



12 Measures of Success

SANTA ANA COLLEGE • **SANTIAGO CANYON COLLEGE**



RSCCD Research, Planning, and
Institutional Effectiveness Office

February 2019

Table of Contents

Readers' Summary	II
Measure 1: Access to Students	1
Enrollment and Community Population	1
Percent of Feeder High School Graduates Enrolled as New Freshmen.....	2
Measure 2: Successful Course Completion	3
Measure 3: Course Retention	4
Measure 4: College-Level Skills Attained by Remedial Course Takers	5
Successful Course Completion of English 101 thru EMLS/ACE Sequence.....	5
Successful Course Completion of English 101 thru English Sequence.....	6
Successful Course Completion of Math 080 or Higher.....	7
Measure 5: Graduates	8
AA/AS Degrees and Certificates Awarded	8
School of Continuing Education: HS Diplomas and Certificates of Completion	9
Measure 6: Transfers to Four-Year Institutions	10
Measure 7: Student Satisfaction	11
Student Assessment of the Colleges, Education, and Services.....	11
Student Assessment of Institutional Learning Outcomes	12
Measure 8: Matriculation of Continuing Education Students to Credit Coursework	13
Measure 9: Career Technical Education (CTE) Core Indicators of Performance	14
Measure 10: Employee Diversity	15
Gender.....	15
Ethnicity	16
Measure 11: Financial Indicators	17
Measure 12: Resource Development	18
Competitive and Entitlement Grants Received	18
Financial Aid Awarded to Students.....	19

Readers' Summary

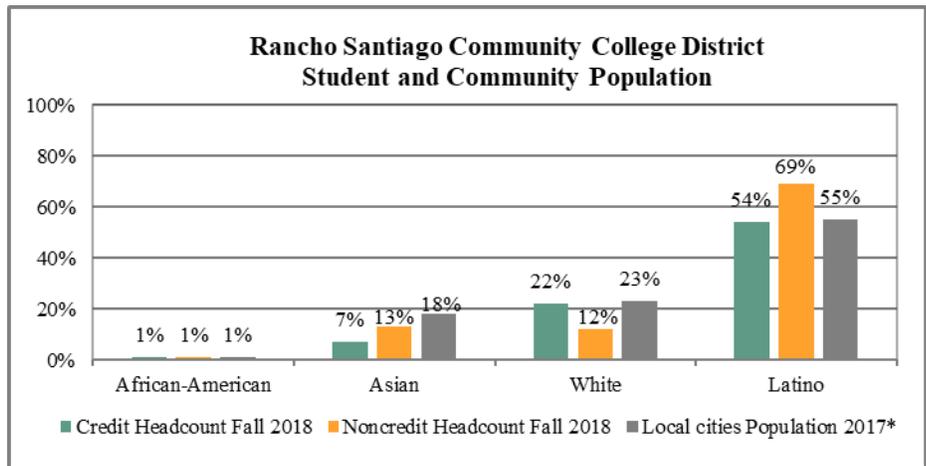
RSCCD staff, faculty, and Board members use this report to annually assess institutional effectiveness. Using a sample of standard measures typically employed to describe the effectiveness of community colleges and their programs, this report includes quantitative data to monitor the quality of the district as a whole and of each of its two colleges. Additionally, the district maintains qualitative data and other processes as means to ensure excellence.

- Both colleges provide **access** and enrollment to diverse students representative of the communities. (p. 1)
- More than two-fifths of Santa Ana U.S.D. **high school graduates** enrolled at SAC and one-fourth of Orange U.S.D. graduates enrolled at SCC. (p. 2)
- SAC and SCC **course success** rates were 74% and 71%, respectively. (p. 3)
- SAC and SCC **course retention** rates were 86% and 84%, respectively. (p. 4)
- Overall, **successful completion of college-level coursework** by students enrolled in remedial EMLS, ACE, and English has increased. SCC's successful completion of college-level coursework by students enrolled English slightly decreased. (p. 5 and 6)
- Overall, the number of students enrolled in remedial math who **successfully completed college-level Math coursework** within four years has slightly increased. (p. 7)
- The number of **degrees and certificates of achievement and proficiency** increased compared to the prior year. SAC experienced a large increase in the number of **certificates of proficiency** awarded due to the recognition of 5600 certificates of Fire Service Core Competencies. (p. 8)
- The number of **HS diplomas** awarded by both SAC School of Continuing Education and SCC Division of Continuing Education experienced a slight increase compared to the prior year. (p. 9)
- SAC School of Continuing Education showed a relatively minor decrease in **certificates of completion** awarded, whereas SCC Division of Continuing Education remained the same. (p. 9)
- The overall number of **transfers** from both colleges has slightly decreased compared to the prior year. (p. 10)
- **Student satisfaction** results revealed that students are generally pleased with their college experiences. (p. 11)
- Students rated **institutional learning outcomes** as satisfactory. (p. 12)
- The number of students who matriculated to credit coursework from the **continuing education program** slightly increased at SCC but decreased at SAC. (p. 13)
- **Career Technical Education (CTE) students' performance** is slightly lower than CTE students statewide. (p. 14)
- As measured by gender and ethnicity, RSCCD employees are **diverse**. (p. 15 and 16)
- The **ending fund balance** remained constant compared to the prior year. (p. 17)
- **Grants** received for the District and colleges have steadily increased in the last five years. (p. 18)
- Both SAC and SCC reported an increase in the amount of **financial aid** awarded to students. (p. 19)

#1 ACCESS TO STUDENTS: Comparison of ethnic group representation in the service area, credit, and continuing education student population.

RSCCD

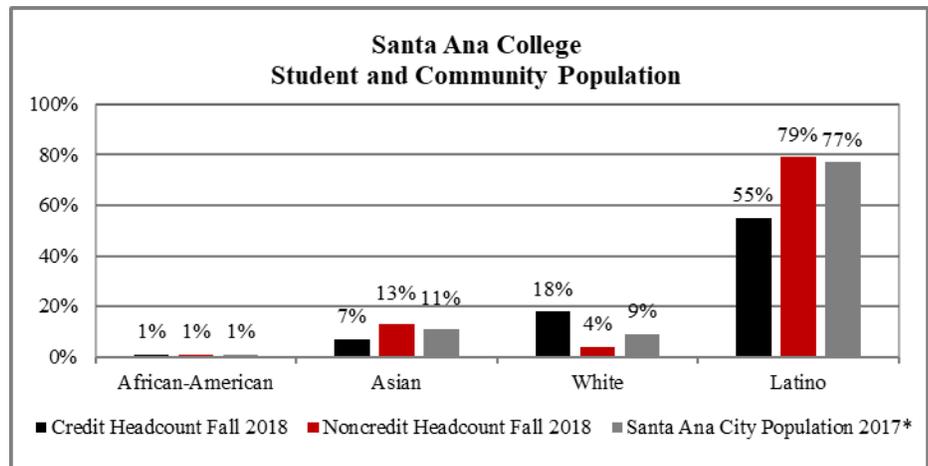
- The local cities population* is approximately 1,085,000
- 38,326 students were enrolled in credit coursework
- 14,035 students were enrolled in noncredit coursework



