368	11,463	(7%)	2.32	2.27	\$112,152
Aerospace Product and Parts Manufacturing	12,491	13,434	8%	2.25	2.40	\$144,837
Drugs and Druggists' Sundries Merchant Wholesalers	5,709	6,047	6%	2.23	2.41	\$128,669
Apparel, Piece Goods, and Notions Merchant Wholesalers	3,904	3,825	(2%)	2.21	2.07	\$70,958
Activities Related to Real Estate	20,988	23,035	10%	2.21	2.01	\$69,981
Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing	8,752	8,365	(4%)	2.13	2.00	\$74,459

Source: EMSI

²⁰ Orange County Workforce Indicators Report, Orange County Business Council, 2019, p.35

²¹ Orange County Workforce Indicators Report, Orange County Business Council, 2019, p.9

FIGURE 2.20: ORANGE COUNTY EMPLOYMENT GROWTH PROJECTIONS BY INDUSTRY SECTOR, 2018 TO 2028



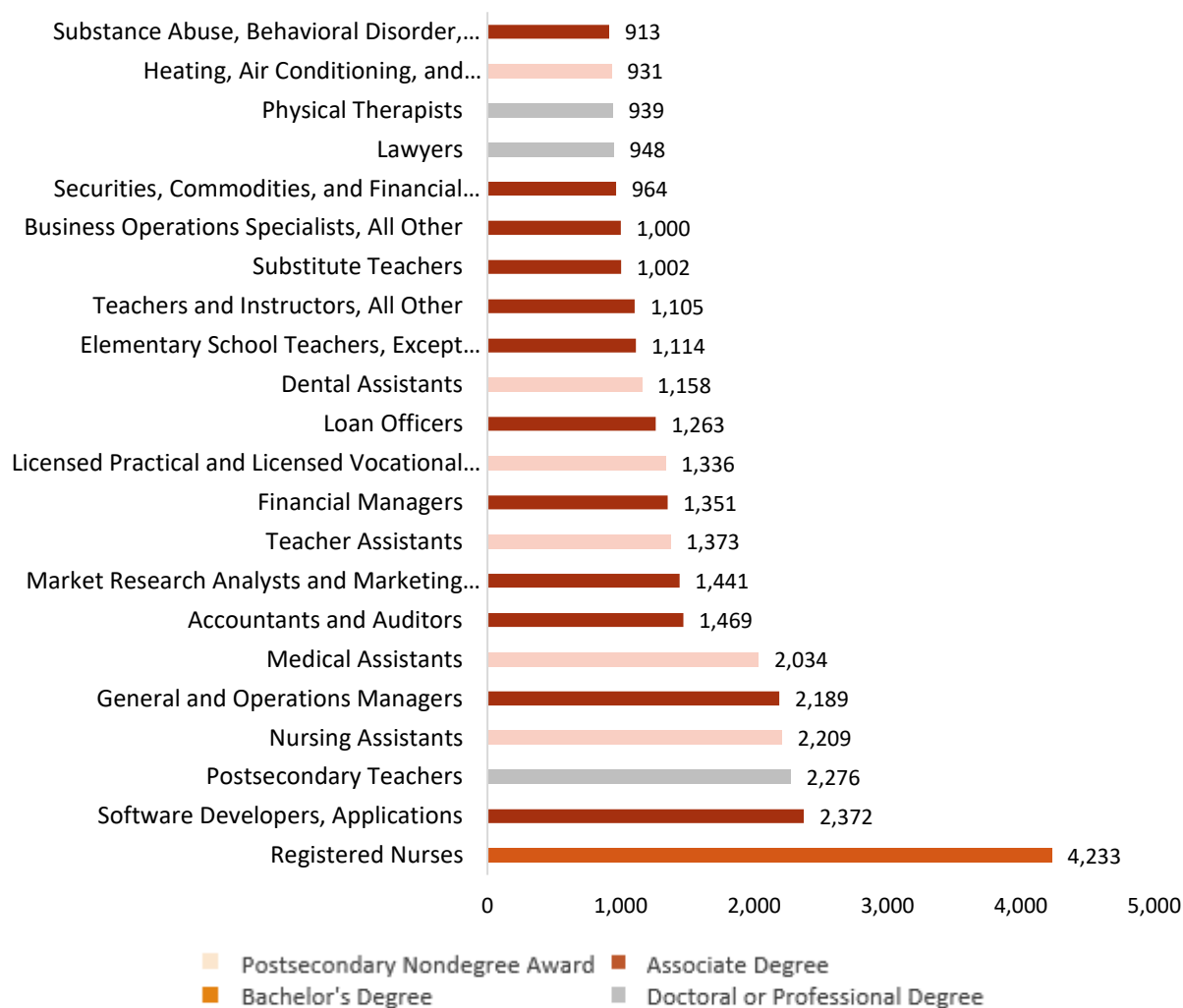
Source: EMSI

TABLE 2.24: ORANGE COUNTY EMPLOYMENT GROWTH PROJECTIONS BY INDUSTRY SECTOR, 2018 TO 2028

Industry Sector	2018 Jobs	2023 Jobs	2028 Jobs	Total Change, 2018 to 2028	Percent Change, 2018 to 2028
Health Care and Social Assistance	201,108	234,771	257,294	56,186	28%
Administrative and Support and Waste Management and Remediation Services	159,334	173,480	181,169	21,835	14%
Accommodation and Food Services	173,364	187,294	194,656	21,292	12%
Construction	125,979	139,220	147,095	21,116	17%
Government	167,055	172,743	176,442	9,387	6%
Professional, Science, and Technical Services	153,362	158,794	161,851	8,489	6%
Educational Services	38,562	43,088	45,808	7,246	19%
Other Services (except Public Administration)	82,270	86,190	88,709	6,439	8%
Arts, Entertainment, and Recreation	56,399	60,555	62,239	5,840	10%
Management of Companies and Enterprises	35,140	38,393	39,897	4,757	14%
Finance and Insurance	89,545	91,697	93,055	3,510	4%
Transportation and Warehousing	30,415	31,747	32,147	1,732	6%
Information	29,182	30,180	30,845	1,663	6%
Real Estate and Rental and Leasing	49,678	50,818	51,286	1,608	3%
Mining, Quarrying, and Oil and Gas Extraction	557	682	779	222	40%
Retail Trade	161,951	161,942	161,550	(401)	(0%)
Utilities	3,047	2,626	2,338	(709)	(23%)
Agriculture, Forestry, Fishing and Hunting	2,274	1,369	864	(1,410)	(62%)
Wholesale Trade	82,454	78,898	75,757	(6,697)	(8%)
Manufacturing	162,637	156,627	150,480	(12,157)	(7%)
Total Jobs	1,812,019	1,910,249	1,964,277	152,258	8%

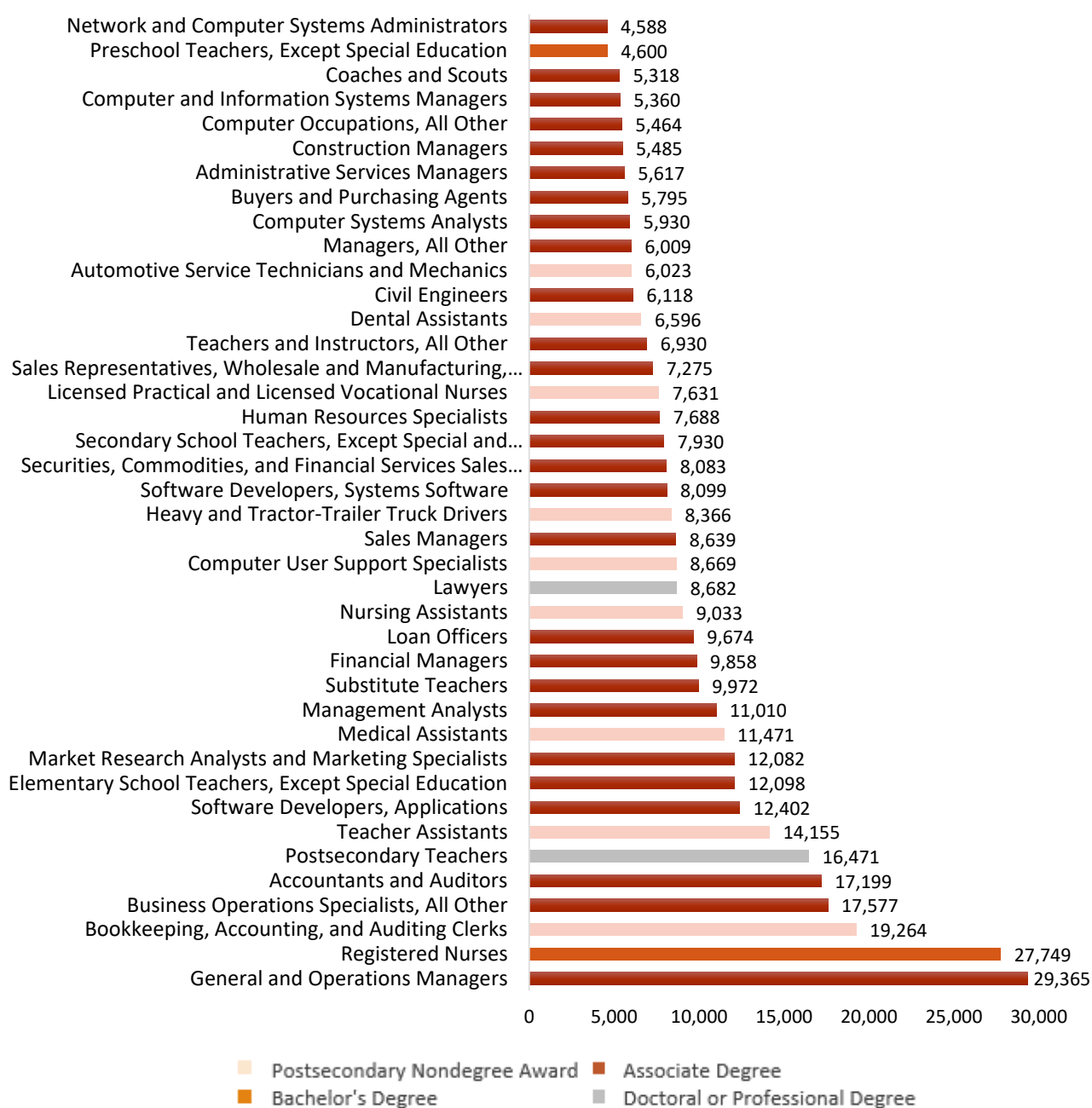
Source: EMSI

FIGURE 2.21: FASTEST GROWING JOBS BY EDUCATIONAL ATTAINMENT IN ORANGE COUNTY, 2018 TO 2028



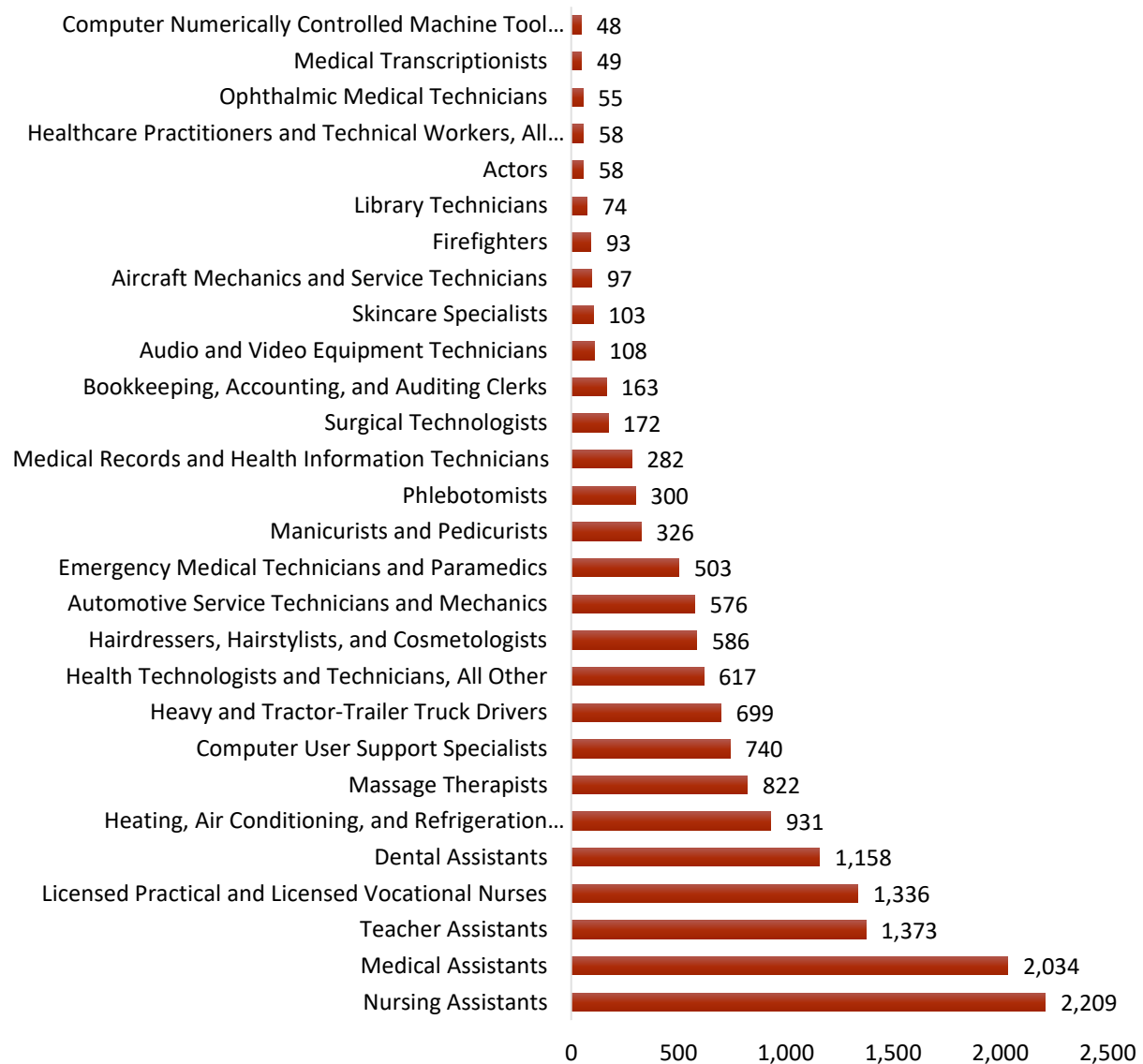
Source: QCEW Occupational Projections Data, EMSI

FIGURE 2.22: OCCUPATIONS WITH GREATEST EXPECTED NUMBER OF POSITIONS BY EDUCATIONAL ATTAINMENT IN ORANGE COUNTY, 2028



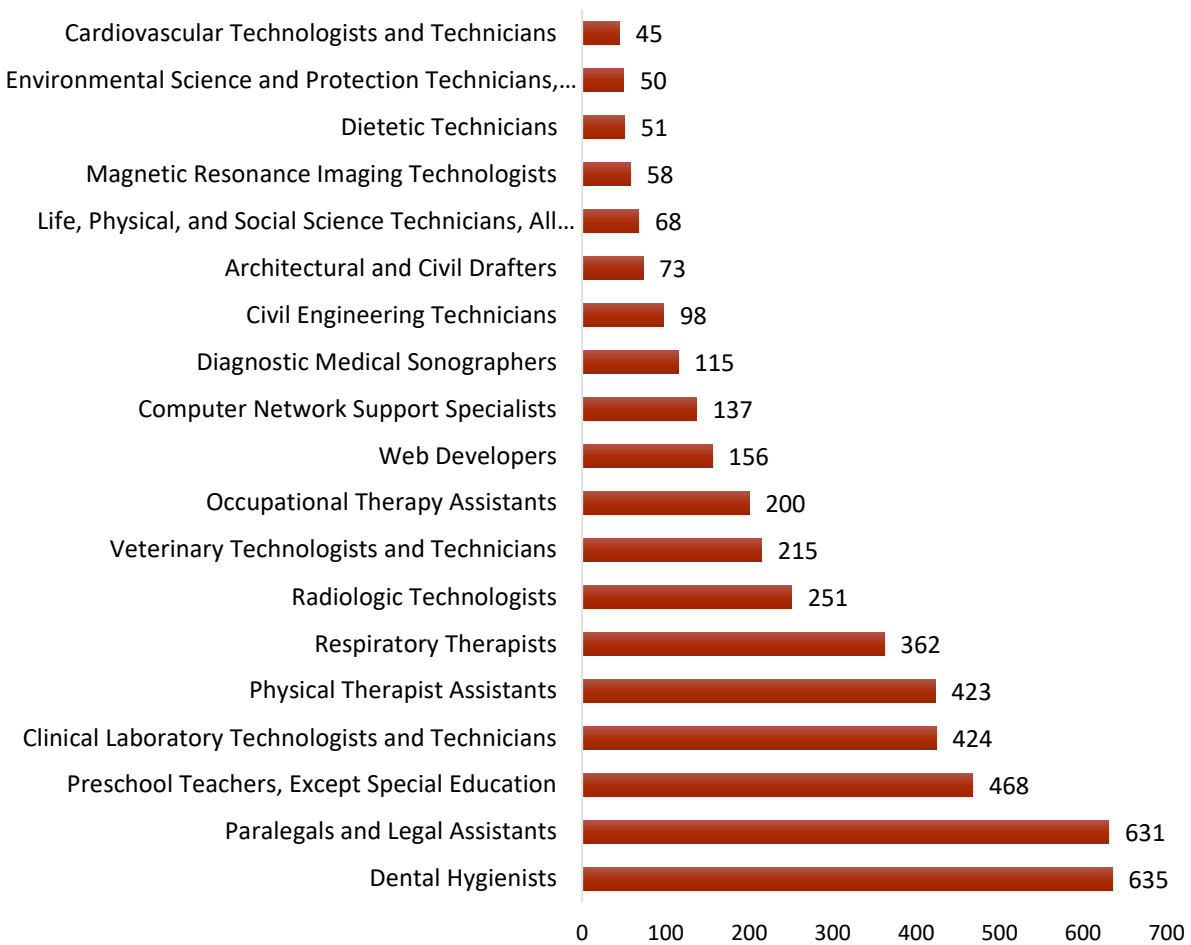
Source: QCEW Occupational Projections Data, EMSI

FIGURE 2.23: FASTEST GROWING JOBS IN ORANGE COUNTY REQUIRING POSTSECONDARY CERTIFICATION, 2018 TO 2028



Source: EMSI

FIGURE 2.24: FASTEST GROWING JOBS IN ORANGE COUNTY REQUIRING AA/AS DEGREE, 2018 TO 2028



Source: EMS

TABLE 2.25: TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS RELATED TO SADDLEBACK COLLEGE PROGRAMS, 2018 TO 2028

Description	2018 - 2028 Change	2018 - 2028 Percent Change	2018 - 2028 Openings	Typical Entry-Level Education	Average Regional (Orange County) Program Completions, 2013 to 2017
Registered Nurses	4,245	18%	17,209	Associate degree	3,217
Medical Assistants	2,011	21%	13,032	Postsecondary nondegree award	2,201
Licensed Practical and Licensed Vocational Nurses	1,334	21%	6,252	Postsecondary nondegree award	1,489
Automotive Service Technicians and Mechanics	560	10%	5,867	Postsecondary nondegree award	396
Hairdressers, Hairstylists, and Cosmetologists	575	21%	4,134	Postsecondary nondegree award	1,075
Manicurists and Pedicurists	315	13%	3,277	Postsecondary nondegree award	1,972
Clinical Laboratory Technologists and Technicians	429	15%	2,306	Associate degree	1,001
Health Technologists and Technicians	615	26%	2,256	Postsecondary nondegree award	984
Emergency Medical Technicians and Paramedics	508	28%	1,744	Postsecondary nondegree award	1,008
Phlebotomists	306	26%	1,639	Postsecondary nondegree award	3
Medical Records and Health Information Technicians	276	15%	1,474	Postsecondary nondegree award	1,209
Computer, Automated Teller, and Office Machine Repairers	(215)	(15%)	1,283	Some college, no degree	40
Skincare Specialists	101	18%	795	Postsecondary nondegree award	1,501
Environmental Science and Protection Technicians, Including Health	49	10%	668	Associate degree	64
Barbers	43	15%	316	Postsecondary nondegree award	135
Healthcare Practitioners and Technical Workers, All Other	58	14%	281	Postsecondary nondegree award	945
Dietetic Technicians	50	19%	279	Associate degree	999
Sound Engineering Technicians	9	3%	265	Postsecondary nondegree award	28
Captains, Mates, and Pilots of Water Vessels	40	22%	242	Postsecondary nondegree award	8
Broadcast Technicians	(24)	(9%)	222	Associate degree	34
Forest and Conservation Technicians	6	7%	111	Associate degree	3
Ship Engineers	7	19%	55	Postsecondary nondegree award	8
Motorboat Operators	3	21%	20	Associate degree	8

Source: EMSI

TABLE 2.26: TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS RELATED TO PROGRAMS OFFERED AT BOTH SOCCCD COLLEGES, 2018 TO 2028

Description	2018 - 2028 Change	2018 - 2028 Percent Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Bookkeeping, Accounting, and Auditing Clerks	18	0%	21,334	Some college, no degree	489
Teacher Assistants	1,456	11%	15,333	Some college, no degree	22
Preschool Teachers, Except Special Education	456	11%	4,693	Associate degree	1,394
Electrical and Electronics Engineering Technicians	(120)	(5%)	1,921	Associate degree	53
Web Developers	147	7%	1,704	Associate degree	1,755
Architectural and Civil Drafters	63	3%	1,617	Associate degree	137
Computer Network Support Specialists	124	6%	1,574	Associate degree	1,139
Actors	62	7%	967	Some college, no degree	287
Chemical Technicians	(2)	(0%)	905	Associate degree	1
Electrical and Electronics Repairers, Commercial and Industrial Equipment	(30)	(3%)	861	Postsecondary nondegree award	40
Engineering Technicians, Except Drafters, All Other	27	3%	844	Associate degree	27
Industrial Engineering Technicians	14	3%	417	Associate degree	37
Mechanical Engineering Technicians	8	2%	394	Associate degree	18
Electro-Mechanical Technicians	(14)	(4%)	280	Associate degree	20
Desktop Publishers	(14)	(13%)	103	Associate degree	24

Source: EMSI

TABLE 2.27: TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS WITH NO RELATED SOCCCD PROGRAMS, 2018 TO 2028

Description	2018 - 2028 Change	2018 - 2028 Percent Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Nursing Assistants	2,198	32%	11,102	Postsecondary nondegree award	956
Heavy and Tractor-Trailer Truck Drivers	634	8%	9,161	Postsecondary nondegree award	224
Dental Assistants	1,150	21%	7,689	Postsecondary nondegree award	1,249
Computer User Support Specialists	703	9%	6,735	Some college, no degree	1,139
Massage Therapists	818	29%	4,082	Postsecondary nondegree award	1,354
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	965	41%	3,702	Postsecondary nondegree award	160
Dental Hygienists	634	26%	2,282	Associate degree	1,054
Physical Therapist Assistants	436	57%	1,605	Associate degree	1,014
Respiratory Therapists	360	17%	1,413	Associate degree	1,075
Veterinary Technologists and Technicians	227	18%	1,292	Associate degree	955
Library Technicians	67	8%	1,273	Postsecondary nondegree award	15
Audio and Video Equipment Technicians	114	11%	1,141	Postsecondary nondegree award	99
Radiologic Technologists	251	19%	987	Associate degree	1,115
Surgical Technologists	173	23%	820	Postsecondary nondegree award	1,039
Occupational Therapy Assistants	205	52%	818	Associate degree	1,109
Firefighters	72	7%	777	Postsecondary nondegree award	0
Aircraft Mechanics and Service Technicians	76	9%	711	Postsecondary nondegree award	43
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	41	7%	601	Postsecondary nondegree award	120
Medical Equipment Repairers	(11)	(2%)	519	Associate degree	75

TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS WITH NO RELATED SOCCCD PROGRAMS, 2018 TO 2028,
CONTINUED

Description	2018 - 2028 Change	2018 - 2028 Percent Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Tool and Die Makers	(19)	(4%)	472	Postsecondary nondegree award	0
Psychiatric Technicians	35	7%	420	Postsecondary nondegree award	987
Diagnostic Medical Sonographers	115	25%	377	Associate degree	1,02 9
Medical Transcriptionists	48	20%	355	Postsecondary nondegree award	943
Ophthalmic Medical Technicians	52	19%	282	Postsecondary nondegree award	0
Magnetic Resonance Imaging Technologists	59	16%	265	Associate degree	171
Radio, Cellular, and Tower Equipment Installers and Repairs	(6)	(2%)	254	Associate degree	0
Cardiovascular Technologists and Technicians	45	13%	228	Associate degree	987
Insurance Appraisers, Auto Damage	(76)	(25%)	218	Postsecondary nondegree award	0
Environmental Engineering Technicians	19	9%	207	Associate degree	3
Geological and Petroleum Technicians	13	7%	199	Associate degree	0
Agricultural and Food Science Technicians	1	1%	156	Associate degree	0
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	(41)	(22%)	144	Postsecondary nondegree award	349
Morticians, Undertakers, and Funeral Directors	14	14%	142	Associate degree	35
Wind Turbine Service Technicians	39	46%	138	Postsecondary nondegree award	1
Motorcycle Mechanics	(9)	(7%)	126	Postsecondary nondegree award	0
Respiratory Therapy Technicians	(52)	(29%)	118	Associate degree	1,09 2
Aerospace Engineering and Operations Technicians	8	8%	95	Associate degree	3
Avionics Technicians	8	8%	85	Associate degree	34

TOP MIDDLE-SKILL JOBS BY PROJECTED OPENINGS WITH NO RELATED SOCCCD PROGRAMS, 2018 TO 2028,
CONTINUED

Description	2018 - 2028 Change	2018 - 2028 Percent Change	2018 - 2028 Openings	Typical Entry-Level Education	2013 to 2017, Average Regional (Orange County) Program Completions
Nuclear Medicine Technologists	17	15%	79	Associate degree	943
First-Line Supervisors of Fire Fighting and Prevention Workers	8	14%	48	Postsecondary nondegree award	293
Radiation Therapists	16	26%	48	Associate degree	943
Nuclear Technicians	(2)	(5%)	43	Associate degree	0
Electrical and Electronics Installers and Repairers, Transportation Equipment	1	2%	42	Postsecondary nondegree award	385
Fire Inspectors and Investigators	4	18%	28	Postsecondary nondegree award	293
Air Traffic Controllers	1	4%	25	Associate degree	0
Commercial Divers	4	36%	16	Postsecondary nondegree award	956

Source: EMSI

CHAPTER 3 INSIDE THE COLLEGE (ENVIRONMENTAL SCAN)

This chapter focuses on demographic and related trends at Saddleback College. The sections which follow below, explore metrics such as enrollment trends, college preparedness, economic status, and completion rates to guide and inform future program and service development.

A note on terminology: Student enrollment is measured below in several ways.

- *Student headcount* refers to the actual number of students enrolled at each college.
- *Full-Time Equivalent Students (FTES)* is a calculation used by the State of California to determine college performance, productivity, and funding levels. It quantifies total student workload: one FTES is equivalent to approximately 525 hours of instruction over an academic term and can be generated from one full-time student or a combination of multiple part-time students.
- *Census enrollment (or duplicated headcount)* refers to student counts per every class section in each academic term. A count of all class enrollments is taken on the census day, often the last day students can drop or register for a class in that term period. Because students are counted in each class in which they are enrolled, a full-time student taking four classes will be counted four times, while a student enrolled in one class will be counted once.



ENROLLMENT TRENDS

STUDENT HEADCOUNT

- Between 2009 and 2017, student headcounts at Saddleback College have declined by 11 percent, or about 3,000 students (see Figure 3.1).
- Saddleback College has had near-flat headcounts for the last five academic years (2013 to 2017), an average of approximately 26,000 students from 2013 to 2017.

FULL-TIME EQUIVALENT STUDENTS (FTES)

- Saddleback College FTES has declined by about five percent (-425 FTES) between 2009 and 2017 (see Figure 3.2).
- From 2013 to 2017, Saddleback College FTES totals have declined 1.4 percent (-109 FTES).

CENSUS ENROLLMENT (DUPLICATED HEADCOUNT), TOTALS AND DIVISION HIGHLIGHTS

- Saddleback College experienced a decline of more than 9,200 class enrollments (almost 12 percent) from 2009 to 2014 (see Figure 3.3).
- Enrollments in Saddleback College's Online Education and Emeritus Institute divisions have increased by 27 percent and 17 percent, respectively, between 2013 and 2017 (see Figure 3.4 below). Saddleback College's Extended Learning division enrollments have more than tripled between 2015 and 2017 with the addition of the Adult Education program.
- Student Equity, Kinesiology, Counseling, Social and Behavioral Sciences and Liberal Arts divisions at Saddleback College have experienced the largest declines between 2013 and 2017.

STUDENT RESIDENCY AND HIGH SCHOOL HOME DISTRICTS

- Nearly 90 percent of students who attend Saddleback College are residents of communities within the South Orange County Community College District Service Area (see Figure 3.5 and Figure 3.6).
- About two percent of Saddleback College students qualify as AB 540 students.²²
- Capistrano Unified School District (USD) is the largest feeder high school for Saddleback College (42 percent of students who indicated this is their first-time in college) (see Figure 3.8).

STUDENT EDUCATIONAL GOALS, STATUS, AND CREDIT LOAD

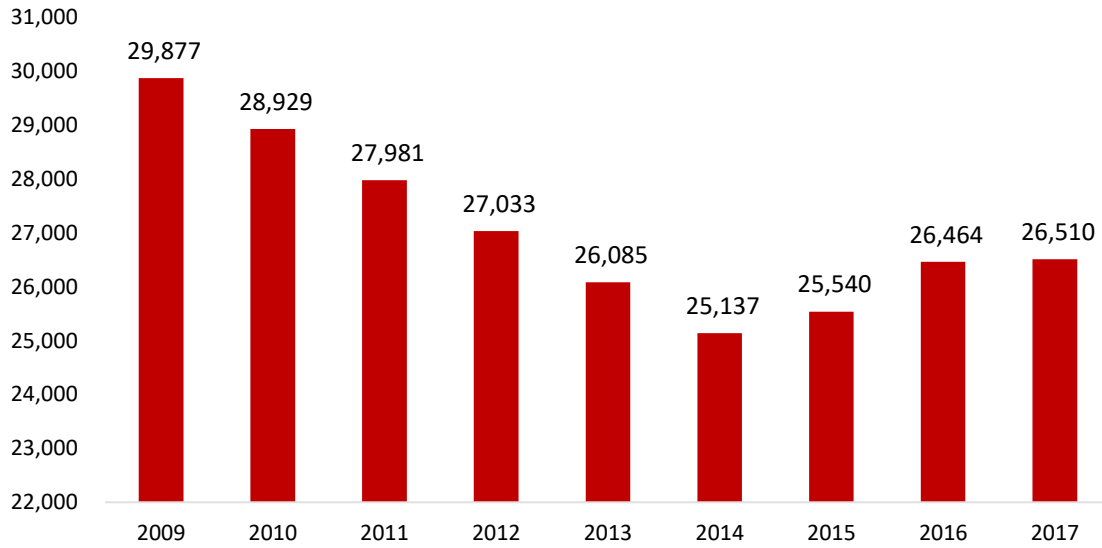
- Half of the students who enroll at Saddleback College expect to transfer to a four-year institution to complete their studies (see Figure 3.9).
- Seventy percent of students at Saddleback College are continuing students, enrolling for a second year or second semester of instruction (see Figure 3.10).
- Eleven percent of students at Saddleback College indicate this is the first time they are attending college.
- Dual enrollments have grown at both colleges: the number of dual-enrolled high school students has tripled at Saddleback College, from 164 students in 2013 to nearly 500 in 2017.
- Full-time students represent one-quarter of students at Saddleback College (see Figure 56). Part-time students constitute nearly half the student body.
- One in four students at Saddleback College, or about 27 percent, are noncredit students.

STUDENT HEADCOUNT BY METHOD OF INSTRUCTION

- The number of enrollments in internet-based classes has increased by 17 percent at Saddleback College (see Figure 3.11).
- Twenty percent of students at Saddleback College take classes via multiple methods of instruction.

²² AB 540 allows undocumented students and others considered non-residents to pay in-state tuition rates if they have attended high school in California for at least three years. See ab540.com

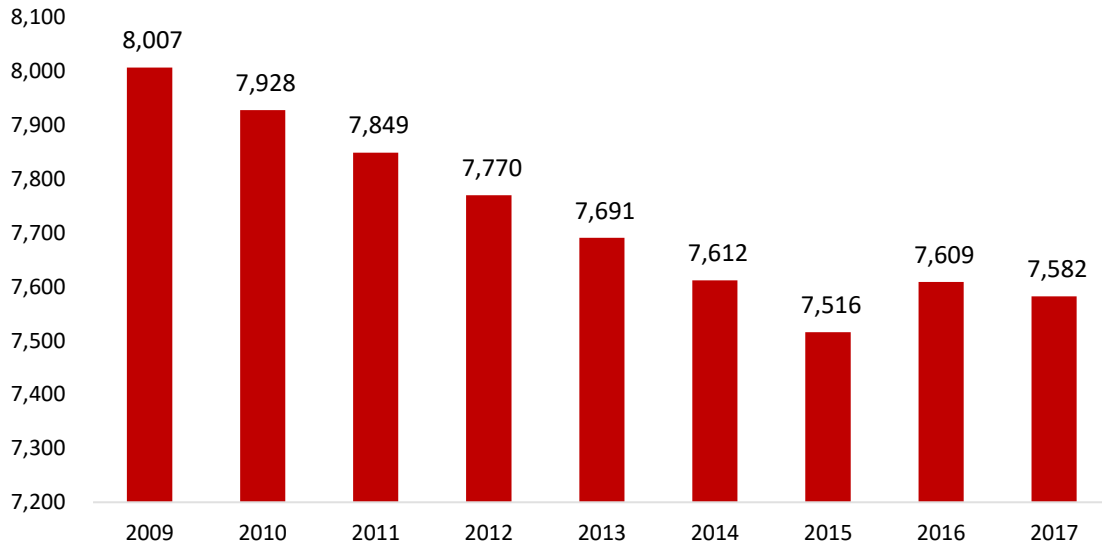
FIGURE 3.1: STUDENT HEADCOUNT, SADDLEBACK COLLEGE, FALL 2009 TO FALL 2017



Term	Saddleback College Student Headcount
Fall 2009	29,877
Fall 2010	28,929
Fall 2011	27,981
Fall 2012	27,033
Fall 2013	26,085
Fall 2014	25,137
Fall 2015	25,540
Fall 2016	26,464
Fall 2017	26,510

Source: SOCCCD inFORM Data Warehouse

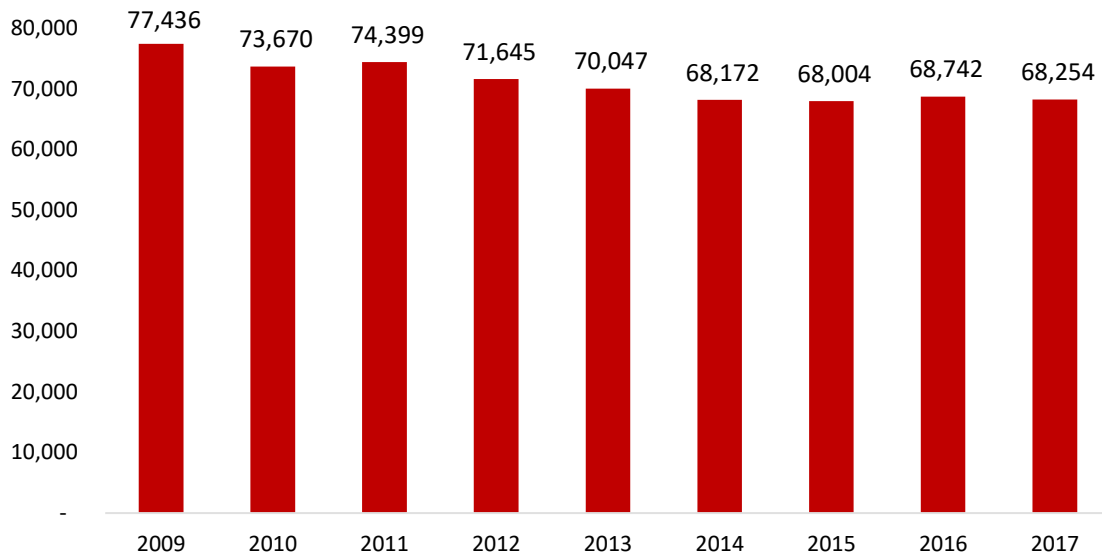
FIGURE 3.2: FULL-TIME EQUIVALENT STUDENTS (FTES), SADDLEBACK COLLEGE, FALL 2009 TO FALL 2017



Term	Saddleback College FTES
Fall 2009	8,007
Fall 2010	7,928
Fall 2011	7,849
Fall 2012	7,770
Fall 2013	7,691
Fall 2014	7,612
Fall 2015	7,516
Fall 2016	7,609
Fall 2017	7,582

Source: SOCCCD inFORM Data Warehouse

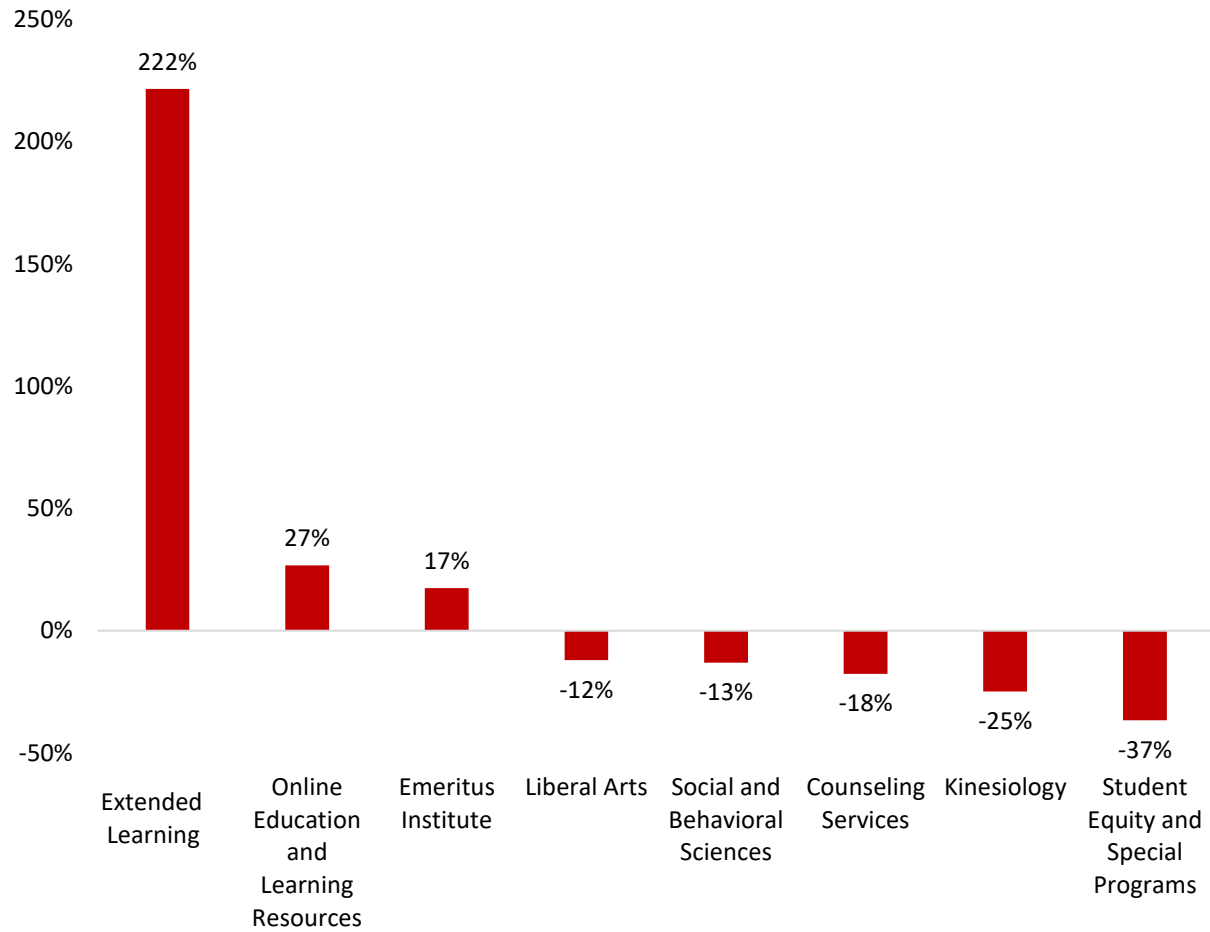
FIGURE 3.3: CENSUS ENROLLMENT (DUPLICATED HEADCOUNT), SADDLEBACK COLLEGE, FALL 2009 TO FALL 2017



Term	Saddleback College Census Enrollment
Fall 2009	77,436
Fall 2010	73,670
Fall 2011	74,399
Fall 2012	71,645
Fall 2013	70,047
Fall 2014	68,172
Fall 2015	68,004
Fall 2016	68,742
Fall 2017	68,254

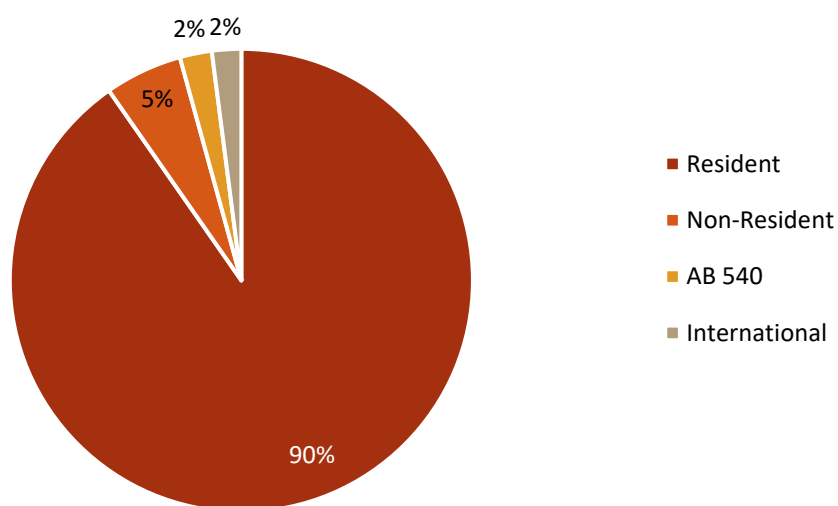
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.4: LARGEST ENROLLMENT GROWTH/DECLINES BY DIVISION, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Source: SOCCCD inFORM Data Warehouse; analysis of enrollment data by division

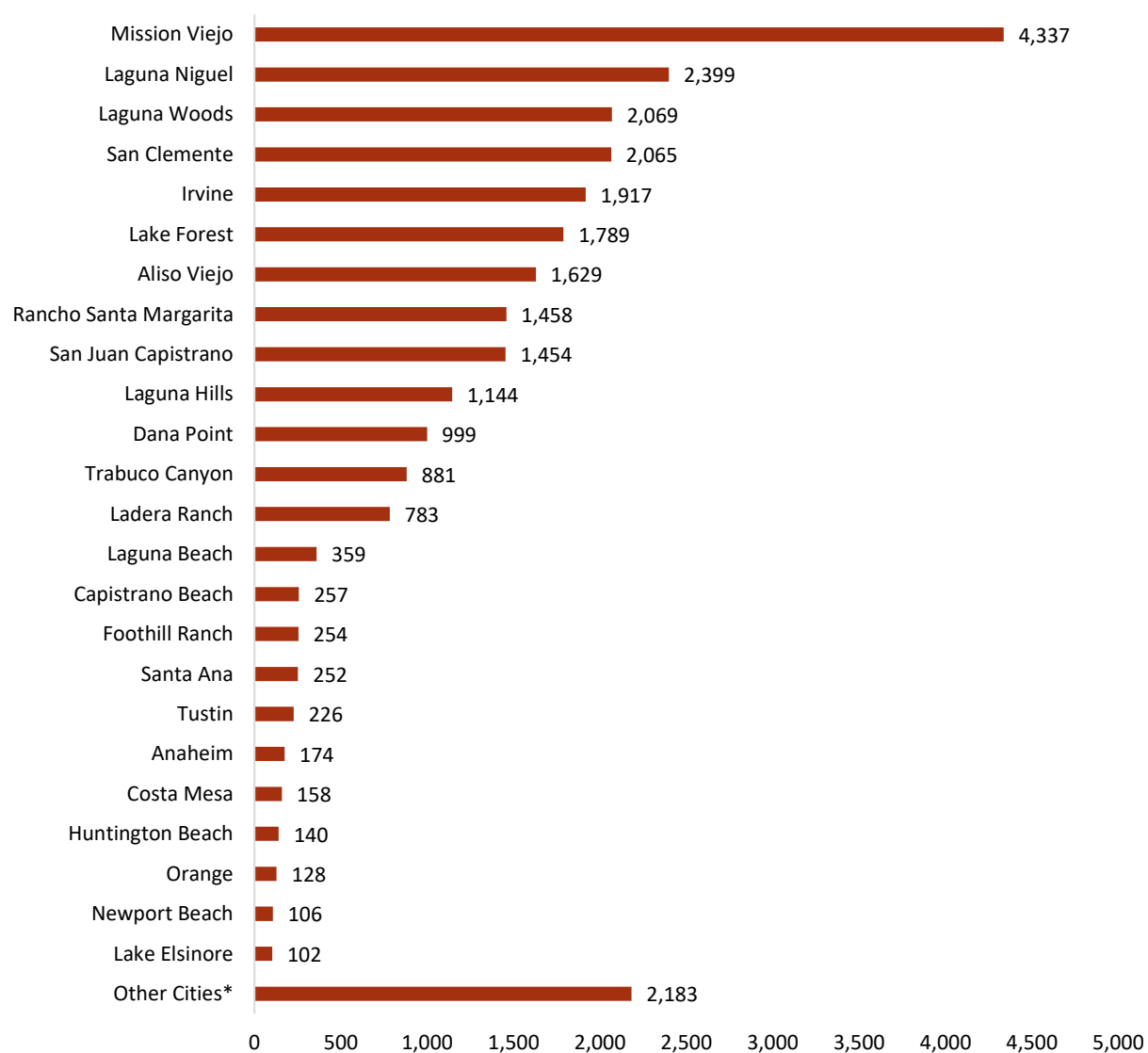
FIGURE 3.5: STUDENT HEADCOUNT BY RESIDENCY, SADDLEBACK COLLEGE, FALL 2017



Residency Type	Fall 2017 Count	Fall 2017 Percent
Resident	23,940	90%
Non-Resident	1,435	5%
AB 540	593	2%
International	542	2%
Total	26,510	100%

Source: SOCCCD inFORM Data Warehouse

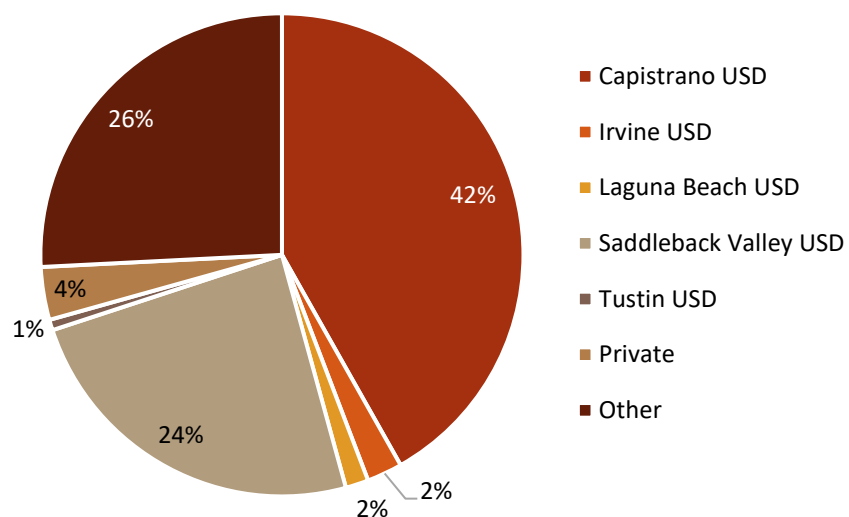
FIGURE 3.6: SADDLEBACK COLLEGE ENROLLMENT BY CITY, FALL 2017



Note(s): "Other Cities" is a grouping of cities with under 100 students.

