

12 Measures of Success



SANTA ANA COLLEGE • SANTIAGO CANYON COLLEGE

RSCCD Research Department February 2014

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Readers' Summary

RSCCD staff, faculty, and Board members use this report to annually assess institutional effectiveness. Using a sample of standard measures typically employed to describe the effectiveness of community colleges and their programs, this report includes quantitative data to monitor the quality of the district as a whole and of each of its two colleges. Additionally, the district maintains qualitative data and other processes as means to ensure excellence.

- Both colleges successfully strive to provide **access** and enrollment to diverse students representative of their communities. (p.1)
- **More than one-third** of the Santa Ana U.S.D. high school graduates enroll at SAC while about a fifth of the Orange U.S.D. graduates enroll at SCC. (p. 2)
- About three-fourths of course enrollments result in successful course completion. (p. 3)
- **Course retention** rates are very slightly improved. (p.4)
- The number of degrees and certificates awarded at both colleges increased significantly. The School of Continuing Education began awarding certificates of completion in a variety of programs. (p. 7 and 8)
- Both colleges show increases in **transfers** to both UC and private over the prior year. (p. 9)
- **Student satisfaction** survey results show that students are generally pleased with their experiences at SAC and SCC. (p. 10)
- Students were asked to self rate core competencies/student learning outcomes identified by faculty in a variety of general education areas. Both SAC and SCC students rated their skills attainment satisfactory. (p. 11)
- The number of students who matriculate to credit coursework from **SAC's continuing education program** has increased while **SCC's continuing program** continues to decline. (p. 12)
- **Students enrolled in vocational** coursework at RSCCD colleges out-perform vocational students statewide in the areas of gaining and retaining employment. (p. 13)
- Overall, RSCCD employees are increasingly **diverse in ethnicity**. (p. 15)
- Ending balance has increased very slightly over prior year. (p.16)
- **Income** from districtwide grants decreased but college grants increased slightly. (p. 17)
- **Financial aid** to SAC students has slightly decreased while financial aid to SCC students has slightly increased this year compared to prior year. (p. 18)

#1 ACCESS TO STUDENTS: Enrollment and Community Population

Comparison of ethnic group representation in the service area and credit and continuing education student populations.

<u>RSCCD</u>

- The RSCCD service area population is approximately 768,000 (U.S. Census 2010)
- 25,138 students were enrolled in credit coursework at RSCCD in Fall 2013

The SAC service area population is

coursework at SAC in Fall 2013

approximately 515,000 (U.S. Census

18,164 students were enrolled in credit

10,050 students were enrolled in non-

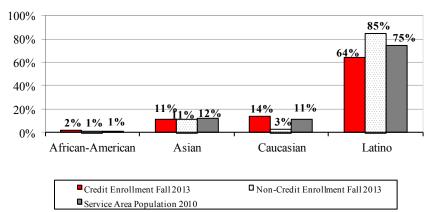
credit coursework at SAC in Fall 2013

• 14,931 students were enrolled in non-credit coursework at RSCCD in Fall 2013

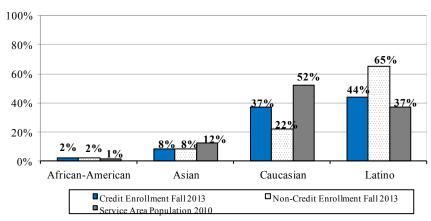
100% 80% 71% 58% 60% 60% 40% 21% 1% 20% 10% <u>12%</u> 9% 2% 1%1% 0% African-American Asian Caucasian Latino Credit Enrollment Fall 2013 Non-Credit Enrollment Fall 2013 Service Area Population 2010

Ethnic Distributions

Ethnic Distributions



Ethnic Distributions



SCC

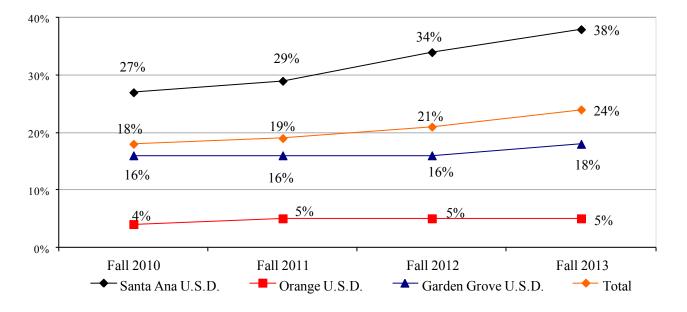
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SAC