Local cities include Anaheim, Garden Grove, Orange, Santa Ana, Tustin, and Villa Park

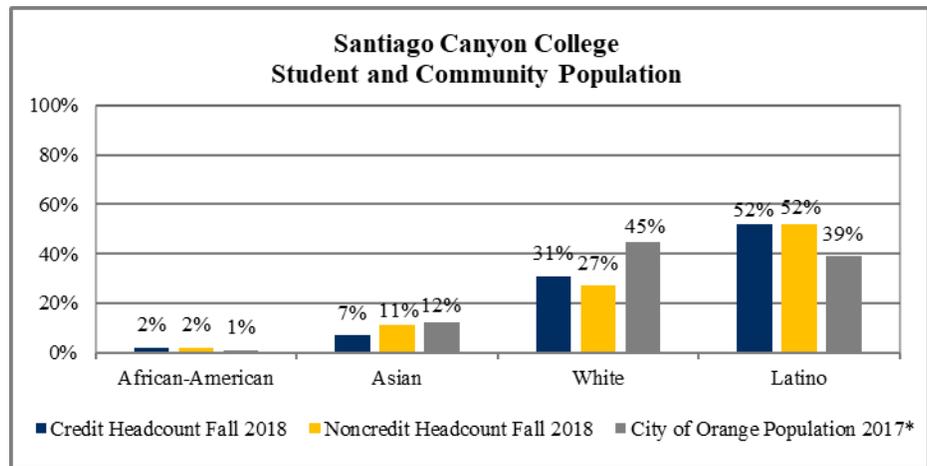
SAC

- Santa Ana City population* is approximately 334,000
- 27,300 students were enrolled in credit coursework
- 9,111 students were enrolled in noncredit coursework



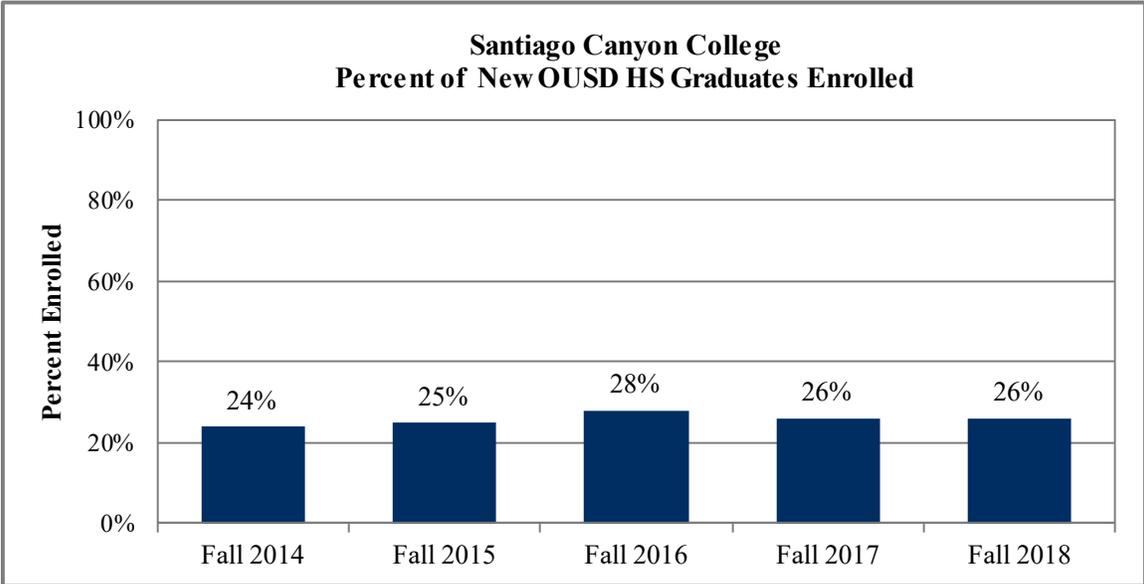
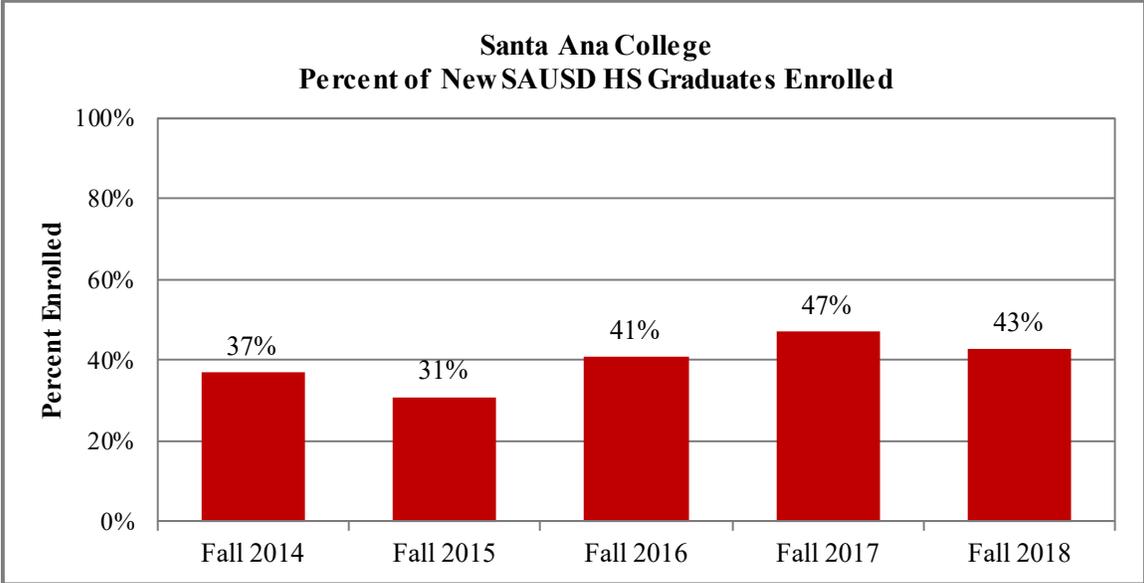
SCC

- City of Orange population* is approximately 140,000
- 11,026 students were enrolled in credit coursework
- 4,924 students were enrolled in noncredit coursework

