

# SADDLEBACK COLLEGE STUDENT EQUITY PLAN

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MAY 4, 2005

SADDLEBACK COLLEGE  
28000 MARGUERITE PKWY  
MISSION VIEJO, CA 92692-3635  
[www.saddleback.edu](http://www.saddleback.edu)

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# SADDLEBACK COLLEGE STUDENT EQUITY PLAN

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***SADDLEBACK COLLEGE***  
***Student Equity Plan***

***Signature Page***

**District:** South Orange County

**College:** Saddleback College

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**David B. Lang**  
**President, Board of Trustees**

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**Date**

**District Chancellor:** \_\_\_\_\_  
Raghu P. Mathur, Ed.D.

**College President:** \_\_\_\_\_  
Richard D. McCullough, Ph.D.

**Academic Senate President:** \_\_\_\_\_  
Carmen Dominguez, D.M.A

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

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

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# **Executive Summary**

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## EXECUTIVE SUMMARY

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

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

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

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

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

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

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

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

### **EQUITY TASK FORCE MEMBERS**

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

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# **Campus-Based Research**

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**SADDLEBACK COLLEGE**  
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

STUDENT DEMOGRAPHICS  
AND ACADEMIC  
PERFORMANCE INDICATORS

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

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## ACCESS

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### POPULATION SERVED

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

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

*Table 1  
Communities Served Primarily by  
Saddleback College*

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

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<sup>1</sup> Zip codes are those in use during the Decennial U.S. Census

## ETHNICITY

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

Main trends include:

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

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

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

## GENDER

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

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

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

## DISABILITY STATUS

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

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

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

## AGE

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

### STUDENT AGE BY ETHNICITY AND GENDER

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

Overall, female students tend to be older than male students – and there are some strong differences in age within ethnicities and gender combined (*i.e.*, statistical interaction). For example, almost half (48%) of white female students at Saddleback college are forty years of age or older, whereas not even one third (28%) of white males are forty or older<sup>2</sup>. On the other hand, thirty percent of Asian females are 24 or younger, but fifty-five percent of Asian males are 24 or younger. Approximately half of Hispanic female and male students are aged 24 or younger.

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

*Table 5*  
*Student Enrollment by Age Group*<sup>3</sup>  
*Saddleback College*  
*1998 – 2004 (Fall Terms)*

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

<sup>3</sup> No comparable Census data by age group were available for this report.

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

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

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

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



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## COURSE COMPLETION

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

### CREDIT COURSE COMPLETION

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

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

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

### CREDIT COURSE COMPLETION BY ETHNICITY

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

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

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

## CREDIT COURSE COMPLETION BY GENDER

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

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

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

## CREDIT COURSE COMPLETION BY DISABILITY STATUS

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

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

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

## CREDIT COURSE COMPLETION BY AGE GROUP

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

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

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

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## BASIC SKILLS COURSE COMPLETION

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

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

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

### BASIC SKILLS COURSE COMPLETION BY ETHNICITY (TABLE 14)

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

### BASIC SKILLS COURSE COMPLETION BY GENDER (TABLE 15)

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

### BASIC SKILLS COURSE COMPLETION BY DISABILITY STATUS (TABLE 16)

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

### BASIC SKILLS COURSE COMPLETION BY AGE GROUP (TABLE 17)

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

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

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

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

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

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

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



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

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

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## Transfer Course Completion

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

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

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

### TRANSFER COURSE COMPLETION BY ETHNICITY (TABLE 19)

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

### TRANSFER COURSE COMPLETION BY GENDER (TABLE 20)

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

### TRANSFER COURSE COMPLETION BY DISABILITY STATUS (TABLE 21)

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

### TRANSFER COURSE COMPLETION BY AGE GROUP (TABLE 22)

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

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

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

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

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

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

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

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

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

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## ENGLISH AS A SECOND LANGUAGE (ESL) COURSE COMPLETION

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

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

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

### ESL COURSE COMPLETION BY ETHNICITY (TABLE 24)

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

### ESL COURSE COMPLETION BY GENDER (TABLE 25)

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

### ESL COURSE COMPLETION BY DISABILITY STATUS (TABLE 26)

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

### ESL COURSE COMPLETION BY AGE GROUP (TABLE 27)

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

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

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

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

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

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

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



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

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

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## **DEGREE AND CERTIFICATE COMPLETION**