2010)

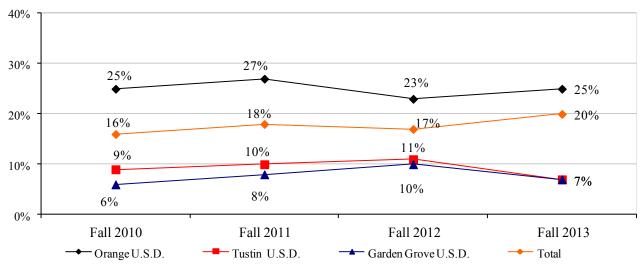
- The SCC service area population is approximately 253,000 (U.S. Census 2010)
- 8,978 students were enrolled in credit coursework at SCC in Fall 2013
- 4,881 students were enrolled in non-credit coursework at SCC in Fall 2013

#1 ACCESS TO STUDENTS: Percentage of Feeder High School Graduates Enrolled as New Freshmen

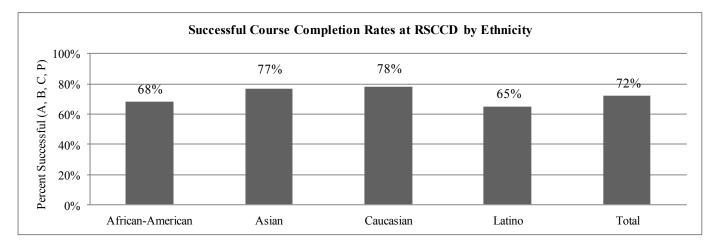


% of New HS Graduates enrolled at SAC

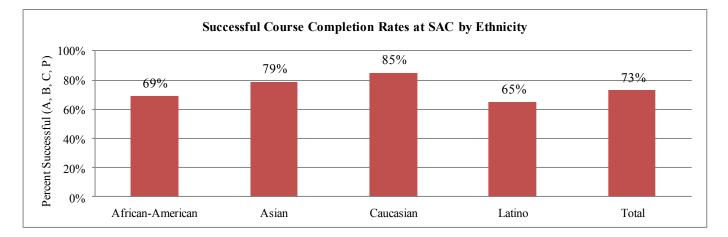
% of New HS Graduates enrolled at SCC

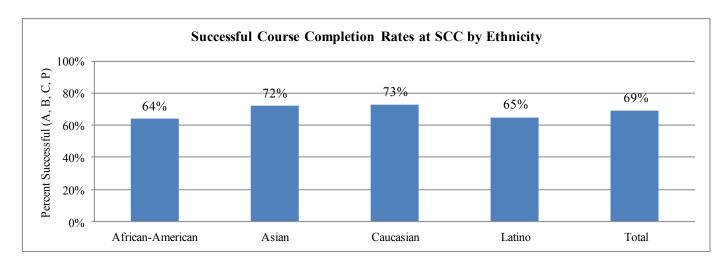


#2 successful course completion

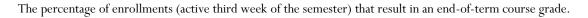


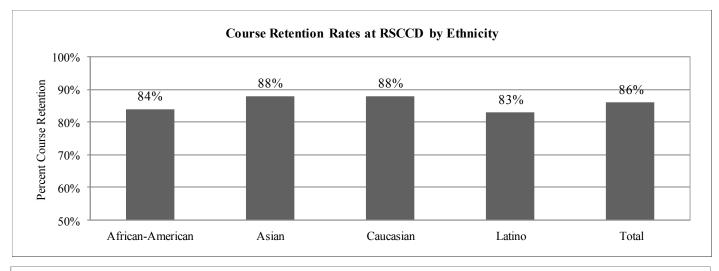
The ratio of the number of courses that students successfully complete (A, B, C, P) to the number of courses in which students are actively enrolled the third week of the semester.



