

ARCC 2010 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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Student Progress and Achievement Rate	44.8%	45.3%	43.3%

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.)

	2001-2002 to 2006-2007	2002-2003 to 2007-2008	2003-2004 to 2008-2009
Percent of Students Who Earned at Least 30 Units	70.1%	72.3%	69.1%

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	71.7%	76.6%	74.3%



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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.

	2006-2007	2007-2008	2008-2009
Annual Successful Course Completion Rate for Vocational Courses	88.5%	89.6%	89.7%

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	62.0%	60.5%	61.9%

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	52.1%	58.9%	55.6%
Basic Skills Improvement Rate	50.3%	49.9%	51.8%

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	.%	.%	.%



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

	2006-2007	2007-2008	2008-2009
Annual Unduplicated Headcount	49,414	50,881	51,325
Full-Time Equivalent Students (FTES)*	22,814	23,640	24,470

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	14.3%	14.7%	15.1%
20 - 24	20.8%	20.8%	21.6%
25 - 49	55.2%	54.3%	53.9%
Over 49	9.7%	10.1%	9.4%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2006-2007	2007-2008	2008-2009
Female	37.5%	38.2%	37.9%
Male	62.5%	61.8%	62.1%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2006-2007	2007-2008	2008-2009
African American	3.1%	3.0%	2.6%
American Indian/Alaskan Native	0.6%	0.6%	0.5%
Asian	11.0%	11.1%	10.9%
Filipino	1.5%	1.3%	1.3%
Hispanic	38.6%	40.2%	40.2%
Pacific Islander	0.5%	0.5%	0.5%
Unknown/Non-Respondent	8.7%	8.8%	9.8%
White Non-Hispanic	36.0%	34.6%	34.2%

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	43.3	42.5	26.0	54.1	A6
B	Percent of Students Who Earned at Least 30 Units	69.1	75.0	68.1	83.8	B4
C	Persistence Rate	74.3	72.6	66.3	77.7	C2
D	Annual Successful Course Completion Rate for Credit Vocational Courses	89.7	90.5	84.4	96.8	D6
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.9	65.7	56.6	84.1	E3
F	Improvement Rate for Credit Basic Skills Courses	51.8	48.8	41.4	59.7	F6
G	Improvement Rate for Credit ESL Courses	55.6	50.7	34.1	71.4	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 one of two colleges in the Rancho Santiago Community College District located in an area with one of the largest populations of foreign-born residents and Spanish speakers. At 95 years old, SAC served over 50,000 students in its credit program, and over 20,000 in its continuing education program. SAC students are typically the first in their families to attend college and come from households that are very low income by federal poverty standards and where English is not the first language. They are, however, extremely motivated to attend college and to succeed, and often see themselves as opening new doors of opportunity for their families through obtaining a college education.

The reputation of SAC has spread throughout Southern California. The college has many outstanding programs that train students in a variety of career technical programs such as fire technology, criminal justice, paralegal, nursing, auto mechanics, and computer numeric control as well as courses that satisfy general education requirements of the four year universities. Almost half of the students are from outside the district boundaries. The courses and programs offered at SAC are why students travel from throughout Southern California and even from out of state for many of our distinguished programs.

In 2008-2009, SAC awarded 1,294 AA/AS degrees and 524 certificates, and 1,530 students transferred to four-year institutions. Public safety and allied health continue to be the preeminent programs for growth and completion. Longitudinally, the demographics of SAC's student body have remained fairly constant and are representative of the community it serves.

Within its peer group, SAC has demonstrated above average performance in three of the six indicators (student progress and achievement rates, persistence rates, and improvement rates for credit basic skills). SAC performed comparably to other colleges within its peer group for the remaining three indicators (percent of students who earned at least thirty units and annual successful course completion rates for both vocational and basic skills courses). The Basic Skills Task Force and faculty members have worked tirelessly throughout the college to implement many new innovations in the classroom and to sustain innovative teaching and learning practices that have been documented to improve student academic achievement and persistence. We are confident these efforts will provide additional success for our students.

Celebrating student success at SAC is a part of the college's culture. Changes made by faculty in curriculum and teaching techniques have helped to increase student achievement and success. As an academic, workforce, cultural, and civic leader within and beyond central Orange County, we are deeply committed to serving our community.