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

### AWARDS BY ETHNICITY (TABLE 28)

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

### AWARDS BY GENDER (TABLE 29)

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

### AWARDS BY DISABILITY STATUS (TABLE 30)

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

### AWARDS BY AGE GROUP (TABLE 31)

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

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## **TRANSFER TO CALIFORNIA FOUR-YEAR PUBLIC UNIVERSITIES**

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

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

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

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

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

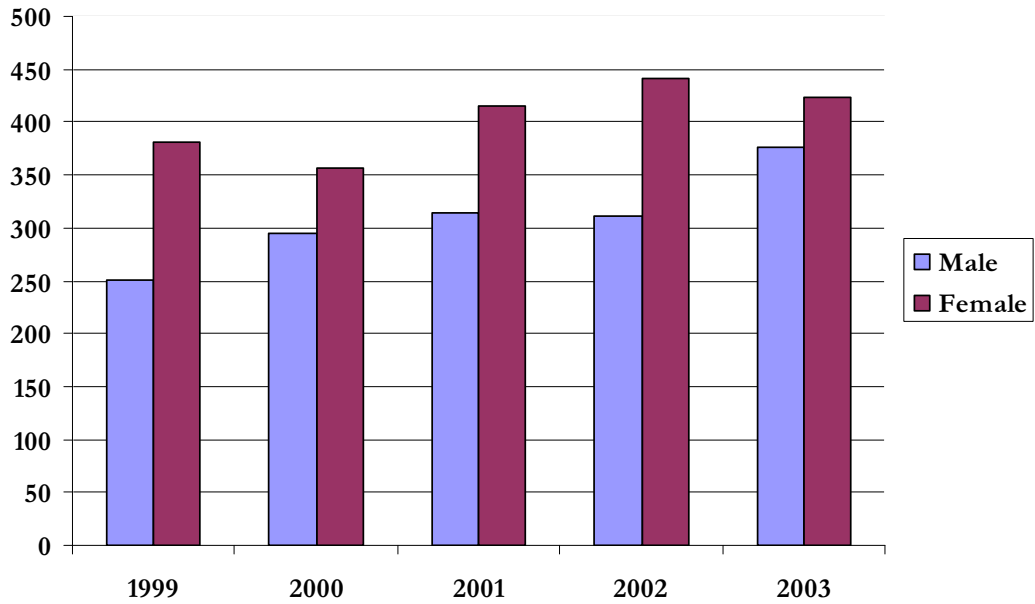
**Table 30**  
**Degree and Certificate Completion**  
**Percentage of**  
**Students with Stated Matriculation Goal (Fall**  
**1998)**  
**By Disability Status**  
**Saddleback College**