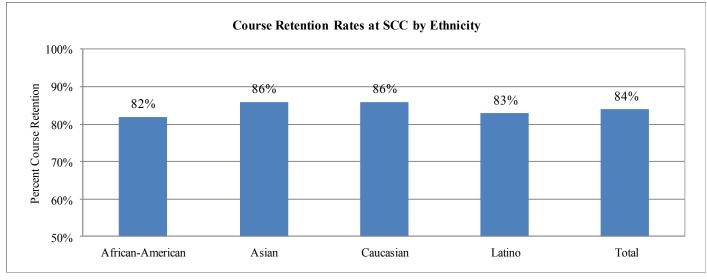


#3 COURSE RETENTION

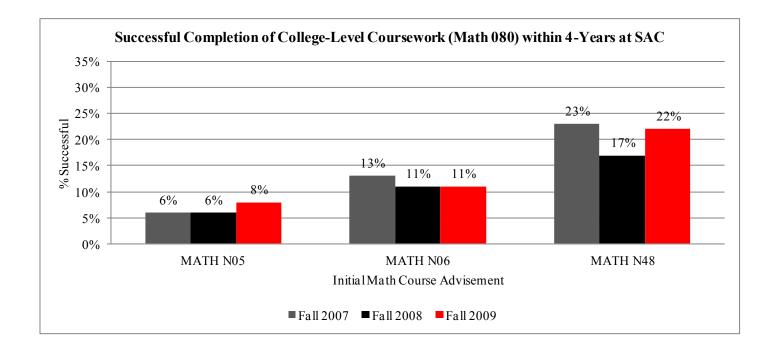


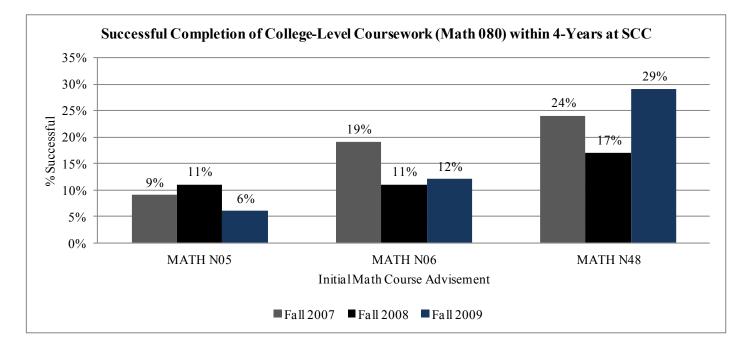


Course Retention Rates at SAC by Ethnicity 100% 91% Percent Course Retention 88% 90% 86% 84% 83% 80% 70% 60% 50% Asian Latino Total African-American Caucasian

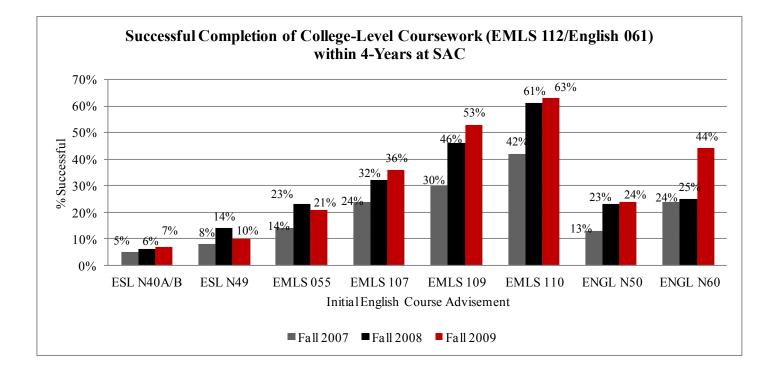


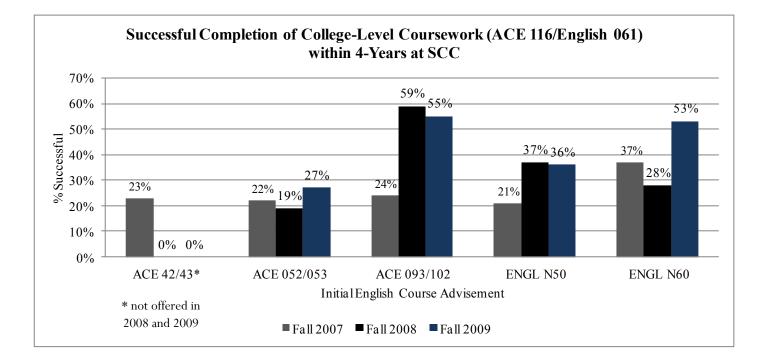
#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK WITHIN 4 YEARS BY STUDENTS ENROLLED IN REMEDIAL MATH