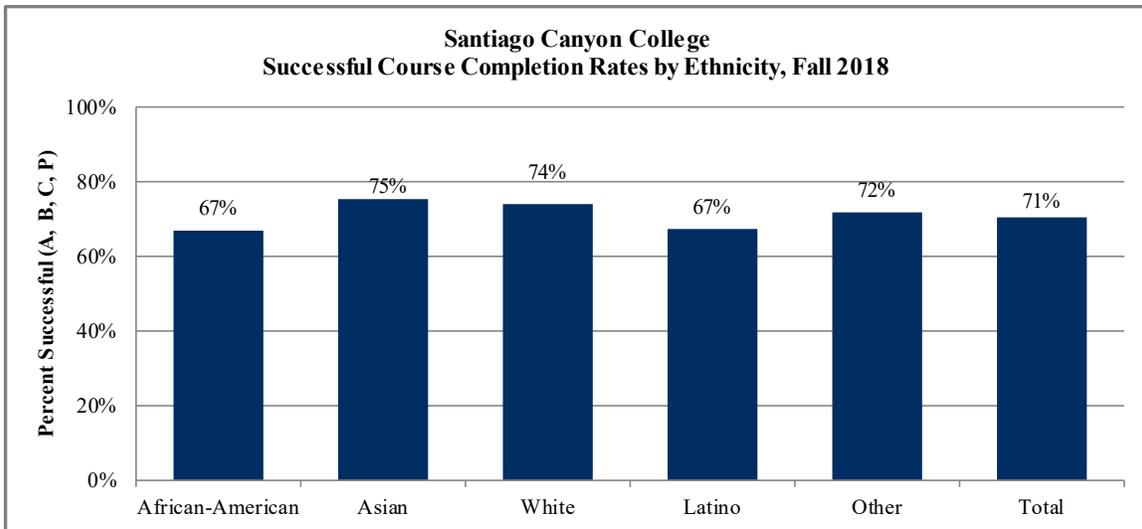
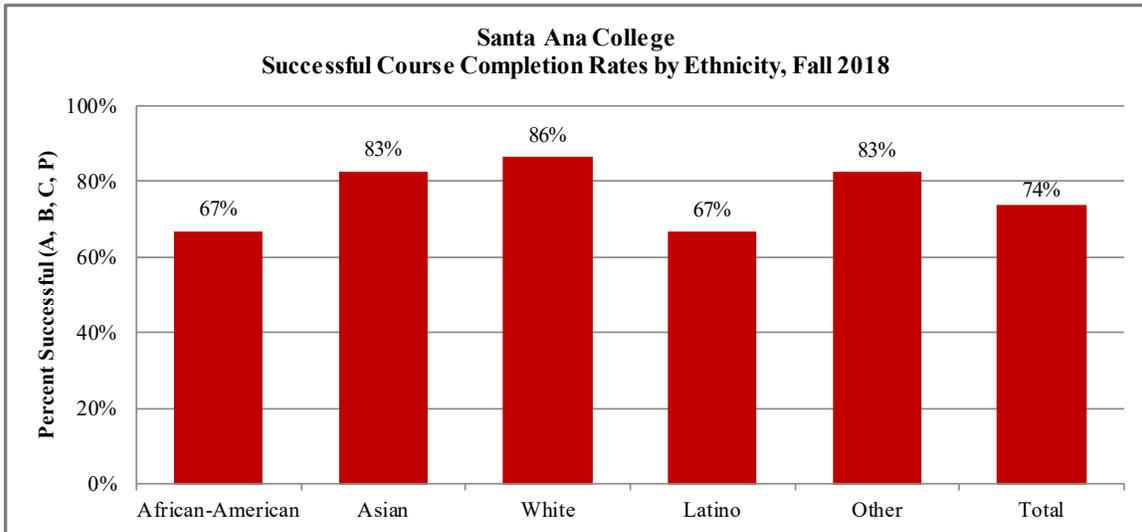


*Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

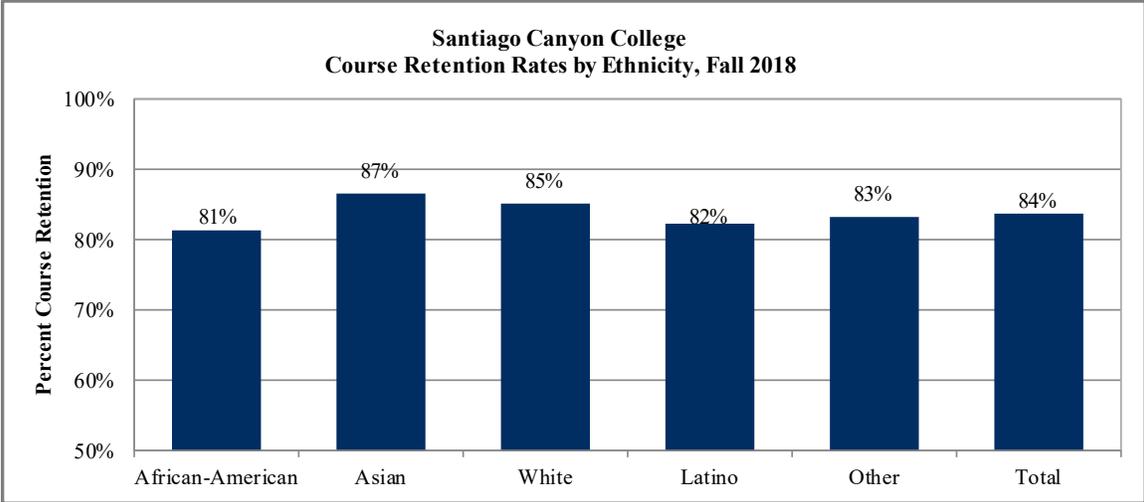
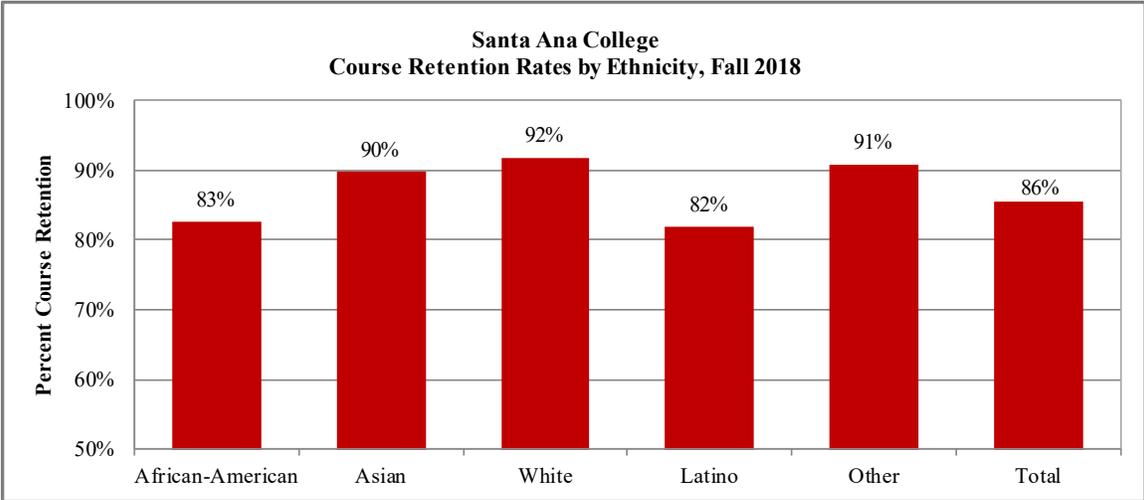
#1 ACCESS TO STUDENTS: Percent of Feeder High School Graduates Enrolled as New Freshmen.



