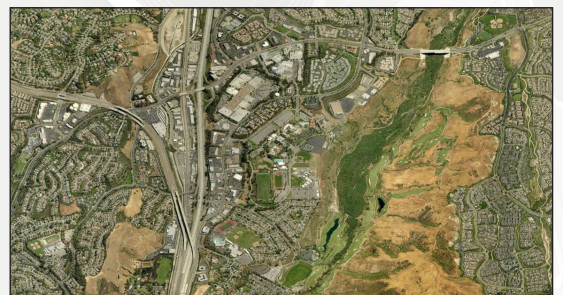South Orange County Community College District

2011-2031 EDUCATION & FACILITIES MASTER PLAN
VOLUME 2

Saddleback College
2011 EDUCATION MASTER PLAN

DECEMBER 2011

gkkworks

SADDLEBACK COLLEGE

2011 Education Master Plan

South Orange County Community College District

DECEMBER 2011

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COLLEGE

2011 EDUCATION MASTER PLAN

SADDLEBACK COLLEGE

South Orange County Community College District

ACKNOWLEDGEMENTS

Governance Groups (continued)

Academic Senate (continued)

Academic Senators

Anthony Teng	Jeanne Smith
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Brad McReynolds	Karla Westphal
Brandee Craig	Kim d'Arcy
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Allen Cherry, Secretary
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Associated Student Government
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South Orange County Community College District

Gary Poertner	Chancellor
Dr. David Bugay	Vice Chancellor, Human Resources and Business Services
Dr. Robert Bramucci	Vice Chancellor, Technology and Learning Services
Dr. Randy Peebles	Associate Vice Chancellor
Beth Mueller	Director, Fiscal Services
Brandye K. D'Lena	Director, Facilities Planning and Purchasing
Teddi Lorch	Director, Human Resources
Tere Fluegeman	Director, Public Affairs and Intergovernmental Relations

LIST OF EXHIBITS

LIST OF EXHIBITS

LIST OF EXHIBITS

Chapter 6 | Education Programs & Services (Cont.)

LETTER FROM THE PRESIDENT

Saddleback College's 2011-2016 Education and Facilities Master Plan (EFMP) is the culmination of research and input from constituent groups throughout the college and the community. The EFMP is intended to provide a written and narrative description of how Saddleback College will address our long range academic and facilities challenges to fulfill the changing needs of the students we serve. Positioning the college to maximize state funding opportunities is also an important component of the plan.

The EFMP addresses current and projected needs through the year 2031. By linking long range academic and facilities planning, we will ensure that our facilities meet the educational goals of the college and that our campus spaces are utilized in a way that best serves students. From establishing our academic buildings in unified groupings, to landscaped pathways connecting the various departments and services, all features of the future campus have students' requirements at the forefront.

The planning process has been a collaborative effort. Indeed, faculty, administrators, and staff have worked tirelessly to plan ahead with the best interests of the College and our current and future students in mind. Many hours were spent listening, discussing, planning and re-planning the final document with an excitement characteristic of visionary activities. The planning process included a series of workshops and campus forums where key information was gathered from the entire college community. We thank all who participated for your hard work and invaluable contributions. This is a "living document," one that will continue to grow and change as we work to meet the needs of our students and our community. We are proud to share this guide with you today.

Tod A. Burnett, Ed.D.
President

Chapter One
Executive Summary

1

Executive Summary

Saddleback College has a vital role in the economic, social and cultural life of South Orange County. For more than forty years, Saddleback College has provided lower division education, career education, community education, and cultural activities that have made a major contribution to the County's reputation as a desirable place to live and work. Indices of best places for business consider access to higher education and educational attainment major criteria in their regional rankings. As a public education institution of higher learning readily accessible to a sizeable proportion of South County residents, Saddleback College is essential to the region. How well the college can prepare to meet the future needs of residents in the area has been the focus of the Education and Facilities Master Plan 2011.

Saddleback College serves a population that is more affluent, more highly educated, and more culturally diverse than many other areas of the State. In order to present data most applicable to education program planning, the Education Master Plan team considered local data from the service area and from inside the college, as well as data from county, state, and national sources to capture the most relevant planning information.

Executive Summary

Forecast for Enrollment Growth

As the College looks toward its fiftieth anniversary, it will have to maximize its resources to meet its challenges in an economic climate that is currently unstable and unfavorable. Resources were already stressed by enrollment growth and rapid changes in costly technology before the economic recession in 2008. Challenges in physical resources rose to the top of the list time and time again in focus group interviews, written reports and meetings throughout the process of developing the 2011 Education Master Plan. Until needed renovations are completed and new facilities made available, effective scheduling and innovative ways of offering instruction may allow enrollment growth to meet projections.

Saddleback College met and exceeded the forecast for enrollment growth for 2010 projected in the 2006 Education Resource Plan. The projected average growth of 1.6 percent per years underestimated demand. Actual WSCH was approximately 8.2 percent greater than projected, possibly reflecting greater numbers of students graduating from high schools currently and some students affected by limited enrollments and higher fees at four-year institutions. The 2011 Education and Facilities Master Plan projects continued enrollment strength for the near term. The projected enrollment growth rate for the next five years at Saddleback College is 2.49 percent. By 2025 the rate is likely to drop to 1.5 percent due to slowing growth in the population and a decline in the birth rate.

Community and Regional Context

Findings from the analysis of the community and regional context, or external scan, as it is sometimes called, provides a condensed view of factors likely to shape the college in the future. The findings were derived from extensive consultation and research, including both quantitative and qualitative data collected and analyzed between the summer of 2010 and spring 2011. The scan included population changes; trends in age, ethnicity, income, and educational attainment of residents; changing student profiles, financial resources, state and federal regulations, and policies; and economic indicators. In discussions of the findings of external scan, campus participanats were well informed and aware of most of the conditions affecting the college. What was new in the process of developing the Education Master Plan was the opportunity for discussion of the impact of external forces and how to address their effects.

Executive Summary

KEY FINDINGS FROM THE EXTERNAL SCAN

Population Growth Leveling and Population Aging

The pattern of population growth in the cities of the Saddleback College service area mirrors the picture for Orange County as a whole. Starting around 2020, population growth will slow as the population ages and in-migration declines significantly. After that, population growth will depend on natural increase. After 2020, the service area population for Saddleback College is expected to slow to one percent.

The trend toward an increase in the median age of the population in the County was observed during the 2006 master planning process. That trend will continue through the current planning horizon. According to the latest data from the 2005-2009 American Community Survey 5-Year Estimates, the median age of the population in Orange County is now 35.3. The fastest growing segment in Orange County in the next twenty-year planning horizon is 59 years old and older. In the next ten years, this segment is expected to increase 38 percent.

Need for Economically Viable Jobs

As the young population diminishes, in-migration slows, and the population ages, demand for career and technical education may increase. Saddleback College is located in the southernmost part of Orange County, an area with room for expansion of business and industry. It is likely that much of the new economic growth in the County will occur in the Highway 55 corridor. Its physical proximity to new developing employment centers is likely to foster greater emphasis on career and technical training, including job training,

re-training, and skills upgrades. In addition, the development of ATEP will create opportunity for Saddleback College to strengthen its career and technical education programs.

Slow Economic Recovery and Need for Partnerships

As of this writing, the 2008 recession shows some signs of recovery, although economic uncertainty is rampant. Unemployment continues to be high. Housing starts are slow. Budget stalemates at both the state and federal levels erode confidence and suppress business investment. More specifically, additional budget cuts to higher education in California in this and next year create foreboding. Current conditions argue for innovation and efficiency in conducting the business of education. As has happened in the past, it is likely that Orange County will rally economically, re-shaping its profile with new industries and innovation.

The benefit of partnerships during tough economic times is obvious, but partnerships offer many benefits beyond shared resources. It is largely agreed that higher-level technologies in education will not be feasible in the future without partnerships. Partnerships are also a way of pooling talent and offering "real life" learning experiences. Education partnerships improve student achievement and progress. Many believe that in the future business and education will be integrated. The Advanced Technology and Education Park (ATEP) is based on a model of partnership with business and industry as well as education and community partnership. Paired with its community partners, Saddleback College is positioned to be a full partner in the re-shaping of the education and in the development of the Orange County economy of the future.

KEY FINDINGS OF THE INTERNAL SCAN

Inside the College

This section of the plan analyzes descriptive data from the college as it was in fall 2010. The most recent, complete data was used, including historical data, employee data, and results from surveys administered during the 2010 -2011 academic year. Findings from the scan came from consultation with college constituents after review of the data.

High Transfer Rates and Importance of Transfer

Saddleback College is recognized as one of the state's top transfer institutions. It ranks first in transfers to UC Davis, UC Santa Cruz, San Diego State, and Cal Poly San Luis Obispo, and second in a number of other four-year universities. Approximately 42 percent of entering students state transfer as their goal. Many of those students come directly from high school seeking lower division courses to fulfill transfer requirements. More than 40 percent of students enrolled at the college are 21 or younger.

Upcoming Decline in Number of High School Graduates

Over the next decade, the population of Orange County will become older. As the population in Orange County shifts to a larger share of older residents and the birthrate declines, Saddleback will face a declining pool of high school graduates. Projections indicate that the peak number of graduates in local feeder high schools is likely to occur in 2010-11. Following the peak year, projections show a steady decline. While the reduced numbers of potential high school graduates may present a challenge to the current large size of the transfer student pool, other factors, such as higher fees and limitations on freshman admission to UC and CSU may, are likely to counter the effect of the smaller pool.

Internet Instruction Increasing

Online and hybrid courses (those using a combined classroom and internet methods) increased from 9.3 percent to 21.5 percent from fall 2005 to fall 2010. The trend toward the use of technology in instruction is striking. Online instruction offers the advantages of self-pacing, flexibility of scheduling, and accessibility. Its disadvantages are physical distance from the learning community and the absence of immediate access to teachers and other students. As online instruction increases, properly trained faculty and staff to respond to the needs of online learners and to support the infrastructure will be important to effectiveness and success. Currently, student success in online instruction lags behind classroom success by nearly ten percentage points.

Upcoming Retirements

Employee retirements will have a significant impact on the college during the coming decade and beyond. Employees in the 61 and over age group in 2009-10 represented 24.2 percent of faculty, fifteen percent of classified staff, and twenty percent of administrators. Many of those who will be retiring have been important to the development of the college and hold important institutional wisdom. To the extent that it is possible, planning and replacement should be done strategically. Competition for new hires is anticipated to be keen in the future according to the California League for Community Colleges.

Executive Summary

College-wide Themes from Focus Group Interviews and Surveys

During the fall 2010 semester, a series of focus group interviews was held to gather qualitative data to inform the master planning process. More than 150 participants contributed in face-to-face interviews, and many participants submitted program reviews and written commentary in addition. District Office interviews and student interviews were also important parts of the process. Notes from the interviews were posted on the Internet site for comment, and corrections, in some cases. Themes that emerged from the focus group discussions reflected the knowledge and experience of college personnel who know Saddleback College and its community well. In addition, they represent the intellectual capital of the college. Their contribution and cooperation were vital to the planning effort.

Faculty and administrators at Saddleback College envision a future in which instruction will encompass many additional modes of teaching and learning. Technology is a component of the upcoming world of education in this view. Effective instruction in the future will be highly interactive and interdisciplinary. During focus group discussions, proponents described a model for instruction in which faculty in disciplines such as Business, Culinary, Nursing, Media, and ATAS disciplines would supervise students in simulated work environments. Entrepreneurship, interdisciplinary learning and hands-on learning will be integrated into the curriculum. Classrooms that can be reconfigured easily to adapt to changing needs will support active learning. Faculty will be well trained in the use of technology and will use a variety of approaches in their work with students.

Technology as a Vital Tool

Classroom technology is an important need that must be supported by infrastructure capacity, connectivity, adaptive buildings and instructional space able to adapt to changes not foreseeable at present. The growth trend in online courses at the College points toward expanded Internet curriculum.

Coordination between campuses and with District is also important for efficiency and cost containment of technology. A coordinated, campus-wide plan for technology consistent with the college mission, vision, and direction for the future is desirable. The plan should include acquiring, maintaining, and allocating resources for best use and for efficiency. Accountability regarding current use should also be part of the plan. At present, the policy regarding technology use and development is unclear to many.

Partnerships

In its current Strategic Plan the college acknowledges the importance of enhancing resources and fostering innovation (Strategic Direction No. 4). Limited state funding over the past number of years and the more immediate state fiscal crisis underscore the desirability of collaborative relationships, fundraising, and ways of resource sharing and development. Saddleback College is in a good position to become a leader through achieving this goal.

Executive Summary

Condition of Facilities (Buildings and Grounds)

Needs related to the age of the facilities on campus, the growing size of the student body, the shortage of state funding for maintenance and for construction, and the geography of the campus site were prominent in discussions related to the long-range future of the college.

Deferred maintenance, crowdedness, and inadequate learning environments were foremost in the minds of many as expressed in focus group meetings, written program reviews, and other written documents. Discussions and materials related to deferred maintenance and short-term needs became background to discussions of long-range planning.

Given the age of the college and its enrollment growth over time, it is not surprising those new buildings are needed and that existing facilities require remodeling. The need for a new Science Building, renovation of TAS, improvements to athletics facilities were among the strong needs that were identified.

Access and wayfinding between the upper and lower campus were prominent topics of discussion as well. Improving vertical access and connectivity throughout the college, including pedestrian pathways were important to all constituent groups too.

Focus group themes as they were identified in the interviews include the following:

- Conditions of Facilities (Buildings and Grounds)
- Expanded Capacity for Growth
- Enhanced Flow and Proximity of Related Programs and Services
- Connectivity and Safety
- Technology as a Vital Tool
- State-of-the-Art Equipment
- Training
- Student Culture

While these themes listed above came from the focus group interviews, similar themes emerged in planning meetings, college reports, discussions of data analysis, and surveys of constituent groups.

Surveys

Students, employees and members of the Saddleback College community were surveyed to gather information about their views of the College and their recommendations for the future. Students affirmed many of the themes identified by the focus groups. Technology was an important priority. Students, like faculty, recognize the need to have technology that is up to date, and readily available to them. They also share the view that steps should be taken to enhance the collegiate atmosphere of the campus. Both employees and students who were surveyed listed course and program availability as a top challenge for students. Students also identified scheduling between school and work to be a challenge for the large proportion of students who work. Community members who participated in the survey identified the cost of education as well as course and program availability and schedule availability as major challenges in all of higher education today.

Chapter Two
Background

2

Overview

Purpose and Process

The 2011 Education and Facilities Master Plan (EFMP) provides a blueprint for the future of Saddleback College through the 2031 planning horizon. It serves as the foundation of subsequent plans for the allocation of campus resources and college goal setting. It also provides documentation of how constituent groups see the college currently and how they envision the future.

The education and facilities components of long-range planning, comprising the Education and Facilities Master Plan, have been developed in tandem. Throughout the process, personnel with responsibility for education programs and those with facilities responsibility participated together in nearly every discussion and meeting. The result was an integrated approach with facilities outcomes driven by education planning. The EFMP is represented in this document as Volumes 1 and 2 for accessibility and convenience, but they are intended to be understood as one, integrated effort.

The Education Master Plan serves the following specific purposes:

- To establish clear direction for the college by envisioning the future under the changing conditions of internal and external trends and influences.
- To provide a foundation and serve as a primary resource for the development of college planning activities.
- To support accreditation reviews and demonstrate compliance with accreditation standards.
- To inform the community of the college's present situation needs, and future plans; thereby forging a closer relationship with the community.
- To determine the status of the college, the dynamics that may impact the college, and to provide appropriate responses to the situation.
- To serve as the basis for facility decisions regarding expansion and modification of facilities and the implementation of the state bond measure that was provided to improve college facilities.

- To identify the limitations, strengths, and capabilities of the college and offer options for the future.
- To stimulate continuing discussion about college programs and their effectiveness.

The Education Master Plan takes into account the history of the college; the core values of the college as represented by its mission, vision, and strategic directions and goals; data from within the college and from authoritative external sources; and the best thinking of constituency groups about what the future of the college should be. At each organizational level, the process has followed the principals of participatory governance.

The Saddleback College's 2006 Educational Resource Plan was a touchstone for current planning. A review of the 2006 plan was a starting point for the current plan. Data from the 2006 plan was compared to current information to compare and update findings. Goals and objectives established in the 2006 plan were identified and taken into consideration as the new plan took shape. In addition, the process included a comprehensive review of external environmental data, internal college and district data, department and division planning documents, and a series of interviews with students, faculty, staff, and management. Surveys of students, employees, and others outside the college complimented information gathered internally. Changes in enrollment, the economy, finances, community needs, legislative initiatives, and technology were all taken into account.

Similarly, the EFMP will be reviewed and updated in subsequent years as well. Adjustments to the plan may occur as frequently as each year, as the college adjusts program projections or Full-time Equivalent Student (FTES) targets, and adds or subtracts programs from its roster.

Overview (Continued)

The following flow chart shows the 2010-2011 master planning process.

Exhibit 2.1: 2010-2011 Education and Facilities Master Plan Process

Guiding Principles for Education and Facilities Master Plan

The South Orange County Community College District and the colleges that comprise it operate within the California community college system. The vast system of 72 districts and 112 colleges educates approximately 2.5 million students in the state. Under the authority of the state legislature and the California Master Plan for Higher Education, the colleges offer lower division education and community education including lower division transfer, career and technical education, basic skills, and lifelong education. A state level Board of Governors oversees policy for the colleges as a whole.

Locally, elected members of boards of trustees are responsible for college districts. The South Orange County Community College District is the administrative arm of the district and its colleges, Saddleback College and Irvine Valley College.

Within the context of its legal authority and the state and local boards, Saddleback College shapes its vision, mission, values, and strategic directions. The aforesaid guiding principles, along with college strategic plans and other specific plans and working documents, have formed a written platform for the work of the EFMP 2011.

Chapter Three
Saddleback College

3

Vision, Mission, Values, Strategic Directions and Goals

Vision Statement	Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.
Mission Statement	Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.
Values	**Commitment**	We commit to fulfilling our mission to serve the south Orange County community. **Excellence**	We dedicate ourselves to excellence in academics, student support, and community service. **Collegiality**	We foster a climate of integrity, honesty, and respect. **Success** |We place our highest priority on student learning and delivering comprehensive support for student success. **Partnership**	We strive to develop strong and lasting partnerships among students, faculty, staff, and the community. **Innovation**	We anticipate and welcome change by encouraging innovation and creativity. **Academic Freedom**	We endorse academic freedom and the open exchange of ideas. **Sustainability**	We promote environmental sustainability and use our resources responsibly to reduce our ecological impact. **Inclusiveness**	We cultivate equity and diversity by embracing all cultures, ideas, and perspectives. **Global Awareness**	We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

Vision, Mission, Values, Strategic Directions and Goals

Strategic Directions & Goals	**Improve Student Preparedness** | Saddleback College will ensure that students gain the foundational skills necessary to complete college level work and achieve career goals. • *Goal 1: 80% of all students who seek certificates, associate degrees, and declare transfer as a Goal will be assessed, placed and complete a professional educational plan.* • *Goal 2: Increase by 5% the number of individuals with an unidentified career Goal who receive career assessments and job acquisition skill development services.* • *Goal 3: Improve the progression rate of students in Math, English and the ESL program sequence from levels 300 to 200 and from 200 to transfer courses by 5% in each level.* **Excel in College Transfers** | Saddleback College will increase student transfers to four-year colleges and universities. • *Goal 1: Improve by 5% student transfers to four-year institutions.* • *Goal 2: Improve by 15% the number of students classified as transfer ready.* • *Goal 3: Increase by 20% the number of students in the Honors Program.*

Saddleback College

Vision, Mission, Values, Strategic Directions and Goals

Strategic Directions & Goals (Continued)	**Enhance Resources** | Saddleback College will improve its ability to expand and develop alternative sources of revenue to support college priorities.

Enhance Resources | Saddleback College will improve its ability to expand and develop alternative sources of revenue to support college priorities.

- *Goal 1: Increase external foundation contributions to $1 million annually.*

- *Goal 2: Realize a minimum of $1 million in savings per year through the implementation of college efficiencies.*

- *Goal 3: Meet funding requirements to fulfill the "20-year Facilities and Scheduled Maintenance Plan".*

- *Goal 4: Improve the efficiency of college-wide communications and marketing strategies through a centralized system.*

Foster Innovation | Saddleback College will employ innovative ways to enhance programs and meet increasing student and workforce demands.

- *Goal 1: Meet or exceed state targets for each Career Technical Education (CTE) Perkins core indicator.*

- *Goal 2: Establish an integrated and comprehensive economic and workforce development program.*

- *Goal 3: Double the training services offered to faculty in the areas of teaching innovation and best teaching practices*

Organizational Structure

Dr. Tod A. Burnett
President

Assistant Director of Facilities
Michael James

Director of Facilities
John Ozurovich

Director of Fiscal Services
Carol Hilton

Facilities & Energy Project Manager
Louis Sessier

Director, College Foundation
Michelle Anstadt

Director of Planning, Research & Grants
Gretchen Bender

Night Custodial, Supervisor
Anthony Rodgers

Executive Assistant to President
Sophie Miller

Director of Public Information & Marketing
Jennie McCue

Director of Instructional Support Services
Eric Garant

Donald Busche
Vice President
Office of Instruction

Dean, Math, Science & Engineering
James Wright

Dean, PE/Kinesiology & Athletics/Athletic Director
Tony Lipold

Dean, Social & Behavioral Sciences
Patricia K. Flanigan

Dean, Business Science, Workforce & Economic Development
Ken Patton

Dean, Advanced Technology & Applied Science
Don Taylor

Director of Technology
Mark Schiffelbein

Director of Learning Assistance
Patti Weekes

Dean, Liberal Arts/Learning Resources
Kevin O'Connor

Director of Community Education
Estella Castillo-Garrison

Assistant Dean, HS/HS
Tammy Rice

Dean, Health Sciences & Human Services
Donna Rane-Szostak

Director of Emeritus Institute
Sandra Marzilli

Director of Radio Operations
Terry Wedel

Dean, Fine Arts & Media Technology
Bart McHenry

Director of Performing Arts Operations
Kate Realista

Juan Avalos
Vice President
Office of Student Services

Director of Student Health Center
Brenda Frame

Dean, Counseling Services & Special Programs
Jerilyn Chuman

Assistant Dean, Counseling Services & Special Programs
Terence Nelson

Director of Financial Assistance & Scholarships
Mary Hall

Child Development Center Manager
Lisa Cavallaro

Assistant Manager, CDC
Jean-Mari Dagarin

Director of Student Development
Audra DiPadova

Director of Admissions, Records & Enrollment Services
Jane Rosenkrans

Admissions & Records Registrar
Vacant

Coordinator, Outreach
Leslie Humphrey

Director of Safety & Security/Chief of Police
Harry Parmer

Deputy Chief of Police/Assistant Director
Jim Pyle

Source: *Saddleback College Goverenance & Organization Manual, 2010-2011*

Chapter Four
Community & Regional Context

4

Introduction

An external scan provides an opportunity to assess conditions in the community, region, and nation that will have an impact on the long-term future of Saddleback College. The curriculum and services a college provides, as well as the character of each community college, is shaped by a number of external factors. Population changes, composition of the community with regard to age, ethnicity, income, educational attainment of residents, changing student profiles, financial resources, state and federal regulations and policies, and the economy are major factors that affect college planning. In order to be responsive to the residents of the areas they serve and to serve them well, colleges must take into account the wider world.

The following scan of the Community and Regional Context also updates the 2006 Educational Resource Plan. Current planning is based on the best data available. This scan includes an overview of pertinent State and County data and analyzes the college's immediate service area as defined by the college in its 2010 Comprehensive Institutional Self Study Report in Support of Reaffirmation of Accreditation. Current planning is based on the best data currently available.

Orange County and the State of California

Orange County is located south of Los Angeles County and north of San Diego County. Riverside County and San Bernardino County are situated to the east. There are currently 34 cities in the county and several unincorporated areas. Orange County is the smallest county in Southern California based on total area, 948 sq mi (2,455.3 km2).
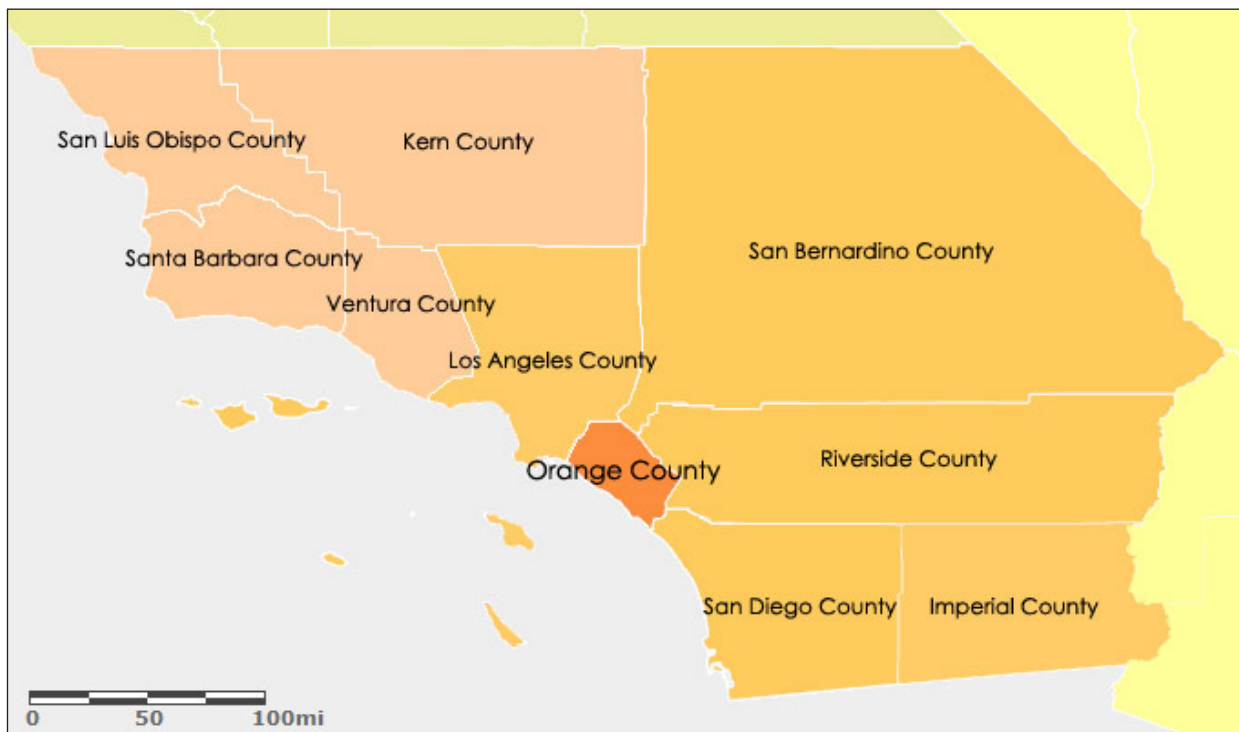
Exhibit 4.1: Map of Southern California Counties

Orange County and the State of California
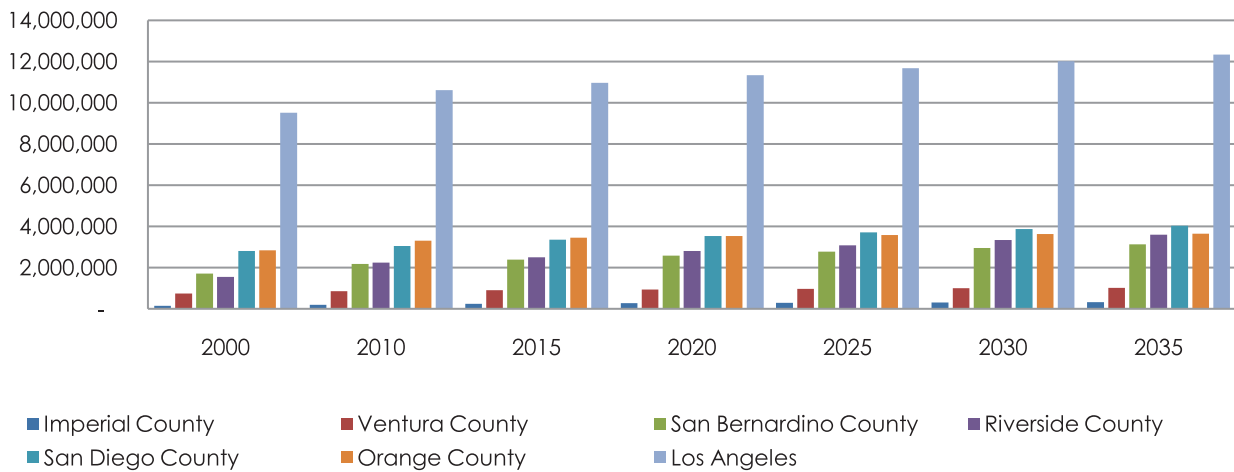
	2000	2010	2015	2020	2025	2030	2035
Imperial County	142,361	202,270	247,028	276,030	297,648	312,316	320,448
Ventura County	753,197	860,607	900,356	937,372	968,697	996,104	1,013,753
San Bernardino County	1,709,434	2,182,049	2,385,748	2,582,765	2,773,945	2,957,753	3,133,801
Riverside County	1,545,387	2,242,745	2,509,330	2,809,003	3,089,999	3,343,777	3,596,680
San Diego County	2,813,833	3,053,793	3,364,191	3,535,000	3,703,824	3,870,000	4,026,131
Orange County	**2,846,289**	**3,314,948**	**3,451,755**	**3,533,935**	**3,586,283**	**3,629,539**	**3,653,990**
Los Angeles County	9,519,338	10,615,730	10,971,602	11,329,829	11,678,552	12,015,889	12,338,620

Exhibit 4.2: Population by County (Source: SCAG, SANDAG, and U.S. Census Bureau)

Orange County is the second most populous county in Southern California, behind Los Angeles County. It is somewhat larger than San Diego County. Orange County experienced a high growth in population from 2005-2010, 7.4 percent. It is estimated that the county will continue to experience high growth in population through 2015. Growth will start to level off in 2020 and beyond. During the current planning horizon, San Diego County is expected to outpace Orange County in growth. By 2025, San Diego County's population is expected to

exceed than of Orange County by approximately 200,000.

According to the CSU Fullerton Center for Demographic Research, the primary source of growth will come from natural increase (births minus death). Migration, which has historically been a contributing factor to growth in Orange County, has decreased. The CSUF Center, mentioned above, indicates that natural increases will become the primary contributor to growth over time.

Year	Population	Growth
2000	2,846,289	
2005	3,056,865	7.40%
2010	3,314,948	8.44%
2015	3,451,755	4.13%

Year	Population	Growth
2020	3,533,935	2.38%
2025	3,586,283	1.48%
2030	3,629,539	1.21%
2035	3,653,990	0.67%

Exhibit 4.3: Population Projection, Orange County (Source: SCAG, SANDAG, and U.S. Census Bureau)

Orange County and the State of California

The average age of the population in California is increasing (Exhibit 4.4). By 2020, approximately 33 percent of the Orange County will be 50 years old or older.

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2000	27.3%	5.8%	11.6%	16.2%	14.8%	10.3%	14.0%				
2010*	25.5%	6.4%	11.1%	13.1%	14.7%	12.9%	16.3%				
2020*	24.7%	5.4%	11.7%	13.5%	11.8%	12.7%	20.2%				
2030*	24.7%	5.3%	10.4%	13.7%	12.3%	10.4%	23.3%				
2040*	24.1%	5.4%	10.6%	12.6%	12.6%	10.9%	23.8%				
2050*	24.0%	5.2%	10.5%	12.8%	11.6%	11.3%	24.6%				

■ Below 18 Total ■ 18-21 Total ■ 22-29 Total ■ 30-39 Total ■ 40-49 Total ■ 50-59 Total ■ Over 59 Total
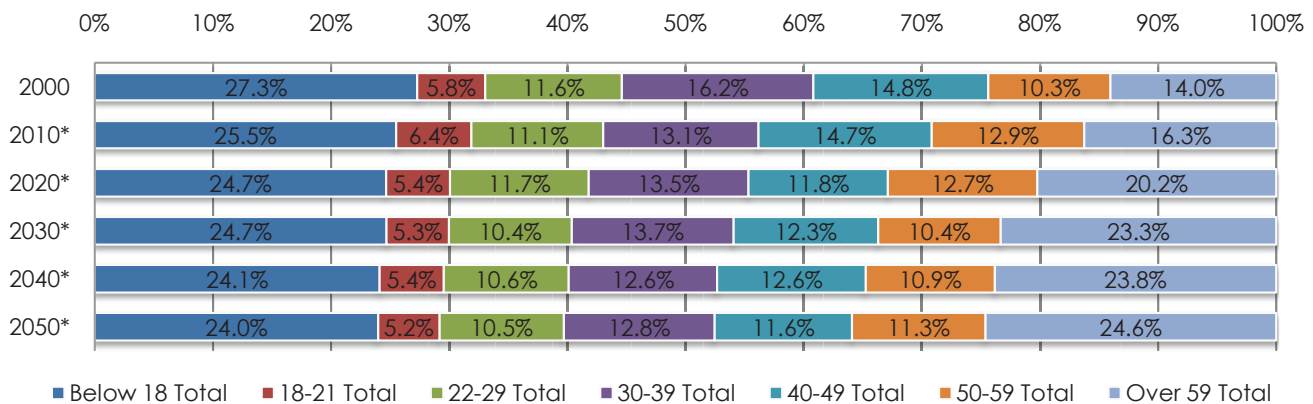
Category	2000	2010*	2020*	2030*	2040*	2050*
Below 18 Total	9,308,624	9,989,397	10,891,884	12,163,947	13,091,682	14,272,854
18-21 Total	1,962,010	2,491,499	2,385,095	2,598,792	2,946,521	3,104,340
22-29 Total	3,944,035	4,358,266	5,181,915	5,125,479	5,738,167	6,245,042
30-39 Total	5,525,474	5,145,890	5,962,382	6,738,161	6,816,246	7,610,871
40-49 Total	5,059,125	5,735,146	5,202,713	6,032,581	6,821,377	6,910,173
50-59 Total	3,523,598	5,054,200	5,588,441	5,099,882	5,936,942	6,727,699
Over 59 Total	4,782,571	6,361,278	8,923,493	11,482,049	12,915,180	14,636,897
California Total	34,105,437	39,135,676	44,135,923	49,240,891	54,266,115	59,507,876

Exhibit 4.4: Age Composition, California (Source: CA Department of Finance)

Orange County and the State of California

The trend toward an older population is also observed countywide. This trend was observed during the 2006 master planning process as the median age of the population shifted from 30.2 years old to 33.7 years old from the year 2000 to 2005. That trend will continue through the current planning horizon. According to the latest data from the 2005-2009 American Community Survey 5-Year Estimates, the median age of the population in Orange County is now 35.3. The fastest growing segment in Orange County in the next 20 year planning horizon is 59 years old and older. In the next ten years, this segment is expected to increase 38 percent.
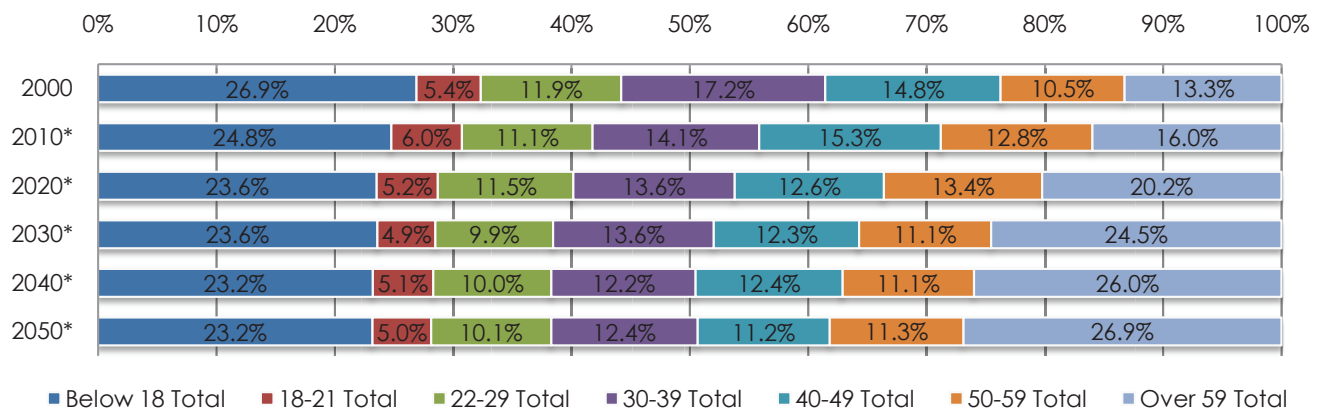
Category	2000	2010*	2020*	2030*	2040*	2050*
Below 18 Total	770,705	799,592	829,056	874,814	893,355	924,738
18-21 Total	155,617	192,579	181,378	181,735	197,156	197,879
22-29 Total	340,055	356,857	403,305	367,928	384,562	404,248
30-39 Total	493,581	454,343	480,251	502,993	468,707	493,324
40-49 Total	424,299	495,165	443,149	455,774	478,625	445,432
50-59 Total	299,857	413,294	471,595	413,049	426,767	450,338
Over 59 Total	379,720	516,006	711,531	909,029	1,000,478	1,071,666
Orange County Total	**2,863,834**	**3,227,836**	**3,520,265**	**3,705,322**	**3,849,650**	**3,987,625**

Exhibit 4.5: Age Composition, California (Source: CA Department of Finance)

Orange County and the State of California

Hispanic [1] populations are the fastest growing populations in California and Orange County. This cohort is projected to continue to grow significantly through the long-term horizon. It is projected that by 2020, the Hispanic population will be the primary ethnicity in California as well as Orange County.

