

ARCC 2011 Report: College Level Indicators

Santa Ana College

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	46.2%	44.0%	47.3%

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	74.2%	70.3%	71.3%

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	76.4%	74.8%	52.7%



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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	89.6%	89.7%	89.6%

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	60.6%	61.9%	59.7%

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	43.2%	41.4%	45.6%
Basic Skills Improvement Rate	60.4%	62.0%	60.4%

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	.%	.%	.%



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College Profile

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

	2007-2008	2008-2009	2009-2010
Annual Unduplicated Headcount	50,881	51,325	68,632
Full-Time Equivalent Students (FTES)*	23,640	24,470	21,689

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	14.7%	15.1%	16.9%
20 - 24	20.8%	21.6%	18.7%
25 - 49	54.3%	53.9%	52.2%
Over 49	10.1%	9.4%	12.0%
Unknown	0.0%	.%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2007-2008	2008-2009	2009-2010
Female	38.2%	37.9%	41.1%
Male	61.8%	62.1%	57.5%
Unknown	0.0%	0.0%	1.4%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2007-2008	2008-2009	2009-2010
African American	3.0%	2.6%	1.7%
American Indian/Alaskan Native	0.6%	0.5%	0.4%
Asian	11.1%	10.9%	8.1%
Filipino	1.3%	1.3%	0.9%
Hispanic	40.2%	40.2%	49.9%
Pacific Islander	0.5%	0.5%	0.4%
Two or More Races	.%	.%	0.4%
Unknown/Non-Respondent	8.8%	9.8%	17.3%
White Non-Hispanic	34.6%	34.2%	21.0%

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 Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	47.3	43.9	30.3	57.3	A6
B	Percent of Students Who Earned at Least 30 Units	71.3	75.1	69.4	83.8	B4
C	Persistence Rate	52.7	70.7	52.7	80.8	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	89.6	89.8	83.6	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.7	64.4	57.6	80.7	E3
F	Improvement Rate for Credit Basic Skills Courses	60.4	53.9	46.3	60.4	F6
G	Improvement Rate for Credit ESL Courses	45.6	51.7	30.5	66.6	G4

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

Santa Ana College (SAC) is a member of the two college Rancho Santiago Community College District. SAC was founded in 1915 and presently serves approximately 54,000 students per year in its credit and continuing education programs. It is located in an area with one of the largest populations of foreign-born residents and Spanish speakers. SAC students are typically from low income families by federal poverty standards where English is not the primary language. Students are very motivated to attend and succeed in college but are usually the first to attend college in their family. They see college as an opportunity for them and their families.

SAC has developed an outstanding reputation in a variety of academic and career technical programs. Exemplary programs are in place for students that want to transfer to four year institutions or to learn a technical trade. Because of these outstanding programs, half of our students come from outside our traditional district boundaries. The demographics of SAC's student body represent the community it serves.

In 2009-2010, SAC awarded 1322 AA/AS degrees and 1094 certifications, 1761 students transferred to four-year institutions. Public safety and allied health continue to be the preeminent programs for completion. In comparing data from previous reports, there has been only one significant change in the data. The persistence rate decreased from the previous year significantly. This change coincides with the decrease of 7.3% of sections offered to students due to budgetary constraints. This equates to 378 sections not available to returning students. Students that have a low number of units will have a low priority in the registration process. With the decrease of classes, students with low registration priority found that there were fewer sections available to meet their needs. In comparing our full time student population and the part time student population, the part time student made up approximately 80% of our first time students in Fall 08. These are the students that have been impacted by the decreased number of sections offered. Our student numbers have increased due to the combining of the noncredit program with the credit program. Previously the two programs have had separate reports. Our high school students decreased in numbers by 50 students. They also have no enrollment priority. Those that took classes previously would also be challenged in attempting to maintain their enrollment due to the scarcity of seats in comparison to two years ago.

Santa Ana College is committed to helping all students to be successful in their programs of study. The college has made an investment of time and funds to support broad-based faculty development activities designed to maximize student academic achievement and success in the classroom and to retain students for future semesters. There is a college wide goal to increase successful course completion and semester to semester retention rates that unites all members of the college community who believe that, taken as a whole, these strategies will increase our success rates in all areas that ARCC measures.