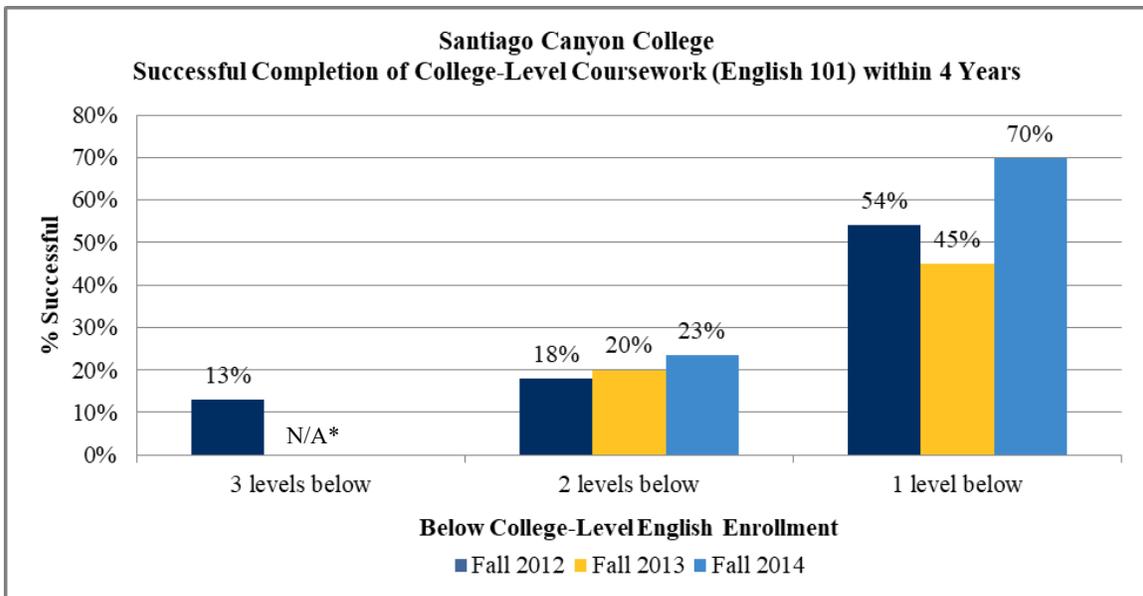
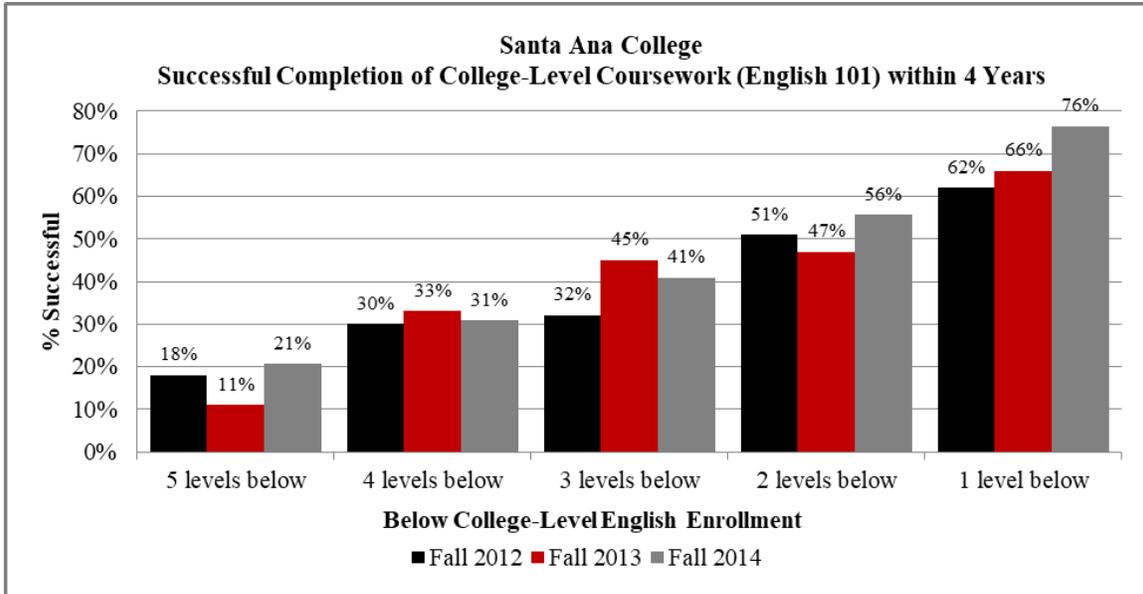
#2 SUCCESSFUL COURSE COMPLETION: The ratio of the number of courses that students successfully complete (A, B, C, P) to the number of courses in which students are actively enrolled the third week of the semester.



#3 COURSE RETENTION: The percentage of enrollments (active third week of the semester) that result in an end-of-term course grade.



#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK:
 Within 4-years by students enrolled in remedial EMLS/ACE.