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

2000: White 47.3% | Hispanic 32.4% | Asian 11.0%
2010*: White 42.0% | Hispanic 37.1% | Asian 12.0%
2020*: White 37.4% | Hispanic 41.4% | Asian 12.5%
2030*: White 33.3% | Hispanic 45.4% | Asian 12.9%
2040*: White 29.5% | Hispanic 48.9% | Asian 13.1%
2050*: White 26.4% | Hispanic 52.1% | Asian 13.3%

■ White   ■ Hispanic   ■ Asian   ■ Pacific Islander   ■ Black   ■ American Indian   ■ Multirace
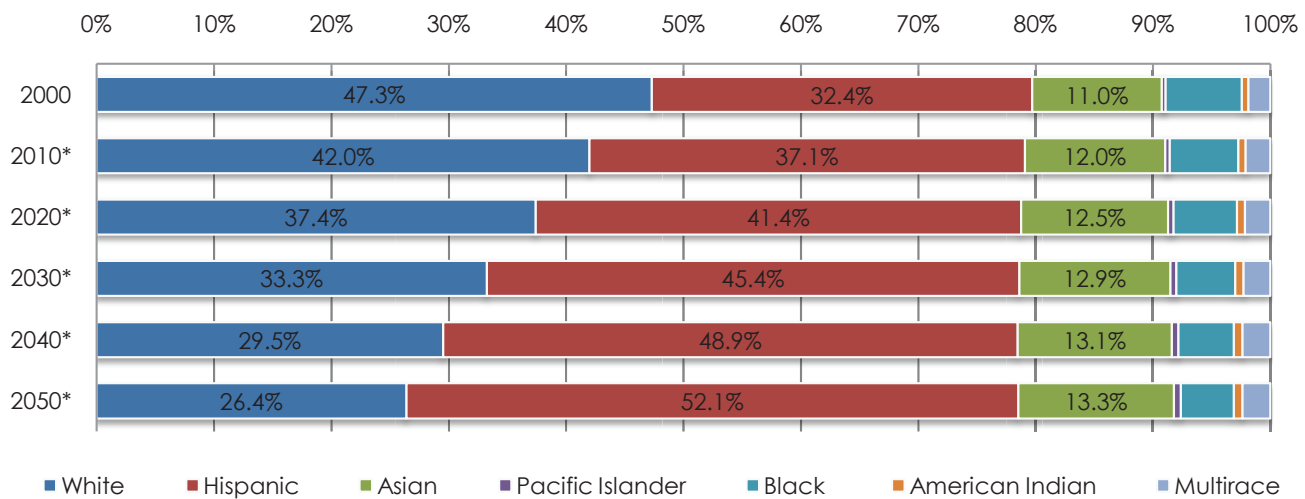
Category	2000	2010*	2020*	2030*	2040*	2050*
White	16,134,334	16,438,784	16,508,783	16,377,652	16,033,854	15,712,119
Hispanic	11,057,467	14,512,817	18,261,267	22,335,895	26,551,422	31,028,375
Asian	3,761,994	4,684,005	5,527,783	6,334,719	7,132,504	7,889,183
Pacific Islander	110,355	149,878	196,576	246,363	294,678	343,169
Black	2,218,281	2,287,190	2,390,459	2,475,477	2,573,246	2,682,828
American Indian	185,996	240,721	299,599	350,649	395,591	437,454
Multirace	637,010	822,281	951,456	1,120,136	1,284,820	1,414,748
California Total	**34,105,437**	**39,135,676**	**44,135,923**	**49,240,891**	**54,266,115**	**59,507,876**

Exhibit 4.6: Ethnicity, California (Source: CA Department of Finance)

[1] Persons of Hispanic origin may be of any race, as defined by the U.S. Census Bureau and the CA Department of Finance

Orange County and the State of California

Relative Growth	2000-10	2010-20	2020-30	2030-40	2040-50
Hispanic	31.2%	25.8%	22.3%	18.9%	16.9%
Asian	24.5%	18.0%	14.6%	12.6%	10.6%

Exhibit 4.7: *California Hispanic and Asian Population Growth, 2000-50 (Source: CA Department of Finance)*

Trends observed across the state are similar to those of Orange County, with Orange County leading the growth in ethnic populations slightly.

In the past ten years, the White population has observed a loss of 7.4 percent in Orange County (Exhibit 4.7). The percentage of both Hispanics and Asians is rising as a percent of the population. From 2010-20, taken together, the Hispanic and Asian populations are anticipated to grow by 31 percent and 30 percent respectively. By 2030, the White population will be under 30 percent.
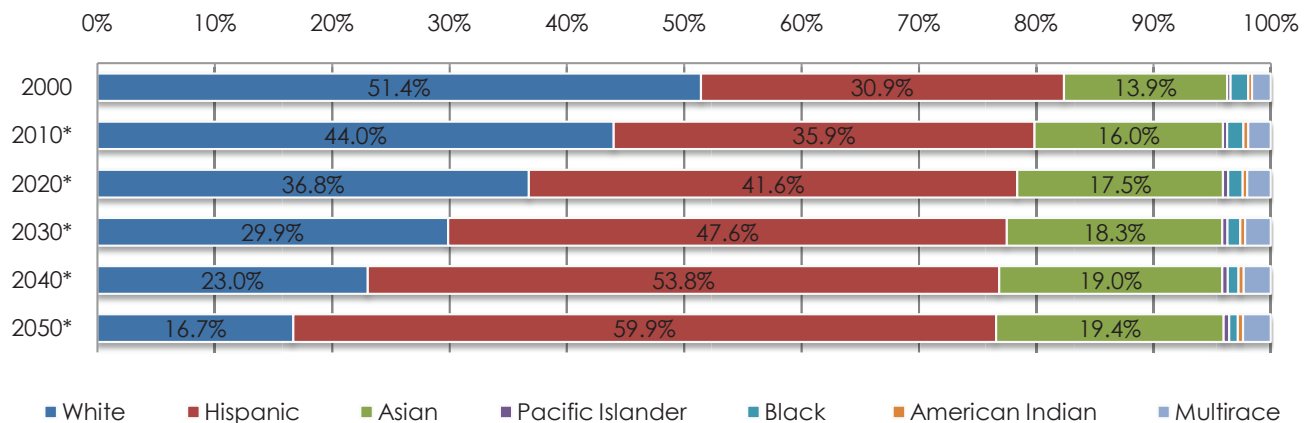
Category	2000	2010*	2020*	2030*	2040*	2050*
White	1,472,752	1,419,887	1,294,712	1,107,029	886,933	665,410
Hispanic	886,127	1,158,270	1,465,316	1,765,105	2,072,192	2,388,961
Asian	398,109	517,787	616,929	679,650	731,595	773,427
Pacific Islander	8,618	11,883	15,009	17,048	17,776	18,217
Black	43,532	44,873	43,893	40,410	35,518	30,251
American Indian	8,992	12,880	13,873	15,423	16,587	17,579
Multirace	45,704	62,256	70,533	80,657	89,049	93,780
California Total	**2,863,834**	**3,227,836**	**3,520,265**	**3,705,322**	**3,849,650**	**3,987,625**

Exhibit 4.8: *Ethnicity, Orange County (Source: CA Department of Finance)*

Orange County and the State of California

Exhibit 4.9: Map of Higher Education Institutions

Public Higher Education Institutions	Distance From Saddleback College
Irvine Valley College	12.8 Miles
CSU Fullerton	29.0 Miles
UC Irvine	15.8 Miles
Orange Coast College (A)	20.5 Miles
Coastline Community College (B)	22.9 Miles
Santa Ana College (C)	21.5 Miles
Santiago Canyon College (D)	21.3 Miles
Golden West College (E)	27.0 Miles
Fullerton College (F)	30.2 Miles
Cypress College (G)	34.1 Miles

Exhibit 4.10: Orange County Higher Education Institutions (Source: CCCGIS)

Research has shown that geographic proximity is an important factor in successful transfer and completion of educational goals. There are seven California Community Colleges within Orange County, excluding Irvine Valley College, a "sister" college, within the South Orange County Community College District. The four-year institutions closest to Saddleback College are UC Irvine and CSU Fullerton.

Orange County and the State of California

Year	University of California [a]	California State University	California Community Colleges [b]
1995-96	$3,799	$1,584	$156
1996-97	$3,799	$1,584	$156
1997-98	$3,799	$1,584	$156
1998-99	$3,609	$1,506	$144
1999-00	$3,429	$1,428	$132
2000-01	$3,429	$1,428	$132
2001-02	$3,429	$1,428	$132
2002-03	$3,834 [c]	$1,507	$132
2003-04	$4,984	$2,046	$216
2004-05	$5,684	$2,334	$312
2005-06	$6,141	$2,520	$312
2006-07	$6,141	$2,520	$240
2007-08	$6,576	$2,772	$240
2008-09	$7,066	$3,048	$240
2009-10	$8,898 [d]	$4,026	$312
2010-11	$10,242	$4,335	$312
2011-12	$11,064 [e]	$4,769	$432 [f]

Exhibit 4.11: Higher Education Fees (Source: University of California - Office of the President, California Community College Chancellor's Office, The California State University)

[a] Student Services Fee + Resident Undergraduate Tuition (formerly known as Education Fee)

[b] Estimated by Fee per Unit x 12 Units

[c] Mid-year fee increases were applied to spring academic term. Figures shown are annualized fee levels.

[d] Mid-year fee increases were applied in January 2010. Figures shown are annualized fee levels.

[e] As approved by the Regents in November 2010.

[f] Proposed amount in Governor Brown's January 2011 Budget.

In March 2011, the California Postsecondary Education Commission's Report 11-02, College Costs and Family Income: The Affordability Issues at UC and CSU, indicated that many students are finding the California State University and University of California out of reach due to rising costs. As state funding for higher education continues to diminish, more costs will be passed on to students and their families in forms of increased fees and tuition. The report also indicates that incomes have not kept pace with these rising costs.

California Community College fees are the lowest public higher education fees in the State. They have long been a bargain for students seeking lower division baccalaureate curriculum and career and technical education.

Orange County and the State of California
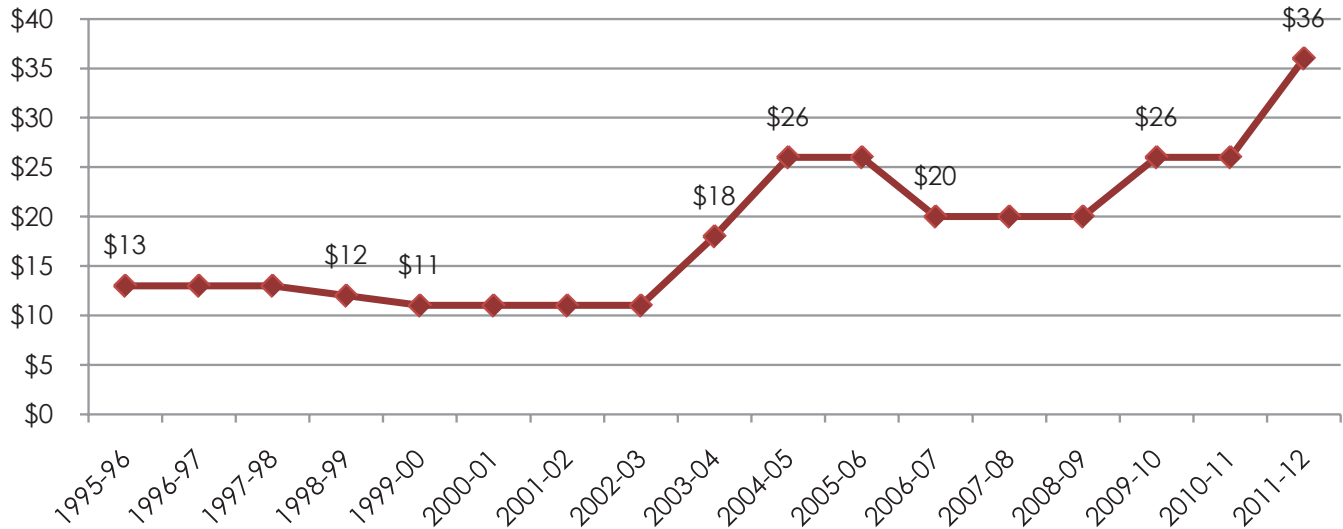
Exhibit 4.12: *California Community College Fees (Source: California Community College Chancellor's Office)*

California Community College fees remained relatively stable prior to 2002-03 as shown in Exhibit 4.12 above. In 2004-05, there was a significant increase in fees from $18 to $26 per unit of credit. Fees wavered during the next few years between $26 and $20 per unit. For the coming academic year, Governor Brown's 2011 State Budget proposes an increase in California Community College fee from $26 per unit to $36 per unit, a 38.4 percent increase.

According to the California Community College Chancellor's Office, California Community Colleges enrollment peaked in 2008-09 with nearly three million students system-wide. Since then, there has been an observed decline in enrollment state-wide despite an unprecedented demand. This demand has been created by the state's high unemployment, displaced students from the University of California and California State University, persons seeking retraining, and veteran returning home and seeking training. This strain has been felt system-wide in the state of California and is coupled with a large number of institution cutting course sections and offerings to remain fiscally stable.

Orange County and the State of California
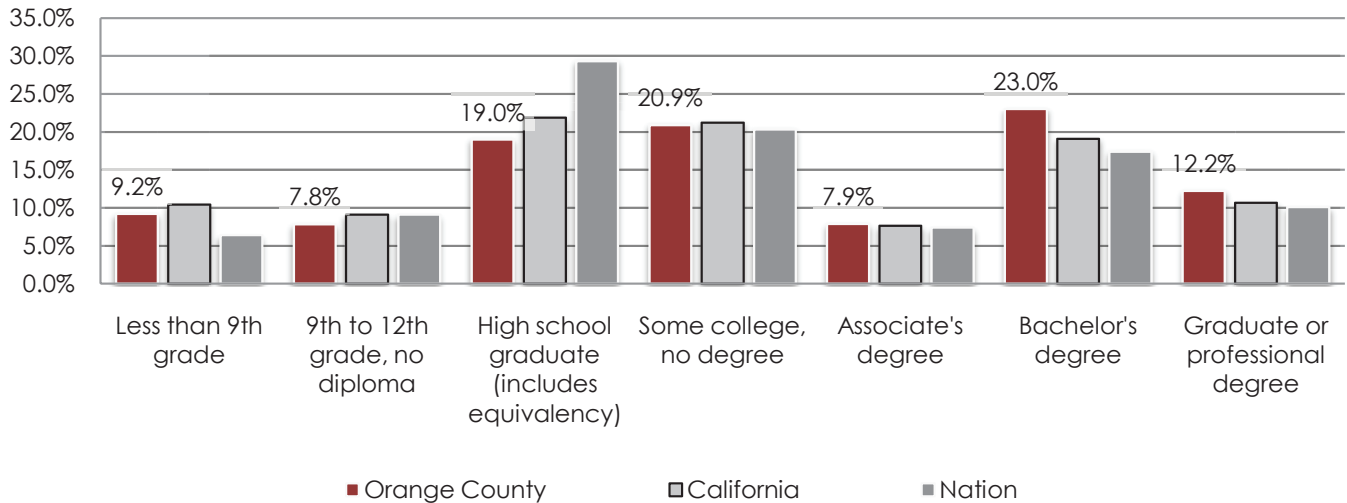
Exhibit 4.13: Education Attainment, Orange County and California (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)

Orange County's level of educational attainment in the population 25 years and over is either meets or exceeds attainment levels for California and the Nation in the categories of "Associate's degree" and above. Fewer of its residents are in the high school graduate or under categories.

The following exhibit provides another way of looking at

educational attainment of Orange County compared to the state and nation-wide trends (Exhibit 4.14). The percentage of the overall County population holding high school diplomas or higher is 83 percent, higher than that of California (80.5 percent) but lower than that relative to the Nation (84.6 percent). Relative to California and the Nation, Orange County has a higher percentage of the population holding a bachelor's degree or higher.

Population 25 years and over	Orange County	California	Nation
Percent high school graduate or higher	83.0%	80.5%	84.6%
Percent bachelor's degree or higher	35.2%	29.7%	27.5%

Exhibit 4.14: High School and Bachelor's Degree Education Attainment, Orange County, California, and Nation (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)

Orange County and the State of California

At the time of the 2006 Education Resource Plan, California's Employment Development Department reported state unemployment at 5.4 percent. The events of 2008 precipitating the current economic recession were unforeseen. A state unemployment rate of twelve percent was unthinkable at the time.

While Orange County's current unemployment rate of nine percent is higher than it has been for the past twenty years, its unemployment rate is lower than that of neighboring counties, the state, and the Nation. Unemployment trends, however, are consistent with those of California and the Nation. The county has felt the effects of the

economic recession; the decline of the housing market was particularly hard on Orange County, especially in the sub-prime market. (Source: Orange County 2010 Community Indicators. Orange County Business Council)

As an illustration of the severity of unemployment in the state, the state Employment Development Department (EDD) paid out a record-breaking $22.9 billion in unemployment benefits to an unprecedented 1.7 million jobless Californians in 2010. That averages to about $90 million each business day in unemployment benefits paid last year at the height of this historic economic recession.

Orange County and the State of California

Year	Labor Force	Employment	Unemployment	Unemployment Rate
2009	1,594,200	1,451,000	143,200	9.0%
2008	1,625,300	1,539,800	85,500	5.3%
2007	1,615,900	1,553,400	62,600	3.9%
2006	1,607,000	1,552,400	54,600	3.4%
2005	1,588,800	1,529,000	59,900	3.8%

Exhibit 4.16: Labor Force, Employed, Unemployed, Rate, Orange County (Source: California Employment Development Department & Bureau of Labor Statistics*, Unemployment Rate Not Seasonally Adjusted)

The number of people in the Labor Force in Orange County in 2009 was estimated to be 1,594,200 with an unemployment rate of nine percent. The 2009 Labor Force is more than 31,000 lower than the preceding year. Economic recovery and a return to a normal employment rates are predicted to be slow.

The employment center of Orange County is currently along the 5 and 55 freeway corridor between Anaheim, Orange, Santa Ana, Irvine and Costa Mesa. Projections for job growth show the employment center moving south as Irvine job growth expands out to other south Orange County cities such as Lake Forest, Aliso Viejo, San Juan Capistrano and currently unincorporated areas of south Orange County will experience much greater job growth. By 2025, the South County is projected to grow

by 172,798 jobs, compared to growth of 133,889 jobs in North County. ("Evaluation of the Economic Potential of Career Education and Training Programs," a study conducted Wallace Walrod for the South Orange County Community College District, September 2010. Data source: Southern California Association of Government.)

Exhibit 4.17 shows the median income for the population 25 years and older by educational attainment for 2009 and the unemployment rate by educational attainment for July of the same year. The long range trends of median income versus unemployment also indicates that generally speaking, those with some college education have lower unemployment rates and benefit from median annual incomes that are higher than statewide averages.

Education Level	Unemployment Rate	Median Annual Income
Graduate/Professional Degree	3.8%	$ 73,078
Baccalaureate Degree	6.1%	$ 51,938
Some College/Associate Degree	8.8%	$ 35,643
Statewide Average	**9.8%**	**$ 35,366**
High School Graduate	12.2%	$ 26,950
Less than High School Graduate	17.3%	$ 18,451

Exhibit 4.17: Postsecondary Education Value - Median Income vs. Unemployment (Source: California Postsecondary Education Commission)

Orange County and the State of California

Industry Title	Annual Average Employment		Employment Change	
	2008	2018	Numerical	Percent
Private Household Workers	8,900	13,000	4,100	46.1%
Health Care and Social Assistance	127,100	156,500	29,400	23.1%
Utilities	4,000	4,800	800	20.0%
Professional, Scientific, and Technical Services	116,100	136,700	20,600	17.7%
Educational Services (Private)	23,600	27,400	3,800	16.1%
State Government	28,000	31,500	3,500	12.5%
Accommodation and Food Services	139,700	155,400	15,700	11.2%
Arts, Entertainment, and Recreation	36,800	40,500	3,700	10.1%
Administrative and Support and Waste Management and Remediation Services	124,500	136,400	11,900	9.6%
Construction	91,200	99,500	8,300	9.1%
Retail Trade	155,600	168,700	13,100	8.4%
Unpaid Family Workers	1,200	1,300	100	8.3%
Transportation and Warehousing	25,400	27,300	1,900	7.5%
Other Services (excludes 814-Private Household Workers)	46,500	49,600	3,100	6.7%
Wholesale Trade	86,700	92,000	5,300	6.1%
Local Government	121,000	128,000	7,000	5.8%
Finance and Insurance	76,100	80,500	4,400	5.8%
Management of Companies and Enterprises	26,100	27,000	900	3.4%
Self Employment	124,300	127,800	3,500	2.8%
Real Estate and Rental and Leasing	37,000	37,600	600	1.6%
Farm	4,600	4,600	0	0.0%
Mining and Logging	600	600	0	0.0%
Federal Government	11,700	11,600	-100	-0.9%
Information	30,100	29,800	-300	-1.0%
Manufacturing	174,100	168,000	-6,100	-3.5%
Total Employment	**1,620,600**	**1,756,100**	**135,500**	**8.4%**

Exhibit 4.18: 2008-2018 Industry Employment Projections, Orange County (Source: California Employment Development Department)

Projections for employment growth by Industry show Private Household Workers, Health Care and Social Assistance, Utilities, Professional, Scientific, and Technical Services, and Educational Services (Private) to be the highest growing industries in Orange County. Industries in decline are Federal Government, Information, and Manufacturing.

Orange County and the State of California

| Occupational Title | Annual Average Employment | | Percent Change | 2010-1st Quarter Wages | | Education & Training Levels |
	2008	2018		Median Hourly	Median Annual	
Biomedical Engineers	460	700	52.2	$42.43	$88,254	BS or Higher
Fitness Trainers and Aerobics Instructors	2,490	3,210	28.9	$18.27	$37,988	Post Sec. or Voc
Home Health Aides	5,180	7,640	47.5	$11.35	$23,605	ST OTJ
Medical Scientists, Except Epidemiologists	1,730	2,520	45.7	$38.64	$80,384	BS or Higher
Mixing and Blending Machine Setters, Operators, and Tenders	1,740	2,190	25.9	$13.25	$27,574	MD OTJ
Network Systems and Data Communications Analysts	3,160	4,460	41.1	$36.65	$76,245	BS or Higher
Nursing Aides, Orderlies, and Attendants	8,360	10,680	27.8	$12.68	$26,371	ST OTJ
Paralegals and Legal Assistants	3,430	4,360	27.1	$27.87	$57,966	AA/AS
Personal and Home Care Aides	12,410	17,720	42.8	$10.37	$21,570	ST OTJ
Pharmacy Technicians	2,560	3,310	29.3	$17.03	$35,432	MD OTJ
Physical Therapist Aides	620	830	33.9	$12.84	$26,712	ST OTJ
Physical Therapist Assistants	630	840	33.3	$28.41	$59,104	AA/AS
Physical Therapists	1,690	2,150	27.2	$40.08	$83,359	BS or Higher
Physician Assistants	610	810	32.8	$46.12	$95,928	BS or Higher
Respiratory Therapists	1,240	1,570	26.6	$30.52	$63,476	AA/AS
Skin Care Specialists	540	690	27.8	$14.79	$30,776	Post Sec. or Voc
Substance Abuse and Behavioral Disorder Counselors	430	540	25.6	$15.31	$31,838	BS or Higher
Surgical Technologists	770	1,000	29.9	$21.87	$45,505	Post Sec. or Voc
Veterinarians	630	850	34.9	$48.39	$100,649	BS or Higher
Veterinary Technologists and Technicians	1,470	2,010	36.7	$14.95	$31,102	AA/AS

Exhibit 4.19: Fastest Growing Jobs, Orange County (Source: California Employment Development Department)

Looking at specific job titles, of the top twenty fastest growing jobs in Orange County from 2008-18, seventeen are health/medical related. The majority of the fastest growing jobs require an Associate's degree or higher.

Orange County and the State of California

Occupational Title	Annual Average Employment			2010-1st Quarter Wages		Education & Training Levels
	2008	2018	Percent Change	Median Hourly	Median Annual	
Dental Hygienists	1,600	1,960	22.5	$43.73	$90,945	AA/AS
Registered Nurses	20,880	25,880	23.9	$37.12	$77,209	AA/AS
Diagnostic Medical Sonographers	470	570	21.3	$35.96	$74,798	AA/AS
Construction and Building Inspectors	1,230	1,480	20.3	$31.85	$66,241	Work Exp.
Respiratory Therapists	1,240	1,570	26.6	$30.52	$63,476	AA/AS
Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation	2,610	3,250	24.5	$28.44	$59,168	LT OTJ
Physical Therapist Assistants	630	840	33.3	$28.41	$59,104	AA/AS
Radiologic Technologists and Technicians	1,450	1,760	21.4	$28.40	$59,071	AA/AS
Paralegals and Legal Assistants	3,430	4,360	27.1	$27.87	$57,966	AA/AS
Control and Valve Installers and Repairers, Except Mechanical Door	490	590	20.4	$26.76	$55,658	MD OTJ
Medical Equipment Repairers	550	660	20.0	$26.04	$54,168	MD OTJ
Licensed Practical and Licensed Vocational Nurses	5,430	6,670	22.8	$24.55	$51,053	Post Sec. or Voc
Security and Fire Alarm Systems Installers	1,280	1,550	21.1	$22.28	$46,346	Post Sec. or Voc
Surgical Technologists	770	1,000	29.9	$21.87	$45,505	Post Sec. or Voc
Legal Secretaries	3,190	3,870	21.3	$20.04	$41,681	Post Sec. or Voc
Fitness Trainers and Aerobics Instructors	2,490	3,210	28.9	$18.27	$37,988	Post Sec. or Voc
Pharmacy Technicians	2,560	3,310	29.3	$17.03	$35,432	MD OTJ
Medical Records and Health Information Technicians	1,310	1,580	20.6	$16.38	$34,057	AA/AS
Dental Assistants	4,910	6,030	22.8	$15.65	$32,566	MD OTJ
Medical Assistants	7,530	9,370	24.4	$15.18	$31,572	MD OTJ
Veterinary Technologists and Technicians	1,470	2,010	36.7	$14.95	$31,102	AA/AS
Skin Care Specialists	540	690	27.8	$14.79	$30,776	Post Sec. or Voc
Medical Secretaries	9,990	12,020	20.3	$14.74	$30,661	Post Sec. or Voc

Exhibit 4.20: Fastest Growing Jobs that Require AA/AS or Less, Earning more than $30,000 Annually, Orange County (Source: California Employment Development Department)

For students who wish to seek employment immediately following enrollment at Saddleback College, the above chart provides a list of fastest growing jobs requiring an A.A. or A.S. degree or less in Orange County. Saddleback College offers a number of educational offerings related to these fields. A number of other programs are being considered for development. Many of those are in the health occupations.

Orange County and the State of California

Employer Name	Location	Industry
Allergan Inc.	Irvine	Drug Millers (Mfrs)
Anaheim City Hall	Anaheim	City Government
Blogtagon Social Media	Fountain Valley	Multimedia (Mfrs)
Boeing Co.	Seal Beach	Aerospace Industries (Mfrs)
Broadcom Corp.	Irvine	Semiconductors & Related Devices (Mfrs)
CSU Fullerton	Fullerton	School-Universities & Colleges
Edwards Lifesciences Corp.	Irvine	Physicians & Surgeons Equip. & Supls (Mfrs)
Fairview Developmental Ctr.	Costa Mesa	Residential Care Home
First American Title Ins. Co.	Santa Ana	Title Companies
Fountain Valley Regional Hospital	Fountain Valley	Hospitals
Hoag Hospital	Newport Beach	Hospitals
Jones Lang La Salle	Brea	Real Estate Management
Mission Hospital	Mission Viejo	Hospitals
Pacific Care Health Systems	Cypress	Health Plans
Quest Diagnostics	San Juan Capistrano	Laboratories-Medical
Quiksilver Eyewear USA	Huntington Beach	Optical Goods-Retail
Saddleback Health Information	Laguna Hills	Physicians & Surgeons Information Bureau
Saddleback Memorial Medical Center	Laguna Hills	Hospitals
St John Knits Intl. Inc.	Irvine	Women's Apparel-Retail
St Jude Medical Center	Brea	Physicians & Surgeons Equip. & Supls (Mfrs)
St Jude Medical Center	Fullerton	Hospitals
Staffpay Inc	Irvine	Employment Contractors-Temporary Help
Tri Zetto Group	Newport Beach	Information Technology Services
UC Irvine Healthcare	Orange	Hospitals
UC Irvine	Irvine	School-Universities & Colleges

Exhibit 4.21: Major Employers, Orange County (Source: California Employment Development Department)

Above is a list of major employers in Orange County as reported on the State of California Employment Development Department and was extracted from the America's Labor Market Information System (ALMIS) Employer Database, 2011 1st Edition.

A listing of major employers does not take into account employment growth. Still, many of the largest employers are in the health care industry, projected to be a high growth field. Thirteen out of 29 on the employers on the above list are in the healthcare field.

Orange County and the State of California

Counties/Region	Average Household Size	Median Household Income	Per Capita Income	Families Below Poverty Level
Los Angeles County	3.02	$54,828	$26,983	12.5%
Orange County	3.01	$73,738	$33,901	6.7%
Riverside County	3.11	$58,155	$24,642	9.2%
San Bernardino County	3.30	$55,461	$21,792	11.4%
San Diego County	2.76	$62,901	$30,705	7.9%
California	2.91	$60,392	$29,020	9.8%
National	2.60	$51,425	$27,041	9.9%

Exhibit 4.22: Household Size, Income and Percentage of Families Below Poverty Level (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)

Compared to its neighboring counties, the state, and the national average for median household income and per capita income, Orange County residents are somewhat more affluent. The county also has slightly fewer families living below the poverty level. However, its high cost of living mitigates the income advantage to some extent.

Analysis of the college service area for this plan was based on the effective service area defined by the college in the 2010 Accreditation Self Study Report. The cities in the named areas and the unincorporated areas adjacent to them were used as the basis for analysis. This method expanded the area of analysis beyond that studied in the 2006 Education Resource Plan which used a five-mile radius from the college as the effective service area.

Saddleback College serves the southern region of Orange County. The service area is bounded on the west by the Pacific Ocean, on the north by the cities of Newport Beach and Irvine. Its eastern boundary is the Riverside County line and San Diego County line runs along its southern edge. Cities making up the Saddleback College service area include Mission Viejo, Rancho Santa Margarita, Lake Forest, Laguna Hills, Laguna Niguel, San Juan Capistrano, Laguna Woods, Aliso Viejo, Laguna Beach, Dana Point, and San Clemente. A portion of the unincorporated area to the east of the college is also included in Saddleback College's service area.
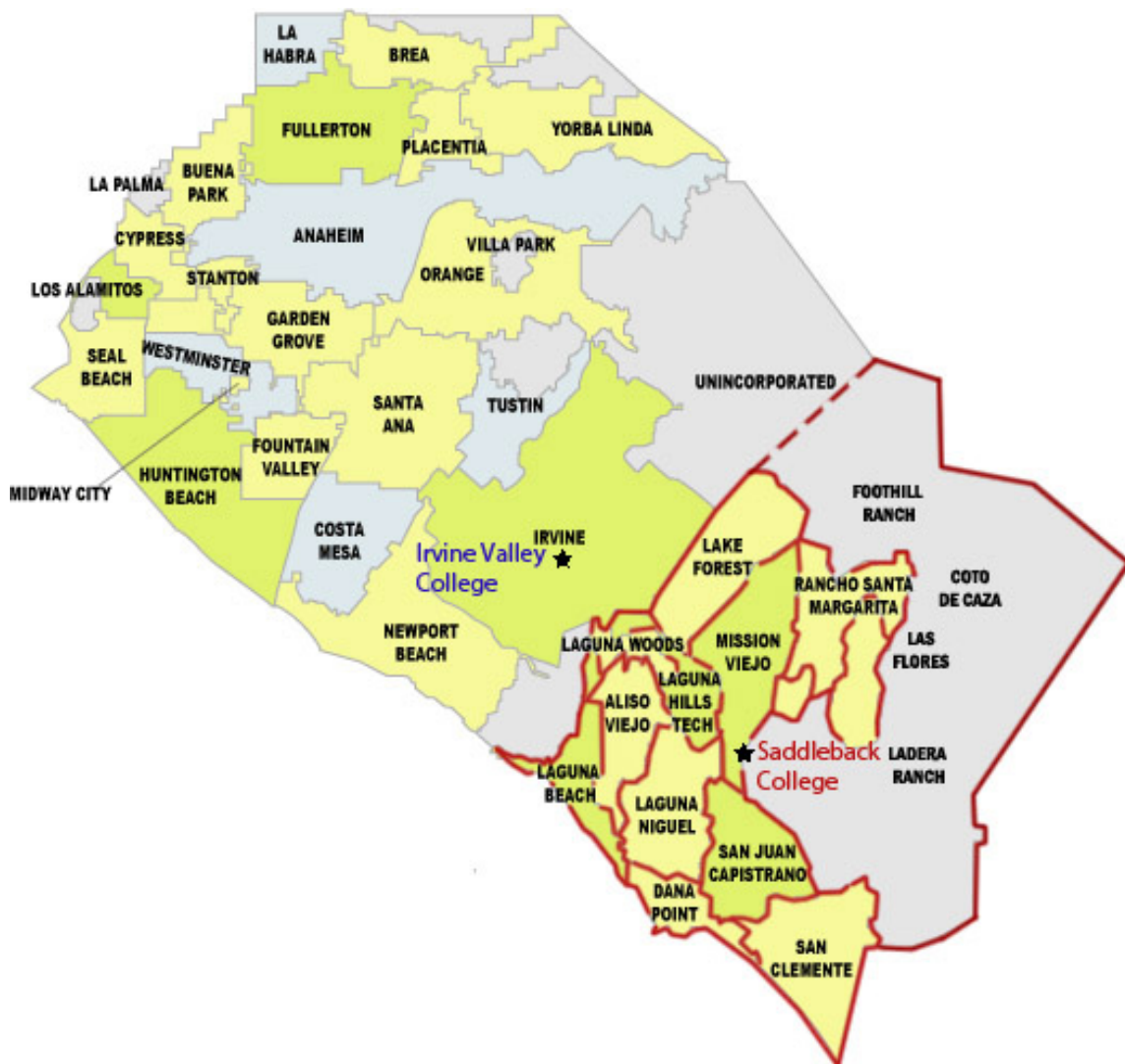
Exhibit 4.23: Saddleback College Service Area

College Service Area
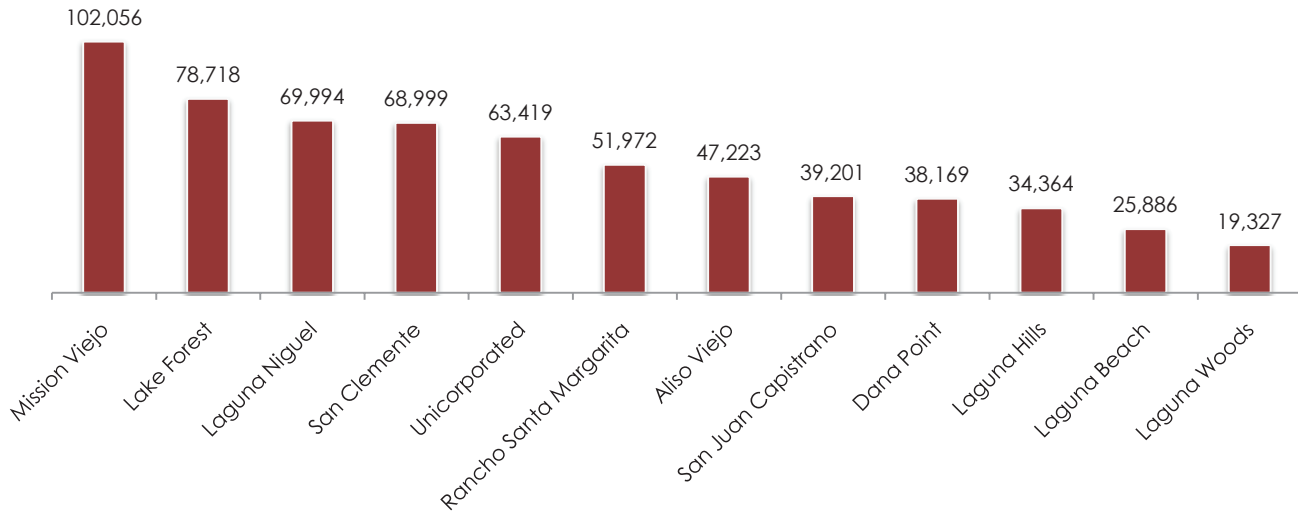
Exhibit 4.24: *Population Chart by Cities in Service Area, 2010 (Source: Southern California Association of Governments)*

The city of Mission Viejo is the most highly populated city in 2010 in the Saddleback College Service Area with a population estimate of 102,056. It is followed by Lake Forest, Laguna Niguel, San Clemente and Rancho Santa Margarita. The Unincorporated areas of Orange County also contribute a large population to the college service area.

City/Area	Population 2010	Population 2015	Population 2020	Population 2025	Population 2030
Mission Viejo	102,056	103,344	105,014	105,623	106,140
Unincorporated	63,419	75,595	81,466	87,287	89,858
Lake Forest	78,718	78,952	79,853	80,018	80,482
San Clemente	68,999	70,731	72,597	73,174	73,839
Laguna Niguel	69,994	71,433	72,442	72,766	73,129
Rancho Santa Margarita	51,972	52,685	53,312	53,675	53,941
Aliso Viejo	47,223	49,143	49,721	49,943	50,188
San Juan Capistrano	39,201	40,229	40,741	40,892	41,117
Dana Point	38,169	38,946	39,509	39,766	40,173
Laguna Hills	34,364	34,922	35,736	35,912	36,210
Laguna Beach	25,886	26,371	26,670	26,787	26,950
Laguna Woods	19,327	19,679	20,133	20,244	20,406
Saddleback College Service Area	**639,328**	**662,030**	**677,194**	**686,087**	**692,433**

Exhibit 4.25: *Population Projection, Service Area, 2010-30 (Source: Southern California Association of Governments)*

College Service Area

The pattern of population growth in the cities of the Saddleback College service area mirrors the picture for Orange County as a whole. Starting around 2020, population growth will slow as the population ages and in-migration declines, as projected by the CSU Fullerton, Institute for Economic and Environmental Studies (IEES). From 2005 to 2010, the service area population, including a portion of unincorporated Orange County, was estimated to have increased 8.2 percent. In the next five years, the rate of growth is expected to slow, to a rate of 4.1 percent. After 2020, the service area population growth will slow substantially in the long range horizon, down to one percent.