Source: SOCCCD inFORM Data Warehouse

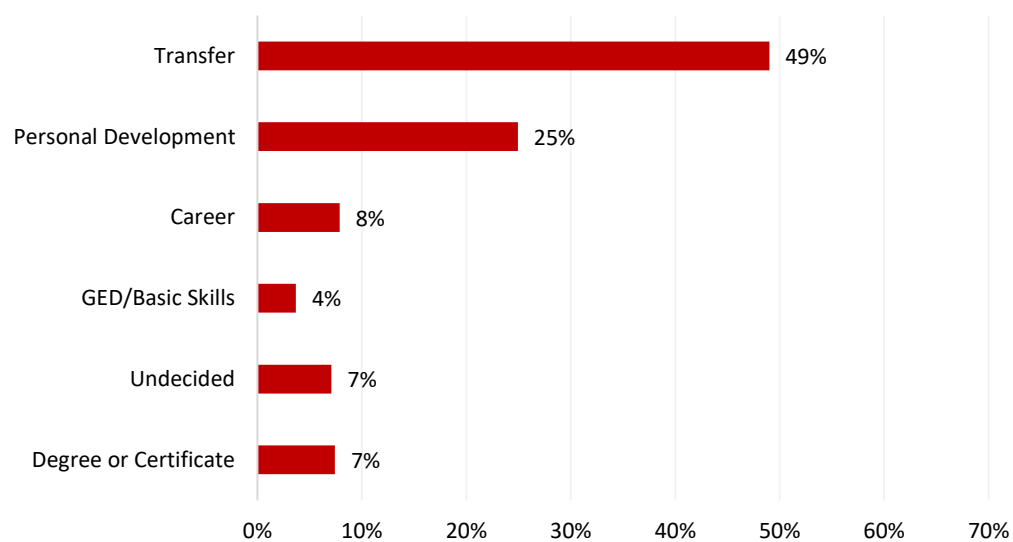
FIGURE 3.7: HIGH SCHOOL FEEDER DISTRICTS, SADDLEBACK COLLEGE, FALL 2017



High School District	Fall 2017 Count	Fall 2017 Percent
Capistrano USD	1,005	42%
Irvine USD	57	2%
Laguna Beach USD	37	2%
Saddleback Valley USD	582	24%
Tustin USD	17	0.7%
Private	85	4%
Other	620	26%
Total	2,403	100%

Source: SOCCCD inFORM Data Warehouse

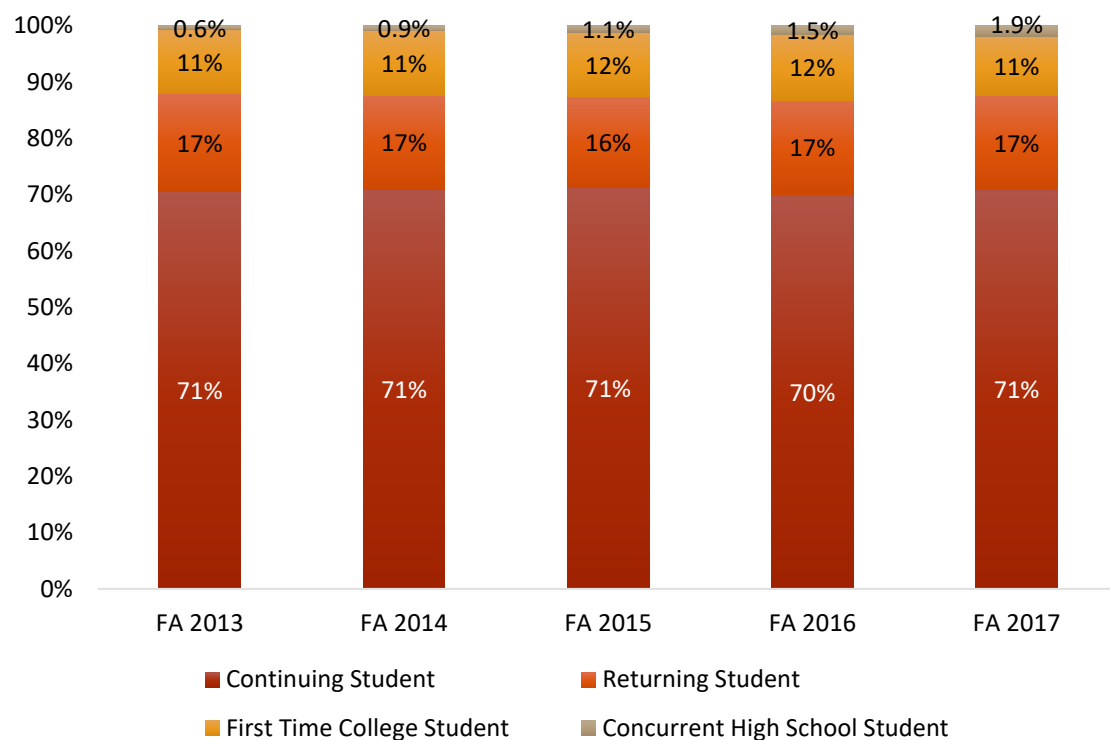
FIGURE 3.8: STUDENT HEADCOUNT BY EDUCATIONAL GOALS, SADDLEBACK COLLEGE, FALL 2017



Educational Goals	Fall 2017 Count	Fall 2017 Percent
Transfer	12,992	49%
Personal Development	6,610	25%
Career	2,084	8%
Undecided	1,879	7%
GED/Basic Skills	978	4%
Degree or Certificate	1,967	7%
Total	26,510	100%

Source: SOCCCD inFORM Data Warehouse

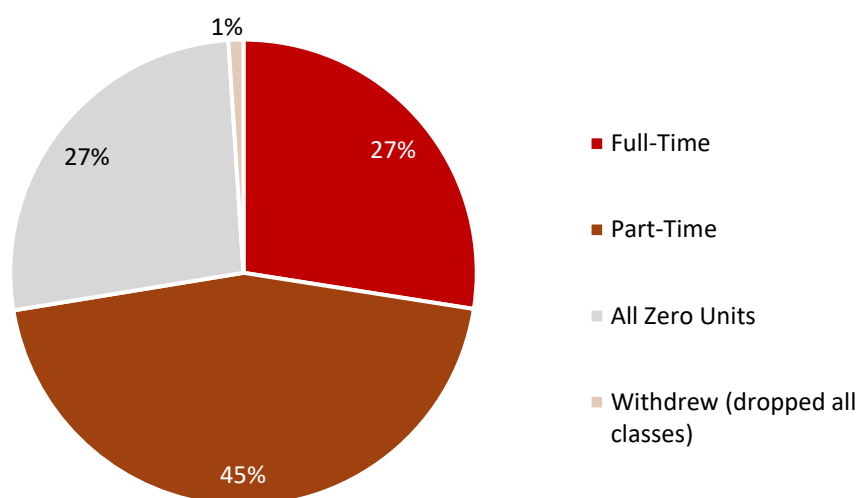
FIGURE 3.9: STUDENT HEADCOUNT BY STATUS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Enrollment Status	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Continuing Student	18,425	17,845	18,214	18,530	18,790
Returning Student	4,504	4,174	4,097	4,441	4,426
First-time College Student	2,990	2,887	2,944	3,087	2,793
Concurrent High School Student	164	227	282	404	498
Other	2	4	3	2	3
Total	26,085	25,137	25,540	26,464	26,510

Source: SOCCCD inFORM Data Warehouse

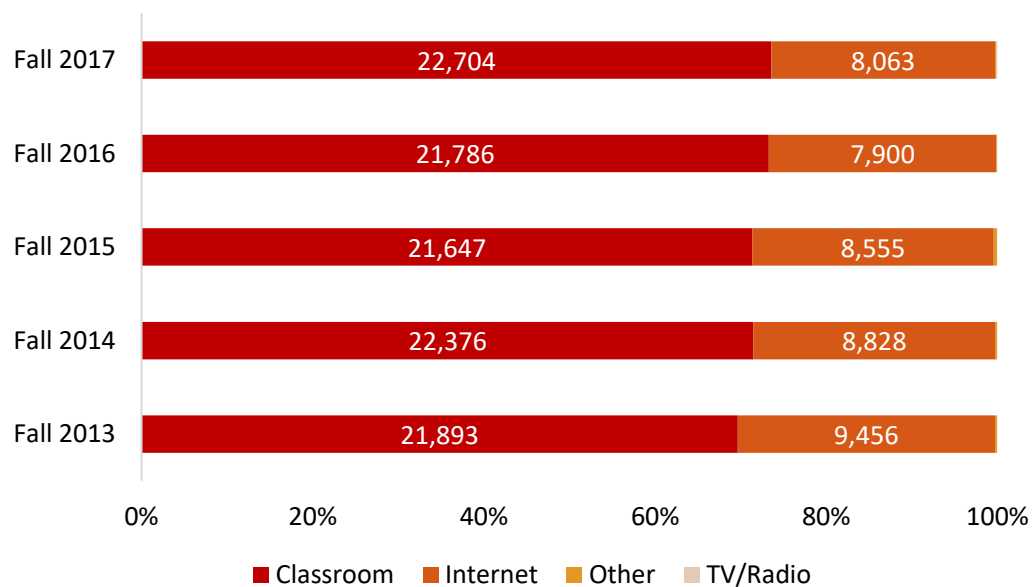
FIGURE 3.10: STUDENT HEADCOUNT BY CREDIT LOAD, SADDLEBACK COLLEGE, FALL 2017



Student Status	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
Full-Time	7,772	30%	7,556	30%	7,419	29%	7,343	28%	7,285	28%
Part-Time	12,737	49%	12,085	48%	11,900	47%	12,021	45%	11,914	45%
All Zero Units	5,251	20%	5,215	21%	5,924	23%	6,824	26%	7,035	26%
Withdrew	325	1%	281	1%	297	1%	276	1%	276	1%
Total	26,085	100%	25,137	100%	25,540	100%	26,464	100%	26,510	100%

Source: SOCCCD inFORM Data Warehouse

FIGURE 3.11: STUDENT HEADCOUNT BY INSTRUCTION METHOD, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Instruction Method	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classroom	22,704	21,786	21,647	22,376	21,893
Internet	8,063	7,900	8,555	8,828	9,456
Other	47	22	109	68	68
TV/Radio	38	20	20	18	16
Total	30,852	29,728	30,331	31,290	31,433

Source: SOCCCD inFORM Data Warehouse

AGE AND GENDER DEMOGRAPHICS OF STUDENTS

Saddleback College is experiencing similar trends in age as other community colleges in the region and across California, including slight declines among college-age students offset by growing numbers of high-school-age and older adult students. The next two sections describe the demographics of the Saddleback College student population, looking at age and gender below, and race, ethnicity, and first-generation status in the section which follows.

STUDENTS BY AGE

- Traditional college students (those ages 18 to 21 years old) make up about one third (34 percent) of students at Saddleback College (see Figure 3.12 below).
- Nearly one in four students at Saddleback College are 60 years of age or older.
- High school students (those under 18 years of age) represent three percent of students at Saddleback College.

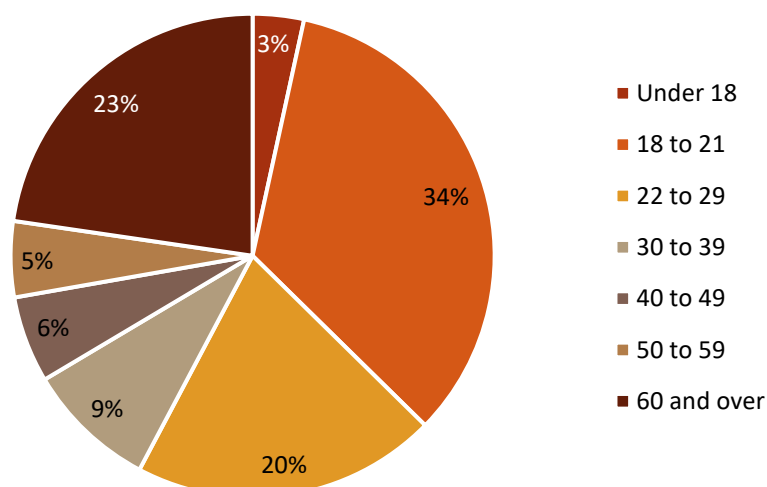
TRENDS AMONG AGE COHORT GROUPS

- Saddleback College is experiencing an increase in enrollments among older adults and high school students (see Figure 3.13).
- Between 2013 to 2017, the number of students at Saddleback College who are 60 years of age or older increased by nearly 900 students.
- Saddleback College has experienced declines in enrollments of students who are college-age (18 to 21 years old) (a loss of 500 students), and gains in enrollments, nearly 400 more, among students who are 22 to 29 years old.

STUDENTS BY GENDER

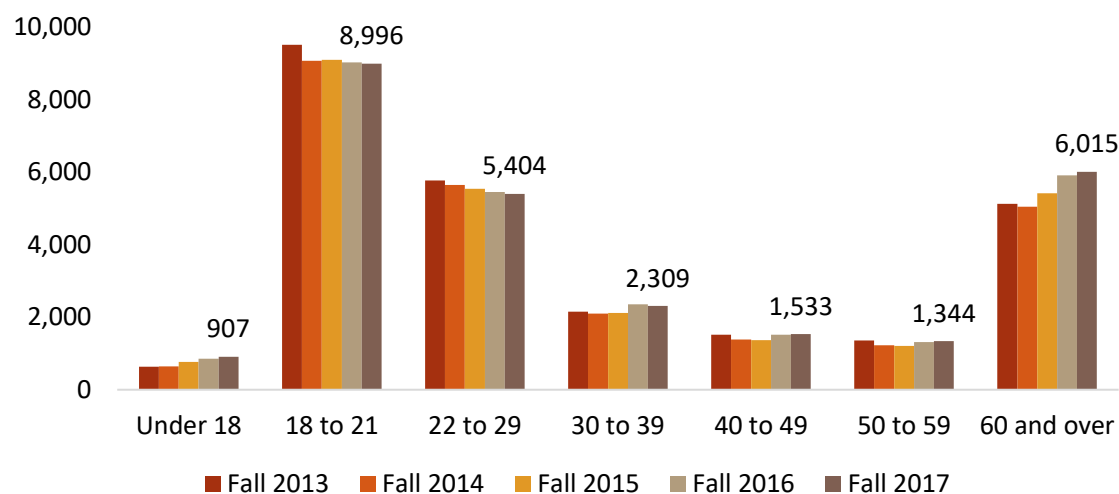
- Gender ratios at Saddleback College have remained relatively steady over the five years from 2013 to 2017 (see Figure 3.14). Women represent 60 percent of students at Saddleback.

FIGURE 3.12: AGE DISTRIBUTION AT SADDLEBACK COLLEGE, FALL 2017



Source: SOCCCD inFORM Data Warehouse

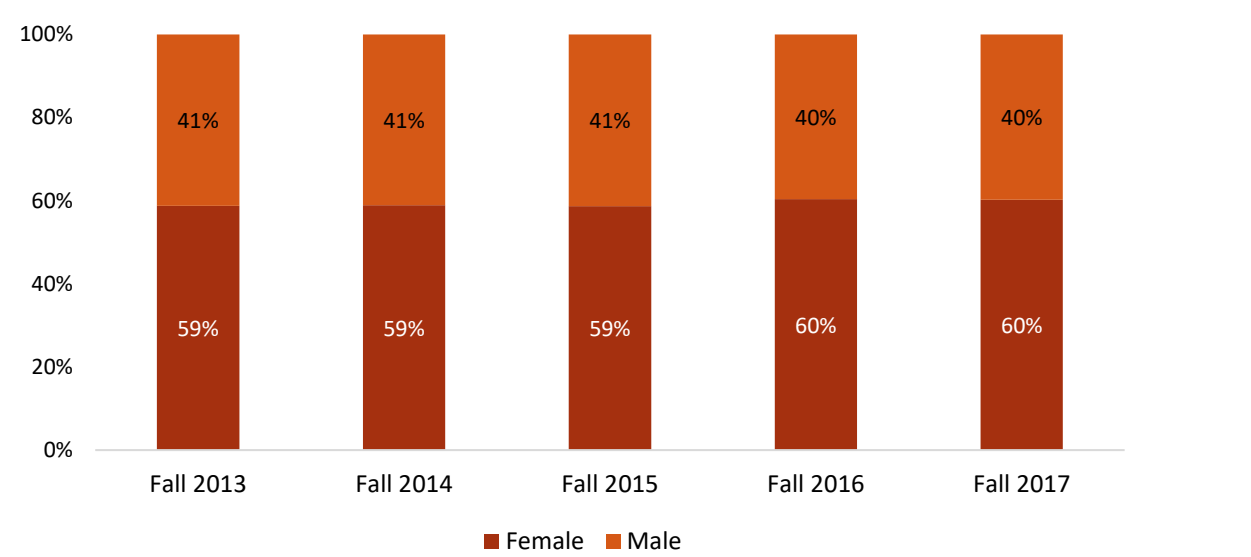
FIGURE 3.13: AGE DISTRIBUTION AT SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Age Group	Fall 2013		Fall 2017	
	Number of Students	Percent of Student Body	Number of Students	Percent of Student Body
Under 18	638	2%	907	3%
18 to 21	9,518	36%	8,996	34%
22 to 29	5,775	22%	5,404	20%
30 to 39	2,152	8%	2,309	9%
40 to 49	1,517	6%	1,533	6%
50 to 59	1,355	5%	1,344	5%
60 and over	5,127	20%	6,015	23%
Total	14,152	100%	15,158	100%

Source: SOCCCD inFORM Data Warehouse

FIGURE 3.14: GENDER DISTRIBUTION OF STUDENTS AT SADDLEBACK COLLEGE, 2013 TO 2017



*Note: Data excludes students who decline to state gender.

Source: SOCCCD inFORM Data Warehouse

RACE, ETHNICITY, AND FIRST-GENERATION STUDENTS

Three-fourths of community college students in California are students of color. Nearly half are Hispanic/Latinx, and 14 percent are Asian. More than 40 percent of community college students statewide are in the first generation of their families to attend college.

Saddleback College has more white students than the state average. However, it also reflects the growing diversity of Orange County— as Asian and Hispanic/Latinx student populations are also growing at the college. Approximately 16% of the student population are first-generation college student. Among major ethnic groups at the school, nearly one-third of Latinx students and nearly one-fourth of Native Hawaiian or Pacific Islander students are in the first generation of their families to go to college.

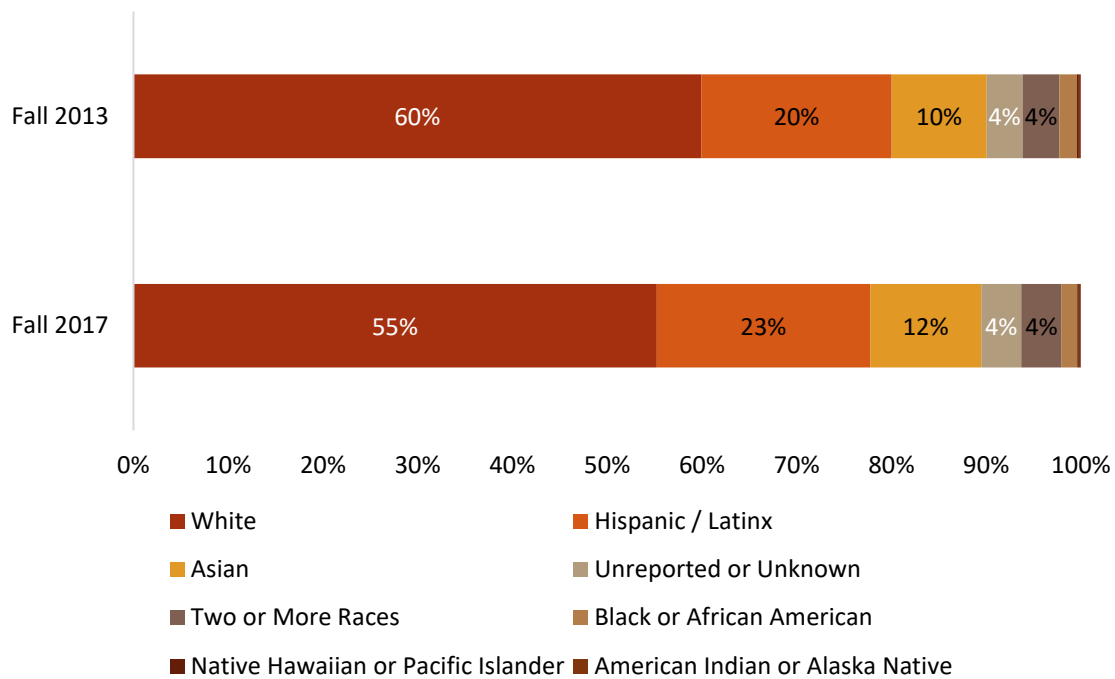
RACE AND ETHNICITY

- One in four students (about 23 percent) at Saddleback College identify as Hispanic/Latinx (see Figure 3.15).
- There has been a rise in enrollments among students of Asian, Latinx, and mixed descent between 2013 and 2017.
- African American enrollment at Saddleback has declined by approximately 40 students or 8.5 percent.

FIRST-GENERATION STUDENTS

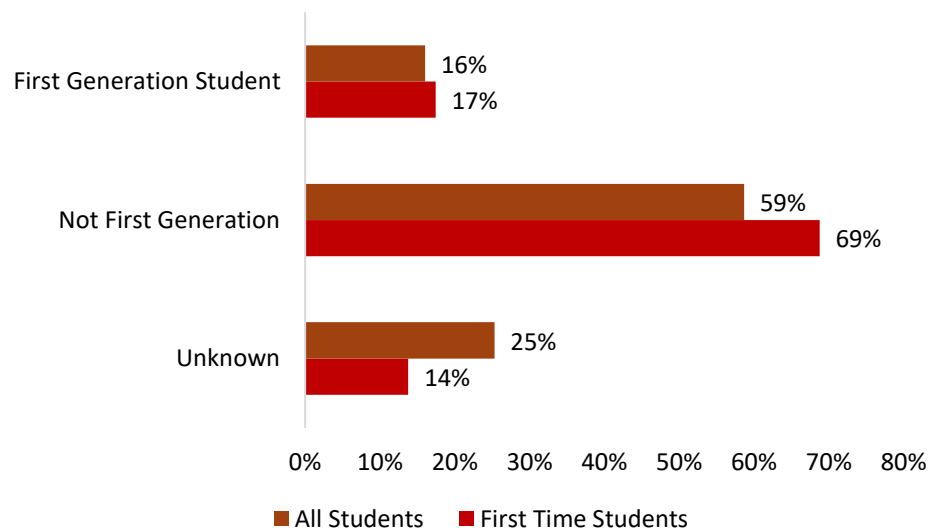
- One in six students at Saddleback College is a first-generation college student (see Figure 3.16).
- Twenty-eight percent of Hispanic/Latinx students at Saddleback College are first-generation college students (see Figure 3.17).
- Nearly one in five of both African American students and students of Native Hawaiian or Pacific Islander backgrounds at both colleges are first-generation students.

FIGURE 3.15: RACE AND ETHNICITY, SADDLEBACK COLLEGE, FALL 2013 AND FALL 2017



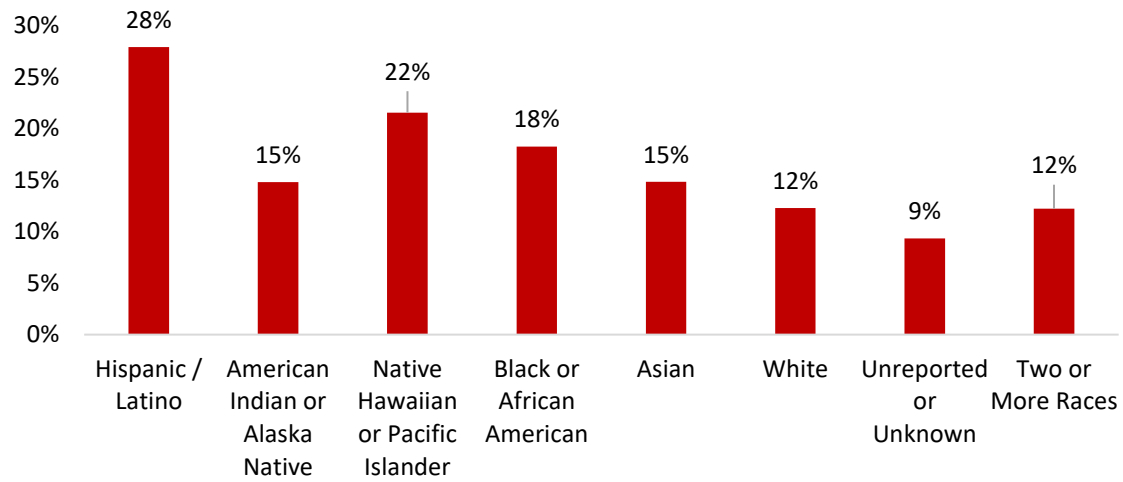
Source: SOCCCD inFORM Data Warehouse, IPEDS Ethnicity Categories

FIGURE 3.16: FIRST-GENERATION STUDENTS, SADDLEBACK COLLEGE, FALL 2017



Source SOCCCD inFORM Data Warehouse

FIGURE 3.17: FIRST GENERATION STUDENTS BY ETHNICITY, SADDLEBACK COLLEGE, FALL 2017



Source: SOCCCD inFORM Data Warehouse

ECONOMIC CHARACTERISTICS OF STUDENTS

Community colleges enroll students regardless of economic background and ability to pay. As an affordable and accessible option for education and training, community college creates opportunities for social mobility and improving prospects for increased earnings over one's lifetime.

A recent report by the Century Foundation found that most community college students come from families that have less income and wealth than those of students who attend private four-year colleges and universities.²³ Eighty percent of community college students in California work at least part-time.²⁴ Nearly half of all students receive some level of financial aid, including grants, work-study funding, and scholarships.²⁵ More than half of California community college students are considered "economically disadvantaged," and many experience additional barriers as first-generation students, foster youth, veterans, and/or immigrants.²⁶

ECONOMICALLY DISADVANTAGED STUDENTS

- Thirty-two percent of first-time students at Saddleback College qualify as economically disadvantaged (see Figure 3.18 below).

FINANCIAL AID

- The number of Saddleback students receiving Promise Grants and other awards has grown from 2013 to 2017 (see Figure 3.19).
- Thirty-eight percent of Saddleback College students received Promise Grants in 2017, which cover the cost of enrollment fees for Community College classes. This rate has declined slightly from a high of 45 percent in 2014 and is slightly lower than the rate of students who receive Promise Grants statewide (see Figure 3.20).
- The total aid amount of grant awards to students at Saddleback College has declined by \$1.7 million (about eight percent) between 2013 to 2017 (see Figure 3.21).
- Changes in grant aid totals make up most of the change in financial aid amounts over this period.

STUDENT EMPLOYMENT

- More than 60 percent of students at Saddleback both work and attend classes (see Figure 3.22).
- About one-third of students work at least 20 hours per week.
- At least one in five students at Saddleback work full- or nearly full-time (30 or more hours a week), and 12 percent of students work more than 40 hours per week, in addition to taking classes.

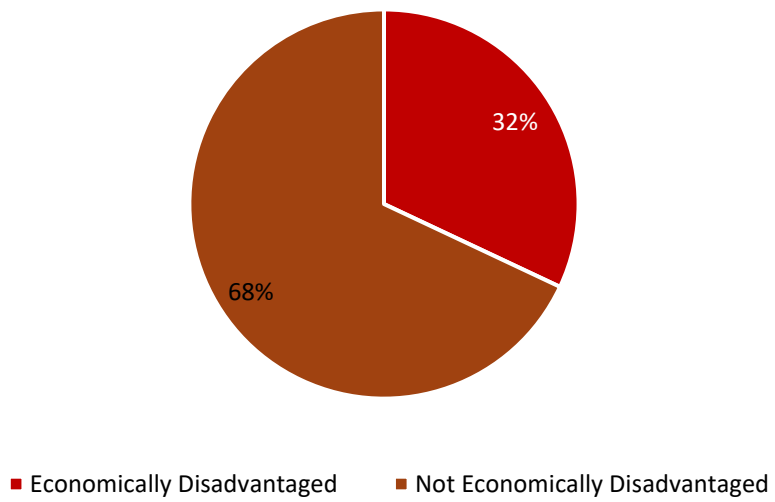
²³ The Century Foundation, Recommendations for Providing Community Colleges the Resources They Need, April 2019, p.8, https://production-tcf.imgix.net/app/uploads/2019/04/25171942/recommendation_commcollege_2019.pdf

²⁴ California Career Center, California Community College System, accessed October 2019 from <https://www.calcareercenter.org/Home/Content?contentID=205>

²⁵ California Community Colleges Chancellor's Office, Student Financial Assistance, accessed October 2019 from <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Special-Populations/What-we-do/Student-Financial-Assistance-Programs>

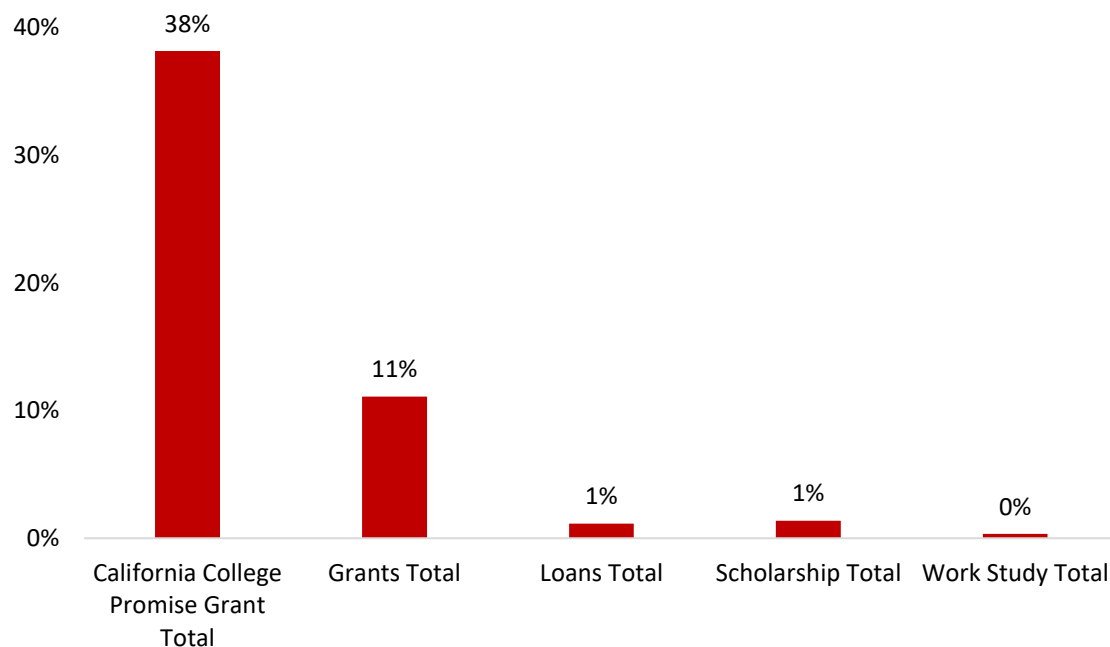
²⁶ Foundation for California Community Colleges, About the Colleges, <https://foundationccc.org/About-Us/About-the-Colleges>. The California Community Colleges Chancellor's Office defines students as "economically disadvantaged" if their personal or family income is below the poverty line, and/or they participate in at least one of the following public assistance programs including CalWORKS, SSI and General Assistance, or have received grants such as the Promise Grant or Pell Grants to pursue their education California Community Colleges, Specifications for the Carl D. Perkins Career and Technical Education Act of 2006, December 19, 2014, p.4.

FIGURE 3.18: ECONOMIC STATUS OF FIRST-TIME STUDENTS, SADDLEBACK COLLEGE, FALL 2016



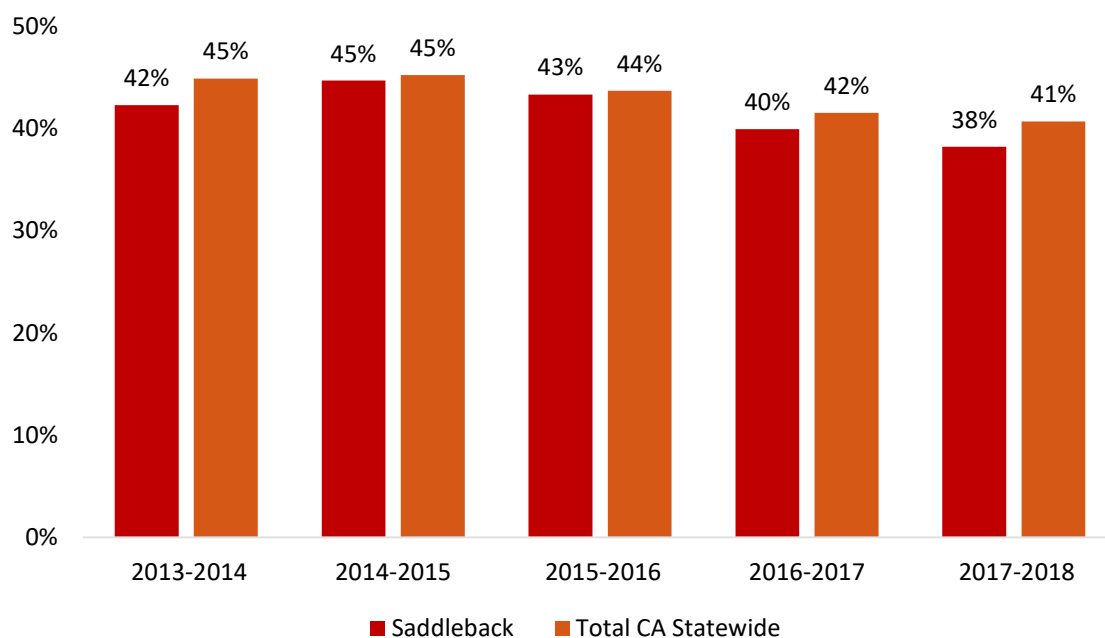
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.19: PERCENT OF STUDENTS RECEIVING AID BY AWARD TYPE, SADDLEBACK COLLEGE, 2017-2018



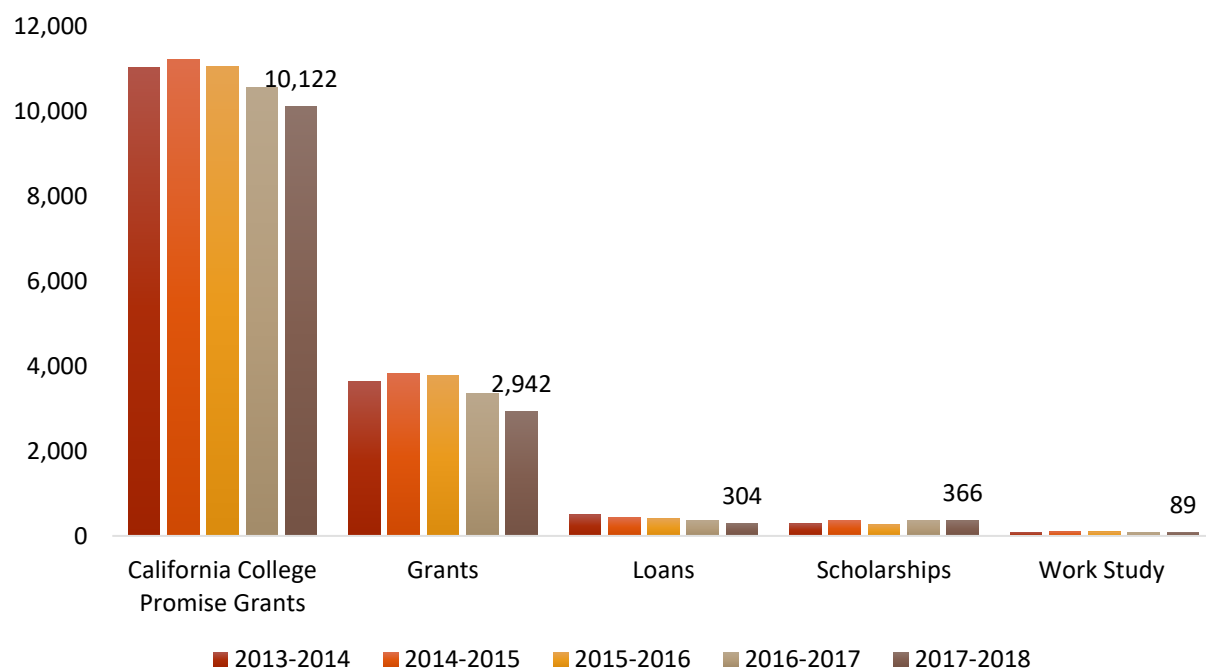
Source: California Community Colleges Chancellor's Office

FIGURE 3.20: PERCENT OF STUDENTS AWARDED PROMISE GRANTS, SADDLEBACK COLLEGE AND CALIFORNIA STATEWIDE, SCHOOL YEARS 2013-2014 TO 2017-2018



Source: California Community Colleges Chancellor's Office

FIGURE 3.21: STUDENTS RECEIVING FINANCIAL AID BY AWARD TYPE, SADDLEBACK COLLEGE, SCHOOL YEARS 2013-2014 TO 2017-2018



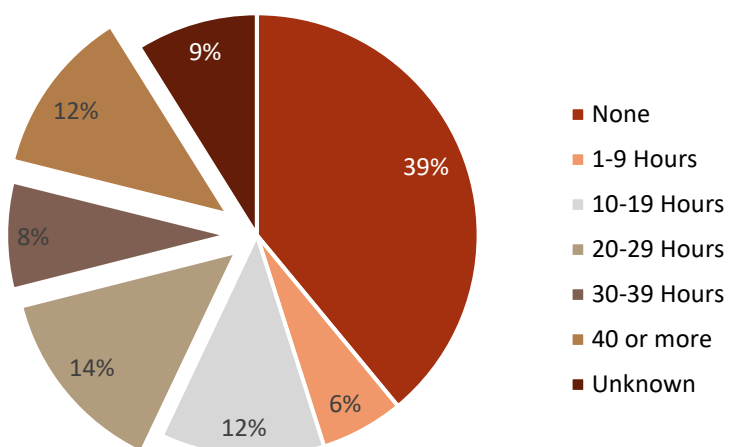
	2013-2014		2014-2015		2015-2016	
	Students Served	Aid Amount	Students Served	Aid Amount	Students Served	Aid Amount
CA College Promise Grants	11,025	\$7,767,081	11,225	\$7,902,353	11,057	\$7,898,174
Grants	3,635	\$13,116,532	3,833	\$14,203,479	3,784	\$14,606,538
Loans	501	\$2,672,604	442	\$2,521,420	406	\$2,280,198
Scholarship	292	\$390,954	373	\$588,770	268	\$489,010
Work Study	85	\$156,163	104	\$157,806	94	\$226,559
Saddleback Total*	11,173	\$24,103,334	11,439	\$25,373,828	11,240	\$25,500,479

	2016-2017		2017-2018	
	Students Served	Aid Amount	Students Served	Aid Amount
CA College Promise Grants	10,564	\$7,313,216	10,122	\$7,008,439
Grants	3,345	\$13,055,026	2,942	\$12,180,476
Loans	365	\$2,069,464	304	\$1,824,733
Scholarship	366	\$488,365	366	\$682,950
Work Study	82	\$231,209	89	\$543,444
Saddleback Total*	10,736	\$23,157,280	10,293	\$22,240,042

* Most students receive more than one type of aid award.

Source: California Community Colleges Chancellor's Office

FIGURE 3.22: WEEKLY STUDENT EMPLOYMENT HOURS, SADDLEBACK COLLEGE, FALL 2017



Source: SOCCCD inFORM Data Warehouse

COLLEGE READINESS

College readiness is a strong predictor of whether a new student will complete their educational program successfully. It refers to a set of skills, knowledge, and attributes that a student should possess to be ready to succeed in entry-level college courses, but in practice, it has not always been easy to assess in individual students. Placement exams have been a primary method used to assess college readiness among incoming first-year college students. Sixty percent of community college students do not pass placement exams in math and English and are directed to remedial classes before they can begin regular course work in those subjects.²⁷ This delays and often ends a student's educational progress. Studies show that for every remedial level course placement, a student's chances of completing college and transfer-level English and math classes declines.²⁸ Remedial placements exacerbate the achievement gap among low-income college students and students of color.

As a result of the passage of AB 705 in 2018, California community colleges are required to maximize the probability that all students will enter and complete-transfer level coursework in English and math within a one-year time frame. Instead of testing, students will be assessed for placement based upon high school coursework, grades, and grade point average, which are considered better predictors of college success.²⁹ Colleges are using co-requisite classes, tutoring, and other strategies to improve outcomes for students who may need additional assistance to advance in their studies. Early implementation at some colleges shows that success rates in transfer-level courses have remained stable and the share of students finishing these classes has risen. Outcomes have improved for students in every demographic group.³⁰

In the past, community colleges tracked first-time students assessed into basic skills English, math, and ESL classes and evaluated completion outcomes in these classes. Now, most students starting community college will begin their post-secondary careers in transfer-level English and math courses. The data we include below, looks at the recent historical performance of basic skills and transfer-level English and math completion among students before and after AB 705 was instituted. These data points will serve as the base from which to measure future English and math outcomes among students. We also include recent enrollments and sections counts for basic skills and transfer-level math and English classes, which show a decline in basic skills class sections and enrollments, and growth among transfer-level sections and enrollments.

BASIC SKILLS AND TRANSFER-LEVEL ENROLLMENTS

- Section counts among math and English basic skills classes have declined from a recent high of 37 and 67, respectively, in Fall 2016 to eight and two sections in Fall 2019 (see Figure 3.23).
- Basic Skills enrollments have experienced a similar decline, with only 209 enrollments in basic skills math in Fall 2019 and 47 in basic skills English (see Figure 3.25).
- In the last three fall terms, an additional 32 English and 20 math transfer-level sections have been added at Saddleback College (see Figure 3.24).

²⁷ Community College Research Center, Toward Better Course Placements: A Guide to Launching a Multiple Measures Assessment System, Teacher's College, Columbia University, July 2018, https://ccrc.tc.columbia.edu/media/k2/attachments/2018_Multiple_Measures_Guide_1.pdf

²⁸ California Acceleration Project, Changing Placement Policies, accessed October 2019 from <https://accelerationproject.org/Placement>

²⁹ Community College Research Center, Toward Better Course Placements, July 2018

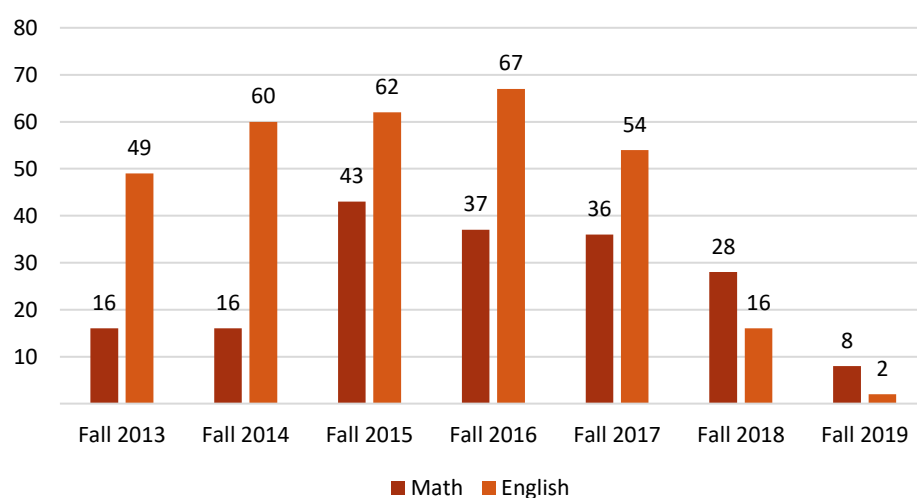
³⁰ Public Policy Institute of California, Remedial Education Reforms at California's Community Colleges: Early Evidence on Placement and Curricular Reforms, August 2018, p.3, <https://www.ppic.org/wp-content/uploads/remedial-education-reforms-at-californias-community-colleges-august-2018.pdf>

- There were 1,641 more enrollments in transfer-level classes in Fall 2019 than in Fall 2017 (see Figure 3.26).

TRANSFER-LEVEL COURSEWORK OUTCOMES

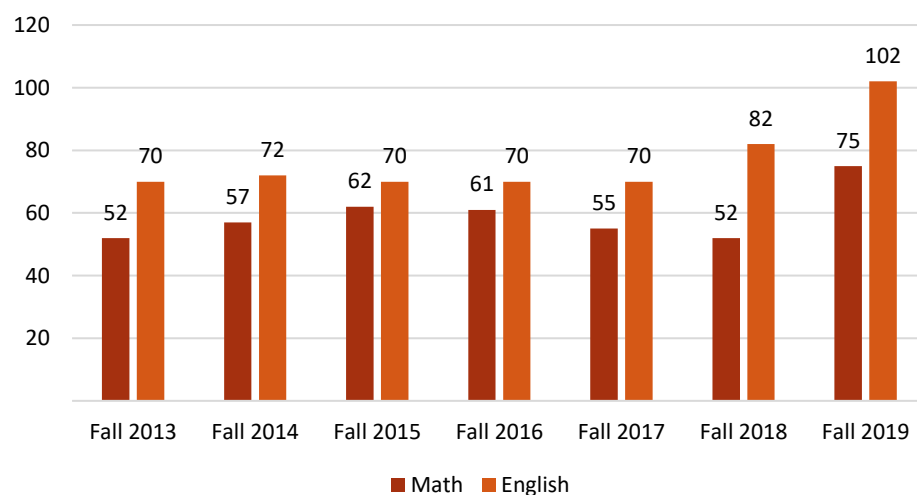
- Retention rates among students in transfer-level English courses at Saddleback College declined slightly over the past few fall terms to 88 percent in 2017; retention rates in transfer-level math classes have risen slightly, from 72 percent of students in 2013 to 75 percent in 2017 (see Figure 3.28).
- Three out of four students at Saddleback College (75 percent) passed their transfer-level English classes, and more than half (55 percent) succeeded in transfer-level math at the school in 2017.

FIGURE 3.23: BASIC SKILLS MATH AND ENGLISH SECTION COUNTS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2019



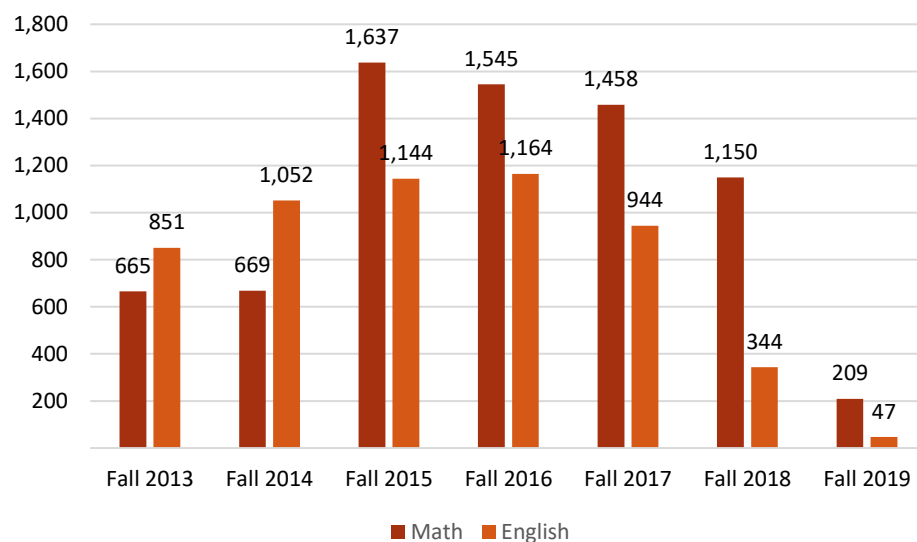
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.24: TRANSFER-LEVEL MATH AND ENGLISH SECTION COUNTS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2019



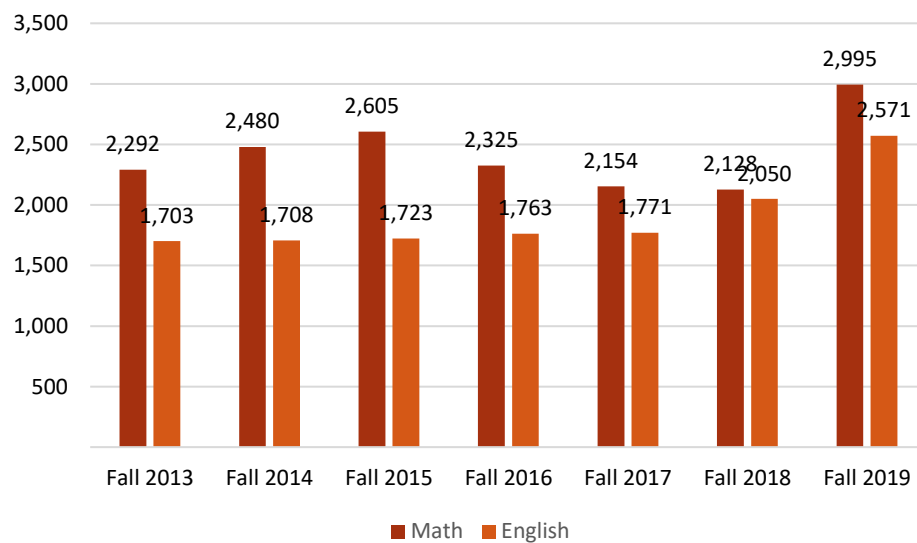
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.25: BASIC SKILLS MATH AND ENGLISH CENSUS ENROLLMENT, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2019



Source: SOCCCD inFORM Data Warehouse

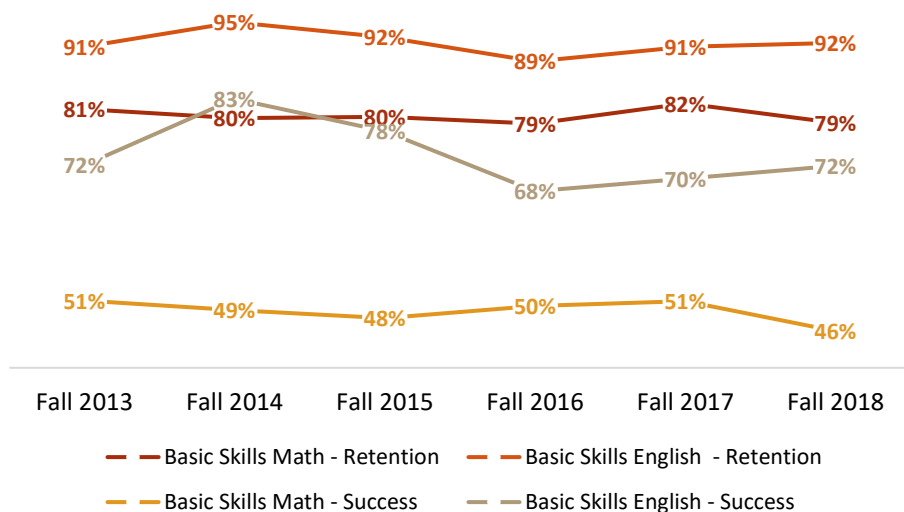
FIGURE 3.26: TRANSFER-LEVEL MATH AND ENGLISH CENSUS ENROLLMENT, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2019



Source: SOCCCD inFORM Data Warehouse

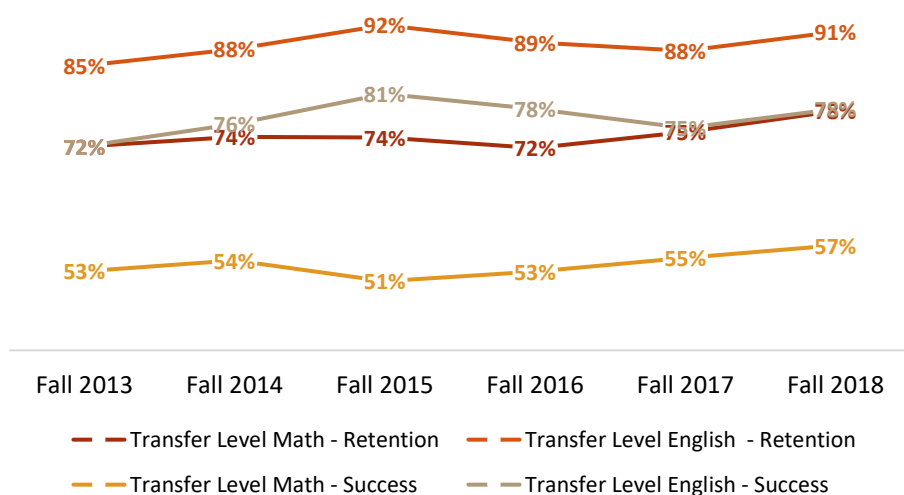
SADDLEBACK COLLEGE EDUCATION MASTER PLAN 2020-2030

FIGURE 3.27: RETENTION AND SUCCESS RATES IN BASIC SKILLS MATH AND ENGLISH, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2018



Source: SOCCCD inFORM Data Warehouse

FIGURE 3.28: RETENTION AND SUCCESS RATES IN TRANSFER-LEVEL COURSEWORK, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2018



Source: SOCCCD inFORM Data Warehouse

STUDENT SUCCESS

Only about 40 percent of students who begin their postsecondary education at a community college complete a certificate or degree program within six years.³¹ While a majority of students who enter community college have as their goals to transfer to a four-year institution, only about one-third transfer, and of these students, less than half graduate with a bachelor's degree in a six-year timeframe.³²

These low completion rates are due to a variety of factors, including the preparedness of entering students for college coursework; family and/or work obligations; the financial need of students and the lack of resources at community colleges to fully support students with adequate aid; and imbalanced support for students who need help to navigate college.³³ As mentioned in the previous section, the California Community Colleges system is undergoing significant changes to help improve student outcomes and meet goals regarding equity and access for students from marginalized backgrounds.

The California Community Colleges Chancellor's Office provides a set of metrics that measure student success from enrollment through graduation and beyond into the workforce. These measures "pinpoint critical milestones and accomplishments" related to the college system's *Vision for Success* goals to improve student outcomes.³⁴ And they provide data for recent changes to the state's funding formula which allocates some funds to community college districts based upon student outcomes, including how many students transfer or earn degrees or certificates; complete transfer-level math or English classes in their first year of study; complete at least nine Career Technical Education units; and how many students earn the regional living wage post-graduation.³⁵

This section provides a look at South Orange County Community College District's Student Success Metrics, including student retention and success rates, first-time student outcomes, the number of terms students need to earn a degree, transfer rates to four-year institutions, and award outcomes.

FIRST-TIME STUDENT OUTCOMES

- Retention rates among first-time college students are above 90 percent at Saddleback College, while success rates among these students are at about 70 percent (see Figure 3.29).
- Units attempted among first-time college students has risen slightly between 2013 and 2017 at Saddleback College (see Figure 3.30).

RETENTION AND SUCCESS BY INSTRUCTION METHOD

- Retention rates among online students at Saddleback College have improved between 2013 and 2017, to match classroom retention levels (see Figure 3.31).

³¹ National Student Clearinghouse Research Center, *Completing College: A National View of Student Completion Rates—Fall 2012 Cohort*, December 2018, p.19, <https://nscresearchcenter.org/wp-content/uploads/SignatureReport16.pdf>

³² Elizabeth Mann Levesque, *Improving Community College Completion Rates by Addressing Structural and Motivational Barriers*, Brookings Institution, October 2018, <https://www.brookings.edu/research/community-college-completion-rates-structural-and-motivational-barriers/>

³³ Camile Esch, *Pathway to the Baccalaureate: How One Community College is Helping Underprepared Students Succeed*, New America Foundation, 2010, <https://www.newamerica.org/education-policy/policy-papers/pathway-to-the-baccalaureate/>

³⁴ California Community Colleges Chancellor's Office, *Data: Student Success Metrics*, Accessed October 2019 from <https://www.cccco.edu/College-Professionals/Data>

³⁵ California Community Colleges Chancellor's Office, *Student Centered Funding Formula*, Accessed October 2019 from <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula>

- Success rates for online students lag in-person student outcomes by two percentage points at Saddleback College (see Figure 3.32).

COMPLETION AND PERSISTENCE RATES

- Saddleback College students have higher rates of completion than the statewide average—the completion rate includes all students who complete a degree or certificate and/or transfer to another school within six years of their initial enrollment (see Figure 3.33).
- Over the last five tracked student cohort years (2007-2008 to 2011-2012), Saddleback College's completion rates averaged 58 percent, a ten-percentage point difference above the California statewide average rate of 48 percent.
- During these cohort years, persistence rates among students have improved by four percentage points (Figure 3.34).
- Students who enroll at Saddleback College ready for college, complete programs at the same rate as the state average.