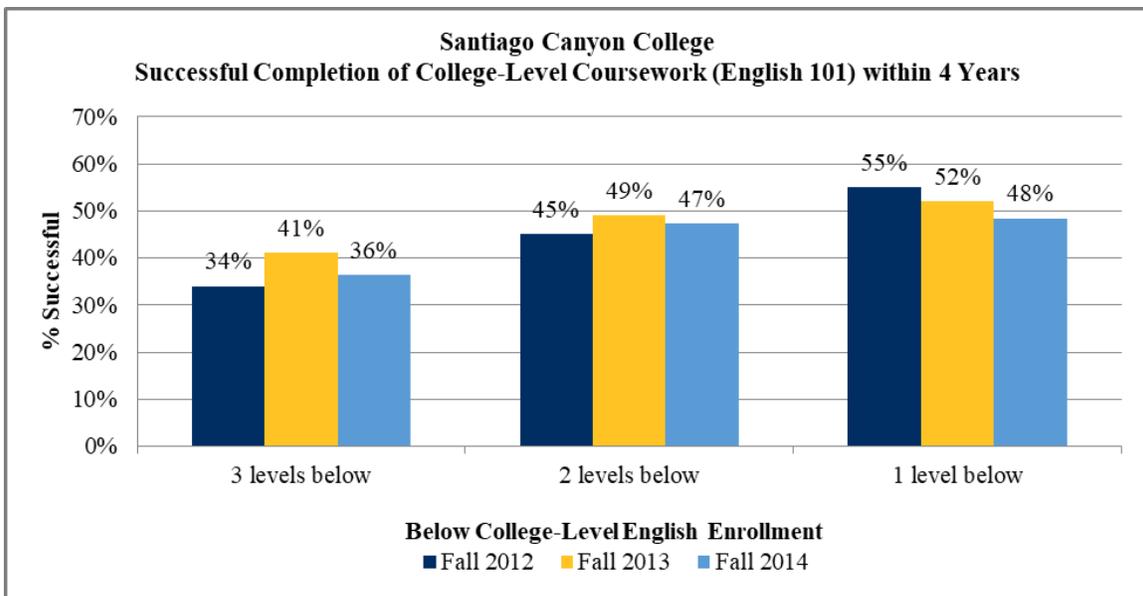
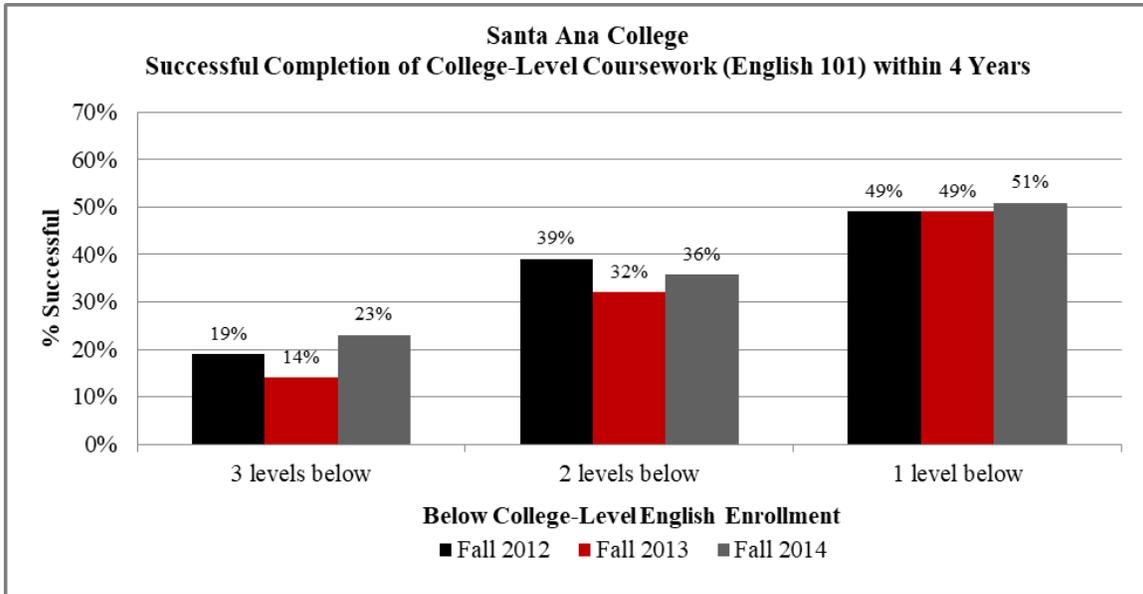


*ACE 052 and 053 (3 levels below) were not offered in Fall 2013 and Fall 2014.

5 levels below: EMLS 055
 4 levels below: EMLS 107
 3 levels below: EMLS 109 (ACE 052/053)
 2 levels below: EMLS 110 (ACE 093/102)
 1 level below: EMLS 112 (ACE 116)

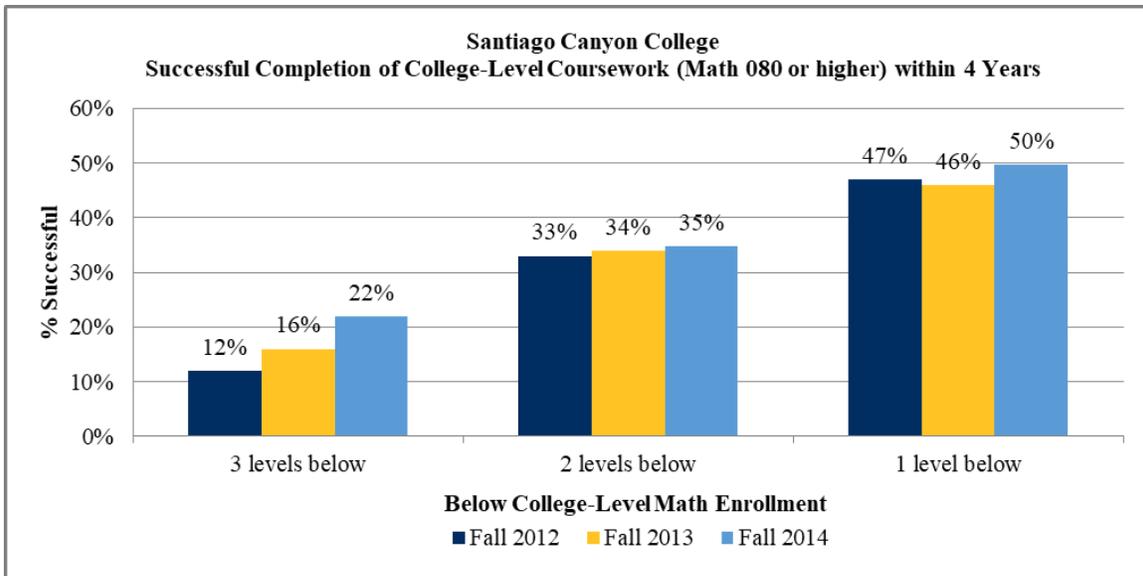
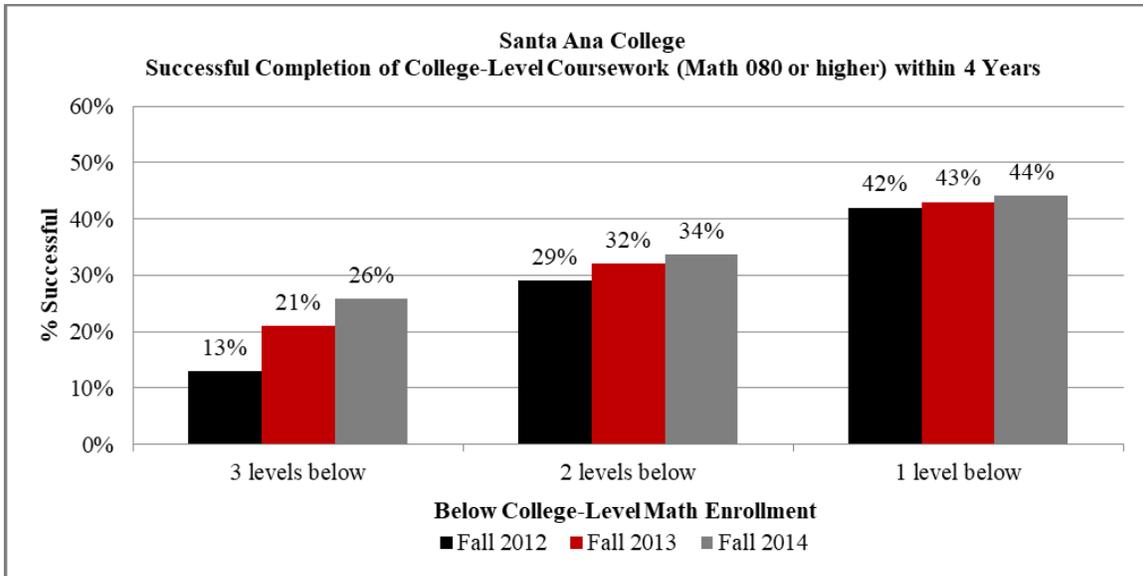
} to English 101

#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK:
 Within 4-years by students enrolled in remedial English.