From 2010 to 2015, the area with the highest growth in the Saddleback College service area is within the Unincorporated region of the county. This population is projected to grow 19.2 percent over five years. The cities of Aliso Viejo, San Clemente, and San Juan Capistrano are projected to grow 4.1 percent, 2.5 percent, and 2.6 percent respectively. Population growth is projected to slow and remain relatively steady after 2015.
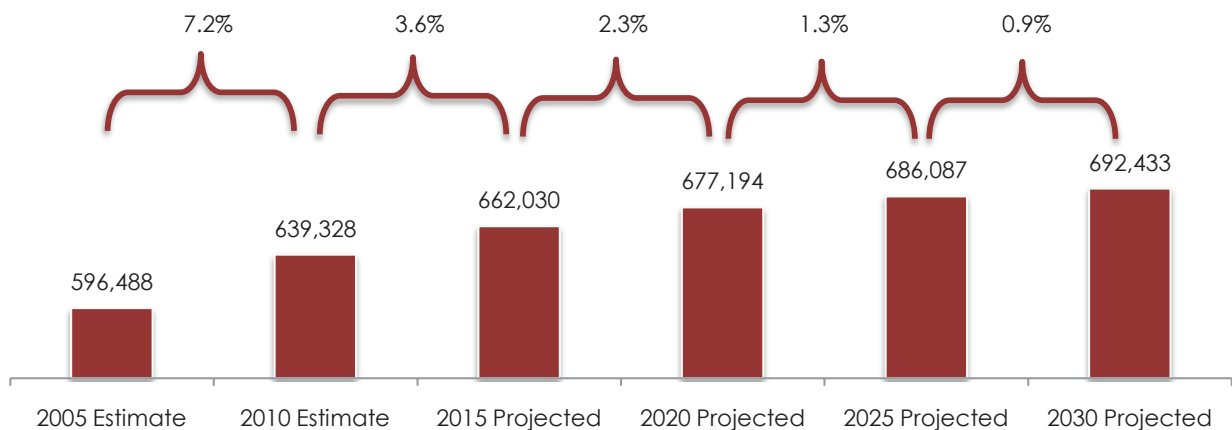
Exhibit 4.26: Population and Population Growth Chart, Service Area, 2010-30 (Source: Southern California Association of Governments)

College Service Area
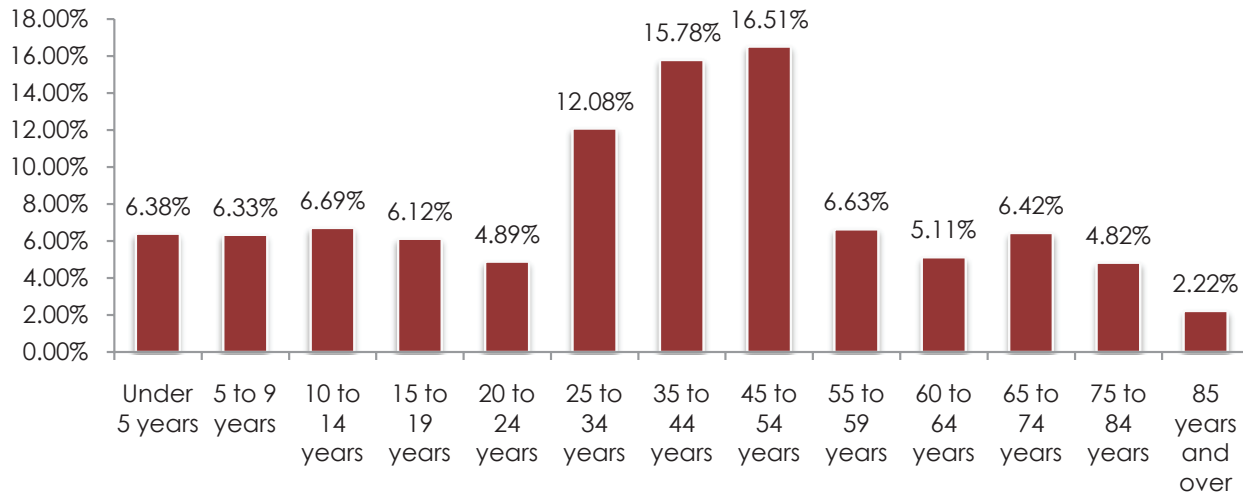
Exhibit 4.27a: Age Composition, Service Area, 2005-2009 (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)

The Orange County 2010 Community Indicators Report states that the trend toward an increase in the older adult population has already begun. The report indicates that, for the county as a whole, projections anticipate a 94 percent increase in the older adult population, compared to a 27 percent increase among all ages by 2050.

Data in Exhibit 4.27b indicates that the median age of residents in the cities in the Saddleback College service area is 43 years old. Rancho Santa Margarita has a larger percentage of residents below the age of eighteen relative to the other cities in the service area.

Cities	Median age (years)	18 years and over	21 years and over	62 years and over	65 years and over
Aliso Viejo	35.1	74.7%	72.7%	6.4%	4.4%
Dana Point	44.5	82.2%	80.1%	19.8%	17.0%
Laguna Beach	47.4	84.7%	83.2%	21.8%	17.9%
Laguna Hills	39.3	77.1%	72.9%	13.4%	10.6%
Laguna Niguel	41.9	76.3%	73.2%	14.9%	11.9%
Laguna Woods	78.2	99.5%	99.4%	87.8%	82.0%
Lake Forest	37.0	74.6%	71.8%	10.9%	8.4%
Mission Viejo	40.8	75.4%	72.4%	16.2%	13.1%
Rancho Santa Margarita	33.5	68.8%	65.9%	5.9%	4.7%
San Clemente	38.9	75.0%	72.4%	15.8%	12.7%
San Juan Capistrano	36.2	72.8%	69.5%	16.2%	13.4%

Exhibit 4.27b: Age Composition, Service Area, 2005-2009 (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)

College Service Area

The ethnic/race characteristics of the cities in the Saddleback College service area vary from city to city (Exhibit 4.28a). Mission Viejo, the most populous city within the service area, has a predominantly white population (71.5 percent), followed by Hispanics (15.5 percent).

Ethnicity/Race	Aliso Viejo	Dana Point	Laguna Beach	Laguna Hills	Laguna Niguel	Laguna Woods
American Indian and Alaska Native	0.0%	0.1%	0.0%	0.2%	0.1%	0.0%
Asian	13.9%	2.3%	4.7%	9.0%	9.7%	5.8%
Black or African American	3.0%	0.5%	0.3%	1.0%	2.3%	0.7%
Hispanic or Latino	15.7%	13.7%	7.2%	23.7%	10.8%	4.6%
Native Hawaiian and Other Pacific Islander	0.1%	0.0%	0.3%	0.4%	0.6%	0.0%
White	64.3%	80.4%	86.3%	62.7%	74.0%	87.9%
Other	0.4%	1.2%	0.2%	0.6%	0.5%	0.5%
Two or more races	2.7%	1.9%	1.0%	2.3%	2.0%	0.5%

Ethnicity/Race	Lake Forest	Mission Viejo	Rancho Santa Margarita	San Clemente	San Juan Capistrano
American Indian and Alaska Native	0.5%	0.5%	0.4%	0.5%	0.1%
Asian	11.8%	8.4%	8.6%	3.9%	5.3%
Black or African American	1.8%	1.1%	1.5%	0.6%	0.3%
Hispanic or Latino	22.7%	15.5%	16.0%	13.3%	30.8%
Native Hawaiian and Other Pacific Islander	0.2%	0.1%	0.0%	0.1%	0.0%
White	60.2%	71.5%	70.8%	78.3%	60.7%
Other	0.4%	0.2%	0.1%	1.0%	1.1%
Two or more races	2.4%	2.6%	2.5%	2.3%	1.7%

Exhibit 4.28a: Ethnicity, Cities in Service Area, 2005-2009 (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)

College Service Area

According to the Saddleback College 2010 Accreditation Self Study Report, the ethnic makeup of the population in the Saddleback College service area population is relatively consistent to that of south Orange County. The U.S. Census Bureau 2005-2009 American Community Survey indicates that the primary race in the Saddleback College service area is white (70.9 percent), followed by Hispanic or Latino (16.4 percent), and Asian (8.1 percent) (Exhibit 4.28b). It is anticipated that the Hispanic and Asian population will grow at a higher rate than other ethnicities and races. As observed in Exhibit 4.7, Orange County's population as a whole is expected to be predominantly Hispanic by 2020. South Orange County will likely not observe the same conclusion, but will have similar trends.
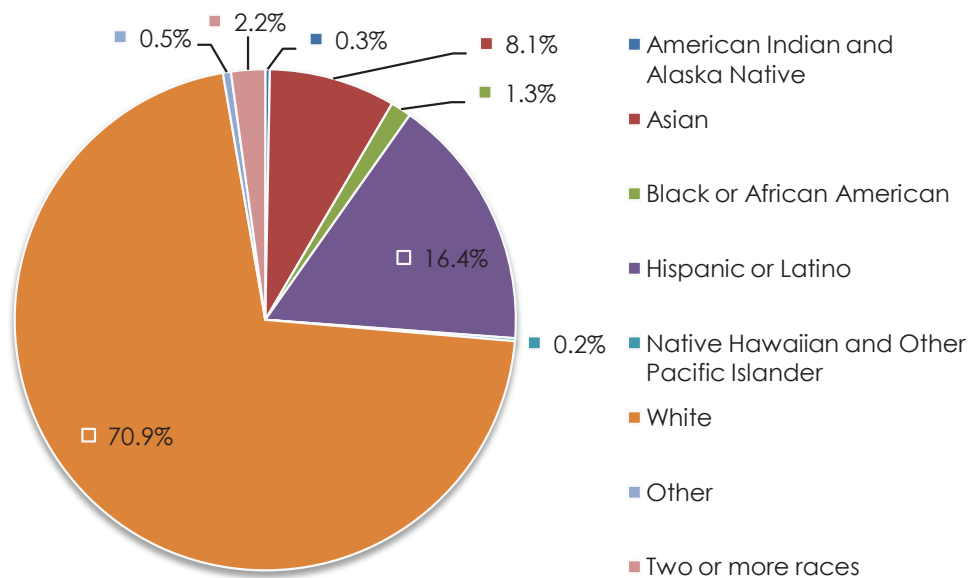
Exhibit 4.28b: *Ethnicity, Service Area, 2005-2009 (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)*
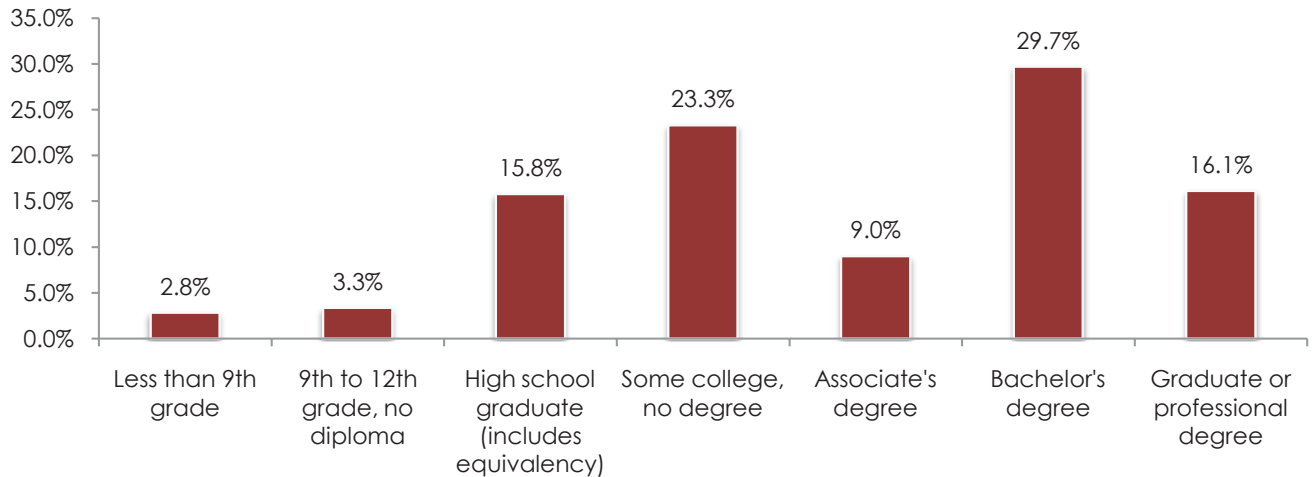
Exhibit 4.29: *Adult Population Education Attainment, Service Area, 2005-2009 (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)*

Educational attainment for the population 25 years and over in the Saddleback College service area is high. Approximately 55 percent of this population has an Associate's degree or higher (Exhibit 4.29). Over 45 percent of the service area population holds a Bachelor's degree or higher.

Within the major cities in the Saddleback College service area, 90 percent or more of the population 25 years and over is a high school graduate or higher (Exhibit 4.30). Aliso Viejo and Laguna Niguel has the highest education attainment levels in the service area with over 95 percent of the population 25 years and over is a high school graduate or higher and over 53 percent holds a Bachelor's degree or higher.

Population 25 years and over	Aliso Viejo	Dana Point	Laguna Beach	Laguna Hills	Laguna Niguel
Percent high school graduate or higher	95.40%	93.80%	97.60%	90.60%	96.60%
Percent bachelor's degree or higher	53.30%	44.10%	61.90%	42.90%	53.30%

Population 25 years and over	Lake Forest	Mission Viejo	Rancho Santa Margarita	San Clemente
Percent high school graduate or higher	91.80%	94.30%	95.80%	95.10%
Percent bachelor's degree or higher	41.20%	42.40%	47.60%	45.30%

Exhibit 4.30: *High School and Bachelor's Degree Education Attainment, Service Area, 2005-2009 (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)*

College Service Area

Area Name	Labor Force	Employment	Unemployment	Unemployment Rate
Stanton	18,800	16,100	2,800	14.8%
Santa Ana	163,000	139,300	23,700	14.6%
Laguna Woods	**2,700**	**2,300**	**300**	**12.7%**
Anaheim	176,900	156,000	20,900	11.8%
Buena Park	42,600	37,700	4,900	11.5%
Garden Grove	85,700	75,800	9,900	11.5%
La Habra	31,900	28,500	3,300	10.5%
Fullerton	71,600	64,200	7,400	10.4%
La Palma	9,100	8,100	900	10.3%
Westminster	46,400	41,600	4,800	10.3%
Cypress	27,300	24,700	2,700	9.8%
Orange County	**1,607,800**	**1,458,900**	**148,900**	**9.3%**
Tustin	42,000	38,100	3,800	9.1%
Orange	73,100	66,900	6,300	8.6%
Costa Mesa	66,600	61,100	5,500	8.3%
Placentia	28,000	25,700	2,300	8.2%
San Juan Capistrano	**17,700**	**16,200**	**1,500**	**8.2%**
Laguna Hills	**17,900**	**16,500**	**1,400**	**7.9%**
Fountain Valley	32,800	30,300	2,500	7.7%
Huntington Beach	122,000	112,700	9,200	7.6%
San Clemente	**29,200**	**27,000**	**2,200**	**7.5%**
Laguna Niguel	**37,500**	**34,800**	**2,700**	**7.2%**
Irvine	83,400	77,500	5,800	7.0%
Laguna Beach	**16,300**	**15,100**	**1,100**	**6.8%**
Seal Beach	11,300	10,500	800	6.8%
Dana Point	**22,200**	**20,700**	**1,500**	**6.7%**
Mission Viejo	**54,800**	**51,100**	**3,700**	**6.7%**
Brea	21,300	19,900	1,400	6.4%
Lake Forest	**36,600**	**34,200**	**2,400**	**6.4%**
Yorba Linda	35,200	33,000	2,200	6.2%
Rancho Santa Margarita	**28,900**	**27,200**	**1,700**	**6.0%**
Tustin Foothills CDP	13,300	12,500	800	6.0%
Newport Beach	44,400	41,800	2,600	5.8%
Rossmoor CDP	5,500	5,200	300	5.7%
Villa Park	3,400	3,200	200	5.3%
Los Alamitos	6,600	6,300	300	5.1%
Portola Hills CDP	4,000	3,800	200	5.1%
Aliso Viejo CDP	**27,600**	**26,300**	**1,400**	**4.9%**
Las Flores CDP	3,500	3,300	200	4.6%
Coto de Caza CDP	6,800	6,500	300	4.0%
Foothill Ranch CDP	6,700	6,500	200	3.0%

Exhibit 4.31: 2010 Labor Force, Employment, Unemployment, and Unemployment Rate, Orange County (Cities in Service Area in Red) (Source: California Employment Development Department, November 2010)

College Service Area

Exhibit 4.31 lists cities in Orange County, Labor Force, Employment, Unemployment, as well as Unemployment Rate and is sorted by unemployment rate. Cities in the Saddleback College Service Area are highlighted in red text. Relative to other cities in Orange County, the unemployment rates of cities in the college's service area are lower with the exception of the city of Laguna Woods. However, Laguna Woods has among the smallest labor force, and it is a senior community.

The cities in the service area have higher median income levels and per capita income levels than county and state levels (Exhibit 4.32). Poverty levels for most cities are also lower, with the exception of Laguna Hills and San Juan Capistrano whose averages are higher than the County average.

Cities	Average Household Size	Median Household Income	Per Capita Income	Families Below Poverty Level
Aliso Viejo	2.57	$94,917	$43,491	1.9%
Dana Point	2.38	$81,191	$51,293	5.0%
Laguna Beach	2.12	$97,927	$80,376	3.7%
Laguna Hills	2.95	$90,755	$47,328	7.0%
Laguna Niguel	2.60	$95,438	$50,615	3.3%
Laguna Woods	1.41	$35,293	$35,461	3.8%
Lake Forest	2.92	$91,389	$38,757	3.1%
Mission Viejo	2.79	$94,333	$40,912	2.1%
Rancho Santa Margarita	2.95	$99,018	$40,805	2.4%
San Clemente	2.60	$84,540	$45,509	5.3%
San Juan Capistrano	2.96	$88,932	$42,158	7.5%
Orange County	3.01	$73,738	$33,901	6.7%
California	2.91	$60,392	$29,020	9.8%

Exhibit 4.32: *Household Size, Income and Percentage of Families Below Poverty Level (Source: U.S. Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates)*

Key Indicators

The following summary presents the findings of the External Scan in the context of the college's own planning directions and goals. Saddleback College is guided by four strategic directions, identified in its Strategic Plan: improve student preparation, excel in transfer, enhance resources, and foster innovation. Upcoming changes and conditions that will have an impact on how the college shapes its future have been the focus of the summary.

Orange County Population Growth Leveling in 2020

Orange County's population growth will slow after 2015 according to projections. In-migration to the County has already begun to decrease. The CSUF Center for Demographic Research indicates that natural increases (births minus deaths) will become the primary contributor to growth over time, countering the growth from domestic and international migration of the past thirty years. This projection is consistent with the outlook for a decline in the birthrate and in the student population. A decline in the pool of young students is likely to challenge the current emphasis on transfer.

Aging Population

Despite Orange County's leveling population, trends observed in the external scan indicate the older population will become a larger share of the County population. The high cost of living in the area and the trend away from in-migration are factors contributing to this projection. Education for older students and the role of the college as a cultural hub will continue to increase in importance as time goes by.

Growth of Hispanic and Asian Populations

The Hispanic Population is projected to continue to grow significantly through the long-term horizon. By 2020, the Hispanic population will be the primary ethnicity in Orange County. The percentage of Asians is rising as a percent of the population as well. The southern part of Orange County is expected to have an increase in ethnic populations, but is likely to have less dramatic changes in the configuration of its population.

Slow Economic Recovery and High Unemployment

The current economic recession and high unemployment rate are conditions that are not expected to last. At the time of the 2006 Educational Resource Plan, the southern California region was recovering from an economic downturn from the bursting of the Internet bubble in 2000. Net jobs gains were forecast for 2005 and beyond. Unemployment for the County was 6.9 percent, which was seen as high. The current recession is both deeper and appears to be longer lasting. Unemployment for the County hovers at nine percent, lower than the State and National figure, but higher than it has been for twenty years. The collapse of the housing market in Orange County had a major impact on the area. All indications are that the economic recovery will be slow. The South Orange Community College District and the colleges in the district will be challenged to find efficiencies and enhance resources in new ways as the State recovers.

Need for Economically Viable Jobs

As the college shapes its curriculum and its course delivery systems for the future, issues of student preparation and potential employment will take on an urgency beyond the usual. The Orange County Business Council makes the case for public education as a full partner in the future economic development of the region. Education and skills levels of the population will be key to attracting new businesses to the County and to employment in jobs that

pay well. Partnerships among educational institutions and between the business community and education will be essential. ATEP is in its early stages, but its long-range plan is a model for collaboration and applied learning.

Importance of Transfer

The high transfer rate to four-year colleges and universities is a point of pride for Saddleback College. In his fall 2010 letter to entering students, President Tod Burnett notes Saddleback's rank as first among Orange County community colleges in transfers to UC Davis, UC Santa Cruz, San Diego State University, and Cal Ploy San Luis Obispo. It ranks second and third to five additional UC campuses. Clearly, the desire to be "the transfer student's first choice" will be remain a focus for the college.

The External Scan identified several factors that are likely to have an impact on how the college will retain its high transfer rates or even exceed its past success. First, the overarching effect of the 2008 recession presents a mixed picture with regard to transfer rates. On the one hand, demand for transfer classes has been strong due to the low cost of attendance at a community college compared to CSU, UC, or private four-year institutions. Additionally, both CSU and UC have limited enrollments, causing even students who can afford the higher costs to enroll in community colleges. These economic effects favor a continued high demand for transfer preparation to remain high at Saddleback College.

On the other hand, overall negative effect of budget cuts to education stemming from the State's fiscal crisis, continues to threaten the capacity of community colleges to respond to the need for transfer education. The same can be said for career and technical education, another high need aspect of education.

Without consideration of the economy, Saddleback College would be looking at an environment of changing demography that may challenge the current high growth in transfer numbers. The leveling out of population growth, the historically lower rate of transfer among Hispanic populations, and an aging population are all factors that inhibit the transfer function.

Importance of Partnerships

During the course of the Education and Facilities Master Plan process, the need for partnerships was a recurrent theme. Interdisciplinary partnerships within the college, partnerships within the community with business and other community entities, and partnerships with other educational entities, including K-12 and higher educational institutions are generally seen as important for the future. The State's economic condition brings urgency to this need. It is difficult to see how the crisis in state funding can be resolved within the next few years. In its Guiding Principles, Saddleback College has wisely recognized the need for innovation and resourcefulness.

Chapter Five
Inside the College

Inside the College

This internal scan of Saddleback College is an opportunity to assess the current condition of the college and the condition of the college over the years. Data assessed included the demographics and characteristics of students and their educational goals. This data was used to discern patterns and trends and to review institutional educational plans to best serve students. "Inside the College" begins with a snapshot of students attending the college in the fall 2010 term, including enrollment patterns, student goals, and outcomes. A discussion of data concerning employees follows that. A summary of survey findings concludes the internal scan.

Fall 2010 Snapshot

Weekly student contact hours (WSCH) measure the amount of time that students are enrolled in a course multiplied by the number of hours each course meets per week. This number represents an enrollment number, and is utilized for a variety of planning purposes and is reported to the state for apportionment as well as in the determination of facilities needs for the campus.

Full time equivalent students (FTES) represent another way to measure enrollment. It is based on weekly student contact hours evaluated on one census day per term and is equivalent to one student taking fifteen hours of instruction per week.

Full time equivalent faculty (FTEF) is a measure of faculty employees. One full time faculty member teaching the equivalent of a full load of classes equals 1.0 FTEF. Most often FTEF is aggregated to provide the college with a measure of the number of faculty teaching. The loads of adjunct faculty and full time faculty are summed to provide an aggregate number for the program or college.

During the fall 2010 term, the headcount enrollment totaled 27,057 students at Saddleback College, which included students enrolled at the ATEP campus (Saddleback College courses) and students enrolled in online classes. The weekly

Fall Census 2010	
Student Headcount	27,057
Weekly Student Contact Hours (WSCH) [1]	261,632
Full Time Equivalent Student (FTES)	8,106
Full Time Equivalent Faculty (FTEF)	473
Sections Offered	2,122

Exhibit 5.1: Saddleback College Snapshot (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

student contact hours (WSCH) totaled 261,632 with the full time equivalent students (FTES) at 8,106. The number of sections offered in fall 2010 was 2,122 and the full time equivalent faculty (FTEF) was 473. It was believed that dislocation of Library services to the Campus Village due to the Library Renovation Project resulted in a loss of WSCH at Saddleback College. The renovation project required temporary relocation of Library services, including tutoring – a WSCH generating program. The project is scheduled for completion in 2011 and it is expected that the college will recapture this loss WSCH with the reopening of the centralized Library.

[1] Fall 2010 WSCH Data has been adjusted per the Saddleback College Office of Instruction to take into account the Emeritus Kinesiology course offering change (See Emeritus Division Discussion).

Fall 2010 Snapshot

In fall 2010, over 40 percent of the student population was aged 21 years old or younger (Exhibit 5.2). Students ages 22 to 29 and students ages 60 and over each comprised approximately twenty percent of the total student population.
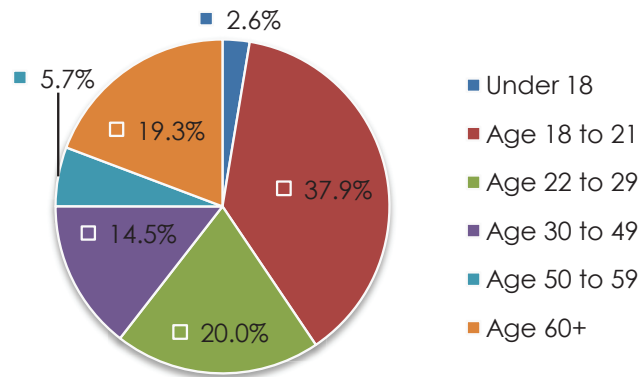
Exhibit 5.2: Student Age Distribution, Fall 2010 (Source: SOCCCD inFORM Data Warehouse, Student Demographics Inteeractive)

White, non-Hispanics made up over 60 percent of the student population, while Hispanics comprised 10.8 percent (Exhibit 5.3). Asians made up 7.8 percent, and students of mixed ethnicity were 7.4 percent. Students declining to state were 8.7 percent.
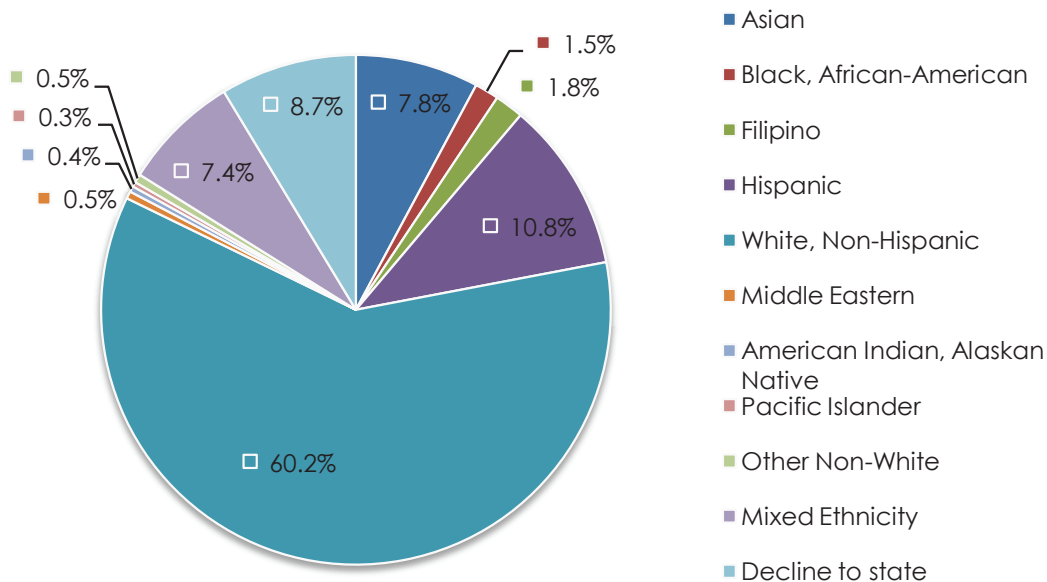
Exhibit 5.3: Student Ethnicity, Fall 2010 (Source: SOCCCD inFORM Data Warehouse, Student Demographics Inteeractive)

Fall 2010 Snapshot

Fifty-eight percent of students enrolled in the fall 2010 semester are female (Exhibit 5.4). This is consistent with a statewide trend where female student population exceeds the male student population.
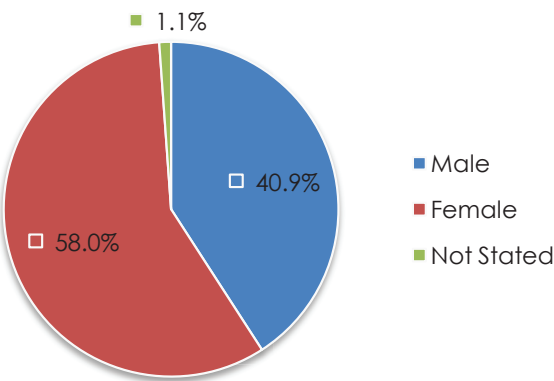
Exhibit 5.4: Student Gender, Fall 2010 (Source: SOCCCD inFORM Data Warehouse, Student Demographics Inteeractive)

Among the large proportion of part-time students, 32.1 percent of are enrolled in fewer than 6 units; 25.5 percent are enrolled in 6 to 11.99 units, totaling 57.6 percent (Exhibit 5.5).

Slightly over nine percent (9.2) are "Active" but not enrolled in units. "Active" students are students who are actively enrolled in the term in a course but the course(s) may be zero units.
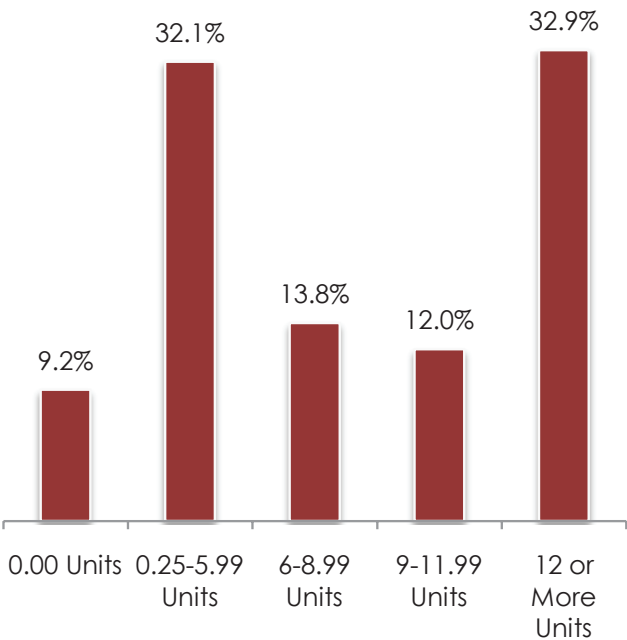
Exhibit 5.5: Term Units Enrolled, Fall 2010 (Source: SOCCCD inFORM Data Warehouse, Student Demographics Inteeractive)

Fall 2010 Snapshot

A high proportion of student respondents, 42.4 percent, in fall 2010, indicated that their education goal is transfer, with or without a degree or certificate (Obtain a Bachelor's degree w/o Assoc., Obtain a Bachelor's degree after Assoc., and Obtain voc certificate and transfer)(Exhibit 5.6). Thirty percent of students indicated that their education goal was to obtain a bachelor's degree after earning an Associate's degree. A relatively high number of students (20.6 percent) stated as their goal personal development. Slightly more than ten percent (10.7) are taking courses for career-related goals (Discover/develop career interest, Advance in current job/career, or Prepare for a new career).

Education Goal	Percent
Obtain a Bachelor's degree after Assoc.	30.0%
Personal Development	20.6%
Undecided on goal	11.1%
Obtain a Bachelor's degree w/o Assoc.	9.4%
Prepare for a new career	5.4%
4 yr col std taking crs to meet 4 yr requirements	5.4%
Improve basic skills	3.3%
Advance in current job/career	3.1%
Obtain a voc certificate and transfer	3.0%
Discover/develop career interests	2.2%
Obtain a non-voc degree w/o transfer	1.9%
Obtain a voc certificate w/o transfer	1.8%
Obtain two-year voc. degree w/o transfer	1.4%
Maintain license	0.8%
Complete credits for HS diploma or GED	0.6%
To move fr NCR coursework to CR coursework	0.1%
Not Stated	0.0%

Exhibit 5.6: Education Goal, Fall 2010 (Source: SOCCCD inFORM Data Warehouse, Student Demographics Inteeractive)

Fall 2010 Snapshot

In fall 2010, 63.1 percent of students enrolled have earned a high school diploma (Exhibit 5.7). Approximately twenty percent indicated they have received a bachelor's degree or higher, suggesting that they may be attending for personal development and retraining purposes.

Not Stated	0.1%
Special student currently enrolled in K-8	0.0%
Received a bachelor's degree or higher	20.6%
Earned an associate degree	5.4%
Earned foreign secondary diploma or cert	3.5%
Earned cert. of Calif HS proficiency	1.5%
Passed GED or received certificate	3.0%
Not a High School graduate	1.7%
Not HS graduate, enrolled adult school	0.4%
Special student currently enrolled in HS	0.7%
Earned a High School Diploma	63.1%

Exhibit 5.7: Educational Status, Fall 2010 (Source: SOCCCD inFORM Date Warehouse, Student Demographics Interactive)

In fall 2010, 41.1 percent of students did not work (Exhibit 5.8). Over fifteen percent of students indicated that they worked 20 to 29 hours. A relatively large number of students (14.3 percent) worked a 40 hour work week or longer. The share of students who do not work (41.1percent) roughly corresponds to the proportion of students carrying nine or more units (Exhibit 5.5 - 44.9 percent).

Based on the information gathered, in fall 2010, the majority of students are U.S. Citizens (91.0 percent) (Exhibit 5.9)

7.2% 13.0% 41.1% 15.5% 14.3% 8.9%

- 1-9 Hours
- 10-19 Hours
- 20-29 Hours
- 30-39 Hours
- 40 or more
- None
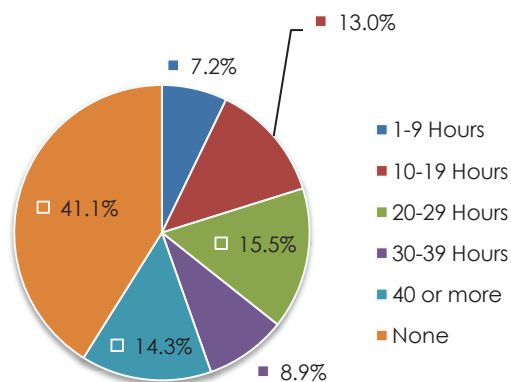
Exhibit 5.8: Employment Hours, Fall 2010 (Source: SOCCCD inFORM Date Warehouse, Student Demographics Interactive)

0.4% 0.9% 0.0% 0.2% 1.8% 5.5% 0.3% 91.0%

- U.S. Citizen
- Permanent Resident Alien
- Temporary Resident (Amnesty)
- Refugee, Asylee
- Student Visa (F1 or M1 Visa)
- Tourist (B-1/B-2)
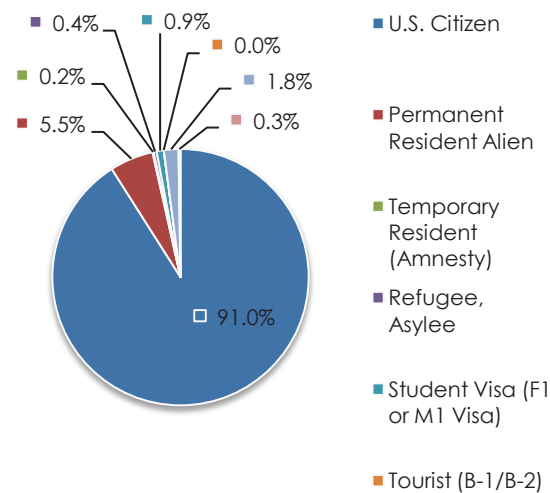
Exhibit 5.9: Citizen Status, Fall 2010 (Source: SOCCCD inFORM Date Warehouse, Student Demographics Interactive)

Historical Student Data

The following section provides a glimpse of historical student data including annual and fall term enrollment as well as fall term student characteristics as reported in the inFORM College Profile Report. This data is provided to observe possible patterns or trends over the years and anticipate future trends.

The annual WSCH has been steadily increasing over the past four academic years (excludes the 2010-11) (Exhibit 5.10-5.11). Between the 2007-08 and 2008-09 academic years, there was a 9.2 percent annual increase in WSCH. During the five academic years observed, Saddleback College generates the most WSCH during the fall terms with the exception of the 2008-09 academic year.
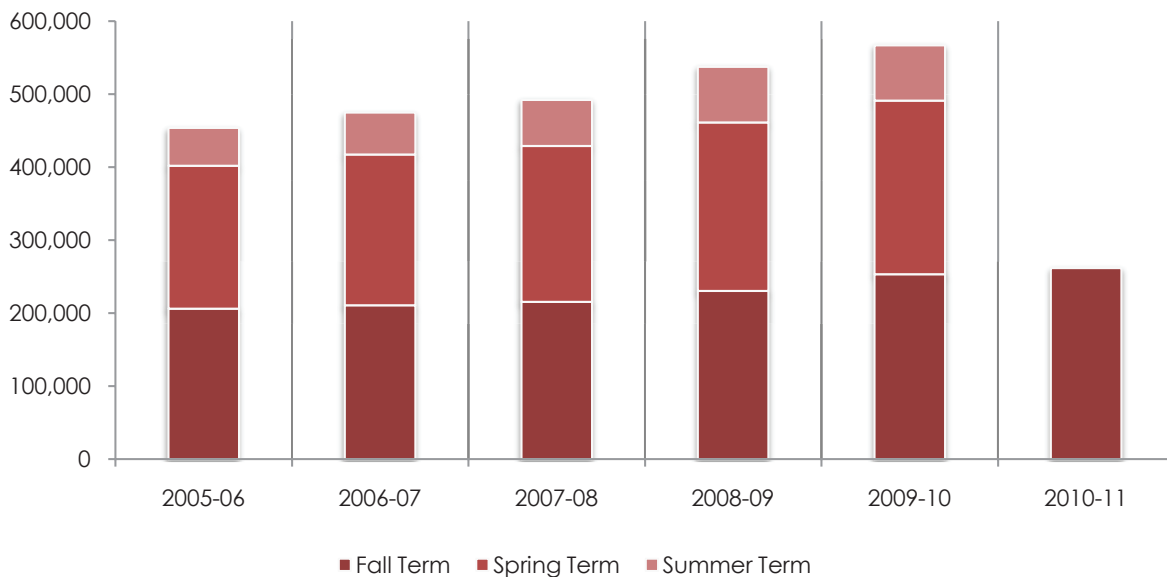
Exhibit 5.10: Annual Weekly Student Contact Hours (WSCH) (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

WSCH	Fall	Spring	Summer	Annual
2005-06	224,081	195,676	51,687	471,444
2006-07	228,812	206,497	57,298	492,607
2007-08	235,264	213,535	63,227	512,026
2008-09	250,810	230,857	76,117	557,784
2009-10	271,394	237,987	75,519	584,900
2010-11	267,327[2]			

Exhibit 5.11: Annual Weekly Student Contact Hours (WSCH) by Term (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

[2] Fall 2010 WSCH Data has been adjusted per the Saddleback College Office of Instruction to take into account the Emeritus Kinesiology course offering change (See Emeritus Division Discussion).