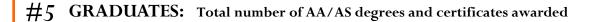


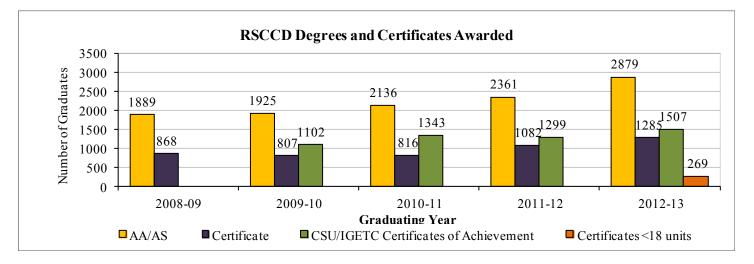


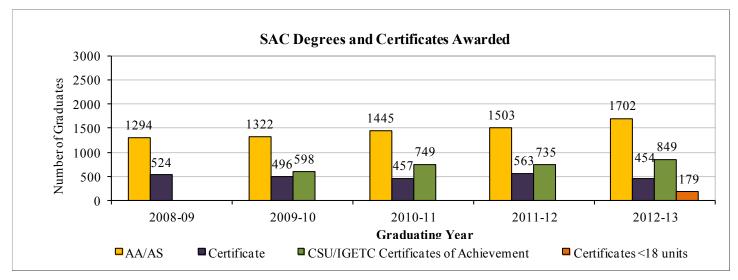
#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK WITHIN 4 YEARS BY TEST-TAKERS WITH REMEDIAL SCORES

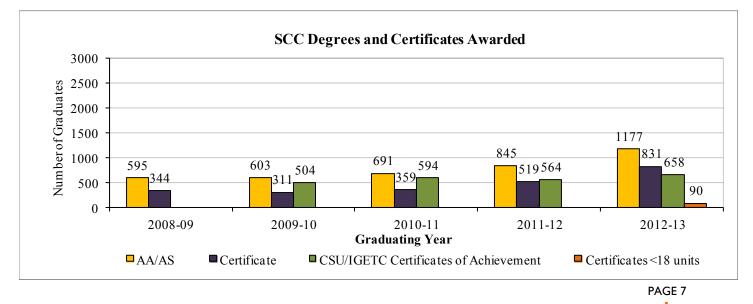




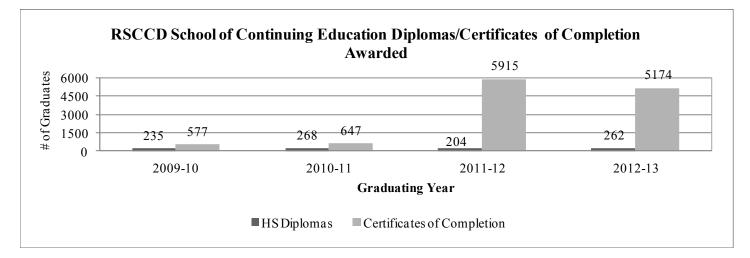


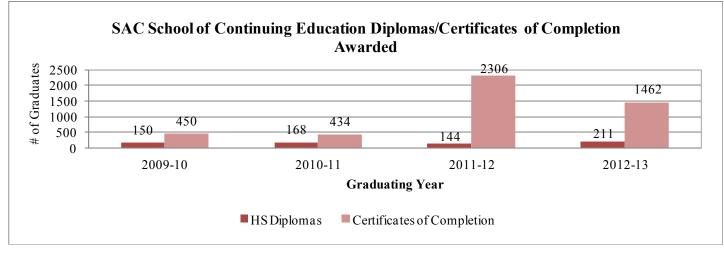


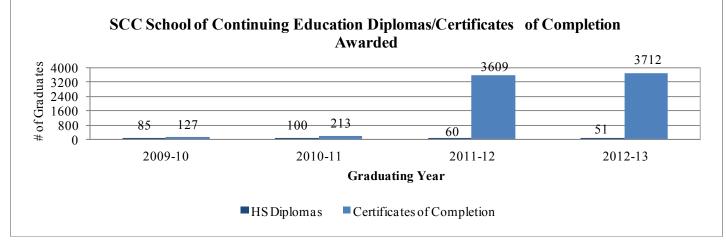




#5 GRADUATES: Total number of high school diplomas and certificates of completion awarded by the School of Continuing Education.