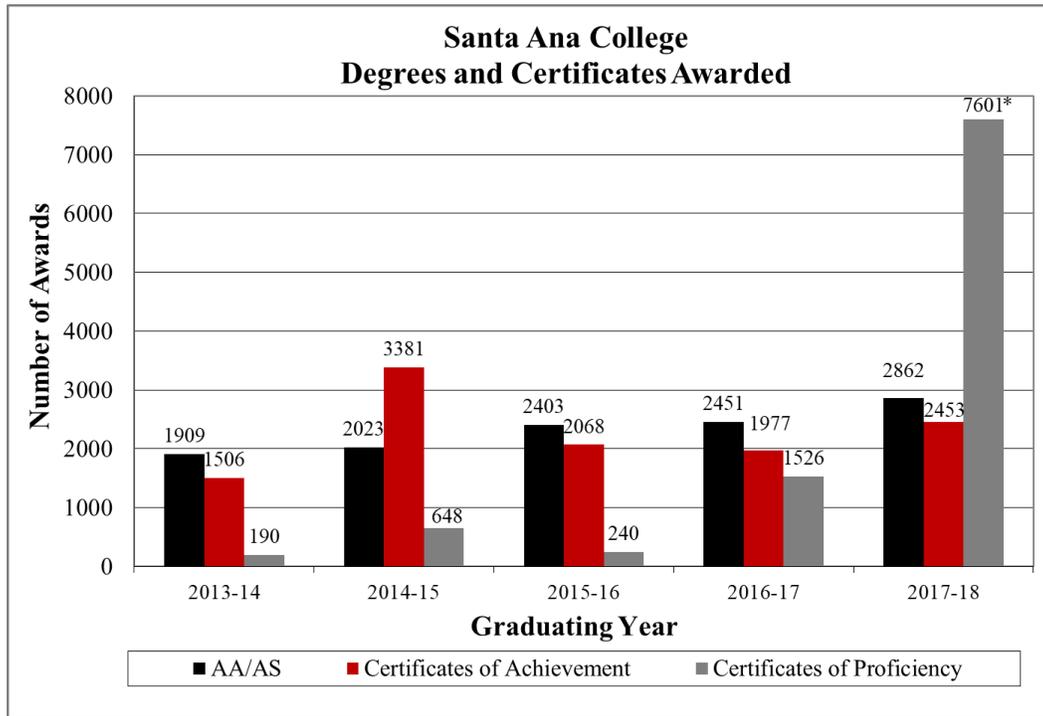
3 levels below: English N50 }
 2 levels below: English N60 } to English 101
 1 level below: English 061 }

#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK:
 Within 4-years by students enrolled in remedial math.

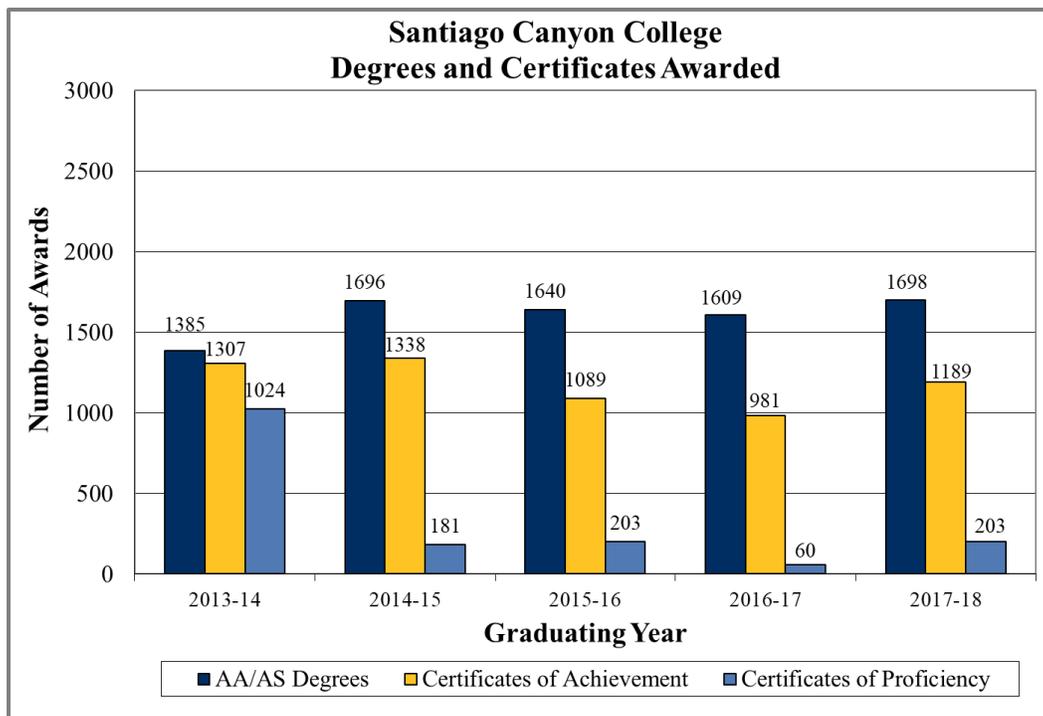


3 levels below: Math N05A/B/C and N06 }
 2 levels below: Math N47A/B and N48 } to Math 080 or higher
 1 level below: Math 060 and 061 }

#5 GRADUATES: AA/AS degrees and certificates awarded.