Historical Student Data

Exhibits 5.12 and 5.13 below reveal the annual FTES as another measure of enrollment. Consistent with the trends observed in WSCH generation, fall terms have yielded the highest enrollment based on FTES. In the 2008-09 academic year, the fall and spring term FTES generated are equal.
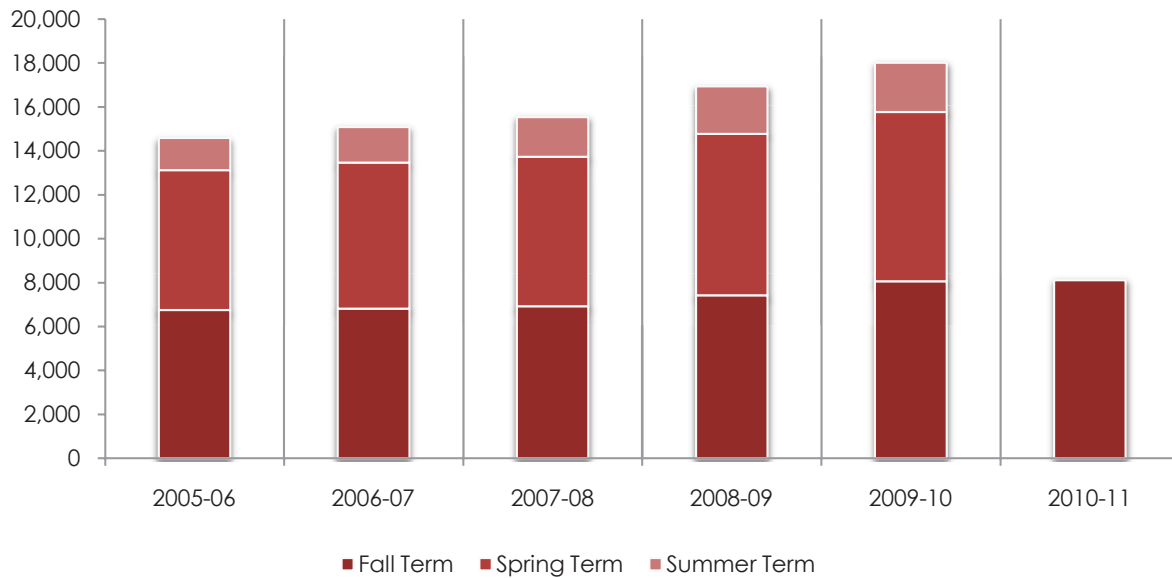
Exhibit 5.12: Annual Full Time Equivalent Students (FTES) (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

FTES	Fall	Spring	Summer	Annual
2005-06	6,748	6,373	1,455	14,576
2006-07	6,810	6,647	1,624	15,081
2007-08	6,923	6,795	1,814	15,532
2008-09	7,413	7,358	2,153	16,924
2009-10	8,051	7,713	2,240	18,004
2010-11	8,106			

Exhibit 5.13: Annual Full Time Equivalent Students (FTES) by Term (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Historical Student Data

From fall 2005 to fall 2009, Saddleback College's student headcount increased 21.3 percent over four years (Exhibit 5.14). In fall 2010, there was a slight drop in student headcount from 28,104 in fall 2009 to 27,057 (3.7 percent decrease). This drop in student count in conjunction with the increase in enrollment (WSCH and FTES) may be an indicator that the units enrolled per student count are increasing. This is also observed in the shift from 22.9 percent students enrolled in twelve or more units in 2004 (as reported in the 2006 Education Master Plan) to 32.9 percent in fall 2010. This data reveals that more students are taking increasing number of units and supports the suggestion that there is a trend toward transfer and general education classes at the college.
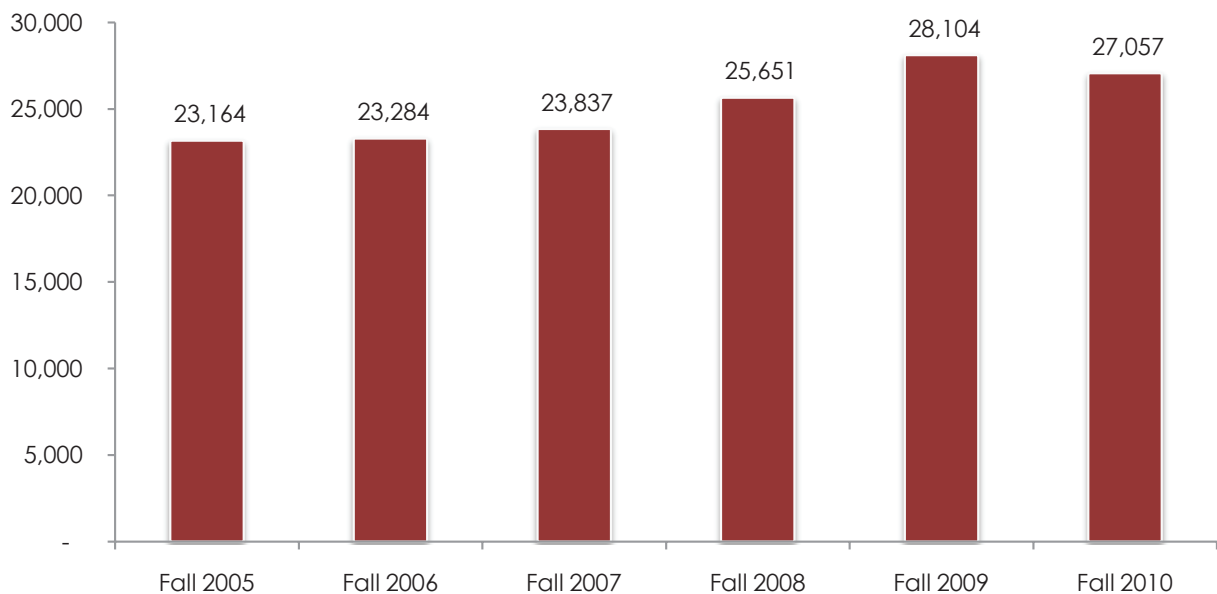
Exhibit 5.14: Student Headcount, Fall 2005-10 (Source: SOCCCD inFORM Data Warehouse, College Profile Report)

Historical Student Data

The number of sections offered during the fall terms at Saddleback College has also been increasing over the last few years with a slight decrease in fall 2010 (Exhibit 5.15). This drop was a strategic decision due to concerns about threatened budget cuts.
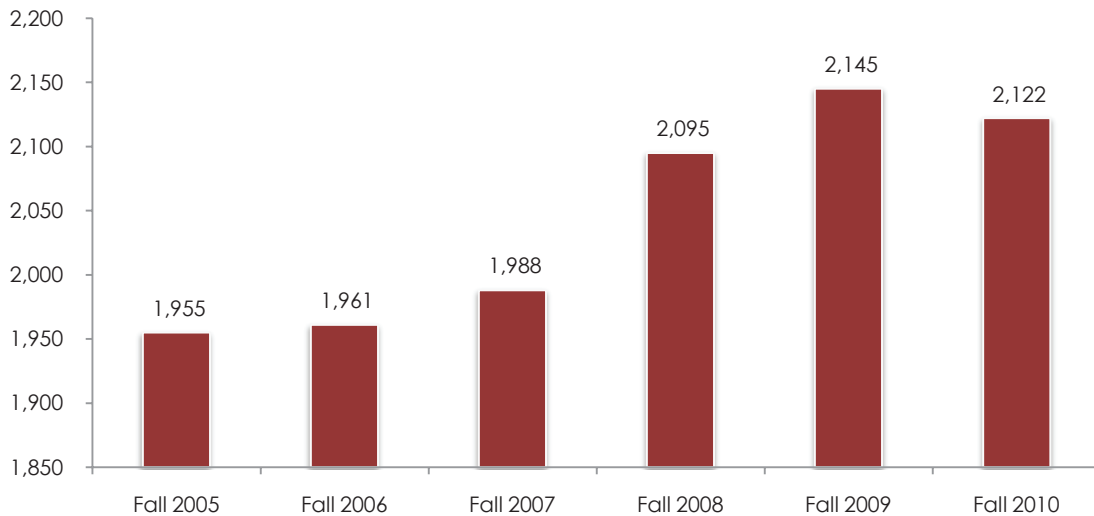
Exhibit 5.15: *Section Count, Fall 2005-10 (Source: SOCCCD inFORM Data Warehouse, College Profile Report)*

The female student population has been increasing slightly and male student population decreasing following a statewide trend between fall 2005 to fall 2010 (Exhibit 5.16). The California Postsecondary Education Commission noted that "males in every major ethnic group are underrepresented [in college enrollment] in relation to their representation in the state's population" (CPEC Report 07-04 March 2007). This trend is observed in the data as early as graduation from high school.
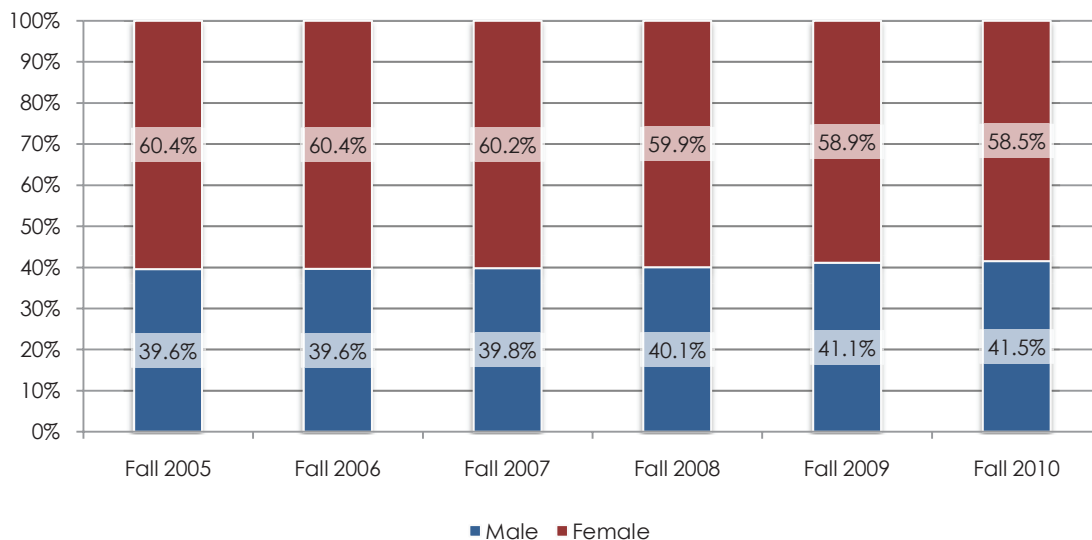
Exhibit 5.16: *Student Gender, Fall 2005-10 (Source: SOCCCD inFORM Data Warehouse, College Profile Report)*

The majority of the student enrollment status continues to be continuing students. From fall 2005 to fall 2006, there was approximately four percent increase in the returning student category. By fall 2010, the percentage of students in the returning student category increased to 21.8 percent, up nearly seven percent from fall 2005 (Exhibit 5.17).

	Returning Student	First Time College Student	Continuing Student	Other
Fall 2010	21.8%	10.1%	67.4%	0.8%
Fall 2009	21.8%	12.6%	63.7%	1.9%
Fall 2008	18.8%	11.6%	67.8%	1.9%
Fall 2007	18.0%	12.0%	68.3%	1.6%
Fall 2006	18.4%	12.1%	67.7%	1.6%
Fall 2005	14.9%	12.7%	70.5%	1.9%

■ Returning Student ■ Other
■ First Time College Student ■ Continuing Student
■ Concurrent High School Student
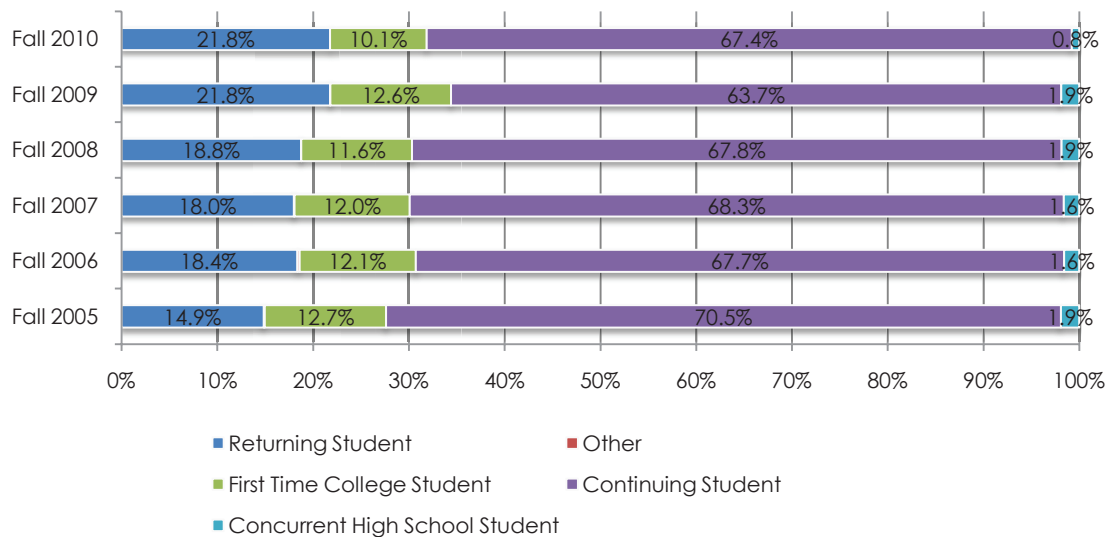
Exhibit 5.17: Enrollment Status, Fall 2005-10 (Source: SOCCCD inFORM Data Warehouse, College Profile Report)

In fall 2010, approximately 40 percent of students were below 21 years of age (Exhibit 5.18). The share of students ages 22 to 29 has been increasing over the past five years from 17.8 percent in fall 2005 to 20.9 percent in 2010. Based on population projections, this pattern is likely to reverse and the population of the region grows older. The 2006 Educational Resource Plan also anticipated that over the long-term young populations would decline relative to older populations.

	Below 18	18-21	22-29	30-39	40-49	50-59	Over 59
Fall 2010	2.6%	37.3%	20.9%	8.5%	6.9%	5.8%	18.0%
Fall 2009	3.8%	35.4%	19.6%	8.4%	6.9%	6.1%	19.7%
Fall 2008	3.7%	34.7%	18.9%	8.4%	7.0%	6.0%	21.2%
Fall 2007	3.7%	34.5%	17.9%	8.8%	7.4%	5.9%	21.8%
Fall 2006	3.8%	34.3%	17.8%	8.6%	7.5%	6.0%	22.1%
Fall 2005	4.0%	33.3%	17.8%	9.6%	8.5%	6.0%	20.9%

■ Below 18 ■ 18-21 ■ 22-29 ■ 30-39 ■ 40-49 ■ 50-59 ■ Over 59
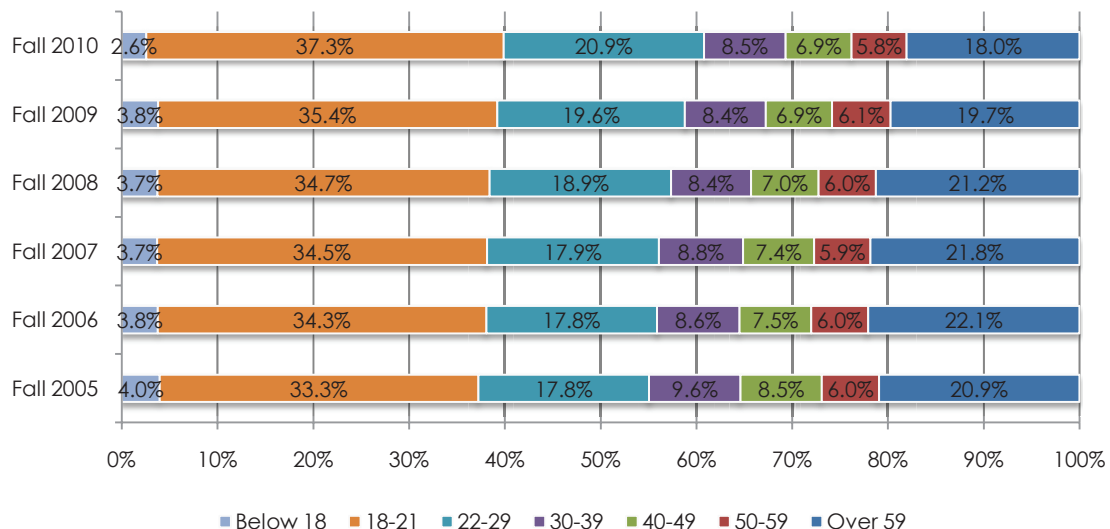
Exhibit 5.18: Student Age, Fall 2005-10 (Source: SOCCCD inFORM Data Warehouse, College Profile Report)

Historical Student Data

Over the years, the percentage of Internet (Online) courses has increased from 9.3 percent in fall 2005 to over 22 percent in fall 2010 (Exhibit 5.19). Classroom instruction is still the prevalent instructional delivery mechanism. This observed shift in educational delivery methods over the past few academic years is an indicator that the college will need to be cognizant of students demand and needs. There are benefits to alternate delivery methods such as internet (online) courses including flexibility scheduling, students can work at their own pace, and students do not need to commute to schools, mitigating issues of proximity. Conversely, there are a number of drawbacks to consider. Often, online courses require students to be self-motivated and have distinct characteristics in order to be successful in

the courses. Additionally, online students may lose the social interactions which are often a part of traditional courses. Further, as online courses continue to increase in volume, resources such as faculty, staff, and technology to support the online learning must be in place. Properly trained faculty and staff to respond to the needs of online learners as well as the infrastructure; servers and computers, must be coordinated.

The shift in educational delivery methods may also indicate a shift in competition. As more and more higher education institutions offer increasing online or distance education courses, Saddleback College may be faced with additional sources of competition for course offerings.
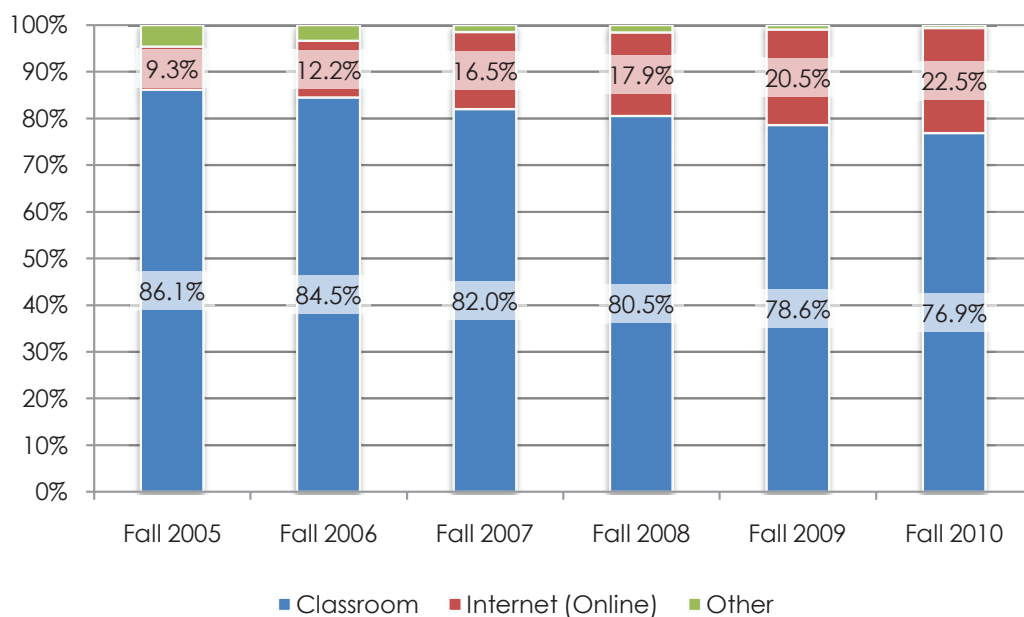
Exhibit 5.19: Instruction Method, Fall 2005-10 (Source: SOCCCD inFORM Data Warehouse, College Profile Report)

The number of transfers from Saddleback College to UC and CSU has been relatively stable from 2004-09. In 2009-10, the number of transfers declined substantially. 2009-10 was a year of uncertainty and flux in funding and admission

policies at the four-year, public education institutions in California. UC's and CSU's were both impacted and accepted dramatically lower numbers of transfer students. This trend is expected to continue.

Historical Student Data

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Transfers to UC	292	284	305	302	349	337
Transfers to CSU	841	775	846	830	811	551
Total Transfers	**1,133**	**1,059**	**1,151**	**1,132**	**1,160**	**888**

Exhibit 5.20a: Transfer Pathway from Saddleback College to Public Four-year Institutions (Source: California Postsecondary Education Commission)
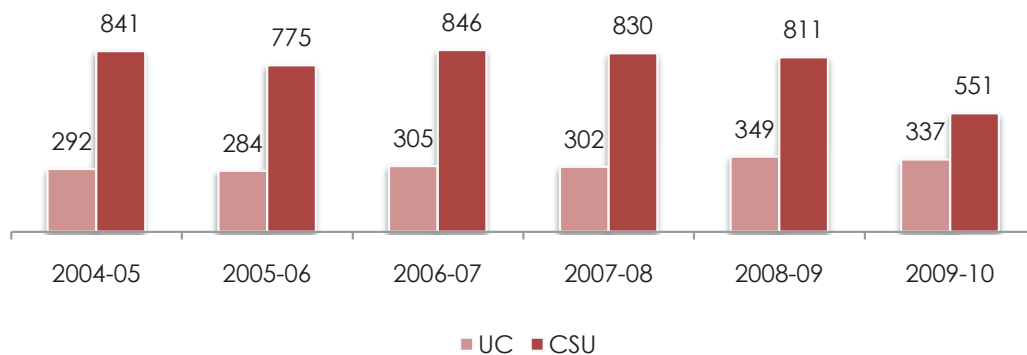
Exhibit 5.20b: Transfer Pathway from Saddleback College to Public Four-year Institutions (Source: California Postsecondary Education Commission)

Four-Year Institution	Approx. Distance	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
UC Irvine	13 mi	119	130	118	113	121	103
UC Los Angeles	57 mi	59	63	67	78	79	69
UC San Diego	54 mi	26	39	42	34	50	54
UC Berkeley	394 mi	32	22	30	23	32	27
UC Santa Barbara	139 mi	32	10	21	32	31	44
UC Riverside	35 mi	6	9	10	4	13	21

Exhibit 5.21: Top UC Transfer (Source: California Postsecondary Education Commission)

Four-Year Institution	Approx. Distance	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
CSU Fullerton	26 mi	482	426	435	424	462	307
CSU Long Beach	31 mi	130	133	174	119	100	55
San Diego State	65 mi	48	72	79	84	58	15
San Francisco State	395 mi	27	26	27	19	52	35
Cal Poly, Pomona	36 mi	26	24	26	33	32	26
CSU San Marcos	42 mi	24	16	24	32	24	24

Exhibit 5.22: Top CSU Transfer (Source: California Postsecondary Education Commission)

Historical Student Data

Retention[3] rates at Saddleback College have remained high over the past five academic years leveling between 89 and 90 percent. Success[4], though not as high as retention, has been holding steady between 72 and 75 percent reaching a high of 74.4 percent in the 2009-10 academic year (Exhibit 5.23).

Exhibit 5.23: *Saddleback College, Success and Retention Rates (Source: SOCCCD Research and Planning)*

A comparison of retention outcomes for internet courses and traditional classroom instruction shows internet retention slightly below classroom instruction (Exhibit 5.24); however, internet instruction appears to be approaching classroom retention rates.
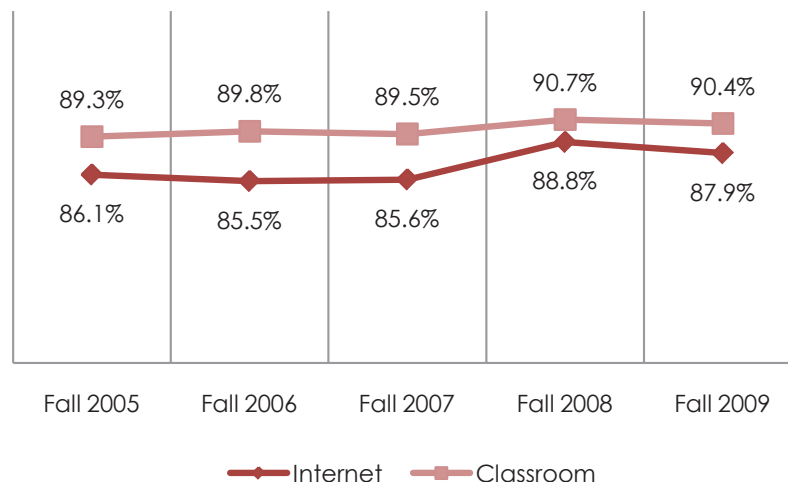
Exhibit 5.24: *Retention by Instructional Method (Source: Saddleback College Institutional Effectiveness Report, December 2010)*

[3] Retention is defined as the number of students with A, B, C, D, F, CR(P), NC(NP), Incomplete Grade divided by number of students with A, B, C, D, F, CR(P), NC(NP), Withdrawal, Incomplete.

[4] Success is defined as the number of students with A, B, C, CR(P) Grade divided by number of students with A, B, C, D, F, CR(P), NC(NP), Withdrawal, Incomplete.

Historical Student Data

A comparison of success rates by instructional method shows a significant gap between classroom and internet instruction (5.25).
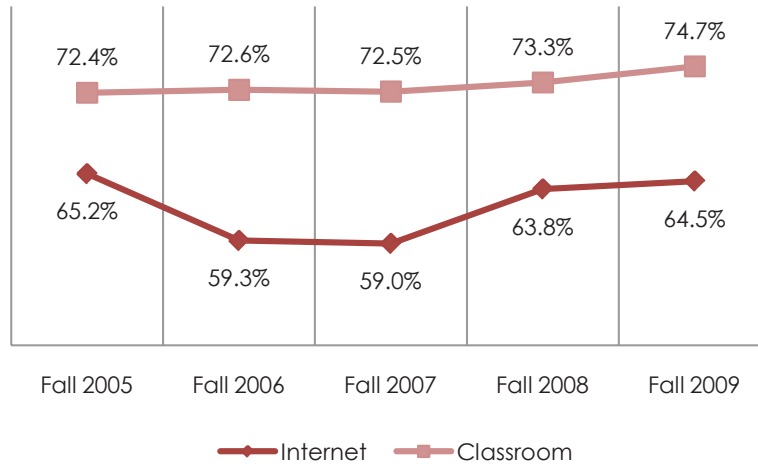
Exhibit 5.25: Success by Instructional Method (Source: Saddleback College Institutional Effectiveness Report, December 2010)

The numbers of associate degrees and certificates conferred by Saddleback College to students has had an overall increase. In the 2005-06 academic year, 984 degrees were conferred (Exhibit 5.26a and 5.26b). By 2009-10, this number was increased to 1,163. Similarly, the number of certificates conferred to students has also increased, reaching 1,667 certificates in 2009-10.
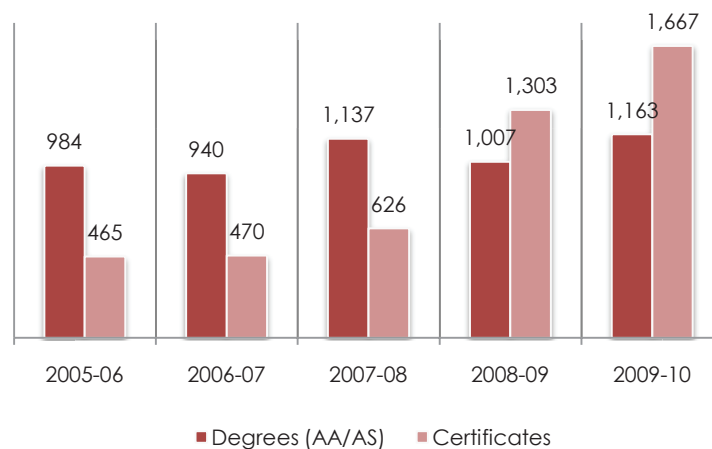
Exhibit 5.26a: Degrees and Certificates Conferred (Source: SOCCCD Research and Planning)

Degrees and Certificates by Type	2005-06	2006-07	2007-08	2008-09	2009-10
Associate in Arts	379	300	322	390	545
Associate in Science	46	45	46	43	66
Certificate of Achievement	109	76	73	639	848
Certificate of Proficiency	11	5	8	3	148

Exhibit 5.26b: Degrees and Certificates Conferred (Source: SOCCCD Research and Planning)

Saddleback College Employees

The numbers of permanent employees have increased fifteen percent from 2005-06 to 2009-10. Classified staff increased 23 percent over four years. Full-Time Faculty and Administrators and Managers increased seven and ten percent respectively over the same timeframe.

Permanent Employees by Classification
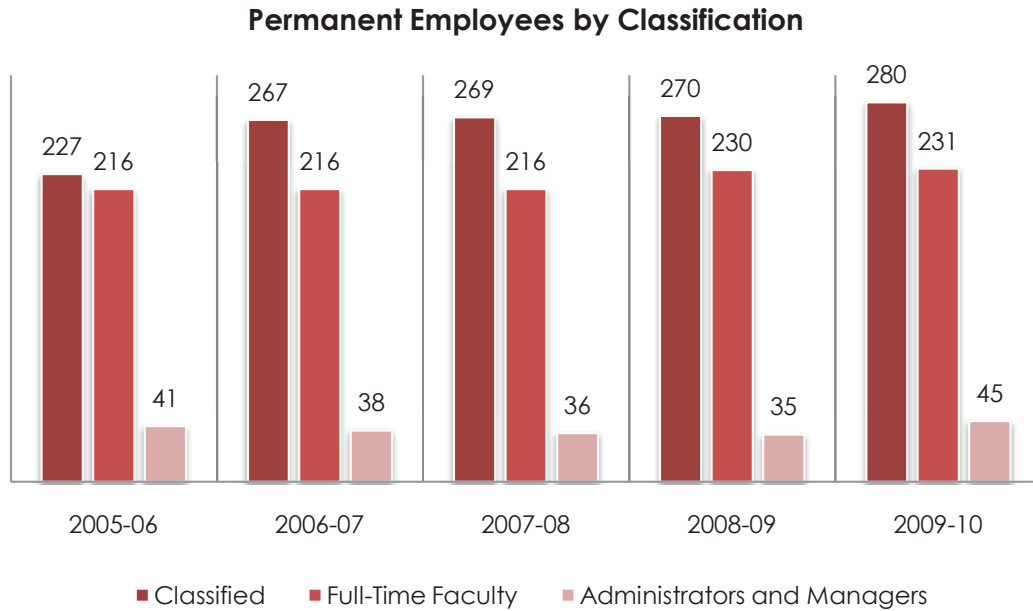
Exhibit 5.27a: Permanent Employees by Classification (Source: Saddleback College Institutional Effectiveness Annual Report, December 2010)

Permanent Employees by Classification	2005-06	2006-07	2007-08	2008-09	2009-10
Classified Staff	227	267	269	270	280
Full-Time Faculty	216	216	216	230	231
Administrators and Managers	41	38	36	35	45
Total Permanent Employees	**484**	**521**	**521**	**535**	**556**

Exhibit 5.27b: Permanent Employees by Classification (Source: Saddleback College Institutional Effectiveness Annual Report, December 2010)

Saddleback College Employees

Full Time Faculty

The ethnic make-up of the full-time faculty at Saddleback College has remained relatively constant during the past five years. White faculty members have decreased slightly as a share of the overall group (Exhibit 5.28).

2009-10	81.8%
2008-09	81.7%
2007-08	82.9%
2006-07	84.3%
2005-06	83.8%

- White
- Hispanic
- Black, Non-Hispanic
- Asian or Pacific Islander
- American Indian or Alaskan Native
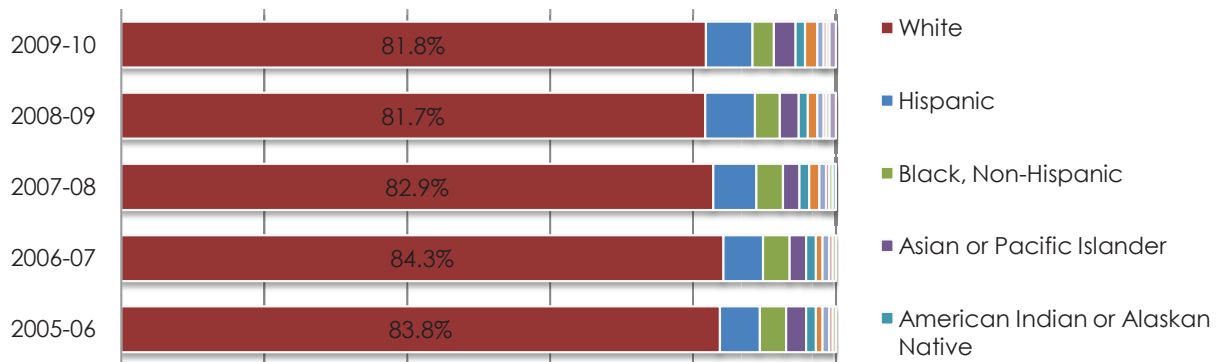
Exhibit 5.28: Full-Time Faculty by Ethnicity (Source: Saddleback College Institutional Effectiveness Annual Report, December 2010)

The ratio of females to males among the faculty has remained relatively stable (Exhibit 5.29).

	Female	Male
2009-10	54.1%	45.9%
2008-09	55.7%	44.3%
2007-08	55.1%	44.9%
2006-07	54.2%	45.8%
2005-06	53.7%	46.3%
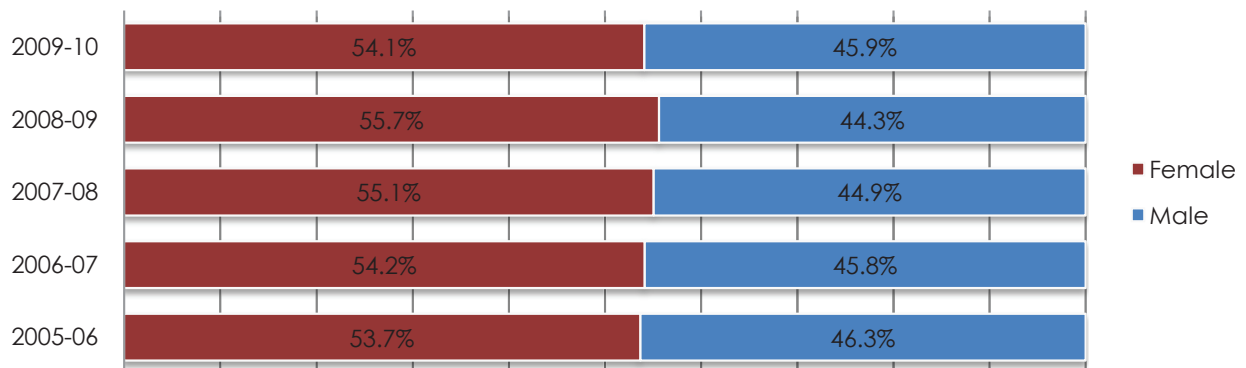
Exhibit 5.29: Full-Time Faculty by Gender (Source: Saddleback College Institutional Effectiveness Annual Report, December 2010)

Saddleback College Employees

The increase in the proportion of full-time faculty in the 61-70 age group indicates an aging faculty and suggests that a number of retirements will occur in the near future (Exhibit 5.30).

Year	21-30	31-40	41-50	51-60	61-70	Over 70
2009-10		16.5%	20.8%	34.2%	24.2%	
2008-09		13.9%	19.1%	40.0%	22.2%	
2007-08		13.4%	19.0%	43.5%	20.4%	
2006-07		11.6%	20.8%	45.4%	18.5%	
2005-06		12.5%	24.1%	44.9%	15.3%	
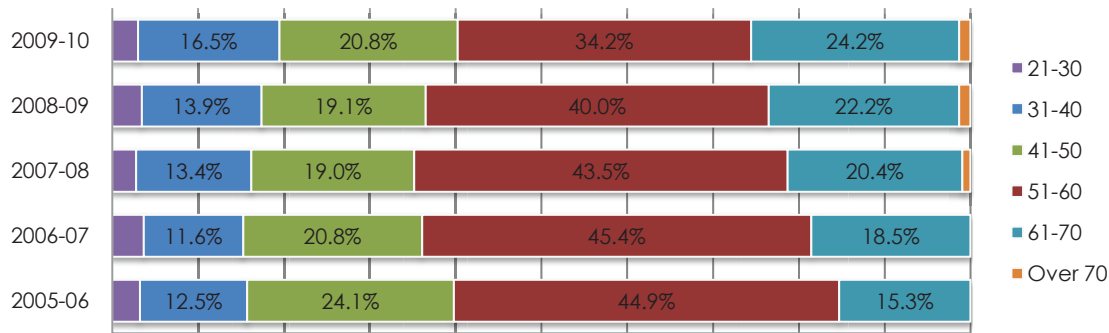
Exhibit 5.30: Full-Time Faculty by Age Group (Source: Saddleback College Institutional Effectiveness Annual Report, December 2010)

Classified Staff

The pattern of ethnicity (Exhibit 5.31) as well as gender distribution (Exhibit 5.32) of classified staff has been stable for the past five years.