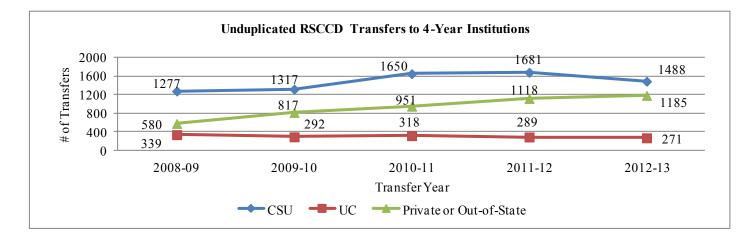


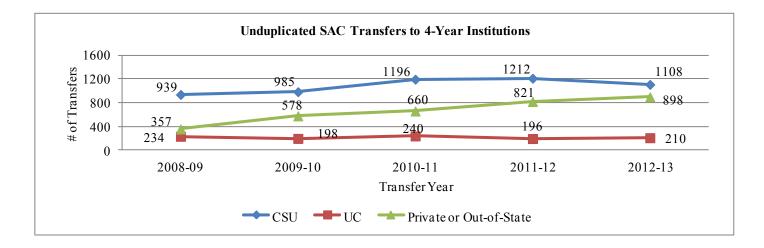


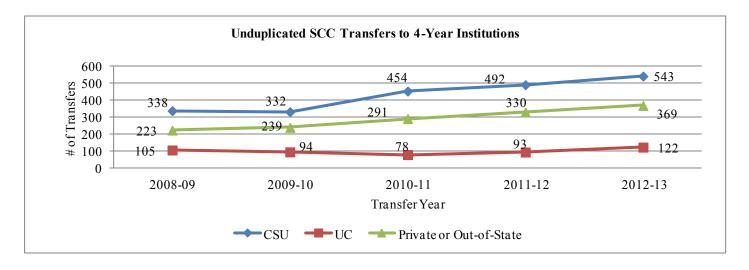
* In 2011, the colleges were granted final approval from the Chancellor's Office to award certificates of completions for a variety of programs. PAGE 8

#6 TRANSFERS TO FOUR-YEAR INSTITUTIONS

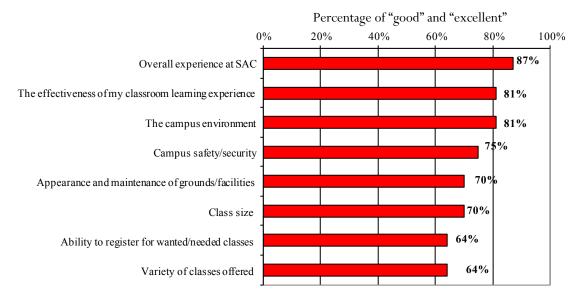
The number of students for whom records were found at four-year institutions the first semester after leaving RSCCD.





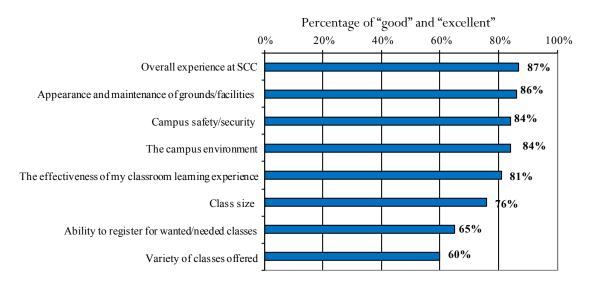


#7 STUDENT SATISFACTION: Student Assessment of the Colleges, Education, and Services



Student Satisfaction at SAC

Student Satisfaction at SCC



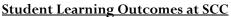
#7 STUDENT SATISFACTION: Colleges' Contributions To Knowledge and **Skills Student Learning Outcomes**