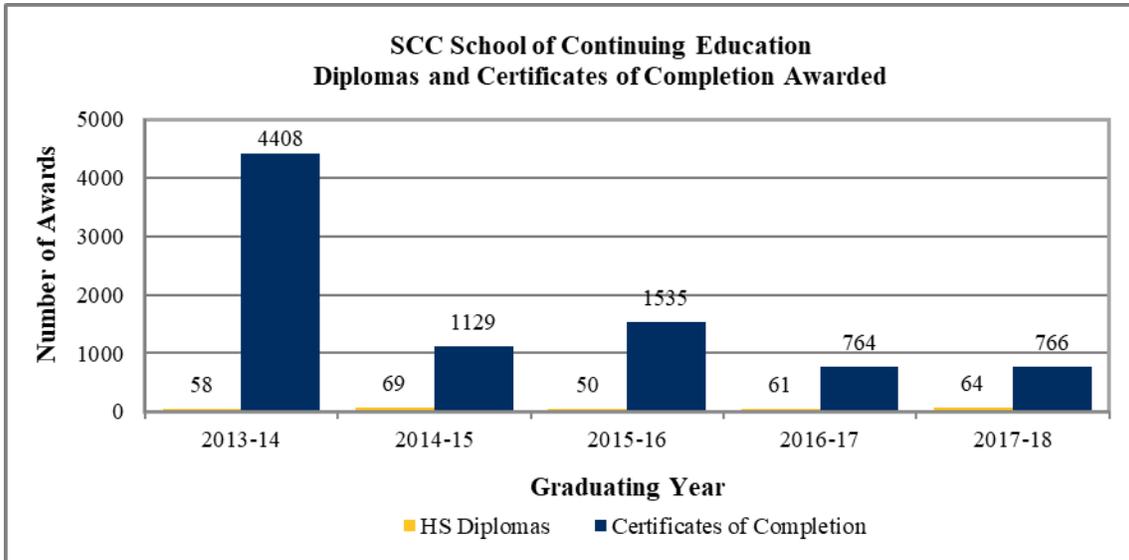
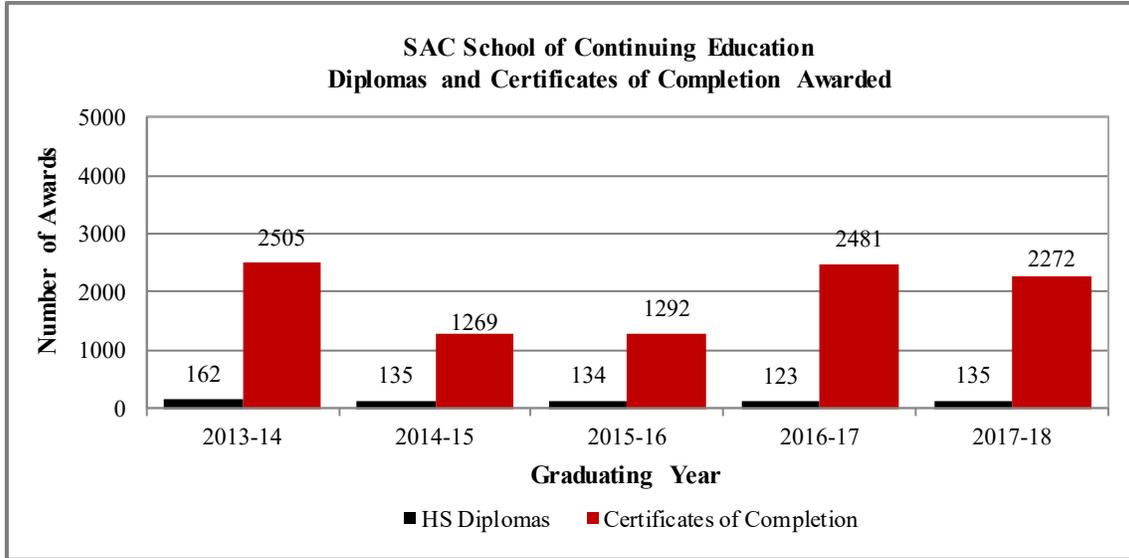


*In 2017-18, SAC recognized 5600 certificates of Fire Service Core Competencies.

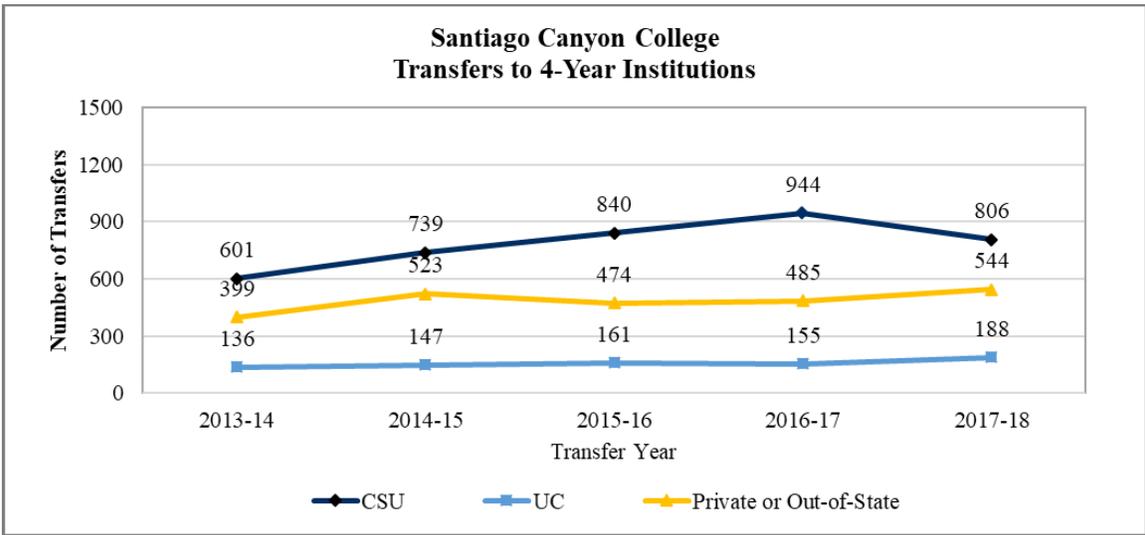
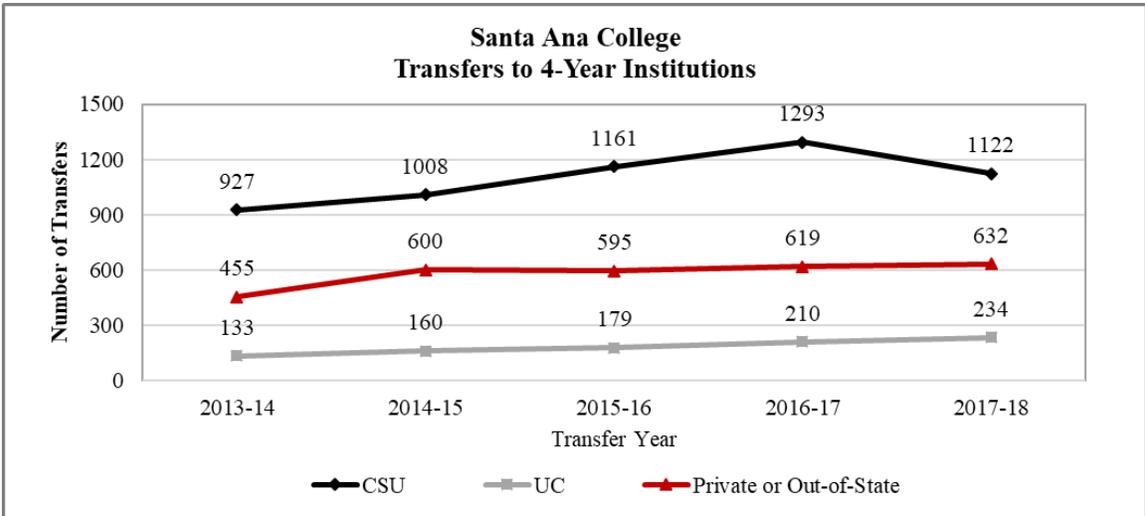


Source: SAC and SCC Graduation Office

#5 GRADUATES: High school diplomas and certificates of completion awarded by the School of Continuing Education.