Year	White	Hispanic	Black, Non-Hispanic	Asian or Pacific Islander	No Answer
2009-10	63.6%	19.3%			
2008-09	64.8%	18.5%			
2007-08	65.4%	19.3%			
2006-07	67.0%	19.5%			
2005-06	66.5%	20.6%			
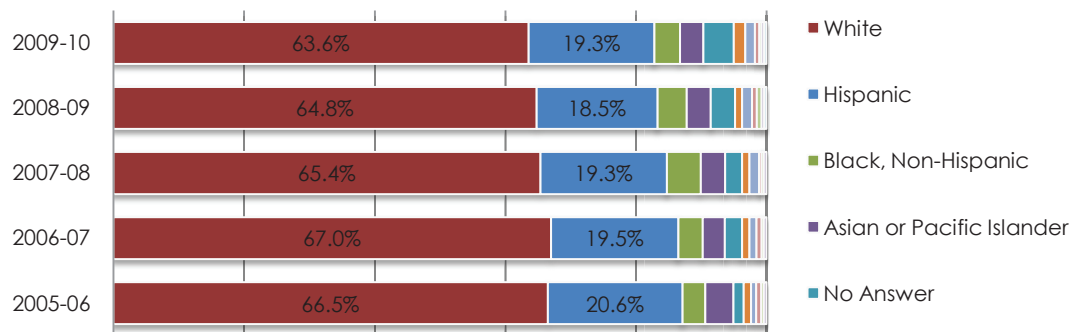
Exhibit 5.31: Classified Staff by Ethnicity (Source: Saddleback College Institutional Effectiveness Annual Report, December 2010)

Year	Female	Male
2009-10	56.8%	43.2%
2008-09	55.9%	44.1%
2007-08	56.5%	43.5%
2006-07	58.4%	41.6%
2005-06	56.4%	43.6%
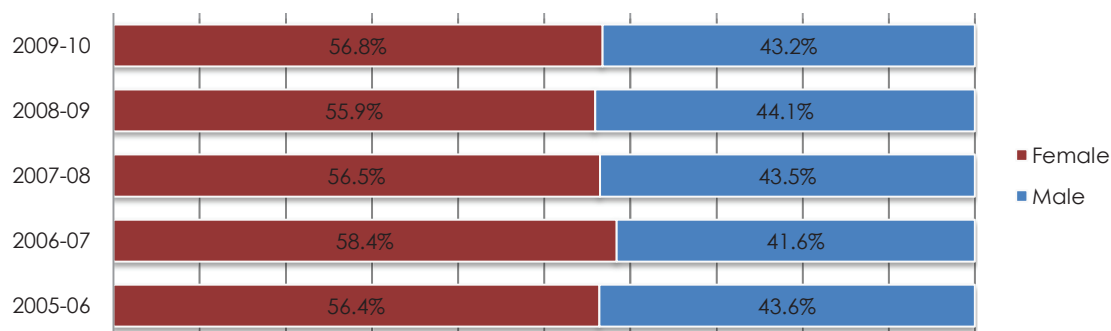
Exhibit 5.32: Classified Staff by Gender (Source: Saddleback College Institutional Effectiveness Annual Report, December 2010)

Saddleback College Employees

The picture of the age distribution of classified staff suggests the need for replacements of upcoming retirements during the next decade (Exhibit 5.33).

Year	21-30	31-40	41-50	51-60	61-70
2009-10	9.6%	15.0%	23.9%	33.9%	15.0%
2008-09	10.0%	14.1%	27.4%	33.3%	13.0%
2007-08	10.8%	13.4%	27.9%	33.8%	11.9%
2006-07	9.0%	13.1%	30.7%	34.5%	10.9%
2005-06	9.7%	12.1%	30.7%	35.0%	10.1%

Legend: 21-30, 31-40, 41-50, 51-60, 61-70, Over 70
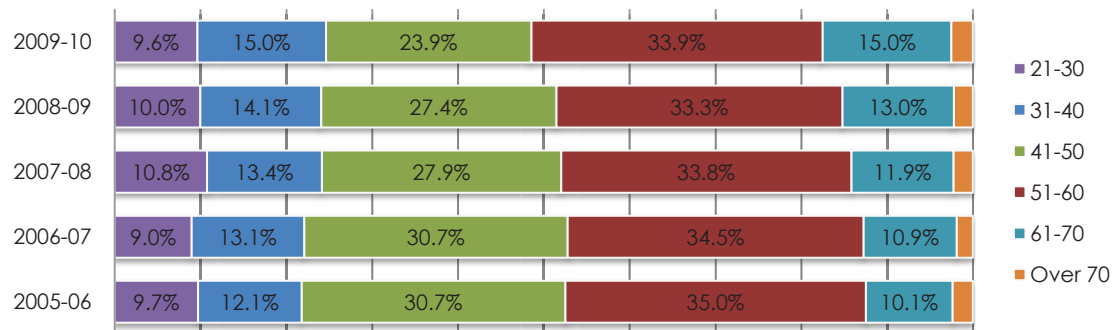
Exhibit 5.33: Classified Staff by Age Group (Source: Saddleback College Institutional Effectiveness Annual Report, December 2010)

Administrators and Managers

White employees (Administrators and Managers) have increased 11.1 percent from 2005-06 to 2009-10 (Exhibit 5.34).

Year	White	Hispanic
2009-10	86.7%	6.7%
2008-09	82.9%	8.6%
2007-08	77.8%	8.3%
2006-07	73.7%	7.9%
2005-06	75.6%	9.8%

Legend: White, Hispanic, Black, Non-Hispanic, Asian Indian, American Indian or Alaskan Native
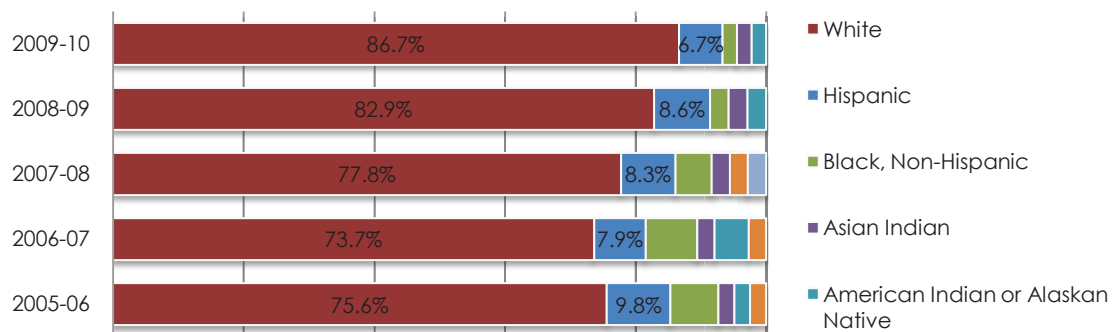
Exhibit 5.34: Administrators and Managers by Ethnicity (Source: Saddleback College Institutional Effectiveness Annual Report, December 2010)

Saddleback College Employees

Female administrators have increased over the past five years from 48.8 percent in 2005-06 to over 55 percent in 2009-10 (Exhibit 5.35).

Year	Female	Male
2009-10	55.6%	44.4%
2008-09	51.4%	48.6%
2007-08	50.0%	50.0%
2006-07	52.6%	47.4%
2005-06	48.8%	51.2%
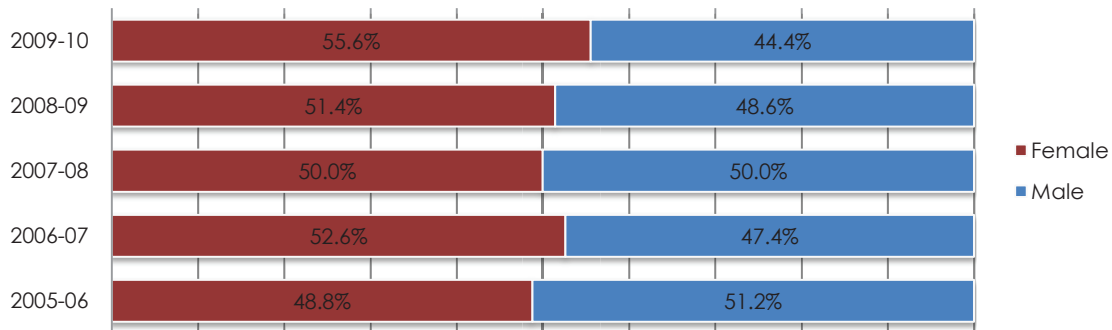
Exhibit 5.35: Administrators and Managers by Gender (Source: Saddleback College Institutional Effectiveness Annual Report, December 2010)

The pattern of growth of the older employees in the Administrators and Managers group mirrors the other employee groups with the cohort 61 years old and over increasing over the past five years (Exhibit 5.36).

Year	21-30	31-40	41-50	51-60	61-70	Over 70
2009-10		15.6%	20.0%	37.8%	20.0%	
2008-09		11.4%	22.9%	45.7%	20.0%	
2007-08		13.9%	19.4%	50.0%	16.7%	
2006-07		13.2%	21.1%	52.6%	13.2%	
2005-06		7.3%	24.4%	53.7%	12.2%	
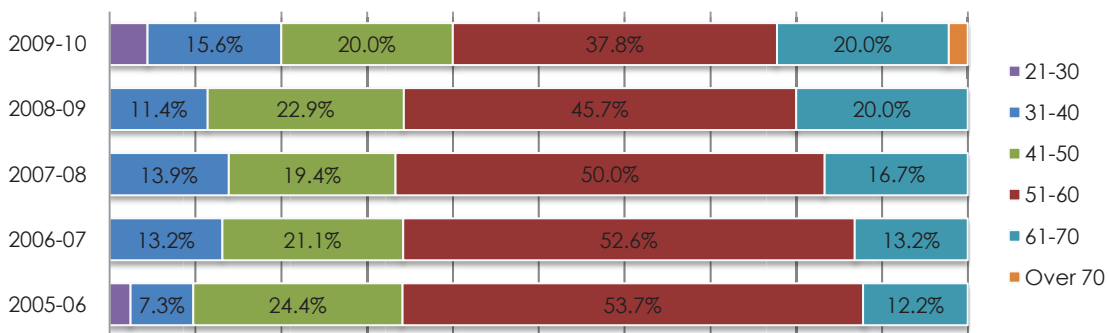
Exhibit 5.36: Administrators and Managers by Age Group (Source: Saddleback College Institutional Effectiveness Annual Report, December 2010)

Surveys

Communication and participation were two elements sought throughout the Education and Facilities Master Planning process. Four surveys were implemented throughout the process to seek information from students, employees, and community members.

The Student Survey and Employee Survey were developed and administered via an online survey tool. Each survey sought to collect a better understanding of the student and employee population at large. The community surveys were distributed at two separate events; the K-12 Partnership Breakfast and the President's Annual State of the College Breakfast early fall 2010. Complete surveys and results are available in the Appendix.

Survey	Total Number of Respondents
Student Survey	1,460
Employee Survey	250
K-12 Questionnaire	20
Business and Community Questionnaire	11

Exhibit 5.37: Survey Respondents

The following points represent key highlights of issues identified through the survey process. The comments reflect and emphasize many of the ongoing themes for Saddleback College.

Student Perspectives

Student Survey Participants
Total = 1,460
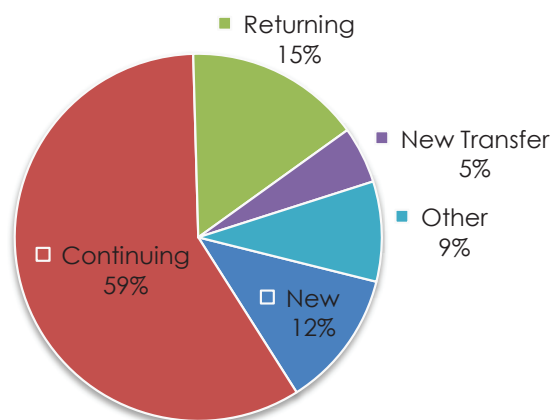
Exhibit 5.38: Student Survey Respondents

Surveys

Student Goals

- Other , 5.20%
- AA/AS or Cert., 14.70%
- Vocational Cert. / CTE, 4.90%
- Personal Enrichment, 25.80%
- Transfer, 43.60%
- Career Enrichment, 5.80%
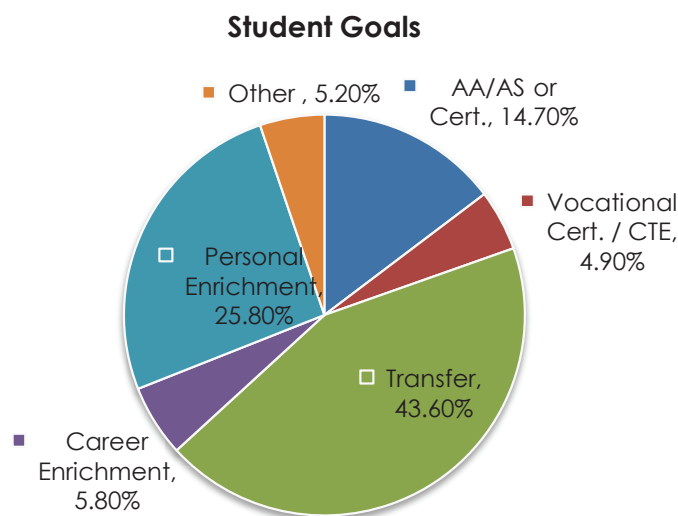
Exhibit 5.39: Student Survey - Student Goals

- *Transfer* - Over 70 percent of students who responded to the survey are either first time college students or are continuing students (no break in attendance). Further, 43.6 percent of students indicated that their current educational goal is to transfer. This percentage is consistent with the proportion of students who indicated that their education goal is transfer at the time of enrollment (42.2 percent as reported by the inFORM Student Demographics Interactive Report). Students also indicated that in order for Saddleback College to help students achieve their academic goals, the college should increase the availability and number of transfer courses as well as improve access to academic counselors and tutors.

- *Course and Program Availability* - Course and program availability was indicated as a top challenge for students. As the campus population continues to increase, the availability of courses and programs will continue to be a challenge for the students.

- *Student Preparedness* - Student preparedness for four-year colleges was indicated as a challenge. The current budget crisis immobilizing the state of California has impacted the admissions rate for University of California

and California State Universities throughout the state. Many students are seeking enrollment at California Community Colleges to take advantage of transfer agreements and may consequently feel the pressure to succeed.

- *Schedule* - Scheduling between school and work was identified by students as a challenge. Based on the information gathered, approximately 59 percent of Saddleback College students work part time or full time.

- Student Support Services - In general, many students find student services easy to find and use. However, there are some areas which the college can improve in student services including the size, location and proximity to each other. Some concerns with proximity of student services may be a direct response to the temporary campus Village.

- *Technology* - The importance of technology was a theme which was reassessed as part of the survey. When asked to rank the technologies which are important to students, the top responses were computer hardware, computer software, and Blackboard (or other e-Education Platforms). Additionally, areas students

identified as ways Saddleback College can enhance state of the art technology are to improve campus Wi-Fi, increase the operational hours of computer labs on campus, and increase number of computer labs on campus.

- *Student Centric Culture* - Approximately 60 percent of students spend additional time on campus beyond attending classes. Sixty-six percent indicated that with enhanced amenities, they would stay on campus longer. Amenities that students indicated which would enhance their "on campus" experience are enhanced or increased food services, create outdoor gathering spaces, and improve pedestrian circulation throughout campus.

- *Career and Vocational Training/Support* - Students indicated that they would like to see Saddleback College increase the capacity (additional sections) to maxed out programs such as Nursing or career technical training programs. Additionally, students identified that improving or enhancing career placement was important.

- *Facilities* - The majority of students currently arrive on campus via personal vehicle. Students indicated that parking, both quantity and location, requires improvement. Students also indicated among their priorities to modernize academic buildings, improve/address campus lighting, and incorporate environmental/ sustainable planning into the campus.

Employee Perspectives

Employee Survey Participants
Total = 250

Classified Staff – Part Time 5%

Other (please specify) 0%

Classified Staff – Full Time 28%

Admstr./ Manager 10%

Faculty – Part Time 19%

Faculty - Full Time 38%
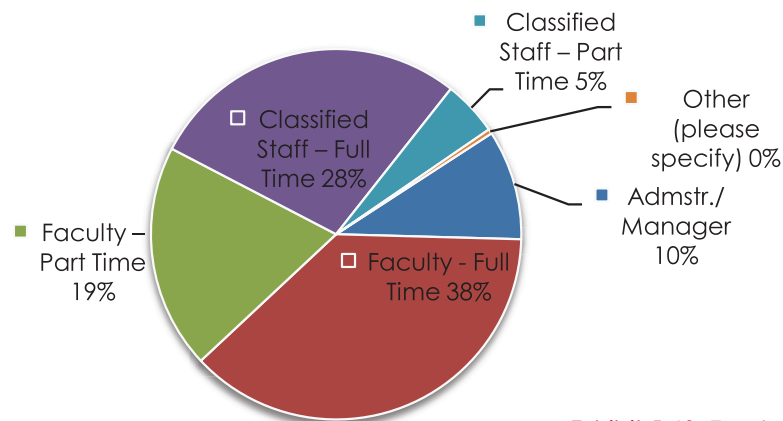
Exhibit 5.40: Employee Survey Participants

- *Course and Program Availability* - With the increasing student population, employees will need to address how to meet student demands in course and program availability. Employees have identified this as one of the top priorities that needs to be addressed at Saddleback College. Employees also identified the need to increase the availability and number of transfer courses as well as to add capacity to "maxed-out" programs, such as nursing or other career technical training programs.

- *Student Preparedness* - Employees at Saddleback College indicated that student preparedness for four-year college is another important challenge to address. The student population at Saddleback College has indicated that their primary goal is to transfer to a four-year institution. Continuing to improve assessment of current programs and to identify gaps will help Saddleback College prepare students to meet their education and career goals.

Surveys

- *Career and Vocational Training/Support* - The current state of the economy has impacted many students attending Saddleback College. Employees at the college have observed this trend and have identified the need to increase capacity (additional sections) to crowded programs such as nursing or other career technical training programs.

- *Student Support Services* - Most of the employees who responded to the survey indicated that student services were easy to find and use. Some areas that employees identified as needing improvement were location, proximity to each other, and access to computers, scanners, and printers.

- *Technology* - The use of technology, including equipment, its integration into classroom, and the accessibility to students via Blackboard (or other e-Education platforms) were ranked high in priority as important to the future of the college. These tools not only help facilitate learning but are also important for students as they move further along in their academic or professional careers. Employees also felt that it is important to offer faculty and staff training to develop and support new teaching methodology as well as increasing technology training for faculty and staff. Some of this need is already being met by the Saddleback College's Center for Instructional Design and Distance Education (CIDDE) which provides instruction, advisement, analysis, professional development and support of faculty, staff and administrators in the areas of online course management and technology.

- *Student Centric Culture* - As with students, employees identified the need for a student-centric culture on campus. Improvement of pedestrian circulation, increased group study/meeting spaces, and the creation of outdoor gathering spaces are all top amenities which should be enhanced.

- *Facilities* - Conditions of Facilities (Buildings and Grounds) was one of the most important items identified by employees as needing to be addressed. Specifically, the modernization of instructional space including classrooms and laboratories, parking and food services facilities were identified as the top priorities for improvement. There is also a desire for close proximity of academic classrooms. Other areas identified as priorities by employees are restroom facilities and social areas.

Surveys

- The cost of education as well as program/course availability and class availability (schedule) were all identified as major challenges in higher education today. The area businesses and surrounding community indicated that facilities (condition, age, etc.) are as a challenge also.

- Seventy percent of K-12 respondents felt that Saddleback College was very visible and prominent in the K-12 Community. About 75 percent feel that the college is very visible and prominent among K-12 Students. Fifty percent of the business and community respondents indicated that Saddleback College as very visible and prominent in the community. Thirty percent indicated that the college is average and twenty percent indicated that the college is only somewhat visible.

- Many respondents in the K-12 community indicated that there is a desire to build more partnerships with Saddleback College, including developing more articulation agreements and opportunities with the college. Additional classroom visits at the K-12 level and tours at the college are also encouraged. Businesses also indicated their desire to increase partnerships including the desire for visits from the college and development of recruiting activities.

- In order to reach out to the K-12 students, the community suggests increasing the number of campus visits and presentations and improves communication including the use social networking technologies such as Twitter or Facebook.

- In order to prepare students entering the workforce, the business community suggests Saddleback College increase internship programs, job placements and develop college leadership programs for students. Further, the development of holistic thinking; integrating problem visualization skills, communication skills and the practical skills (dress, attendance, and punctuality) were all identified.

Key Indicators

High Demand for General Education

Demand for general education to fulfill transfer requirements and remedial courses to prepare students for transfer will remain high at least through 2015 to 2020. Over forty percent of students entering Saddleback College state transfer as a goal.

Cultural Profile of Students

According to the Saddleback College 2010 Accreditation Self Study Report, the ethnic makeup of the population in the Saddleback College service area population is relatively consistent to that of south Orange County. The U.S. Census Bureau 2005-2009 American Community Survey indicates that the primary race in the Saddleback College service area is white (70.9 percent), followed by Hispanic or Latino (16.4 percent), and Asian (8.1 percent). It is anticipated that the Hispanic and Asian population will grow at a higher rate than other ethnicities and races. Orange County's population as a whole is expected to be predominantly Hispanic. South Orange County will likely not observe the same conclusion, but will have similar trends.

A large percentage (21.9 percent) of students have earned a bachelor's degree or higher. The high education level of many of the students is consistent with the education level of the college's service area.

Needs of Part-Time and Working Students

Part-time students represent over half of the student population at the college (those enrolled in fewer than 12 units). Nearly a third of the part-time students are enrolled in under nine units. While it is difficult to analyze the needs of this complex group, the representation of part-time student cohort is important to planning. An obvious sub-group within the category of part-time students is working students. This group may have particular needs for curriculum and services, including online instruction to meet career and technical education needs.

Saddleback College as a Cultural Hub

The importance of Saddleback College as a cultural hub of the community is demonstrated by the 17.4 percent of students taking courses for personal satisfaction and

the high participation of the community in cultural events held at the college. Both young and older students have social and personal needs that they bring to the college. The need for student gathering places and for an improved cafeteria was frequently stated as needs during focus group discussions and in surveys.

There are benefits to alternate delivery methods such as online courses for both students and the college. Benefits include flexibility of scheduling, ability for students to work at their own pace, less pressure on facilities, and reduced pressure on traffic and parking.

Conversely, there are a number of drawbacks to consider. Often, online courses require students to be self-motivated and have distinct characteristics in order to be successful in the courses. Additionally, online students may lose the social interactions that are available to students physically on campus.

Further, as online courses continue to increase in volume, resources such as faculty, staff, and technology to support the online learning must be in place. Properly trained faculty and staff are needed to respond to the needs of online learners and to manage the technical aspects of the infrastructure.

The shift in educational delivery methods may also indicate a shift in competition. As more and more higher education institutions offer increasing online or distance education courses, IVC may be faced with additional sources of competition for course offerings.

Retirement of Long-Time Employees

Retirements will have a significant impact on the institutional culture of Saddleback College within the next decade. In fall 2010, over 25 percent of Full Time Faculty, fifteen percent of Classified Staff, and twenty percent of Administrators and Managers were aged 61 years and older. Further, the percentage of this segment has been increasing over the years observed. Anticipation of retirements and preparation for the transitions required will be essential to preserve important institutional knowledge and effective practices. But, new employees will bring new energy and skills to the college and the opportunity to reshape the curriculum.

Chapter Six
Education Program Services

6

Overall College Description

Educational program offerings at Saddleback College reflect the strong transfer and general education orientation of enrolled students. While a number of students enroll in basic skills courses, career/ technical education programs, and community education courses, 42.4 percent of students attending Saddleback College state their goal upon entrance to be transfer to a four-year college or university.

Student Services and other support services continue to be vital to the success of students at the college. Effective assessment of skill levels at the time of enrollment, course placement, counseling, tutoring, and education planning are important components of student success. The substantial numbers of students who enter college with English and mathematics skills below collegiate level continues to be high at all levels of higher education in California.

The social and physical environment of the college is also important to student success. Support services, student activities, athletics, food services, and a congenial and welcoming physical environment are important components of student life. Interviews with students and responses to student questionnaires underscore the desire for a comprehensive campus that meets personal and social as well as academic needs.

Current enrollment projections indicate a student population of approximately 40,700 by fall of the 2030-31 academic year. Decisions made at Saddleback College within the next few years will do much to determine how well students of 2030-31 will be served. Which programs should be grown, what are the new programs that are likely to be needed, which programs should be re-shaped to meet future needs, and how should education be delivered in a period of rapid change are some of the questions that will be answered by actions taken by the college and District.

The following discussion of programs is based on qualitative data drawn from focus group interviews with campus personnel and students, quantitative data collected by the college and District, surveys of student, employees, and community members, program reviews, and research pertinent to college planning. It includes Academic Divisions, Student Services, and other services and activities.

A glimpse of the ten-year historical census data for Saddleback College reveals an overall increasing trend in enrollment patterns (Exhibit 6.1). The average annual fall-to-fall WSCH growth for the past ten years is 1.9 percent. From fall 2009 to fall 2010, the college experienced a slight dip in enrollment. This dip was a result of a strategic decision to slow growth during the fall term. This drop in enrollment was not reflective of student demand that is believed to be increasing each term.

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
WSCH	225,824	240,971	234,853	230,814	224,081	228,812	235,264	250,810	271,394	267,327[1]
FTES	6,977	7,504	7,158	6,972	6,748	6,810	6,923	7,413	8,051	8,106
STUDENT COUNT	23,275	24,949	24,293	23,654	23,164	23,283	23,837	25,651	28,104	27,055
FTEF	403	409	396	412	415	427	442	461	478	473

Exhibit 6.1: College Historical Census Data, Fall 2001-2010 (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

[1] Fall 2010 WSCH Data has been adjusted per the Saddleback College Office of Instruction to take into account the Emeritus Kinesiology course offering change (See Emeritus Division Discussion).

Overall College Description

Saddleback College	2000-10 Average (Annual)	2005-10 Average (Annual)
WSCH Growth	1.89%	3.23%
Room Fill Rate	61.77%	67.07%
Course Fill Rate	82.61%	83.61%

Exhibit 6.2: Census Data - Calculated Growth & Fill Rates, Fall 2001-2010 (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Long-Range WSCH Forecast

In order to address capacities for future weekly student contact hours (WSCH) and enrollment growth, a forecasting model was developed utilizing fall term census data. The model developed relied on historical fall term WSCH data from the District's inFORM Data Warehouse as well as other data sets such as course fill rates. Division and "Departments" are presented in the EMP as they are identified in the inFORM Data Warehouse. It should be noted that the State Chancellor's Office issues an annual projection for WSCH and enrollment growth. This forecast was referenced for comparison, however, was not utilized as a basis for determining the WSCH and enrollment projections in this Plan. The actual Long Range Fall Term WSCH Forecast was built around the consultant team's model and projections were developed and reviewed through the college's participatory governance process. These projections were developed at the "department" level and were made consistent with the scope of the plan, projection out to the fall term of 2030-31 with benchmarks at five-year intervals.

Key internal and external factors and various planning elements were taken into consideration in the development of the projections. These elements include college historical WSCH growth, department/program historical WSCH growth, perceived need (course fill rates) as well as community population indicators (demographics). With all the various factors, it is projected that Saddleback College will continue its growth in the next few planning horizons, though at a slower rate than the past five years. This is due to a number of factors include limitation in resources such as facilities, faculty and staff, support personnel, and in order to maintain the level of education delivery for students.

The forecast projects that in the next five years, the college will grow by approximately 2.49 percent annually in fall to fall term WSCH, reaching 302,359 WSCH by the fall 2015 term (Exhibit 6.3). The growth rate will slow to 2.01 percent annually for the 2015-2020 planning horizon. For the long-term growth between 2020-30, projections were adjusted to 1.50-1.75 percent annually, reaching 392,443 WSCH by the fall term 2030-31.

Long-Range WSCH Forecast

**Saddlabck College
Fall Term WSCH**
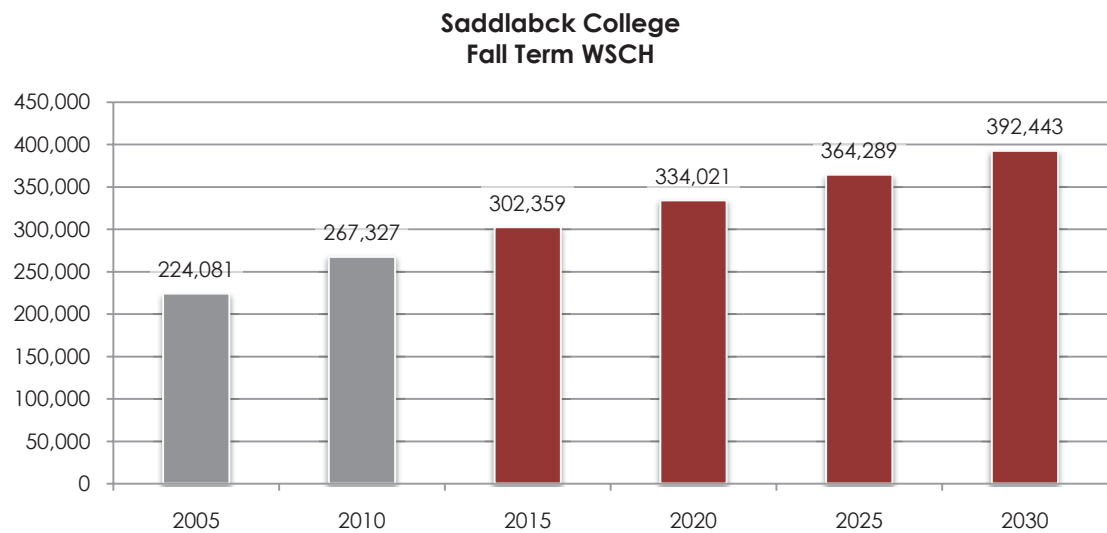
Exhibit 6.3: Saddleback College, Long-Range Fall Term WSCH Forecast (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Academic Divisions - Description, Trends and Future Development

The summary that follows incorporates highlights from interviews with the major divisions and departments of the college and quantitative data related to long-range education and facilities planning for the college. Recent enrollment patterns and student success and retention data have been provided where appropriate. The data included for Division and Department (Programs) are based on the information gathered from the SOCCCD inFORM Data Warehouse or obtained from the District and College Institutional Research. In some instances, relevant information from the external and internal scans, as well as pertinent research, has been included to clarify and provide context.

The summary is not intended to represent all the information received. Similar to the summary of the questionnaires, it is limited to high points relevant to program planning and to priorities of the college. Matters related to deferred maintenance and current operational needs rose to the surface in a number of interviews, but were outside the scope of current master planning for the long term.

A fuller account of information from the interviews is available on the college website to be drawn on for other planning purposes. All of the information received, spoken or written, was taken into consideration in the analysis of facilities needs.

Academic Divisions - Description, Trends and Future Development

Advanced Technology and Applied Science

The Advanced Technology and Applied Science (ATAS) Division is comprised of sixteen instructional programs with classes taught in eleven buildings across the campus. The dean's office and career/ technical education programs are housed in the TAS building. Foods, Graphics and Fashion are the largest producers of FTES in the Division. One full-time faculty member assisted by part-time instructors coordinates a substantial number of programs in this division. Virtually all program personnel in small programs request additional staff to support program growth.

The physical condition of the TAS building is a primary concern of the division. Issues related to aging of the facility in addition to inefficient and inadequate space, are affecting program development. These concerns are long standing, having been documented in both the 2000 and 2006 education and facilities master plans.

Division/Department	SECTIONS	CEN WSCH	CEN FTES	TOT FTEF
Advanced Technology & Applied Science	**183**	**22,140**	**585**	**47**
Architecture / Drafting	15	1,821	70	4.17
Automotive Technology	18	1,604	54	4.41
Cosmetology	2	3,482	0	3.53
Drafting Technology	4	630	12	1.43
Electronics / Computer Maintenance	7	716	24	1.65
Environmental Studies / Ecological Restoration	10	1,432	50	2.57
Family & Consumer Sciences	2	180	6	0.4
Fashion (Fashion Design/Merchandising)	30	2,333	70	6.37
Foods / Nutrition (Culinary Arts)	26	3,242	108	5.52
Graphics	23	2,570	69	6.28
Horticulture	15	1,865	49	3.98
Interior Design	15	1,307	45	3.42
Rapid Digital Design (Manufacturing Tech.)	6	392	10	1.47
Marine Science Technology	5	254	8	0.88
Travel & Tourism	5	312	10	0.78

Exhibit 6.4: Advanced Technology & Applied Science, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Academic Divisions - Description, Trends and Future Development
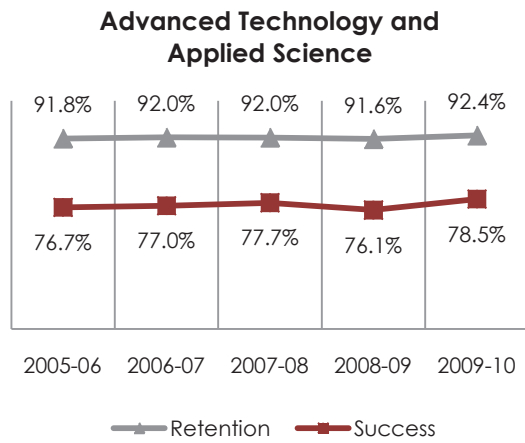
Exhibit 6.5: Advanced Technology & Applied Science, Success and Retention Rates (Source: SOCCCD Research and Planning)

Division/Department	2000-10 AVG WSCH GROWTH	2005-10 AVG WSCH GROWTH
Advanced Technology & Applied Science	**4.12%**	**6.92%**
Architecture / Drafting	3.47%	3.50%
Automotive Technology	2.22%	0.84%
Cosmetology	26.86%	17.25%
Drafting Technology	0.93%	-1.93%
Electronics / Computer Maintenance	4.90%	19.73%
Environmental Studies / Ecological Restoration	6.57%	8.56%
Family & Consumer Sciences	6.39%	14.08%
Fashion (Fashion Design/Merchandising)	6.68%	11.74%
Foods / Nutrition (Culinary Arts)	6.63%	8.07%
Graphics	5.24%	16.63%
Horticulture	-1.24%	1.34%
Interior Design	1.86%	-0.87%
Rapid Digital Design (Manufacturing Tech.)	34.07%	68.13%
Marine Science Technology	-0.03%	-2.78%
Travel & Tourism	7.72%	22.90%

Exhibit 6.6: Advanced Technology & Applied Science, Historical WSCH Growth (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Integrated, cohort based, learning is a teaching model that the ATAS dean and faculty embrace. The melding of disciplines, such as business, career training, and general education are seen as important for student motivation and job success. Most importantly, program personnel see interdisciplinary approaches as the way students want to learn. Another trend affecting career/ technical programs is job training for the unemployed and for job retraining. The current downturn in the economy is bringing new student populations to community colleges.
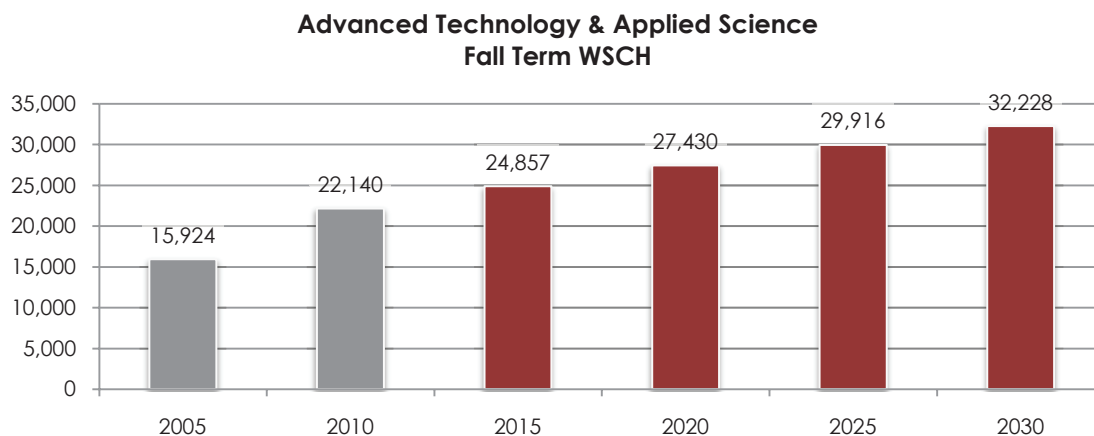
Exhibit 6.7: Advanced Technology & Applied Science, Long-Range Fall Term WSCH Forecast

Academic Divisions - Description, Trends and Future Development

Division Growth and Development

Based on the qualitative information gathered, it was indicated that a number of departments would like to add entrepreneurial components to their programs in order to teach business skills as well as raise funds for their programs and for scholarships. Fashion, for example, would like to run a lab store, selling products manufactured in the program. Another program, Culinary, has a goal of a student-run restaurant and café concessions run by students to generate revenue.

A new or substantially improved facility is fundamental to the ATAS division's vision for the future. During interviews, division faculty and staff cited many needs particular to the ATAS Division, including storage for chemicals and equipment (Graphics), hot water plumbing (Fashion), Industrial space for hands-on learning experiences (Automotive, Electronics, Rapid Digital Manufacturing), lockers and secure storage, etc. Any planning for a new facility or for reorganization of current facilities should take into account efficiencies achieved through shared resources and adjacencies.

Business Science and Economic & Workforce Development

The Business Science and Economic & Workforce Development division is made up of five programs. Accounting, Business, and the Computer Information Management programs are the primary FTES producers in the division. Compared to the other divisions of the college, Business Science ranks

sixth in FTES production and in FTEF. Retention rates are high, hovering at approximately 90 percent for the past five years. Success rates for the division are lower than success rates, averaging approximately 67 percent the past five years.

Division/Department	SECTIONS	CEN WSCH	CEN FTES	TOT FTEF
Business Science	**132**	**20,714**	**490**	**35**
Accounting	18	4,029	130	6.43
Administrative Assistant	3	2,104	9	0.72
Business	40	4,462	141	7.68
Computer Information Management	50	8,094	140	16.62
Real Estate	21	2,025	70	3.18

Exhibit 6.8: Business Science and Economic & Workforce Development, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Academic Divisions - Description, Trends and Future Development

Business Science and Economic Development

88.6% 90.0% 89.5% 90.4% 89.0%

65.9% 65.4% 67.1% 69.7% 67.4%

2005-06 2006-07 2007-08 2008-09 2009-10

Retention — Success

Exhibit 6.9: Business Science and Economic & Workforce Development, Success and Retention Rates (Source: SOCCCD Research and Planning)

Division/Department	2000-10 AVG WSCH GROWTH	2005-10 AVG WSCH GROWTH
Business Science	**-1.35%**	**1.31%**
Accounting	3.58%	2.10%
Administrative Assistant	18.16%	3.76%
Business	3.30%	6.78%
Computer Information Management	1.76%	2.13%
Real Estate	0.00%	0.00%

Exhibit 6.10: Business Science and Economic & Workforce Development, Historical WSCH Growth (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

The division has declined in growth 1.35 percent over the past decade, although Accounting and Business have grown more than three percent.

Changes in the numbers of courses required to sit for CPA standing, pressure on enrollments at the four-year institutions, and the development of new specialties within accounting predict continuing demand for accounting courses at Saddleback College.

Personnel in the Computer Information Management program also foresee program growth if facilities needs and technology upgrades can be maintained as students attending Saddleback College expect state-of-the-art technology and instruction.