DEGREE AND CERTIFICATE AWARD RATES

- The number of certificates and degrees awarded by Saddleback College has increased by 44 percent between 2013 and 2017 (see Figure 3.35).
- The number of associate degrees for transfer awarded at Saddleback College is up 220 percent at Saddleback College during this time.

TIME TO DEGREE

- In 2017-18, it took an average of 14 semesters at Saddleback College to earn an associate degree in science (see Figure 3.36).
- Students earning transfer degrees are on average able to graduate faster than students earning terminal degrees.
- To earn a certificate of achievement award in 2017-18, the average student needed nearly 12 class semesters at Saddleback College (see Figure 3.37).
- Students earning Occupational Skills Awards at Saddleback College needed an average of 8.9 semesters to complete their programs.

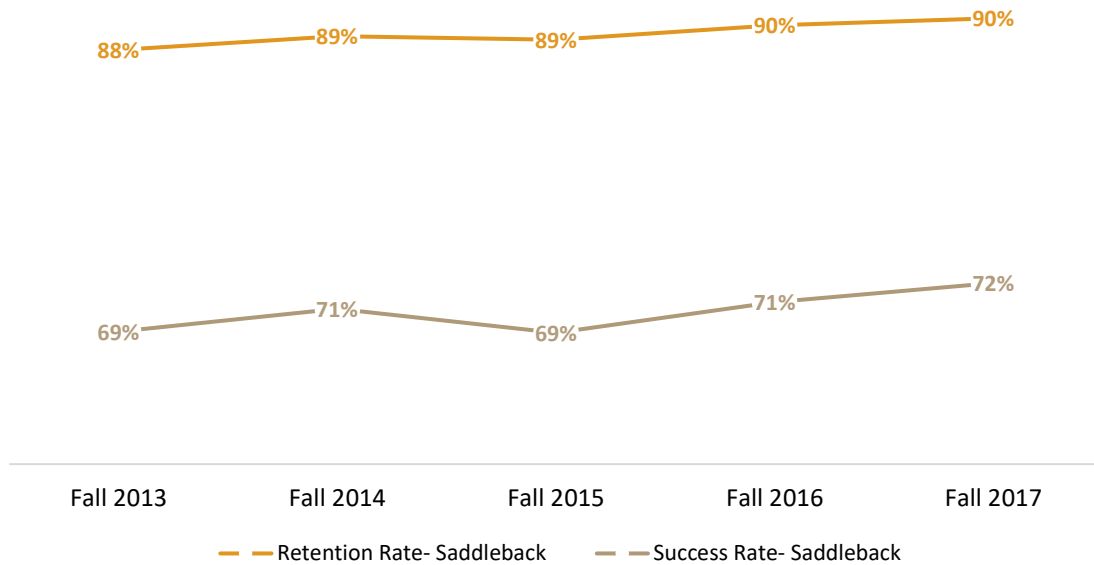
STUDENT TRANSFER RATES

- An increasing number of Saddleback students are earning transfer degrees and more are choosing to attend UC and CSU schools (see Figure 3.38).

TRANSFERS TO FOUR YEAR INSTITUTIONS

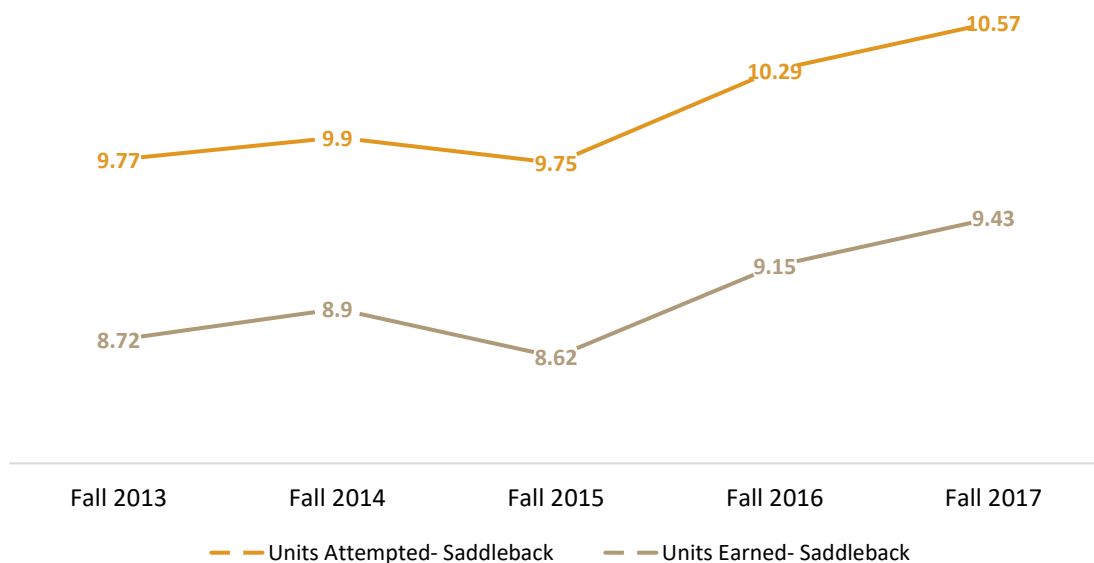
- In 2017, 45 percent of transfer students from Saddleback College enrolled at the University of California or California State University school (see Figure 3.39).
- Saddleback College students who transfer to in-state public schools are twice as likely to attend a CSU than a UC school. Two-thirds of transfers from Saddleback College to California public four-year schools are to CSUs (see Figure 3.40).
- 43 percent of Saddleback College transfer students transfer to UC and CSUs attend CSU-Fullerton or UC-Irvine (see Figure 3.41).
- Other public institutions that draw the most students from both colleges include CSU Long Beach, UCLA, UC San Diego.
- Transfers among Saddleback College students to out-of-state schools have grown between 2013 and 2017.

FIGURE 3.29: RETENTION AND SUCCESS RATES AMONG FIRST-TIME STUDENTS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Source: SOCCCD inFORM Data Warehouse

FIGURE 3.30: AVERAGE UNITS ATTEMPTED AND EARNED AMONG FIRST-TIME STUDENTS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Source SOCCCD inFORM Data Warehouse

FIGURE 3.31: RETENTION BY INSTRUCTION METHOD, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017

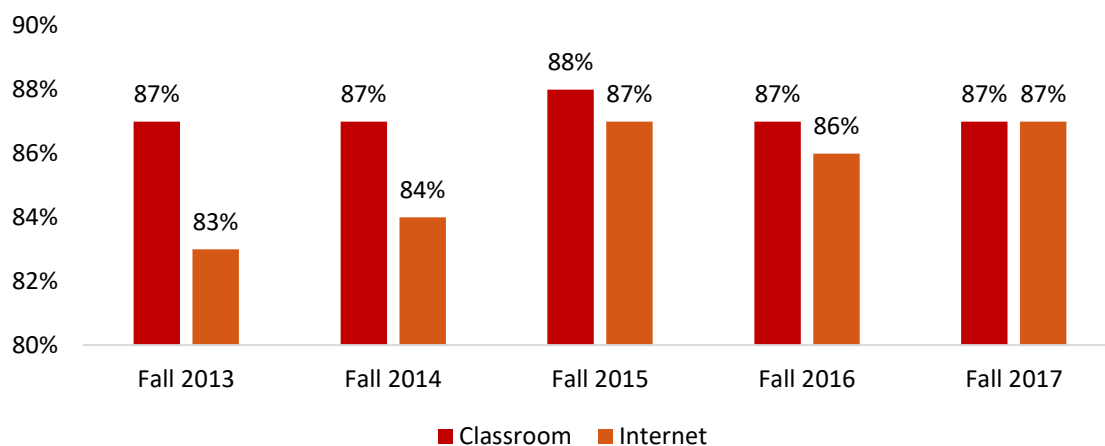
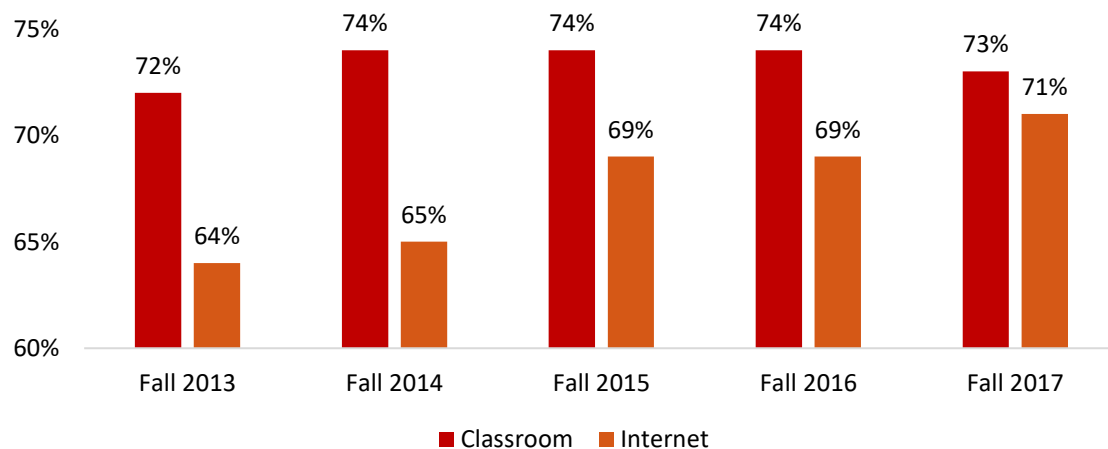


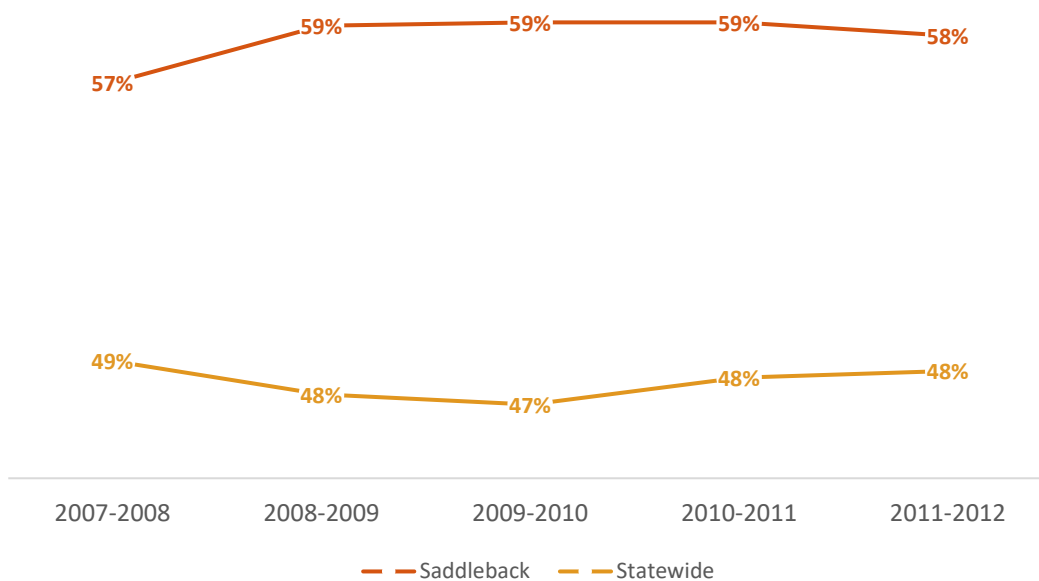
FIGURE 3.32: SUCCESS BY INSTRUCTION METHOD, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Instruction Method Retention	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classroom	87%	87%	88%	87%	87%
Internet	83%	84%	87%	86%	87%
Other	94%	99%	96%	92%	95%
TV/Radio	79%	65%	95%	78%	94%
Instruction Method Success	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Classroom	72%	74%	74%	74%	73%
Internet	64%	65%	69%	69%	71%
Other	84%	93%	85%	89%	86%
TV/Radio	71%	55%	80%	72%	81%

Source: SOCCCD inFORM Data Warehouse

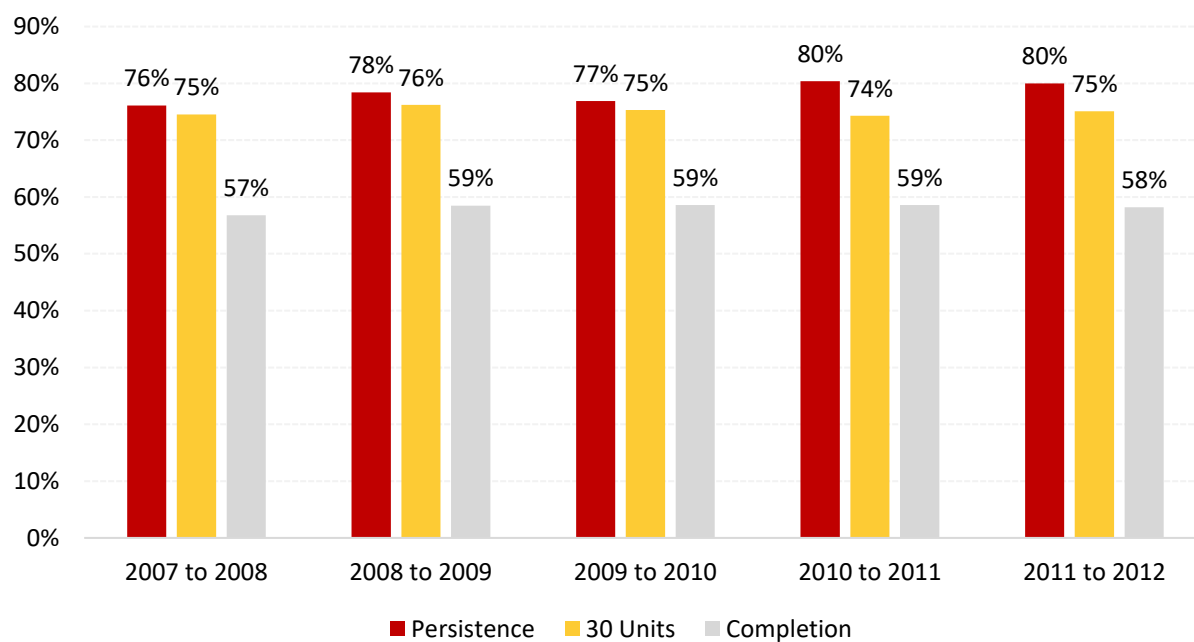
FIGURE 3.33: COMPLETION RATES BY COHORT YEAR, SADDLEBACK COLLEGE AND STATEWIDE, 2007-08 TO 2011-12



Cohort Year	Saddleback College		Statewide	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
2007-2008	2,683	57%	196,424	49%
2008-2009	2,874	59%	211,810	48%
2009-2010	2,892	59%	204,472	47%
2010-2011	2,835	59%	198,012	48%
2011-2012	2,968	58%	188,597	48%

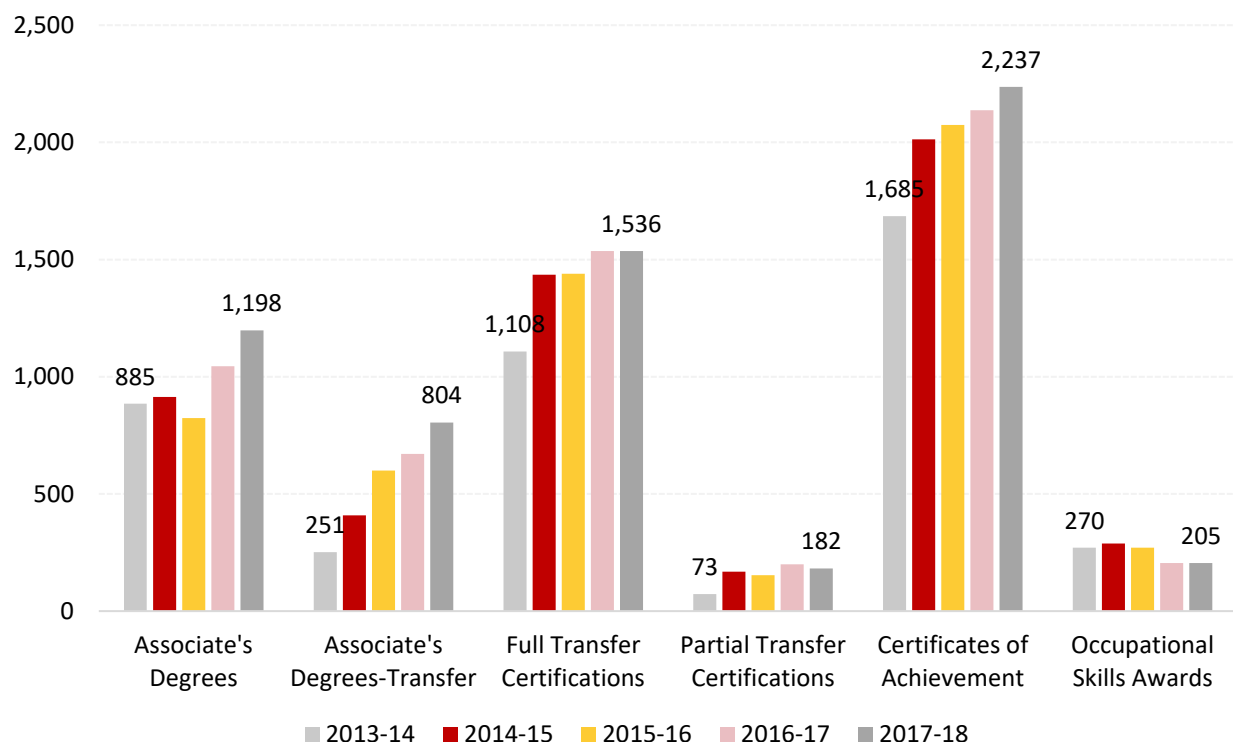
Source: California Community Colleges Chancellor's Office, Student Success Scorecards for Irvine Valley College and Saddleback College

FIGURE 3.34: COMPLETION, PERSISTENCE AND 30-UNIT RATES, SADDLEBACK COLLEGE, STUDENT COHORTS 2007-2008 THROUGH 2011-12



Source: California Community Colleges Chancellor's Office

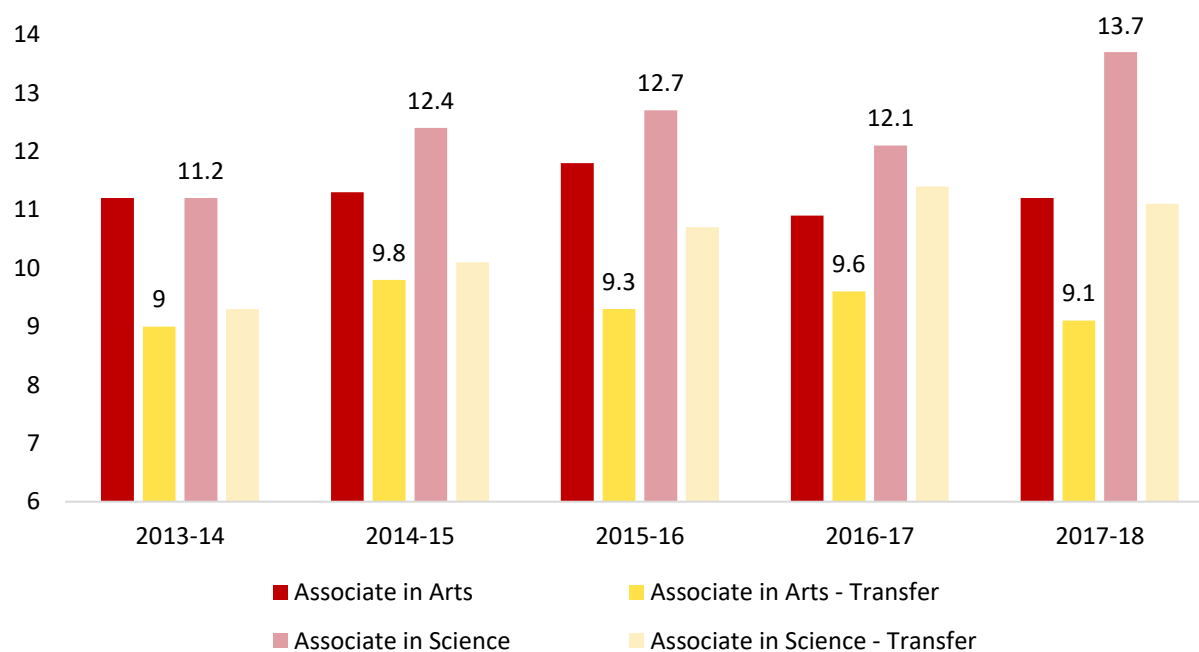
FIGURE 3.35: DEGREES AND CERTIFICATES AWARDED, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Degrees and Certificates	2013-14	2014-15	2015-16	2016-17	2017-18
Associate in Arts	624	608	531	654	795
Associate in Arts-Transfer	198	254	353	398	451
Associate in Science	261	306	293	391	403
Associate in Science-Transfer	53	154	247	273	353
Full Transfer Certification	1,108	1,436	1,439	1,537	1,536
Partial Transfer Certification	73	168	153	200	182
Certificate of Achievement	1,685	2,013	2,075	2,137	2,237
Occupational Skills Award	270	289	271	205	205
Total	4,272	5,228	5,362	5,795	6,162

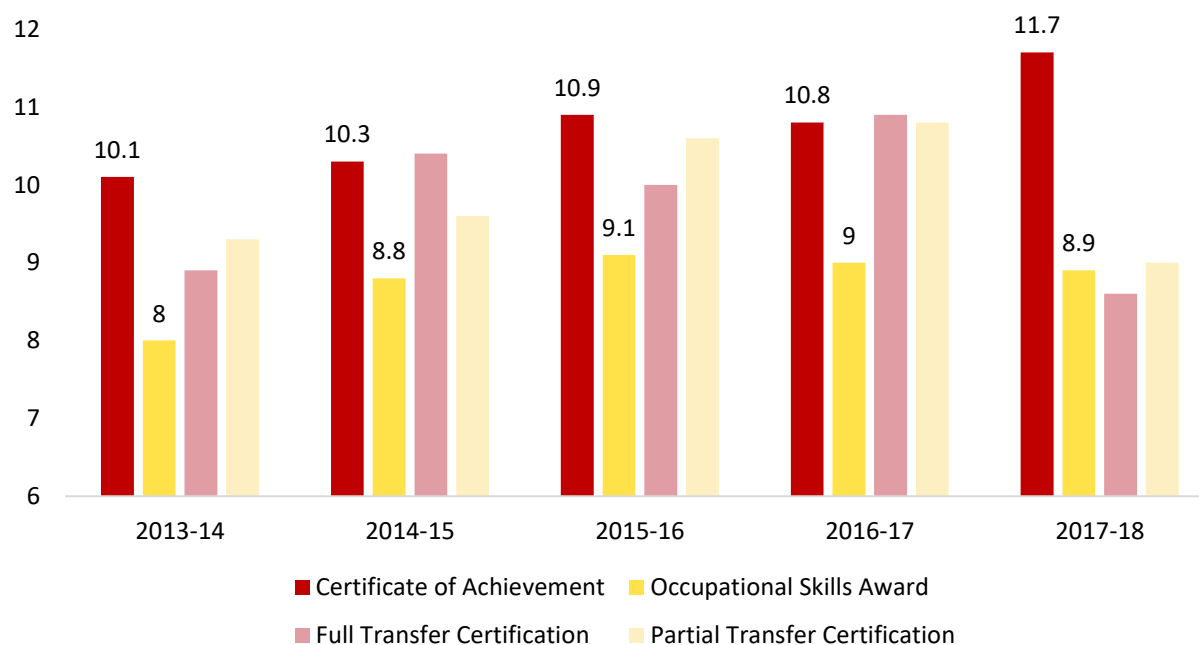
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.36: AVERAGE SEMESTERS ATTENDED BY DEGREE TYPE, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



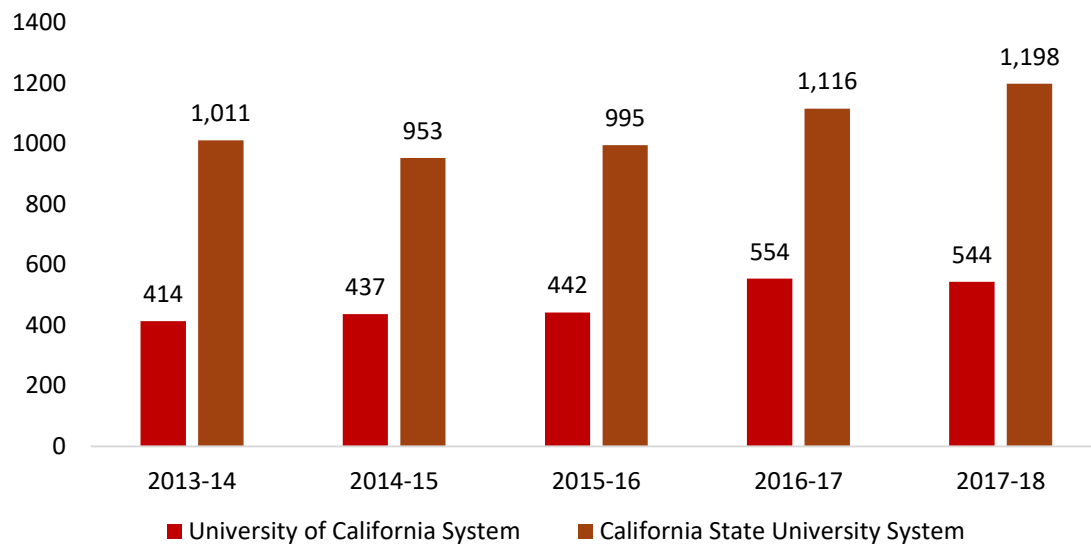
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.37: AVERAGE SEMESTERS ATTENDED PRIOR TO CERTIFICATE AWARD, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



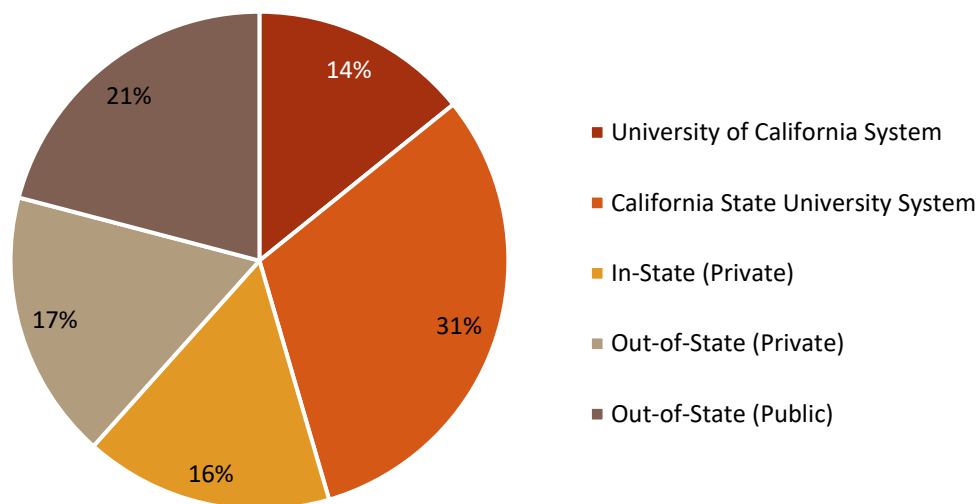
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.38: TOTAL TRANSFERS TO UC AND CSU SCHOOLS, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



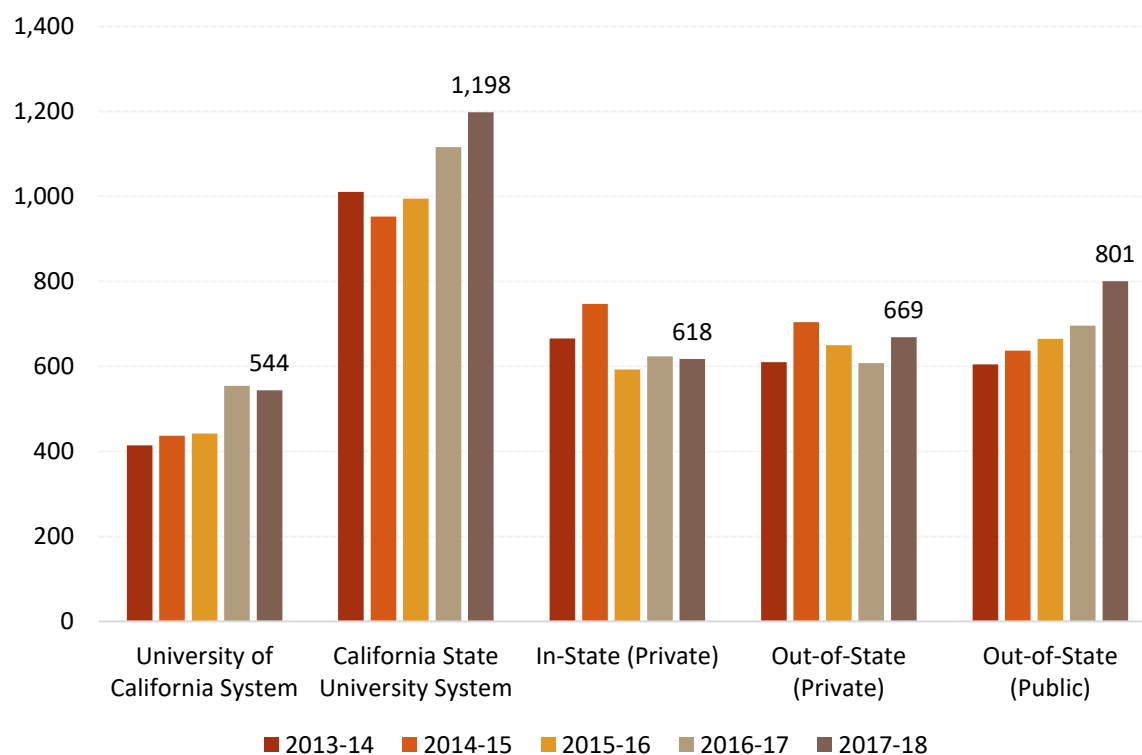
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.39: STUDENT TRANSFERS TO FOUR YEAR INSTITUTIONS, SADDLEBACK COLLEGE, 2017



Source: SOCCCD inFORM Data Warehouse

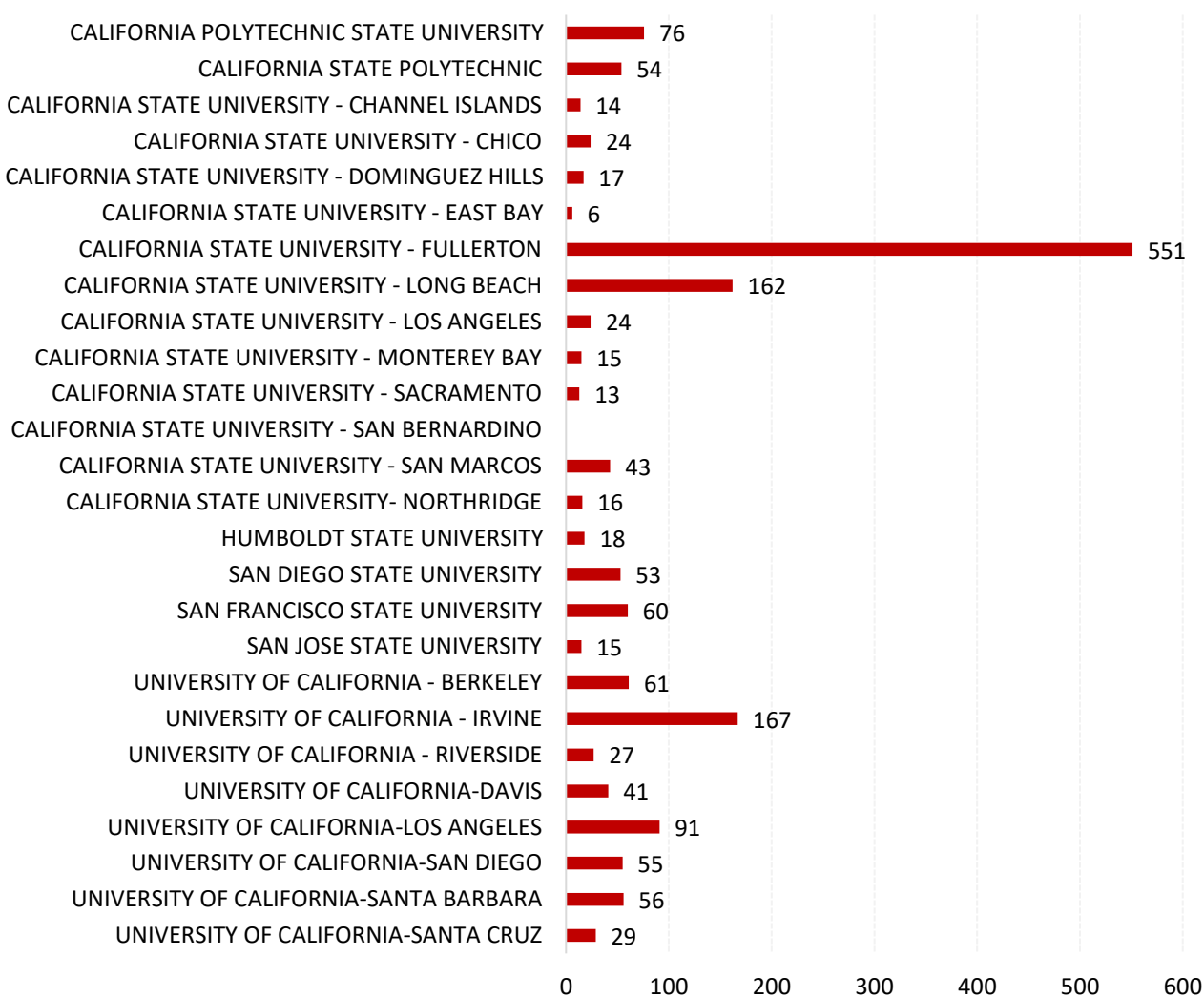
FIGURE 3.40: TRANSFERS TO FOUR-YEAR COLLEGES AND UNIVERSITIES, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Annual Transfers All, Saddleback College	2013-14	2014-15	2015-16	2016-17	2017-18
University of California System	414	437	442	554	544
California State University System	1,011	953	995	1,116	1,198
In-State (Private)	666	747	593	624	618
Out-of-State (Private)	610	704	650	608	669
Out-of-State (Public)	605	637	665	696	801
Total	3,306	3,478	3,345	3,598	3,830

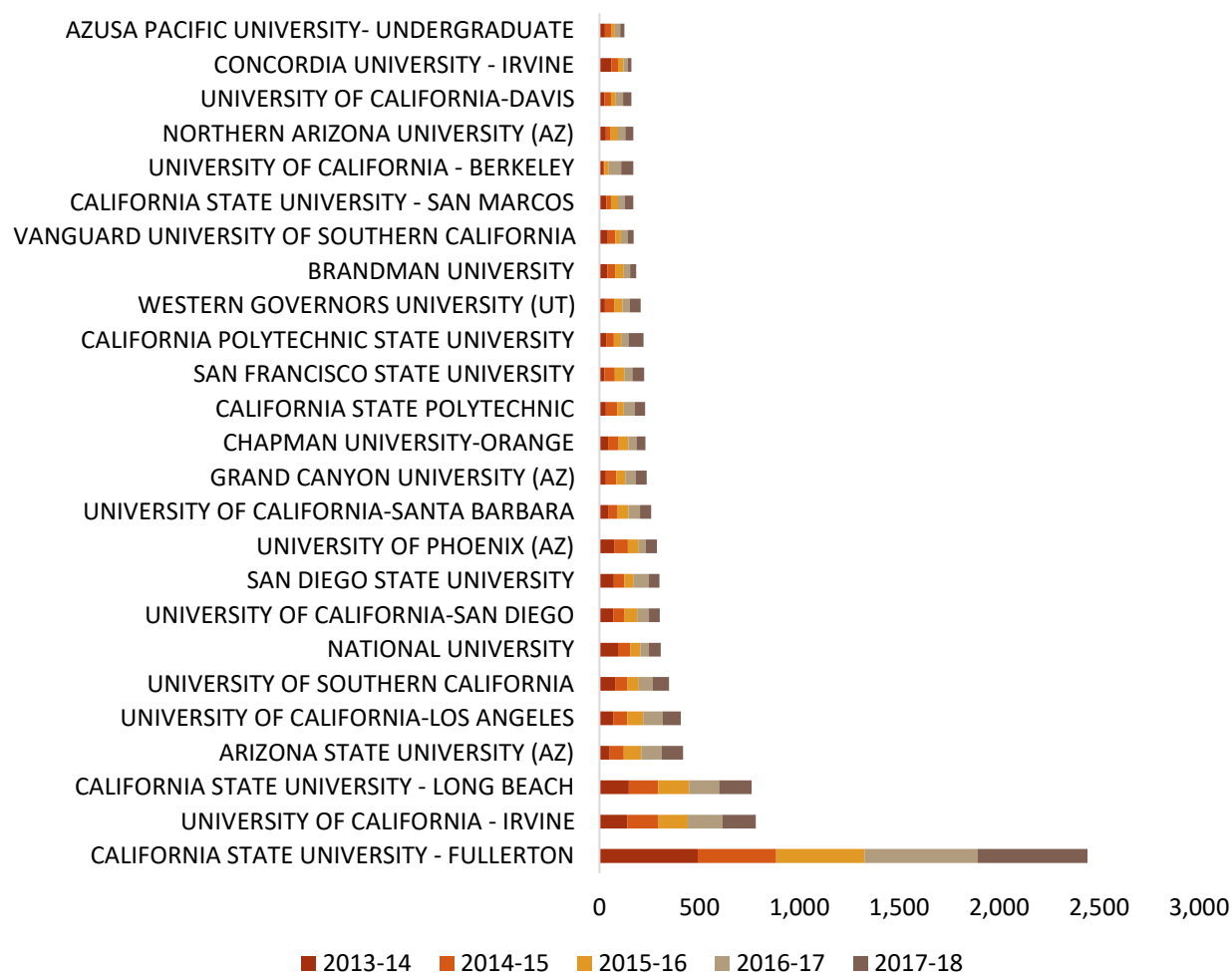
Source: SOCCCD inFORM Data Warehouse

FIGURE 3.41: TRANSFERS TO UC AND CSU INSTITUTIONS FROM SADDLEBACK COLLEGE, 2017



Source: SOCCCD inFORM Data Warehouse

FIGURE 3.42: TOP 25 TRANSFERS TO ALL FOUR-YEAR INSTITUTIONS, SADDLEBACK COLLEGE, 2013-14 TO 2017-18 ACADEMIC YEARS



Note: See Appendix for additional Transfer data.

Source: SOCCCD inFORM Data Warehouse

MAJORS, DEGREES, AND CERTIFICATES

This section gives an overview of the academic programs and awards available at Saddleback College and looks at the top degree majors and certificate programs. It also reviews the Career and Technical Education (CTE) programming available at the school.

PROGRAMS AND TOP DISCIPLINES

- Saddleback College offers 143 associate degrees and associate degrees for transfer and 130 certificate awards (see Table 3.1).
- More than 1,500 degrees in Liberal Studies have been awarded to Saddleback College students between 2013-14 and 2017-18 academic years. Other top degree majors include Business Administration (852 awards), Psychology (606 awards), Registered Nursing (531 awards), Health Sciences (512 awards), and Communication Studies (406 awards) (see Figure 3.43).
- Saddleback College has awarded 14, 380 General Studies Certificates and Certificates for Transfer between 2013-14 and 2017-18 (see Figure 3.44). Other top certificate programs by awards include Registered Nursing, Cosmetician, and Cosmetology, Emergency Medical Technician, Paramedic, and Associate Teacher.

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

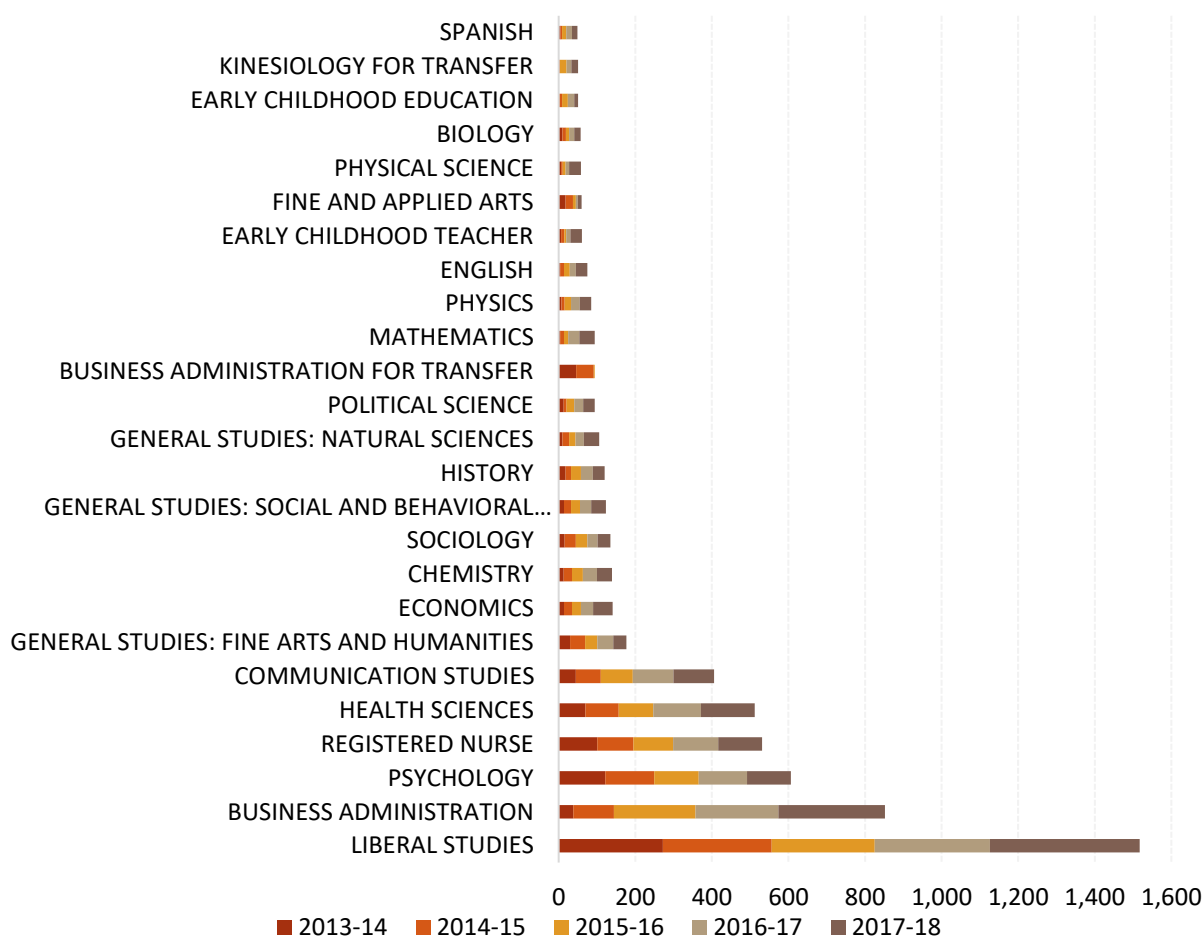
- The college works with several industry partners in sectors including Advanced Manufacturing, Advanced Transportation and Renewable Energy, Trade and Logistics, Health Care, and IT (see Table 3.2).
- CTE classes constitute 28 percent of class sections at Saddleback College (See Figure 3.45).
- In the Fall 2017 term, there were nearly 16,000 enrollments from 9,600 students in CTE classes at Saddleback College (see Figure 3.46).
- ATAS, Business Science, and Health Sciences & Human Services account for the majority of CTE classes at Saddleback College (see Figure 3.47).

TABLE 3.1: SADDLEBACK COLLEGE DEGREE AND CERTIFICATE PROGRAMS, 2019

Award Type	
A.A. Degree	39
A.A Transfer Degree	19
A.S. Degree	78
A.S. Transfer Degree	7
Associate Degrees Total	143
Certificate of Achievement	100
Certificate of Competency	2
Certificate of Completion	3
Occupational Skills Award	25
Certificate Awards Total	130
All Awards, Total	273

Sources: COCI Program Data, SOCCCD, 2019; Website Course Listings, 2019

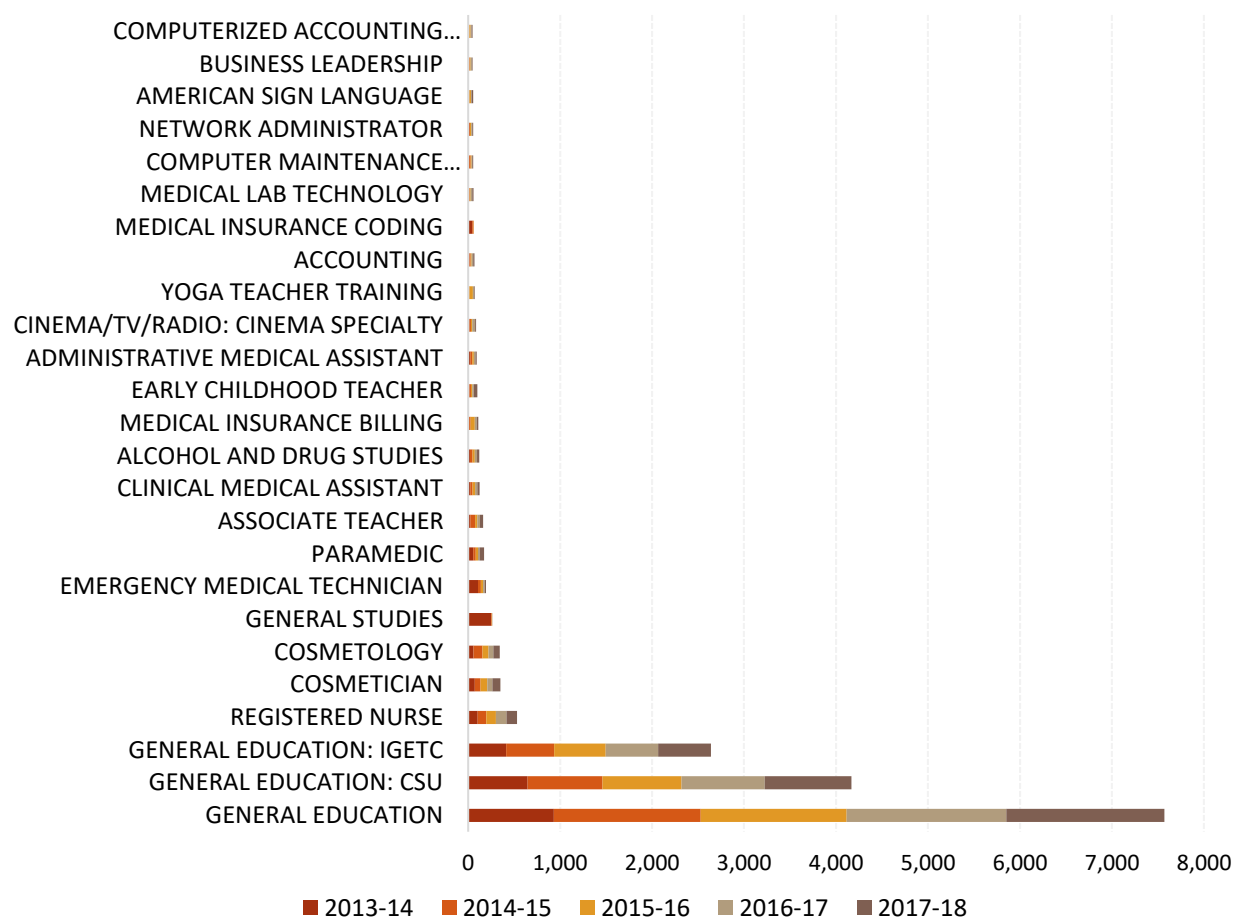
FIGURE 3.43: TOP 25 ASSOCIATE DEGREE AWARDS BY MAJOR, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Note: See Appendix for additional Top 25 Degree and Certificate data.

Source: SOCCCD inFORM Data Warehouse

FIGURE 3.44: TOP 25 CERTIFICATE AWARDS BY PROGRAM, SADDLEBACK COLLEGE, ACADEMIC YEARS 2013-14 TO 2017-18



Note: See Appendix for additional Top 25 Degree and Certificate data.

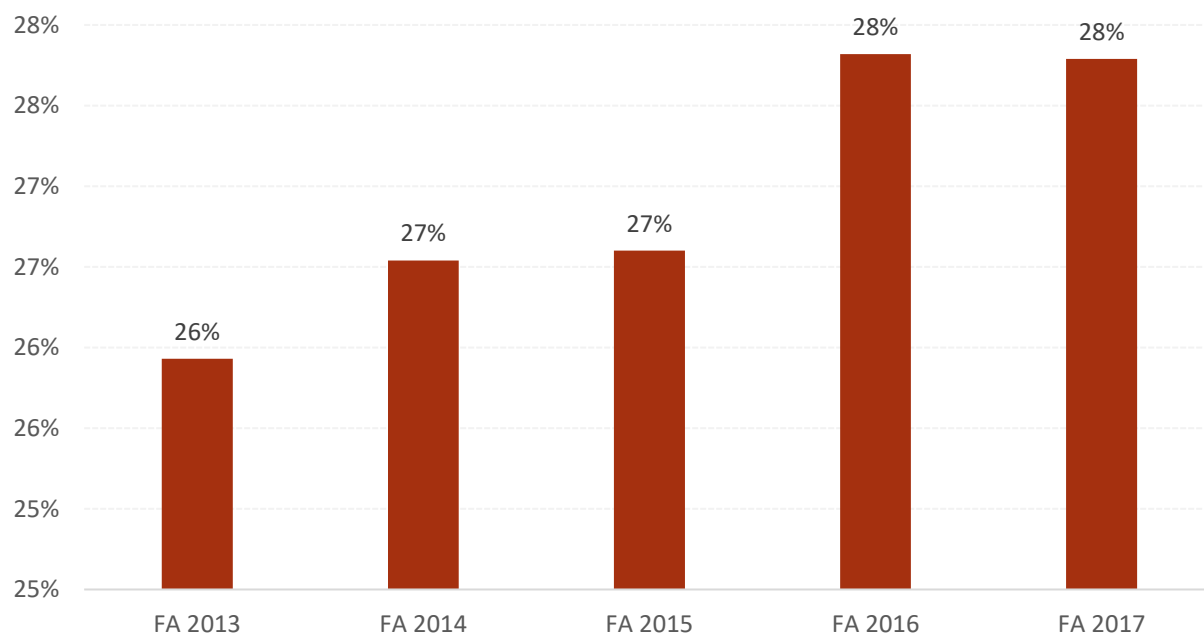
Source: SOCCCD inFORM Data Warehouse

TABLE 3.2: CTE TRAINING BY INDUSTRY SECTOR OFFERED AT SADDLEBACK COLLEGE:

Advanced Manufacturing
Advanced Transportation and Renewables
Energy (Efficiency) & Utilities
Global Trade and Logistics
Healthcare
Information & Communication Technologies (ICT) & Digital Media
Life Sciences & Biotech
Retail/Hospitality/Tourism
Small Business

Source: Saddleback College³⁶

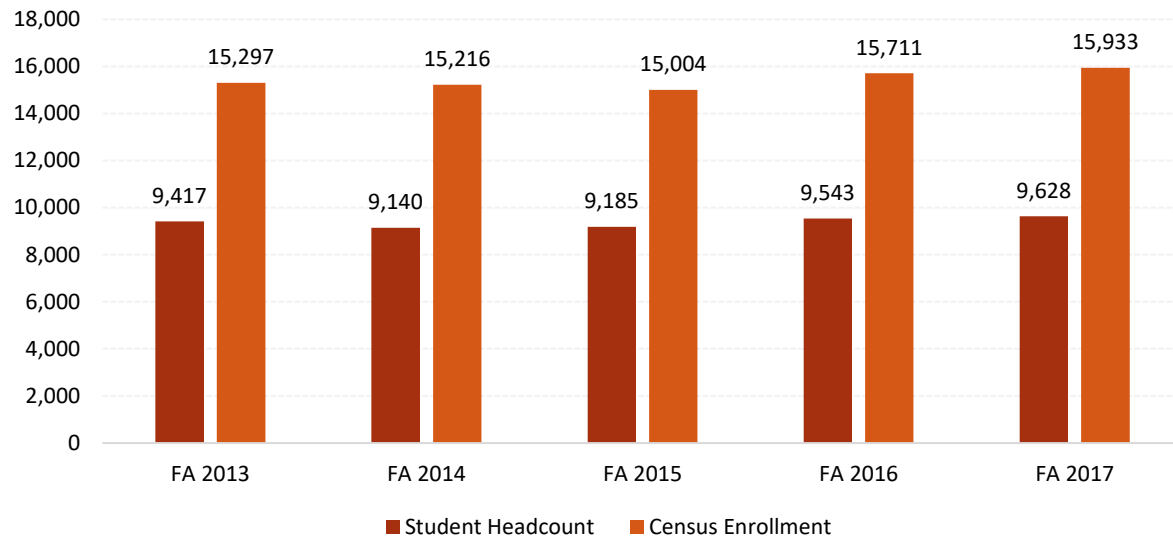
FIGURE 3.45: CTE SECTIONS OFFERED, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Source: SOCCCD inFORM Data Warehouse

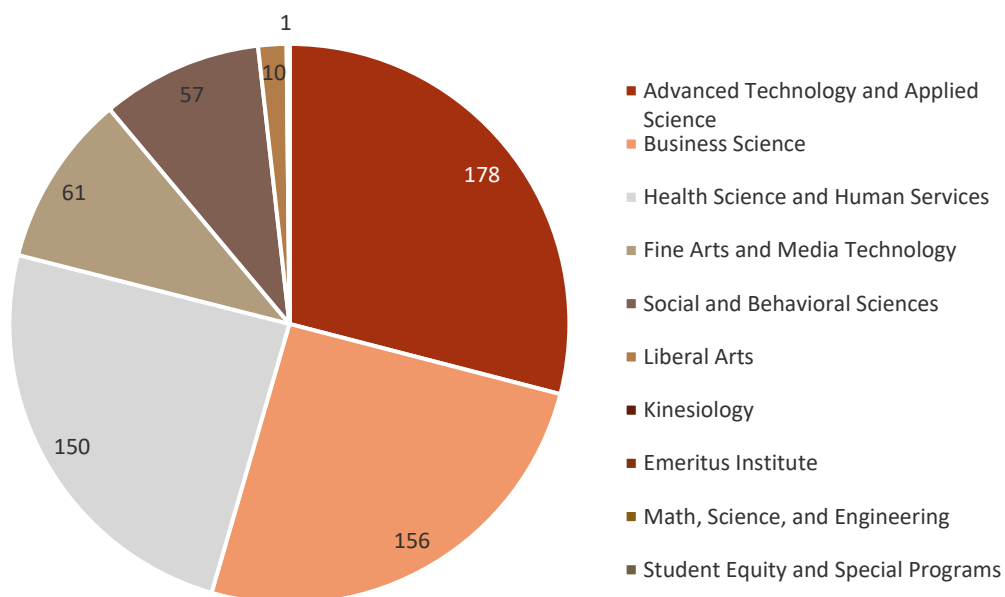
³⁶ Saddleback College, Economic and Workforce Development Office, accessed March 2019 from www.saddleback.edu/ewd

FIGURE 3.46: STUDENT HEADCOUNT AND ENROLLMENT IN CTE CLASSES, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017



Source: SOCCCD inFORM Data Warehouse

FIGURE 3.47: CTE SECTIONS BY DIVISION, SADDLEBACK COLLEGE, ACADEMIC YEAR 2017-18



Source: SOCCCD inFORM Data Warehouse

STUDENT TO FACULTY RATIOS

The student to faculty ratios helps measure how efficient colleges are in using one of their most important resources. Below we compare student counts with those of faculty, to get a sense of instructional productivity and efficiency at SOCCCD.