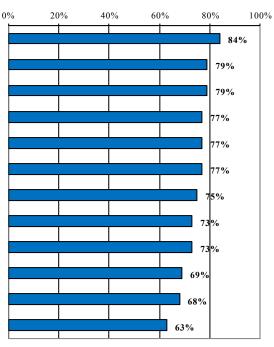
Core Competencies at SAC

Interact with others with integrity and awareness of others' opinions/values Write in an organized and grammatically correct fashion Think logically, solve problems, explain conclusions, and evaluate ideas Read effectively and analytically at the college level Understand ethical issues on the environment Understand ethical issues in order to make sound decisions and judgments Participate effectively in groups to make decisions and seek consensus Formulate original ideas and concepts and to integrate ideas Use college-level mathematical concepts and methods Demonstrate habits of intellectual and physical well-being Conduct research using printed material and computer technology Produce and respond to artistic and creative expression

Percentage of "good" and "excellent"

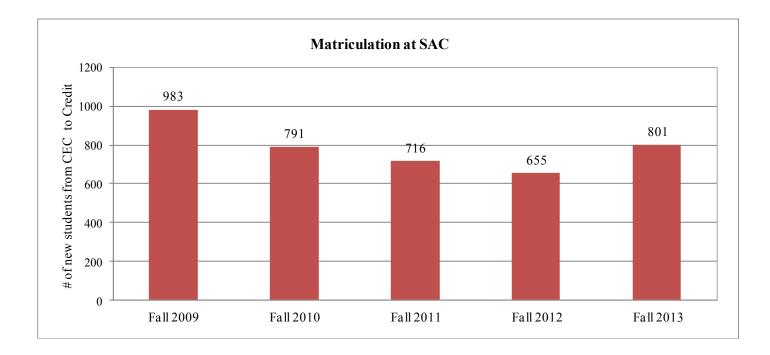


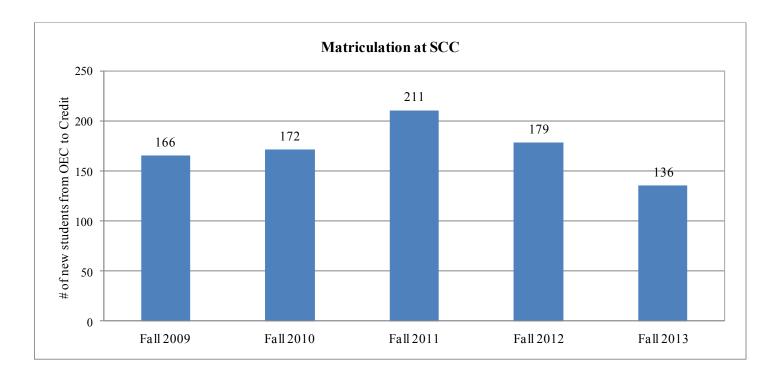
Take responsibility for one's own learning and well-being Act to maintain one's dignity and self-respect Be a responsible community member by treating others with respect, civility and dignity Critically analyze, evaluate, organize and use quantitative and qualitative data to solve problems Creatively use concepts to make learning relevant Reflectively assess one's values, assumptions, and attitudes Maintain cultural literacy, lifelong learning, and the environment Communicate ideas in a clear and articulate manner Communicate accurately to diverse audiences Communicate in various formats using diverse technology Learn about professional conduct and workplace ethics Learn about one's chosen academic major



Percentage of "good" and "excellent"