Business Science and Economic & Workforce Development Fall Term WSCH

	2005	2010	2015	2020	2025	2030
	19,810	20,714	23,341	25,867	28,211	30,392
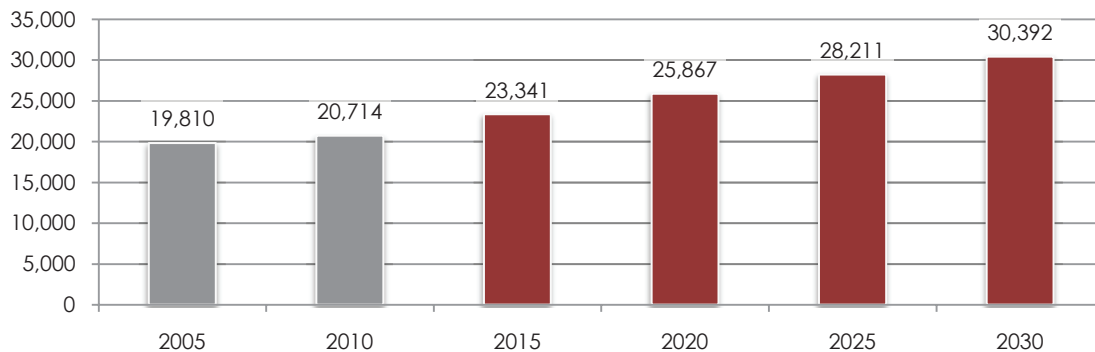
Exhibit 6.11: Business Science and Economic & Workforce Development, Long-Range Fall Term WSCH Forecast

Academic Divisions - Description, Trends and Future Development

Division Growth and Development

Faculty envisions course offerings within the division growing as industries in Orange County undergo rapid changes. In the near future, many courses will use online instruction as a component of instruction, combined with labs that will simulate business operations and possibly act as business incubators.

A strong tie between Saddleback College campus-based programs and the Advanced Technology and Education Park (ATEP) is foreseen.

Counseling Services and Special Programs

Applied Psychology and Special Services, including Assessment of Disabled Students and Learning Disabled Students generate a relatively small amount of FTES

(below two percent of campus total), but provide important services. Counseling and other student services are discussed more fully under Student Services.

Division/Department	SECTIONS	CEN WSCH	CEN FTES	TOT FTEF
Counseling and Special Programs	**59**	**4,747**	**156**	**10**
Applied Psychology	35	2,922	102	6.06
Special Services	24	1,825	55	3.98

Exhibit 6.12: Counseling Services and Special Programs, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Division/Department	2000-10 AVG WSCH GROWTH	2005-10 AVG WSCH GROWTH
Counseling and Special Programs	**3.08%**	**5.12%**
Applied Psychology	2.69%	1.83%
Special Services	4.97%	14.21%

Exhibit 6.13: Counseling Services and Special Programs, Historical WSCH Growth (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

## Academic Divisions - Description, Trends and Future Development

Emeritus Institute

The Emeritus Institute at Saddleback College provides an extensive program of courses to lifelong learners in South Orange County. Twenty-four study areas are listed in their program description of which fifteen are listed below with fall 2010 census data. The program is unusual in that it offers 100 percent of its courses off-campus. The institute shows unusual flexibility and resourcefulness in finding facilities in the community for its classes.

The division has undergone a recent review of its courses to assure their appropriateness within the community college mission.

Division/Department	SECTIONS	CEN WSCH	CEN FTES	TOT FTEF
Emeritus Institute	**168**	**27,792**	**324**	**25**
Emeritus Accounting	2	384	0	0.26
Emeritus Art	51	5,937	17	8.93
Emeritus Biology	1	120	0	0.18
Emeritus English	11	2,188	2	2.13
Emeritus Fashion	8	825	0	1.44
Emeritus Foreign Language	3	250	0	0.39
Emeritus Gerontology	1	126	0	0.2
Emeritus Health	3	278	0	0.39
Emeritus History	5	580	0	0.65
Emeritus Kinesiology	62	14,724	302	7.8
Emeritus Music	11	1,211	0	1.5
Emeritus Philosophy	3	244	0	0.39
Emeritus Photography	5	765	0	0.9
Emeritus Political Science	1	100	3	0.13
Emeritus Theatre	1	60	0	0.12

Exhibit 6.14: Emeritus Institute, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Prior to fall 2010, Emeritus Institute Kinesiology (Physical Education) courses were listed in the catalog as non-credit courses. In the fall 2010 term, Saddleback College modified the course offering to keep in accordance with State regulations. As a result, the courses in this particular department were offered as credit courses. The Saddleback College Office of Instruction have indicated that the change in offering from non-credit to credit courses, along with the fees associated with the course, have resulted in a dramatic decline in enrollment for the department, reporting 9,029 WSCH for fall 2010 compared to 14,354 WSCH the previous fall term. Consequently, based on the information provided and calculations provided by the Office of Instruction, the fall 2010 Emeritus Kinesiology WSCH was adjusted to 14,724 (baseline 9,029 WSCH plus an additional 5,695 WSCH). Future enrollment projections for this Division were developed based on this adjusted fall 2010 WSCH. The college has submitted an application to the state to request a change in the Taxonomy of Program (TOP) Code from its current physical education coding to a gerontology code in order to be able to offer the course as a non-credit course for the 2011-12 academic year.

Academic Divisions - Description, Trends and Future Development

Division/Department	2000-10 AVG WSCH GROWTH	2005-10 AVG WSCH GROWTH
Emeritus Institute	**-0.45%**	**1.41%**
Emeritus Accounting	-5.55%	-7.08%
Emeritus Art	2.69%	7.10%
Emeritus Biology	-0.66%	5.32%
Emeritus English	6.52%	3.68%
Emeritus Fashion	-3.12%	-6.22%
Emeritus Foreign Language	3.53%	11.52%
Emeritus Gerontology	-16.53%	-8.41%
Emeritus Health	41.00%	-8.46%
Emeritus History	13.75%	30.02%
Emeritus Kinesiology	-1.05%	1.39%
Emeritus Music	-0.47%	0.38%
Emeritus Philosophy	8.45%	22.75%
Emeritus Photography	2.83%	0.93%
Emeritus Political Science	-8.02%	3.96%
Emeritus Theatre	1.52%	11.40%

Exhibit 6.15: Emeritus Institute, Historical WSCH Growth (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

**Emeritus Institute
Fall Term WSCH**

Exhibit 6.16: Emeritus Institute, Long-Range Fall Term WSCH Forecast

Academic Divisions - Description, Trends and Future Development

Fine Arts and Media Technology

The Division of Fine Arts and Media Technology includes seven programs. Four of the programs accounted for over 80 percent of the 823 FTES generated by the division in fall 2010. The average WSCH growth during the past five years has been 3.71 percent. The division includes traditional students and lifelong learners. Retention rates for this division are consistently above 90 percent and retention rates are high, ranging from 77 to 80 percent over the past five years.

Division/Department	SECTIONS	CEN WSCH	CEN FTES	TOT FTEF
Fine Arts	241	26,663	823	58
Art	53	7,644	267	15.93
Cinema, TV, Radio	39	4,660	118	9.8
Fine Arts	2	243	8	0.4
Music	55	6,066	164	11.16
Photography	18	1,809	61	4.3
Speech	52	4,530	151	10.66
Theatre	22	1,711	54	5.4

Exhibit 6.17: Fine Arts and Media Technology, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Fine Arts and Media Technology

	2005-06	2006-07	2007-08	2008-09	2009-10
Retention	91.1%	90.8%	91.0%	91.6%	91.8%
Success	77.2%	77.9%	78.2%	79.6%	79.4%

Exhibit 6.18: Fine Arts and Media Technology, Success and Retention Rates (Source: SOCCCD Research and Planning)

Division/Department	2000-10 AVG WSCH GROWTH	2005-10 AVG WSCH GROWTH
Fine Arts	2.20%	3.99%
Art	1.56%	3.23%
Cinema, TV, Radio	6.46%	13.53%
Fine Arts	-5.11%	-12.81%
Music	1.19%	0.40%
Photography	2.87%	1.78%
Speech	2.74%	5.38%
Theatre	2.54%	8.75%

Exhibit 6.19: Fine Arts and Media Technology, Historical WSCH Growth (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Academic Divisions - Description, Trends and Future Development

Faculty in the division describe "media convergence" occurring in a number of arts disciplines. Technology, media, and the arts are said to be converging as areas of study best approached in interdisciplinary settings. Some faculty on

campus would like to see a Media Center on campus that would respond to the need of the entertainment industry for employees trained in the various aspects of the arts.

**Fine Arts and Media Technology
Fall Term WSCH**
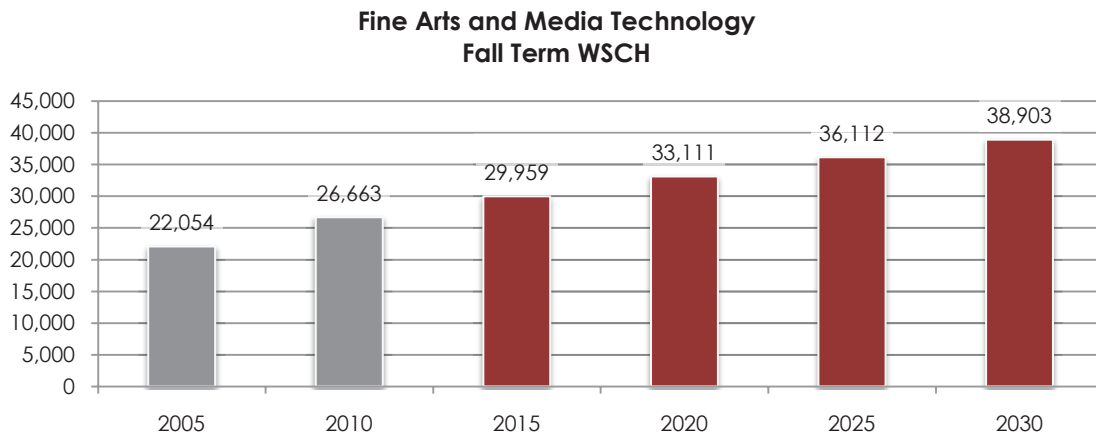
Exhibit 6.20: Fine Arts and Media Technology, Long-Range Fall Term WSCH Forecast

Division Growth and Development

The projection for enrollment growth for the Division of Fine Arts and Media Technology is 2.50 percent through 2020, half a percent above the college average. Inadequate

space and facilities upkeep are concerns to faculty who describe their classrooms and lab space as "maxed out."

Health Science and Human Services

The Division of Health Science and Human Services is comprised of nine programs offering transfer and career/ technology education. The division produced 332 FTES in fall 2010. Nursing makes up the largest percentage share of this division's course offerings, 89 FTES. The division offers a number of certificates and degrees in a variety of career and technical education fields including American Sign Language Interpreting, Emergency Medical Technology,

Health Information Technology, Human Services, Medical Assisting, Medical Laboratory Technician, Nursing, Paramedic, and Phlebotomy. It has had a moderate growth rate of 2.75 percent over the past five years, but appears to have the capacity to grow given the growing labor market demand for health professionals. The Nursing program has the proud distinction of having the highest pass rate on the nursing exam of any nursing program in the nation.

Academic Divisions - Description, Trends and Future Development

Division/Department	SECTIONS	CEN WSCH	CEN FTES	TOT FTEF
Health Sciences & Human Services	**131**	**15,005**	**332**	**38**
Emergency Medical Technician	8	1,056	29	1.62
Gerontology	2	159	6	0.2
Health Sciences	12	576	19	1.65
Human Services	18	2,578	74	4.48
Medical Assistant	14	1,508	51	2.71
Medical Lab Technician	10	403	7	0.07
Nursing	51	5,877	89	22.35
Paramedic	2	1,184	0	1.57
Sign Language	14	1,664	57	3.78

Exhibit 6.21: Health Science and Human Services, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Health Science and Human Services

92.7%   93.7%   94.0%   95.1%   95.2%

85.1%   84.8%   87.5%   87.4%   88.5%

2005-06   2006-07   2007-08   2008-09   2009-10

—▲—Retention   —■—Success

Exhibit 6.22: Health Science and Human Services, Success and Retention Rates (Source: SOCCCD Research and Planning)

Division/Department	2000-10 AVG WSCH GROWTH	2005-10 AVG WSCH GROWTH
Health Sciences & Human Services	**2.65%**	**4.41%**
Emergency Medical Technician	9.71%	5.85%
Gerontology	9.00%	10.64%
Health Sciences	-4.87%	6.11%
Human Services	2.13%	3.09%
Medical Assistant	9.58%	13.14%
Medical Lab Technician	63.61%	127.22%
Nursing	4.37%	3.93%
Paramedic	0.92%	4.91%
Sign Language	2.08%	0.60%

Exhibit 6.23: Health Science and Human Services, Historical WSCH Growth (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Academic Divisions - Description, Trends and Future Development

Technology has had a major effect on the health professions and on education for medical professions. In campus interviews, faculty detailed examples of how technology is affecting their programs. The Nursing program faculty described how human patient simulators and other technology are being incorporated into lab settings that train for many kinds of medical skills. They emphasized the importance for academic training programs to keep up with industry standards. Along with Nursing, Medical Assisting is another health discipline that is being transformed by technology. Both training and re-training for this field are in demand.

Another important development is the upcoming high demand for employees in the health professions over the next decade. The Orange County Business Council and the State Employment Development Department list Health Occupations at the top of its list of Fastest Growing Occupational Fields in Orange County and in California. Labor market demand is projected to be high in many fields within this particular industry.

**Health Sciences & Human Services
Fall Term WSCH**
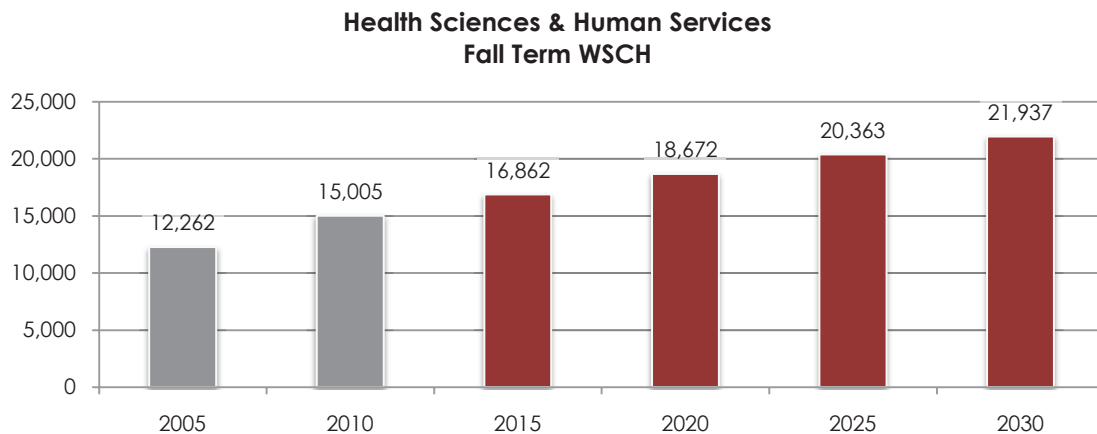
Exhibit 6.24: Health Science and Human Services, Long-Range Fall Term WSCH Forecast

Division Growth and Development

Based on past performance, the division is forecast to exceed the college growth rate of 2.0 percent through 2015. Six of the nine programs are expected to grow at a rate of 3.0 percent during the period. Enrollment in the Nursing program is currently "capped" based on resources and availability of required hospital placement for students.

Meeting the challenge of developing and expanding health occupation education will depend on availability of resources, including facilities, technology, equipment, and trained personnel. Partnerships are currently important to this division and will become even more important with limited state fiscal support.

Academic Divisions - Description, Trends and Future Development

Liberal Arts and Learning Resources

The Liberal Arts Division generated 37,427 WSCH in the fall 2010 semester. The figure for FTES was 1,098. Nine programs make up the division. The English department accounts for nearly two thirds of the FTES. Both collegiate-level and pre-college English are offered. Both levels of courses are essential to baccalaureate seekers and students seeking employment following college. Similar to the overall college trends, retention rates are higher than success rates. Retention for the Division is approximately 90 percent whereas the success rates have been recorded at approximately 74 percent. Both rates have remained consistent in the last five years.

Division/Department	SECTIONS	CEN WSCH	CEN FTES	TOT FTEF
Liberal Arts & Learning Resources	**491**	**37,427**	**1,098**	**83**
English	245	17,600	609	44.61
English as a Second Language	41	4,894	29	9.52
Humanities	17	2,091	73	3.4
International Languages	107	8,828	259	17.13
Journalism	13	939	27	2.17
Philosophy	17	2,517	88	3.6
Reading/Writing Center	51	558	14	2.91

Exhibit 6.25: Liberal Arts and Learning Resources, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)
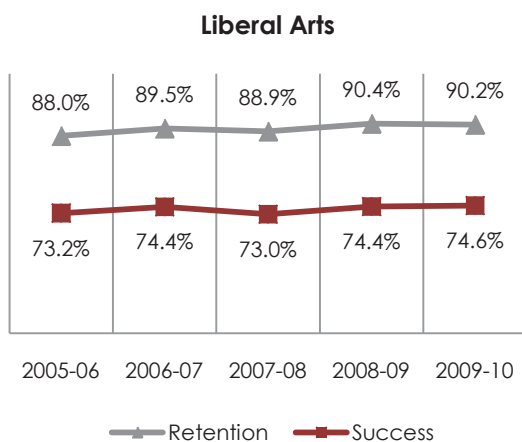
Liberal Arts

Exhibit 6.26: Liberal Arts and Learning Resources, Success and Retention Rates (Source: SOCCCD Research and Planning)

Division/Department	2000-10 AVG WSCH GROWTH	2005-10 AVG WSCH GROWTH
Liberal Arts & Learning Resources	**1.90%**	**2.42%**
English	1.88%	2.92%
English as a Second Language	-2.20%	-0.92%
Humanities	5.07%	2.61%
International Languages	4.83%	3.45%
Journalism	3.89%	5.57%
Philosophy	0.87%	-0.41%
Reading/Writing Center	37.95%	44.02%

Exhibit 6.27: Liberal Arts and Learning Resources, Historical WSCH Growth (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

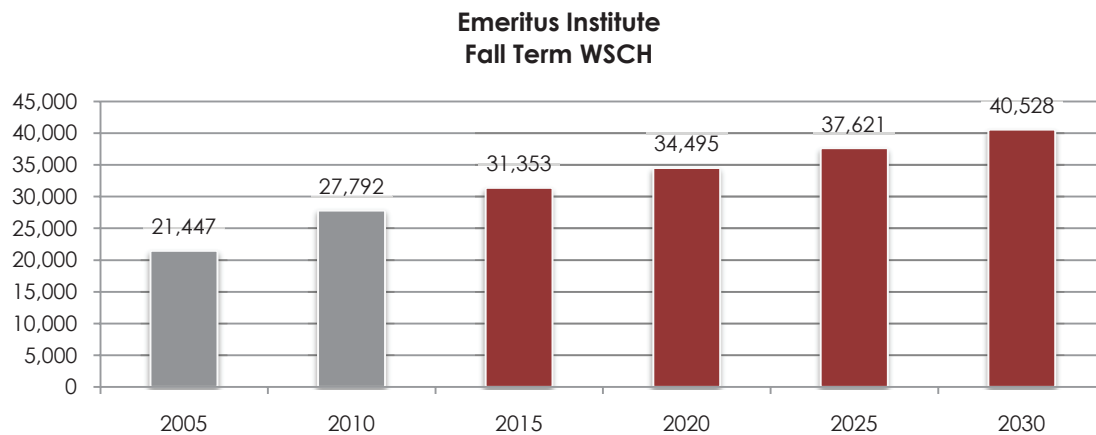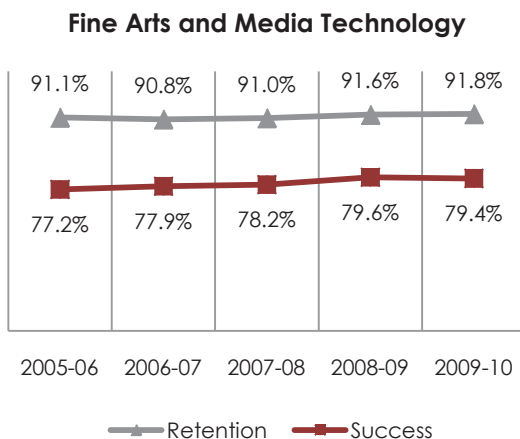# Academic Divisions - Description, Trends and Future Development

Personnel from the Division of Liberal Arts spoke of the desirability of cohort learning during campus interviews. Cohort instruction is a model in which a designated group of students stays together for a series of courses and progresses as a group, forming a learning community. Faculty advocated for consideration of this style of instruction in the planning for new facilities and for renovation of existing facilities. Easy access to faculty and to academic support is part of the model.

A precept of learning communities is that social cohesion enhances learning. This division, as well as others, described

social support of students to be essential to student learning and retention. Young students with transfer as a goal were said to be a population needing to connect with the college through personal and social affiliation, as well as academic fulfillment.

The under-preparedness of entering students is a keen focus of faculty and other division personnel. The college faces the literacy crisis affecting all of public education. Sixty-five percent of students who enroll at Saddleback do not have college level fluency in writing.

**Liberal Arts & Learning Resources
Fall Term WSCH**
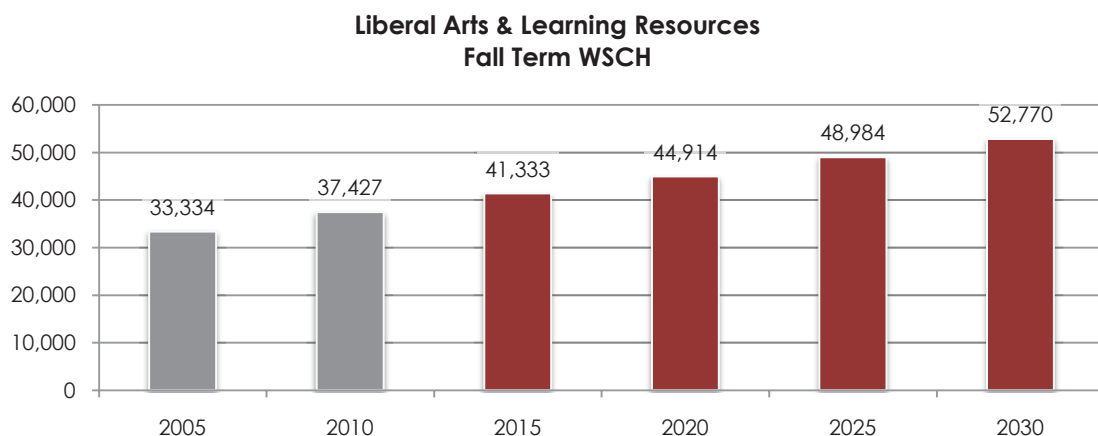
Exhibit 6.28: Liberal Arts and Learning Resources, Long-Range Fall Term WSCH Forecast

Division Growth and Development

Based on past performance, the Liberal Arts division is expected to grow at slightly under two percent through 2015. In the future new approaches to teaching and learning will augment traditional classroom methods as faculty address college strategic directions: No. 1 Improve Student Preparedness and No. 2 Excel in College Transfers.

Faculty and administrators advocate for a learning hub to be located centrally on the Saddleback campus. Locating

appropriate disciplines within proximity of each other would allow for more interdisciplinary instruction. Flexible classroom spaces that will accommodate a variety of teaching methods are needed for this division to address innovation in teaching modalities. Student access to computer labs, tutorial services, advisement, and study locations are also among the needs of the division.

Academic Divisions - Description, Trends and Future Development

Library and Learning Resource Center

The James B. Utt Library was originally built in 1973 with a full renovation scheduled to be complete in 2011. Over time, a growing student body, an increased need for tutorial services, and the use of computers has transformed the library and put strain on resources not designed for current expectations. The Library Renovation project is expected to address this problem to some extent.

The Library Renovation project has been eleven years in the making. It was a priority of the previous Education and Facilities Master Plan. The concept for the facility is for the first floor to be used for instruction; academic support will be available on the second floor. The third floor will be space for student study, reading, and writing.

In order to meet the needs of the students, the college relocated the Library and Learning Resource Center to an interim location at the south end of campus, the Campus Village. The Village is a series of portable modular buildings used to house the many functions of the Library and various other programs as the renovation is underway. The displacement of services to the south end of campus has resulted in some concerns including; proximity of services such as tutoring, testing, library; way finding; pedestrian access; and parking. It is believed that Library Science enrollment has suffered a loss due to this temporary relocation. In fall 2005, the Division generated 7,360 WSCH. In the latest fall term, census data captured 5,031 WSCH, a 30 percent decrease overall (average annual decrease of five percent). The Office of Instruction believes that the completion of the Library Renovation would regenerate and recapture the loss in enrollments over time.

Division/Department	SECTIONS	CEN WSCH	CEN FTES	TOT FTEF
Learning Resources	**6**	**5,031**	**5**	**1**
Library Science	6	5,031	5	0.6

Exhibit 6.29: Learning Resources, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

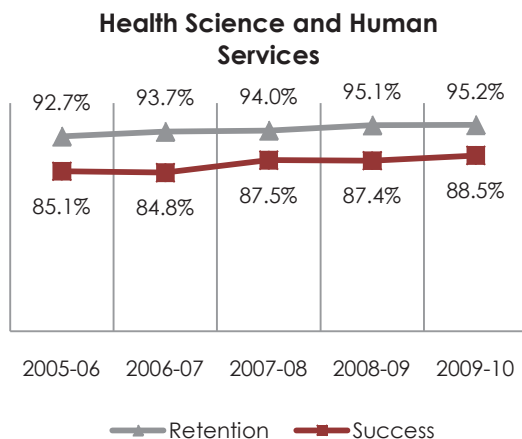| Division/Department	2000-10 AVG WSCH GROWTH	2005-10 AVG WSCH GROWTH
Learning Resources	**-0.52%**	**-5.03%**
Library Science	-0.52%	-5.03%

Exhibit 6.30: Learning Resources, Historical WSCH Growth (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Academic Divisions - Description, Trends and Future Development

**Learning Resources
Fall Term WSCH**
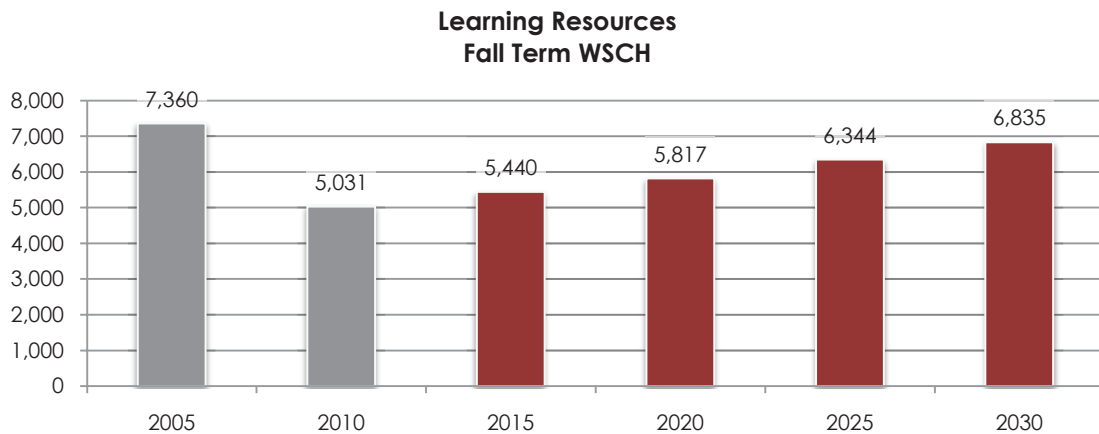
Exhibit 6.31: Learning Resources, Long-Range Fall Term WSCH Forecast

Mathematics, Science and Engineering

The Division of Math, Science and Engineering is the largest division on the Saddleback campus, generating 1,508 FTES during fall 2010, approximately 21 percent of all the FTES of the college. Nine programs comprise the Mathematics, Science and Engineering division. Mathematics by itself comprises as much FTES as all the other programs in the division together.

Biology is second largest. Mathematics as well as Biology, Chemistry, and Astronomy courses continue to grow in enrollments. Faculty indicate that substantial numbers of students are turned away from the highest demand courses. This is true for both pre-college courses and collegiate level.

Division/Department	SECTIONS	CEN WSCH	CEN FTES	TOT FTEF
Math, Science, and Engineering	**241**	**48,843**	**1,508**	**76**
Astronomy	13	2,073	53	3.25
Biology	52	10,220	341	16.93
Chemistry	24	4,774	164	9.12
Computer Science	8	2,394	28	3.23
Engineering	1	51	2	0.2
Geology	12	1,226	36	2.61
Mathematics	113	24,529	770	33.37
Oceanography	7	1,290	40	2.91
Physics	11	2,286	75	4.48

Exhibit 6.32: Math, Science, and Engineering, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

## Academic Divisions - Description, Trends and Future Development

Math, Science, and Engineering
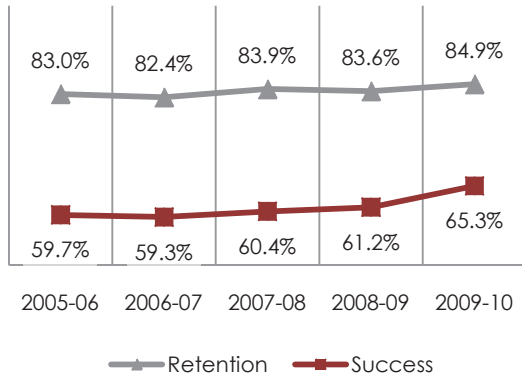
Exhibit 6.33: *Math, Science, and Engineering, Success and Retention Rates (Source: SOCCCD Research and Planning)*

Division/Department	2000-10 AVG WSCH GROWTH	2005-10 AVG WSCH GROWTH
Math, Science, and Engineering	**2.47%**	**3.12%**
Astronomy	3.52%	8.60%
Biology	5.92%	5.25%
Chemistry	4.34%	5.47%
Computer Science	-5.72%	1.87%
Engineering	-9.20%	10.49%
Geology	4.36%	7.21%
Mathematics	2.70%	1.78%
Oceanography	2.88%	3.00%
Physics	5.72%	4.19%

Exhibit 6.34: *Math, Science, and Engineering, Historical WSCH Growth (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)*

The demand for math courses is not expected to diminish during the planning period. Budget difficulties for all segments of higher education are likely to result in a higher proportion of recent high school graduates attending community colleges in the future. The 4-year public universities have responded to the fiscal crisis by raising tuition and restricting enrollments. Consequently, more students choose community colleges to fill lower division math requirements. Furthermore, many of those students require remediation. Nearly half of students completing high school math requirements for college and eligible for CSU cannot pass CSU's admission test for college-level math.

At Saddleback College, 70 percent of entering students are not eligible to enroll in a transferrable math class, hence the high demand for basic skills math as well as for transfer math.

Math, Science, and Engineering
Fall Term WSCH
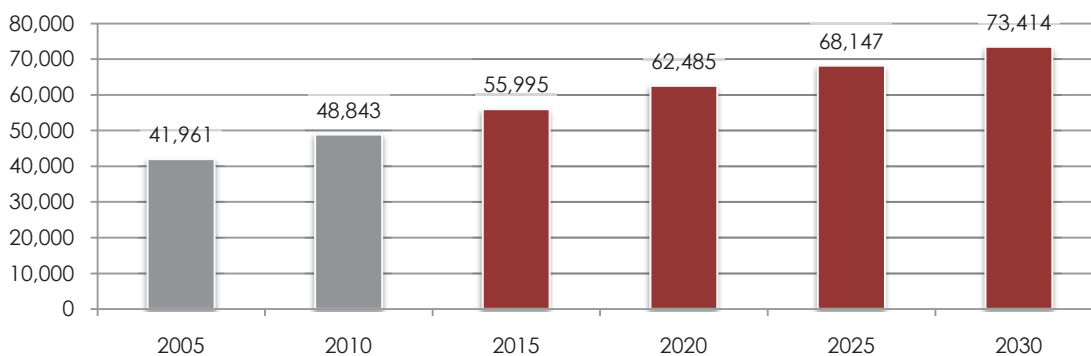
Exhibit 6.35: *Math, Science, and Engineering, Division Long-Range Fall Term WSCH Forecast*

Academic Divisions - Description, Trends and Future Development

Division Growth and Development

Growth is expected to exceed the college average in this division through fall 2020. Based on performance over the past decade, Astronomy, Biology, and Chemistry are forecast to grow at a rate of three percent. Mathematics will also exceed the college average by half a percent. The college average is projected at two percent. The division will add approximately 200 FTES during the decade; much of the enrollment growth will be in science courses that require lab space.

Future growth for this division will be limited until a new science building is constructed. The Science/Math building was constructed in 1973-74 and needs major repairs and renovation, particularly in ventilation and air conditioning. But, renovation, while strongly needed, will not accommodate the future need for growth in the sciences. A new science building is a top priority of the division, college and district. The 2006 Education and Facilities Master Plan indicated that a new Science building would be built within five years. Planning of this building was initiated with an Initial Project Proposal for state funding in 2006 and a Final Project Proposal in 2007. Although the State has approved this project, lack of funding has delayed this facility approximately three years. Early in 2011, the district has approved to fund the much-needed Science Building with Basic Aid dollars.

Physical Education/Kinesiology and Athletics

The Division of Physical Education/ Kinesiology, and Athletics is comprised of Dance, Health, Intercollegiate Athletics, Kinesiology, Physical Education, and Recreation. The division generated 396 FTES during fall 2010, two thirds of that coming from Kinesiology. Intramural sports at Saddleback offer eleven sports teams for women and ten for men. The college consistently produces winning teams in a number of sports. With the largest footprint on campus, the division has a great need for maintenance and completion of its facilities requirements.

Division/Department	SECTIONS	CEN WSCH	CEN FTES	TOT FTEF
Kinesiology	**148**	**12,922**	**396**	**28**
Dance	19	1,736	44	3.34
Health	10	796	28	1.8
Intercollegiate Athletics	13	2,480	68	7.16
Kinesiology	105	7,838	253	15.77
Recreation	1	72	3	0.2

Exhibit 6.36: Physical Education/Kinesiology and Athletics, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Academic Divisions - Description, Trends and Future Development

Division/Department	2000-10 AVG WSCH GROWTH	2005-10 AVG WSCH GROWTH
Kinesiology	**1.94%**	**2.10%**
Dance	6.22%	6.87%
Health	-1.69%	-6.53%
Intercollegiate Athletics	3.66%	2.35%
Kinesiology	1.62%	2.28%
Recreation	11.82%	23.64%

Exhibit 6.37: Physical Education/Kinesiology and Athletics, Historical WSCH Growth (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Since the economic recession started in 2008, pressure has been brought to bear on California's community colleges to examine their courses for academic rigor and appropriateness within the mission. Legislative budget language in 2009-10 required local review of physical education courses that may be personal and recreational, and outside the scope of the primary mission of community colleges in California. The budget bill identified transfer, basic skills and workforce training (career and technical education) as the current focus of the mission. Since that time, physical education and athletics have been under scrutiny, and, in some cases state-wide, courses have been eliminated or shifted to non-credit or community service status.

**Kinesiology
Fall Term WSCH**
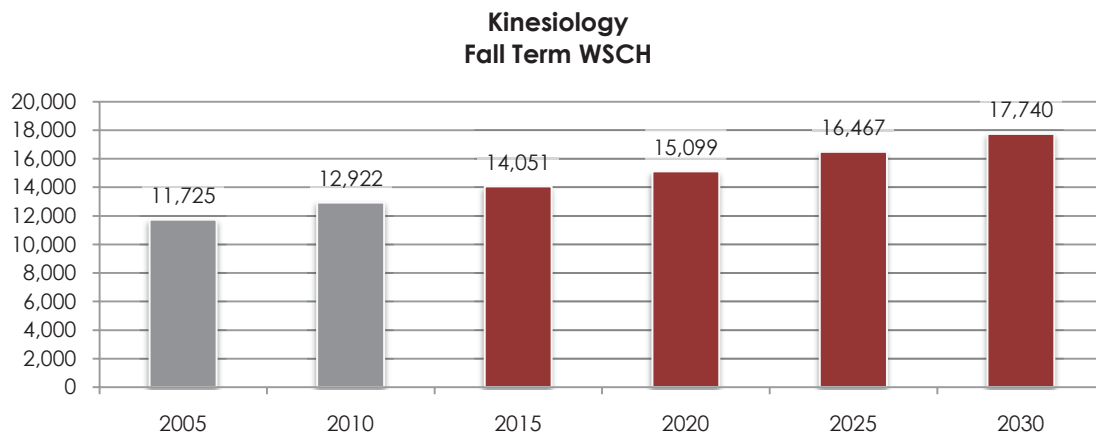
Exhibit 6.38: Physical Education/Kinesiology and Athletics, Division Long-Range Fall Term WSCH Forecast

Academic Divisions - Description, Trends and Future Development

Division Growth and Development

Saddleback College has made the necessary adjustments to meet state requirements. Academic course offerings and intramural athletics have not been threatened even though budget cuts that affect college programs in general weigh heavily on athletics. Athletics programs are an important part of collegiate life in community colleges. They contribute to their communities in unique ways, serving both students and the larger community.

Social and Behavioral Sciences

The Division of Social and Behavioral Sciences is a large division comprised of thirteen programs; it generated over 1,400 FTES in fall 2010. History, Psychology, and Anthropology are the largest departments; they account for more than half of the FTES in the division. The division grew 6.06 percent in WSCH from fall 2005 to fall 2010 and is expected to exceed the average growth for the college through 2015. Its retention rates from 2005-06 through 2009-10 are close to 90 percent and success rates are approximately 70 percent.