The student to faculty ratio, or FTES/FTEF, measures how many full-time equivalent students per each full-time equivalent faculty member. Instructional load or WSCH/FTEF (Weekly Student Contact Hours/ Full-Time Equivalent Faculty) measures the number of student hours per week each full-time equivalent faculty member has per week in the school term.

FACULTY RATIOS AND LOAD

- From 2013 to 2017, Saddleback College has had an average of nearly 518 full-time equivalent faculty; its average student to faculty ratio over this period was 14.69 full-time equivalent students per FTEF (see Table 3.3 below).
- Although the Instructional load at Saddleback College has fluctuated between 2013 and 2017, the average load during this period was 506 student class hours per full-time faculty member.

TABLE 3.3: STUDENT TO FACULTY RATIOS AND INSTRUCTIONAL LOADS, SADDLEBACK COLLEGE, FALL 2013 TO FALL 2017

Term	Total FTEF	Census WSCH	Census FTES	Student/Faculty Ratio (FTES/FTEF)	Load (WSCH/FTEF)
Fall 2013	503.83	260,997	7,691	15.27	518
Fall 2014	517.49	255,698	7,612	14.71	494
Fall 2015	505.73	261,911	7,516	14.86	518
Fall 2016	539.51	264,844	7,609	14.10	491
Fall 2017	522.15	265,468	7,582	14.52	508
Average, Fall Terms 2013 - 2017	517.74	261,784	7,602	14.69	506

Source: SOCCCD inFORM Data Warehouse

CHAPTER 4 DIVISION AND DEPARTMENT ASSESSMENTS

INTRODUCTION

The Education Master Plan for Saddleback College is rooted in an analysis of the programs and services offered to students at the academic division, and in the expectations of future trends and program needs. Drawing upon that analysis, this chapter presents detailed assessments of the recent conditions of each division and Student Services Program at Saddleback College, as well as the anticipated needs of the division and programs to serve current and future students at the college.



Reflecting the organizational structure of Saddleback College, chapter four is organized into three parts:

- The first part, beginning on page 128, focuses on the ten academic divisions overseen by the Office of Instruction. In turn, these divisions are organized by departments, of which there are 69 as outlined in the data.
- The second part of this chapter, starting on page 217 is focused on the two divisions that make up Instructional Support Services.
- The third section, starting on page 233, describes the five service divisions under the Office of Student Services.

In the pages that follow, a three-part profile of each division and Student Services program is provided. Each profile was developed by deans and department chairs and consists of a:

- **Description** of the division/service department including an overview of the division and of individual departments within the division.
- **Challenges and opportunities** foreseen by division/service department leadership and faculty over the next decade, as well as suggested action steps needed to address these challenges and opportunities.
- **Future directions** of the division/service department.

The narrative for each academic division is supported by quantitative data related to the recent performance of the division and its individual departments, including projected growth over the next decade. Data related to each division is presented as a snapshot, using annual 2018 data, and average trends from Fall 2014 to Fall 2018.

Definition of Terms Used in Chapter 4

Course Fill Rate

This calculation is a measure of the seat occupancy within a course. It is based on the number of seats taken in a course section divided by the course capacity, which is set in the curriculum of the course record.

Full Time Equivalent Faculty (FTEF)

This unit of measurement is used to create an equivalency for full-time and part-time faculty. It takes all the course hours taught within a program and divides them by a full-time faculty load, which is 30 Lecture Hour Equivalents (LHE) a year or 15 a semester.

Full Time Equivalent Student (FTES)

This unit of measurement is the basis for apportionment (how the college is funded). It tells us how many full-time equivalent students are served by a class or program. FTES is not “headcount enrollment,” but is calculated by dividing the total student hours at a specified point in time (determined by the attendance accounting method used, as explained below) by 525. The number 525 represents the number of contact hours for a theoretically-derived full-time student enrolled in courses 3 hours a day, 5 days a week, for an academic year of 35 weeks ($3 \times 5 \times 35 = 525$).

Weekly Student Contact Hours (WSCH)

This calculation provides the total number of contact hours on a weekly basis for each course. It is determined by multiplying the number of weekly contact hours for the course (as determined in the curriculum) by the number of students in a given class at section census date.

Productivity (WSCH/FTEF)

This calculation shows how “productive” a class/program is based on a ratio of revenue (WSCH [using the sum of the full-semester WSCH including DSCH and Positive Attendance equivalents]) to costs (FTEF). This calculation measures how many WSCH are generated per full-time equivalent faculty. With certain exceptions, 525 is considered the ideal number on which productivity is based; if a program is at or above 525, it is considered to be productive.

Retention Rate

This is the percentage of students who maintained enrollment in the course until the end of the semester. It is based on the number of students who do not withdraw from class and who receive a grade (A, B, C, D, F, I, CR, NC, P, NP). Only Ws are counted against the retention rate. Students who drop or are dropped by the no-penalty drop date are not used in this calculation.

Success Rate

This is the percentage of students who ended the semester with a passing grade. It is based on the number of students who receive a passing/satisfactory grade of A, B, C, CR, or P. At the time the report is run, non-passing grades, incompletes, and Ws are counted against the success rate.

INSTRUCTIONAL, INSTRUCTIONAL SUPPORT, AND STUDENT SERVICES DIVISIONS

Instructional Divisions

- Advanced Technology and Applied Science
- Economic & Workforce Development and Business Science (academic programs only)
- Counseling Services (academic programs only)
- Extended Learning
 - Adult Education
 - Community Education
 - Emeritus Institute
- Fine Arts and Media Technology
- Health Science and Human Services
- Kinesiology and Athletics
- Liberal Arts
- Mathematics, Science and Engineering
- Social and Behavioral Sciences

Instructional Support Services Divisions

- Economic & Workforce Development and Business Science
- Online Education and Learning Resources

Student Services Divisions

- Counseling Services
- Enrollment Services
- Student Development Office
- Student Equity and Special Programs
- Wellness, Social Services, and Child Development Center

COLLEGE AND DIVISION GROWTH FORECASTS

Recent enrollment trends at the college and population projections in Orange County paint a picture of growing headwinds for Saddleback College and SOCCCD. Faculty and staff have discussed the recent difficulty in maintaining enrollments due to declining college-age student populations and the coming “cliff” among high school graduations in the next decade. This means that there may be little likelihood of significant college-wide growth.

Several factors influence college enrollments, including population growth and high school graduation rates. Economic trends such as labor market growth among middle-skill occupations and the unemployment rate also play a role in helping to estimate future demand, especially among CTE and adult education programs. Because of significant current and expected declines among college-age residents in Orange County and in area high school graduation rates, the college estimates an annual average growth rate of -0.33% per year between 2020 and 2030.

At the department level, to determine relative growth to the college, a set of metrics were developed to measure department performance, including enrollments and fill rates, award outcomes, and related program job growth, where applicable.

The following data was used as performance benchmarks to develop our growth estimates for each department:

- Department enrollments as a percent of all Saddleback College enrollments
- Average annual growth/decline in department enrollments
- Average annual growth/decline in department productivity (WSCH/FTEF)
- Average course fill rate for the department
- Projected annual job growth rate for related occupations
- Average annual growth/decline in department degrees awarded at Saddleback College
- Saddleback College’s share of degree awards by department as a percent of all Orange County degrees from similar academic programs

Each department was given a numerical rating of {-1, 0, 1 or 3} for each of the above metrics relative to all departments at the college, grouping programs into three percentile ranges: 25th percentile (0 to 25), 50th percentile/median range (26 to 74), and 75th percentile (75 to 100). An average of these numerical ratings was used to determine each department’s growth rate relative to the overall college growth rate of -0.33% per year. Programs with an average rating of 1 are estimated to grow at the same rate as the college overall; those with an average rating greater than 1 are estimated to grow at a greater rate than the college average annual growth rate, while those with a rating less than 1 are estimated to grow less than the Saddleback College average annual growth rate.

Three departments at Saddleback College are projected to have slight growth in the coming decade (from 0.14% to 0.33%), and three more have 0.00% growth projections. The rest are projected to experience slightly negative growth over the next decade at average annual rates between -0.05% to -0.80% per year.

INSTRUCTIONAL DIVISIONS – DESCRIPTIONS, TRENDS, AND FUTURE DEVELOPMENT

Over the last ten years, we have seen a shift in the students that are entering the college due to the fast pace of technology innovations. Traditional age students entering the college have grown up with smart technology and information at their fingertips. In addition, students who already have higher education degrees and certification are relying on the community colleges to continuously learn and upskill to keep up with technology changes in order to maintain their marketability as they enter into their 2nd, 3rd and 4th careers. Older students who are getting closer to retirement but are not ready to stop working also seek learning opportunities to develop “encore” careers in different fields.

The pace of technology innovations has also brought to light inequities in access and achievement for our first generation and economically disadvantaged students. In response to the changing student needs and to ensure equity in student achievement and success, the instructional divisions will focus on three critical areas: 1) making the entire learning process more explicit; 2) customizing learning opportunities; and 3) partnering with industry and other education systems to transform and enhance the learning experience for our students.

To maximize the learning process, our instructional programs will focus on developing more opportunities for applied learning. In addition, we will integrate the learning experience by connecting the content from one class to the other through team-oriented project-based learning opportunities that will rely on the individual strengths and knowledge of each team member. Lastly, we will focus on making the content relevant by exposing our students to different contexts in which their knowledge can be used through work-based or service-learning opportunities.

Customized learning will need to be developed for students of all ages as our community will rely on us to provide education multiple times throughout their lives as they embark on different life phases. For non-traditional-aged students, learning experiences will need to build upon prior knowledge as our students expand and update content knowledge. In addition, learning will need to be provided when needed, in short-term and accelerated models. Lastly, customized learning will need to be provided using different modalities to better meet the needs of students who may be challenged due to commitments outside of school.

Partnering with industry and other education systems is a must in order to meet the learning needs of the future. Working with other community colleges, we will be able to share our own learning resources and build upon each other’s experiences to enhance the learning experience for our changing students. Working with other educational systems, the College will strive to create more seamless transitions and maximize the learning pathway for students. Lastly, as industry continues to change at the pace of technology innovations, partnering with industry and employers will better support student transitions to work and provide a more comprehensive learning experience for students, both inside and outside of the classroom.

Saddleback College and its programs are ready and prepared to continuously improve to meet the needs of the next generation of students at any point in their lives, and prepare them for a world that is connected, automated, and enhanced by data and artificial intelligence.

ADVANCED TECHNOLOGY AND APPLIED SCIENCE

DESCRIPTION

The Advanced Technology and Applied Science (ATAS) division is comprised of 14 instructional programs with classes taught in various buildings on the Saddleback College campus as well as contracted off-campus sites. The division's instructional programs provide both transfer and career education opportunities for students who either are considering transfer to four-year universities or entering the workforce. The programs listed in the table below represent a very diverse instructional offering that requires both theoretical and practical proficiency.

EXISTING PROGRAMS

Architecture and Drafting
Architecture Degree and Certificate of Achievement
Construction Inspection Degree and Certificate of Achievement
Drafting Technology Degree and Certificate of Achievement
Automotive Technology
Alternative Fuel Vehicle Specialist Degree and Certificate of Achievement
Automotive Chassis Specialist Degree and Certificate of Achievement
Automotive Engine Performance Specialist Degree and Certificate of Achievement
Automotive Engine Service Specialist Degree and Certificate of Achievement
General Automotive Technician Degree and Certificate of Achievement
Computer Maintenance Technology
Computer Maintenance Technology Degree and Certificate of Achievement
Cosmetology
Cosmetology Certificate of Achievement
Esthetician Certificate of Achievement
Environmental Studies
Ecological Restoration Certificate of Achievement
Environmental Studies Degree
Water Resources and Conservation Certificate of Achievement
Electronic Technology
Analog and Digital Circuit Electronic Technology Degree and Certificate of Achievement
Digital Electronic Technology Degree and Certificate of Achievement
General Electronic Technology Degree and Certificate of Achievement
Industrial Automation Degree and Certificate of Achievement
Fashion
Advanced Fashion Design and Apparel Manufacturing Degree and Certificate of Achievement
Fashion Display and Presentation Degree
Fashion Design Degree and Certificate of Achievement
Fashion Merchandising Degree and Certificate of Achievement
Visual Display and Presentation Certificate of Achievement
Family, Consumer Science, and Nutrition
Nutrition and Dietetics Degree
Nutrition Degree and Certificate of Achievement
Family and Consumer Sciences Degree and Certificate of Achievement

Graphic Design

Biomedical Illustration Certificate of Achievement
 Computer Graphics Degree and Certificate of Achievement
 Graphic Communications Degree and Certificate of Achievement
 Graphic Design Degree and Certificate of Achievement
 Illustration/Animation Degree and Certificate of Achievement

Horticulture and Landscape Design

Sustainable Horticulture Degree and Certificate of Achievement
 Sustainable Landscape Design Degree and Certificate of Achievement

Interior Design

Interior Design Assistant Degree
 Level I - Interiors Merchandising Certificate of Achievement
 Level II - Interior Design Assistant Certificate of Achievement
 Level III - Interior Design Professional Certificate of Achievement

Advanced Manufacturing

Advanced Manufacturing Degree and Certificate of Achievement

Marine Science Technology

Marine Science Technician Degree and Certificate of Achievement
 Seamanship Degree and Certificate of Achievement

Culinary, Hospitality, and Tourism

Advanced Culinary Arts Degree and Certificate of Achievement
 Basic Culinary Arts Degree and Certificate of Achievement
 Catering Degree and Certificate of Achievement
 Foods Degree and Certificate of Achievement
 Travel and Tourism Degree and Certificate of Achievement

ENROLLMENT TRENDS

Many of the division's programs are in high demand and reflect high growth industry sectors. However, classes typically maintain lower class capacities due to instruction that requires specialized equipment, facility/classroom constraints, and safety standards. These constraints have affected the potential FTES and headcount growth of the programs. In addition, growth in the Advanced Manufacturing and Electronic Technology programs has been limited by the physical constraints of the division's temporary instructional facilities for the past four years. These programs will relocate to the new ATAS building in Fall 2022 where larger classrooms will improve efficiency and performance.

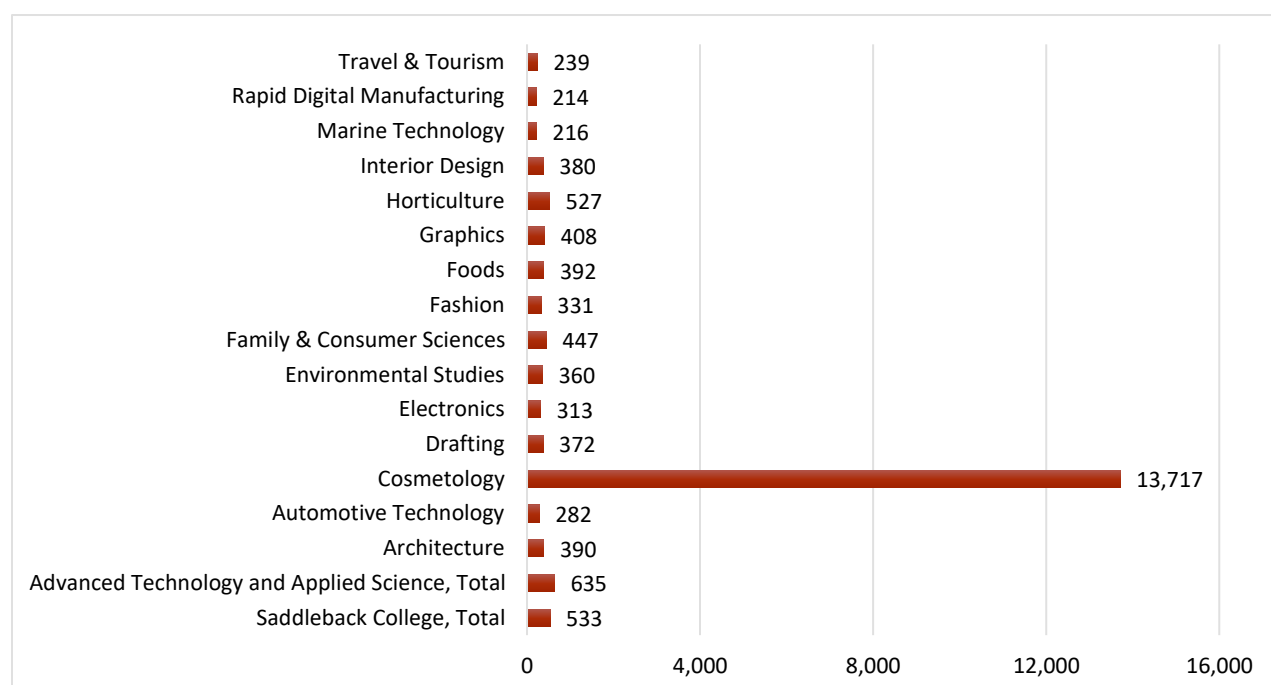
Cosmetology, Foods, Graphics, and Architecture/Drafting generate the largest FTES, while Cosmetology, Horticulture, Family & Consumer Sciences, Graphics, and Architecture/Drafting are the most productive (WSCH/FTEF) as referenced in Table 4.1. The division's fastest-growing programs are Horticulture, Interior Design, and Cosmetology per the data referenced in Table 4.3.

Cosmetology data appear unusually high in all areas since the program uses part-time faculty to coordinate an instructional service agreement with four contracted schools that provide instruction using an established college curriculum. While some programs are experiencing flat (or slight decline) in FTES and WSCH, the large and growing programs compensate and contribute to the division's overall performance.

TABLE 4.1: ENROLLMENT AND PRODUCTIVITY, ATAS AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Advanced Technology and Applied Science, Total	409	61.2%	101.63	64,509	1,694	635
Architecture	38	73.1%	10.20	3,975	156	390
Automotive Technology	30	80.5%	9.25	2,608	90	282
Cosmetology	28	77.0%	1.97	27,023	487	13717
Drafting	17	38.8%	6.10	2,268	44	372
Electronics	13	43.4%	3.50	1,096	37	313
Environmental Studies	28	58.0%	7.95	2,861	100	360
Family & Consumer Sciences	5	66.2%	1.00	447	14	447
Fashion	45	45.9%	10.24	3,394	100	331
Foods	65	67.8%	14.14	5,541	171	392
Graphics	54	56.7%	15.18	6,199	189	408
Horticulture	35	73.6%	9.80	5,169	170	527
Interior Design	32	53.5%	7.54	2,868	95	380
Marine Technology	2	49.1%	0.50	108	2	216
Rapid Digital Manufacturing	9	53.8%	2.60	557	25	214
Travel & Tourism	8	33.4%	1.66	397	12	239

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.1: ATAS PRODUCTIVITY BAR CHART (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER TABLE 4.1
FINAL COLUMN

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.2: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Advanced Technology and Applied Science, Total	11.6%	2.8%	15.4%	3.6%
Architecture	5.0%	1.2%	4.9%	1.2%
Automotive Technology	-24.9%	-6.9%	-26.6%	-7.4%
Cosmetology	23.6%	5.4%	30.8%	7.0%
Drafting	7.0%	1.7%	7.1%	1.7%
Electronics	-22.6%	-6.2%	-23.5%	-6.5%
Environmental Studies	-10.4%	-2.7%	-9.5%	-2.5%
Family & Consumer Sciences	82.1%	16.2%	88.6%	17.2%
Fashion	-17.8%	-4.8%	-16.8%	-4.5%
Foods	-13.8%	-3.6%	-11.4%	-3.0%
Graphics	45.4%	9.8%	34.6%	7.7%
Horticulture	81.7%	16.1%	81.1%	16.0%
Interior Design	41.9%	9.1%	39.1%	8.6%
Marine Technology	-83.6%	-36.3%	-76.8%	-30.6%
Rapid Digital Manufacturing	67.2%	13.7%	119.3%	21.7%
Travel & Tourism	2.9%	0.7%	4.2%	1.0%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.3: SECTION COUNT AND FILL RATES, 2014-15 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Advanced Technology and Applied Science, Total	414	58.7%
Architecture	39	69.9%
Automotive Technology	36	72.9%
Cosmetology	18	105.1%
Drafting	17	39.8%
Electronics	13	42.8%
Environmental Studies	28	62.1%
Family & Consumer Sciences	5	47.2%
Fashion	55	44.7%
Foods	70	69.1%
Graphics	51	46.5%
Horticulture	31	68.4%
Interior Design	30	46.1%
Marine Technology	5	48.3%
Rapid Digital Manufacturing	8	51.4%
Travel & Tourism	8	32.9%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

The division has been successful in providing instruction to students in a variety of industry sectors. Student retention, as well as certificates and degrees awarded, have increased and the rate of growth exceeds the percentages attained by the college. All programs have been reviewing curriculum and working with industry advisors to ensure that instruction meets industry standards and provides students with the opportunities to learn the skills necessary to enter the workforce.

TABLE 4.4: RETENTION AND SUCCESS RATES, 2014-15 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Advanced Technology and Applied Science - Retention	90.9%	91.9%	92.0%	91.0%	92.5%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Advanced Technology and Applied Science - Success	79.0%	79.0%	79.0%	79.0%	79.0%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

The ATAS division's diverse collection of programs requires frequent curriculum and equipment updates to ensure instruction remains up-to-date and remains able to support industry workforce needs even as these needs change. These ongoing changes require that regular and often expensive resource investments be made in order to remain aligned with workforce training needs in the community. These efforts to keep the programs current and relevant poses continuous challenges, as well as opportunities.

CHALLENGES

Enrollment Management (Access, Retention, and Completion) Challenges

The changing demographics of our traditional students coming from our local high schools suggest that the division is challenged with declining enrollment (Figure 4.2). The division recognizes this challenge and understands that it is imperative for the future of the division to identify non-traditional enrollment opportunities and students. To this end, additional efforts will need to focus on developing partnerships that will require more staff and faculty time building relationships in the community.

Members of the community we serve often share with us the observation that many of the division's programs are the "best kept secret" in the area for workforce training. To address this challenge, programs need to provide effective and engaging information to potential students so that Saddleback College is the institution of choice to train for future work. Traditional and non-traditional targeted marketing and outreach will be needed in order to increase awareness of the programs with specific potential student groups.

Once students are enrolled, the division needs to support successful student retention and completion to improve our enrollment management outcomes. Many degrees in the division require more than 60 units, which impedes timely completions. Therefore, curriculum updates need to address the total units required for degree completion. In some cases, the high units are due to program requirements based upon accreditation and industry requirements. This is exacerbated by the high number of units in the college's local general education pattern. Given this issue, the college curriculum committee will need to finalize and implement a new lower unit general education pattern.

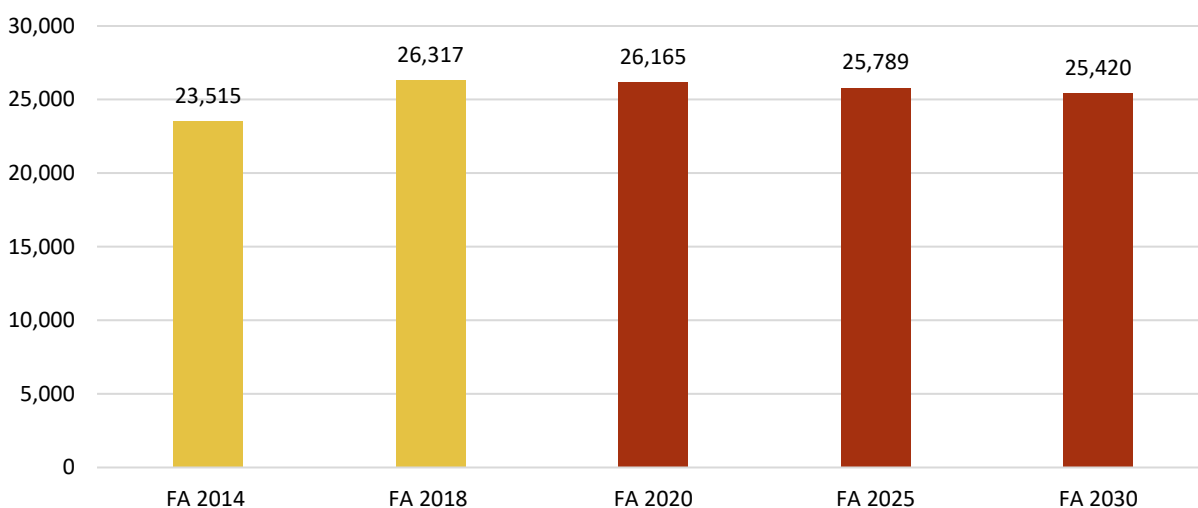
Facility Challenges

Division programs need instructional facilities that will accommodate current and future enrollment as well as technological capabilities that will support instruction. Most of the division's programs are currently providing instruction in swing space classrooms and labs, referred to collectively as "*the Village*," while the new ATAS building is being designed and constructed. The size and campus location of these swing spaces has limited growth and productivity since programs located in *the Village* are limited to a maximum of 30 students. In addition, some classes are even smaller when space is programmed to include large technical equipment or furniture.

The new ATAS building is expected to be completed and occupied in Fall 2022. Faculty have contributed to the design of the building to ensure that the facility will meet current and future curriculum needs. ATAS programs that are not planned to move into the new building will remain in the Business/General Studies (BGS) and *Village* buildings. These programs will continue to have existing facilities and equipment limitations, but the division is committed to addressing college strategic enrollment

management goals by working on growth opportunities through student outreach and improved student retention, as well as increasing completions.

FIGURE 4.2: SCHOOL AND PROGRAM WSCH, ATAS, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Architecture	1,829	1,853	1,844	1,823	1,801	-0.24%
Automotive Technology	1,649	1,121	1,109	1,081	1,053	-0.52%
Cosmetology	7,624	9,714	9,686	9,618	9,550	-0.14%
Drafting	918	918	911	894	877	-0.38%
Electronics	655	641	634	616	599	-0.57%
Environmental Studies	1,521	1,322	1,308	1,274	1,242	-0.52%
Family & Consumer Sciences	114	186	185	182	180	-0.28%
Fashion	1,614	1,672	1,658	1,623	1,589	-0.42%
Foods	2,697	2,413	2,401	2,373	2,345	-0.24%
Graphics	1,881	2,531	2,510	2,457	2,405	-0.42%
Horticulture	1,549	2,062	2,045	2,002	1,960	-0.42%
Interior Design	904	1,237	1,231	1,217	1,202	-0.24%
Marine Technology	196	104	103	100	97	-0.57%
Rapid Digital Manufacturing	154	336	334	329	325	-0.28%
Travel & Tourism	212	208	206	200	194	-0.57%
ATAS, Total	23,515	26,317	26,165	25,789	25,420	-0.29%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Human Resource Challenges

Due to retirements, ATAS programs rely heavily on part-time faculty and do not have enough full-time faculty to contribute to the additional need of coordinating and building partnerships on behalf of the division. In addition, most of the classified staff are also part-time, which limits lab support for classroom instruction. The division's heavy reliance on a part-time workforce makes it difficult for the division to focus on updating the curriculum and lessens time available to build partnerships which, in turn, limits the division's ability to enhance the student's overall learning experience.

Technology and Equipment Challenges

By nature of the type of instruction provided by the division, students need access to computers and equipment to complete assignments and practice skills taught during class. Computers have software that is cost-prohibitive for students to purchase on their own. These types of equipment are normally too large and expensive for individual students to acquire. While college facilities could be made available to students when not scheduled for classes, the opportunity is limited since it requires additional personnel to support students and ensure safety in an open lab setting.

OPPORTUNITIES

Enrollment Management (Access, Retention, and Completion) Opportunities

While average WSCH and FTES values suggest level to negative growth in the division, more recently the division has increased both values. We attribute this increase to active outreach and marketing efforts by faculty and staff to highlight how the programs embrace changing technologies and skills in the subject areas. The increased number of industry partnerships garnered through program advisories provide valuable insights regarding areas of improvement for our programs. They also provide opportunities for internships and employment for our students, which helps to increase student engagement and supports our students toward completion of their educational goals. Additionally, the division is working with the service area K-12 districts to develop an Early College Program that increases dual-enrollment offerings that lead to a certificate or degree completion. These efforts enable the division to reach out to traditional and non-traditional student demographic groups in its efforts to attract new students and retain existing students.

Over the past year, more focus has been spent on identifying and addressing issues that hinder students from enrolling. One of the issues hindering access to courses is the time, day, and location of available courses. Recently the college received an Online CTE grant from the State Chancellor's Office to support development of online Career Education programs and courses. The grant provides faculty with the opportunity to develop and update existing and future online courses, which will increase access for students who are not able to come to campus given their personal constraints. Additionally, the division has worked on fine-tuning section scheduling and course offerings to better meet student availability.

Facility Opportunities

The new ATAS building, with its larger size classroom, will provide instructional space for many ATAS programs, and will support the college and division's growth objectives. The facility will also include updates to related technologies and provide updated instructional equipment to enhance the student experience and promote student success. With the new building, the Advanced Manufacturing and Electronic Technology programs have the potential of being regional leaders in industrial and manufacturing automation and can be further supported with the development of a college cross-discipline makerspace.

Several divisions have been working together in the envisioning of an advanced maker and innovation space where students can work with industry to develop new products and develop entrepreneurial opportunities. A makerspace would address innovation needs in the South Orange County community and allow the College to develop cross-discipline opportunities for students and the community. In addition, the makerspace would support interdisciplinary collaborations with a variety of areas such as business, pre-engineering, advanced manufacturing and electronics through project-based learning opportunities.

In addition, the College is moving forward with the development of new facilities at the District's ATEP location, which will relocate our Automotive Technology and Culinary/Hospitality programs and highlight their regional leadership potential given its central location. The facility will also provide opportunities to address advancing technologies and address labor market needs for the advanced transportation and logistics industry sector in the Orange County region.

Technology and Equipment Opportunities

For many years, the ATAS division relied on funding from the college general fund and limited federal and state-sponsored grants supporting vocational training. Recently, funding from the Strong Workforce Program (SWP) has been made available for local and regional support for CTE programs and projects. This funding source has enabled the college to update needed equipment, purchase new technology to enhance the classroom, and build project-based learning opportunities to enhance the student learning experience.

FUTURE DIRECTION OF THE DIVISION

- Targeted marketing and outreach to non-traditional students who need to develop technical training and retraining.
- Leveraging local industry partners to address incumbent worker training and build opportunities for apprenticeship and cooperative work experience.
- Leverage educational partners to increase completion of Career Education certificates and degrees for high school students.
- Maximize leadership role in regional consortium to address program redundancy and maximize learning opportunities for the region in an effective and efficient manner.
- Increase access to programs and courses through online courses and technology innovations.
- Increase access to programs and courses through more effective scheduling.
- Address equity gaps for both in person and online courses.

COUNSELING

DESCRIPTION

The Counseling Services Division is dedicated to assisting students in identifying, clarifying, and reaching their individual life goals by providing individual academic, career, and personal counseling, as well as offering courses that focus on academic and career exploration.

Counseling classes support students in a group setting to identify their educational and life-long goals quickly and help to keep students on track. The Counseling Division prides itself on being collaborative college-wide. The Career and Re-Entry Center is an excellent example of the counseling curriculum applied to college, major, and career exploration. The division offers seven unique courses that focus on various aspects of a community college student's educational journey.

Counseling programs, which are listed below, serve our students and college. Through collaboration with the academic divisions on campus, the Counseling Division has developed certificate and degree programs that serve our diverse student populations and foster student learning across all disciplines. Completion of our programs contribute to student's self-awareness and understanding of their life-long goals. Our programs allow students to reach a variety of goals such as earning a certificate, associate degree, or transfer to a four-year university.

Details regarding counseling services to be addressed in Student Support Services section page 236

EXISTING PROGRAMS

Counseling Certificates

General Education: CSU

General Education: IGETC

General Education: Full and Partial Transfer Certificates

Program: General Education

Associate Degrees

Fine and Applied Arts

General Studies: Fine Arts and Humanities

General Studies: Natural Sciences

General Studies: Social and Behavioral Sciences

Health Sciences

Liberal Studies

Physical Sciences

Social Sciences

ENROLLMENT TRENDS

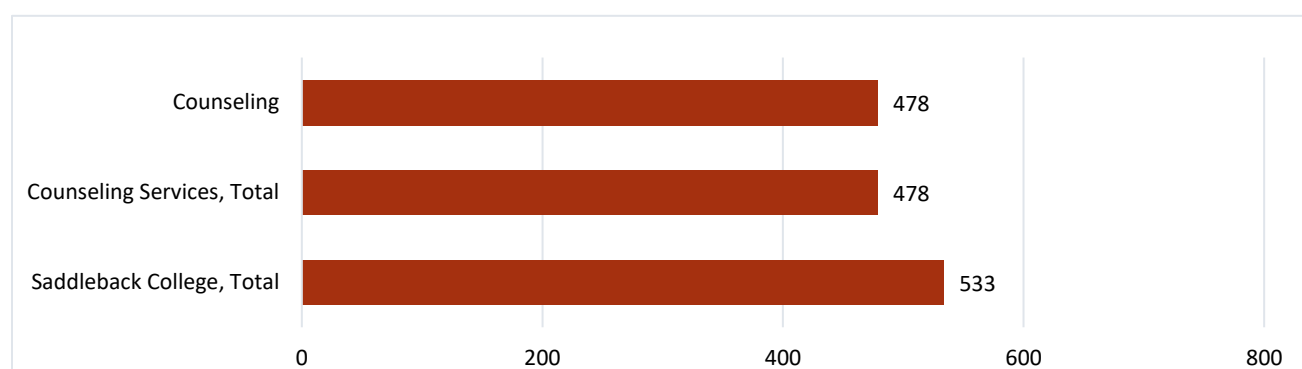
The enrollment trends within counseling courses include an increase in demand for transition from high school to college classes (Counseling 100). In addition, as experienced campus wide, there is a demand for more online counseling courses to meet the needs of online learners. The data below reflects an increase in counseling courses. A significant increase in both growth and productivity is expected beginning Spring 2020.

TABLE 4.5: ENROLLMENT AND PRODUCTIVITY, COUNSELING SERVICES AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	COURSE FILL RATE	TOTAL SECTIONS	FTES	WSCH	TOTAL FTEF	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	81.0%	4,934	17,189	617,870	1158.46	533
Counseling Services, Total	70.6%	76	181	5,438	11.37	478
Counseling	70.6%	76	181	5,438	11.37	478

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.3: COUNSELING SERVICES, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER FIGURE 1 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.6: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Counseling Services, Total	5.2%	1.3%	5.7%	1.4%
Counseling	5.2%	1.3%	5.7%	1.4%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.7: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Counseling Services, Total	74	64.3%
Counseling	74	64.3%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

The division has been successfully providing counseling courses to help students solidify their educational goal. Student Learning Outcomes for most of the counseling courses requires a completion of an educational plan (*My Academic Plan*) approved by the counseling faculty member.

TABLE 4.8: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Counseling Services - Retention	90.5%	89.8%	89.7%	89.2%	93.0%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Counseling Services - Success	76.7%	79.5%	77.2%	78.2%	82.2%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

CHALLENGES

Enrollment Management (Access, Retention, and Completion) Challenges

The greatest challenge for the division's instructional component is making students aware of counseling courses in their first semester of enrollment. While the counseling presence at South Orange County Community College District's ten feeder high schools and two continuation high schools has increased awareness about counseling courses among 18 to 19-year-old recent high school students, there is a still gap in awareness among students on campus who are not recent high school graduates and/or who are returning to college.

The Counseling Division's instructional component has challenges meeting the needs of online learners. An increase in the number of counseling faculty trained and ready to support an online learning environment is required to meet this demand.

Facility Challenges

Currently, Counseling courses are the last to be assigned a classroom and are often bumped at the last minute. The Gateway Building will help to address instructional facility challenges faced by counseling teaching faculty.

Human Resource Challenges

The Division has had two vacant full-time counseling positions due to retirement, open for the last three years. This loss in faculty has had an adverse impact on both our counseling instruction and counseling appointments.

Technology and Equipment Challenges

Counseling's off-campus counseling classes require that faculty bring a laptop and internet hot spot to teach at area high schools. Maintenance and refresh of this technology is costly and is at greater risk for damage and loss.

OPPORTUNITIES

Enrollment Management (Access, Retention, and Completion) Opportunities

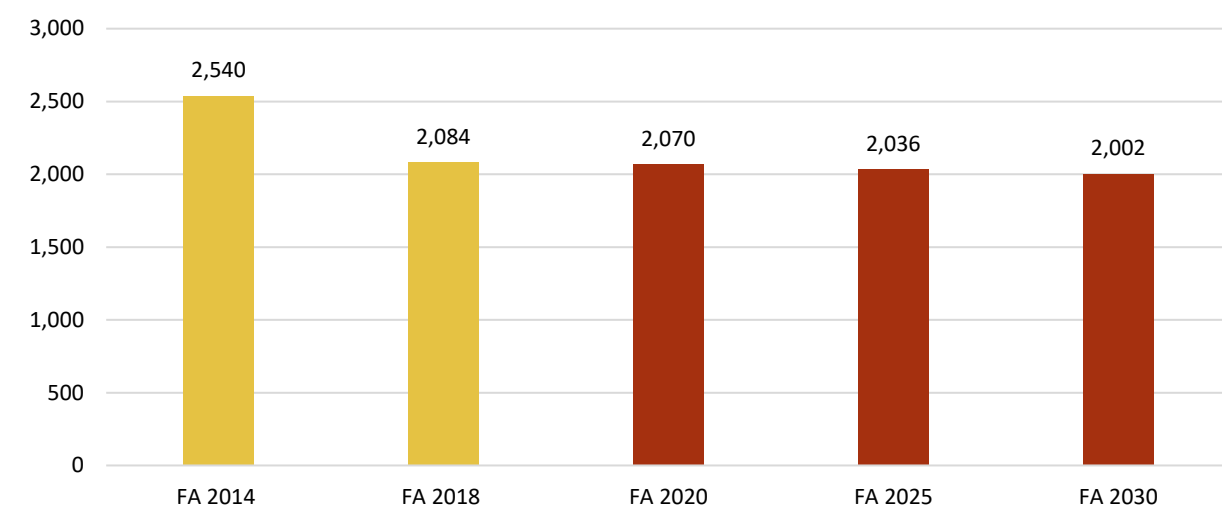
As a result of the Saddleback College Promise program, Counseling 100 (*College Success*) classes have seen dramatic growth in the last year, increasing from 340 students enrolled in this course during the Spring 2015 semester to over 1,670 students during the Spring 2020 semester.

In addition, the number of online counseling classes have been increased to meet the needs of online learners. Counseling faculty have also revised and updated the content in Counseling courses. Updates were submitted to curriculum and transfer partners, and beginning Fall 2020, most current Counseling courses will now be UC transferable. This is beneficial to all students, regardless of their transfer institution.

In Counseling courses, faculty have the opportunity to keep their students regularly updated on changing programs and criteria. These include AB 705; introduction of *Guided Pathways*; and student support opportunities such as financial aid, EOPS, CARE and CalWorks. Counseling faculty are supportive of *Guided Pathways* and will begin to incorporate pathways into the counseling courses.

There is an opportunity to offer contextualized counseling courses for each of the individual pathways to help support pathway exploration.

FIGURE 4.9: SCHOOL AND PROGRAM WSCH, COUNSELING SERVICES, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Counseling	2,540	2,084	2,070	2,036	2,002	-0.33%
Counseling Services, Total	2,540	2,084	2,070	2,036	2,002	-0.33%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE DIVISION

- Targeted marketing and outreach to non-traditional students (homeschooled and older adults)
- Increase access to programs and courses through online courses and technology innovations
- Address equity gaps for both in-person and online courses

ECONOMIC & WORKFORCE DEVELOPMENT AND BUSINESS SCIENCE

DESCRIPTION

The Business Science programs are a part of the Economic & Workforce Development and Business Science (EWDBS) Division of Saddleback College. This division is unique in that it houses both credit and non-credit instructional programs as well as instructional support services that connect the College and its programs to educational and industry partners in Southern Orange County.

The instructional programs of the EWDBS Division are focused in Business Science with four primary instructional departments: Accounting, Business, Computer Information Management (CIM)/Administrative Assistant and Real Estate. In addition, the division also coordinates Cooperative Work Experience (CWE) courses, which are work-based learning instructional courses, offered in multiple divisions across the College.

EXISTING PROGRAMS

Accounting

Accounting AS and Certificate

Computerized Accounting Specialist AS and Certificate

Tax Preparation AS and Certificate

Business

Business Administration AST

Business Communication Skills Certificate

Business Communications Certificate

Business Leadership AS and Certificate

Business Management AA

Entrepreneurship AS and Certificate

General Business Certificate

Global Business AS and Certificate

Human Resource Management OSA

Marketing AS and Certificate

New Media Marketing Certificate

Project Management OSA

Retailing and Selling AS and Certificate

Retail Management AS and Certificate

Computer Information Management

Administrative Assistant AS and Certificate

Applications Developer AS and Certificate

Business Information Worker I Certificate

Business Information Worker II Certificate

E-Commerce Specialist AS and Certificate

Information Security OSA

Network Administrator AS and Certificate

Office and Computer Skills OSA

Software Specialist AS and Certificate

Web Designer AS and Certificate

Webmaster AS and Certificate

Real Estate

Real Estate AS and Certificate
 Real Estate Appraisal AS and Certificate
 Real Estate Escrow AS and Certificate

ENROLLMENT TRENDS

Overall, the number of full-time enrolled students in the EWDBS Division has increased over the last five years. Enrollments in accounting and business are the most robust given that business is one of the top five-degree programs at the college. Often students in these programs are seeking to transfer to a four-year university in business administration and are required to take courses in both accounting and business.

The remainder of the instructional programs within the division traditionally serve students who are seeking training or retraining to enter the workforce. For these programs, the enrollment trends noted over the last five years show that there is a decline Fall to Fall semester. The decrease in enrollments in these programs could be attributed to lower demand, given the high employment rate. It is known that with a robust economy job opportunities increase, so demand for training and retraining to enter the workforce may not be as critical.

With regards to the decline in weekly student contact hours noted in table 4.10, this decrease is attributed to major curricular changes done in 2014-2015, resulting in the elimination of “to be arranged” (TBA) lab hours. This curricular change was made to increase efficiency and support student progression to completion. Due to this change in curriculum and a reallocation of resources to other courses, the division was able to generate more full-time equivalent students, despite the resulting decrease in weekly student contact hours.

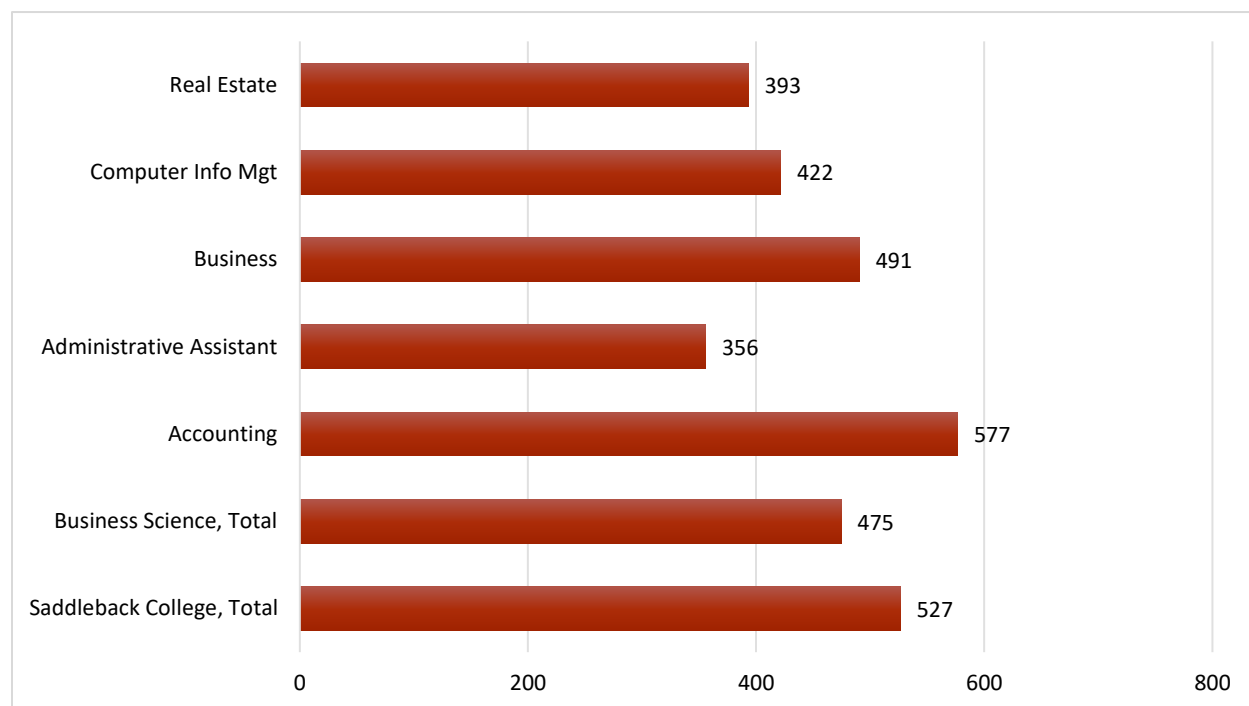
Lastly, it is important to note that the enrollment trends for the division differ from fall to spring. Spring enrollments usually trend higher than fall enrollments since the division serves a large number of older students, who usually decide to come back to school at the beginning of the calendar year in January as opposed to the fall term in August.

TABLE 4.9: ENROLLMENT AND PRODUCTIVITY, BUSINESS SCIENCE AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTEs	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Business Science, Total	363	68.5%	83.94	40,394	1,348	481
Accounting	76	80.9%	22.11	12,566	422	568
Administrative Assistant	7	46.3%	1.40	445	12	318
Business	122	75.0%	24.00	11,745	395	489
Computer Info Mgt	109	57.1%	26.80	11,570	376	432
Real Estate	49	61.9%	9.63	4,068	141	422

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.4: BUSINESS SCIENCE, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER FIGURE 1 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.10: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Business Science, Total	8.4%	2.0%	-3.7%	-0.9%
Accounting	15.0%	3.5%	6.8%	1.7%
Administrative Assistant	-5.9%	-1.5%	-64.6%	-22.8%
Business	18.1%	4.2%	16.3%	3.8%
Computer Info Mgt	3.8%	0.9%	-17.4%	-4.7%
Real Estate	-15.3%	-4.1%	-15.2%	-4.0%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.11: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Business Science, Total	358	67.0%
Accounting	71	83.7%
Administrative Assistant	7	49.5%
Business	116	71.4%
Computer Info Mgt	105	57.1%
Real Estate	58	58.1%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

Overall, the division programs are showing good retention trends over the last five years. These trends are slightly higher than that of the college. The increase in EWDBS retention rates between 2014-15 and 2018-19 could be attributed to the work that the division is doing to increase student engagement and to improve course offerings to meet student demand. Similarly, there has been an increase in student success in division programs over the last five academic years, however, the success rate remains slightly lower than that of the college.

TABLE 4.12: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Business Science - Retention	85.9%	88.2%	88.9%	89.0%	89.3%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Business Science - Success	66.9%	70.6%	71.0%	72.3%	73.0%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

The Business Science programs within the EWDBS Division have several challenges and opportunities based on the assessment of the programs over the last five years.

CHALLENGES

Enrollment Management (Access, Retention, and Completion) Challenges

The new Student-Centered Funding Formula (SCFF) has devalued FTES in favor of a new emphasis on success and supplemental allocations. While the EWDBS Division has increased success indicators and plans to continue prioritizing scheduling for completion, we lose out on supplemental funding compared to like departments in other college communities due to the lower actual number of economically disadvantaged students at the college and in our programs. This lower FTES funding amount also restricts innovation by delaying up to 30% of the final funding until after a student completes their program, and by implementing a three-year average to the funding formula. This change in the funding formula may negatively impact the creation of new programming.

Curriculum approval continues to be a time-consuming process. Single courses and programs often take at least one full year for local approval. This lessens our ability to respond to economic changes and industry needs.

Human Resource Challenges

The division has insufficient full-time faculty in Business Science given the need for new curriculum development in niche areas such as Logistics and Supply Chain Management, Business Statistics, and noncredit Career Development and College Preparation (CDCP) programming in Non-Profit Administration and Management, as well as apprenticeship programming in emerging fields.