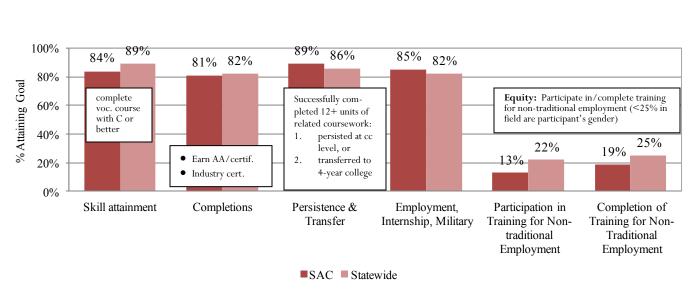
#8 MATRICULATION OF CONTINUING EDUCATION STUDENTS TO COLLEGE CREDIT COURSEWORK



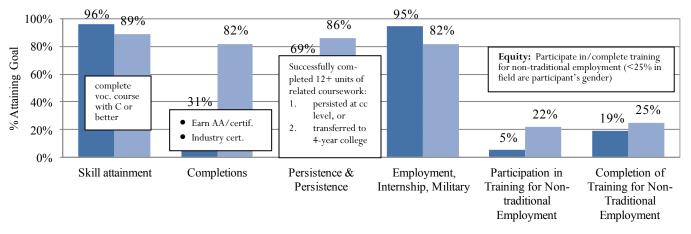


#9 VOCATIONAL TECHNICAL EDUCATION ACT (VTEA) CORE INDICATORS OF PERFORMANCE

Comparison of college performance to statewide community college performance on six "Core Indicators" established by the CCCCO to evaluate major areas of student performance in vocational programs. All indicators are based on 2013-14 data with the exception of training leading to non-traditional employment which is based on 2012-13, and track students up to **four** years.



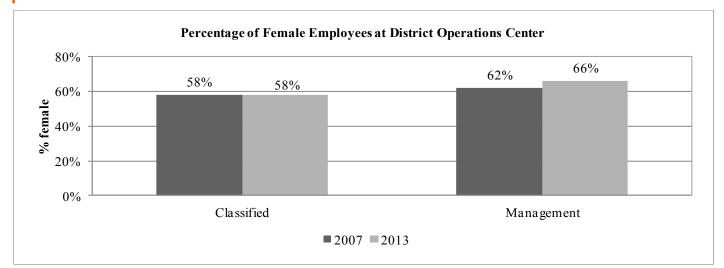
Performance at SAC

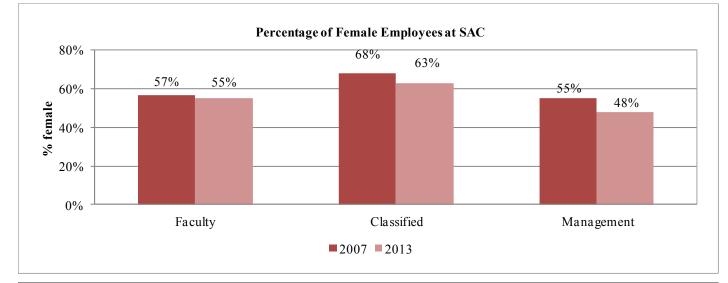


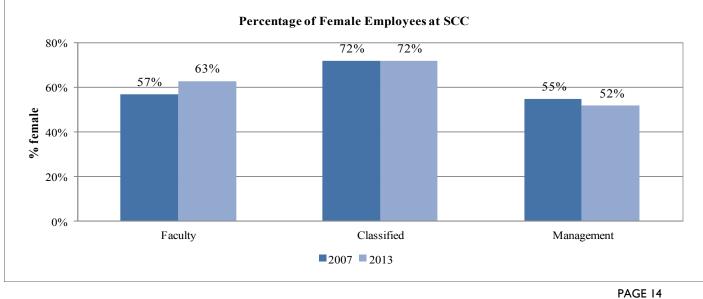
Performance at SCC

SCC Statewide

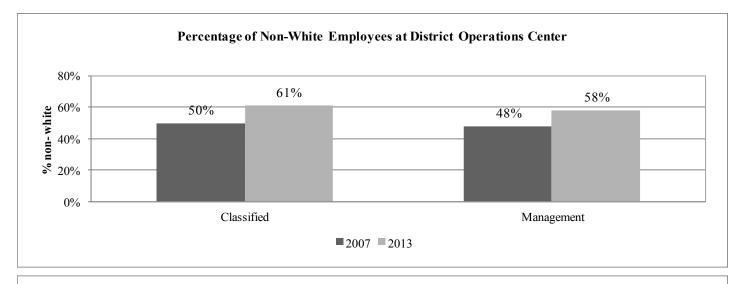
#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Gender