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

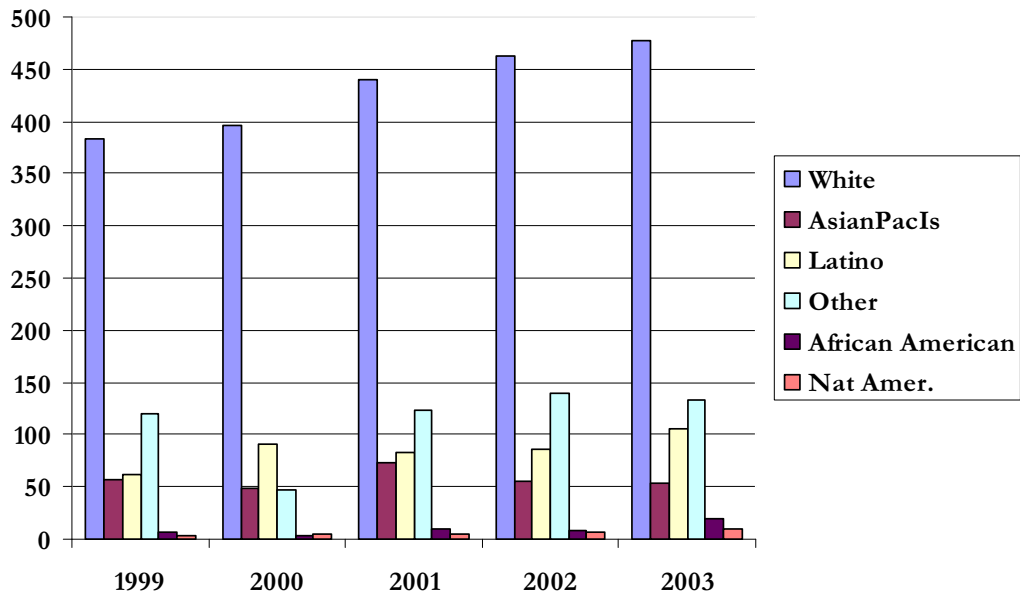
**Table 31**  
**Degree and Certificate Completion**  
**Percentage of**  
**Students with Stated Matriculation Goal (Fall**  
**1998)**  
**By Age Group**  
**Saddleback College**

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

*Figure 1*  
*Transfers to CSU and UC*  
*From Saddleback College by Gender*  
*Fall Terms 1999 – 2003<sup>4</sup>*



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



<sup>4</sup> Source: California Postsecondary Education Commission

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## **GOALS AND ACTIVITIES**

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# **I. STUDENT SUCCESS INDICATOR FOR ACCESS**

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**STUDENT SUCCESS INDICATOR FOR ACCESS**

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

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

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

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

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



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

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

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

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

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

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

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## **II. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

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**STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION**

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

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

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

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

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

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

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



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

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

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

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

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

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## STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

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

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

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

|  |  |  |   |  |                  |
|--|--|--|---|--|------------------|
|  |  |  | Reading, and Math Faculty, Recruitment and Retention Specialist, VPSS, Dean CS&SP, Assistant Dean Student Services, Director Special Services |  | targeted groups. |
|--|--|--|---|--|------------------|

**Goal 2. Seek grant money to support ESL, Basic Math and Basic English students' success in college**

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

|   |                          |
|---|--------------------------|
| 1d. Develop and hire a Recruitment and Retention Specialist as a full-time classified position. | See Access, Activity 1d. |
|---|--------------------------|

**Goal 2. Revise and expand existing college services for at-risk and underrepresented students to increase rates of degree and certificate completion.**