OPPORTUNITIES FOR OUR DIVISION INCLUDE THE FOLLOWING

Enrollment Management (Access, Retention, & Completion) Opportunities

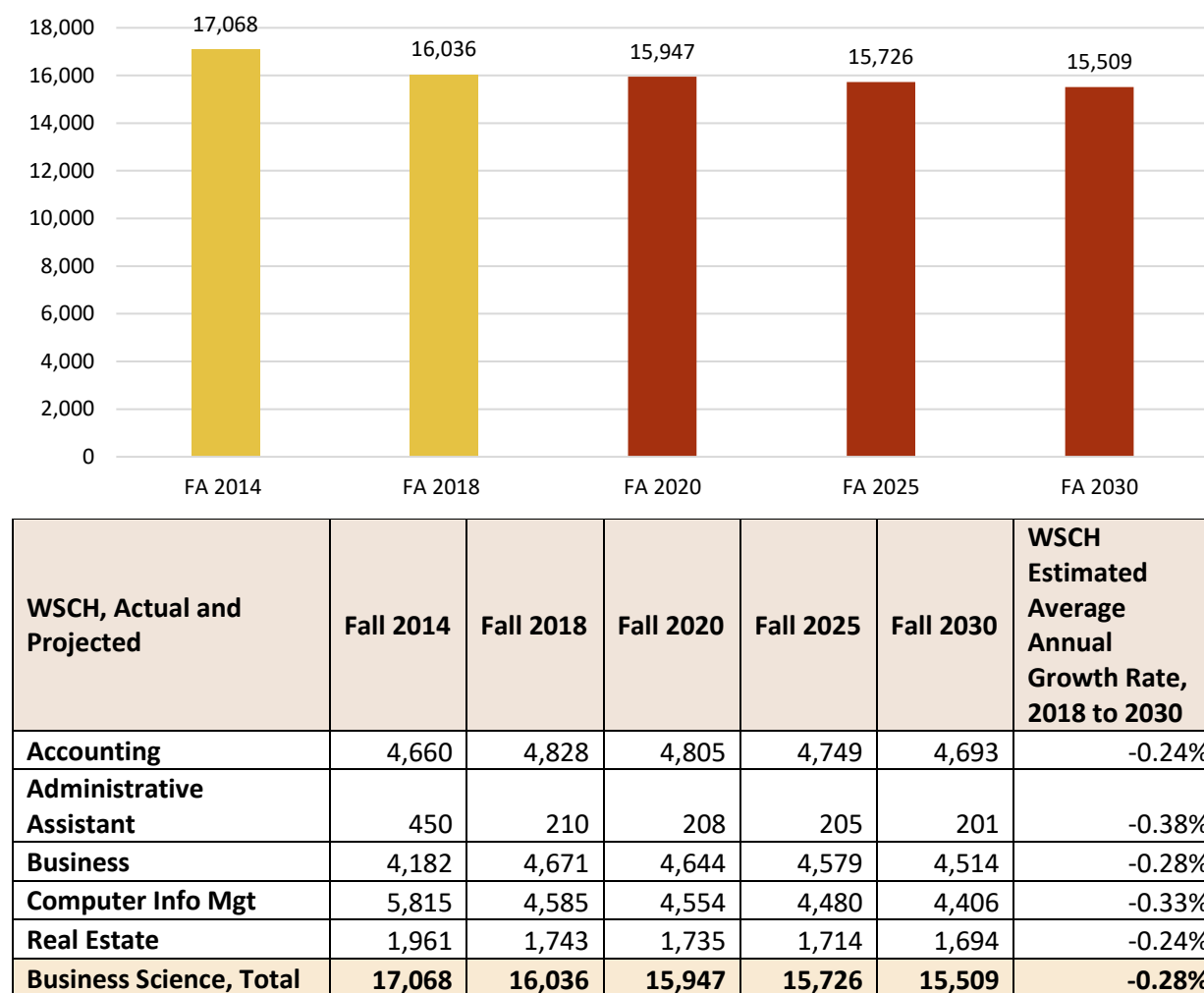
The division is updating and revamping instructional programming through new A.S. degrees and Certificates of Achievement, Career Development and College Preparation (CDCP) certificates of competency and completion, and contract education training for workforce agencies and industry partners.

EWDBS has embraced hybrid and online instruction to increase access to required courses for students who are hindered from coming to campus. An updated schedule of classes allows students to focus on completion of certificates and degrees, and curriculum modifications support new Certificates of Achievement in business and real estate and non-credit CDCP programming in CIM and business. This has allowed our division to buck the trends of the college and state by increasing FTES, while lessening our FTEF and improving overall efficiency over the past four years.

Human Resources Opportunities

For Fall 2020, the Business Division will be hiring an additional full-time faculty to support the program's growth and to expand its programs.

FIGURE 4.5: SCHOOL AND PROGRAM WSCH, BUSINESS SCIENCE, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE DIVISION

- Expand programming to meet new industry needs as well as the needs of upskilling incumbent workers (i.e. in Cyber/Network Security, Cloud Computing, Data Analytics).
- Increase access to programs and courses through online courses and technology innovations.
- Increase access to programs and courses through more effective scheduling.
- Leverage educational partners to increase completion of Career Education certificates and degrees for high school students.
- Leverage local industry partners to address incumbent worker training and build opportunities for apprenticeship and cooperative work experience.
- Update curriculum to lessen the total units required to 60 units maximum.
- Address equity gaps for both in-person and online courses.

EXTENDED LEARNING – ADULT EDUCATION

DESCRIPTION

The Saddleback College Adult Education program is within the Division/School of Extended Learning, which is comprised of Adult Education, Emeritus Institute, and Community Education. The primary purpose of Extended Learning is to provide high-quality academic programs, services, and enrichment opportunities for our community's lifelong success. Extended Learning is comprised of three units and offers instructional programs with classes taught in many facilities throughout the local community, in addition to course offerings on the Saddleback College campus. Included within the Extended Learning Division are the instructional programs of Adult Education and the Emeritus Institute. Community Education, which is offered separately from the college curriculum, is also included in the divisional responsibilities.

In Adult Education, many instructional courses are offered, such as Adult English as a Second Language (AESL) and Citizenship, Occupational and Academic Skills for Independence and Success (OASIS / Adults with Disabilities), and High School Equivalency (HSE). Our major strengths include the removal of non-academic barriers such as transportation, parking fees, and textbook fees, as well as by providing on-site counseling and tutoring. Our multi-lingual staff members are onsite to provide one-on-one assistance to every student through the application, placement, and registration processes. We also provide opportunities for our students to bridge seamlessly to higher education programs at the College. Since the summer of 2016, we have served approximately 3,400 students. We aim to provide accelerated learning opportunities for adult ESL students by offering non-credit pathways leading to either the workforce/higher education or better assimilation into the community.

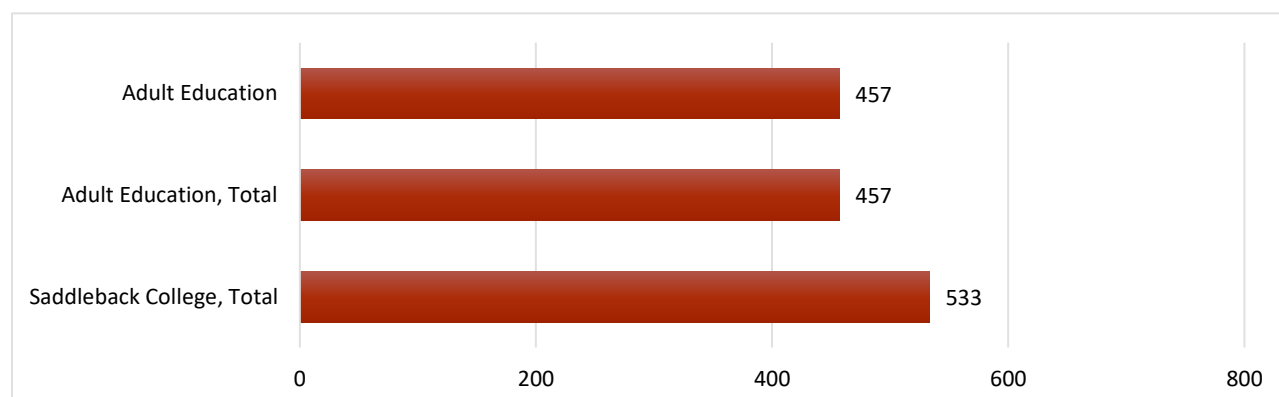
In addition, the Occupational and Academic Skills for Independence & Success (OASIS) program for Adults with Disabilities at Saddleback College offers an independent living and vocational curriculum that focuses on the needs of adults with disabilities in the South Orange County region to help students advance their level of independence, participate actively in their local community, and transition to academic courses or career pathways, as desired. Students in the OASIS Program build independent living skills, community awareness, social and mobility skills, and general vocational skills so that students can successfully identify life and vocational goals and apply the necessary skills to work and live more independently.

TABLE 4.13: ENROLLMENT AND PRODUCTIVITY, EXTENDED LEARNING AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19	COURSE FILL RATE	TOTAL SECTIONS	FTES	WSCH	TOTAL FTEF	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	81.0%	4,934	17,189	617,870	1158.46	533
Adult Education, Total	62.6%	104	425	23,249	50.88	457
Adult Education	62.6%	104	425	23,249	50.88	457

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.6: EXTENDED LEARNING, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER FIGURE 1 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.14: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Adult Education, Total	164.0%	27.5%	97.7%	18.6%

Note: Data for Adult Education based upon available data from FA 2015 to FA 2018.

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.15: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Adult Education, Total	67	68.5%

Note: Data for Adult Education based upon available data from FA 2015 to FA 2018.

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.16: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Adult Education - Retention	N/A	N/A	N/A	N/A	85.1%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Adult Education - Success	N/A	N/A	N/A	N/A	22.7%

Note: Data for Adult Education based upon available data from FA 2015 to FA 2018.

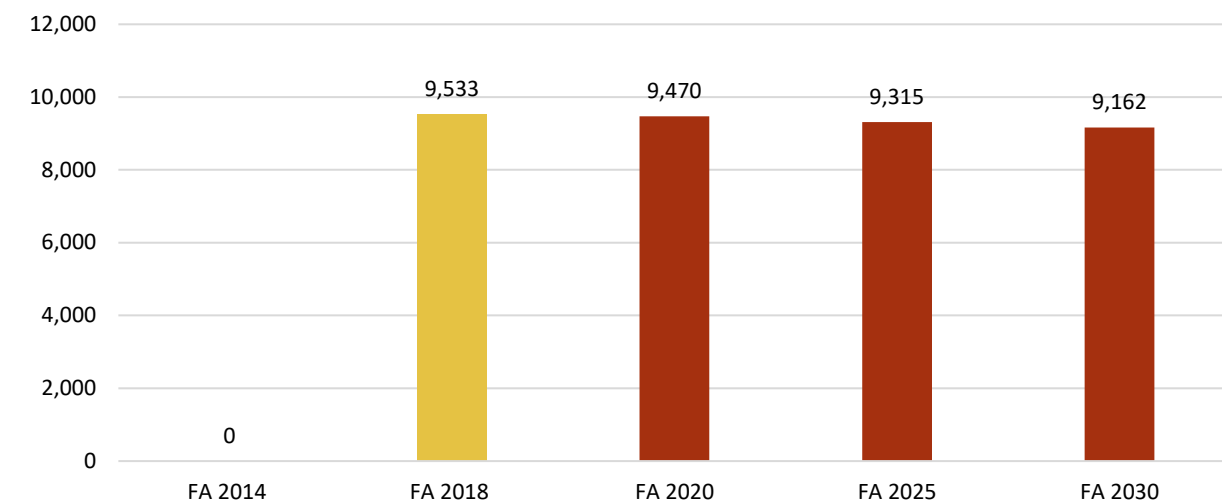
Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

The biggest challenge that Extended Learning faces is the sharing of facilities with K-12 partners, and the dependence on these partners to host our classes--which doesn't guarantee long-term commitment and use of space from K-12 administration. Also, there are issues related to the aging of the shared facilities, as well as providing adequate space. As our enrollment continues to grow, Extended Learning faces a shortage in the number of staff and faculty sufficient to meet the needs of our community. Additional course sections need to be added as well to meet student needs, particularly for AESL courses. Also, several certificates for AESL and OASIS that are in the hopper need to be processed. It is our goal to increase the number of CDCP certificates offered at our adult sites, such as Basic Computer Skills and other basic CTE certificates.

To address these challenges, we have finalized agreements with K-12 partners to ensure commitment from their administrators in sharing the space for our course offerings to community members. However, these agreements are not a guarantee of space for our programs in the future. For example, due to the prime location of one of our current main off-sites, the facilities may be sold to competing parties at any time. It is incumbent on us to have a backup plan in place.

FIGURE 4.7: SCHOOL AND PROGRAM WSCH, ADULT EDUCATION, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Adult Education	N/A	9,533	9,470	9,315	9,162	-0.33%
Adult Education, Total	N/A	9,533	9,470	9,315	9,162	-0.33%

Note: Data for Adult Education based upon available data from FA 2015 to FA 2018.

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE DIVISION

- Increase course offerings and certificates.
- Increase human resources to meet the demand for programs.
- Integrate the Adult Education program with other college programs to create a seamless transition for students.
- Continue to meet the needs of the community and prepare adults with disabilities for employment.
- Increase access to programs and courses through additional sites, online courses, and technology innovations.

EXTENDED LEARNING – COMMUNITY EDUCATION

DESCRIPTION

For more than 30 years, Saddleback College Community Education has served the needs of the South Orange County community by providing an array of high-quality, not-for-credit, fee-based classes, workshops, and activities that promote lifelong learning and personal success. Community Education classes for children, teens, and adults are developed and offered in response to community need as identified by feedback from participants, enrollment history, popularity of similar programs offered elsewhere, and current trends. The mission of the Community Education program is to encourage lifelong learning by providing educational and personal enrichment classes for children and adults of all ages and backgrounds. Saddleback Community Education is well known in the community, with strong college branding.

Extended Learning has a long-standing tradition of lifelong learning in our community through a multitude of course offerings. Our 30+ years in the College For Kids classes and After-School programs have made us a leader in the K-12 arena. We currently offer a wide array of self-supporting, not-for-credit, fee-based educational and personal enrichment courses for children and adults. A variety of K-12 Partnerships offerings include College for Kids, academic and enrichment programs for children, as well as the Before and After School Experience (BASE) program for elementary, middle, and high school students. For example, in Session 1 of Fall 2019, the BASE program enrolled 2,400 children, an all-time high. Both Community Education and the Emeritus Institute are well known in the community, with strong College branding. Community Education information for College For Kids and Gaucho Guide is distributed to over 300,000 South Orange County residents each year.

All community education classes are self-supporting and do not receive apportionment funding. Class offerings are listed in the Gaucho Guide, which is distributed every fall, spring, and summer to over 250,000 residents throughout the College's service area. A variety of K-12 program offerings are provided and include College for Kids, academic and enrichment programs for children 17 years of age and under, and the cornerstone Before and After School Experience (BASE) program for elementary, middle, and high school students.

ENROLLMENT TRENDS AND SUCCESS TRENDS

The **Before and After School Experience (BASE)** program was established in 2013 in partnership with the Capistrano Unified School District (CUSD). BASE offers a schedule of before- and after-school enrichment opportunities for K-8 students held at local elementary and middle schools, and tutoring offered for high school students. This program is comprised of four 8-week sessions. The program serves 45 CUSD school sites, which represents approximately 44,000 students in 700 programs offered every year. Annually, the program brings over 8,000 duplicated student registrations. The BASE program represents 52% of the Community Education budget revenue. In Fall 2019, the BASE program enrolled 2,400 children, an all-time high.

College For Kids (CFK), which includes **Summer Experience** and **Junior Gaucho Aquatics**, brings an average of 4,250 registrations per year. CFK is a six-week day camp program which brings hundreds of K-12 students to our campus in June, July, and August. A special CFK Power-Week session bridges the gap between the end of the school term and the beginning of CFK. Classes include: Academic Bridge

programs, swim lessons, arts and music, foreign languages, STEM, sports, culinary exploration, reading and writing, archaeology, and more. The Summer Experience program also offers enrichment opportunities and Academic Bridge classes at local schools during the summer months.

The success of the CFK program is attributed to the stellar Community Education staff and the employment of more than 50 CUSD educators to teach for the Saddleback Community Education as presenters. Over 200 programs are offered every summer. Additionally, Community Education coordinates the offering of five independent youth-serving summer camps: UCI Reading & Writing, Institute of Reading Development, Galileo, Camp Invention, and Emerald Cove. The summer program accounts for 27% of the Community Education budget revenue.

The **Adult Enrichment** program offers classes that include, but are not limited to: arts and music; sports and fitness; academic tutoring/homework assistance and study skills; Science, Technology and Math (STEM); Culinary exploration; business, career, and investment; foreign languages; and dance. Community Education presenters teach classes on campus. Currently the program is not growing at the same rate as the other Community Education programs. Recent analysis shows that the adult offerings since the 2016-17 year have decreased, and therefore, the number of adult participants has decreased as well. The decrease in need for adult programs may coincide with the increase in participation in Adult Education and the Emeritus Institute, both of which offer classes at no cost.

Table 4.17: Community Adult Enrichment Program Analysis, 2016-17 to 2018-19

Fiscal Year	2016-2017	2017-2018	2018-2019
Offerings	238	211	185
% Change	-	-11.34%	-12.32%
Students	2,297	2,192	1,856
% Change	-	-4.57%	-15.33%

Source: Data provided by Community Education Office

CHALLENGES AND OPPORTUNITIES FACING ADULT EDUCATION

CHALLENGES

Human Resources Challenges

Employees leaving for other opportunities, turnover of temporary staff, and insufficient budget to accommodate staff growth represent ongoing challenges. The continuity and efficiency of Saddleback Community Education requires that the program retain long-term employees. The inability to offer full-time employment results in losing well-trained employees, which negatively impacts the unit. While current level of staffing is acceptable, Community Education would certainly benefit from full-time staff.

Facilities Challenges

The Community Education office is located in the lower campus and is a freestanding structure. The current facilities are not big enough to support the staff and courses provided in Community Education. For the operations office, currently up to seven staff members share a small office building with no breakroom and a small restroom that does not afford staff privacy. Also, the air conditioning system does not work properly.

Finding adequate classroom space for the CFK summer program has also been a recurring challenge since the department does not have access to all classrooms on campus. Lastly, parking continues to be a concern for parents who take their kids to swim classes, since there are no short-term parking options, only daily parking options, available near the pool.

External Competition

Community Education offerings are in direct competition with the recreational programs of surrounding cities. Additionally, community college offerings rely heavily on the economic situation and ability of residents to pay the fees.

Research Challenges

The Community Education programs use a separate registration system. This makes it hard to track and identify the thousands of participants who, over the years, became Saddleback College students after graduating high school or later in life. Currently, the program is unable to track the success of young participants in Community Education programs.

Budget Challenges

With the continued increase in the cost of personnel salaries and benefits, it is a challenge for self-funded programs to sustain themselves. Even as Community Education increases its budget revenue, it is difficult to keep up with the operational cost.

OPPORTUNITIES

Marketing/Branding Opportunities

Community Education has a strong reputation in South Orange County. Because of this, new programs can be introduced with high success. In addition, CE has just updated its brand, embracing the E³ initiative: **EXPLORE | ENRICH | ENJOY!**

Facilities Opportunities

With new college facilities on the horizon, the ability to showcase Saddleback College's state-of-the-art facilities by conducting classes and workshops in the new venues will highlight the college. The new stadium and tennis courts will also create an opportunity to expand summer athletic youth programs. In addition, recent facility agreements with CUSD and SVUSD provide an opportunity to expand course offerings at the adult education sites.

Collaboration with College Programs

Community Education is working in association with the college credit programs to offer classes taught by full-time faculty. This is an opportunity to introduce the CE community to the college and its programs. For example, Community Education is working with the Music Department to offer the Jazz Camp, in what will be its second year in summer 2020. CE also works with the Kinesiology Division to provide the youth aquatics program.

Community Education is the perfect platform for faculty to experiment and can serve as an incubator for new programs/classes. Growing Community Education offerings that appeal to the community is an opportunity for Saddleback College to recruit future college students and enables the college to respond quickly to community needs.

FUTURE DIRECTION OF COMMUNITY EDUCATION

- Expand specialty programs such as the Before and After School Experience and College for Kids program to other local K-12 school districts.
- Strengthen overall college integration and bridge Community Education programs to other Saddleback College degrees and certificate programs.
- Maximize the Community Education reputation and brand to become the premiere program for parents seeking out-of-school learning opportunities for their children.
- Increase access for low-income families to the Before and After School Experience and College for Kids programs.

EXTENDED LEARNING – EMERITUS INSTITUTE

DESCRIPTION

The Saddleback College Emeritus Institute is within the Division/School of Extended Learning, which is comprised of Adult Education, Emeritus Institute, and Community Education. The mission of the Saddleback College Emeritus Institute is to promote lifelong learning by providing academically rigorous, mentally stimulating, socially engaging, and health improving courses for older adults throughout South Orange County. The Emeritus Institute offers non-credit, non-CDCP courses, and does not offer any completion awards (certificates or degrees).

The Emeritus Institute is one of the largest older-adult educational programs in the State of California and comprises approximately 24% of the total student body headcount at the College. The average age of students at the Emeritus Institute is 73 years old. The courses offered in the program are predominately at off-campus locations as a service to the community. The facilities used for these courses, at more than 30 community locations, are made available at no cost to the college through ongoing partnerships. These locations include city community centers and senior centers, libraries, churches, and senior living facilities.

There are three major academic departments in the program: Health, Fine and Performing Arts, and Humanities and Sciences. The courses in these instructional departments offer lifelong education that provide opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency. The course content areas listed in the tables below under each academic department represent a very diverse instructional offering that requires both theoretical and practical proficiency. As of academic year, 2020-2021, the Emeritus Institute offers 153 unique courses within its curriculum portfolio.

EXISTING INSTRUCTIONAL DEPARTMENTS AND COURSES

EMERITUS INSTITUTE – HEALTH

Curriculum Count as of Academic Year 2020-2021

Gerontology – 2

Health – 38

Health Sciences – 1

EMERITUS INSTITUTE – FINE AND PERFORMING ARTS

Curriculum Count as of Academic Year 2020-2021

Art – 52

Fashion – 10

Music – 10

Photography – 9

Theater – 1

EMERITUS INSTITUTE – HUMANITIES AND SCIENCES

Curriculum Count as of Academic Year 2020-2021

Accounting – 4

Biology – 1

Computer Information Management – 1

English – 10

History – 4

Humanities – 1

Philosophy – 4

Political Science – 2

Spanish – 3

Special Education Services/Lip Reading – 1

ENROLLMENT TRENDS

Saddleback Emeritus Institute courses are all non-credit, meaning they generate FTES through positive attendance. Each semester, site issues cause the cancellation of courses, which results in a drop in actual positive attendance hours, thus decreasing FTES. On average, regular attendance rates across all Emeritus Institute courses range between 60-65% of total classes attended.

The Emeritus Institute has increased enrollments to its highest level since 2009 and is currently serving the highest student headcount in the program's history. Health, art, and English generate the most FTES within the Emeritus Institute. On a year-over-year comparison, health, music, and English are the most productive. Within the enrollment data, humanities appear disproportionately productive, however this is due to the annual Spring semester Dorothy Marie Lowry Distinguished Guest Lecture Series, which is housed under the curriculum of EHUM 500 Modern World Culture. The course is 13.3% of 1 FTEF but regularly has an enrollment of over 600 students, thus producing massive efficiency in the spring semesters. Of note in 2018-2019, the Emeritus Institute began offering a new course in Gerontology, *Perspectives on Aging*, with a longtime and popular instructor. The course enrollment hovers around 300 students, significantly increasing productivity within the Gerontology curriculum area.

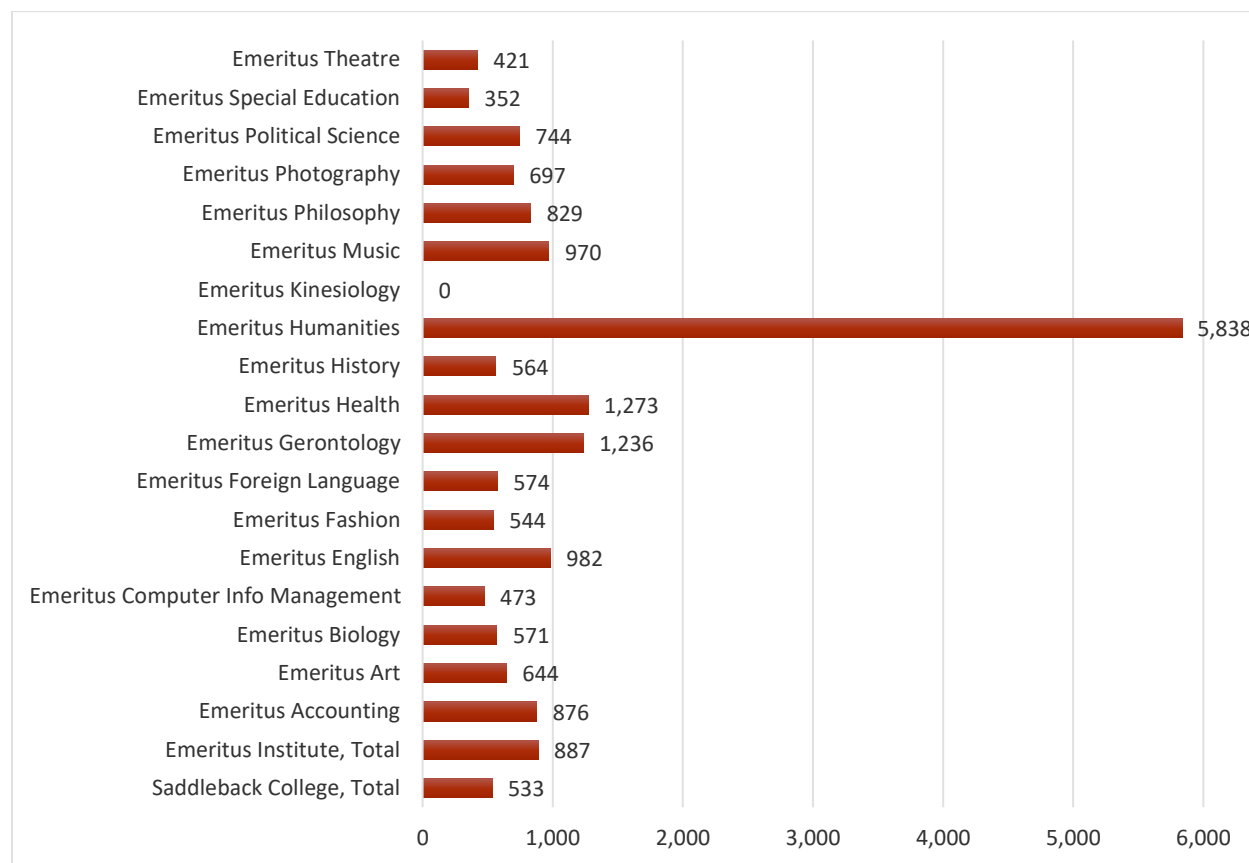
Student demand has remained strong within select curriculum areas. Between 2014 and 2018, Emeritus Institute FTES and WSCH grew by 17%, with significant increases in foreign language (Spanish), English (primarily, Film as Literature), and biology (Birds of the World). The increase in these three specific areas are due to course fill rates exceeding 100% and student requests for additional sections.

TABLE 4.18: ENROLLMENT AND PRODUCTIVITY, EMERITUS INSTITUTE AND SADDLEBACK COLLEGE, 2018-19
ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Emeritus Institute, Total	594	125.4%	79.95	70,942	1,528	887
Emeritus Accounting	20	130.7%	2.36	2,067	41	876
Emeritus Art	168	86.8%	25.81	16,624	378	644
Emeritus Biology	8	76.1%	1.44	822	18	571
Emeritus Computer Info Management	5	63.1%	0.60	284	5	473
Emeritus English	41	144.0%	6.75	6,631	157	982
Emeritus Fashion	18	74.0%	3.24	1,764	40	544
Emeritus Foreign Language	28	82.9%	3.64	2,090	61	574
Emeritus Gerontology	5	215.6%	0.86	1,063	24	1,236
Emeritus Health	204	166.6%	22.59	28,752	591	1,273
Emeritus History	13	81.9%	1.51	851	16	564
Emeritus Humanities	2	843.3%	0.26	1,518	19	5,838
Emeritus Kinesiology	0	#DIV/0!	0.00	0	0	0
Emeritus Music	28	131.6%	3.60	3,493	77	970
Emeritus Philosophy	6	125.2%	0.72	597	13	829
Emeritus Photography	18	93.1%	3.06	2,134	41	697
Emeritus Political Science	23	107.5%	2.51	1,868	40	744
Emeritus Special Education	3	48.1%	0.52	183	3	352
Emeritus Theatre	4	56.1%	0.48	202	4	421

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.8: EMERITUS INSTITUTE, PRODUCTIVITY BAR CHART (WSCH/FTEF), PER FIGURE 1 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.19: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018- 19	AVG ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018- 19	AVG ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Emeritus Institute, Total	17.1%	4.0%	17.3%	4.1%
Emeritus Accounting	2.5%	0.6%	6.1%	1.5%
Emeritus Art	12.2%	2.9%	14.6%	3.5%
Emeritus Biology	50.0%	10.7%	33.7%	7.5%
Emeritus Computer Info Management	NA	NA	NA	NA
Emeritus English	76.4%	15.2%	49.4%	10.6%
Emeritus Fashion	17.6%	4.1%	2.7%	0.7%
Emeritus Foreign Language	154.2%	26.3%	143.6%	24.9%
Emeritus Gerontology	300.0%	41.4%	265.3%	38.2%
Emeritus Health	6.7%	1.6%	8.5%	2.1%
Emeritus History	45.5%	9.8%	38.6%	8.5%
Emeritus Humanities	-26.9%	-7.5%	38.3%	8.4%
Emeritus Kinesiology	-100.0%	-100.0%	-100.0%	-100.0%
Emeritus Music	18.5%	4.3%	32.9%	7.4%
Emeritus Philosophy	-23.5%	-6.5%	-31.9%	-9.2%
Emeritus Photography	13.9%	3.3%	21.4%	5.0%
Emeritus Political Science	21.2%	4.9%	14.5%	3.4%
Emeritus Special Education	0.0%	0.0%	29.8%	6.7%
Emeritus Theatre	100.0%	18.9%	77.2%	15.4%

***Note: CIM trend data not available, since enrollment data for 2017 and 2018**

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.20: SECTION COUNT, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVG NUMBER OF SECTIONS, 2014-15 to 2018-19
Saddleback College, Total	5,193
Emeritus Institute, Total	572
Emeritus Accounting	20
Emeritus Art	160
Emeritus Biology	7
Emeritus Computer Info Management	2
Emeritus English	36
Emeritus Fashion	20
Emeritus Foreign Language	22
Emeritus Gerontology	3
Emeritus Health	202
Emeritus History	13
Emeritus Humanities	4
Emeritus Kinesiology	0
Emeritus Music	28
Emeritus Philosophy	10
Emeritus Photography	19
Emeritus Political Science	20
Emeritus Special Education	3
Emeritus Theatre	4

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

The Emeritus Institute successfully provides instruction to students enrolled in its various departments. In 2019, the Emeritus Institute conducted a survey of students who took at least one Emeritus Institute course between 2014 and 2018. Over 90% of students reported that the Emeritus Institute either meets or exceedingly meets their expectations. Additionally, as noted in Figure 3 above, the rate of growth of the Emeritus Institute exceeds the percentages attained by the college.

About 10% (approximately 200) of Emeritus Institute student survey respondents indicated they were interested in taking credit courses at the Saddleback College campus. While not a dramatically large number, there is a small sub-population of Emeritus Institute students that want to take advantage of courses specifically within the areas of computer software, horticulture, and culinary arts offered by the respective academic divisions on campus. In partnership with the other academic divisions, the Emeritus Institute looks to encourage students to flow between credit and non-credit courses so students can take advantage of the full breadth of Saddleback College's offerings.

Students continue to take advantage of the open repeatability of Emeritus Institute courses, enrolling semester after semester with no impending reason to exit out of the courses except for personal reasons.

TABLE 4.21: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Emeritus Institute - Retention	N/A	N/A	N/A	N/A	N/A

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Emeritus Institute - Success	N/A	N/A	N/A	N/A	N/A

Note: No Retention and Success Rate data available for Emeritus Institute

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE EMERITUS INSTITUTE

Figure 4.10 below, accurately reflects the leveling out of the Emeritus Institute's enrollment growth over the next 10 years due to various factors including: enrollment management, facilities, FTES apportionment rates, human resources, and market competition.

CHALLENGES

Enrollment Management Challenges

With Emeritus Institute courses, students are able to enroll an unlimited number of times. This creates a unique enrollment challenge within the Emeritus Institute, as students build affinity for specific instructors, courses, and sites. Making changes to course content, moving a course from one location to another, changing an instructor, or changing times, affects the habits of students who build their schedules around the regular scheduling of "their" Emeritus Institute courses. This presents an enrollment challenge to meet student demand within specific geographic regions in which courses may or may not be offered. Offering the same courses at the same location, day, and time semester after semester can be positive, but also creates stagnation within the offerings of the program. Strategic enrollment management requires a refreshing of curriculum, course offerings, and a purposeful cycling of courses throughout the South Orange County region to generate demand, determine which courses can run successfully in new locations, and to encourage students to experience new content through new instructors. Balancing student satisfaction with innovation is a semester-by-semester challenge but is vital to the growth of the Emeritus Institute.

Enrollment management within the Emeritus Institute encompasses branding, marketing, advertising, business process analysis, admissions, enrollment, retention, FTES production, instructor efficiency, course placement, section counts, course fill rates, student satisfaction, faculty and student retention and satisfaction, site attainment, and staffing levels.

External Facility Challenges

The generosity of community centers, residential facilities, libraries, and cities to offer spaces at no cost allows the Emeritus Institute to fulfill its mission. However, as the older adult population continues to grow within South Orange County, there is a need to expand to new locations. Many facilities do not offer the types of rooms needed to offer the most popular types of Emeritus Institute courses, art and health. Additionally, over the past five years, there is a growing sentiment among some of the teaching site partners that the educational offerings and benefits to community members do not outweigh the

cost of offering locations to the Emeritus Institute at no cost. Therefore, it is possible that the opportunity to utilize the facilities at no cost will be changed or eliminated at some point in the future.

Some facilities are increasing ancillary costs, (student parking passes), in order to grow their revenue and to decrease classroom usage by students who may not live in the residential community hosting the courses. At present, the only types of facilities that could adequately host courses for the Emeritus Institute are local churches. While there are many religious institutions around South Orange County, these buildings could typically only host a few courses during the week. Building relationships with off-campus locations that are limited in their course hosting capacity is not an effective use of the human resources required to maintain the relationship.

Internal Facility Challenges

The Saddleback College campus has many classroom settings that align with the Emeritus Institute curriculum. However, at present, there are only six sections of Emeritus Institute courses offered on the Saddleback College campus. There are factors that present difficulties to offering Emeritus Institute courses on campus and then marketing the courses to students.

Internal challenges also include the need to clarify how the cost of equipment maintenance can be equitably distributed and shared when facilities are utilized by multiple academic areas. More work is necessary to formalize processes for cross-marketing programs and sharing of physical spaces on campus. This will aid in the flow of students between academic divisions instead of creating silos and competition for students.

Additional internal challenges when using campus facilities are the mandatory health fee for students who take courses on campus. Most Emeritus Institute students are on fixed incomes and are typically covered by private or government medical insurance. Paying for additional health coverage through Saddleback College creates a barrier for students to come to campus to take classes. Additionally, Emeritus Institute students state that the parking fee, parking limitations, and navigation of the campus all contribute to a lack of desire to take classes on campus. These are internal barriers which need to be addressed to attract Emeritus Institute students to campus.

FTES Apportionment Rate Challenges

With the new funding formula, Emeritus courses are not able to generate any revenue from the 30% of funding based on equity and outcome metrics. In addition, the rate at which Emeritus non-credit courses are funded is lower than that of credit courses. Twenty-four percent of Saddleback College's student headcount is made up of older adults within the Emeritus Institute, while the Emeritus Institute generates about 10% of the Saddleback College's FTES revenue. This presents a gap in current and future revenue generation due to the need to temper Emeritus Institute course offerings within the community due to the disproportionate State funding rates for non-credit education.

Due to this inequity of funds versus the cost of service, there is a constant thread of conversation about the extended value and ability to fund Emeritus Institute courses. These conversations create a sense of unease and a lowering of morale among faculty, staff, administrators, and students.

Market Competition

As the older adult population of South Orange County continues to increase, local city recreation departments and residential communities are increasing their own senior and older adult education programming. Typically, recreation courses are revenue generating for cities and residential communities and are marketed specifically to residents of those locations. There are increased requests to the Emeritus Institute by cities which host Emeritus Institute courses at their facilities to report on the number of students taking classes at the facilities who live in the specific city or community.

Human Resource Challenges

As of 2019, there are only two full-time faculty members within the Emeritus Institute, both in the Art Department, as a result of the lower funding rates and regulatory constraints. With only two full-time faculty, there is a strong reliance on over 80 part-time faculty members. Given the large number of faculty and locations, the increased need to provide administrative oversight and support is also challenging. This lack of full-time faculty within the Emeritus Institute also creates a void for faculty representation within shared governance.

Technology and Equipment Challenges

By nature of offering nearly all Emeritus Institute courses off-campus, the Emeritus Institute is expected to equip the off-site classrooms and labs with necessary technology and equipment to meet the instructional needs of our courses and programs at the division level. The Emeritus Institute frequently purchases new equipment and technology such as: televisions, computers, projectors, DVD players, microphones, speakers, art easels, fans, kilns, exercise equipment, and white boards. This creates an additional cost on the Emeritus Institute that is not typically passed on to other areas. On-campus, classroom technology and equipment are handled through regular refreshes by the College and not by specific divisions.

OPPORTUNITIES

Enrollment Management Opportunities

Non-credit FTES increases only when attendance increases, triggering a focus on attendance within the Emeritus Institute. This is a new initiative that has not been documented within Emeritus' history. Faculty and staff are being trained and encouraged to work "regular attendance" language into their interactions with students. In the Summer 2019 and Fall 2019 terms, the Emeritus Institute partnered with the Division of Fine Arts and Media Technology to provide free event tickets to students who attend an Emeritus Institute course at least 80% of the time. This initiative continues into the Spring 2020 semester and is too early to determine the incentive's impact on attendance.

Facility Opportunities

In conversation between the Division of Kinesiology and Athletics and the Emeritus Institute, there is a combined agreement that a Health and Wellness Center at the Saddleback College campus would serve the interests of both academic areas. This would enable both areas to meet the needs of current and future students who are interested in lifelong learning and developing health, wellness, and strength through purpose pedagogy that directly benefits the community.

Updated Market Focus

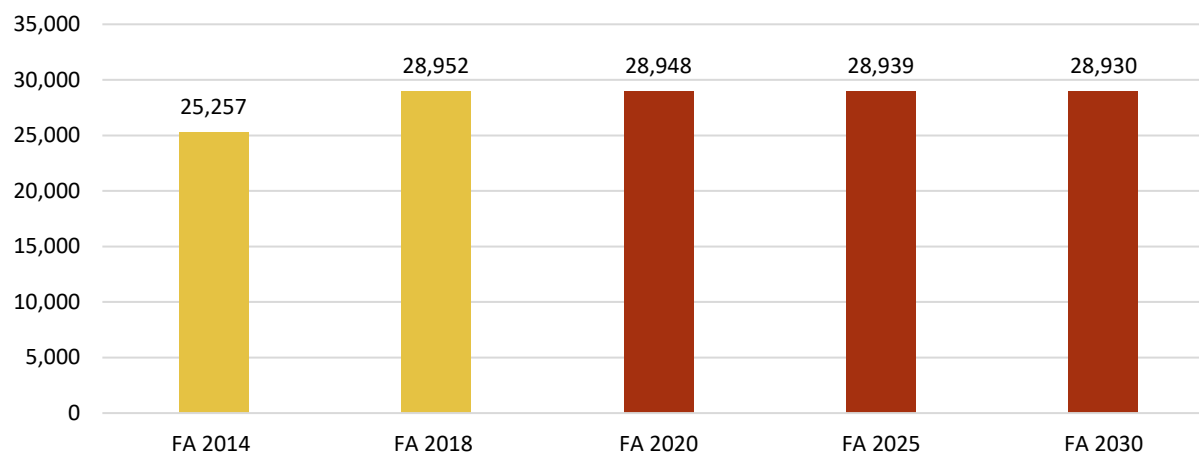
The Emeritus Institute must continue to plan for the older adults who will be joining the Emeritus Institute over the next ten to fifteen years. New students will be the last of the “Baby Boomers” and the early-to-mid Gen-Xers. Technological competence, individualism, entrepreneurship, and flexibility are key characteristics of the incoming cohorts to the Emeritus Institute.

The “Greatest Generation” older adult who was born in the 1910s-1930s and who began taking classes when the Emeritus Institute began in 1976, will no longer serve as the majority of students within the Emeritus Institute. Business practices, andragogy, class delivery methods, and staff support will have to adapt to a different generation of older adults. Though they may be “older,” these new, older-adults may have similar expectations to those of Millennial and Gen-Z students. Instantaneous service, flexible delivery methods of curriculum, 24-7 contact with the Emeritus Institute brand, and refreshed, updated curriculum will all be expectations of new students. Without a focus on the upcoming market of the new, older-adult, the Emeritus Institute will miss its mark in meeting the lifelong learning needs of older adults in the South Orange County region.

FUTURE DIRECTION OF THE EMERITUS INSTITUTE

- Enhance and update programming to meet community needs.
- Expand full-time staffing capacity to increase service to the community.
- Strengthen overall college collaboration with Kinesiology and Fine Arts and Media Technology Divisions.
- Strengthen collaboration with Irvine Valley College to ensure that the District as a whole is meeting the needs of older adults.
- Strengthen collaboration with Adult Education and other academic divisions to create Encore Career programs for the next generation of older adults.
- Identify more stable or permanent facilities in local communities that serve seniors.
- Seek opportunities to increase the funding rate for Emeritus courses.

FIGURE 4.9: SCHOOL AND PROGRAM WSCH, EMERITUS INSTITUTE, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Emeritus Accounting	774	882	881	879	877	-0.05%
Emeritus Art	6,342	7,050	7,050	7,050	7,050	0.00%
Emeritus Biology	243	312	312	311	311	-0.04%
Emeritus Computer Info Management	0	116	116	116	116	-0.01%
Emeritus English	1,754	2,746	2,746	2,746	2,746	0.00%
Emeritus Fashion	786	858	857	855	853	-0.05%
Emeritus Foreign Language	386	840	840	839	837	-0.02%
Emeritus Gerontology	144	117	117	116	116	-0.06%
Emeritus Health	10,776	11,604	11,604	11,604	11,604	0.00%
Emeritus History	264	388	388	387	387	-0.02%
Emeritus Humanities	106	102	102	102	102	-0.04%
Emeritus Kinesiology	396	0	0	0	0	N/A
Emeritus Music	1,219	1,602	1,603	1,605	1,607	0.03%
Emeritus Philosophy	452	284	284	283	281	-0.08%
Emeritus Photography	789	987	987	985	984	-0.02%
Emeritus Political Science	700	868	868	866	865	-0.02%
Emeritus Special Education	78	84	84	84	83	-0.06%
Emeritus Theatre	48	112	112	112	112	-0.01%
Emeritus Institute, Total	25,257	28,952	28,948	28,939	28,930	-0.01%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FINE ARTS AND MEDIA TECHNOLOGY

DESCRIPTION

The Fine Arts and Media Technology (FAMT) division includes the following departments, programs and services: Cinema-TV-Radio, Music, Theatre Arts, Entertainment-Theatre Technology, Photography, Studio Art, Art History, Communications, Channel 39 (campus television station), 88.5/HD2/OCRock, an art gallery, the production of theatre shows and musical concerts, guest artists and masterclasses/guest lecturers. FAMT also serves the College by hosting numerous campus events throughout the year, as well as community programs and outside rentals. The 405-seat McKinney Theatre is the primary performing space for theatre and music productions as well as both College and District activities. FAMT focuses on a high-quality arts education that emphasizes both the technical aspect of artistic creation as well as the importance of community engagement. FAMT has also put a high priority on creating a community of arts learners who understand and appreciate the importance of the arts in society and culture.

EXISTING PROGRAMS*

Art
Art Degree
Studio Art Degree
Art History
Art History Degree
Cinema-Television-Radio
Cinema-Television-Radio Degree and Certificate of Achievement
Critical Studies Degree and Certificate of Achievement
Post Production Degree and Certificate of Achievement
Screen Acting and Voice Performance Degree and Certificate of Achievement
Communication Studies
Communication Studies Degree
Music
Music Degree
Music Production Entrepreneurship Certificate of Achievement
Photography
Photography Degree
Entertainment - Theatre Technology
Theatre Arts Entertainment and Theatre Tech Certificate of Achievement
Theatre Arts Technical Theatre Degree
Theatre Arts
Theatre Arts Degree
Theatre Arts Performance and Acting Degree

***Occupational Skills Awards Excluded**

ENROLLMENT TRENDS

The FAMT Division offers instruction that support both high capacity curriculum as well as instruction that is dependent on small class size. Classes that involve a) student's individual performance (all speech classes, music performance, acting), b) specialized construction (ETT, Studio Art), or are c) equipment specific (Photography; Cinema, TV, Radio (CVTR); Commercial Music) each require smaller class sizes thereby creating a lower productivity rate across the Division.

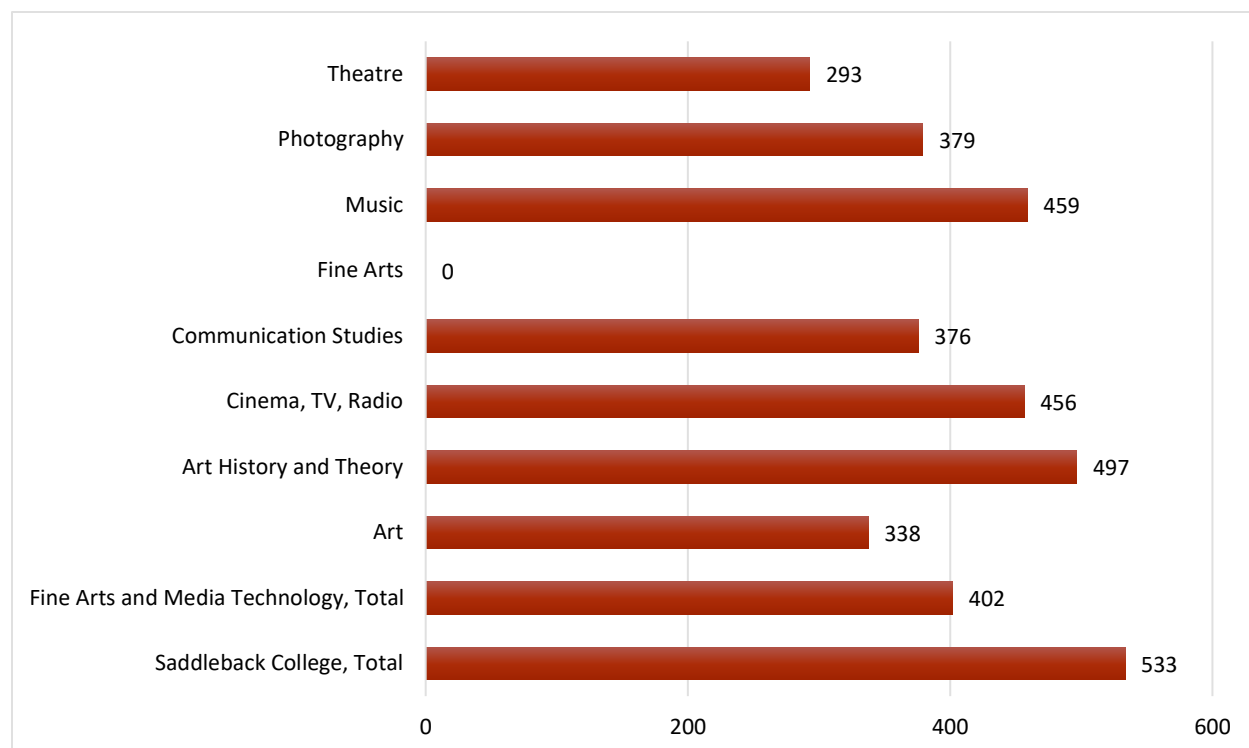
FAMT was particularly affected by the course repeatability limitation that occurred in 2012/2013. Because of the number of skill-building classes in Art, Music, Photography, Theatre and CTVR, the division has been struggling to recover from the lower enrollment created by students who were no longer eligible to enroll in classes. Also, as the Emeritus program has increased its offerings with non-credit classes, students who were previously able to take the credit option switched to the non-credit option. While this benefits students who have timed out, Emeritus classes are marketed to students who could take the credit options but may not know about Saddleback's identical for-credit programming. If students were encouraged or directed to the credit classes first, enrollment in the Arts could increase dramatically. The popularity of Emeritus Arts programming shows that there is a large and even growing interest for the same programming that is already being offered within the FAMT Division.

TABLE 4.22: ENROLLMENT AND PRODUCTIVITY, FINE ARTS AND MEDIA TECHNOLOGY AND SADDLEBACK COLLEGE, 2018-2019 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTEF	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Fine Arts and Media Technology, Total	548	75.9%	128.65	51,703	1,786	402
Art	69	63.5%	23.27	7,854	284	338
Art History and Theory	28	75.4%	5.60	2,781	94	497
Cinema, TV, Radio	125	91.6%	28.64	13,073	482	456
Communication Studies	138	76.8%	29.20	10,972	366	376
Fine Arts	0	N/A	0.00	0	0	N/A
Music	124	68.7%	24.99	11,467	372	459
Photography	27	91.7%	6.85	2,597	89	379
Theatre	37	56.5%	10.10	2,959	100	293

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.10: FINE ARTS AND MEDIA TECHNOLOGY, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER TABLE 4.22 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.23: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Fine Arts and Media Technology, Total	-4.0%	-1.0%	-5.4%	-1.4%
Art	-18.2%	-4.9%	-19.6%	-5.3%
Art History and Theory	-24.2%	-6.7%	-24.5%	-6.8%
Cinema, TV, Radio	8.1%	2.0%	4.6%	1.1%
Communication Studies	-6.9%	-1.8%	-9.6%	-2.5%
Fine Arts	-100.0%	-100.0%	-100.0%	-100.0%
Music	14.4%	3.4%	15.9%	3.8%
Photography	-17.6%	-4.7%	-19.8%	-5.4%
Theatre	-12.3%	-3.2%	-12.6%	-3.3%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.24: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Fine Arts and Media Technology, Total	584	70.3%
Art	71	67.8%
Art History and Theory	36	71.5%
Cinema, TV, Radio	120	89.0%
Communication Studies	146	69.7%
Fine Arts	2	43.3%
Music	132	59.7%
Photography	33	82.4%
Theatre	44	50.6%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

Retention and Success Rates are higher for FAMT as compared to the average rates for the college. This may be due to the number of activities offered to enhance student engagement, the importance of smaller class sizes and the amount of time spent with individualized instruction. Cinema, TV, Radio (CVTR) has created numerous certificate programs that have encouraged a higher level of completions in film production.

TABLE 4.25: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Fine Arts and Media Technology - Retention	89.6%	90.7%	90.7%	90.8%	91.7%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Fine Arts and Media Technology - Success	78.4%	79.4%	80.3%	80.4%	82.4%

Data Source: SOCCCD inFORM Data Warehouse

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

CHALLENGES

FAMT has a diverse spectrum of specific programmatic needs which provides challenges for the division. This includes equipment maintenance, facility shortfalls, supplies for instruction, recruitment and retention of students in production, as well as maintaining a strong connection with the community through concert and event offerings.

Enrollment Management (Access, Retention, and Completion) Challenges

Repeatability issues have affected nearly every program in the FAMT Division. Each discipline requires different amounts of “skill building” and practice, which must occur over multiple semesters. Art, theatre, and music programs have been especially hard hit because of the insufficient amount of class time now available to students.

Retention rates are high throughout FAMT due to the many opportunities for student engagement and the quality of instruction. FAMT is working on recruitment specific plans to allow for a larger stream of students to be directed into for-credit Arts programs. There has been an increase of FAMT students who have foregone for-credit enrollment for the non-credit option in the Emeritus Program. Some faculty has suggested that enrollments have suffered when class offerings are too similar in both FAMT and Emeritus. More study needs to happen to determine if this is the case.

Facility Challenges

Music has repeatedly listed facility concerns about the music performance/rehearsal facilities through every cycle of Program Review. There are currently no venues on campus that adequately support the performing ensembles with appropriate acoustical properties, audience size, or the number of ensembles at the college. Students do not have appropriate rehearsal facilities or access to practice facilities that accommodate small or large ensembles. McKinney Theatre, while it is a very good theatre space, is not appropriate for music. An apt comparison would be to ask the football team to play on a basketball court or a baseball team to play on the football field. Theatre dressing rooms, costume shop, and storage areas are incredibly and embarrassingly deficient and, in many cases, dangerous to both students and staff.

