ARCC 2011 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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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.)

	2002-2003 to 2007-2008	2003-2004 to 2008-2009	2004-2005 to 2009-2010
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 2006 to Fall 2007	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009
Persistence Rate	NA %	NA %	NA %

Rancho Santiago Continuing Education Division
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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.

	2007-2008	2008-2009	2009-2010
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.

	2007-2008	2008-2009	2009-2010
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.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
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.

	2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010
CDCP Progress and Achievement Rate	2.0%	1.1%	0.9%

Rancho Santiago Continuing Education Division

Rancho Santiago Community College District

College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	44,570	46,003	.
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 2007-2008 and 2008-2009 are based on the FTES recalculation. FTES data for 2009-2010 are based on the FTES annual data.

Table 1.8:
Age of Students at Enrollment

	2007-2008	2008-2009	2009-2010
19 or less	21.1%	22.0%	.%
20 - 24	15.3%	14.0%	.%
25 - 49	47.0%	46.5%	.%
Over 49	16.4%	17.4%	.%
Unknown	0.1%	0.1%	.%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	50.5%	50.2%	.%
Male	48.6%	48.4%	.%
Unknown	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

	2007-2008	2008-2009	2009-2010
African American	0.8%	0.9%	.%
American Indian/Alaskan Native	0.4%	0.3%	.%
Asian	5.1%	5.2%	.%
Filipino	0.4%	0.4%	.%
Hispanic	64.1%	59.8%	.%
Pacific Islander	0.2%	0.2%	.%
Two or More Races	.%	.%	.%
Unknown/Non-Respondent	20.1%	24.3%	.%
White Non-Hispanic	9.1%	8.9%	.%

Source: Chancellor's Office, Management Information System

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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

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 63 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 the Datatel 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 year 2009-10 on tables 1.7 -1.10 of the RSCED section of the ARCC report. It will take another two years before data begins to appear on Table 1.6 of each of the college's section of the report (the first cohort to be measured under each college will be the 2009-10 cohort). Also, in two years there will no longer be any data appearing on the RSCED pages of the ARCC report.

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 2008-09 RSCED awarded 274 CDCP certificates and 639 in 2009-10.
•   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 rates for the 2005-06 cohort and the 2006-07 cohort measure the success rate of students who enrolled prior to the identification and approval of CDCP courses (approved in spring 2007), yet achievement rates continue 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.

RSCCD faculty and staff look forward to future reports. It is believed that the ability of Datatel to assign local unique student identification numbers will result in improved student tracking, locally, and improve the student achievement rate data at each of the two colleges.