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

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

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

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

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

|  |  |                    |   |      |   |
|--|--|--------------------|---|------|---|
| 3c. Develop marketing activities and materials, including online, that enhance awareness and image of financial aid opportunities for retention and completion.  | See Course Completion, Activity 1b   |                    |   |      |   |
| 3d. Advertise and offer workshops, classes, and educational materials that teach better financial management to underrepresented students (e.g. FCS 142 – Family and Consumer Sciences).                                   | <table border="1"> <tr> <td data-bbox="337 1024 630 1266">Fall 2005</td> <td data-bbox="337 751 630 1024">Outreach and Marketing Committee, Dean Financial Aid, Dean CS&amp;SP, Assistant Dean Student Services, VPI</td> <td data-bbox="337 510 630 751">None</td> <td data-bbox="337 182 630 510">Increased number of applications for financial assistance.<br/>Decreased student drop-outs due to financial hardships.</td> </tr> </table>                                 | Fall 2005          | Outreach and Marketing Committee, Dean Financial Aid, Dean CS&SP, Assistant Dean Student Services, VPI                        | None | Increased number of applications for financial assistance.<br>Decreased student drop-outs due to financial hardships.         |
| Fall 2005  | Outreach and Marketing Committee, Dean Financial Aid, Dean CS&SP, Assistant Dean Student Services, VPI   | None               | Increased number of applications for financial assistance.<br>Decreased student drop-outs due to financial hardships.         |      |   |
| 3e. Develop and administer analysis instruments that identify specific problem areas where underrepresented students do not succeed such as financial pressures, self-efficacy, specific course apprehension, remediation. | See Course Completion, Activity 2a.  |                    |   |      |   |
| 3f. Identify an appropriate college hour when no classes are scheduled and conduct specific activities for the purposes of building community, fostering connectedness, retention, and student support.                    | <table border="1"> <tr> <td data-bbox="833 1024 1027 1266">Spring 2006</td> <td data-bbox="833 751 1027 1024">Planning &amp; Budget Council, VPI, Director Student Affairs</td> <td data-bbox="833 510 1027 751">None</td> <td data-bbox="833 182 1027 510">Increased interactions with college staff to enhance retention, completion, and student accountability.</td> </tr> </table>  | Spring 2006        | Planning & Budget Council, VPI, Director Student Affairs  | None | Increased interactions with college staff to enhance retention, completion, and student accountability.                       |
| Spring 2006  | Planning & Budget Council, VPI, Director Student Affairs   | None               | Increased interactions with college staff to enhance retention, completion, and student accountability.                       |      |   |
| 3g. Recruit, identify, and hire more support staff to reflect diversity.   | See Access, Goal 4.  |                    |   |      |   |
| 3h. Develop and utilize a comprehensive educational master plan that addresses the physical plant, continued maintenance of instructional facilities, and future facilities needs.   | <table border="1"> <tr> <td data-bbox="1109 1024 1404 1266">Spring-Summer 2006</td> <td data-bbox="1109 751 1404 1024">Maintenance and Operations, Various Shared Governance Committees, Budget &amp; Planning Council, College President</td> <td data-bbox="1109 510 1404 751">None</td> <td data-bbox="1109 182 1404 510">Improved enrollment, retention, and completion directly related to condition and availability of student-friendly facilities.</td> </tr> </table> | Spring-Summer 2006 | Maintenance and Operations, Various Shared Governance Committees, Budget & Planning Council, College President                | None | Improved enrollment, retention, and completion directly related to condition and availability of student-friendly facilities. |
| Spring-Summer 2006   | Maintenance and Operations, Various Shared Governance Committees, Budget & Planning Council, College President   | None               | Improved enrollment, retention, and completion directly related to condition and availability of student-friendly facilities. |      |   |

|  |             |   |      |   |
|--|-------------|---|------|---|
| 3i. Institute system of notifying departments of currently enrolled declared majors every semester to facilitate tracking of student progress. | Spring 2006 | Director Admission, Records & Enrollment Services | None | Improved communications and contact with declared students. |
|--|-------------|---|------|---|



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**V. STUDENT SUCCESS INDICATOR FOR  
TRANSFER**

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**STUDENT SUCCESS INDICATOR FOR TRANSFER**

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

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

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

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

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

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

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

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# **Budget**

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## SOURCES OF FUNDING

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

### ACCESS

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

### COURSE COMPLETION

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

### ESL & BASIC SKILLS

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

### DEGREE AND CERTIFICATE COMPLETION

| Description   | Source               | Amount         |
|---|----------------------|----------------|
| Workshops for faculty and staff on referrals, diverse populations | College General Fund | \$3,000        |
| <b>SUBTOTAL</b>   |                      | <b>\$3,000</b> |

**TRANSFER**

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

**SUMMARY by Categories**

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



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## **Evaluation Schedule and Process**

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## EVALUATION SCHEDULE AND PROCESS