Communications (Speech) needs to have a centralized location and reserved classroom space that is specific to the curriculum needs. The geography of FAMT proves challenging in that classes operate in FA, BGS, LRC, Building W, and *the Village*. Currently, the Communications Department has no assigned classrooms, centralized offices, or adequate rehearsal space for the Speech/Debate team, something the Office of Instruction has been trying to resolve. CTVR is also at a disadvantage given the separation of the LRC Studios on the opposite side of campus from Building W and *the Village*, where faculty offices and CTVR computer labs are housed. Studio Art has had continued issues with inadequate studio facilities and multiple safety concerns with faulty electrical and ventilation systems that do not meet OSHA standards. The College Resource Committee has allocated money to address the electrical concerns, and the project is currently being assessed. The fifty-year-old kilns will need to be replaced, lighting needs to be upgraded, and storage needs will need to be addressed in the next five years. Photography is also in need of larger classroom and laboratory space so that students can work more safely and efficiently.

Human Resource Challenges

CTVR currently does not have enough full-time instructors to support students or the curriculum adequately. FAMT requested two positions for 2020-2021 (a new position and a replacement position). Currently, there are only three full-time faculty for 1,650 students. Music will be needing a replacement Composition/Theory professor to offer core classes for every music major. There are many unfilled support positions throughout the division that will need to be filled in the near future, especially to accommodate student recruitment and retention. Photography has had difficulty given the frozen positions that have prohibited the hiring of adequate support staff. Without the appropriate staffing levels to monitor the large quantity of equipment and supplies, it is extremely difficult to support and encourage student success within the photography curriculum. FAMT has had challenges with being able to operate the art gallery since the retirement of previous gallery directors and lab techs assigned to the gallery. Faculty have identified a viable solution that will reopen the gallery in the spring of 2020. Unfortunately, this will leave the sculpture/metals/ jewelry and 3D design area, an equipment and safety intensive area, without full-time oversight or area expertise. In the last four years, the art department has gone from six full-time area experts (Painting, Drawing, Foundations, Printmaking, Ceramics, Sculpture/Metals/3D) to now only three, which has made it incredibly difficult to support the curriculum while maintaining safety standards and equipment.

Technology & Equipment Challenges

Studio Art will be needing replacement kilns in the next five years in order to maintain safety standards. The current kilns have not been replaced in the last twenty years, nor has most of the equipment throughout the program. Studio Art has also requested dedicated computer labs that could serve all the Art curriculum and allow students to learn discipline specific technology. Both Studio and McKinney theatre will soon need technology updates to keep up with industry standards.

Perhaps the greatest challenge that FAMT faces is the lack of data that illustrates the community impact of the work that occurs in this division. In 2016-2017, FAMT sponsored 138 productions with total revenue of \$139,602.91 and 18,343 people attending concerts. In 2017-2018, FAMT sponsored 105 events with \$112,881 in revenue and 14,354 people attending concerts. In 2018-2019, FAMT produced 100 events with total revenue of \$134,494, and 13,472 people attending concerts. The fluctuation in revenue and audience declines can be attributed to the loss of the popular *Summer of Theatre*, a vacancy in the FAMT Public Information Officer position, a sharp reduction in staffing and administration shifts within the division, and cutbacks in Theatre productions. This data, combined with FTES, WSCH and fill rate, gives a more accurate representation of the work of FAMT.

OPPORTUNITIES

Enrollment Management (Access, Retention, and Completion) Opportunities

FAMT is taking a more proactive stance in recruitment. There has been a considerable amount of time invested in connecting more directly with local high school arts programs by taking ensembles, students, faculty, and staff directly into the high schools to meet with potential FAMT students. We also have initiated more outreach and are developing strategies that will increase the visibility of our programs in K-12 schools. Curriculum and scheduling are also being adjusted to reflect the needs of Saddleback College students and to create more clear pathways for completion. There is more communication with counselors to assure that FAMT students are correctly advised in the correct major classes to take. FAMT has been particularly successful in overall retention rates as compared to the college average.

Perhaps this can be attributed to classes that foster student engagement, film production teams, music ensembles, theatre productions, and communal art space/projects. Communications is beginning to develop a curriculum that can be offered online that will hopefully mitigate a bottleneck with the required GE component for degree-seeking students.

Music and Theatre are both creating proposals to begin summer partnerships with Community Education modeled on the successful Jazz Camp that has been operating for several years. Possibilities include: Middle School Choral Camp, High School Choral Camp, Summer Acting Intensive, Art Programs, and Music/Theatre Kids Performance Conservatory. By creating performance opportunities for middle school and high school students, we believe that students will be more likely to return as college students.

Art has also been working on creating a CTE program in arts entrepreneurship to address the needs of the growing gig economy. The creative industries are rapidly changing, and the ability to respond with current technology and relevant processes will be key to the success of the art program in the future. They have faced difficulty in working with antiquated TOPS codes that classify many of their offerings as non-occupational but are actively working across campus to come up with solutions. The art faculty are also identifying appropriate survey and studio courses that are capable of online offerings so that more Distance Education can be developed.

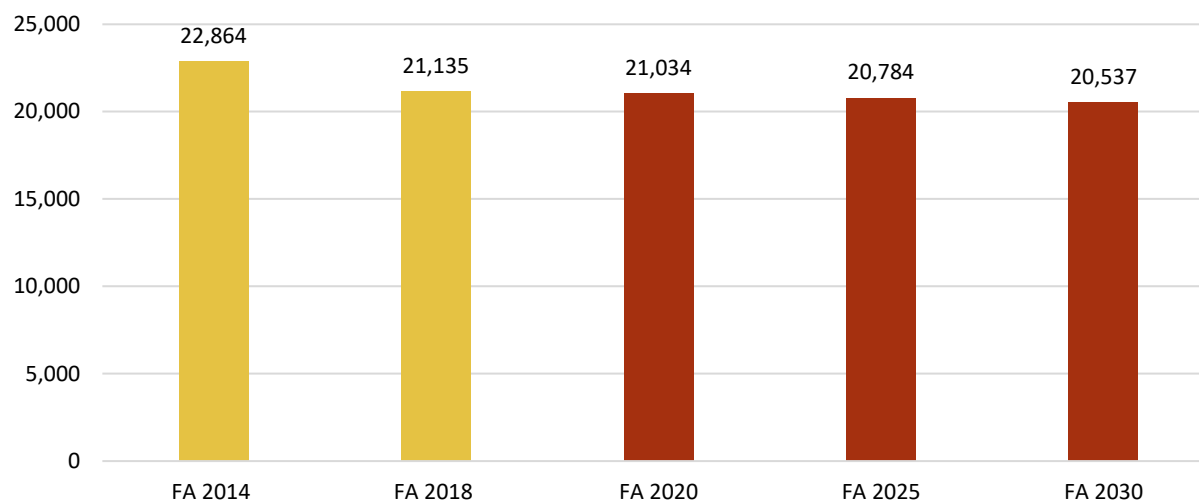
Facility Opportunities

The radio and TV studios housed in the LRC are one of the greatest assets in FAMT facilities. Work is being done to maximize the impact that these state-of-the-art facilities could provide to our students.

Technology and Equipment Opportunities

The recent LED lighting upgrade in McKinney Theatre has provided a wonderful opportunity for FAMT to better fulfill the college's commitment toward sustainability and environmental awareness. FAMT is hopeful that additional funding will be available to upgrade all the stage lighting in the performance spaces. An electrical upgrade for the extensive equipment required in Studio Art has also begun.

FIGURE 4.11: SCHOOL AND PROGRAM WSCH, FINE ARTS AND MEDIA TECHNOLOGY, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Art	4,302	3,378	3,356	3,301	3,247	-0.33%
Art History and Theory	1,380	1,044	1,037	1,020	1,003	-0.33%
Cinema, TV, Radio	4,871	4,882	4,868	4,834	4,800	-0.14%
Communication Studies	5,361	4,664	4,644	4,593	4,542	-0.22%
Fine Arts	0	69	68	66	64	-0.61%
Music	4,189	4,762	4,744	4,699	4,655	-0.19%
Photography	1,424	1,140	1,135	1,121	1,108	-0.24%
Theatre	1,338	1,196	1,183	1,149	1,117	-0.57%
Fine Arts and Media Technology, Total	22,864	21,135	21,034	20,784	20,537	-0.24%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE DIVISION

- Incorporate technology innovations to keep pace with the Arts and Entertainment industry.
- Enhance outreach and recruitment model to increase growth of the program.
- Increase online education to support students who need to upskill to keep pace with technology innovations and maintain marketability.
- Restructure advertising and marketing with more social media engagement.
- Develop a cohesive plan for all programs in FAMT to include student recruitment, curriculum, and marketing.
- Increase community engagement opportunities and program visibility through productions and shows.
- Address equity gaps with access and achievement for both in-person and online courses.

HEALTH SCIENCES AND HUMAN SERVICES

DESCRIPTION

The Health Sciences and Human Services (HSHS) Division provides students with the contemporary academic instruction and experiential preparation needed to successfully complete their program of study and enter the workforce or transfer to higher education. The division includes eight instructional programs, and is comprised of ten Associate Degrees, 15 Certificates of Achievement, and four Occupational Skills Awards. Four new Certificates of Completion will be added to the HSHS Division in 2020, and in 2021 an additional Certificate of Achievement will be added.

The HSHS division office, classrooms, and laboratories are in the Health Sciences (HSC) building. Many HSHS courses and programs have increased online offerings including Health Sciences, Human Services Nursing and Paramedic. The Health Information Technology and the American Sign Language Associate degrees as well as the Healthcare Technology Optimization Specialist and Medical Coding Specialist can be completed fully online. Nearly all HSHS programs rely on partnerships throughout Orange County for student placements in internships/externships and work-based learning opportunities.

Nursing is the largest program in the HSHS division. Several smaller programs are coordinated by one full-time faculty member/department chair, assisted by part-time instructors and shared HSHS division support staff. The Foster and Kinship Care Education (FKCE) Program is within the HSHS division. The FKCE program is 100% categorically funded and is the only FKCE program in all of Orange County.

EXISTING PROGRAMS

Health Information Technology

Health Information Technology AS

Healthcare Technology Optimization Specialist

Medical Coding Specialist Certificate

Health Sciences

Health Sciences AS

Human Services

Alcohol and Drug Studies AS and Certificate

Community-Based Corrections AS and Certificate

Human Services Generalist AS and Certificate

Mental Health Worker AS and Certificate

Medical Assisting

Administrative Medical Assistant Certificate

Clinical Medical Assistant Certificate

Comprehensive Medical Assistant Certificate

Medical Lab Technology

Medical Lab Technology AS and Certificate

Nursing

LVN to RN - Advanced Placement Option AS and Certificate

LVN to RN - 30 Unit Option Certificate

Registered Nurse AS and Certificate

Paramedic

Paramedic AS and Certificate

American Sign Language

American Sign Language AS and Certificate

ENROLLMENT TRENDS

Many of the programs, degrees, and certificates offered in the HSHS Division are in high demand in Orange County. Despite demand, enrollment and class size is limited as a result of mandated low student to faculty ratios to meet regulatory and safety standards. The recent influx of new private for-profit health sciences and nursing programs in Orange County has resulted in competition for clinical placements, and hospitals and health care agencies overcrowded with students. As a result, clinical agencies have limited student placements and internship opportunities that are required for students to complete degrees and certificates.

Nursing, American Sign Language (ASL), Human Services (HS), Paramedic, and Emergency Medical Technician (EMT) generate the most full-time equivalent students (FTES) in the division. Paramedic, Emergency Medical Technician (EMT), Health Sciences (HSC) and American Sign Language (ASL) are the most productive as measured by weekly student contact hours/full time equivalent faculty (WSCH/FTEF). Nursing requires the most FTEF and as a result has the lowest productivity. Health Information Technology (HIT) is the fastest growing program in the division.

Initial efforts to offset dips in enrollment include changes in scheduling, the recruitment of new work-based learning experiences, increased marketing and hiring more part-time faculty. These activities have resulted in increased productivity and enrollments in Fall 2019 that have already surpassed those in 2018.

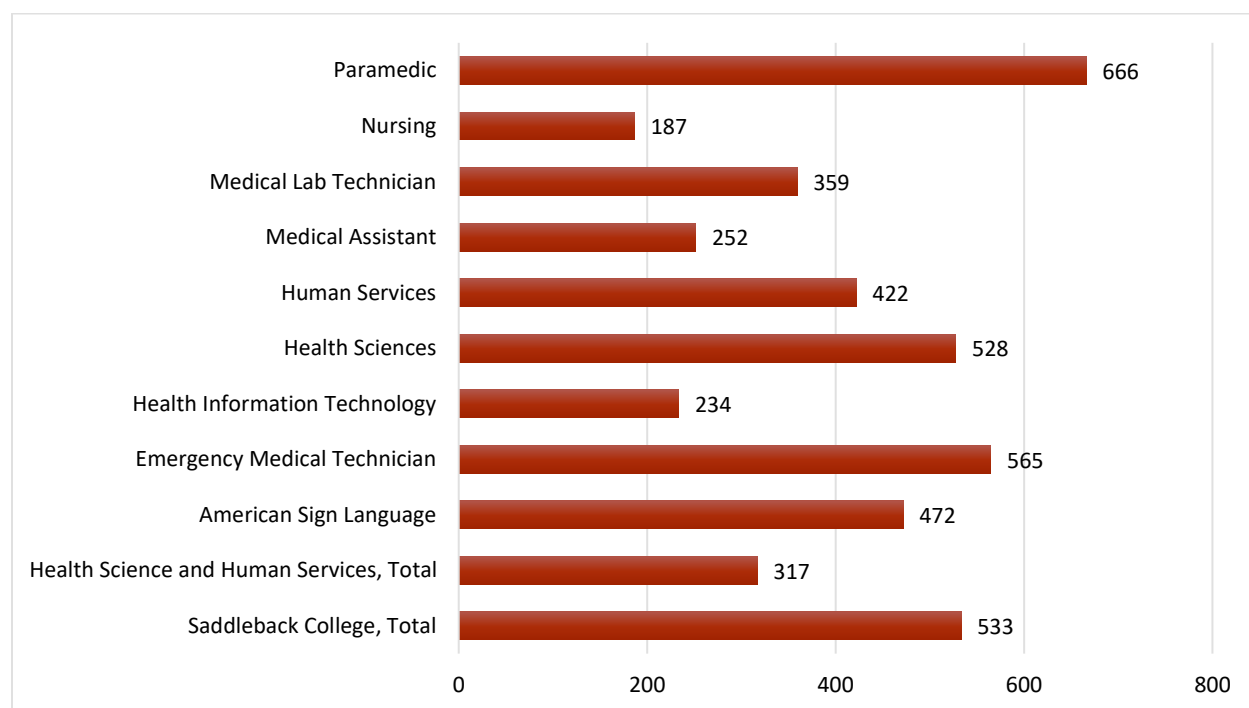
In response to advisory committee recommendations and labor market need, HSHS developed new certificates of completion for Certified Nurse Assistant, Phlebotomist/Lab Assistant and Home Health Aide. Enrollment in these programs beginning Fall 2020 has potential to increase HSHS FTES while providing entry level health care work opportunities for students.

TABLE 4.26: ENROLLMENT AND PRODUCTIVITY, HEALTH SCIENCES AND HUMAN SERVICES AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Health Sciences and Human Services, Total	328	64.5%	107.02	33,925	1,072	317
American Sign Language	45	70.7%	12.08	5,700	193	472
Emergency Medical Technician	14	87.9%	5.96	3,367	104	565
Health Information Technology	14	36.8%	3.39	792	27	234
Health Sciences	38	68.5%	5.04	2,660	91	528
Human Services	40	66.9%	8.92	3,765	118	422
Medical Assistant	23	40.5%	7.12	1,792	60	252
Medical Lab Technician	22	29.2%	4.29	1,541	43	359
Nursing	125	73.7%	53.82	10,047	329	187
Paramedic	7	94.4%	6.40	4,263	105	666

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.12: HEALTH SCIENCES AND HUMAN SERVICES, PRODUCTIVITY (WSCH/FTEF), 2018-18 ACADEMIC YEAR, PER TABLE 4.26 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.27: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVG ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVG ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Health Sciences and Human Services, Total	2.5%	0.6%	-1.4%	-0.4%
American Sign Language	31.3%	7.0%	32.0%	7.2%
Emergency Medical Technician	65.1%	13.4%	66.6%	13.6%
Health Information Technology	107.7%	20.0%	91.8%	17.7%
Health Sciences	30.0%	6.8%	28.6%	6.5%
Human Services	-19.9%	-5.4%	-20.3%	-5.5%
Medical Assistant	-37.5%	-11.1%	-39.3%	-11.7%
Medical Lab Technician	13.2%	3.1%	2.1%	0.5%
Nursing	-9.5%	-2.5%	-16.5%	-4.4%
Paramedic	-0.9%	-0.2%	-2.5%	-0.6%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.28: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVG NUMBER OF SECTIONS, 2014-15 to 2018-19	AVG CRS FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Health Sciences and Human Services, Total	349	69.7%
American Sign Language	44	78.4%
Emergency Medical Technician	13	90.8%
Health Information Technology	14	34.6%
Health Sciences	43	66.4%
Human Services	50	64.1%
Medical Assistant	29	62.2%
Medical Lab Technician	22	32.1%
Nursing	128	88.5%
Paramedic	6	80.6%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

The division has been successful in providing contemporary instruction to students in HSHS programs. Job placement rates for completers of HSHS programs is consistently above institutional set standards and is greater than 90% in American Sign Language (ASL), Medical Assistant (MA), the Medical Coding Specialist certificate, Medical Lab Technician (MLT), Paramedic and Nursing. Greater than 70% of those who complete Emergency Medical Technician (EMT) and Health Information Technology (HIT) obtain employment in their fields. Licensure and certificate pass rates for HSHS programs also consistently exceeds state and national averages. In 2017- 2018, more than 95% of all students who completed MLT, Paramedic, Phlebotomy and Registered Nursing successfully passed the certification or licensure exams.

The Nursing program has been a signature program at the college for decades and continues to rank in the top 10% in Nursing programs nationwide. The program was rated second in the nation for community colleges by Washington Monthly in 2018. Nursing transfer agreements have been developed with a variety of public and private schools that allow seamless transition for graduates into Bachelor of Science Nursing (BSN) programs. Over 85% of Nursing program graduates are enrolled in BSN education within 12 months of graduation. The program is currently exploring concurrent enrollment with BSN programs both in and out of California.

The Paramedic program is the only accredited Community College Paramedic program in Orange County and has educated more paramedics in Orange County than any other program over the past 35 years. The HSHS division is piloting an additional part-time Paramedic program to meet the acute need for paramedics in Orange County, and in response to advisory board recommendations.

The average retention rates for HSHS each over the past five years has consistently been above 90% and has exceeded the college average by four to five percent. HSHS Division success rate has consistently been between 80 to 85% and has exceeded the college success rate by 10 percent.

TABLE 4.29: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Health Sciences and Human Services - Retention	92.0%	91.8%	91.1%	91.5%	90.9%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Health Sciences and Human Services - Success	84.4%	85.2%	83.3%	84.4%	83.2%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES

The HSHS programs require frequent curriculum, equipment, and technology updates to make it possible to provide relevant instruction to support workforce needs. These updates require regular and consistent investments in faculty professional development, as well as investments in facilities, technology, supplies and equipment. Challenges also exist in student access, retention, and completion.

Enrollment Management (Access, Retention, and Completion)

Students who attempt to enroll in HSHS programs without first seeing counselors often struggle. The community college open admission process restricts programs (outside of nursing) from having a formal admission process. Despite not having a formal admission process, most HSHS programs have multiple recommended preparation courses and pre-enrollment activities that students must complete to be successful in the programs.

The total units required for most degrees in the HSHS division are above 60 units, which makes it challenging for students to complete their programs in a timely manner. In some cases, high-unit degrees are due to program requirements, and are based upon accreditation and industry requirements. High-unit degrees may also be a result of students needing to complete a high-unit local general education pattern.

The recent influx of private for-profit health sciences and nursing schools has increased competition for students and clinical placements and has affected enrollment in some HSHS programs. A lengthy curriculum process also makes it a challenge to be responsive to labor market data and advisory committee recommendations. A lack of discipline-specific, well-qualified part-time faculty pools limit scheduling opportunities to meet student demand.

Without a formal admission process or effective databases that can query student information, identifying cohorts to support retention efforts is challenging at best. At worst, students may attempt to take classes towards a HSHS degree or certificate without seeking support from counseling, faculty, or staff, and drop out or fail out before they are ever identified as a student in a HSHS program. Students often fail to recognize the rigor of HSHS programs.

Success in HSHS programs is nearly 10% above college success rates. If students were part of a cohort, it would be possible to identify at risk students earlier. If students who are interested in HSHS programs are identified while they were taking prerequisite or introductory courses and provided timely resources, the completion rate could improve to at least 90%.

Facility Challenges

The rate of change in health care, health sciences, and human services results in an ongoing need to maintain and upgrade classrooms, labs, technology, equipment, and supplies to industry standards regularly. The use of simulation in health care and health sciences is expected to increase significantly as opportunities for hands on patient care decrease. The need to maximize the use of large labs for simulation may necessitate the addition of partitions to some of our classrooms. Consistent access to funding sources to ensure regular classroom and laboratory updates is essential and continues to be a challenge.

The Health Sciences building is 15 years old and needs regularly scheduled maintenance, especially related to classrooms, offices and the division offices, where the original carpet and furniture are still in place. The division office needs updates and modernization to create a more welcoming open space for administrators, staff and students.

Designated classrooms need updated furniture that can be rearranged to support collaborative learning and group problem solving. Classroom upgrades should make it possible to use virtual and augmented reality as well as high fidelity human patient simulation. Health Sciences 112, 128 and 134 (large labs) should be updated to include partitions so that multiple simulations or learning activities can occur simultaneously.

Human Resources Challenges

The greatest human resource challenge in HSHS is finding professional experts in their disciplines who are qualified and willing to teach part-time. Human resources are also needed to strengthen community partnerships and enlist new partners for internships and work-based learning opportunities.

Technology and Equipment Challenges

Technology and discipline specific equipment are used in HSHS on a daily basis. The use of iPads has provided a platform for online testing of students in face-to-face classes. Exams are graded and analyzed after scanning into instructor's gradebooks online. HSHS division laptops make it possible to use specialized software to simulate documentation of patient care.

Industry standard equipment and technology are expensive and require regular updating and replacement. Recently, the audiovisual and technology refresh as well as Strong Workforce funding have made it possible to update classrooms and labs to current industry standard for many HSHS programs. New technology including virtual reality (VR) and augmented reality (AR) are being introduced to Health Science and Health Care. Consistent access to funding sources to ensure regular technology and equipment updates and replacement is essential.

OPPORTUNITIES

Enrollment Management (Access, Retention, and Completion) Opportunities

HSHS programs are in high demand and provide cost-effective high-quality opportunities for students to become employed almost immediately in their field of study. Efforts to increase access, retention, and completion are underway and have shown significant promise.

Several HSHS programs have effectively implemented a new process for strengthening community partnerships and increasing clinical placements and work-based learning opportunities. To increase HSHS program visibility the division has engaged with K-12 partners by bringing students on campus for immersive experiences with division programs and increased participation in college career fairs. A marketing campaign focused on CTE programs is also underway. In preparing for the marketing campaign, HSHS division staff standardized the information provided to students and potential students in brochures, on program webpages, in information sessions, and through social media.

In response to labor market needs, advisory committee recommendations, and student demand the division has modified curriculum, is fine tuning scheduling, has increased hybrid and online courses, and has offered more courses over shorter terms (typically eight weeks). In Fall 2020 several new programs will be offered, including the Medical Scribe, Certified Nurses Aid, Clinical Lab Assistant/Phlebotomist, Emergency Nursing, and the Home Health Aid programs.

The division has identified effective practices in single programs and has recommended adoption and standardization across all HSHS programs. Student information sessions throughout HSHS introduce students to campus-wide resources including tutoring, mentoring, and financial aid. Most HSHS

programs have program-specific student handbooks that include program-level policies and procedures, tips for success and extensive lists of college and community resources.

HSHS administrators and department chairs constantly review high-unit degrees and certificates to ensure the degrees and certificates are current, completed efficiently, and are responsive to community and advisory committee recommendations. Efforts are underway to decrease units in high-unit degree programs as well as to clearly identify cohorts of HSHS students while they are taking prerequisite or introductory courses. Once cohorts are identified early, intervention and introduction to resources has the potential to improve completion in the division to 90%.

Human Resources Opportunities

Innovative strategies including collaborating with other community colleges or four-year institutions to share full-time faculty is under consideration. The HSHS Division has also created opportunities in a variety of programs, where discipline experts work as teaching assistants and are exposed to the faculty role at the community college. State Chancellor funds have supported the professional development of these discipline experts to meet the minimum faculty qualifications and add to part-time faculty pools.

Technology and Equipment Opportunities

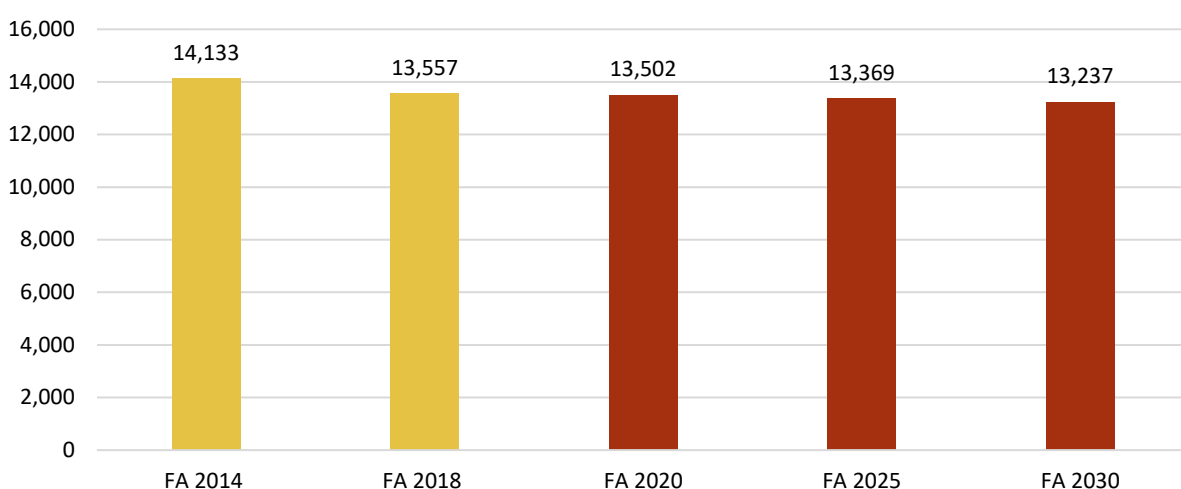
The division is implementing the use of a database in several HSHS programs to automate program-specific student records, to facilitate student tracking and generate reports. The database has also made it possible to identify student cohorts and to communicate with students efficiently.

Industry standard technology and equipment are essential to student success in the HSHS programs. The A/V and technology refresh program and Strong Workforce funds have made it possible for HSHS programs to have industry standard technology and equipment. Secure ongoing funding is essential to HSHS programs and student success.

FUTURE DIRECTION OF THE DIVISION

- Utilize discipline specific liaisons and HSHS administrators to strengthen community partnerships, increase internships, clinical placements, and work-based learning opportunities.
- Increase HSHS program visibility through CTE marketing efforts, updated program web pages, social media, and video links for each program.
- Increasing responsiveness to student inquiries through HSHS Division email links that will be available on new program web pages.
- Streamlining the HSHS Pathway process to identify cohorts and to ensure that students are aware of and have access to college resources early.
- Ongoing outreach to K-12s and participation in college and community career fairs.
- Onboarding discipline specific experts as clinical skills specialists to provide them exposure to the faculty role in the community college and providing them with professional development to meet minimum requirements as faculty.
- Scheduling to meet student demand by offering more short term, 8-week, online, and hybrid classes.
- Scheduling four new certificates of completion starting Fall 2020.
- Utilizing labor market data and advisory committee recommendations to develop new programs.

FIGURE 4.13: SCHOOL AND PROGRAM WSCH, HEALTH SCIENCES AND HUMAN SERVICES, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
American Sign Language	1,528	1,848	1,843	1,830	1,817	-0.14%
Emergency Medical Technician	749	1,336	1,340	1,349	1,359	0.14%
Health Information Technology	244	411	409	403	397	-0.28%
Health Sciences	799	965	960	949	938	-0.24%
Human Services	1,905	1,659	1,651	1,632	1,613	-0.24%
Medical Assistant	1,084	818	810	789	769	-0.52%
Medical Lab Technician	566	556	551	539	528	-0.42%
Nursing	6,149	4,818	4,795	4,739	4,683	-0.24%
Paramedic	1,110	1,147	1,145	1,139	1,134	-0.09%
Health Science and Human Services, Total	14,133	13,557	13,502	13,369	13,237	-0.20%

Data Source: SOCCCD inFORM Data Warehouse, 2019

KINESIOLOGY AND ATHLETICS

DESCRIPTION

The Kinesiology and Athletics Division's purpose is to provide a critical element in a comprehensive, well-balanced education program. As with the mission of Saddleback College, the division offers a diverse array of activity and lecture-based classes for the enrichment and enhancement of student learning. The learning opportunities offered in this division can be an essential factor to the optimum development of a student in all areas of life: physical, mental, emotional, and social health.

The Kinesiology and Athletics Division's student courses contribute significantly toward the college's mission of lifelong learning and achievement of desirable educational outcomes, such as transferring to four-year colleges and universities and enriching student's future lives through wellness-based activities and experiences.

Saddleback College students enrolled in kinesiology, adapted kinesiology, dance, health, and athletics coursework participate in dynamic, innovative, and student-centered classes. There is an abundance of courses offered in the following areas: adapted kinesiology, aquatics, athletics, combative skills, dance, fitness, individual and team sports, health, and training and theory.

EXISTING PROGRAMS*

Dance
Dance AA
Intercollegiate Athletics
No degrees or certificates offered
Adapted Kinesiology and Special Education
No degrees or certificates offered
Kinesiology
Kinesiology AA and AAT
Health
No degrees or certificates offered

***Occupational Skills Awards excluded**

ENROLLMENT TRENDS

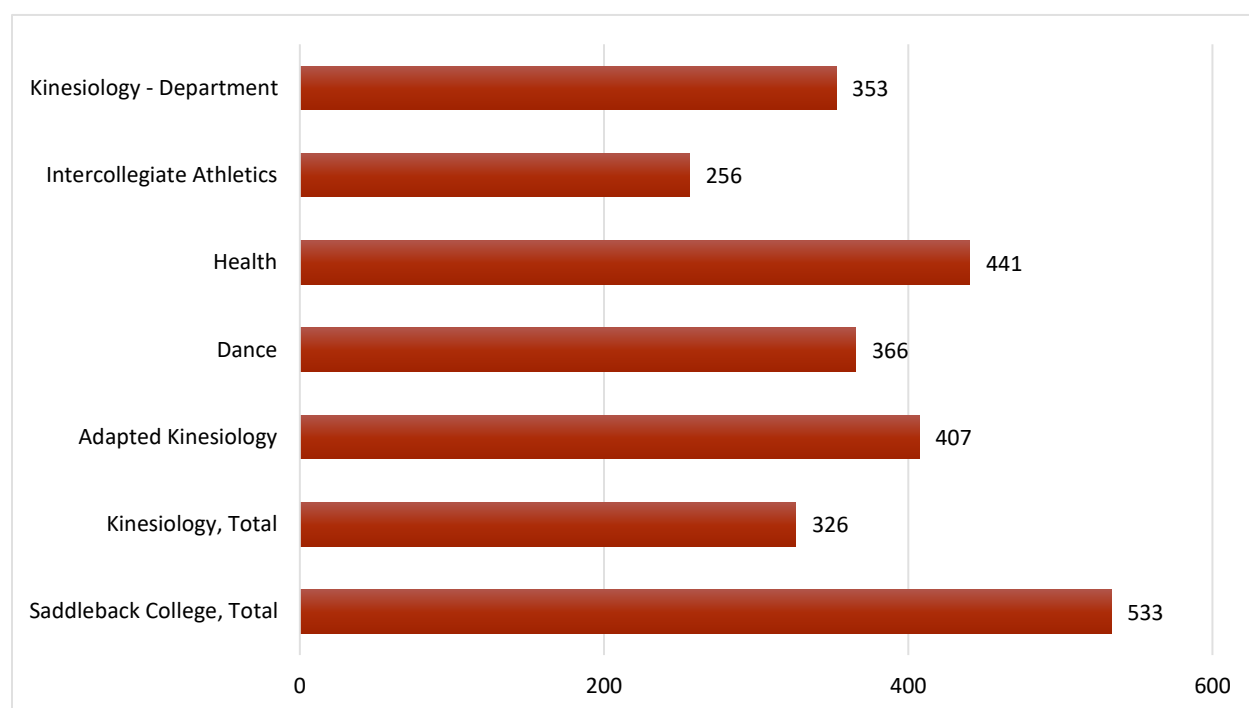
As shown in the figures and tables below, the Kinesiology and Athletics Division has seen a 5.3% decline in enrollment from 2014 to 2019. The division is also projected to see a slight decline in enrollment of 0.051% through the year 2030. The major reason for the enrollment decline is the state's mandated course repeatability limitation that was implemented during the 2012-2013 academic year. In addition, each department within the division has its own unique challenges related to enrollment. However, as a result of improved schedule management, enhanced marketing, and targeted recruiting, the division has seen a 3.97% increase in productivity during the Fall 2019 semester. This trend contradicts the OPRA's future projection of continuing declination and the division is confident it can continue to increase enrollment by pursuing new opportunities.

TABLE 4.30: ENROLLMENT AND PRODUCTIVITY, KINESIOLOGY AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Kinesiology and Athletics, Total	325	48.2%	65.41	21,333	705	326
Adapted Kinesiology	48	54.5%	6.79	2,765	89	407
Dance	40	58.5%	6.74	2,464	77	366
Health	29	67.1%	5.40	2,379	80	441
Intercollegiate Athletics	74	29.0%	27.64	7,083	231	256
Kinesiology - Department	134	50.2%	18.84	6,643	226	353

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.14: KINESIOLOGY, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER TABLE 4.30
FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.31: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Kinesiology and Athletics, Total	-18.3%	-4.9%	-19.7%	-5.3%
Adapted Kinesiology	6.6%	1.6%	3.3%	0.8%
Dance	-2.5%	-0.6%	-9.8%	-2.6%
Health	-8.0%	-2.1%	-9.5%	-2.5%
Intercollegiate Athletics	-10.8%	-2.8%	-12.1%	-3.2%
Kinesiology - Department	-36.2%	-10.6%	-36.6%	-10.8%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.32: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	0.79
Kinesiology and Athletics, Total	366	0.47
Adapted Kinesiology	46	0.54
Dance	42	0.50
Health	31	0.68
Intercollegiate Athletics	74	0.32
Kinesiology - Department	174	0.48

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

The Kinesiology and Athletics Division has always prided itself on retention and student success. As noted in Table 4.31, the division has continued to increase retention and success annually and trends higher than the campus average. This is due in large part to the Athletics program, where student-athletes are heavily recruited by four-year universities. According to Cal-PASS Plus data for the 2017-2018 academic year, student-athletes successfully completed an average of 25.31 units and the average course success rate for student-athletes was 83%. This significant achievement in student success is due to a combination of integrated programs: Saddleback College's Program Assisting Student-Athlete Success (PASS), tutoring, progress reporting, and academic counseling, as well as robust one-on-one faculty to student interaction/mentoring that occurs within the division.

TABLE 4.33: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Kinesiology and Athletics - Retention	90.2%	90.9%	91.1%	91.6%	92.6%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Kinesiology and Athletics - Success	85.1%	85.3%	86.0%	86.0%	86.8%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

CHALLENGES

Enrollment Management (Access, Retention, and Completion) Challenges

The Adapted Kinesiology Department is the largest in the state, but program enrollment will continue to remain flat, if not significantly decline, due to limited facility space and resources.

The Emeritus Institute continues to offer similar non-credit courses in the Kinesiology Department at no cost to the student which leads to unbalanced competition regarding student enrollment. A mutually-beneficial collaboration between departments and an agreement related to facility use could help to maximize the course offerings and capture more students for the college at large.

Facility Challenges

The facilities in the Kinesiology and Athletics Division are extremely outdated and are plagued by decades of deferred maintenance, as well as ongoing infrastructure failures. To ensure that the division meets the future goals of student equity in access and optimizes community engagement, it is critical that a thorough and comprehensive baseline assessment is done to review the adequacy, functionality, and safety of Kinesiology and Athletics facilities. These include:

- Current Title IX compliance and ADA accessibility issues must be addressed within the scope of the assessment and an action plan created.
- A holistic facilities plan for the division that would include a new wellness center, softball facility (with ADA access & restrooms), gym renovation, and beach volleyball courts will not only answer the compliance mandates, but will also provide accessible spaces that are equitable for the community, students, faculty, and staff.
- Installation of artificial turf at the softball and baseball fields to increase the safety for students and decrease the risk of injury, and significantly reduce annual field maintenance costs.
- Moving the District mailroom from its current location in the fitness center (PE 600), so a reconfiguration of the fitness center can occur.

These new facilities will enhance the campus while advancing the Kinesiology and Athletics Division within an evolving discipline and competitive local markets. As we face enrollment challenges, this type of facility improvement will benefit the campus and directly improve enrollment for not only Kinesiology, but all disciplines.

Human Resource Challenges

There is a need for a lifeguard to be present at all classes scheduled in the pool to limit liability and decrease safety risks.

The recent elimination of the Assistant Athletic Director position has caused considerably more work for the staff within the Athletics Department. The Athletic Department is critically understaffed compared to the eight other colleges in the Orange Empire Conference.

The Adapted Kinesiology Department needs to employ more student aides to assist instructors with students who have severe disabilities. Unfortunately, DSPS has not been able to fund the full complement of necessary student aides.

Technology & Equipment Challenges

The Adapted Kinesiology equipment does not all currently fit in PE 307 (weight room) so it is stored in containers outside and moved in and out of the room every day. There also is no dedicated budget for the Adapted Kinesiology equipment replacement. Both situations create liability and safety risks for instructors and students.

The fitness equipment in PE 600, PE 100, and PE 307 needs replacement in order to keep up with current trends in physical fitness and wellness.

OPPORTUNITIES

Enrollment Management (Access, Retention, and Completion) Opportunities

With the implementation of *Guided Pathways*, Kinesiology and Athletics has an opportunity to partner with other divisions across campus, such as Health Sciences, to develop creative strategies to provide more educational opportunities to students and increase enrollment.

The Kinesiology 107 course will be offered online during Spring 2020.

The Division will be enhancing the marketing of programs and classes on the campus and within the community.

The 2017-2018 results from the CCCApply interest survey shows that there is an opportunity to add new sports programs such as men's volleyball and men's soccer. These programs, both of which require high roster counts, would significantly increase the FTES in the division while meeting the needs and responding to the interests of the community.

Facility Opportunities

The new stadium/sports complex and tennis courts will be open summer 2020. The new facilities will be utilized to increase the recruitment of students to the division and the college. There will be an opportunity for increased revenue through rentals, concessions, and ticket sales, as well. The loop road and parking project will begin summer 2020, which will add more than 400 spaces. This will help ameliorate the severe parking shortage our students experience daily. Renovation of the women's locker room will begin summer 2020. This project will also resolve the ADA restroom issue in the PE 300 building.

Human Resource Opportunities

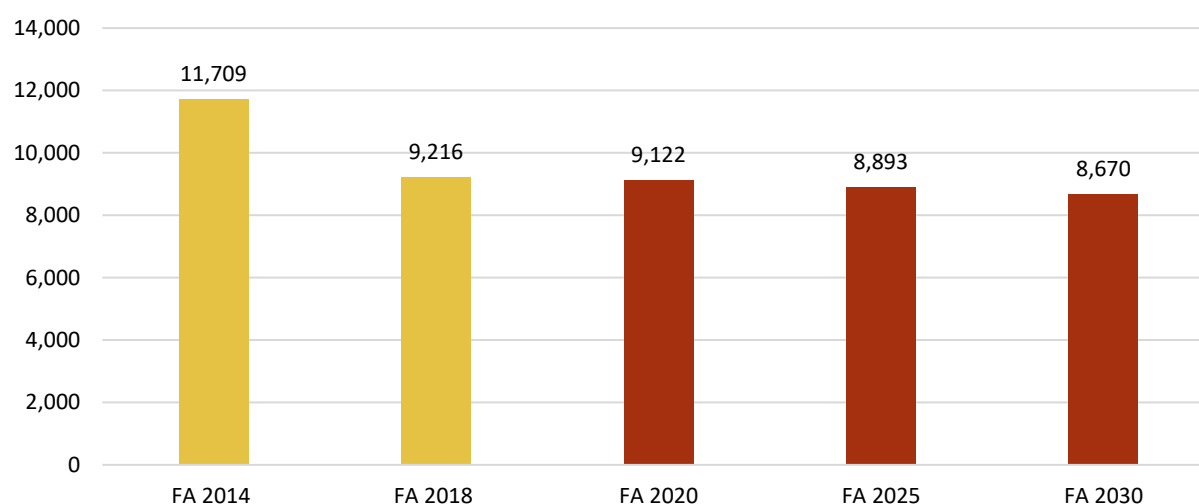
Athletics is currently exploring an opportunity to shift from a full-time tenure track head coach/faculty model to non-teaching contract model for employment.

Technology and Equipment Opportunities

A proposal has been submitted to replace all the video boards in the Athletics Facilities. These upgrades would not only enhance the brand and image of the College but will also provide network access to the softball and baseball facilities. Faculty members would be able to incorporate video and other technology into their teaching when using these spaces.

The new technologies and concessions areas in the stadium will provide opportunities for students in other disciplines, such as Cinema/Television/Radio and Culinary Arts, to gain practical and applied experience in their chosen fields of study.

FIGURE 4.15: SCHOOL AND PROGRAM WSCH, KINESIOLOGY, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Adapted Kinesiology	1,131	1,158	1,143	1,106	1,070	-0.66%
Dance	1,095	1,004	995	971	949	-0.47%
Health	1,028	969	965	954	944	-0.22%
Intercollegiate Athletics	3,855	3,335	3,291	3,184	3,080	-0.66%
Kinesiology	4,600	2,750	2,729	2,678	2,628	-0.38%
Kinesiology and Athletics, Total	11,709	9,216	9,122	8,893	8,670	-0.51%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE DIVISION

There are multiple opportunities for the Kinesiology and Athletics Division to grow and continue to be an asset within the College and to the community.

- Current trends in Kinesiology and Athletics indicate that today's students are seeking flexible educational delivery modes (e.g., more online academic courses) and additional certifications (e.g., yoga instruction, personal training). In response to these trends, the division has developed additional online-based course offerings in Training and Theory and Sports Officiating, and a new Certificate of Achievement for Personal Training, which itself includes two new hybrid and online courses.
- The Dean and department chairs will continue cross-functional collaboration to create the most productive and effective class schedule, with a dedicated focus on low enrollment courses that can be altered to increase enrollment or converted to high demand courses.
- Programmatic changes have been proposed to reduce the number of Intercollegiate Athletic sections that are being offered to part-time faculty to increase overall productivity, not only within the Athletics Department but the division, as well.
- A Health and Wellness focus area is being developed within *Guided Pathways* for students interested in majors and careers in the Kinesiology field.
- Athletics will continue to increase recruiting efforts within regional high schools, as well as pursue out-of-state and international student first contact inquiries.
- All programs will increase fundraising efforts through the Saddleback College Foundation utilizing eTeam Sponsor.
- The division will continue to evaluate community demographics and needs, as well as pedagogical and technological trends within the disciplines represented in the Kinesiology and Athletics Division to meet ever-evolving interests and best practices.
- Address equity gaps with access and achievement for athletes.

LIBERAL ARTS

DESCRIPTION

The Division of Liberal Arts values student engagement and innovative teaching and learning. The division uses practices that address the needs of a diverse community unified by its common interest to help one another reach clear academic, personal, and career goals. Members of the Liberal Arts division faculty and staff model and cultivate collegial habits that inspire independent, critical thinking. The Liberal Arts Division welcomes and supports people from all economic backgrounds, abilities, ethnicities, races, ages, religions, genders, gender identities, sexual orientations, and nationalities.

The mission statement, related goals and their attainment is a primary strength of the Liberal Arts Division. Some reinforcing examples include our high faculty participation rate in college and off-campus professional development, timely evaluation of our faculty, flexible data-driven scheduling that includes an emphasis on online classes and degrees, solid productivity numbers given the lower enrollment caps in most of our curriculum, student success outcomes that typically exceed our college and system-wide measures, outreach to our area high schools, campus events every semester that reinforce important themes related to our mission, study abroad opportunities, and student publications that receive regional and national recognition.

Perhaps the single most important accomplishment in the division is our annual Outstanding Students Recognition Ceremony that acknowledges students in each of our departments who have illustrated the criteria of an outstanding student. Family and friends are invited to celebrate our exemplary students.

Departments in the division include English, Reading, ESL, Humanities, Philosophy, International Languages and Journalism.

EXISTING PROGRAMS

English
English AAT
English Literature AA
Reading
English as a Second Language
Advanced Level Completion (certificate of completion)
Beginning Level Completion (certificate of completion)
Intermediate Level Pre-College Completion (certificate of completion)
Humanities
Humanities AA

International Languages
Arabic AA
Chinese AA
French AA
German AA
Italian AA
Japanese AA
Spanish AA and AAT
Journalism
Journalism AS, AAT, and Certificate
Philosophy
Philosophy AA and AAT

ENROLLMENT TRENDS

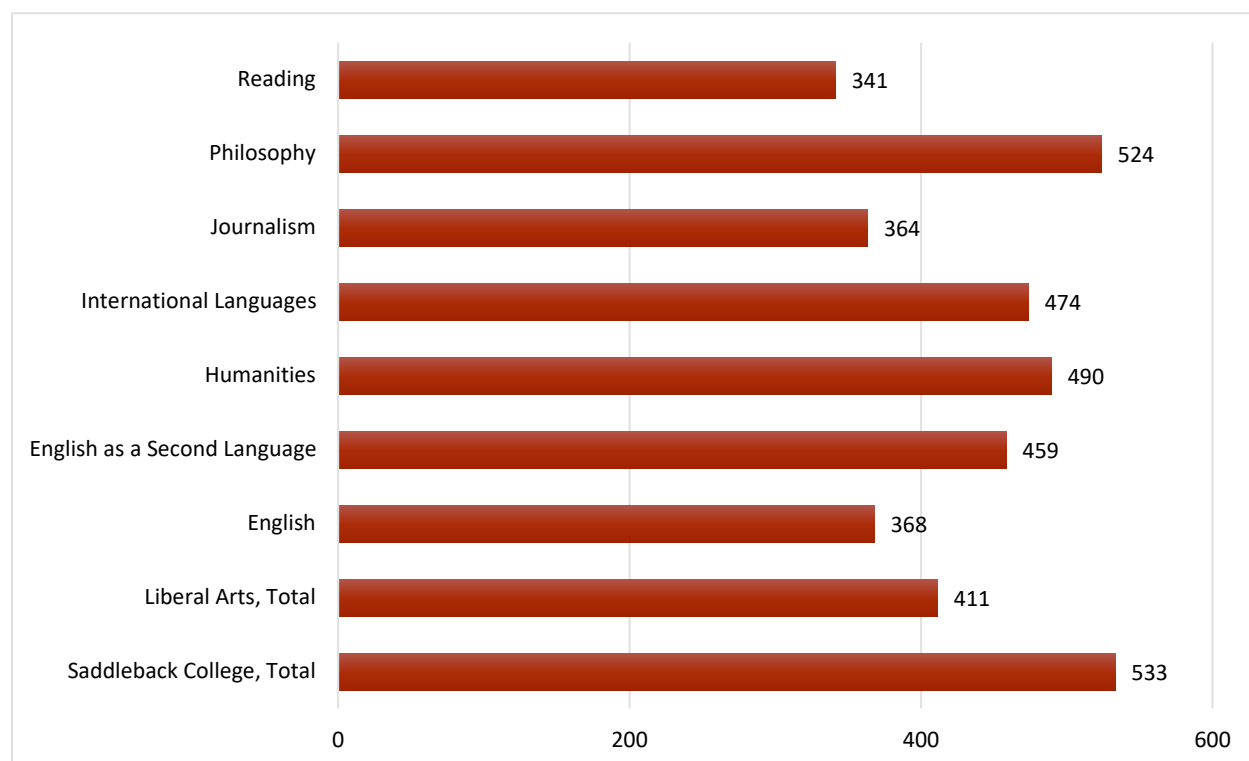
As indicated in Table 4.35 below, the Liberal Arts Division and the majority of its seven departments have experienced a 2.8% enrollment decline from 2014-2019. Given discipline-specific changes in transfer general education requirements and a general reduction in GE requirements, Philosophy and Humanities have experienced the largest percentage decline. The moving of Humanities courses that are part of the Honors Program to the OE/LR Division also reduced enrollment during this period. English and Reading have declined in large measure due to AB 705, since students are now able to enter college-level courses their first semester.

TABLE 4.34: ENROLLMENT AND PRODUCTIVITY, LIBERAL ARTS AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Liberal Arts, Total	819	70.4%	180.43	74,245	2,253	411
English	365	94.6%	87.45	32,189	1,074	368
English as a Second Language	91	69.2%	25.68	11,777	252	459
Humanities	25	72.5%	5.00	2,448	81	490
International Languages	203	56.2%	40.09	18,995	588	474
Journalism	23	29.9%	5.48	1,992	33	364
Philosophy	31	77.6%	6.20	3,249	109	524
Reading	81	47.1%	10.53	3,595	115	341

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.16: LIBERAL ARTS, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER TABLE 4.34
FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.35: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Liberal Arts, Total	-11.8%	-3.1%	-10.8%	-2.8%
English	-14.6%	-3.9%	-14.9%	-4.0%
English as a Second Language	-5.3%	-1.3%	-1.2%	-0.3%
Humanities	-35.2%	-10.3%	-34.9%	-10.2%
International Languages	6.3%	1.5%	4.9%	1.2%
Journalism	-14.3%	-3.8%	2.2%	0.5%
Philosophy	-26.8%	-7.5%	-27.6%	-7.8%
Reading	-31.1%	-8.9%	-30.0%	-8.5%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.36: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Liberal Arts, Total	983	72.3%
English	464	94.8%
English as a Second Language	98	80.3%
Humanities	37	82.6%
International Languages	214	56.0%
Journalism	26	33.0%
Philosophy	38	73.8%
Reading	107	46.1%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

Table 4.37 below clearly demonstrates that retention and success in the Liberal Arts Division has increased from 2014-2019. This increase is due to a concerted focus on professional development programs. The division-based Level Up grant enabled the Liberal Arts Division to create and deliver numerous professional development opportunities to its faculty.

TABLE 4.37: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Liberal Arts - Retention	86.2%	88.5%	87.6%	87.2%	88.1%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Liberal Arts - Success	72.5%	74.9%	73.9%	73.5%	74.5%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

CHALLENGES

Enrollment Management (Access, Retention, and Completion) Challenges

The Liberal Arts Division serves all students who want to get a degree or transfer to a 4-year university. For this reason, it is critical to the division that the college has a comprehensive strategic enrollment management plan that clearly identifies the number of students it wants to serve each academic year. Without this information, it is difficult for the division to develop a schedule that meets student demand.

Additionally, the decline in traditional college-age students within the local area paired with a strong job economy have led to a steady decline in enrollments within the division. This decline in enrollment has been exacerbated by curriculum changes legislated by AB 705, which now allows all students to enter a college-level English course in their first semester. These changes in demographics and curriculum have shifted the enrollment patterns for the division and make it difficult for the area to anticipate student demand.

Facilities Challenges

Students prefer morning classes and are not inclined to enroll in either late afternoon or evening classes. Consequently, the division needs increased access to additional classrooms during prime scheduling hours.

Human Resource Challenges

Given the central role most of our division's courses play in meeting degree and general education requirements, we need more full-time faculty. Accountability, the completion agenda, and AB 705 have put additional requirements and expectations on our faculty and staff, making it more difficult to manage general operations.

