

# ARCC 2012 Report: College Level Indicators

## Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

### College Performance Indicators

#### Student Progress and Achievement: Degree/Certificate/Transfer

**Table 1.1:**  
Student Progress and  
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
<b>Student Progress and Achievement Rate</b>	NA %	NA %	NA %

**Table 1.1a:**  
Percent of Students Who  
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2003-2004 to 2008-2009	2004-2005 to 2009-2010	2005-2006 to 2010-2011
<b>Percent of Students Who Earned at Least 30 Units</b>	NA %	NA %	NA %

**Table 1.2:**  
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
<b>Persistence Rate</b>	NA %	NA %	NA %



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### College Performance Indicators

#### Student Progress and Achievement: Vocational/Occupational/Workforce Development

**Table 1.3:**  
Annual Successful Course  
Completion Rate for  
Credit Vocational Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
<b>Annual Successful Course Completion Rate for Vocational Courses</b>	NA %	NA %	NA %

#### Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

**Table 1.4:**  
Annual Successful Course  
Completion Rate for  
Credit Basic Skills Courses

See explanation in Appendix B.

	2008-2009	2009-2010	2010-2011
<b>Annual Successful Course Completion Rate for Basic Skills Courses</b>	NA %	NA %	NA %

**Table 1.5:**  
Improvement Rates for  
ESL and Credit Basic  
Skills Courses

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
<b>ESL Improvement Rate</b>	NA%	NA%	NA%
<b>Basic Skills Improvement Rate</b>	NA%	NA%	NA%

**Table 1.6:**  
Career Development and  
College Preparation (CDCP)  
Progress and Achievement Rate

See explanation in Appendix B.

	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
<b>CDCP Progress and Achievement Rate</b>	1.2%	0.9%	0.9%



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### College Profile

**Table 1.7:**  
Annual Unduplicated  
Headcount and Full-Time  
Equivalent Students (FTES)

	2008-2009	2009-2010	2010-2011
<b>Annual Unduplicated Headcount</b>	46,003	.	.
<b>Full-Time Equivalent Students (FTES)</b>	.	.	.

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data (Resident only) are produced from the Chancellor's Office, Fiscal Services 320 Report.

**Table 1.8:**  
Age of Students at Enrollment

	2008-2009	2009-2010	2010-2011
<b>19 or less</b>	22.0%	.%	.%
<b>20 - 24</b>	14.0%	.%	.%
<b>25 - 49</b>	46.5%	.%	.%
<b>Over 49</b>	17.4%	.%	.%
<b>Unknown</b>	0.1%	.%	.%

Source: Chancellor's Office, Management Information System

**Table 1.9:**  
Gender of Students

	2008-2009	2009-2010	2010-2011
<b>Female</b>	50.2%	0.0%	0.0%
<b>Male</b>	48.4%	0.0%	0.0%
<b>Unknown</b>	1.4%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



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**Table 1.10:**  
Ethnicity of Students

	2008-2009	2009-2010	2010-2011
<b>African American</b>	0.9%	.%	.%
<b>American Indian/Alaskan Native</b>	0.3%	.%	.%
<b>Asian</b>	5.2%	.%	.%
<b>Filipino</b>	0.4%	.%	.%
<b>Hispanic</b>	59.8%	.%	.%
<b>Pacific Islander</b>	0.2%	.%	.%
<b>Two or More Races</b>	.%	.%	.%
<b>Unknown/Non-Respondent</b>	24.3%	.%	.%
<b>White Non-Hispanic</b>	8.9%	.%	.%

Source: Chancellor's Office, Management Information System



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### College Peer Grouping

**Table 1.11:** Peer Grouping

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	.	.	.	.	
B	Percent of Students Who Earned at Least 30 Units	.	.	.	.	
C	Persistence Rate	.	.	.	.	
D	Annual Successful Course Completion Rate for Credit Vocational Courses	.	.	.	.	
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	.	.	.	.	
F	Improvement Rate for Credit Basic Skills Courses	.	.	.	.	
G	Improvement Rate for Credit ESL Courses	.	.	.	.	

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



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### College Self-Assessment

Information reflected on The Rancho Santiago Community College District (RSCCD) Continuing Education Division (RSCED) is for two major sites located in the cities of Orange and Santa Ana, along with 64 satellite locations throughout its service area to serve the needs of diverse communities. The sites offer free, noncredit and Career Development and College Preparation (CDCP) classes and programs to more than 40,000 adult students, annually.

On July 1, 2009, RSCCD transitioned to a new student information system. At that time, information about students from Orange began to be reported under Santiago Canyon College (SCC) and information about students from Santa Ana began to be reported under Santa Ana College (SAC) and thus began the process of phasing out the RSCED. This transition is evidenced by the lack of data for years 2009-2010 and 2010-2011 on tables 1.7 - 1.10 of the RSCED section of the 2012 ARCC report. It is expected that data will begin to appear on Table 1.6 of each of the college's section of the 2013 ARCC report (the first cohort to be measured under each college will be the 2009-10 cohort). Consequently, no data will appear on the RSCED pages of the 2013 ARCC report for cohort 2009-10 and subsequent cohorts.

The Career Development and College Preparation Progress and Achievement Rates are low due to several factors:

- The figures do not yet reflect the number of students who successfully complete a CDCP program (one of the criteria listed on Appendix B). At the local level, the progress of students' achievement has increased and would reflect on this report if this measure was taken into account. In 2008-2009 RSCED awarded 274 CDCP certificates; 639 in 2009-2010; and 826 in 2010-2011.
- Students who enroll in a credit course before, or simultaneously, enrolling in a noncredit course are dropped from being part of a cohort and are therefore eliminated from the possibility of ever being counted as a CDCP success. Many of these students become aware about noncredit programs only after enrolling in a college credit course and performing poorly.
- The achievement rate for the 2006-07 cohort measures the success rate of students who enrolled prior to the identification and approval of CDCP courses (approved in spring 2007), yet the achievement rate continues to be measured for these students.
- CDCP students work and attend school on a part-time basis and are the least academically prepared, yet their achievement must occur on a more stringent timeline (within three years) compared to more academically prepared credit students who have six years to achieve a positive outcome.

It is believed that achievement rate data for the 2009-2010 cohort will increase compared to prior cohorts due to the ability of the new student information system to assign local unique student identification numbers that can be used to improve student tracking within the District.