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

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

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

### Access

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

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

### Course Completion

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

### ESL and Basic Skills

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

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

### **Degree and Certificate Completion**

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

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

**Transfer**

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

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## **Attachments**

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## **ATTACHMENTS**

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Addendum A – Request for Extension to Chancellor’s Office

Addendum B – Enrollment Management Plan inclusive of Equity Committee

Addendum C – College Planning and Budget Decision Making Model

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

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

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

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

**To:** fyokotob@cccco.edu

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

**Subject:** STUDENT EQUITY PLAN

Dear Fusako,

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

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

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

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

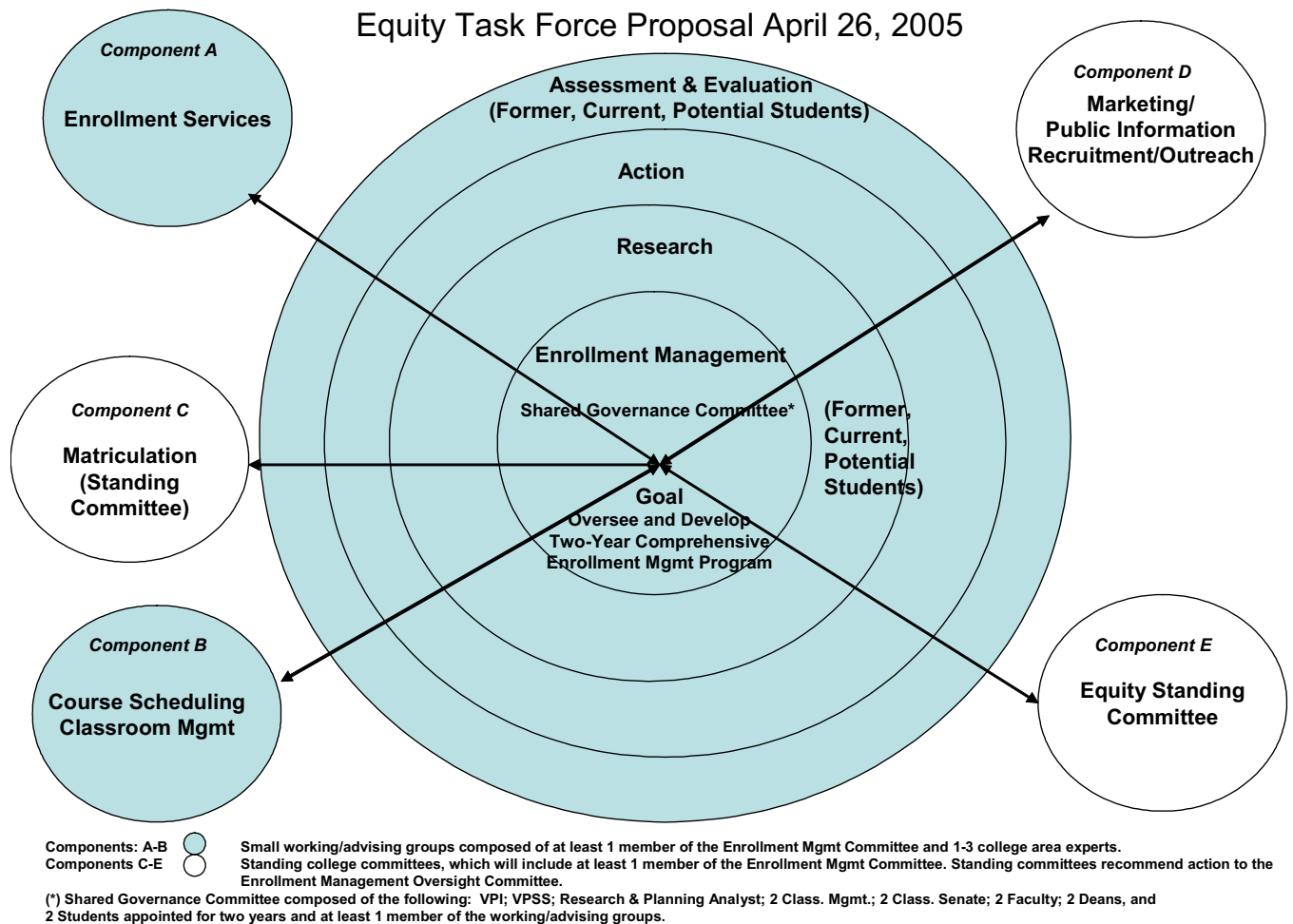
Basically, we will have the required research component completed now. We will also be able to have at least one goal worked out for each area and we can do an executive summary, if needed to date. Yet, to give the Equity Plan the justice due and provide what we need to our students, we are requesting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