OPPORTUNITIES

Enrollment Management Opportunities

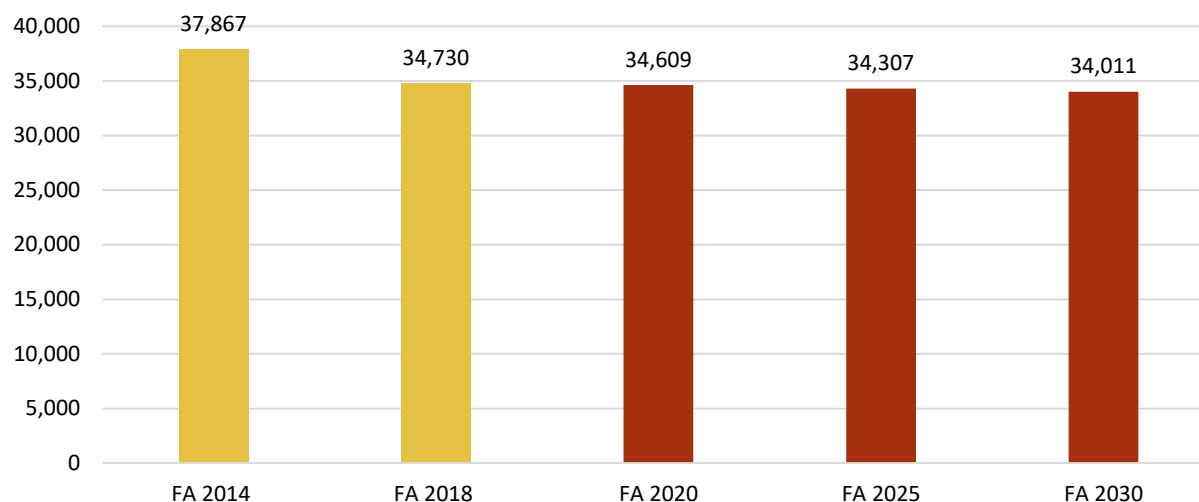
The English Professional Learning Council (PLC) connects Saddleback English department faculty and high school English classes, offering a presentation to over 1,200 students annually that emphasizes concurrent enrollment and the opportunities of a successful college experience. In addition to reaching out to students through presentations, the division embraces the Sherpa and Progress Report tool, and uses it to customize messages to students regarding course enrollments and academic support.

Faculty professional development opportunities designed to increase retention and persistence have taken hold and we are seeing increased retention and enrollments.

Facilities Opportunities

Due to insufficient classroom space in mornings, we have grown our online courses in all seven of our departments and have several degrees that can be completed fully online.

FIGURE 4.17: SCHOOL AND PROGRAM WSCH, LIBERAL ARTS, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
English	17,723	16,661	16,645	16,606	16,567	-0.05%
English as a Second Language	5,014	5,240	5,205	5,120	5,036	-0.33%
Humanities	1,740	1,308	1,296	1,265	1,236	-0.47%
International Languages	7,611	7,448	7,427	7,375	7,323	-0.14%
Journalism	873	817	810	793	776	-0.42%
Philosophy	2,013	1,452	1,438	1,405	1,372	-0.47%
Reading	2,894	1,805	1,787	1,743	1,701	-0.50%
Liberal Arts, Total	37,867	34,730	34,609	34,307	34,011	-0.17%

Data Source: SOCCCD inFORM Data Warehouse, 2019

FUTURE DIRECTION OF THE DIVISION

- Increase access to programs and courses through online courses and technology innovations.
- Leverage educational partners to increase enrollments and completion of certificates and degrees for high school students.
- Strengthen professional development for high engagement classroom strategies to increase retention and persistence.
- Target and customize communications with students in the programs.
- Address equity gaps with access and achievement for both in person and online courses.

MATHEMATICS, SCIENCE, AND ENGINEERING

DESCRIPTION

The Division of Mathematics, Science, and Engineering (MSE) is committed to serving the educational community at Saddleback College in fulfilling its goal to support student transfer and admission into allied Health and Science, Technology, Engineering, and Mathematics programs. In addition, the division contributes to the development of quantitative reasoning skills and a general understanding of the sciences for students who complete a degree and/or transfer to 4-year universities.

MSE is comprised of nine departments, including Astronomy, Biological Sciences, Chemistry, Computer Science, Engineering, Geology, Mathematics, Oceanography, and Physics. The MSE staff and faculty are committed to providing open access and equity in success outcomes for all STEM students through its innovative and rigorous teaching practices. MSE courses have wide articulation agreements with top California State University and University of California schools. In addition, there is a strong focus on research through its honors-level Biology courses, hands-on laboratory skills curriculum, and opportunities for field study across the division. MSE students are also able to access research-grade equipment, including a Gas Chromatography (GC) machine with auto-sampler, an observatory with research-grade telescope, real-time Polymerase Chain Reaction (PCR) machine, and other equipment and technology innovations with the support of a stellar team of staff and faculty.

MSE's focus on student research has produced many successes, showing the power of an enriched learning environment. MSE students are active participants in the Honors program, winning important recognition for their student research. At the Spring 2018 Honors Transfer Council of California (HTCC) conference, a student in Biological Sciences won one of the Outstanding Abstract Awards for work on Antibacterial Activity of Cinnamon Oil. During the Spring 2019 HTCC conference, a different group of students won first prize in the STEM Poster Division for their research on coralline algae and its effect on ocean acidification.

MSE also supports a very active student club scene. The Physics and Astronomy Club frequently hosts field trips to research institutions and sponsor research projects in the field. Examples include field trips to the Jet Propulsion Laboratory (JPL) and General Atomics. In addition, they have successfully built a radio telescope for use in research, rivaling those in use at top four-year research institutions. This culture of research has spread campus-wide, culminating in the student-led NASA Rover team, which only in its second year is competing for the invitation to compete at the national level against top four-year research institutions across the country.

Beyond their work with students, MSE faculty and staff have been busy innovating to increase student success. Highlights include the development of AB 705 compliant support courses for transfer-level mathematics courses, as well as the MSE division-led work on the NSF grant-funded STEM Core project with cohort-based learning to ready underprepared students for study in calculus in one year. The STEM Core has produced stellar results, preparing a very diverse group of students for calculus with throughput rates much higher than those in the general student population consistently, year after year.

In addition, MSE has innovated in creating new programs, highlighted by the Computer Science department's new Cybersecurity program that was developed in collaboration with the Computer Information Management department in the Economic & Workforce Development and Business Science Division. Outside of Saddleback College, the Computer Science department developed key relationships

with entities such as the Naval Information Warfare Center (NIWC) Pacific, to receive guidance and to plan for successful future partnerships in building out the Cybersecurity program. The Computer Science department developed a new Cyber Defense AS Degree as well as a Cyber Operations certificate to serve as the foundational core for the program.

EXISTING PROGRAMS

Astronomy
Astronomy AS
Biological Sciences
Biology AS and AST
Chemistry
Chemistry AS
Computer Science
Computer Science AS
Geology
Geology AST
Mathematics
Mathematics AA and AST
Physics
Engineering AS
Physics AS and AST

ENROLLMENT TRENDS

There are several areas of strengths as evident in the data. MSE boasts division-wide, very high, course fill rates. MSE classes have a division-wide fill rate of 85.63%, which far exceeds the 77.98% campus average. Out of all of the departments in MSE, Mathematics boasts the highest fill rate of 93.22%.

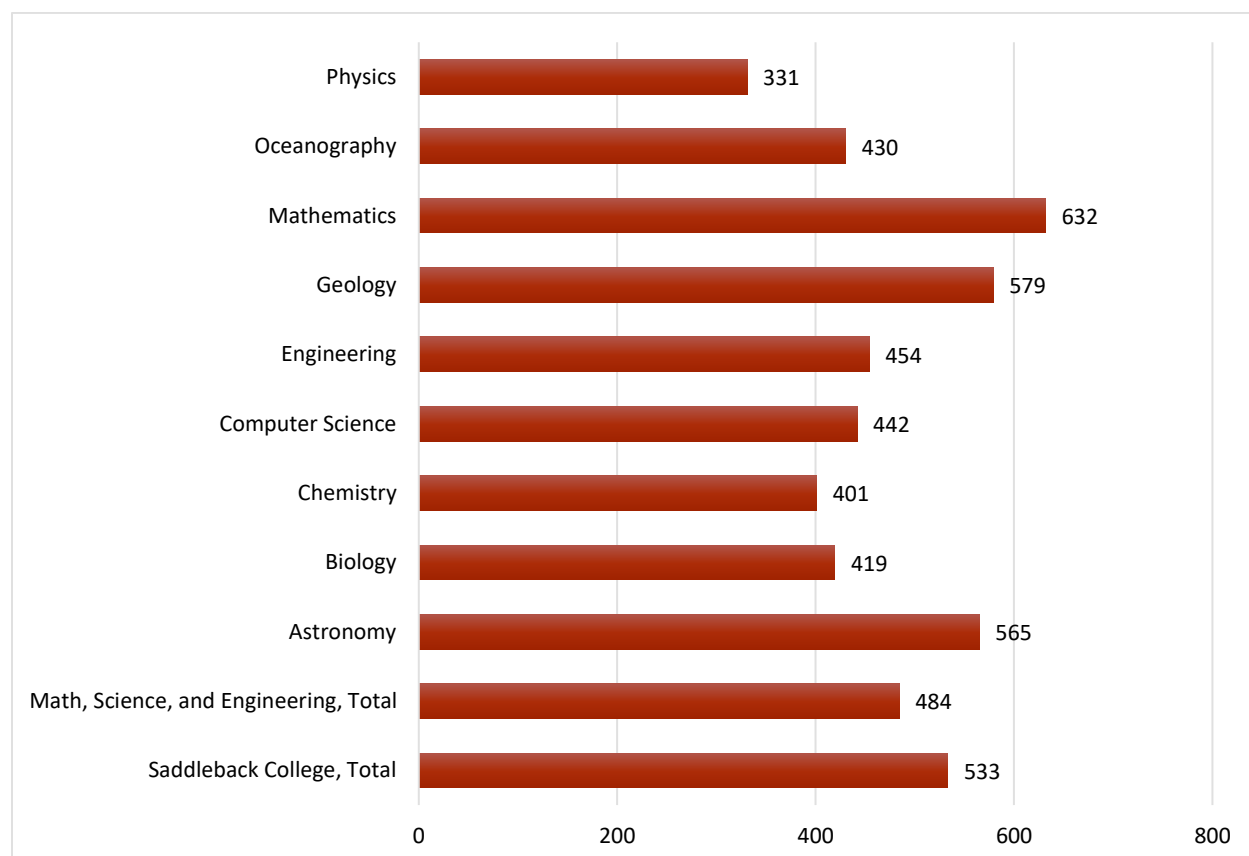
The high fill rates support MSE's strong performance in the area of efficiency. Despite a large proportion of class offerings for Biology and Chemistry locked into laboratory classes with a maximum size of 28, strong productivity of 494.17 WSCH/FTEF ratio has been achieved overall for the division. Mathematics supports MSE's strong efficiency with a very high efficiency ratio of 637.51, despite the detrimental effects of AB 705 on student enrollments. Of the Sciences, Astronomy boasts the highest efficiency ratio of 507.08.

Table 4.38: Mathematics, Science and Engineering and Saddleback College

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	TOTAL FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Math, Science, and Engineering, Total	535	83.8%	180.27	87,315	2,937	484
Astronomy	20	90.3%	4.72	2,667	83	565
Biology	126	81.3%	45.80	19,208	657	419
Chemistry	81	82.2%	35.56	14,258	486	401
Computer Science	48	78.3%	14.88	6,575	221	442
Engineering	13	65.0%	3.33	1,512	45	454
Geology	116	86.5%	32.88	19,040	644	579
Mathematics	105	92.1%	30.34	19,168	642	632
Oceanography	15	64.3%	6.77	2,914	94	430
Physics	11	58.8%	5.99	1,982	66	331

Data Source: SOCCCD inFORM Data Warehouse, 2019

Figure 4.18: Mathematics, Science and Engineering, Productivity Bar Chart (WSCH/FTEF), Fall 2018, per Table 4.38 Final Column



Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.39: FTES and WSCH, Total Growth and Average Annual Growth Rates

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Math, Science, and Engineering, Total	-18.0%	-4.9%	-17.5%	-4.7%
Astronomy	-27.2%	-7.6%	-26.5%	-7.4%
Biology	-13.6%	-3.6%	-14.1%	-3.7%
Chemistry	16.5%	3.9%	16.7%	3.9%
Computer Science	13.3%	3.2%	16.4%	3.9%
Engineering	7.1%	1.7%	10.2%	2.5%
Geology	-33.1%	-9.6%	-33.0%	-9.5%
Mathematics	-28.1%	-7.9%	-26.5%	-7.4%
Oceanography	-24.2%	-6.7%	-23.5%	-6.5%
Physics	-14.3%	-3.8%	-13.9%	-3.7%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Table 4.40: Section Count and Fill Rates

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Math, Science, and Engineering, Total	576	83.5%
Astronomy	25	83.7%
Biology	126	78.5%
Chemistry	73	83.9%
Computer Science	37	78.5%
Engineering	13	62.1%
Geology	146	86.2%
Mathematics	125	93.0%
Oceanography	18	62.9%
Physics	12	62.5%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

MSE boasts strong and stable retention rates. Although it lags the college average, MSE's overall retention rates have consistently sat approximately 9% below the campus-wide average. MSE was successful in improving its retention rates over the last three years, keeping pace with the campus-wide improvements in retention.

For Fall 2018 semester, MSE's retention rate increased to 83.36%, which represented a 1.44% jump over the Fall 2017 figure and a 2.96% increase over Fall 2016. Although MSE houses many rigorous transfer level science and mathematics courses impacting retention, efforts to improve retention rates are continuing with the goal of achieving average rates closer to the campus average overall.

Success rates have been more of a challenge for MSE. MSE's overall success rates in the low 60% range have lagged the overall campus average in the low 70% range. However, the data also shows that positive changes are taking place and moving success rates in the right direction. Over the last five fall semesters, the campus average has been stable in the 72% to 73% range, while during this same time period, MSE improved success rates, from 59%-60% (Fall 2014 and 2015) to 61%-62% (Fall 2017 and 2018). MSE will continue its work to improve success rates in order to close the gap with the campus wide average. Strategies for improving student success are discussed in detail in the next section under "Opportunities", as well as in the preceding section under "Existing Programs".

Table 4.41: Retention and Success Rates

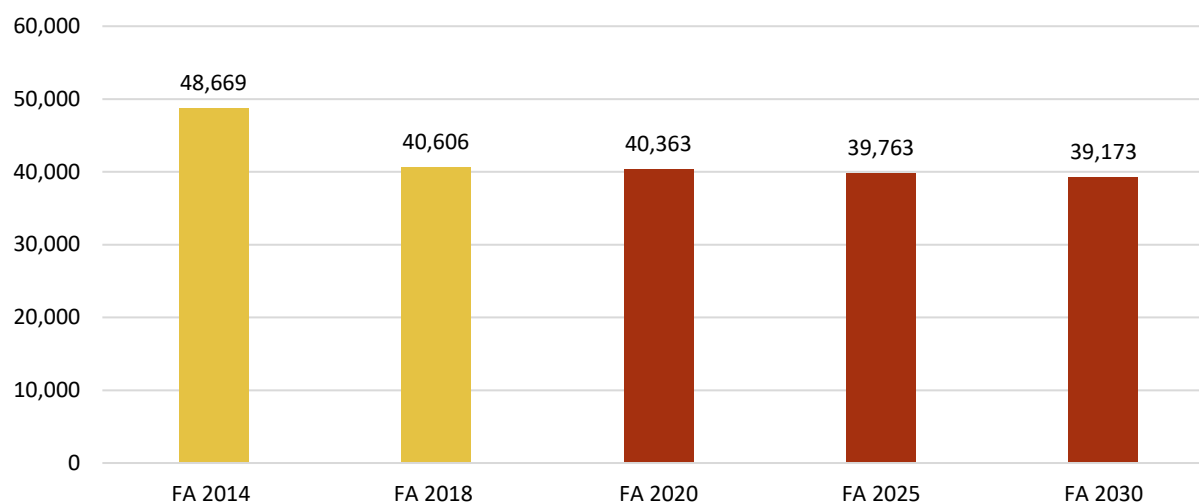
Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Math, Science, and Engineering - Retention	81.0%	81.1%	81.1%	81.6%	82.4%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Math, Science, and Engineering - Success	61.1%	61.0%	62.0%	62.9%	63.7%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

Figure 4.19: School and Program WSCH, Math, Science and Engineering, Actual and Estimated Growth, 2014 to 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Astronomy	1,749	1,146	1,134	1,105	1,077	-0.52%
Biology	9,489	8,096	8,020	7,833	7,650	-0.47%
Chemistry	5,456	6,155	6,114	6,014	5,916	-0.33%
Computer Science	2,463	2,900	2,889	2,862	2,835	-0.19%
Engineering	45	63	63	62	61	-0.24%
Geology	858	1,136	1,130	1,114	1,098	-0.28%
Mathematics	25,533	18,558	18,488	18,314	18,142	-0.19%
Oceanography	774	570	564	548	532	-0.57%
Physics	2,302	1,982	1,961	1,911	1,862	-0.52%
Math, Science and Engineering, Total	48,669	40,606	40,363	39,763	39,173	-0.30%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES

There are several core issues facing MSE, both internal and external to the division. The internal issues fall into two broad categories: aging facilities and flat division budgets.

Enrollment management (access, retention, and completion) Challenges

There are several serious external issues facing MSE today. The main issue is centered on the declining traditional-aged student population in the local service area due to a fundamental shift in demographics. The decline in the traditional-aged population has provided challenges to MSE as the division struggles to increase enrollments to support the growth targets set for the entire campus. In addition, AB 705 implemented fully for Fall 2019 has greatly limited MSE enrollments as it reduced the number of mathematics classes offered. In addition, MSE faces the same challenges facing every community college in California meeting the needs of a rapidly changing student population by offering up-to-date curriculum and course offerings that are in demand today.

Facility Challenges

With productivity increases limited by maximum laboratory classroom size, it is essential for the MSE Division to have access to classrooms that can fully support Mathematics and Computer Sciences as the engines for enrollment growth. However, MSE suffers from a lack of modern, adequate facilities for Mathematics classrooms, and also a lack of modern, adequate facilities for Computer Science classrooms, instructional labs, and drop-in tutoring labs. Mathematics and Computer Sciences are housed in the aging Science Math building, which is now over 45 years old. New classrooms and computer labs are essential to support the great potential shown by Mathematics and Computer Science to grow and support MSE enrollments. With mathematics courses scheduled to capacity in their assigned classrooms, new classrooms tailored to facilitate non-traditional instruction are needed in order to expand the number of available AB 705 compliant support classes for transfer level mathematics courses.

Technology and Equipment Challenges

In addition, dealing with the challenge of aging facilities, the MSE budget has been flat over the past several years with no appreciable funding increase despite increased materials, equipment, repair, and maintenance costs. The absence of a consistent replacement equipment budget from year to year has hampered efforts to maintain high quality laboratory facilities. In addition, the staff hiring freeze and a lack of additional budget to augment staff support have provided challenges in maintaining the high quality of instruction within the division.

The lingering issues with the new Sciences building have proven problematic with limitations in direct funding available to the division to alleviate these issues. Unresolved issues include poor lighting throughout the building, carry-over telescope used in the observatory, issues with the building's 'Notifier' maintenance alarm on the fire alarm system, ongoing issues with the HVAC and ventilation systems, and numerous leaks throughout the building.

OPPORTUNITIES

Enrollment Management (Access, Retention, and Completion) Opportunities

MSE has responded strongly to all its internal and external challenges.

The Mathematics department responded swiftly to large-scale programmatic and curricular changes imposed by AB 705. The department worked expeditiously to become AB 705 compliant by implementing placement based on high school grades. In addition, the department created and scheduled new support courses to allow any student to enroll in transfer-level mathematics courses such as College Algebra and Trigonometry.

To support students and their changing needs, MSE has changed how courses are developed and offered to students. The Mathematics department has put professional development at its core in order to have faculty fully ready to teach the AB 705 support courses. Best practices implemented include the Mathematic department's Community of Practice Committee developing student-centered pedagogy for instructors teaching support classes. In addition, MSE strengthened its online presence to broaden its reach to students who cannot physically access the campus. Biology added a new course offered online, BIO 28 – Plants and Human Affairs, starting Fall 2019. Mathematics for the first time, began offering transfer-level mathematics courses online with Math 10 – Statistics, and Math 7 – College Algebra for Fall 2019. MSE is set to continue innovating, with Chemistry launching the department's first-ever, hybrid Chemistry course during the Spring 2020 semester. Next, a hybrid version of CHEM 3 – Fundamental Chemistry will be launched starting Summer 2020 semester. Currently, plans are in place to have both CHEM 3 – Fundamental Chemistry, and CHEM 108 – Introduction to General, Organic, and Biochemistry offered regularly as hybrid courses.

Facility Opportunities

In light of challenges stemming from the aging infrastructure, MSE has been resourceful in finding ways to meet the needs of students. To resolve the shortage of rooms for the Mathematics and Computer Sciences department, MSE has worked with other divisions on campus to find and schedule classes and tutoring laboratory hours, outside of the division. Through this successful collaboration, MSE courses have been successfully scheduled in the HS, LRC, and BGS buildings.

This collaboration positively impacted Computer Sciences, as MSE works to support development of their new Cybersecurity program. For example, the program requires a new Cyber Operations Center (COC) computer lab, as a hub of activity for students in the program. MSE worked with the LRC and ITC, to relocate existing drop-in tutoring labs outside of the division so that an existing MSE spaces can be utilized to meet this urgent facility need.

Partnership Opportunities

In addition, none of this work is relevant if MSE cannot engage with students. To this end, MSE continues to support the special enrichment opportunities available to our students including Summer Research program at UCI-Madon labs, the NASA Rover team, and the Physics and Astronomy Club. Additionally, MSE is a proud participant in the campus-wide Honors program with several Honors program offerings within the division including Math 3AH – Honors Analytic Geometry, and BIO 3AH/BH – Honors General Biology I/II.

FUTURE DIRECTION OF THE DIVISION

- Increase access to programs and courses through more effective scheduling, especially college level math courses.
- Increase access to programs and courses through online courses and technology innovations, such as “flipped” classrooms.
- Increase efficiency of existing facilities to better align with scheduling needs.
- Strengthen collaboration on campus to support math and science courses for non-STEM majors.
- Expand project-based learning opportunities and curriculum development with Career Education programs on campus.
- Seek opportunities to increase the funding for program enhancements.
- Address equity gaps with access and achievement for both in person and online courses.

SOCIAL AND BEHAVIORAL SCIENCES

DESCRIPTION

Seeking to educate students for a lifetime of success, the Social and Behavioral Sciences (SBS) Division teaches general education courses that may lead to an Associate degree and offers Career Education (CE) courses that provide real-world skills to secure employment in Child Development, Education Studies and Gerontology.

EXISTING PROGRAMS*

Anthropology
Anthropology Degree
Child Development and Education
Early Childhood Education Degree
Early Childhood Teacher Certificate of Achievement
Elementary Teacher Education Degree
Infant Toddler Teacher Certificate of Achievement
Master Teacher Certificate of Achievement
School Age Care and Recreation Certificate of Achievement
Site Supervisor Certificate of Achievement
Economics
Economics Degree
Geography
Geography Degree
History
History Degree
Political Science
Political Science Degree
Psychology
Psychology Degree
Sociology/Gerontology
Sociology Degree
Gerontology Certificate of Achievement
Gerontology Interdisciplinary Certificate of Achievement
Gender and Sexuality Studies
Gender and Sexuality Studies degree

***Occupational Skills Awards excluded**

ENROLLMENT TRENDS

Since Spring 2019, the Social and Behavioral Sciences Division continues to see growth in enrollments and productivity. As of late September 2019, FTES has grown 13% year over year. In Fall 2018, the division generated 1156 FTES; during Fall 2019, SBS has generated 1310 FTES. However, due to attrition among students in the second eight-week class period, FTES is expected to be up approximately 10% year over year by the end of Fall 2019.

Additionally, the division's productivity rates have increased. In the fall of 2018, SBS WSCH/FTEF was 540; in Fall 2019, WSCH/FTEF landed at 568. This growth is due to the division's increase in introductory

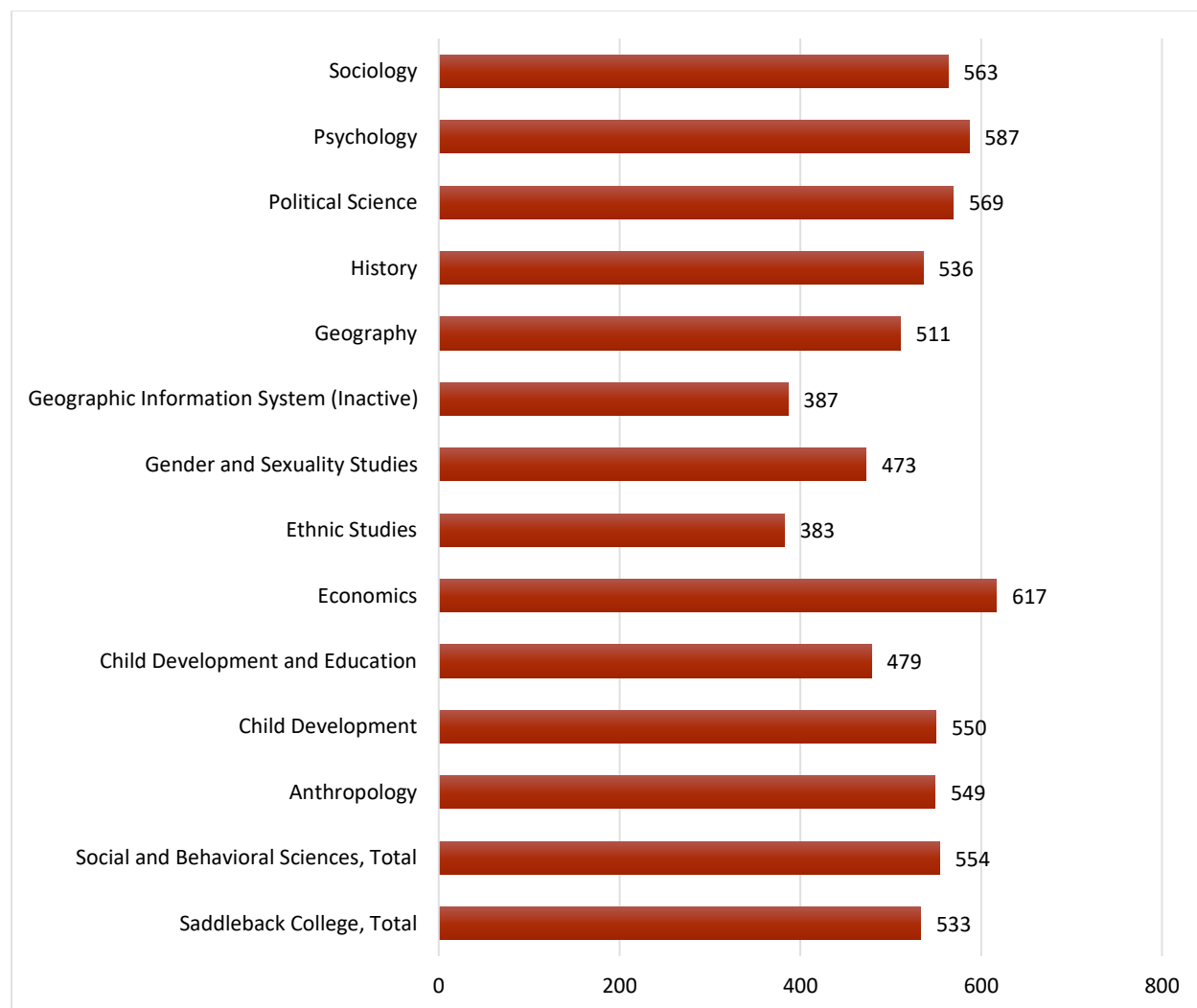
offerings and online success; SBS will continue to experience this growth in the next five years. The division's online enrollments alone make up approximately 50% of all SBS enrollments.

TABLE 4.42: ENROLLMENT AND PRODUCTIVITY, SOCIAL AND BEHAVIORAL SCIENCES AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Social and Behavioral Sciences, Total	778	84.5%	160.35	88,878	3,024	554
Anthropology	74	82.9%	14.90	8,184	279	549
Child Development	136	84.4%	29.04	15,982	549	550
Child Development and Education	17	65.9%	2.62	1,254	43	479
Economics	51	101.4%	11.01	6,795	234	617
Ethnic Studies	2	56.7%	0.40	153	5	383
Gender and Sexuality Studies	15	76.3%	3.00	1,419	50	473
Geographic Information System (Inactive)	6	53.3%	1.26	487	14	387
Geography	56	79.2%	11.04	5,640	192	511
History	149	79.6%	30.47	16,326	545	536
Political Science	74	88.4%	15.64	8,904	295	569
Psychology	134	85.2%	28.03	16,445	541	587
Sociology	64	93.4%	12.94	7,290	276	563

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.20: SOCIAL AND BEHAVIORAL SCIENCES, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER TABLE 4.42 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.43: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVERAGE ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Social and Behavioral Sciences, Total	2.2%	0.6%	1.7%	0.4%
Anthropology	-21.4%	-5.8%	-21.9%	-6.0%
Child Development	31.3%	7.1%	31.7%	7.1%
Child Development and Education	53.6%	11.3%	44.3%	9.6%
Economics	8.3%	2.0%	7.2%	1.8%
Ethnic Studies	-44.4%	-13.7%	-42.0%	-12.7%
Gender and Sexuality Studies	-10.7%	-2.8%	-11.8%	-3.1%
Geographic Information System (Inactive)	27.3%	6.2%	44.9%	9.7%
Geography	-6.8%	-1.7%	-8.7%	-2.3%
History	1.3%	0.3%	0.9%	0.2%
Political Science	7.7%	1.9%	7.3%	1.8%
Psychology	-4.6%	-1.2%	-4.1%	-1.0%
Sociology	-1.8%	-0.4%	-3.1%	-0.8%

Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.44: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVERAGE NUMBER OF SECTIONS, 2014-15 to 2018-19	AVERAGE COURSE FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Social and Behavioral Sciences, Total	808	78.6%
Anthropology	87	76.2%
Child Development	126	80.0%
Child Development and Education	15	61.1%
Economics	57	86.4%
Ethnic Studies	2	62.4%
Gender and Sexuality Studies	15	71.7%
Geographic Information System (Inactive)	6	53.0%
Geography	60	76.5%
History	152	74.9%
Political Science	77	80.4%
Psychology	140	81.5%
Sociology	70	83.6%

Data Source: SOCCCD inFORM Data Warehouse, 2019

STUDENT SUCCESS TRENDS

Faculty within the Social and Behavioral Sciences Division take great strides to ensure mastery of their discipline and pedagogical best practices. These efforts are apparent through SBS Division success and retention rates, both of which are approximately 2.5% above College rates. Additionally, the differences in success, retention, and persistence rates of our in-person and online offerings are marginal. Initial data suggests the SBS Division is a leader in terms of reducing equity gaps.

SBS faculty are actively engaged in Distance Education, Senate, Faculty Association, POER, ZTC, and other efforts. Faculty from across the division are actively working towards increasing student success and reducing non-academic barriers by converting their courses from publisher textbooks to Zero Textbook Cost (ZTC). One out of three (114 of 337, or 34%) SBS sections are ZTC (excluding canceled sections), whereas across the college, 398 of 2,415 (16.5%) sections are ZTC. SBS ZTC courses represent 29% of all ZTC courses at Saddleback (114 of 398 ZTC classes). The Office of Planning, Research and Accreditation analyzed ZTC and non-ZTC during the 2018-2019 academic year and found that cancel rates are lower and success rates are higher for ZTC sections.

TABLE 4.45: RETENTION AND SUCCESS RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Average Retention Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Retention	86.6%	87.6%	87.5%	87.2%	88.4%
Social and Behavioral Sciences - Retention	88.0%	88.7%	89.5%	89.6%	91.0%

Average Success Rate	2014-15	2015-16	2016-17	2017-18	2018-19
Saddleback College - Success	72.2%	73.8%	74.1%	74.2%	74.6%
Social and Behavioral Sciences - Success	71.0%	73.2%	74.9%	75.5%	77.9%

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

CHALLENGES

Enrollment Management (Access, Retention, and Completion) Challenges

Current enrollment challenges include fluctuations in demand from year to year. While InFORM and the Enrollment Management Dashboard provide some insight, the division receives few updates regarding real time enrollments or the needs of future students. It is challenging to ensure SBS programs are meeting demand based on current available data. Additionally, more data and information are needed to ensure division staff are working with intentionality to reduce equity gaps in all forms of instruction.

Facility Challenges

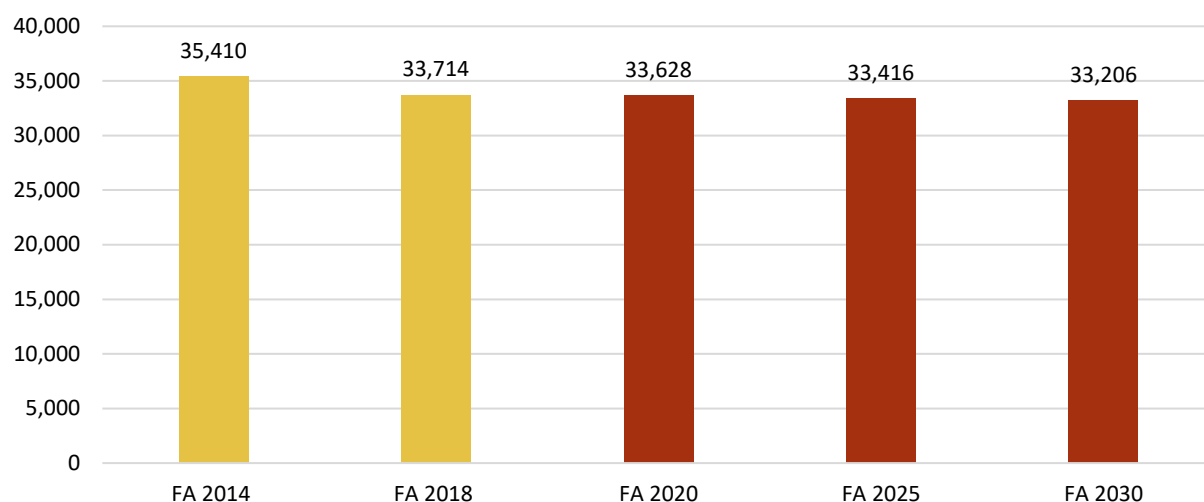
One of the largest and most consistent issues for SBS is a lack of classroom space relative to the size of the division. The SBS Division generates approximately 20 percent of FTES for the College but has access to less than five percent of the classroom space. The current executive administration is aware of this issue, and they are working to address these concerns.

In addition to classroom challenges, most of the Social and Behavioral Sciences Division is housed in the BGS Building. While upgrades were completed within the last ten years, the HVAC system has not been updated in over thirty years. As a result, the classrooms experience extreme temperature fluctuations of 20 degrees regularly.

Human Resource Challenges

Currently SBS offers more sections than any other division on campus. Because of this, more than 140 employees work within the division. SBS is currently assigned two full-time and one part-time staff member. This current staffing structure does not allow the division to take an active role in creating engagement activities beyond the basic events put on by SBS departments. In addition to engagement activities, the division wants to increase student access to internship and work experience opportunities. Without additional staff, these efforts will be limited.

FIGURE 4.21: SCHOOL AND PROGRAM WSCH, SOCIAL AND BEHAVIORAL SCIENCES, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Anthropology	4,245	3,069	3,055	3,019	2,983	-0.24%
Child Development	4,642	6,179	6,173	6,159	6,144	-0.05%
Child Development and Education	327	470	467	461	454	-0.28%
Economics	2,325	2,337	2,322	2,284	2,246	-0.33%
Ethnic Studies	123	90	89	85	82	-0.74%
Gender and Sexuality Studies	762	675	671	662	652	-0.28%
Geographic Information System (Inactive)	57	60	59	57	54	-0.80%
Geography	2,915	2,226	2,211	2,175	2,139	-0.33%
History	6,171	6,027	6,021	6,007	5,993	-0.05%
Political Science	3,612	3,477	3,470	3,454	3,438	-0.09%
Psychology	6,913	6,107	6,101	6,087	6,073	-0.05%
Sociology	3,318	2,997	2,989	2,967	2,947	-0.14%
Social and Behavioral Sciences, Total	35,410	33,714	33,628	33,416	33,206	-0.13%

Data Source: SOCCCD inFORM Data Warehouse, 2019

Technology & Equipment Challenges

The classrooms currently assigned to the Social and Behavioral Sciences Division do not offer enough space or electrical access to modify configurations and update classrooms to integrate new technology.

OPPORTUNITIES

Enrollment Management (Access, Retention, and Completion) Opportunities

The Division sees opportunities for growth and improvement due to AB 705; the development of the Global Studies Program; College Pathways efforts; and modifications in modalities. Recently, AB705 has provided the opportunity for more students to enroll in Economics courses starting Fall 2019. The Economics Department met additional student demand by offering additional short-term 8-week courses and has revised the Spring 2020 schedule in anticipation of increased enrollments. Social and Behavioral Sciences faculty were early adopters of online education. As a result, students outside of our service area enroll in the department's online classes, including online Anthropology labs, online Child Development courses, and online Statistics for Social and Behavioral Sciences which meets Area 2 (quantitative reasoning) of the IGETC transfer pattern. During the summer session, the division has experienced growth in four-year college and university students enrolling in SBS courses. These students represent a local untapped market with great growth potential. Due to the above, and additional efforts towards supporting completion and equity improvements, SBS expects that the trajectory of enrollment will continue to increase.

Facility Opportunities

Based on initial plans, the Gateway Building will enable SBS to expand courses during prime time to meet demand. However, the Gateway Building is projected to open in 2023, and the division will need to seek an interim solution to space needs on campus to meet growing demand.

Technology and Equipment Opportunities

In an effort to increase the quality of online courses, several faculty within the SBS Division are involved in the College's Peer Online Course Review process. Faculty from Anthropology, Economics, Political Science, and Sociology are part of the review team that is using the CVC-OEI Course Design Rubric to provide professional development to colleagues. Additionally, faculty from Child Development, Economics, Geography, History, Political Science, and Sociology are having their online courses reviewed and aligned (including accessibility) to the CVC-OEI rubric.

FUTURE DIRECTION OF THE DIVISION

- Increase growth through additional online course offerings and visibility through the CVC_OEI Finish Faster Website.
- Address equity gaps for both in-person and online courses.
- Increase interdisciplinary efforts align with the college learning pathways.
- Increase professional development opportunities.
- Increase faculty collaboration with integrated programs such as Global Studies.

INSTRUCTIONAL SUPPORT SERVICES DIVISIONS

The instructional support branch of the college strives to provide additional infrastructure to support programs, students and faculty in carrying-out the vision for instruction and focuses on addressing equity gaps to ensure that all students and faculty are able to meet their fullest potential. In addition, instructional support also works to ensure that our programs are connected and able to meet the economic workforce needs of our community. The two divisions that support instructional services are Economic & Workforce Development and Business Science, and Online Education & Learning Resources.

ECONOMIC & WORKFORCE DEVELOPMENT AND BUSINESS SCIENCE

DESCRIPTION

The Economic Workforce Development and Business Science (EWDBS) Division is unique in that it houses instructional programs and instructional support services that connect the college and its programs to educational and industry partners in Southern Orange County.

The division cultivates collaborations and partnerships with regional employers and workforce partners to develop high quality instructional offerings, industry specific skills training, student work-based learning opportunities, and contributions of knowledge, resources, and engagement for our academic programs. In addition, the division fosters collaborations and partnerships with K-12 and four-year university partners that will provide opportunities to advance students' academic pursuits towards economic stability.

On campus, the EWDBS Division supports the college's academic programs and Economic Workforce Development (EWD) initiatives by providing labor market data, opportunities to partner and collaborate, and instructional resources for faculty and students.

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

CHALLENGES

Human Resources Challenges

Over five years ago, initial seed funding was provided to develop a team to build out the EWD function at the college level. As increased opportunities for customized training and work-based learning opportunities are developed, there will be a need to expand the human resources capacity in this area to continue the growth and expansion of the programs. The current capacity of staffing is close to reaching its maximum output limit. A human resources plan will need to be developed to ensure that the potential for growth in this area is not stifled.

Data Challenges

Traditional labor market information is limited and does not capture awards from programs that do not report outcome data to the California Community College Chancellor's Office (CCCCO). Fee-based and contract education program outcomes are currently not captured. In addition, there is a lag in reporting supply data to the CCCCCO, therefore recently created programs will not be represented in traditional labor market information.

Additionally, there continues to be a challenge with capturing the outcomes for skills builders who do not come to the college to complete a certificate or degree. Instead, these students only take courses to expand their knowledge base and at times do not return after taking only one class.

Infrastructure Challenges

There has been an increase in interdisciplinary and cross-disciplinary collaboration at the College and regionally with the Strong Workforce Program and Perkins V funding allocations. Since our traditional budgeting infrastructure was developed to track funding and expenses within a department or division, these across program projects are hard to monitor. Reporting is difficult since the gathering of data for reporting purposes is done manually, given the siloed budget infrastructure.

For projects that are across colleges and systems, as well as those involving community and industry partners, there continues to be a need for data sharing agreements to allow for easy access to information that is needed to better serve the students in the programs.

OPPORTUNITIES

Leveraging Educational Partnerships

The EWDBS division continues to expand and leverage its educational partnerships. High school career education articulation agreements continue to expand to increase the number of students who earn college credit while in high school. In addition, new K-12 College and Career Access Pathways (CCAP) agreements and four-year university partnership programs are launching to create seamless transition opportunities for students while increasing enrollments for the college.

Career Pathways at the K-12 level are being enhanced with funding, accountability, and new initiatives within the state of California, and our division is poised to be a leader locally and regionally. This includes participation in the Orange County Department of Education's Dual Enrollment Task Force, where regional efforts support local student success in Early College Pathways. Additionally, the division participates in the Strong Workforce Early College Career Pathways Initiative and hosts a Grant Project Manager to enhance dual-enrollment development.

Leveraging Instructional Partnerships

The division seeks opportunities to support college academic programs and participates in regional economic and workforce development through industry specific initiatives. Within the energy, construction and utilities sector, our division will be hosting a Regional Director for Employer Engagement, formerly known as a Deputy Sector Navigator. Within the real estate sector, the division facilitates the California Community College Real Estate Education Center supporting the advancement of real estate education statewide.

The division also actively supports the college and its programs by developing additional work-based learning activities through Cooperative Work Experience, on-campus student worker programs, new programming for apprenticeships and pre-apprenticeships, and formalized student internships.

Over the past two years, there has been an increase in our contract education partnerships through other colleges using an Employment Training Panel (ETP) contract, a funding source which subsidizes the cost of customized training to employers. Given this growth opportunity, the College is seeking its own ETP contract and is contracting with Chaffey College to address the administrative tracking and reporting to ETP on behalf of the college.

FUTURE DIRECTION OF THE DIVISION

- Expand staffing capacity to increase learning services to the college and leverage external partnerships.
- Facilitate expansion of Early College Pathways with K-12 partners.
- Develop and expand work-based learning placement services.
- Increase efficiency and alignment of contract education programs across the college.
- Increase revenues for contract education by expanding customized training opportunities.
- Leverage internal collaborations to establish structures which support integrated learning opportunities.

ONLINE EDUCATION AND LEARNING RESOURCES

DESCRIPTION

The primary purpose of the Online Education and Learning Resources (OELR) division is to 1) grow and support online education; 2) provide academic instructional support to students through library services, learning assistance, student technical support, Study Abroad and Honors; and 3) coordinate college-wide activities that promote student success, such as the Institute for Teaching and Learning, Zero Textbook Cost Initiative, and the Student Equity and Achievement Program administration. Programs include Online Education, Learning Assistance, Library, Honors, Study Abroad, Institute for Teaching and Learning, Zero Textbook Cost Initiative, Student Equity, and Achievement Program.

ONLINE EDUCATION DEVELOPMENT

Saddleback College has developed a robust offering of online programs, which contributes significantly to the college's overall full-time equivalent students (FTES). During 2017-2018, 28% of all FTES generated at the College were in online education courses. Saddleback College has been a leader in online enrollments over the last several years.

At present, Saddleback has 50 fully-online courses and certificates, including fully-online GE pathways, CTE pathways, certificates, and ADTs. Saddleback College has been aggressive in developing its online education platform over the last four years from 992 online sections offered in the 2013-14 year and no known online degrees to the most recent semester with over 1,392 courses offered online in 2017-18. To accommodate this dramatic growth in online programs and courses over the last four to five years, the college has provided critical institutional resources to ensure the strategic planning and success of the online education program.

In 2018, the Online Educator Certificate was developed to provide professional development to support faculty to teach the growing number of fully online courses offered at the college. At the direction of the Dean of Online Education and Learning Resources, four key faculty members with expertise in online education were selected to create and facilitate a 10-week fully-online program for teachers. The program includes sections on technology tools, accessibility, assessment and orientation, and offers both best practices and practical guidance to faculty preparing to teach online for the first time. Since its creation, the division has offered three sections of the certificate each year, reaching as many as 300 faculty members. In collaboration with ITL and the Faculty Center, the college launched a certificate in Online Equity and Culturally Responsive Teaching in Spring 2020. The certificate is designed to encourage, assist, and promote equity and culturally responsive teaching and learning, and is modeled after the Online Educator Certificate. Outcomes and activities focus on strategies to reduce the achievement gap in online settings, enacting solutions, and interventions in classes, and looking at equity data, while learning to come up with action plans to address gaps for students.

INSTRUCTIONAL STUDENT SUPPORT PROGRAMS

Honors

The Honors Program is an interdisciplinary effort to develop exceptional talent, ability, and scholarship in highly motivated students of all majors. The program is open access, allowing all students interested in doing Honors coursework to enroll in Honors courses. Through a partnership with the Transfer Center, there is support for students seeking admission to their best-fit colleges, including the 35 institutions with which Saddleback College has preferential transfer agreements. There is also strong faculty support for student research through participation in several undergraduate research conferences and through incorporation of research into Honors course curricula.

The Honors Program has exceptional success in transfer acceptance and research conference presentations. While students are not required to report their acceptances, internal tracking indicates that Fall 2018 acceptance rates were 93% and 98% to UCLA and UCI, respectively. In addition, in Fall 2018, students were also accepted to UC Berkeley, UC Santa Barbara, UC San Diego, UC Davis, CSU Fullerton, CSU Long Beach, SDSU, and many private/out-of-state institutions, including Chapman University, Loyola Marymount University, Mount Holyoke College, Northwestern University, Reed College, Scripps College, Smith College, the University of Michigan, Whitman College, and Williams College, among others.

Learning Assistance Program

The Learning Assistance Program (LAP) provides direct instructional support to students, both online and on-campus, and works collaboratively with all divisions and programs. The LAP is an integral part of the student's learning experience and has a direct impact on their success, retention, and persistence rates. The LAP provides instructional support through the LRC Tutoring Center, Program Assisting Student-Athlete Success (PASS), Academic Success Program (ASP), and Student Technical Support.

The LRC Tutoring Center provides one-on-one, group, and online tutoring (asynchronous and synchronous) for over 30 disciplines. Specialized tutoring programs, such as VETS, DSPS, and EOPS/CARE/CALWorks/Foster Youth, were created to better serve our special populations of students by offering extended tutoring times and program-specific trained tutors. Other specialized tutoring programs, such as Nursing and CTE-focused tutoring, were created to address growing industry needs. The Center stays current with relevant state mandates and legislation by being proactive in the subjects provided and tutors hired. In the past two years, the Center has expanded its Embedded Tutoring program to meet the needs of AB 705 and placed Embedded Tutors in English and math support courses.

Additionally, the Center has several joint partnerships slated for Fall 2019, in an effort to better support students and streamline processes. The Center is currently working on housing the CIM and CS labs within the area. The Center is also working with the CVC-OEI Grant, to launch the Online Student Mentor Program, which is designed to target first time online students. In the fall of 2016, 2017, and 2018, the Center had, on average, 52,260 student contact hours per semester (SCAT data). To keep up with student demand and Title V, the Center employs over 120 tutors, 8-12 Faculty Tutorial Specialists, four classified staff (full-time/part-time), and 3-6 Federal Work-Study students.

In collaboration with the Extended Learning Division, the LRC Tutoring Center also provides support to the two off-site Adult English as a Second Language (AESL) tutoring centers in San Juan Capistrano and Mission Viejo. The AESL tutoring centers provide support to over 200 AESL students who need assistance as they learn the basics of the English Language. With primary oversight from an AESL faculty coordinator, the AESL tutoring centers employ nine tutors and six Faculty Tutorial Specialists.

The Program Assisting Student-Athlete Success (PASS) has been operating since its creation in 2013. As the needs of the student-athletes have increased, so have the services offered by the program. The collaboration with the Athletic Department provides orientations, PASS specific tutors, study hall hours, grade checks, PASS counseling hours, and on-campus workshops to over 400 student-athletes. Fall 2017 and 2018 had record-breaking numbers of student-athletes on Honor Roll (54% and 53%) and Fall 2018 also had the largest number ever of student-athletes with a 4.0 GPA. The LAP has one full-time Learning Assistance Specialist dedicated to PASS, but he also splits his time supporting other special populations as well.

Since 2014, Student Technical Support (STS) has been part of the LAP and provides technical support to students via in-person, email, telephone, and online chat. Topics range from the password, email, and MySite assistance to Canvas and Wi-Fi support. STS recently updated its website to provide a more user-friendly, ADA-accessible, informational site. STS tracks their student traffic through DeskTraker, which counted over 4,000 student cases in Fall 2018. The STS team is comprised of two (one is vacant) full-time Lab Technicians, Computers, one 27-hour Lab Technician, and one 15-hour Project Specialist.

Library

The Library's goal is to assist students, faculty, staff, administrators, and community members in achieving their educational and personal goals for independent, lifelong learning. The Library offers high-quality face-to-face and online instruction, print and electronic collections, professional development training, and technical support that Library users need to develop, build, and change their knowledge bases. The Library supports the college transfer goal by offering credit courses that articulate with universities including, LIB 2 Honors. The Library provides services to users both on and off campus and is an early adopter of new technologies in support of student learning. The Library is highly involved with equity, OER, pathways, and student success at the campus level.

The Library continues to be highly used by students. The computer lab and group study rooms are in high demand throughout the year, and the Library's print and online resources see substantial usage. The Library's Reserves collection continues to be the most heavily used, accounting for over 75% of all checkouts. This critical service provides students with access to over 1,000 course textbooks and other classroom materials at no cost. Interlibrary Loan (ILL) requests have increased since 2014 and continue to grow now that users can submit and track requests online. In addition, the librarians are working closely with faculty that have research assignments within their courses to embed library services within their courses. To enhance this service, the librarians have adopted the use of LibGuides to reach a larger segment of users. We are currently working to implement LibGuides within the Canvas shell so that a link to the guides will appear in the navigation tool.

Study Abroad

Saddleback College offers a variety of study abroad programs that integrate academic learning in classroom and/or field settings with exposure to different cultures and environments, as students explore the natural beauty and ecology of a foreign country; savor its foods; live among its people; visit its galleries, theaters, museums, and night clubs; and take excursions to unique heritage sites and biological reserves, all while earning transferable college credits and developing new perspectives on academic subjects and real-world issues. The college typically offers five to six programs per year, during the spring and summer terms. While Study Abroad programs have typically lived within the divisions, as of Fall 2019, coordination of the program is now located within the Division of Online Education and Learning Resources. Through this division support, the program now has coordinated marketing, outreach, processes for promotion and selection of new programs, a faculty handbook, a coordinated website for students, and an advisory committee.

INSTRUCTIONAL FACULTY SUPPORT PROGRAMS

Institute for Teaching and Learning

The Institute for Teaching and Learning, revived in Fall 2019, seeks to coordinate the efforts around faculty professional development. Efforts include coordinating new faculty orientation, induction and tours, training for pedagogy, equity and excellence, and creating a centralized system for sharing and disseminating information about professional development. Professional development efforts at the college include Peer Online Course Review (POCR), kicked off at Saddleback College in Summer 2020 through support of a \$500,000 grant through the Online Education Initiative (CVC-OEI). The grant supported the creation of a POCR process at the college, which included an intensive peer-review process. First, through this process, approximately 20 discipline experts received training through the state to become certified reviewers, learning how to apply the nearly 15-page intensive course quality review rubric and provide feedback, and as of Spring 2020, 50 reviews have been completed.

Faculty Center

The Faculty Center for Student Success is located in the BGS building, and houses a state-of-the-art Apple computer lab, in addition to space for faculty to meet, learn, lounge, work on grades, and receive support. Faculty have access to technology for instructional support in the Faculty Center, including use of copiers, specialized software and hardware, video and audio hardware, and sound booths for recording. The Faculty Center houses three full-time Instructional Technologists who report to the Dean of Online Education and Learning Resources. These staff members provide one-on-one support to faculty members for instructional design, accessibility, and other online education needs. They also hold small workshops, both online and in-person, and provide critical support for the college's fledgling Peer Online Course Review (POCR) process, by helping faculty to align their courses to the quality rubric, and by reviewing all Section D (Accessibility) requirements before certifying courses.