Division/Department	SECTIONS	CEN WSCH	CEN FTES	TOT FTEF
Social & Behavioral Sciences	**322**	**46,043**	**1,434**	**72**
Anthropology	36	5,916	202	8.66
Child Development	37	3,957	107	6.96
Cross Cultural Studies	1	129	5	0.2
Economics	24	3,612	115	5.61
Education	7	578	14	1.36
Geographic Info Sys	1	69	2	0.18
Geography	26	3,273	90	5.34
History	65	8,997	296	14.04
Political Science	34	4,680	152	7.08
Psychology	55	9,588	281	13.93
Sociology	32	4,614	151	7.15
Women's Studies	4	630	19	1.13

Exhibit 6.39: Social and Behavioral Sciences, Fall 2010 Census Data (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

## Academic Divisions - Description, Trends and Future Development

Social and Behavioral Sciences

89.1%   88.3%   89.1%   90.3%   89.9%

71.0%   68.0%   69.1%   70.2%   70.4%

2005-06   2006-07   2007-08   2008-09   2009-10
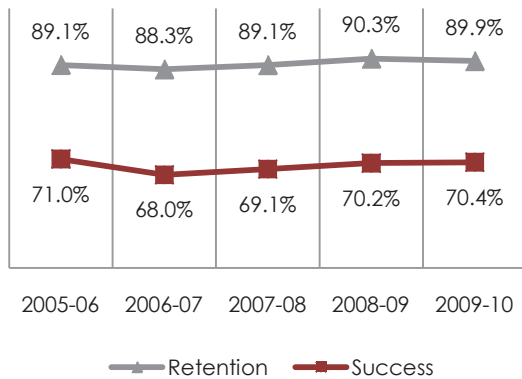
—▲— Retention   —■— Success

Exhibit 6.40: Social and Behavioral Sciences, Success and Retention Rates (Source: SOCCCD Research and Planning)

Division/Department	2000-10 AVG WSCH GROWTH	2005-10 AVG WSCH GROWTH
Social & Behavioral Sciences	**4.50%**	**6.06%**
Anthropology	4.23%	5.85%
Child Development	17.81%	26.04%
Cross Cultural Studies	30.75%	22.25%
Economics	6.56%	3.75%
Education	35.90%	34.93%
Geographic Info Sys	-11.79%	7.91%
Geography	8.46%	6.38%
History	3.09%	6.34%
Political Science	4.45%	4.45%
Psychology	3.60%	4.33%
Sociology	4.50%	8.77%
Women's Studies	8.47%	15.93%

Exhibit 6.41: Social and Behavioral Sciences, Historical WSCH Growth (Source: SOCCCD inFORM Data Warehouse, Term Comparison Report and Enrollment Comparison Report)

Based on information gathered though interviews, it is believed that the migration of potential 4-year college freshmen into community colleges may account for higher enrollments in social and behavioral science classes. Many of the courses offered in this division meet science requirements at four-year universities. Recent high school graduates are likely to continue to choose community colleges as UC and CSU limit enrollments and raise tuition in response to budget cuts from the State.

This division has embraced online courses. Eight departments within this division are offering online courses for spring semester 2011. Online courses are becoming more popular with both students and faculty. This trend is likely to be important as facilities are now stretched to accommodate social and behavioral science offerings.

Social & Behavioral Sciences Fall Term WSCH

|	2005	2010	2015	2020	2025	2030
WSCH	34,494	46,043	53,764	60,091	65,536	70,601
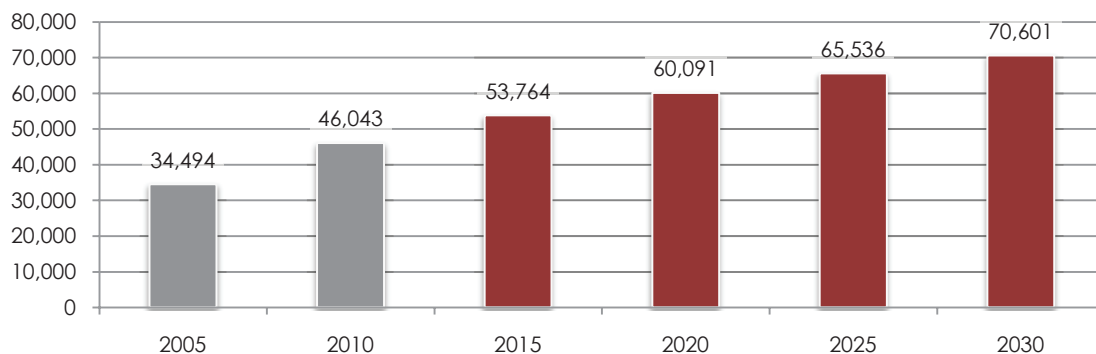
Exhibit 6.42: Social and Behavioral Sciences, Division Long-Range Fall Term WSCH Forecast

Academic Divisions - Description, Trends and Future Development

Division Growth and Development

Despite the popularity of online courses and online supplements to classroom-based instruction, many of the departments in the Social and Behavioral Sciences division express the need to enhance face-to-face instruction with lab experiences, "real-world" learning, interaction with materials and people. In the future students will expect more technology support in the classroom as well as the integration of hands-on learning.

In the near-term future, division faculty and administrators would like to have a review of how space is allocated, for both classrooms and offices. They suggest that matching classroom needs to teaching approaches and alleviating crowdedness in office assignments could yield greater efficiency. Improving computer access is a goal of this division as well as others.

Advanced Technology and Education Park (ATEP)

ATEP's history with the South Orange County Community College District began with the conveyance of a 68.37-acre parcel of land from the City of Tustin to the South Orange County Community College District in April 2004. The land was the former site of the Marine Corps Air Station. The site was to be developed as a learning village or for educational use.

The vision for ATEP from the outset was that it would be a unique campus offering courses to educate a workforce in emerging technologies, as well as general education. The goal to provide education enriched by innovation,

synergistic collaboration, and strategic alliances for the benefit of the local community is ongoing. Public and private partnerships and alliances with other universities and colleges are fundamental to the vision for ATEP.

South Orange County Community College District has offered courses at the ATEP site since 2007. The campus is adjacent to Rancho Santiago Community College District which operates a Sheriffs Training Center. Both Saddleback College and Irvine Valley College offer courses at the ATEP location.

Term	Section	Enrolled	FTES	WSCH	WSCH/ Section	WSCH/ FTEF	FTEF
Fall 2007	23	351	43	1,239	54	221	6
Fall 2008	45	774	90	2,644	59	270	10
Fall 2009	64	1,335	161	4,528	71	313	14
Fall 2010	32	656	94	2,554	80	309	8

Exhibit 6.39: ATEP Census Data, Fall 2007 - Fall 2010 (Source: SOCCCD inFORM Data Warehouse, Term Benchmark Report)

Student Services

Student Services

Student Services includes the following programs and services: Admissions, Records, and Enrollment Services, Articulation, Campus Safety and Security, Center for Career and Life Development, Child Development Center, Counseling Services, EOPS/CARE/CalWORKS, Facilities, Financial Assistance and Scholarship Opportunities, International Student Office, Matriculation/Assessment and Orientation, Outreach and Retention, Disabled Students Program and Services (DSPS), Adapted Kinesiology, Learning Disability Service, Student Development, Student Health Center, Transfer, and Veterans Affairs,

Veteran's Education and Transition Services program.

Many of the programs making up the division are clustered in the Student Services building; core services for entering students and for the general student body are housed together for student convenience. Those serving more specific needs and those with stand-alone programs, like the Child Development Center, are not dependent on proximity, and, therefore, are at separate locations. Disable Student Program and Services is located in four widely separated locations. Consolidation in one location will increase accessibility.

Trends

Personnel in the division has advocated for a One-Stop-Shop model of service to streamline their operations and solve congestion in the Student Services building. This model has been implemented in a number of community colleges in the region. Over time, as the number of services has increased and enrollments have grown, finding space for staff and for effective operations has led to difficult choices.

Ease of access to services for students, efficiency in staffing and sharing space, and relatedness of adjacent services are principles that are accepted. At times, however, ad hoc decisions as to space availability have determined space assignment. With more programs and enrollment growth, crowdedness and location of functions have become issues.

Future Development

As a result, the Student Services building is of concern. Reorganization of space, e.g., counter space, reception, group space, and private consultation spaces, and re-thinking of space assignment, are widely shared views of what is needed for the short term. Students interviewed share the view that the arrangement of space in the building needs review.

In response to this need, the college has opted to move forward with seeking state funding for a new building that can easily manage the flow of students onto the campus and into the courses and services they need. This has been discussed as a Gateway Building. This

building would incorporate functions and services to meet student needs and would include instructional space. It would also address technological changes that would enhance the efficiency and streamline the operations of Student Services, including implementation of a standardized document scanning system and paperless filing that includes integrated computer information.

In addition, training in the use of current software is important to gain acceptance of technology tools. Achieving full use of available technology is consistent with the college goal to make efficient use of resources.

Student Services

Student Development and Student Activities

The Student Development Office oversees Student Activities including Student Government and Interclub Council. Student leaders interviewed expressed their appreciation for the current friendly campus and advocated for the need for more gathering places on campus and for the development of the Quad as a central gathering place. In addition to new building and reorganization of classroom space to

accommodate computers and other technology, students asked for a review of pathways and for improvements to access between upper and lower campus and how courses are grouped on campus.

Like many faculty, students see the need for a large, outdoor gathering space.

Chapter Seven
Long Range Considerations

7

Long Range Considerations

Saddleback College exists in a different economic environment from that of 2006 when the previous master plan was written. At that time a scan of the Orange County area revealed a healthy economic condition with an unemployment rate of 3.9 percent and a growing economy, particularly in technology-related fields. The county was described as having rebounded from the economic downturn of 2000 caused by the bursting of the so-called dot.com bubble. Cautious optimism regarding the economic future resulted in a projection of 1.68 percent in WSCH growth for the college through 2020.

Current forecasts for the economy are more guarded and tentative. The unemployment rate for Orange County stands at 9.0 percent currently and recovery from the economic recession of 2008 is weak. The economy of the region is likely to reshape itself over time as it has done in the past. Meanwhile, budget deficits at both and state and national levels compound pessimism about future availability of public funds for education.

In contrast to the uncertain fiscal picture, demand for education is strong. The number of high school graduates seeking higher education is at its peak. But, higher costs at the UC and CSU universities have made enrollment at four-year public universities impossible for many. At the same time, higher education institutions have limited enrollments, making the community college option more attractive, even for those qualified for admission to a four-year university. And, training and retraining for employment and skills upgrades are an obvious need related to the economy.

While long-term projections for decreasing numbers of high school graduates suggest a decline in the demand for general education for transfer students in the future, for the near term future, the college will need to protect its current focus while it prepares for an uncertain future.

Considerations for the Future

- The changing demography of the region suggests that the college should prepare for increased focus on programs and services for an older student population, including training for employment, re-training, and skills upgrades.

- In contrast to the demographic shift to an older population, the increasing costs of student enrollment in University of California and the California State University systems, and limitations on the numbers of students they admit, may keep demand high for lower division education.

- The need for effective and cost-effective remediation will continue for the foreseeable future. Access to basic instruction in English and Math is particularly important to student success, but challenging to provide. Finding new ways to address this challenge will remain a priority throughout the State.

- As new technologies develop and online education becomes more pervasive, Saddleback College may face additional competition from educational institutions with extensive online offerings. Collaboration to form consortia among community college providers may be appropriate to strengthen online capacity.

- The pressing need for a highly educated workforce to participate in the economic future of the region favors partnerships between education and the business community. Colleges of the South Orange County Community College District are in a position to be major contributors to the economic recovery of the area. As ATEP develops, the district and the colleges of the South Orange County Community College District may wish to develop co-curricula and interdisciplinary programs

between the colleges to leverage the strengths of each. As for education partnerships, the college has a number of productive partnerships with other education providers, it may wish to strengthen its various linkages and develop others for both effectiveness and efficiency.

- The need to enhance resources to ensure high quality education may require the college find new resources of revenue to meet its goals. Currently, the State is in a severe fiscal crisis, but even prior to 2008 when the economy plummeted, funding was inadequate to meet growing needs. Community colleges have been underfunded relative to CSU and UC for some time. State funding per full-time student at UC was $19,971 in 2009-10, at CSU $11,105, and at community colleges $5,266. (Report 20-10) Traditionally, community colleges have not limited enrollments, but accepting more students with limited resources at some point will erode the quality of education. Answering the question of how to provide high quality instruction and services with limited resources is likely to become a more pressing focus than it has ever been. Saddleback College is well aware of the need for resource development and is taking steps to step up address the need.

- As administrators, faculty and classified staff reach retirement age over the next decade, the college will be challenged to recruit new educators and staff to Orange County, a location with high housing prices and a high cost of living. The college may need to explore incentives in employment to attract first-rate talent. In addition, the transition from large numbers of veteran employees to new employees will have to be undertaken with caution to protect stability.

Chapter Eight

Appendices

8

Appendices

Appendices

A.   **Glossary of Terms**

B.   **Enrollment Forecast Methodology**

C.   **Enrollment Forecast**

D.   **Space Determination Methodology and College ASF Capacity**

E.   **College and Division Instructional ASF Capacity Forecasts**

F.   **State Funding**

G.   **Student Survey**

H.   **Employee Survey**

I.   **K-12 Education Questionnaire**

J.   **Business and Community Questionnaire**

K.   **References and Resources**

Assignable Square Foot (ASF)
The measure of "usable" square footage in a given facility.

Course Fill Rate
The Course Fill Rate is defined as Current Enrollment divided by the Course Capacity.

Duplicated Enrollment
This is the number of actual enrollments in any given class or program. Under this definition, a student enrolled in multiple courses is counted multiple times at the program, campus, or institutional level.

Unduplicated Enrollment, (Headcount)
This is the number of actual students. One student, taking five classes, is counted as one student. If there are 20 students in a program in which all students are enrolled in five classes, there are 100 duplicated enrollments, but a 20 student headcount.

Environmental Scan
An environmental scan considers present and future factors that can influence the direction and goals of an organization. Environmental scans include both external elements (e.g., service area demographics, state requirements, industry demands, marketing trends, etc) and internal elements (e.g., infrastructure, personnel, programs, abilities, etc). These are evaluated in terms of their potential impact on the organization and its ability to meet its present and future strategic goals.

Full Time Equivalent Faculty (FTEF)
One full time faculty member teaching the equivalent of a full load of classes equals 1.0 FTEF. Most often FTEF is aggregated to provide the college with a measure of the number of faculty teaching. The loads of adjunct faculty and full time faculty are summed to provide an aggregate number for the program or college.

Full Time Equivalent Student (FTES)
A full time equivalent student is one student taking 15 hours of instruction per week for two semesters of 17.5 weeks. While most of our students do not necessarily enroll in 15 hours of instruction per week , we calculate aggregated student attendance in this manner for both funding purposes as well as a measure for the college of how many full time equivalent students are participating in any given class or program, or are enrolled at the college.

Gross Square Foot (GSF)
The total measure of square footage in a given facility, both "usable" and "non-useable" support spaces.

Retention
Retention is defined as the number of students with A, B, C, D, F, CR(P), NC(NP), Incomplete Grade divided by number of students with A, B, C, D, F, CR(P), NC(NP), Withdrawal, Incomplete.

Room Fill Rates
Defined as the Current Enrollment divided by the Lowest Room Capacity

Success
Success is defined as the number of students with A, B, C, CR(P) Grade divided by number of students with A, B, C, D, F, CR(P), NC(NP), Withdrawal, Incomplete.

Weekly Student Contact Hours (WSCH)
This is a measure of the number of students enrolled in a course multiplied by the number of hours the course meets per week. If a class meets for three hours a week and has 30 students enrolled, the WSCH is 90.

WSCH per FTEF
This calculation, sometimes called 'productivity,' is the number of weekly student contact hours (WSCH) per Full Time Equivalent Faculty (FTEF). Some colleges establish a target number to reach to ensure fiscal viability.

The college community is made up of departments and programs with a wide variety of needs. Some disciplines have mandates from external sources that keep class size low. A college supports this diversity of discipline needs and strives for general support and cooperation to best serve students in meeting their educational needs while understanding the fiscal pressures of the institution. That is the purpose of understanding this formula.

B. Enrollment Forecast Methodology

Qualitative and quantitative data was collected throughout the process. Quantitative data included data sets from the internal environment of the college as well as external environment. Qualitative data was gathered by means of interviews, surveys, program review documents, institutional reports and a variety of other external sources.

Historical enrollment figures for Saddleback College was reviewed and analyzed for patterns of growth/decline. External data including high school graduation rates and adult population rates were taken into consideration to determine the college average annual growth rate. Data was benchmarked in the fall 2010 term in order to project forward in the defined planning horizons.

Forecasted College Average Annual Growth Rate

- 2010-2015, 2.00%-2.25%
- 2015-2020, 1.75%-2.00%
- 2020-2025, 1.75%
- 2025-2030, 1.50%

Five categories of growth were identified based on College Average as baseline for the planning horizon (2010-2030) in five-year increments. The five categories of growth identified were the following:

- 50% Faster Than College
- 25% Faster Than College
- Average Growth, Relative to College
- 25% Slower Than Growth
- No Growth/Decline

2010-2015

- Calculated the 2005-2010 Average Annual Growth Rate for the "Departments"
  - Based on Department Average Annual Growth Rate Over Past 5 Years – Benchmarked next Five Years Growth.
  - Reviewed 2005-2010 Annual Average Course Fill Rates.
  - If Average Course Fill Rate was above 85%, increased projection by one level.
  - If Average Course Fill Rate was below 65%, decreased projection by one level.

- After initial benchmark, forecasts were reviewed by Division Deans and refined. The Dean's were given these set of assumptions for refinement:
  - Space is not an issue on campus.
  - Historical growth information presented on the spreadsheet is correct.
  - College average growth rate of 2.25 is correct.
  - This data are going to be used to project space needs.

2010-2020

- All Departments in the 50% Faster Than College Average category (2010-2015) were reduced to 25% Faster Than College Average.
- All other Departments growth remained constant as the 2010-2015 forecast.
- After initial benchmark, forecasts was reviewed by Division Deans and refined.
- As a result of refinement, some Departments remained in the 50% Faster Than College Average category for this time horizon.

2010-2030

- All Departments set to College Average in long-term forecasts

C. Enrollment Forecast

DESCRIPTION	2015			2020			2025			2030		
Division/Department	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF
Advanced Technology & Applied Science	**24,857**	**829**	**47**	**27,430**	**914**	**52**	**29,916**	**997**	**57**	**32,228**	**1,074**	**61**
Architecture / Drafting	2,073	69	4	2,528	84	5	2,757	92	5	2,970	99	6
Automotive Technology	1,780	59	3	1,946	65	4	2,122	71	4	2,286	76	4
Cosmetology	3,765	125	7	4,026	134	8	4,391	146	8	4,730	158	9
Drafting Technology	681	23	1	728	24	1	794	26	2	856	29	2
Electronics / Computer Maintenance	836	28	2	934	31	2	1,019	34	2	1,098	37	2
Environmental Studies / Ecological Rest.	1,630	54	3	1,822	61	3	1,987	66	4	2,141	71	4
Family & Consumer Sciences	200	7	0	218	7	0	238	8	0	257	9	0
Fashion	2,656	89	5	2,968	99	6	3,237	108	6	3,487	116	7
Foods / Nutrition	3,786	126	7	4,231	141	8	4,615	154	9	4,971	166	9
Graphics	3,001	100	6	3,354	112	6	3,658	122	7	3,941	131	8
Horticulture	2,017	67	4	2,093	70	4	2,283	76	4	2,459	82	5
Interior Design	1,374	46	3	1,426	48	3	1,555	52	3	1,675	56	3
Rapid Digital Design	446	15	1	499	17	1	544	18	1	586	20	1
Marine Science Technology	267	9	1	277	9	1	302	10	1	326	11	1
Travel & Tourism	346	12	1	378	13	1	413	14	1	445	15	1

DESCRIPTION	2015			2020			2025			2030		
Division/Department	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF
Business Science	**23,341**	**778**	**44**	**25,867**	**862**	**49**	**28,211**	**940**	**54**	**30,392**	**1,013**	**58**
Accounting	4,470	149	9	4,887	163	9	5,330	178	10	5,742	191	11
Administrative Assistant	2,211	74	4	2,296	77	4	2,504	83	5	2,697	90	5
Business	5,079	169	10	5,677	189	11	6,191	206	12	6,670	222	13
Computer Information Management	9,452	315	18	10,798	360	21	11,777	393	22	12,687	423	24
Information Management Center	0	0	0	0	0	0	0	0	0	0	0	0
Office Systems and Administration	0	0	0	0	0	0	0	0	0	0	0	0
Real Estate	2,128	71	4	2,209	74	4	2,410	80	5	2,596	87	5
Legal Studies	0	0	0	0	0	0	0	0	0	0	0	0

Appendices

C. Enrollment Forecast

DESCRIPTION	2015			2020			2025			2030		
Division/Department	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF
Counseling and Special Programs	**5,404**	**180**	**10**	**6,040**	**201**	**12**	**6,587**	**220**	**13**	**7,096**	**237**	**14**
Applied Psychology	3,326	111	6	3,718	124	7	4,054	135	8	4,368	146	8
Special Services	2,077	69	4	2,322	77	4	2,532	84	5	2,728	91	5

DESCRIPTION	2015			2020			2025			2030		
Division/Department	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF
Emeritus Institute	**31,353**	**1,045**	**60**	**34,495**	**1,150**	**66**	**37,621**	**1,254**	**72**	**40,528**	**1,351**	**77**
Emeritus Accounting	415	14	1	454	15	1	495	17	1	533	18	1
Emeritus Art	6,933	231	13	7,749	258	15	8,451	282	16	9,104	303	17
Emeritus Biology	140	5	0	157	5	0	171	6	0	184	6	0
Emeritus Business	0	0	0	0	0	0	0	0	0	0	0	0
Emeritus Communication Arts	0	0	0	0	0	0	0	0	0	0	0	0
Emeritus Computer Info Management	0	0	0	0	0	0	0	0	0	0	0	0
Emeritus English	2,555	85	5	2,856	95	5	3,114	104	6	3,355	112	6
Emeritus Fashion	892	30	2	954	32	2	1,040	35	2	1,121	37	2
Emeritus Fine Arts	0	0	0	0	0	0	0	0	0	0	0	0
Emeritus Foods	0	0	0	0	0	0	0	0	0	0	0	0
Emeritus Foreign Language	292	10	1	326	11	1	356	12	1	383	13	1
Emeritus Gerontology	140	5	0	153	5	0	167	6	0	180	6	0
Emeritus Health	308	10	1	337	11	1	368	12	1	396	13	1
Emeritus History	677	23	1	757	25	1	826	28	2	889	30	2
Emeritus Kinesiology	16,336	545	31	17,860	595	34	19,479	649	37	20,984	699	40
Emeritus Music	1,344	45	3	1,437	48	3	1,567	52	3	1,688	56	3
Emeritus PE and Health	0	0	0	0	0	0	0	0	0	0	0	0
Emeritus Philosophy	285	9	1	318	11	1	347	12	1	374	12	1
Emeritus Photography	849	28	2	928	31	2	1,012	34	2	1,090	36	2
Emeritus Political Science	117	4	0	131	4	0	142	5	0	153	5	0
Emeritus Psychology	0	0	0	0	0	0	0	0	0	0	0	0
Emeritus Special Education	0	0	0	0	0	0	0	0	0	0	0	0
Emeritus Tech/Applied Science	0	0	0	0	0	0	0	0	0	0	0	0
Emeritus Theatre	70	2	0	78	3	0	85	3	0	92	3	0

C. Enrollment Forecast

DESCRIPTION	2015			2020			2025			2030		
Division/Department	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF
Fine Arts	**29,959**	**999**	**57**	**33,111**	**1,104**	**63**	**36,112**	**1,204**	**69**	**38,903**	**1,297**	**74**
Art	8,701	290	17	9,725	324	19	10,607	354	20	11,426	381	22
Cinema, TV, Radio	5,442	181	10	6,217	207	12	6,780	226	13	7,304	243	14
Fine Arts	277	9	1	309	10	1	337	11	1	363	12	1
Music	6,375	213	12	6,618	221	13	7,218	241	14	7,776	259	15
Photography	2,059	69	4	2,302	77	4	2,510	84	5	2,704	90	5
Speech	5,157	172	10	5,763	192	11	6,286	210	12	6,771	226	13
Theatre	1,948	65	4	2,177	73	4	2,374	79	5	2,558	85	5

DESCRIPTION	2015			2020			2025			2030		
Division/Department	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF
Health Sciences & Human Services	**16,862**	**562**	**32**	**18,672**	**622**	**36**	**20,363**	**679**	**39**	**21,937**	**731**	**42**
Emergency Medical Technician	1,233	41	2	1,378	46	3	1,503	50	3	1,619	54	3
Gerontology	186	6	0	208	7	0	226	8	0	244	8	0
Health Sciences	673	22	1	768	26	1	838	28	2	903	30	2
Human Services	3,010	100	6	3,439	115	7	3,751	125	7	4,041	135	8
Medical Assistant	1,761	59	3	2,012	67	4	2,194	73	4	2,364	79	5
Medical Lab Technician	471	16	1	538	18	1	586	20	1	632	21	1
Nursing	6,355	212	12	6,795	227	13	7,411	247	14	7,984	266	15
Paramedic	1,280	43	2	1,369	46	3	1,493	50	3	1,608	54	3
Sign Language	1,894	63	4	2,164	72	4	2,360	79	4	2,543	85	5

DESCRIPTION	2015			2020			2025			2030		
Division/Department	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF
Kinesiology	**14,051**	**468**	**27**	**15,099**	**503**	**29**	**16,467**	**549**	**31**	**17,740**	**591**	**34**
Dance	1,976	66	4	2,209	74	4	2,409	80	5	2,595	86	5
Health	837	28	2	868	29	2	947	32	2	1,020	34	2
Intercollegiate Athletics	2,682	89	5	2,868	96	5	3,127	104	6	3,369	112	6
Kinesiology	8,475	282	16	9,063	302	17	9,884	329	19	10,648	355	20
Physical Education	0	0	0	0	0	0	0	0	0	0	0	0
Recreation	82	3	0	92	3	0	100	3	0	108	4	0

C. Enrollment Forecast

DESCRIPTION	2015			2020			2025			2030		
Division/Department	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF
Learning Resources	**5,440**	**181**	**10**	**5,817**	**194**	**11**	**6,344**	**211**	**12**	**6,835**	**228**	**13**
Library Science	5,440	181	10	5,817	194	11	6,344	211	12	6,835	228	13

DESCRIPTION	2015			2020			2025			2030		
Division/Department	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF
Liberal Arts & Learning Resources	**41,333**	**1,378**	**79**	**44,914**	**1,497**	**86**	**48,984**	**1,633**	**93**	**52,770**	**1,759**	**101**
Classics	0	0	0	0	0	0	0	0	0	0	0	0
English	20,035	668	38	22,392	746	43	24,421	814	47	26,309	877	50
English as a Second Language	5,144	171	10	5,339	178	10	5,823	194	11	6,273	209	12
Humanities	2,380	79	5	2,660	89	5	2,901	97	6	3,126	104	6
Interdisciplinary Studies	0	0	0	0	0	0	0	0	0	0	0	0
International Languages	9,278	309	18	9,632	321	18	10,504	350	20	11,316	377	22
Journalism	1,069	36	2	1,195	40	2	1,303	43	2	1,404	47	3
Philosophy	2,793	93	5	2,986	100	6	3,257	109	6	3,509	117	7
Reading/Writing Center	635	21	1	710	24	1	774	26	1	834	28	2

DESCRIPTION	2015			2020			2025			2030		
Division/Department	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF
Math, Science, and Engineering	**55,995**	**1,867**	**107**	**62,485**	**2,083**	**119**	**68,147**	**2,272**	**130**	**73,414**	**2,447**	**140**
Astronomy	2,421	81	5	2,706	90	5	2,951	98	6	3,179	106	6
Biology	11,934	398	23	13,339	445	25	14,547	485	28	15,672	522	30
Chemistry	5,575	186	11	6,231	208	12	6,795	227	13	7,321	244	14
Computer Science	2,656	89	5	2,904	97	6	3,167	106	6	3,412	114	6
Engineering	58	2	0	65	2	0	71	2	0	76	3	0
Geology	1,396	47	3	1,560	52	3	1,701	57	3	1,833	61	3
Mathematics	27,922	931	53	31,208	1,040	59	34,036	1,135	65	36,666	1,222	70
Oceanography	1,431	48	3	1,565	52	3	1,707	57	3	1,838	61	4
Physics	2,602	87	5	2,908	97	6	3,172	106	6	3,417	114	7

C. Enrollment Forecast

DESCRIPTION	2015			2020			2025			2030		
Division/Department	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF	PROJECTED WSCH	PROJECTED FTES	PROJECTED FTEF
Social & Behavioral Science	**53,764**	**1,792**	**102**	**60,091**	**2,003**	**114**	**65,536**	**2,185**	**125**	**70,601**	**2,353**	**134**
Anthropology	6,908	230	13	7,721	257	15	8,421	281	16	9,072	302	17
Child Development	4,621	154	9	5,165	172	10	5,632	188	11	6,068	202	12
Child Development & Education Studies	0	0	0	0	0	0	0	0	0	0	0	0
Cross Cultural Studies	151	5	0	168	6	0	184	6	0	198	7	0
Economics	4,218	141	8	4,714	157	9	5,141	171	10	5,539	185	11
Education	675	22	1	754	25	1	823	27	2	886	30	2
Geographic Info Sys	79	3	0	88	3	0	96	3	0	103	3	0
Geography	3,822	127	7	4,272	142	8	4,659	155	9	5,019	167	10
History	10,506	350	20	11,742	391	22	12,807	427	24	13,796	460	26
Political Science	5,465	182	10	6,108	204	12	6,662	222	13	7,176	239	14
Psychology	11,196	373	21	12,514	417	24	13,648	455	26	14,703	490	28
Sociology	5,388	180	10	6,022	201	11	6,568	219	13	7,075	236	13
Women's Studies	736	25	1	822	27	2	897	30	2	966	32	2

D. Space Determination Methodology and College ASF Capacity

The facilities planning process is defined by Title 5 of the California Code of Regulations, Sections 57000-57003, which identifies standards for the utilization and planning of most education facilities in public community colleges. There are five major categories of space, which are monitored by the State relative to facility utilization: Lecture, Office, Library, and AV/TV. Three categories, Lecture, Laboratory, and Office space are highlighted in order to review and identify future funding opportunities from the State.

"Capacity" is a term used in the facilities planning process to express the amount of enrollment that can be accommodated by an amount of space. Another way to view capacity is to look at the existing ASF and determine the WSCH capacity which could be generated in the space.

Fall 2010 ASF Capacity, Generated vs. Existing

■ Capacity Generated   ■ Existing Campus ASF
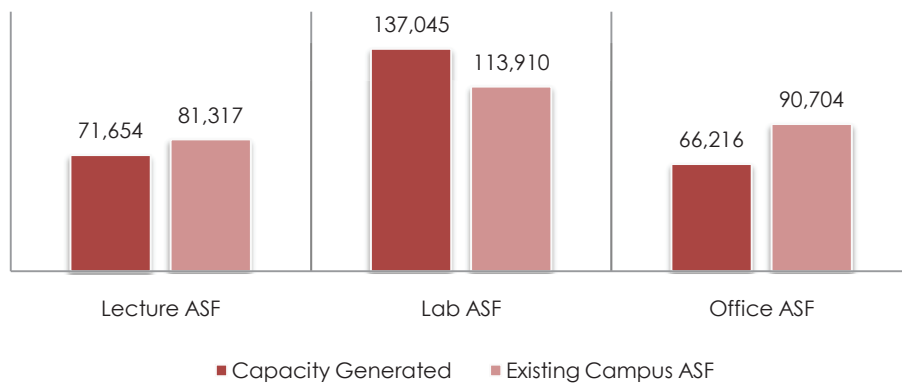
	ASF Capacity	2015 Projected Campus ASF	ASF Need/ Surplus	ASF Capacity	2020 Projected Campus ASF	ASF Need/ Surplus	ASF Capacity	2030 Projected Campus ASF	ASF Need/ Surplus
Lecture ASF	79,903	80,626	723	88,270	80,626	(7,644)	103,709	80,626	(23,083)
Lab ASF	160,671	131,313	(29,358)	177,496	131,313	(46,183)	208,541	131,313	(77,228)
Office ASF	80,629	90,856	10,227	89,072	90,856	1,784	104,651	90,856	(13,795)

Estimated Capacity Load Ratio	2010 Cap/Load Ratio	2015 Cap/Load Ratio	2020 Cap/Load Ratio	2030 Cap/Load Ratio
Lecture ASF	113.49%	100.91%	91.34%	77.74%
Laboratory ASF	83.12%	81.73%	73.98%	62.97%
Office ASF	136.98%	112.68%	102.00%	86.82%

Capacity load ratios is the relationship between enrollment and the space it generates in the various categories and the actual space, measured in ASF, of the campus. It is used to assess need or surplus of space in a given category.

Capacity load ratios in excess of 100% indicate a surplus of space; whereas, capacity load ratios under 100% indicated that there is a need of space in the identified category.

E. College and Division Instructional ASF Capacity Forecasts

FALL 2010 CENSUS					
Division	2005-10 AVG. ANNUAL WSCH GROWTH	2010 CENSUS WSCH	LECTURE ASF	LAB ASF	SUBTOTAL LEC/LAB ASF
Advanced Technology	6.92%	22,140	6,457	18,219	24,676
Business Science	1.31%	20,714	6,914	5,886	12,800
Counseling and Special Programs	5.12%	4,747	1,672	2,183	3,855
Emeritus Institute	1.41%	27,792	4,983	0	4,983
Fine Arts	3.99%	26,663	8,333	18,604	26,937
Health Sciences & Human Services	4.41%	15,005	4,031	12,003	16,034
Kinesiology	2.10%	12,922	2,450	23,150	25,599
Learning Resources	-5.03%	5,031	48	169	217
Liberal Arts	2.42%	37,427	15,531	2,712	18,244
Math, Science and Engineering	3.12%	48,843	15,625	31,921	47,547
Social & Behavioral Sciences	6.06%	46,043	18,484	4,434	22,918
Other	0.00%	0	0	0	0
SC TOTAL	3.23%	267,327			

FALL 2015					
Division	2005-10 AVG. ANNUAL WSCH GROWTH	2010 CENSUS WSCH	LECTURE ASF	LAB ASF	SUBTOTAL LEC/LAB ASF
Advanced Technology	2.34%	24,857	7,249	20,455	27,704
Business Science	2.42%	23,341	7,790	6,632	14,423
Counseling and Special Programs	2.63%	5,404	1,903	2,484	4,388
Emeritus Institute	2.44%	31,353	5,621	0	5,621
Fine Arts	2.36%	29,959	9,363	20,904	30,267
Health Sciences & Human Services	2.36%	16,862	4,530	13,489	18,019
Kinesiology	1.69%	14,051	2,664	25,173	27,837
Learning Resources	1.57%	5,440	52	183	235
Liberal Arts	2.01%	41,333	17,152	2,996	20,148
Math, Science and Engineering	2.77%	55,995	17,913	36,596	54,509
Social & Behavioral Sciences	3.15%	53,764	21,584	5,177	26,762
Other	N/A	0	0	0	0
SC TOTAL	2.49%	302,359			

E. College and Division Instructional ASF Capacity Forecasts

	FALL 2020				
Division	2005-10 AVG. ANNUAL WSCH GROWTH	2010 CENSUS WSCH	LECTURE ASF	LAB ASF	SUBTOTAL LEC/LAB ASF
Advanced Technology	1.99%	27,430	8,000	22,573	30,572
Business Science	2.08%	25,867	8,634	7,350	15,984
Counseling and Special Programs	2.25%	6,040	2,127	2,777	4,904
Emeritus Institute	1.93%	34,495	6,184	0	6,184
Fine Arts	2.02%	33,111	10,348	23,104	33,452
Health Sciences & Human Services	2.06%	18,672	5,016	14,936	19,952
Kinesiology	1.45%	15,099	2,862	27,050	29,912
Learning Resources	1.35%	5,817	56	195	251
Liberal Arts	1.68%	44,914	18,638	3,255	21,893
Math, Science and Engineering	2.22%	62,485	19,989	40,837	60,826
Social & Behavioral Sciences	2.25%	60,091	24,124	5,787	29,911
Other	N/A	0	0	0	0
SC TOTAL	**2.01%**	**334,021**			

	FALL 2025				
Division	2005-10 AVG. ANNUAL WSCH GROWTH	2010 CENSUS WSCH	LECTURE ASF	LAB ASF	SUBTOTAL LEC/LAB ASF
Advanced Technology	1.75%	29,916	8,725	24,618	33,343
Business Science	1.75%	28,211	9,416	8,017	17,432
Counseling and Special Programs	1.75%	6,587	2,320	3,028	5,349
Emeritus Institute	1.75%	37,621	6,745	0	6,745
Fine Arts	1.75%	36,112	11,286	25,197	36,483
Health Sciences & Human Services	1.75%	20,363	5,470	16,289	21,760
Kinesiology	1.75%	16,467	3,122	29,501	32,623
Learning Resources	1.75%	6,344	61	213	274
Liberal Arts	1.75%	48,984	20,327	3,550	23,877
Math, Science and Engineering	1.75%	68,147	21,801	44,537	66,338
Social & Behavioral Sciences	1.75%	65,536	26,310	6,311	32,621
Other	N/A	0	0	0	0
SC TOTAL	**1.75%**	**364,289**			

E. College and Division Instructional ASF Capacity Forecasts

	FALL 2030				
Division	2005-10 AVG. ANNUAL WSCH GROWTH	2010 CENSUS WSCH	LECTURE ASF	LAB ASF	SUBTOTAL LEC/LAB ASF
Advanced Technology	1.50%	32,228	9,399	26,521	35,920
Business Science	1.50%	30,392	10,144	8,636	18,780
Counseling and Special Programs	1.50%	7,096	2,500	3,262	5,762
Emeritus Institute	1.50%	40,528	7,266	0	7,266
Fine Arts	1.50%	38,903	12,158	27,145	39,303
Health Sciences & Human Services	1.50%	21,937	5,893	17,548	23,442
Kinesiology	1.50%	17,740	3,363	31,781	35,144
Learning Resources	1.50%	6,835	66	230	295
Liberal Arts	1.50%	52,770	21,898	3,824	25,722
Math, Science and Engineering	1.50%	73,414	23,485	47,980	71,465
Social & Behavioral Sciences	1.50%	70,601	28,343	6,799	35,142
Other	N/A	0	0	0	0
SC TOTAL	**1.50%**	**392,443**			

Year	Fall WSCH	Projected Fall FTEF	Projected Office ASF Capacity for Campus
2010	267,327	473	66,216
2015	302,359	576	80,629
2020	334,021	636	89,072
2025	364,289	694	97,144
2030	392,443	748	104,651

F. State Funding

To achieve the stated academic and development goals found in the College master plan, a review of the current Space Inventory, the Five-Year Construction Plan, capacity load ratios, and existing project proposals is necessary to make informed capital outlay decisions.

State funding of community college facilities is subject to an application process that is part of the state-wide annual Capital Outlay Plan. Districts first submit Initial Project Proposals (IPPs), concept papers that provide information about the type of projects proposed for state funding and their costs. If funds are available and the projects are meritorious, the Chancellor's Office directs the college district to submit Final Project Proposals (FPPs). Project proposals are reviewed in the context of the district's Five-Year Construction Plan and requirements, standards and guidelines outlined in the Education Code and State guidelines and regulations.

The Space Inventory provides verification of current facilities gross and assignable square feet. This data is used for evaluating, planning and administering all facilities. In addition, the Space Inventory supplies basic information used in calculating state funding for capital outlay projects (IPP/FPP) and maintenance & operations. It also informs the Five-Year Construction Plan and allows the College or District to project future facility needs.