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

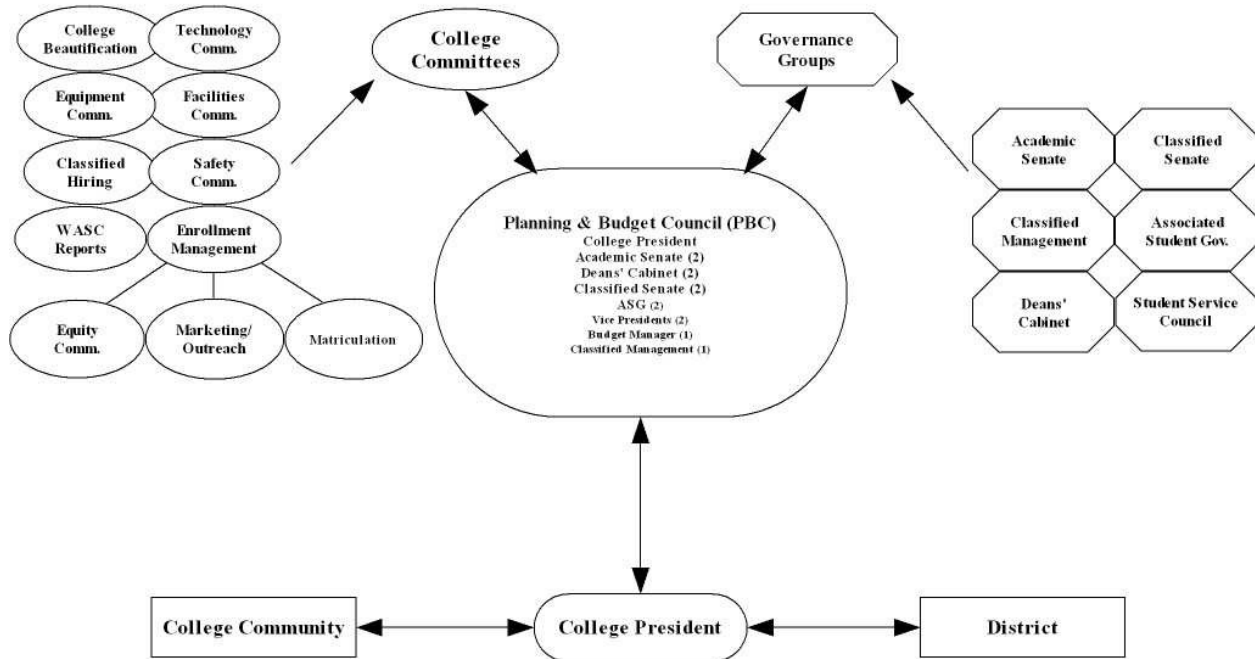
Note: This request was subsequently approved and the new due date of June 2005 was established per a telephone call back from Vice Chancellor for Human Resources, Fusako Yokotobi, to Lise Telson in January 2005.

## Addendum B –Enrollment Management Plan inclusive of Equity Committee



## Addendum C – College Planning and Budget Decision Making Model

### Saddleback College 2005 Governance/Decision Making Process



4/29/05