Zero Textbook Cost Initiative (ZTC)

Since 2018, the College has been working intensively to increase the number of courses that use Zero Textbook Cost (ZTC) resources. An initial survey indicated that fewer than a dozen faculty had adopted ZTC at the College, and through both external state grants and internal support from the College's executive leadership, nearly 20% of all courses offered at the College are as ZTC courses. Through leadership in the division and core faculty leads, the College continues to increase this number. Students have saved more than \$3.7 million (using a national average of \$83/course for textbook costs), and

more than 44,000 students have benefitted through this initiative, with more than 420 ZTC sections offered in 2019-2020.

ENROLLMENT TRENDS

In general, due to the unique nature of the Division of Online Education and Learning Resources, the standard set of data tables do not provide an accurate description of the division. In Table 4.46, while it does capture the Honors sections offered, it does not accurately capture the total number of sections in the division. Since the Learning Assistance Program exclusively uses TU 300 for positive attendance hours for students receiving tutoring support, the fill rates at 515% percent and the productivity (in the thousands) are not applicable or relevant.

In Figure 4.23, the same issue exists: the productivity for TU 300 sections, which typically enrolls thousands of students each semester, skews the entire chart for our division. The productivity outcomes for Honors courses are typically lower since they are capped at 25 students. Furthermore, around half a dozen Honors courses are co-taught by interdisciplinary faculty, thereby lowering the overall productivity. While these courses do cost the college more to run, the overall benefit to the 325+ honors students and non-honors students (since Honors courses are open access) is considered to outweigh the losses. Table 4.47 and 4.48 outlines fill rates, WSCH and FTES, but fail to capture the growth in FTES generated by the increases in Online Education at the college. In 2014-2015, online education was only 23.8% of all credit courses, whereas today it is nearly 39%.

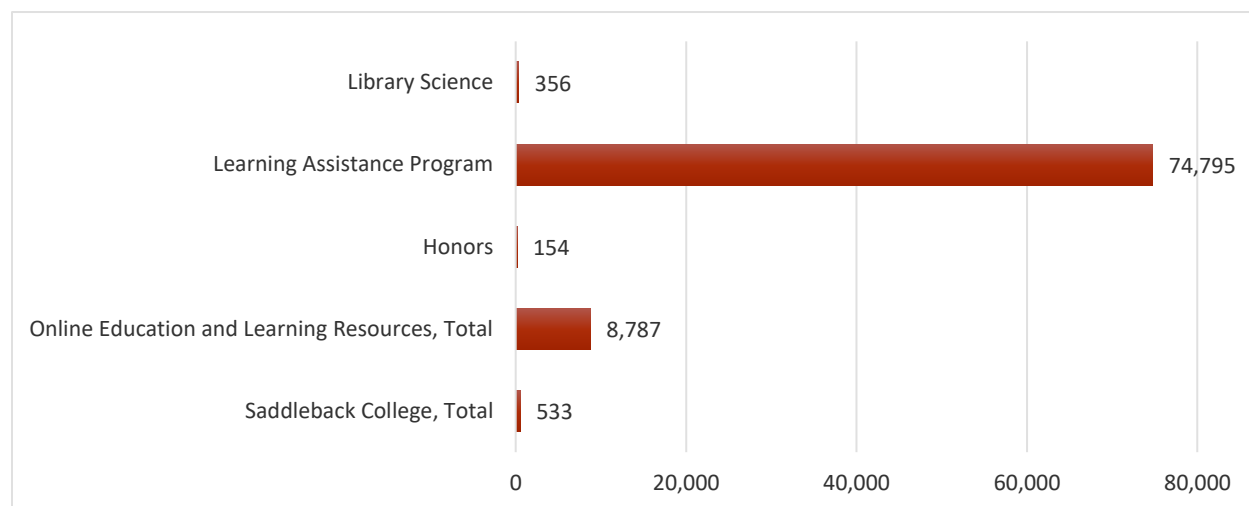
TABLE 4.46: ENROLLMENT AND PRODUCTIVITY, ONLINE EDUCATION AND SADDLEBACK COLLEGE, 2018-19 ACADEMIC YEAR

College, Division, Department, 2018-19 Academic Year	TOTAL SECTIONS	COURSE FILL RATE	FTEF	WSCH	FTES	PRODUCTIVITY (WSCH/FTEF)
Saddleback College, Total	4,934	81.0%	1158.46	617,870	17,189	533
Online Education and Learning Resources, Total	42	316.2%	6.34	55,709	228	8,787
Honors*	11	82.2%	4.40	678	22	154
Learning Assistance Program	23	439.6%	0.73	54,600	191	74,795
Library Science	8	72.7%	1.21	431	14	356

***Note: Honors data available starting in the fall of 2018**

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.22: ONLINE EDUCATION, PRODUCTIVITY (WSCH/FTEF), 2018-19 ACADEMIC YEAR, PER TABLE 4.46 FINAL COLUMN



Data Source: SOCCCD inFORM Data Warehouse, 2019

TABLE 4.47: FTES AND WSCH, TOTAL GROWTH AND AVERAGE ANNUAL GROWTH RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	FTES GROWTH, 2014-15 to 2018-19	AVG ANNUAL GROWTH RATE, FTES, 2014-15 to 2018-19	WSCH GROWTH, 2014-15 to 2018-19	AVG ANNUAL GROWTH RATE, WSCH, 2014-15 to 2018-19
Saddleback College, Total	-0.9%	-0.2%	5.4%	1.3%
Online Education and Learning Resources, Total	0.4%	0.1%	83.0%	16.3%
Honors*	NA	NA	NA	NA
Learning Assistance Program	-10.3%	-2.7%	81.6%	16.1%
Library Science	0.0%	0.0%	12.8%	3.1%

***Note: Honors data available starting in the fall of 2018**

Data Source: SOCCCD inFORM Data Warehouse, 2019

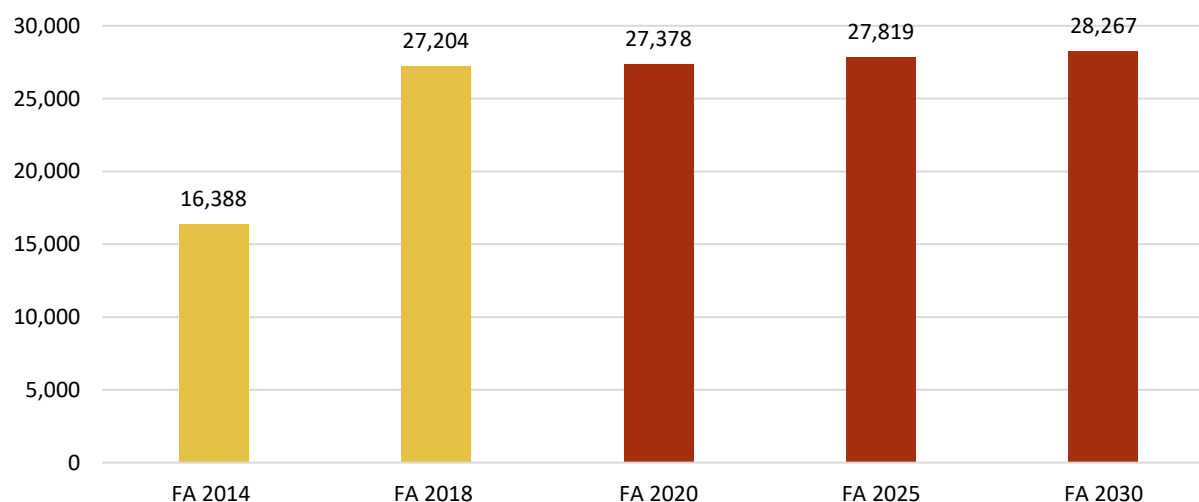
TABLE 4.48: SECTION COUNT AND FILL RATES, 2014-15 TO 2018-19 ACADEMIC YEARS

Division/Department	AVG NUMBER OF SECTIONS, 2014-15 to 2018-19	AVG CRS FILL RATE, 2014-15 to 2018-19
Saddleback College, Total	5,193	78.5%
Online Education and Learning Resources, Total	26	374.8%
Honors*	2	82.2%
Learning Assistance Program	17	525.0%
Library Science	7	53.6%

***Note: Honors data available starting in the fall of 2018**

Data Source: SOCCCD inFORM Data Warehouse, 2019

FIGURE 4.23: SCHOOL AND PROGRAM WSCH, ONLINE EDUCATION, ACTUAL AND ESTIMATED GROWTH, 2014 TO 2030



WSCH, Actual and Projected	Fall 2014	Fall 2018	Fall 2020	Fall 2025	Fall 2030	WSCH Estimated Average Annual Growth Rate, 2018 to 2030
Honors*	0	237	235	229	223	-0.50%
Learning Assistance Program	16,224	26,868	27,046	27,495	27,951	0.33%
Library Science	164	99	98	95	92	-0.58%
Online Learning and Learning Resources, Total	16,388	27,204	27,378	27,819	28,267	0.32%

***Note: Honors data available starting in the fall of 2018**

Data Source: SOCCCD inFORM Data Warehouse, 2019

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

CHALLENGES

External Challenges

Across the state, other colleges are ramping up their online presence, and the state has also dedicated millions of dollars to create a fully online 115th college, Calbright. These will be critical competitors to Saddleback College's dominance in online education. Furthermore, many colleges are realizing that online education is the key to growth as their own local enrollments decrease. Competition from private universities and colleges and these other public institutions will be a significant factor for consideration.

Human Resource Challenges

The OELR Divisions is highly dependent on categorical and grant funding to maintain its current level of staffing. While categorical funding is more dependable than grant funds, the dependence on non-general funds to support the area makes it more challenging for the division to respond quickly to emerging needs since use of categorical and grant funds are restricted.

Given the dependence on categorical and grant funds, the majority of the staffing in the area is part-time permanent or part-time temporary. A part-time staffing model presents a lot of turnover and creates a need to have to continually hire and rehire, creating a burden that is challenging on the full-time staff.

In addition, the dependence on technology, as well as the implementation of new and updated technology innovations, creates additional burdens on the OELR team to support and train the campus each time the college introduces a new instructional technology tool. This also pushes the need to embed criteria to evaluate competency in teaching online and utilization of technology tools with every new hire since current job descriptions do not require this as a minimum qualification.

Facilities Challenges

Space continues to be a challenge for the OELR Division. Currently the existing space allocated to the division does not meet the needs for students, tutors, faculty, and staff. As the college becomes more dependent on the OELR team to provide centralized instructional student support services, the need for space continues to grow. The LRC Tutoring Center sees over 50,000 student contact hours. This, combined with an increase in the use of the center due to AB 705, often finds students without a space to receive tutoring. Additionally, during busier times in the semester including before midterms, term paper due dates, and finals, students can be found sitting on the floor of the Tutoring Center. In addition, with the focus on productivity and the need for classrooms that allow for 45 or more students, the library has had to open up their dedicated classroom space for other divisions to schedule courses in so that we can maximize enrollments. Not having exclusive access to the classroom space makes it difficult for the division to provide on-demand face-to-face workshops.

Technology and Equipment Challenges

The College's instructional programs are becoming more and more reliant on the Learning Management System (LMS) as we increase the dependence on the system for online, hybrid and face-to-face classes. In addition, the College has an interest in establishing comparable services for students who are exclusively online which requires the implementation of additional technology solutions, such as

tutoring, counseling, proctoring, and other traditional student services within the LMS. While online education does not need physical buildings and infrastructure, the need for updated online infrastructure and technology is required for the College and its programs to thrive.

In addition, the College will need to navigate an increasingly aligned and universalized approach to library services, including a central library services platform, consortiums for book loans, and other centralized services. Furthermore, student and staff utilization of these services are continuously changing and requires a need for continuous improvement of the student and faculty experience using the library services.

OPPORTUNITIES

External Opportunities

The division has aggressively pursued categorical and grant funding to support new innovations and enhancements in technology to improve the instructional support services provided. The online education program pursued and was awarded a \$500K grant from the state in 2019-2020 to establish additional online pathways, to pilot a Peer Online Course Review program, to increase high school outreach to the student, and to create an online Peer Mentorship Program for students.

Human Resources Opportunities

Collaborations across the campus with the centralization of support services has led to increased use of existing staff in OELR and other divisions. In addition, continuous improvement through research findings are increasing the efficiency of the embedded services provided by aligning it to areas that garner the biggest impact to student success with these services.

Facilities Opportunities

The library has seen a dramatic increase in the number of students taking the three online library workshops. In addition, the division is collaborating with IVC Library to develop additional online workshops at both campuses. Delivering workshops online will lessen the need for facilities and provides the service for students on demand, as needed.

Also, as the institution seeks to centralize instructional faculty support, there is interest in expanding the facilities for the faculty center to incorporate all faculty support services including curriculum development, Educational Planning and Assessment, Faculty Senate and Union.

FUTURE DIRECTION OF THE DIVISION

The Division of Online Education and Learning Resources offers unique opportunities to support student success for the College's future. Some of these opportunities for future directions for the division include:

- Develop and expand service-learning opportunities with instructional student support programs.
- Identify and implement a co-curricular transcript system to document student engagement.
- Develop Certificate of Achievement award to recognize completion of Honors coursework.
- Establish a strong Alumni network of support for Honors program.
- Increase more guaranteed and priority transfer partnership agreements.
- Enhance tutoring opportunities for online students.
- Identify areas of need to embed instructional student support services within student learning pathways.
- Strengthen overall collaboration with other divisions to expand student and faculty support programs.
- Seek opportunities for external funding to support technology innovations and program enhancements.

STUDENT SERVICES DIVISIONS – DESCRIPTIONS, TRENDS, AND FUTURE DEVELOPMENT

DESCRIPTION

Saddleback College offers a comprehensive array of services aimed at addressing the comprehensive needs of Saddleback College students, and Student Services approaches its work guided by the following Student Services-wide Core Values:

Whole-Student Approach. Provide resources and make appropriate referrals to meet the comprehensive needs of Saddleback College students.

Collaboration. Work collaboratively, across campus, to provide the best possible educational experience for our students.

Innovation. Produce highest quality outcomes by developing more effective ways of delivering services

Excellence. Strive for excellence in academics, student support, and community service.

Mutual Responsibility. Act with integrity and to accept our mutual role in student success.

Learning-Focused. Help students acquire knowledge and skills essential for their success.

Below is a snapshot of Student Services' "reach" into the student population during the 2018 – 2019 academic year.

Snapshot of Services to Students (2018-2019)	
ADMISSIONS & RECORDS	<p>Student Enrollment Count -Summer 16,111 Fall 25,498 Spring 26,298</p> <p>Applicants- Summer 11, 320 Fall 16, 059 Spring 14, 371</p> <p>Total Program Award Count- 6,922</p> <ul style="list-style-type: none"> • AST Degree 378, AAT Degree 573 • AS Degree 567, AA Degree 1,595 • Certificate of Achievement 3,402, OSA 407 <p>Transcript & Enrollment Verification Requests-14,817</p> <p>In Person Registration (Emeritus Off Site Locations)-</p> <p>Summer 923 Fall 1,437 Spring 1,498</p>
CALIFORNIA WORK OPPORTUNITY AND RESPONSIBILITY FOR KIDS (CalWORKs)	<p>Direct services to 80 students (unduplicated) with 779 service contacts.</p>
CAREER & RE-ENTRY	<p>Career Guidance Appointments: 211</p> <p>Student Participation in Workshops: 1,021</p> <p>Unduplicated Career and Re-Entry Attendance for one-on-one appointments and workshops: 1,232</p> <p>Total Duplicated Headcount: 13,193</p>

CAMPUS LIFE	Approximately 400 students involved in Associated Student Government and Student Clubs, resulting in over 110 event and travel requests processed by Student Development Office.
CHILD DEVELOPMENT CENTER	74 families served (61% from Saddleback College employees and community members; 39% from Saddleback College students) Instructional placement site for over 2,956 students on campus, providing over 7,014 observation hours.
COLLEGE PROMISE	270 students received “free college” and personalized case management support. Disbursed \$577,035 in book vouchers, supplies, and tuition support. Promise program to grow significantly over the next several years (2019—630; 2020—1,400; etc.)
COUNSELING SERVICES	Counseling Office Appointments: 35,730 Student Participation in Probation and MAP Workshops:1,691
DISABLED STUDENTS PROGRAMS & SERVICES (DSPS)	Direct services to 3,068 students (unduplicated), with 27,410 service contacts. Services ranging from interpreter services to counseling to accommodate testing services.
EXTENDED OPPORTUNITY PROGRAMS & SERVICES (EOPS)	Direct services to 517 students (unduplicated), with 9,830 service contacts. Services ranging from personalized counseling appointments, assistance with registration, book vouchers, scholarships, assistance with fee waiver to four-year colleges and universities, textbook loan program, tutoring, among others.
FINANCIAL AID	Received and processed 14,918 financial aid applications. Disbursed \$28,341,919 of federal and state funds to students
FARMERS MARKET GROCERIES	Over 3,000 students served. (Permanent Food Pantry and Clothing Closet opened October 4, 2019).
INTERNATIONAL STUDENT PROGRAM	Enrollment Count: Summer-109; Fall-254; Spring-258
MATRICULATION OFFICE	Over 58,000 contacts with students for Matric services: Testing Services (8,319); Alternative Evidence (5,333); Orientation (15,192); Advisement (8,288); Student Ed Plans (675); Emails & Phone Calls (20,198).
STUDENT HEALTH CENTER	Over 12,000 student visits for comprehensive acute medical and psychological services, which almost reflects a 43% increase in crisis intervention and an overall increase of 16 % for mental health services.

TRANSFER CENTER	Direct services to 2,115 students (unduplicated), with 5,319 service contacts.
VETERAN EDUCATION AND TRANSITION SERVICES	Direct services to 870 students (unduplicated), with 2,552 service contacts.

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

Many of Student Services challenges and opportunities reside in capacity (space, people, technology, and student awareness capital). Student Services facilities have been in desperate need of upgrades as the Student Services Center is an aging facility and too small to house the comprehensive set of support services offered by the College. The increase in state initiatives, scattered location of student services, and need for updated technologies has put a strain on Student Services personnel. Student Services has the opportunity to innovate, consolidate, and update our staffing capacity. First, staffing levels need to increase to ensure the pre-enrollment/onboarding process is able to serve all students in a more efficient and timely manner. Second, in addition to ramping up staffing levels, there is also an increasing need for higher level positions. This staffing issue poses a challenge as some lower-level positions will have to give way to new positions that are better aligned with the new technologies and service delivery expectations. The last major challenge that has been at play for many years is students' lack of awareness of services available to them on campus. A student cannot be helped or supported if the student is unaware of services available to them or if services are too difficult to access.

FUTURE DIRECTION OF THE DIVISION

The future of Student Services at Saddleback College is bright. Aside from continuing a tradition of exceptional services to students, the new Gateway (Student Services) Building, scheduled to open Spring 2023, brings with it a lot of excitement and new service experiences for our students. This will be the first time Student Services core programs will be housed under one roof, within a "One Stop Shop" design, but with the additional design consideration of co-locating Instruction and Student Services and strategically creating study spaces throughout the building, in an effort to increase students' awareness of available services and increase likelihood that students access key services. In addition to expanding into a new building, Student Services plans to expand its online offerings with the creation of the Saddleback College "Student Services Hub", a "One Stop Shop" for online support and service. Saddleback College looks to be an innovator in online student support and service. The third area of expansion for Student Services at Saddleback College will be in the capturing and tracking of student experiences/interactions with Student Services personnel for use in customizing and delivering timely and targeted support to students leveraging the power of analytics. Student Services sees the implementation of a Customer Relationship Management (CRM) solution as a strong step in that direction.

COUNSELING SERVICES DIVISION

DESCRIPTION

The Counseling Services Division is dedicated to assisting students in identifying, clarifying, and reaching their individual life goals by providing individual academic, career, and personal counseling, as well as, courses that focus on the above areas. Services are available “on-ground” and online. Cranium Café is the online counseling platform currently being used by the division. The Division of Counseling includes General Counseling Services, Counseling course instruction, Articulation, Career, and Re-Entry Services, and Matriculation. The Division is also responsible for ongoing tracking of Academic and Progress Probation, and the Counseling Dean serves as the College’s Student Discipline Officer. The Counseling Division’s major strength is providing students with academic, career, and personal counseling. Counselors are experienced and knowledgeable in all these facets of counseling and help the student plan with the end goal in mind. Over 33,000 counseling appointments take place each academic year.

COUNSELING SERVICES

Counseling classes support students in a group setting to identify their educational and life-long goals quickly and help to keep students on track. The Counseling Division prides itself on being collaborative. The Career and Re-Entry Center and Matriculation Department are daily partners in working to help our students, but we also work closely with our evaluators in Admissions and Records, curriculum committee, and each full-time counselor is assigned as a liaison to all departments on campus. Through this relationship, we bring back specific information regarding each of our college academic programs and inform all counselors, so we are ready to serve our students accurately. As the College launches *Guided Pathways* the Counseling Division has been involved at all levels, including representation on the *Guided Pathway* leadership team and seven counselors have been identified to participate in the College’s *Guided Pathways* Completion teams. Counselors are not only found providing support in the division, but 16 part-time counselors are assigned to each of the area high schools in Capistrano Unified School District and Saddleback Valley Unified School District, including each of the district’s continuation schools. This commitment to our high school partners, support concurrent enrollment and dual enrollment programs. In addition to high schools, four counselors are assigned to our Adult ESL Program supporting both our adult learners and students completing their high school equivalency. These counselors serve as a bridge to Saddleback College credit programs. Counselors work closely with career education by providing CTE counseling that is primarily supported through Perkin’s Funding.

ARTICULATION

The Articulation office is comprised of one full-time counselor assigned to Articulation, and one full-time Articulation Specialist. This small team ensures that all college course work and programs are transferable to our four-year partners, both in-state, out-of-state, and private. The Articulation Officer (AO) is a member of the college curriculum team and supports college-wide faculty with the development of new programs and aligns new curriculum with statewide transfer program. This office manages approximately 30 Associate Degrees for Transfers (ADTs).

CAREER AND RE-ENTRY CENTER

The Career and Re-Entry Center offers a robust series of career exploration workshops including the New World of Work, 21st Century Skills. Under the direction of a new director of Career and Re-Entry Center, the Career and Re-Entry Center is quickly increasing its services to our students. Through a strong collaboration with our college’s Job Placement Office, Gaucho Jobs has become a focal point for on-campus student employment. The Career and Re-Entry Center now provides new student on-campus employee training, including information on soft skills, customer service, and leadership skills. The

Career and Re-Entry Center also looks to help lead the college with non-recent graduates into Promise Program, as well as support students through our Strong Economic Workforce Development efforts.

MATRICULATION DEPARTMENT

The Matriculation Department ensures that all students who seek a certificate, two-year degree and/or transfer complete orientation, placement, and advisement. A great number of students successfully complete the matriculation process through the long-standing Freshman Advantage Program, which helps specifically guided first-time college students seeking to earn a certificate, two-year degree and/or transfer. In addition, the Matriculation Department collects all prerequisite documentation. The Matriculation Department clears all English and math prerequisites directly. The Matriculation Department manages Title V required academic probation notification using Sherpa Nudge system. The Matriculation Department facilitated AB 705 implementation for the college, bringing together Math, English, ESL and counseling, research, along with our IVC counterparts and District IT in order to meet our implementation deadline of Fall 2019. This effort was not easy, but it has transformed how students are now placed into transfer-level English and math courses.

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

COUNSELING SERVICES

For Counseling, requiring a student to see a counselor is the single greatest challenge. Too often, students wait until they have completed a semester or two before coming in to plan for their educational goals.

External challenges include the many statewide initiatives that, at their core, rely on counselors to support students at an even greater capacity than the college is currently able to support. The Student Counseling Ratio (Fall 2016) of 1,296:1, is well beyond the statewide Student Counseling Ratio (Fall 2016) of 611:1 (California Community Colleges 2018 Student Success Scorecard).

Programmatic changes include increasing Counseling's online presence through Cranium Café, which will allow Counseling to extend its service times beyond the traditional 8:00 am to 7:00 pm to better meet the needs of working adults and online learners. Additional challenges include navigating the changes of the California Community College system with ever-changing requirements of our four-year partners. A great number of opportunities are in the near future.

ARTICULATION

The Articulation Office with the launch of a new and improved Assist.org, will now be able to better support articulation between counselors which will enable them to provide this information on to our students. The idea of *Guided Pathways* is bringing greater attention to the development of our local college programs and identifying ways to reduce units within our programs. The approval of a new General Education Pattern will support student's ability to both complete their lower-division course work at our college, as well as complete our local degrees. Finally, a future opportunity our AO is exploring is the expansion of our Transfer Equivalency System (TES) and Transferology.

CAREER AND RE-ENTRY CENTER

One of the challenges of the Career and Re-Entry Center is that our students intuitively come to the Center seeking career and job placement services. Currently, student job placement is housed outside of the department.

MATRICULATION DEPARTMENT

The new Gateway Building places matriculation in the Counseling area which will improve our service delivery to students. The Matriculation department is currently housed on lower campus.

FUTURE DIRECTION OF THE DIVISION

COUNSELING SERVICES

The Counseling Division's anticipated future directions include offering more group-counseling sessions, more online counseling sessions, and maximizing a student's interests early on in a guided pathway. Counseling anticipates a greater number of students accessing support services with the shift to *Guided Pathways*.

We have more than doubled our Counseling 100 (Counseling Success) enrollments from Spring 2018 to Fall 2019. We anticipate a significant increase in Spring 2020 as well; a result of our Counseling 100 (College Success) being an "entry point" into our Saddleback College Promise program.

The steady decline of high-school graduates and subsequent rapidly changing demographics of the service area has been known to the College for several years. The aging of our service area and high cost of housing and living is a major barrier to young families of school-aged children. Given this reality, Saddleback College will be focusing on new markets for prospective students (i.e. working professionals 29-years old and older, contracted education, etc.). With this renewed focus, the recruitment and support of adult learners will become a greater priority than in the past. Additionally, focus on homeschooled students, as another source of dual enrollment and university and college recruitment, both public and private, will also become a market we pursue.

The Counseling Division as a whole, looks to embrace technological innovations, while continuing to provide "high touch" support services to our students.

CAREER AND RE-ENTRY CENTER

The future of the Career and Re-Entry is exciting as it will be a focal point in the new Gateway building, visible to the entire staff and student body from the quad. The Center will play a pivotal role in *Guided Pathways* by championing the use of tools such as Career Coach and helping to coordinate critical programs and activities such as Pathways Fair and providing support to our Pathway Completion Teams.

ARTICULATION

With the statewide expansion of ASSIST.org, the Articulation office, in the future, looks forward to streamlining the articulation amongst the three institutional systems (CCC, CSU, and UC) in articulating course to course and major preparation work for transfer. The Articulation Office will maximize the use of the Transfer Evaluation System (TES) in an effort to expedite the evaluation of external college-level

courses that are statewide and national. Both initiatives, ASSIST.org and TES, will support transparency of transfer credit for students entering the College as well as existing to the CSU and UC.

MATRICULATION

The impact as a result of AB705 on Matriculation has been monumental. The future direction of Matriculation is to support students in capturing alternative evidence that might improve their initial placement that is awarded through Guided Self-Placement (GSP). The Matriculation team will continue to work closely with English and Math Departments to track and facilitate online placement.

Matriculation also looks to better centralize the prerequisite process in an effort to better support students in a more streamlined process for class enrollment. Finally, Matriculation looks to establish a more centralized and expedited electronic system to support students with Advance Placement scores.

ENROLLMENT SERVICES DIVISION

DESCRIPTION

The Division of Enrollment Services employees engage customers with an ethic of care in a manner that demonstrates courtesy, attentiveness, active listening, proactive problem solving, and patience with executing the functions of their job. The Division consists of the following areas: Admissions and Records, Financial Aid, International Student Program, and Outreach and Recruitment. Division employees work as a team and in partnership college-wide and district-wide colleagues, from a student's first point of contact through successful completion. It is expected that employees across the division possess cultural sensitivity and awareness of our diverse student population.

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

Identifying and securing technological solutions that increase efficiency, provide students with self-serve options, and which allow departments to successfully monitor and support students through completion, remains the biggest challenge and opportunity moving forward. The Dean assists with tracking Saddleback College Promise Students. In the past, the Research Office had created dashboards, reports which now may not be sustainable for future needs. There is a need for a software solution which provides holistic and intuitive case-management support (Customer Relationship Management system); one that offers comprehensive student monitoring capabilities and standardizes processes while coordinating services, referrals, and record keeping. The second major challenge/opportunity facing the division are staffing levels. The expansion of new technologies and service delivery expectations should drive the priority of the division to re-evaluate positional and staffing requirements.

ADMISSIONS AND RECORDS

Like the division as a whole, the Admissions and Records Department has a need for automation, particularly as it relates to the continued implementation and refinement of a process for automatically awarding Degrees and other Awards. Current capacity requires a staff member to manually enter each student award application data for every award the student is eligible for. This process is time-consuming and ineffective. Admissions and Records is working with District IT on the automation of this process with our current MySite (in-house) Student Information System. Achieving this automation will increase efficiency in processing many thousands of awards and certificates every semester.

The College's degree auditing program, uAchieve is a secondary database and therefore requires ongoing and frequent updating. There is a need to explore Enterprise Resource Planning (ERP) systems with this functionality. Having a single source student data solution means real-time analysis and accurate program details can be achieved. Another need is the ability to generate accurate and robust reporting tools. MySite users are limited to reports written by District IT staff. The Dean of Enrollment Services, Registrar, and staff need to be able to generate reports at various levels to increase performance and efficiency. Lastly, Admissions and Records needs a robust communication system (a CRM has this functionally) which allows communication across the admissions funnel including prospects, applicants, admitted students, and enrollees.

FINANCIAL AID

The Financial Aid Office has a specific need for a fully integrated Financial Aid system that seamlessly integrates admissions data, student records, and student payment/billing information.

INTERNATIONAL STUDENT PROGRAM

The International Student Program will need additional office space as the international student population continues to grow. The need for space includes a larger student lobby area able to accommodate more than 2-3 students at a time, two additional private offices to house an international student counselor and international student specialist, and one additional work station for student workers.

OUTREACH AND RECRUITMENT

The Outreach and Recruitment department has the additional need of a Customer Relation Management (CRM) solution which captures key interactions between college Outreach and Admissions staff and prospective students. This CRM will be key, particularly as the college pursues new student markets, in direct response to the decline of high school graduating seniors within Saddleback College's service area. Current missing functionality:

For applicants:

- Online inquiry application forms.
- Online document submission and process tracking.

For Outreach staff:

- Prospect information and status.
- Contact plan and to-do list with automated timetable.
- Automated database entry and integration with Student Information System(s).
- Group and individual contact tools.

For Dean of Enrollment Services:

- Outreach staff effectiveness measurement tools.
- Operational and management reports.
- Event management.

FUTURE DIRECTION OF THE DIVISION

The new Gateway (Student Services) Building brings with it a lot of excitement and new service experiences for our students. With these innovations comes the need for a new category of division employees who can serve as "Student Support Generalists" in areas such as: admissions, financial aid, academic programs, and the breadth of student service support services Saddleback College offers. As students continue to increase online enrollment, Student Services as a whole, but Enrollment Service in particular, will need to expand the use of online resources in relation to enrolment services. With enrollment management being one of the key priorities for the college and initiatives such as *Guided Pathways* and the new Student Centered Funding Formula, the demands on Enrollment Services will continue to expand and evolve.

STUDENT DEVELOPMENT OFFICE

DESCRIPTION

The Student Development Office extends learning outside of the classroom by providing diverse opportunities for our student population to develop social, personal, and professional skills through involvement in 30+ student clubs, the Associated Student Government, leadership programs, and various social and educational activities on campus. Our goal is to develop the whole student by providing meaningful experiences that empower students, create community, and provide new opportunities for students to be challenged and discover untapped potential within.

The primary goals of the Student Development Office are to:

- Foster an inclusive community that will engage students in a wide variety of out of classroom experiences.
- Provide intentional opportunities for students to develop their intellectual, personal, and professional growth.
- Challenge and empower students to contribute to their communities through leadership and service.

CHALLENGES AND OPPORTUNITIES

Because our student population is very transient, it is difficult to enact long-term planning with student leaders. The Student Development Office may only be able to work with a student for one to two years before they move on to the next phase in their life. Ensuring that there is consistent professional staffing to preserve the history of the programs, services, and initiatives is imperative to keeping a long-term vision. If staffing is lost, or new student leadership has different agendas, long-term planning can falter and fail to come to fruition. Initiatives such as those pertaining to campus sustainability and civic engagement are just two examples.

The campus community is also ever changing as what students need and want from their out-of-classroom experiences will continue to evolve. There are also new populations of students that need to be addressed, including some of those who may never set foot on campus, like our online learners. Student Development must look beyond what we are currently doing to find new ways to provide meaningful engagement opportunities for all students.

Student Development has many opportunities to work with the student leaders in Associated Student Government and within our student clubs to discuss new ways to engage our campus community and also to create new committees and documents to ensure historical data and initiatives are not lost. Because Student Development works very closely with students, we must tap into their knowledge and ideas to continue to create new opportunities for future students.

Student Development will also be working across campus with colleagues to be a part of committees and projects that will allow us to better reach all of our students. Campus Sustainability is an initiative that ASG has been championing for the past few years, ensuring that they have a voice on committees such as the Campus Sustainability and Beautification Committee. Student Development is also working on being a part of projects such as the online student support hub that is being created through Online Education and Learning Resources, so Student Development can have a more direct link to our online students to engage them in opportunities.

FUTURE DIRECTIONS

Our overall vision is to be the standard for an engaged campus and provide diverse meaningful experiences for all Saddleback College students. The Student Development Office will continue efforts in providing high quality programs and services for our students while adapting to their changing needs. We must avoid “the way things have always been done” mentality and look beyond what we find comfortable to create new ideas and initiatives that will make lasting impacts on the lives of our students. We will create ways to survey our students more periodically and continue to build upon our existing strengths and work collaboratively with the campus community to increase student engagement opportunities. With an increase in potential programs and initiatives, such as peer mentor programs, sustainability and civic engagement initiatives, and leadership trainings and programs, the need for additional staffing to effectively drive these programs may be needed in the future.

STUDENT EQUITY AND SPECIAL PROGRAMS

DESCRIPTION

The Student Equity and Special Programs division includes: Disabled Student Programs & Services (DSPS) which houses Special Services Instruction, Learning Disability Services Alternate Media and Accommodated Testing; Extended Opportunity Programs & Services (EOPS) and Cooperative Agencies Resources for Education (CARE); Foster Youth; California Work Opportunity & Responsibilities to Kids (CalWORKs); Transfer Center; and the Veterans Education and Transition Services (VETS) Program. The division is made up of 90 employees, which includes faculty, classified staff, and non-bargaining student workers.

DISABLED STUDENT PROGRAM & SERVICES

Disabled Student Programs & Services is committed to providing quality support services and specialized instruction, which enables students with verified disabilities to access and participate in all programs at Saddleback College. The work of Disabled Student Program & Services is in compliance with state educational regulations, the Americans with Disabilities Act, and the Rehabilitation Act. It strives to provide disabled students with the means to achieve the same goals for student success available to all students by providing equitable educational accommodations and support services that remove barriers to accessing education at Saddleback College.

CALIFORNIA WORK OPPORTUNITY & RESPONSIBILITY TO KIDS (CALWORKS)

The California Community Colleges CalWORKs Program was funded as part of California's plan for welfare reform, helping students achieve their goal of family self-sufficiency and helping families by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, and a successful transition into the workforce.

EXTENDED OPPORTUNITY PROGRAM AND SERVICES (EOPS/CARE)

Extended Opportunity Program and Services (EOPS) is a state-funded program designed to support students with economic disadvantages to attain educational and career goals. Per Education Code, the program's goal is to increase the number of underrepresented students enrolled in the community college, increase the number of EOPS students who transfer to four-year institutions, and improve the delivery of programs and services to our students. The other program within the unit is the Cooperative Agencies Resources of Education (CARE), which provides childcare assistance to single parents who have at least one child under the age of 18 receiving public assistance and who meet EOPS guidelines.

TRANSFER CENTER

The Transfer Center assists students with a successful transfer to a university of choice. Originally established to address equity issues for marginalized communities and their access to higher education, Transfer Centers help ensure a transfer culture by providing resources and counseling services to empower students so they can achieve their direct transfer goal and career objectives. In the 2018-2019 academic year, we had 2,482 unique students making 5,017 visits.

VETERANS EDUCATION AND TRANSITION SERVICES (VETS) PROGRAM

The Veterans Education and Transition Services (VETS) Program opened its doors to the public in 2009. It has grown to the point that in the 2018-19 academic year, the office of research identified 1,465 unduplicated self-identified student veterans enrolled in classes. The VETS Program's primary mission

continues to be serving the veterans, active military, and dependents attending Saddleback College. This mission includes seven pillars of services: counseling, outreach, advocacy, faculty/staff training, student leadership, camaraderie building, and external partnerships.

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

The division has several stand-alone programs which reside in different locations across campus. The programs have grown, yet the staff numbers have remained consistent for the last ten years. It is difficult to provide quality services to students when the staff is being stretch in different directions. Also, the programs have limited space which makes it challenging to find office space for the part-time counselors and staff members. Another challenge is having faculty coordinators who are not administrators which creates a gap in supervision. The wide span of control and increased demands negatively impacts the availability and efficiency for the dean to direct the team and have direct oversight of the programs.

The challenges impacting all programs are:

- The staffing structure is limited in all programs. The programs need low-level front office positions to assist with office coverage, tracking student data and services, scanning, cart drivers, outreach, and case management support.
- Space is a significant barrier and challenge that impacts daily operation of programs such as Transfer, VETS, EOPS and CalWORKs.
- Technology is a challenge for the programs. The software or systems used by some of the programs do not interact with our District Student Information System creating additional burden on staff to keep tracking, documentation, and reports.

Opportunities:

- The Gateway Building will bring the opportunity to have all the programs under one roof, making it easy to interact and supervise the areas. Also, the new building will provide the space needed for office and workstations.
- The goal is to have all the programs in the division use the dashboard and onboarding surveys being used in some of the other programs on campus. Also, EOPS has been the leader in utilizing technology to better serve their students. The EOPS/CARE program will continue to work with District IT to merge or reconstruct some of the networks such as SARS or Perceptive Web Now.
- Work to remove barriers identified in the ADA Transition Plan.

FUTURE DIRECTION OF THE DIVISION

Increasing accessibility throughout the campus continues to be a major point of emphasis for the division and it plans to accomplish this goal by working in partnership with the District ADA Transition Planning Steering Committee to eliminate barriers, thus improving access on the Saddleback College campus. Similarly, the division is also interested in increasing educational access (the number and percentage) of underserved student populations (i.e. students affected by language, social, and economic disadvantages), consistent with state and local matriculation policies. Similarly, one of the programs within the division, CalWORKs, which offers comprehensive student services that are specifically designed to supplement the college's existing support programs is looking to grow significantly once the curriculum for high school equivalency is approved. This projected growth in the program will benefit students to reach self-sufficiency. Counseling services are imperative to assist

students with a successful transition to college. To continue to serve and support students, there is a high need for additional staffing and office space. Finally, the division is excited about moving to a new location in the Gateway building and meeting the demands of the different initiatives through a “One Stop Shop” approach to student services.

WELLNESS, SOCIAL SERVICES, AND CHILD DEVELOPMENT CENTER

DESCRIPTION

WELLNESS

The mission of the Saddleback College Student Health Center is to strengthen student learning, retention, and success. This is facilitated by supporting the physical, psychological, and social well-being of students through high quality, excellent health care services, and referrals.

Student Health Services have been providing medical services to Saddleback College students since 1970. The physical facility of the health center was updated in the Fiscal Year 2012-13 calendar year complying with all state and federal guidelines. In Fall 2020 the Student Health Services opened the Student Wellness and Resource Center within the Student Services Center (SSC) in order to meet the ongoing needs presented in our college. Due to the decreasing availability of community-based public health and mental health services, along with the rising cost of health insurance the number of students seen and treated has significantly increased. In Fiscal Year 2018-19, the health services saw more than 12,000 students of which approximately 4,000 were mental health concerns.

The Health & Wellness center is the first line of intervention for on-campus psychological emergency calls and provides crisis intervention services to students. Faculty and staff are advised to notify the Student Health Center directly in the event a student in crisis is identified. The Center responds to all emergencies on campus and supports our AED Program. In addition, we deliver an educational health care environment in which the student can learn to participate in their healthcare and make healthy lifestyle choices while respecting each student's unique physical, mental, emotional, spiritual, and cultural needs. Saddleback Health & Wellness works collaboratively to provide referrals and links to resources within our community as needed for our students.

SOCIAL SERVICES

More than half the students attending a California community college have trouble affording balanced meals or worry about running out of food, and nearly one in five, are either homeless or do not have a stable place to live, according to the CCCCCO's report on March 7, 2019. Since 2012, Saddleback College Student Health Services has taken a step forward by creating a partnership with Helping Hand World Wide offering free nutritious groceries bi-weekly through our Farmer's Market to students and the community, and have brought Cal-Fresh on campus to sign up students who are eligible. During Fall 2019, the college opened a new and gently-used Clothing Closet and Permanent Food Pantry in addition to the Farmer's Market. In the last seven years, the division has served almost 18,000 students and community members with fresh groceries. Additionally, Saddleback College was the first college in the nation to become a Medi-Cal provider for Saddleback College students and since, have also become a Family Pact provider, and it partners with many community agencies for temporary housing needs for currently enrolled students in order to deploy real-time solutions.

CHILD DEVELOPMENT CENTER

The Child Development Center (CDC) is a model integrated child development and educational studies program providing services to the Saddleback College campus and the surrounding community. It provides a high-quality learning environment for young children; nurturing support and resources for parents; a training model for students pursuing the field of early childhood; and observation and hands-on opportunities for many other disciplines on campus. In 2016-17, the CDC, as an Instructional placement site, provided access for over 2,886 students in our Child Development program who clocked in over 7,963 observation hours at our Child Development Center. Currently, the center provides direct care and educational development for 82 children ranging in age from 18 months to six years of age.

Currently, a feasibility plan has been completed in February 2018 to offer an additional infant program starting at 12 months, up to 18 months of age, in Fall 2020.

CHALLENGES AND OPPORTUNITIES FACING THE DIVISION

WELLNESS

The Student Health Center needs additional staffing due to the complex demands placed on this division, especially as a result of an increased need for psychological and psychiatric support on campus. The center is averaging more than 300 requests for student intervention per year. The resources needed by our student population far out paces the fees collected through the students \$21 health fee per semester, requiring several grants to be written and maintained to provide the services needed by our students. Housing and food insecurities along with mental illness are on a rise across our state. Suicide is the second leading cause of death among college students and education and awareness on suicide prevention is a core issue. The hiring of a health educator to help with the coordination educational component of health and wellness will greatly benefit students.

SOCIAL SERVICES

Social Services programs need additional staffing to keep up with growing the demands of students, particularly evening students. Whether through grant funding or student workers, the opportunity to increase the hours for the Food Pantry and Second Hand Clothing Closet personnel is a primary goal. Job duties require coordination and ordering of food supplies, washing of clothing being donated, and stocking of shelves. These tasks consume considerable time but are needed in order to effectively address the non-academic barriers confronting our students. Partnerships for food and other resources have been established including the Helping Hand Worldwide partnership which is providing more than 3000 pounds of fresh foods each month to our campus. A partnership with Family Ministries and Starbucks Orange County provides more than 500 fresh meals weekly in the Tutor Center. Use of the Hunger Free foods allocation have enabled the College to open its Permanent Food Pantry. All of these require on-going relationships and commitments to ensure these resources continue to be available to our students.

CHILD DEVELOPMENT CENTER

Saddleback Child Development Center was able to completely paint and update the interior of the Child Development Center in December 2019. It is currently working with the Horticulture Department and Early Childhood Education faculty after applying for and receiving a Perkins grant to help update the current playgrounds. To improve quality, the Center and staff have been working with the County of Orange Department of Education for QRIS accreditation with a site visit scheduled for early Spring 2020. Lastly, a federal OCCAMPIS grant was written and awarded to help supplement the tuition costs for students in order to allow them to reach their academic goals.

FUTURE DIRECTION OF THE DIVISION

WELLNESS

The anticipated direction of the Health and Wellness area is to continue to meet the ever-changing demands of our student population while delivering high quality medical and psychological services to the students we serve.

SOCIAL SERVICES

To continue to look for ongoing opportunities to provide support services and reduce non-academic barriers for students.

CHILD DEVELOPMENT CENTER

Implementation of an infant program has been determined after careful review of current programs offered and a community-based needs feasibility study. In addition, the Center is working on the development of a Wellness Newsletter and Prevention classes by working with local agencies to enhance opportunities for programs at Saddleback College. The Center will be providing health brochures and literature to parents, including vaccination information. Lastly, the division hopes to provide parenting classes, domestic violence classes, sexual violence prevention, Title IX and opportunities for social service programs such as Cal Fresh to parents of the Child Development Center.

APPENDIX

TRANSFER DATA

TABLE 1: TOP 25 TRANSFERS TO ALL FOUR-YEAR INSTITUTIONS, SADDLEBACK, 2013 TO 2017

Type of Institution	University	Total Transfers, 2013 to 2017
In-State Public	CALIFORNIA STATE UNIVERSITY - FULLERTON	2,443
In-State Public	UNIVERSITY OF CALIFORNIA - IRVINE	782
In-State Public	CALIFORNIA STATE UNIVERSITY - LONG BEACH	761
Out-of-State Public	ARIZONA STATE UNIVERSITY (AZ)	419
In-State Public	UNIVERSITY OF CALIFORNIA-LOS ANGELES	407
In-State Private	UNIVERSITY OF SOUTHERN CALIFORNIA	348
In-State Private	NATIONAL UNIVERSITY	307
In-State Public	UNIVERSITY OF CALIFORNIA-SAN DIEGO	302
In-State Public	SAN DIEGO STATE UNIVERSITY	300
Out-of-State Private	UNIVERSITY OF PHOENIX (AZ)	287
In-State Public	UNIVERSITY OF CALIFORNIA-SANTA BARBARA	259
Out-of-State Private	GRAND CANYON UNIVERSITY (AZ)	236
In-State Private	CHAPMAN UNIVERSITY-ORANGE	230
In-State Public	CALIFORNIA STATE POLYTECHNIC	229
In-State Public	SAN FRANCISCO STATE UNIVERSITY	224
In-State Public	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	221
Out-of-State Private	WESTERN GOVERNORS UNIVERSITY (UT)	206
In-State Private	BRANDMAN UNIVERSITY	184
In-State Private	VANGUARD UNIVERSITY OF SOUTHERN CALIFORNIA	171
In-State Public	CALIFORNIA STATE UNIVERSITY - SAN MARCOS	170
In-State Public	UNIVERSITY OF CALIFORNIA - BERKELEY	170
Out-of-State Public	NORTHERN ARIZONA UNIVERSITY (AZ)	169
In-State Public	UNIVERSITY OF CALIFORNIA-DAVIS	160
In-State Private	CONCORDIA UNIVERSITY - IRVINE	159
In-State Private	AZUSA PACIFIC UNIVERSITY- UNDERGRADUATE	125

Source: SOCCCD inFORM Data Warehouse

TOP 25 DEGREE AND CERTIFICATE AWARDS DATA

TABLE 2: TOP 25 ASSOCIATE DEGREE AWARDS BY MAJOR, SADDLEBACK COLLEGE, 2013 TO 2017

Top 25 Degrees	2013-14	2014-15	2015-16	2016-17	2017-18	Total
LIBERAL STUDIES	272	284	269	301	391	1,517
BUSINESS ADMINISTRATION	38	106	213	217	278	852
PSYCHOLOGY	122	128	116	126	114	606
REGISTERED NURSE	101	94	104	118	114	531
HEALTH SCIENCES	70	87	90	125	140	512
COMMUNICATION STUDIES	45	65	84	106	106	406
GENERAL STUDIES: FINE ARTS AND HUMANITIES	30	39	32	42	34	177
ECONOMICS	14	21	23	32	51	141
CHEMISTRY	13	22	28	37	39	139
SOCIOLOGY	16	29	30	27	33	135
GENERAL STUDIES: SOCIAL AND BEHAVIORAL SCIENCES	14	18	24	29	38	123
HISTORY	18	14	26	31	31	120
GENERAL STUDIES: NATURAL SCIENCES	10	17	17	22	40	106
POLITICAL SCIENCE	13	8	20	23	30	94
BUSINESS ADMINISTRATION FOR TRANSFER	46	46	2			94
MATHEMATICS	4	10	11	29	40	94
PHYSICS	7	9	16	23	30	85
ENGLISH	4	10	15	16	30	75
EARLY CHILDHOOD TEACHER	6	9	5	11	30	61
FINE AND APPLIED ARTS	18	19	8	5	10	60
PHYSICAL SCIENCES	6	5	7	9	31	58
BIOLOGY	10	9	8	14	16	57
EARLY CHILDHOOD EDUCATION	1	8	15	17	10	51
KINESIOLOGY FOR TRANSFER	-	3	18	12	18	51
SPANISH	5	4	11	15	14	49

Source: SOCCCD inFORM Data Warehouse

TABLE 3: TOP 25 CERTIFICATE AWARDS BY PROGRAM, SADDLEBACK COLLEGE, 2013 TO 2017

Top 25 Certificates	2013-14	2014-15	2015-16	2016-17	2017-18	Total
GENERAL EDUCATION	931	1,597	1,589	1,736	1,718	7,571
GENERAL EDUCATION: CSU	647	814	860	905	942	4,168
GENERAL EDUCATION: IGETC	413	522	559	572	575	2,641
REGISTERED NURSE	103	95	105	113	114	530
COSMETICIAN	73	63	70	57	88	351
COSMETOLOGY	59	97	64	52	70	342
GENERAL STUDIES	249	7	3	1	-	260
EMERGENCY MEDICAL TECHNICIAN	107	32	25	15	13	192
PARAMEDIC	54	28	25	17	49	173
ASSOCIATE TEACHER	24	51	23	30	34	162
CLINICAL MEDICAL ASSISTANT	24	25	28	23	23	123
ALCOHOL AND DRUG STUDIES	19	28	24	26	24	121
MEDICAL INSURANCE BILLING	-	25	46	21	19	111
EARLY CHILDHOOD TEACHER	11	18	15	18	37	99
ADMINISTRATIVE MEDICAL ASSISTANT	22	21	18	19	12	92
CINEMA/TV/RADIO: CINEMA SPECIALTY	11	20	12	31	12	86
YOGA TEACHER TRAINING	-	13	37	16	7	73
ACCOUNTING	12	14	10	17	15	68
MEDICAL INSURANCE CODING	43	15	4	-	-	62
MEDICAL LAB TECHNOLOGY	8	8	11	17	13	57
COMPUTER MAINTENANCE TECHNOLOGY	7	21	8	8	12	56
NETWORK ADMINISTRATOR	9	9	15	12	9	54
AMERICAN SIGN LANGUAGE	7	6	17	7	16	53
BUSINESS LEADERSHIP	8	9	11	11	9	48
COMPUTERIZED ACCOUNTING SPECIALIST	9	5	12	12	9	47

Source: SOCCCD inFORM Data Warehouse

PROGRAM OVERLAP, SOCCCD COLLEGES

TABLE 4: ASSOCIATE DEGREES OFFERED AT BOTH SOCCCD COLLEGES

Major, A.A. or A.S. Degrees	Major, A.A. or A.S. for Transfer
Accounting	Anthropology
Administrative Assistant	Art History
Anthropology	Biology
Art	Business Administration
Biology	Communication Studies
Business Management	Early Childhood Education
Chemistry	Economics
Computer Science	Elementary Teacher Education
Dance	English
Economics	Geography
English Literature	Geology
Fine and Applied Arts	Global Studies
French	History
Geology	Kinesiology
Health Sciences	Mathematics
Humanities	Music
Infant/Toddler	Philosophy
Japanese	Physics
Mathematics	Political Science
Music	Psychology
Philosophy	Sociology
Physical Sciences	Spanish
Political Sciences	Studio Arts
Real Estate	Theatre Arts
Social and Behavioral Sciences	
Spanish	
Theatre Arts	
Theatre Arts: Technical Theatre	

Sources: COCI Program Data, SOCCCD, 2019; Website Course Listings, 2019