ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	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 2005 to Fall 2006	Fall 2006 to Fall 2007	Fall 2007 to Fall 2008
Persistence Rate	NA %	NA %	NA %

Rancho Santiago Continuing Education Division
Rancho Santiago Community College District

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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Basic Skills Courses	NA %	NA %	NA %

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
ESL Improvement Rate	NA%	NA%	NA%
Basic Skills Improvement Rate	NA%	NA%	NA%

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

See explanation in Appendix B.

	2004-2005 to 2006-2007	2005-2006 to 2007-2008	2006-2007 to 2008-2009
CDCP Progress and Achievement Rate	2.9%	1.9%	1.0%

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Profile

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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	43,290	44,581	46,044
Full-Time Equivalent Students (FTES)*	.	.	.

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

*FTES data for 2006-2007 and 2007-2008 are based on the FTES recalculation. FTES data for 2008-2009 are based on the FTES annual data. The 2008-2009 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2006-2007	2007-2008	2008-2009
19 or less	20.1%	21.1%	22.0%
20 - 24	16.3%	15.3%	14.0%
25 - 49	46.8%	47.0%	46.5%
Over 49	16.6%	16.4%	17.4%
Unknown	0.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	48.8%	50.5%	50.2%
Male	48.1%	48.6%	48.4%
Unknown	3.1%	0.9%	1.4%

Source: Chancellor's Office, Management Information System

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Profile

Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	0.8%	0.8%	0.9%
American Indian/Alaskan Native	0.3%	0.4%	0.3%
Asian	5.7%	5.1%	5.2%
Filipino	0.3%	0.4%	0.4%
Hispanic	63.1%	64.1%	59.8%
Pacific Islander	0.1%	0.2%	0.2%
Unknown/Non-Respondent	21.9%	20.1%	24.4%
White Non-Hispanic	7.8%	9.1%	8.9%

Source: Chancellor's Office, Management Information System

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Peer Grouping

Table 1.11: Peer Grouping

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

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.

Rancho Santiago Continuing Education Division
Rancho Santiago Community College District

College Self-Assessment

The Rancho Santiago Community College District (RSCCD) Continuing Education Division (RSCED) is housed at two major sites located in the cities of Orange and Santa Ana, along with 69 satellite locations throughout its service area to serve the needs of diverse communities. The RSCED offers free, noncredit classes in areas of English as a Second Language, Citizenship, Short-term Vocational Education, Adult Basic Education, High School Subjects, GED Preparation, Health and Safety Education, Parenting Education, Programs for Older Adults, and Programs for Persons with Substantial Disabilities. The RSCED strives to enable the 20,000+ annual adult students who attend to maximize their potential by gaining the necessary skills to reach their personal, educational, and vocational goals.

RSCED faculty and staff are proud about the positive contributions that noncredit programs and services continue to provide toward student success. RSCCD faculty and staff, therefore, continue to be concerned about the low Career Development and College Preparation (CDCP) progress and achievement rates because the current measures do not accurately reflect the success of RSCED's CDCP programs for the following reasons:

- The measures do not include students who have successfully completed a CDCP program and earned CDCP certificates.
- Many students may try a credit course either before, or simultaneously, realizing a CDCP program is the best educational path for them. These students have arbitrarily been removed from ever being counted as a CDCP success.
- CDCP students work and attend school on a part-time basis and are the least academically prepared, yet their achievement must occur on a timeline geared for the fully-prepared, full-time credit student.
- Students enrolling in continuing education programs are, traditionally, transient in nature. This is compounded by Orange County's high-cost housing market that has forced many residents to relocate before completing a program.
- The first CDCP courses were identified and approved in spring 2007. Since then, the guidelines have undergone several modifications. Measuring student success for students who attended prior to the spring 2007 is somewhat of an unreasonable task. As with most new programs, it will require several years to see measurable and meaningful results.
- RSCCD recently migrated to a new student information system. Staff is still cleaning student records and working on a mechanism that will reliably track student progress.

To improve student success, RSCED faculty and staff will continue collaborating to better align curriculum with appropriate student support services. Counselors will work with students to align their educational goals with appropriate CDCP-defined programs. Articulation between credit and noncredit programs will continue to ensure successful student transition between the credit and noncredit programs. To track student progress, efforts have begun to incorporate an effective student tracking subprogram into the new single enterprise system. In addition, all programs and services will continue to be assessed to ensure they serve the unique needs of the District's ever-changing community.