The Five-Year Construction Plan compares the capacity of facilities to the demands created by the actual and projected enrollment of a college to derive the capacity load. The capacity load helps the Chancellor's office to determine eligibility for funding facilities over a five-year period. The plan is submitted to the State Chancellor's Office each year and includes the following five components:

- Education Plan statements
- Inventory of existing space
- Enrollments
- FTE instructional staff
- Proposed facility projects

The Five-Year Construction Plan serves as the foundation for capital outlay funding applications. The plan delineates the capacity to load ratios for five categories of space defined in Title 5 of the California Administrative Code: lecture, laboratory, office, library, and audio-visual/TV. The capacity to load ratio is expressed as a percent. It is the product of the calculated capacity of a category of space divided by the actual (or projected) usage. Ratios above 100% indicate an excess of space; ratios below 100% indicate a deficiency of space.

The capital outlay process is a system that is perpetuated through a series of annual submissions at different times of the year, each focusing on separate components. The capital outlay process can take five to seven years from initial planning to project occupancy when seeking state funding. This timeframe may be shortened if local funding is available and the institution is not seeking state funding.

G. Student Survey

The Education & Facilities Master Plan Student Survey was developed by gkkworks in conjunction with college governance groups. The survey was administered online. Emails were sent to the Saddleback College students and surveys were also posted online on MySite. The purpose of the survey is a tool to gather additional information to be used in conjunction with information gathered through institutional research, campus focus group interviews and a serious of presentation and workshops conducted throughout the 2010-2011 academic year.

Total Number of Started Surveys: 1,460
Total Number of Completed Surveys: 819 (56.1%)

GENERAL INFORMATION

Q1. Please check the box that best describes you:

	Percent	Count
New (first time at college)	12.1%	177
Continuing (no break in attendance)	58.5%	854
Returning (coming back to SC after a semester(s) off)	15.5%	227
New Transfer (first time at SC, but you have attended college)	5.0%	73
Other (please specify)	8.8%	129

Q2. Please indicate your current educational goal:

	Percent	Count
AA/AS Degree or Certificate (No Transfer)	14.7%	214
Vocational Certificate/ Career Technical Education (CTE) (No Transfer)	4.9%	72
Transfer to 4 Year Institution (With or Without Degree or Certificate)	43.6%	636
Career Enrichment (No Degree or Certificate)	5.8%	85
Personal Enrichment (No Degree or Certificate)	25.8%	377
Other (please specify)	5.2%	76

PROGRAM & SERVICES

Q3. As a student, please rank the following challenges as they pertain to Saddleback College:

Answer Choices

- *Program/Course Availability*
- *Student Preparedness for 4- Year Colleges*
- *Schedule (School and Work)*
- *Technology in the Classroom*
- *Faculty Availability*
- *Student Services (Health, Financial)*
- *Career Placement Services*
- *Condition of Facilities (Buildings and Grounds)*
- *Extra Curricular Opportunities*
- *Campus Access / Parking*
- *Other*

Students (Aggregate)

Program /Course Availability
Schedule (School & Work)
Student Preparedness for 4-Year Colleges

G. Student Survey

Q4. How can Saddleback College help students achieve their academic and career goals? Please prioritize the following:

Answer Choices

- *Increase availability and number of transfer courses*
- *Increase capacity (additional sections) to maxed out programs such as Nursing or career technical training programs*
- *Improve access to academic counselors and tutors*
- *Connect and build relationships to 4-year Colleges and Universities*
- *Other*

Students (Aggregate)

Increase availability and number of transfer courses

Increase capacity (additional sections) to maxed out programs such as Nursing or career technical training programs

Improve access to academic counselors and tutors

Q5. Please rank the following technologies according to how important they are to you as a student:

Answer Choices

- *Computers - Hardware*
- *Computers - Software*
- *PDA / Other Handheld Devices (excludes cell phones)*
- *Cell Phones*
- *Blackboard (or other e-Education platforms)*
- *Smartboards*
- *High Definition Projection*
- *Other*

Students (Aggregate)

Computers – Hardware

Computers – Software

Blackboard (or other e-Education Platform)

Q6. How can Saddleback College enhance state of the art technology? Please rank the following:

Answer Choices

- *Increase number of distance education courses*
- *Increase number of computer labs on campus*
- *Increase operational hours of computer labs on campus*
- *Increase tutors or lab technicians to support student needs*
- *Increase group study rooms/spaces on campus*
- *Improve campus Wi-Fi*
- *Increase charging stations on campus*
- *Encourage faculty use of technology*
- *Other*

Students (Aggregate)

Improve campus Wi-Fi

Increase operational hours of computer labs on campus

Increase number of computer labs on campus

G. Student Survey

Q7. How can Saddleback College enhance your academic experience? Please rank the following:

Answer Choices

- *Create outdoor study spaces*
- *Increase number of computer labs on campus*
- *Improve/enhance athletic facilities on campus*
- *Increase clubs or international services*

- *Cluster student services together (admissions, counseling, Bursar)*
- *Improve/enhance career placement*
- *Other*

Students (Aggregate)

Improve/enhance career placement
Increase number of computer labs on campus
Create outdoor study spaces

FACILITIES (BUILDINGS & GROUNDS)

Q8. How do you arrive on campus daily?

	Percent	Count
Public transportation	2.9%	23
Personal vehicle – alone	79.1%	633
Carpool	5.0%	40
Bicycle	0.3%	2
Dropped Off	3.3%	26
Other (please specify)	9.5%	76

Q9. How much time do you spend time on campus beyond attending classes?

	Percent	Count
None	39.5%	314
1-5 Hours	46.7%	371
6-10 Hours	8.9%	71
11-15 Hours	1.8%	14
16-20 Hours	1.3%	10
20+ Hours	1.8%	14

G. Student Survey

Q10. What facilities on campus require improvement? Please prioritize the following:

Answer Choices

- *Parking (quantity)*
- *Parking (location)*
- *Food service facilities*
- *Restroom facilities (conditions)*
- *Restroom facilities (quantity)*

- *Athletics facilities (buildings)*
- *Athletics facilities (fields)*
- *Classrooms/labs*
- *Social areas - lounges/study rooms*
- *Other*

Students (Aggregate)

Parking (quantity)
Parking (location)
Classrooms/labs

Q11. Are student services (admissions, counseling, Bursar, etc.) easy to find and use?
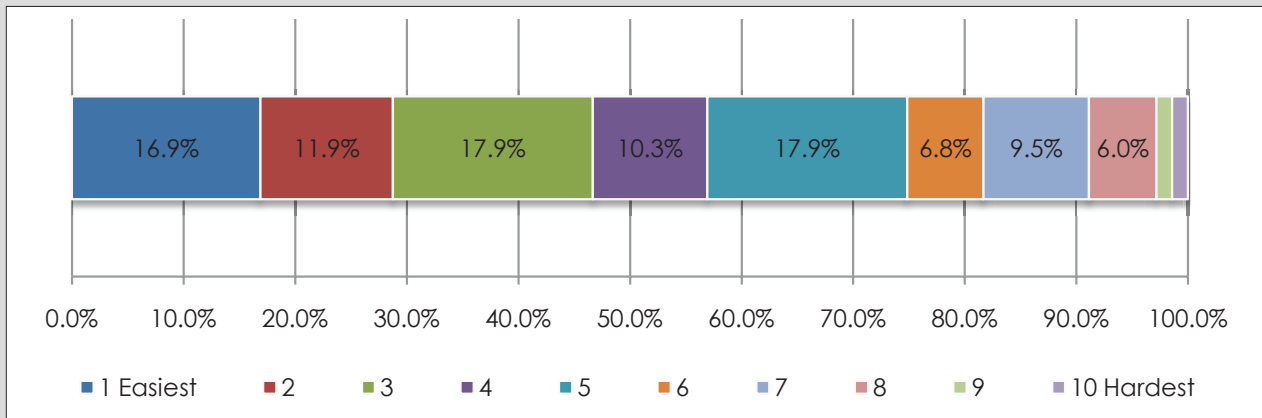
Q12. What should be improved regarding student services? Please prioritize the following:

Answer Choices

- *Location*
- *Proximity to each other*
- *Size*

- *Privacy*
- *Access to computers/scanners/printers*
- *Other*

Students (Aggregate)

Proximity to each other
Size
Location

G. Student Survey

Q13. Would you spend time on campus beyond attending classes with enhanced amenities?

	Percent	Count
Yes	65.90%	489
No	34.10%	253

Q14. What amenities would enhance your "on campus" experience? Please prioritize the following:

Answer Choices

- *Create outdoor gathering spaces*
- *Enhance landscape/shading on campus*
- *Improve pedestrian circulation through campus*
- *Enhance or increase food service on campus*

- *Accessibility to Building and Grounds*
- *Safety*
- *Other*

Students (Aggregate)

Enhance or increase food service on campus
Create outdoor gathering spaces
Improve pedestrian circulation through campus

Q15. What other features would enhance your "on campus" experience? Please prioritize the following:

Answer Choices

- *Environmental/sustainable planning*
- *Modernized academic buildings*
- *Campus shuttle*
- *Campus Lighting*

- *Amphitheatre in the Quad*
- *Signage and graphics*
- *Other*

Students (Aggregate)

Modernize academic buildings
Campus lighting
Environmental/sustainable planning

H. Employee Survey

The Education & Facilities Master Plan Employee Survey was developed by gkkworks in conjunction with college governance groups. The survey was administered online. Emails were sent to the Saddleback College employees. The purpose of the survey is a tool to gather additional information to be used in conjunction with information gathered through institutional research, campus focus group interviews and a serious of presentation and workshops conducted throughout the 2010-2011 academic year.

Total Number of Started Surveys: 250
Total Number of Completed Surveys: 180 (72%)

GENERAL INFORMATION

Q1. Please check the box that best describes you:		
	Percent	**Count**
Administrator/Manager	9.6%	24
Faculty - Full Time	37.6%	94
Faculty – Part Time	19.6%	49
Classified Staff – Full Time	28.0%	70
Classified Staff – Part Time	4.8%	12
Other (please specify)	0.4%	1

PROGRAM & SERVICES

Q2. During the campus focus group discussions, a number of challenges to community college education were identified. Please rank the following items according to which you think are the most important to address at the college:

Answer Choices

- Campus Access/Parking
- Campus Environment (Buildings and Grounds)
- Career Placement Services
- Condition of Facilities (Buildings and Grounds)
- Extra Curricular Opportunities
- Faculty Availability (Part-time)

- Program/Course Availability
- Schedule (School and Work)
- Student Preparedness for 4-Year Colleges
- Student Services (Health, Financial)
- Technology in the Classroom
- Other

Employees (Aggregate)

Condition of Facilities (Buildings & Grounds)
Program/Course Availability
Student Preparedness for 4-Year Colleges

H. Employee Survey

Administrator/Manager	Faculty (FT & PT)	Classified Staff (FT & PT)
Condition of Facilities (Buildings & Grounds) Other* Student Preparedness for 4-Year Colleges	Program/Course Availability Condition of Facilities (Buildings & Grounds) Student Preparedness for 4-Year Colleges	Condition of Facilities (Buildings & Grounds) Student Preparedness for 4-Year Colleges Campus Environment (Buildings & Grounds)

*Other Responses:

- *Expansion of Facilities*
- *Athletic facilities*
- *Accessibility*
- *Facilities, facilities, facilities*

- *Technology in Student Services*
- *Admissions and Counseling*
- *Student Success*
- *Equipment Updated*

Q3. During the Master Plan discussions, technology was identified as a vital part of daily life on the campus. Please rank the following aspects of technology as you see their importance for the future of the college:

Answer Choices

- *Blackboard (or other e-Education platforms)*
- *Cell Phones*
- *Classroom Computers - Hardware and Software*
- *High Definition Projection*
- *Integrated Information Systems for Administrative and Service Purposes*

- *PDA / Other Handheld Devices (excludes cell phones)*
- *State of the Art Classrooms (including Smartboard technology)*
- *Other*

Employees (Aggregate)
Classroom Computers – Hardware & Software State of the Art Classrooms (including Smartboard technology) Blackboard (or other e-Education platforms)

Administrator/Manager	Faculty (FT & PT)	Classified Staff (FT & PT)
Blackboard (or other e-Education platforms) Integrated Information Systems for Administrative & Service Purposes Classroom Computers – Hardware & Software	Classroom Computers – Hardware & Software State of the Art Classrooms (including Smartboard technology) Blackboard (or other e-Education platforms)	Classroom Computers – Hardware & Software State of the Art Classrooms (including Smartboard technology) Blackboard (or other e-Education platforms)

H. Employee Survey

Q4. How can Saddleback College enhance state of the art technology to meet the needs of instructional and student services? Please prioritize the following:

Answer Choices

- *Increase number of distance education courses*
- *Increase number of computer labs on campus*
- *Increase operational hours of computer labs on campus*
- *Increase tutors or lab technicians to support student needs*

- *Increase group study rooms/spaces on campus*
- *Improve campus Wi-Fi*
- *Increase charging stations on campus*
- *Encourage faculty use of technology*
- *Other*

Employees (Aggregate)

Increase tutors or lab technicians to support student needs
Increase number of computer labs on campus
Increase operational hours of computer labs on campus

Administrator/Manager	Faculty (FT & PT)	Classified Staff (FT & PT)
Encourage faculty use of technology Increase operational hours of computer labs on campus Increase number of distance education courses	Increase tutors or lab technicians to support student needs Increase number of computer labs on campus Increase operational hours of computer labs on campus	Increase number of computer labs on campus Encourage faculty use of technology Increase tutors or lab technicians to support student needs

Q5. How can Saddleback College help students achieve their academic and career goals? Please rank the following:

Answer Choices

- *Increase availability and number of transfer courses*
- *Increase capacity (additional sections) to maxed out programs such as nursing or other career technical training programs*
- *Improve access to academic counselors and tutors*

- *Connect and build relationships to 4-year Colleges and Universities*
- *Enhance or improve career services*
- *Other*

Employees (Aggregate)

Increase availability and number of transfer courses
Increase capacity (additional sections) to maxed out programs such as nursing or other career technical training programs
Improve access to academic counselors and tutors

H. Employee Survey

Administrator/Manager	Faculty (FT & PT)	Classified Staff (FT & PT)
Increase availability and number of transfer courses	Increase availability and number of transfer courses	Increase capacity (additional sections) to maxed out programs such as nursing or other career technical training programs
Improve access to academic counselors and tutors	Improve access to academic counselors and tutors	Increase availability and number of transfer courses
Connect and build relationships to 4-Year Colleges & Universities	Increase capacity (additional sections) to maxed out programs such as nursing or other career technical training programs	Connect and build relationships to 4-Year Colleges & Universities

Q6. How can Saddleback College ensure high quality of classroom instruction for students? Please prioritize the following:

Answer Choices

- *Offer faculty and staff training to develop and support new teaching methodology*
- *Increase technology training for faculty and staff*
- *Increase technologically advanced course offerings for students (multimedia, etc.)*
- *Provide smart classrooms (computer presentation and recording capabilities)*

- *Provide classrooms with "Smartboards"*
- *Standardize class sizes*
- *Offer more classes in core subjects*
- *Consider integration of academic subjects*
- *Other*

Employees (Aggregate)

Offer faculty and staff training to develop and support new teaching methodology
Increase technology training for faculty and staff
Provide Smart classrooms (computer presentation and recording capabilities)

Administrator/Manager	Faculty (FT & PT)	Classified Staff (FT & PT)
Offer faculty and staff training to develop and support new teaching methodology	Offer faculty and staff training to develop and support new teaching methodology	Increase technology training for faculty and staff
Offer more classes in core subjects	Increase technology training for faculty and staff	Increase technologically advanced course offerings for students (multimedia, etc.)
Increase technology training for faculty and staff	Provide Smart classrooms (computer presentation and recording capabilities)	Offer faculty and staff training to develop and support new teaching methodology

H. Employee Survey

FACILITIES (BUILDINGS & GROUNDS)

Q7. How do you arrive on campus daily?

	Percent	Count
Public transportation	0.0%	0
Personal vehicle – alone	94.4%	168
Carpool	3.9%	7
Bicycle	0.6%	1
Dropped Off	0.6%	1
Other (please specify)	0.6%	1

Q8. What facilities on campus require improvement? Please prioritize the following:

Answer Choices

- *Parking (quantity)*
- *Parking (location)*
- *Food service facilities*
- *Restroom facilities (conditions)*
- *Restroom facilities (quantity)*

- *Athletics facilities (buildings)*
- *Athletics facilities (fields)*
- *Classrooms/labs*
- *Social areas - lounges/study rooms*
- *Other*

Employees (Aggregate)

Classrooms/labs
Parking (quantity)
Food service facilities

Administrator/Manager	**Faculty (FT & PT)**	**Classified Staff (FT & PT)**
Classrooms/labs	Classrooms/labs	Classrooms/labs
Restroom facilities (conditions)	Parking (quantity)	Food service facilities
Social areas – lounges/study	Parking (location) -&- Other*	Restroom facilities (conditions)

*Other Responses:

- *Football Stadium*
- *Need permanent transfer center*
- *Provide a permanent Transfer center*
- *Need a permanent transfer center*
- *Competent, helpful security*
- *Each building should have an area where the student can eat*
- *N/A*

- *Grounds keeping (weeds removed, landscape improved)*
- *Additional dance and fitness facilities*
- *Test proctoring dedicated and centrally located spaces*
- *Signage*
- *Part time faculty space Science and Building (Everything)*

H. Employee Survey

*Other Responses:

- *Science and Building (Everything)*
- *Our evening students are very badly served.*
- *Art Department Facility in Fine Arts (condition & quality)*
- *Improve outdoor spaces such as quad with more seating*
- *Enforce parking policies (ticket students who park in faculty lots)*
- *Renovate a gym facility*
- *There needs to be gathering spots in the main quad - fountain, benches, patio covers with seating. The only seating is in the smoking area next to the buildings.*
- *Student conference rooms would be nice. It would be nice to have some place to invite outside speakers from other universities and industry to discuss transfer options*

and career options as well as provide tips for student success. These facilities should be local to each division and the orientation of the room should be flexible - either tables and chairs or just chairs -- with options for snacks and drinks. Again, our students need help in finding a direction we can facilitate this by informing them and encouraging them to network. If students feel more of a sense of community with their colleagues they are more likely to stay in college -- it builds a natural support system.

- *Technology*

Q9. Are student services (admissions, counseling, Bursar, etc.) easy to find and use?

13.7%	14.9%	19.3%	9.3%	16.8%	9.3%	8.1%	5.0%

0.0%   10.0%   20.0%   30.0%   40.0%   50.0%   60.0%   70.0%   80.0%   90.0%   100.0%

■ 1 Easiest ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10 Hardest
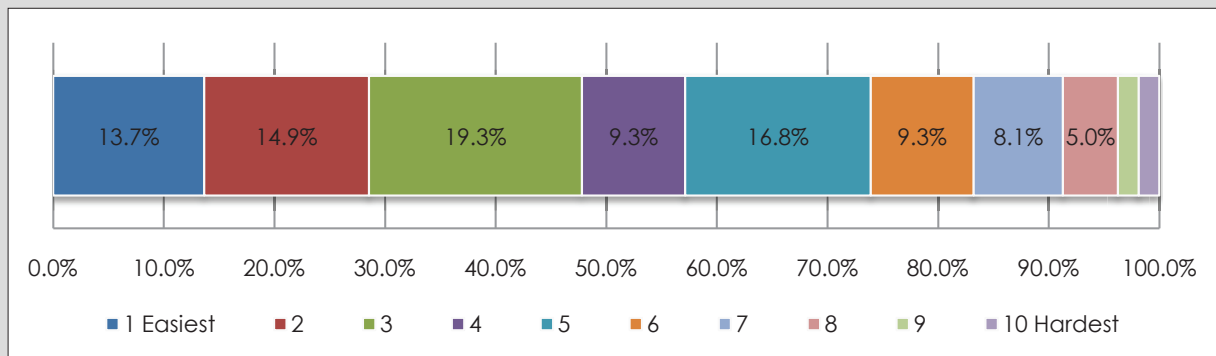
Q10. Does proximity student services to each other (admissions, counseling, Bursar, etc.) facilitate employee coordination?

19.7%	14.1%	14.1%	8.5%	20.4%	7.7%	4.9%	7.0%

0.0%   10.0%   20.0%   30.0%   40.0%   50.0%   60.0%   70.0%   80.0%   90.0%   100.0%

■ 1 Easiest ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10 Hardest
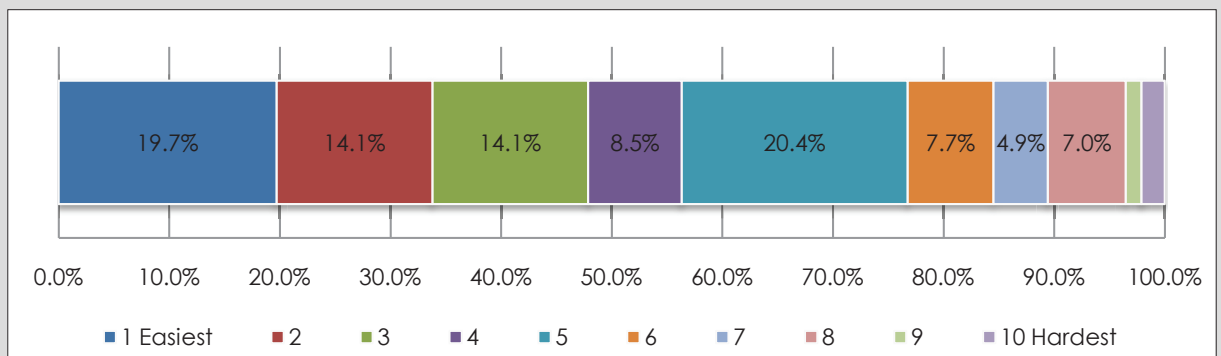
H. Employee Survey

Q11. What should be improved regarding student services? Please prioritize the following:

Answer Choices

- *Location*
- *Proximity to each other*
- *Size*
- *Privacy*

- *Access to computers/scanners/printers*
- *Access to shared electronic files*
- *Other*

Employees (Aggregate)

Access to computers/scanners/ printers
Proximity to each other
Location

Administrator/Manager	Faculty (FT & PT)	Classified Staff (FT & PT)
Proximity to each other	Location	Access to computers/scanners/ printers
Location	Size	Proximity to each other
Access to computers/scanners/ printers	Proximity to each other	Location
-&- Access to shared electronic files		

Q12. What amenities would enhance "on campus" experiences for students, faculty and staff? Please prioritize the following:

Answer Choices

- *Increased group study/meeting spaces*
- *Create outdoor gathering spaces*
- *Enhance landscape/shading on campus*
- *Improve pedestrian circulation through campus*
- *Enhance or increase food service on campus*

- *Enhance or increase club or international student facilities*
- *Accessibility to Building and Grounds*
- *Safety*
- *Other*

Employees (Aggregate)

Improve pedestrian circulation through campus
Increased group study/meeting spaces
Create outdoor gathering spaces

Administrator/Manager	Faculty (FT & PT)	Classified Staff (FT & PT)
Improve pedestrian circulation through campus	Increased group study/meeting spaces	Enhance or increase food services on campus
Increased group study/meeting spaces	Improve pedestrian circulation through campus	Improve pedestrian circulation through campus
Create outdoor gathering spaces	Create outdoor gathering spaces	Create outdoor gathering spaces

H. Employee Survey

Q13. What other features would enhance your "on campus" experience? Please prioritize the following:

Answer Choices

- *Environmental/sustainable planning*
- *Modernized academic buildings*
- *Close proximity of academic classrooms*
- *Improved or new athletic facilities*
- *Campus shuttle*

- *Campus lighting*
- *Amphitheatre in the Quad*
- *Signage and graphics*
- *Other*

Employees (Aggregate)

Modernized academic buildings
Environmental/sustainable planning
Close proximity of academic classrooms

Administrator/Manager	Faculty (FT & PT)	Classified Staff (FT & PT)
Modernize academic building	Modernized academic buildings	Modernized academic buildings
Environmental/sustainable planning	Environmental/sustainable planning	Close proximity of academic classrooms
Close proximity of academic classrooms	Close proximity of academic classrooms	Environmental/sustainable planning

Appendices

I. K-12 Education Questionnaire

1. *Please Check the Box that Best Describes You:*

☐ K-12 Administrator   ☐ K-12 Support Services (Counselor/Nurse/etc.)
☐ K-12 Faculty   ☐ K-12 Staff
☐ Other, Please indicate:

Answered Question	20	
Skipped Question	0	

K-12 Administrator	19	95.0%
K-12 Support Services (Counselor/Nurses/etc.)	0	0.0%
K-12 Faculty	0	0.0%
K-12 Staff	1	5.0%
Other, please indicate:	0	0.0%

2. *What do you see as major challenges in higher education today? (Check all that apply)*

☐ Program/Course Availability   ☐ Student Preparedness
☐ Class Availability/Schedule   ☐ Technology
☐ Cost of Education   ☐ Facilities (Condition, Age, Etc.)
☐ Other, Please indicate:

Answered Question	20	
Skipped Question	0	

Program/Course Availability	10	50.0%
Class Availability/Schedule	12	60.0%
Cost of Education	11	55.0%
Student Preparedness	9	45.0%
Technology	4	20.0%
Facilities (Condition, Age, Etc.)	3	15.0%
Other, Please indicate:	1	5.0%

Other:
1. Job readiness skills, job market awareness, career relevance

3. *How can Saddleback College partner with your institution to create better/more educational opportunities?*

Answered Question	17	
Skipped Question	3	

1. Dual admission program (dual enrollment at Saddleback and UCI, CSUF, or other University)
2. We are always interested and would like more articulation agreements/opportunities with Saddleback College.
3. More on campus visits by SC Staff; Guest instructors in our courses.
4. Come visit us and/or offer tours to the college e.g. fieldtrips
5. Info for students - market to them
6. Offering quasi-pure H.S. offerings (ensuring seats) - could even be fee based
7. Develop more articulation agreements of CTE
8. Already doing it! Create more space.
9. More outreach. More early college opportunities (similar to IVC program w/ El Toro)
10. Saddleback can work with schools to better educate parents and students about the higher level of expectations at the college level.
11. Continue accepting K-12 admissions. Bring CC to HS campus.

I. K-12 Education Questionnaire

12. More availability to high school students taking courses while in H.S. More sections and guidance so that H.S. students have an opportunity to try college courses. Transfer & Scholarship info.
13. Doing a great job already. Really appreciate the dual enrollment!
14. Continue to dialogue with our counseling department and college/career center.
15. Look to get high school faculty input on articulation.
16. Student preparedness, transfer info
17. Offer supplemental classes for students that are offered at local school sites.
18. Schedule classes for high school students during earlier hours 4-7 not 7-9 pm to make it possible for them to take either remediation or accelerated courses to enhance their high school program.

4. What should Saddleback College be doing to prepare for the needs of future high school graduates?

Answered Question   15
Skipped Question   5

1. Continue offering Programs that will lead the students to a University Program and career opportunities.
2. model/share what skills students will need to do/have in order to be successful at the college level.
3. co-curriculum enrollment
4. Technical Education
5. Investigate jobs of the future, skills needed and integrate into programs and ___
6. If K-12 is preparing students how we should the community college can focus on instruction.
7. Remedial support in mathematics and writing.
8. There should be more articulation with high school to both recruit and better prepare kids for college. Kids need to be more aware of what that readiness really means.
9. Highlight process to transfer from CC to universities. Stress financial aspects of CC to University path.
10. Communicating with H.S., sharing areas that could help H.S. students prepare i.e. common freshman issues, failed courses because..., what to expect, how to prepare C.C. and U.C plans.
11. More kids are graduating w/out practical Arts
12. Monitor what will be the employment opportunities in the future.
13. Career placement, CTE
14. Continued opportunities for students to attend classes at Saddleback for graduation credit.
15. Technology, technology, technology - integrate it in as many classes as possible.

5. Please indicate the visibility of Saddleback College in the K-12 Community.

☐ Prominent
☐ Very Visible
☐ Average
☐ Somewhat Visible
☐ Not Visible

Answered Question   20
Skipped Question   0

Prominent	4	20.0%
Very Visible	10	50.0%
Average	5	25.0%
Somewhat Visible	1	5.0%
Not Visible	0	0.0%

I. K-12 Education Questionnaire

6. *Please indicate the visibility of Saddleback College among K-12 Students.*

☐ Prominent
☐ Very Visible
☐ Average
☐ Somewhat Visible
☐ Not Visible

Answered Question	20	
Skipped Question	0	

Prominent	4	20.0%
Very Visible	11	55.0%
Average	4	20.0%
Somewhat Visible	1	5.0%
Not Visible	0	0.0%

7. *What can Saddleback College do to improve outreach or increase visibility with your students?*

Answered Question	15
Skipped Question	5

1. 1. Regular hours on campus - have an "advisor" or other SC rep be on our campus at regular scheduled hours. 2. If enrollment warrants - have a SC course taught by SC faculty on our campus during regular hours of our school.
2. Service projects such as campus beautification (garden projects) where college students receive credit in their field/area of interest
3. Love a campuses
4. Be on campus - what if you had classes offered at the HS sites? - WOW!
5. Have our teachers visit your campus and programs so they can be your best advocates
6. More visitations to introduce programs.
7. I would love to see a couple of classes be taught on our campus (---- ----). We have several students who take classes at Saddleback. School would be open to partner with Saddleback for classes in foreign language and science.
8. Doing well, Accept EAP scores. Get out to high schools and parents to promote value of programs vs. universities. Get transfer information/rates out so that students on border can see option.
9. Research opportunities for students in the summer as well as winter and spring breaks. Connect college ASB leaders with H.S. ASB leaders. Host leadership activities for local H.S. students (and elem).
10. Text, tweet, facebook
11. Do presentations at our campus.
12. Student ambassadors out to campuses.
13. More campus visits.
14. Site visits and presentations to students and staff.
15. I think the Admissions desk could to more to guide the high school students through the enrollment process especially the need to have pre-requisites approved before they are able to sign up for a class. This has been an issue for our students.

8. *What can Saddleback College do to improve student familiarity with services such as financial aid, counseling, etc.?*

Answered Question	11
Skipped Question	9

1. See Above [1. Regular hours on campus - have an "advisor" or other SC rep be on our campus at regular scheduled hours. 2. If enrollment warrants - have a SC course taught by SC faculty on our campus during regular hours of our school.]

2. Parent info meetings that start in the student's junior year of high school
3. Provide info to guidance officers
4. Access! Be on site. Current focus is strong and adequate.
5. workshops on HS campuses
6. Continue to visit campus as you currently do, but make an advisor and financial aid advisor available on campus in late April or early May to enroll/advise students who have the reality of knowing they will attend Saddleback the following year.
7. Information is adequate - look at delivery methods. Webcasts explaining services, campus, location, etc.
8. Host a summer play made up of the best H.S. thespians (like an All-Star Team). Migh also work for M. School kids.
9. Again, outreach with the counseling staff. If they are aware of what services are available, they will pass it on to the students.
10. Increased outreach, student ambassadors serving as models.
11. Better online communication.

9.   *In the next 5 years, what programs and services should Saddleback College consider developing?*

Answered Question   10
Skipped Question   10

1. Develop a tutoring outreach program to elem/middle school students. How impressionable and impactful it would be for students if they received one-on one help from college students or staff.
2. Intervention program support at HS ___. Get kids involved at sit working hand in hand w/ at risk HS students.
3. Green Tech, new communications
4. Career/Tech opportunities.
5. I believe that Saddleback should work closely with high schools on helping students with career goals. There should be a relationship in which students at high school can participate in pre-certificate programs that can provide them experience and training in career objectives. Exposure could help provide focus for many students.
6. College classes on HS campus, midday / evening.
7. More opportunities for high school partnerships. Lab classes would really help High School Art
8. Look at what new majors are being developed at the universities and provide lead up to those.
9. Transfer, Honors.
10. More outreach to middle school level.

10. *Any Additional Comments:*

Answered Question   5
Skipped Question   15

1. Thank you for today - very informative.
2. Overall, SC provides a valuable service to the community and its local high schools.
3. Comment Removed - Contact Information Provided
4. For this breakfast, include transfer info. Have State Univ College reps to talk about preparation and student issue in transferring, scholarship areas, etc.
5. The perception is that Saddleback is an incredible option for graduates to begin their college experience.

Appendices

J. Business and Community Questionnaire

1. Please Check the Box that Best Describes You.

☐ Business Owner   ☐ Hiring Manager/Supervisor
☐ Community Member   ☐ Workforce Development Rep
☐ Other, Please Indicate Title

Answered Question	11	
Skipped Question	0	

Business Owner	5	45.5%
Community Member	2	18.2%
Hiring Manager/Supervisor	2	18.2%
Workforce Development Rep	0	0.0%
Other, please indicate:	3	27.3%

Other:
1. VP Public Affairs/Communications
2. Bookstore Manager
3. Author

2. What do you see as major challenges in higher education today? (Check all that applies)

☐ Program/Course Availability   ☐ Student Preparedness
☐ Class Availability/Schedule   ☐ Technology
☐ Cost of Education   ☐ Facilities (Condition, Age, Etc.)
☐ Other, Please indicate:

Answered Question	11	
Skipped Question	0	

Program/Course Availability	6	54.5%
Class Availability/Schedule	3	27.3%
Cost of Education	6	54.5%
Student Preparedness	3	27.3%
Technology	3	27.3%
Facilities (Condition, Age, Etc.)	5	45.5%
Other, Please indicate:	0	0.0%

3. How can Saddleback College partner with your institution to create educational opportunities and a well trained workforce?

Answered Question	7	
Skipped Question	4	

1. As an architect - prepare students to transfer to professional program.
2. We already give a small scholarship to a female write or artist and provide mentors as well.
3. We are encouraging professors to partner with us at the bookstore to make their titles "rental-eligible". We are doing our utmost to lower bookstore costs for the students.
4. 1. Writing skills 2. Communication skills 3. Critical thinking skills 4. Eliminate sense of entitlement
5. Law firm.
6. Survey needs of business - not just what's available in the job market but what's on the horizon. Direct involvement in key business and industry groups by college leadership.
7. Internship Programs, Job Placement for Seasonal Jobs

J. Business and Community Questionnaire

4. *What should Saddleback College be doing to prepare students entering the workforce?*

Answered Question   6

Skipped Question   5

1. Integrate problem visualization skills. Thinking holistically.
2. Not only provide them with great theory but real world situations.
3. English skills are required for these young people. I.M. and email communication has degraded their abilities to communication. We will only place good communicators in front of our clients.
4. Fundamentally "How to go to Work" skills - dress, attendance, punctuality, group skills, etc.
5. Continue to train and educate combined with instilling good writing and verbal communication skills.
6. Require students to attend, in their final year, a seminar on how to interview and present themselves to employers, teach how to network for jobs, encourage a focus in a discipline.

5. *Please indicate the visibility of Saddleback College in the Business Community.*

☐ Prominent
☐ Very Visible
☐ Average
☐ Somewhat Visible
☐ Not Visible

Answered Question   10

Skipped Question   1

Prominent	2	20.0%
Very Visible	3	30.0%
Average	3	30.0%
Somewhat Visible	2	20.0%
Not Visible	0	0.0%

6. *What linkages should Saddleback College have or create with the Business Community (e.g. Job Placement Programs, Basic Skills, Professional Development, etc.)?*

Answered Question   6

Skipped Question   5

1. Continuing for maturing professionals.
2. Special programs w/major business in area
3. I think job placement programs and professional development programs (at least their availability) are invaluable to students.
4. Intern programs initially followed up by job placement programs (computer skills, writing skills).
5. All of the above as well as direct contact and communication to insure top-of-mind awareness of the college's capabilities and willingness to create specific courses and study to meet specific needs.
6. All of the above and student internships.

Appendices

J. Business and Community Questionnaire

> **7. What can Saddleback College do to improve outreach or increase visibility within the Community?**
>
> Answered Question   5
> Skipped Question   6
>
> 1. Social media, career/recruiting activities, student/job __, interface with professional societies.
> 2. Visit with each "target" business.
> 3. For your economic and workforce development - perhaps you can look into [expanding programs] in Ventura County... Give real life experience and give students opportunities to consider.
> 4. Develop a cache of students, faculty and staff to show up at strategically available, high-visibility events. This cache should pursue leadership in key community and civic groups. Speaker's Bureau.
> 5. Earned media? Expand the "President's Advisory Council" - Target local employers.

> **8. In the next 5 years, what programs and services should Saddleback College consider developing?**
>
> Answered Question   3
> Skipped Question   8
>
> 1. Green tech and sustainable environmental practices.
> 2. Use the talent and expertise of Laguna Woods Village residents (all senior citizens) as guest speakers or teacher for a day to inspire students and make the residents feel validated and perhaps happy to donate $.
> 3. Continue to expand alumni department.

> **9. Any Additional Comments:**
>
> Answered Question   2
> Skipped Question   9
>
> 1. Lovely campus, great food, fabulous staff, brilliant students
> 2. Keep up the great work!

K. References and Resources

Documents

- 2006 California Community Colleges System Strategic Plan, Education and the Economy: Shaping California's Future Today
- 2010 Report 17 (Space Inventory Report)
- Advance Technology & Education Park, Site/Use Development Plan 2006
- California Postsecondary Education Commission's Report 07-04, College-Going Rates: A Performance Measure in California's Higher Education Accountability Framework
- California Postsecondary Education Commission's Report 11-02, College Costs and Family Income: The Affordability Issues at UC and CSU
- Economic Outlook and Forecasts – The Nation, Southern California and Orange County, California State University, Fullerton, Institute for Economic and Environmental Studies
- Evaluation of the Economic Potential of Career Education and Training Programs, Wallace Walrod
- OCBC Comprehensive Economic Development Strategy, Orange County 2008 – 2013

- OCBC Occupation Report, 2007
- OCBC Orange County 2010 Community Indicators
- OCBC Orange County Workforce 2008 – 2009 Special Section: Industry Clusters
- OCBC Workforce Indicators Report 2009 - 2010
- Saddleback College Visiting Team Report on Student Services, May 2010
- Saddleback College, Education Resource Plan 2006
- South Orange County Community College District Five Year Construction Plan
- South Orange County Community College District, 2006 Facilities Master Plan
- South Orange County Community College District, Advanced Technology & Education Park, Long-Range Academic Plan, November 2008
- System Strategic Plan 2008 Implementation
- US Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates

Agencies

- California Community College Chancellor's Office – Facilities Planning Unit
- California Department of Finance
- California Employment Development Department & Bureau of Labor Statistics
- California Post Secondary Education Commission (CPEC)
- Irvine Valley College
- Orange County Business Council

- Orange County, California
- Saddleback College
- San Diego Association of Governments (SANDAG)
- South Orange County Community College District
- Southern California Association of Governments (SCAG)
- The California State University
- U.S. Bureau of Labor Statistics
- U.S. Census Bureau
- University of California, Office of the President

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