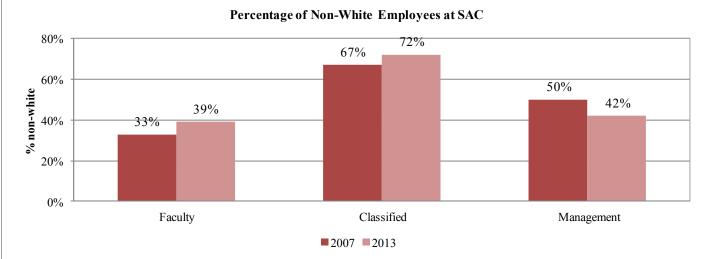


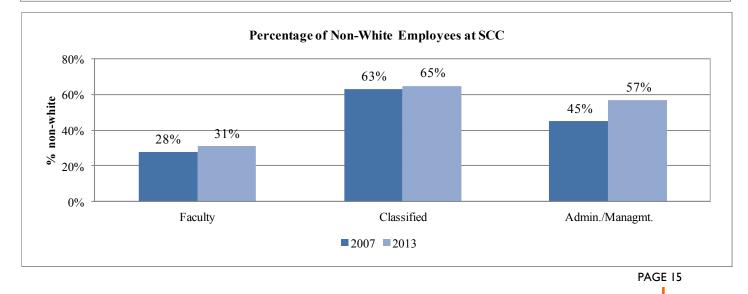




#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Ethnicity



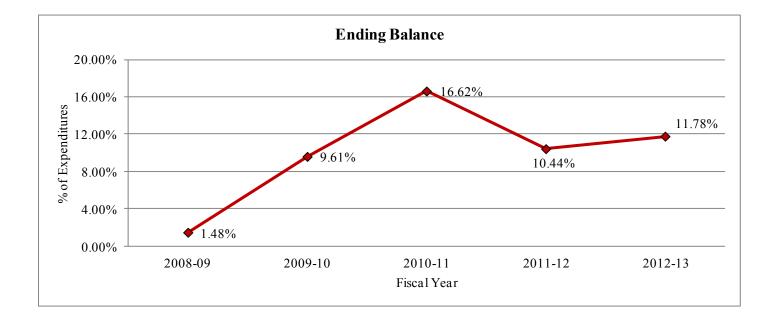




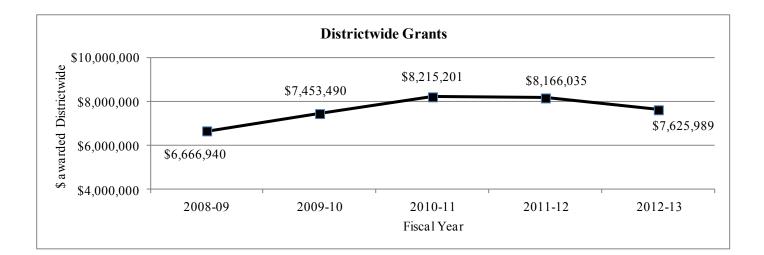
#11 FINANCIAL INDICATORS

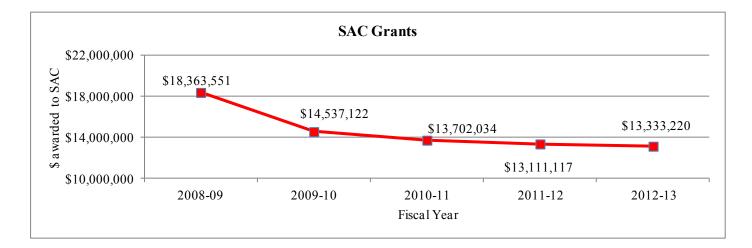
Ending Fund Balance - Cash set aside as prudent reserve for extraordinary expenditures (*excludes deferral)

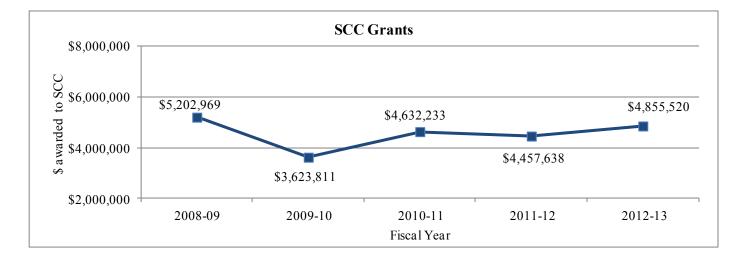
5% of Total Expenditures - The amount established by the State Chancellor's Office as a measure of financial wellbeing. (An unrestricted general fund reserve balance under 5% of total expenditures is a possible indication of financial problems.)



#12 RESOURCE DEVELOPMENT: Competitive and entitlement grants received







#12 RESOURCE DEVELOPMENT: Financial aid awarded to students