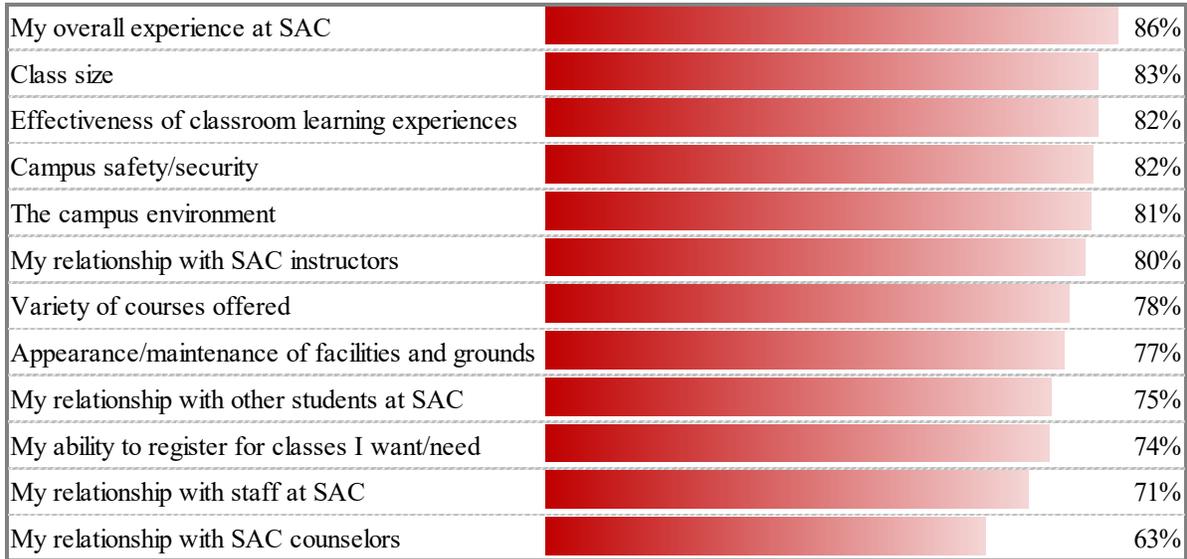


#6 TRANSFERS TO FOUR-YEAR INSTITUTIONS: The number of students for whom records were found at four-year institutions the first semester after leaving SAC/SCC.



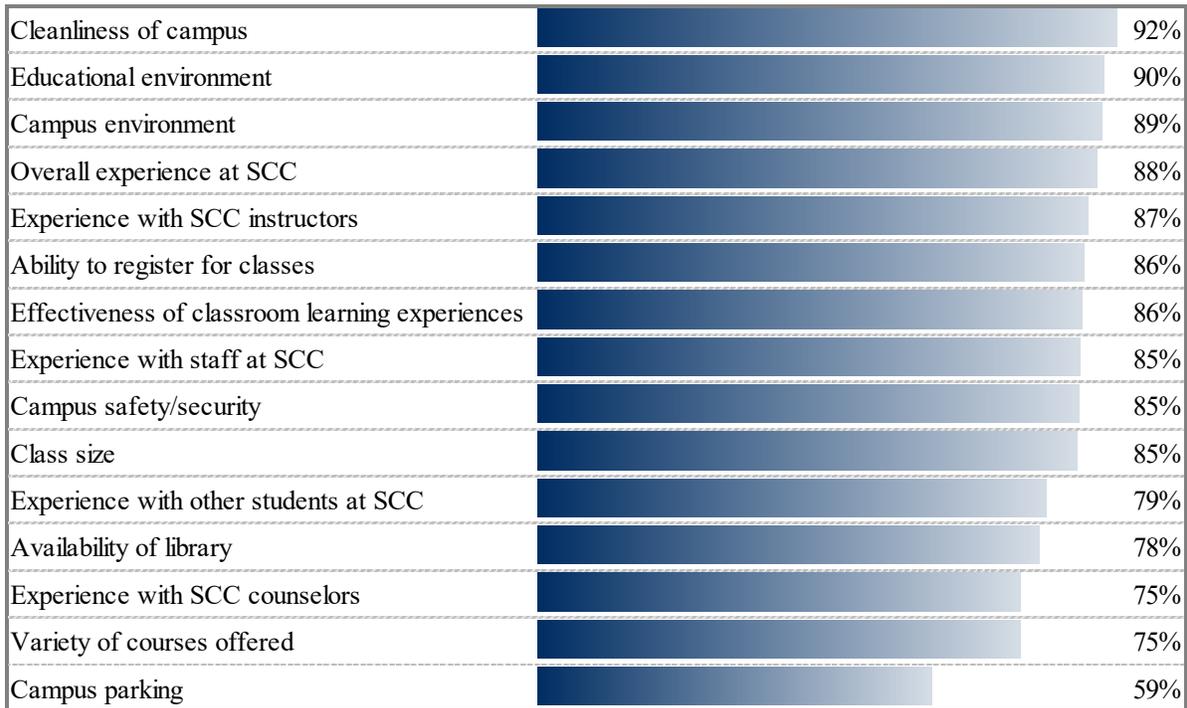
#7 STUDENT SATISFACTION: Student Assessment of the Colleges, Education, and Services.

**Santa Ana College
Student Satisfaction**



Percentage of "good" and "excellent"

**Santiago Canyon College
Student Satisfaction**



Percentage of "good" and "excellent"

#7 STUDENT SATISFACTION: Student Assessment of Institutional Learning Outcomes.

**Santa Ana College
Institutional Learning Outcomes**

Listen actively and respectfully to others	89%
Respect and work with people of different backgrounds	88%
Interact with integrity and awareness of others' opinions and values	88%
Read effectively and analytically at the college level	86%
Think logically, solve problems, explain conclusions	86%
Understand ethical issues about the environment	85%
Speak in a clear and organized fashion to explain ideas/feelings	85%
Understand ethical issues to make sound decisions and judgments	85%
Formulate original ideas and concepts and to integrate ideas	84%
Write in an organized and grammatically correct fashion to explain ideas/feelings	84%
Become informed, ethical, and active citizens of the community, nation, and world	83%
Demonstrate habits of intellectual and physical well-being	82%
Work effectively in groups to make decisions and seek consensus	80%
Produce and respond to artistic and creative expression	80%
Use college-level mathematical concepts and methods	78%
Conduct research using printed material and computer technology	78%
Select and develop a career	77%

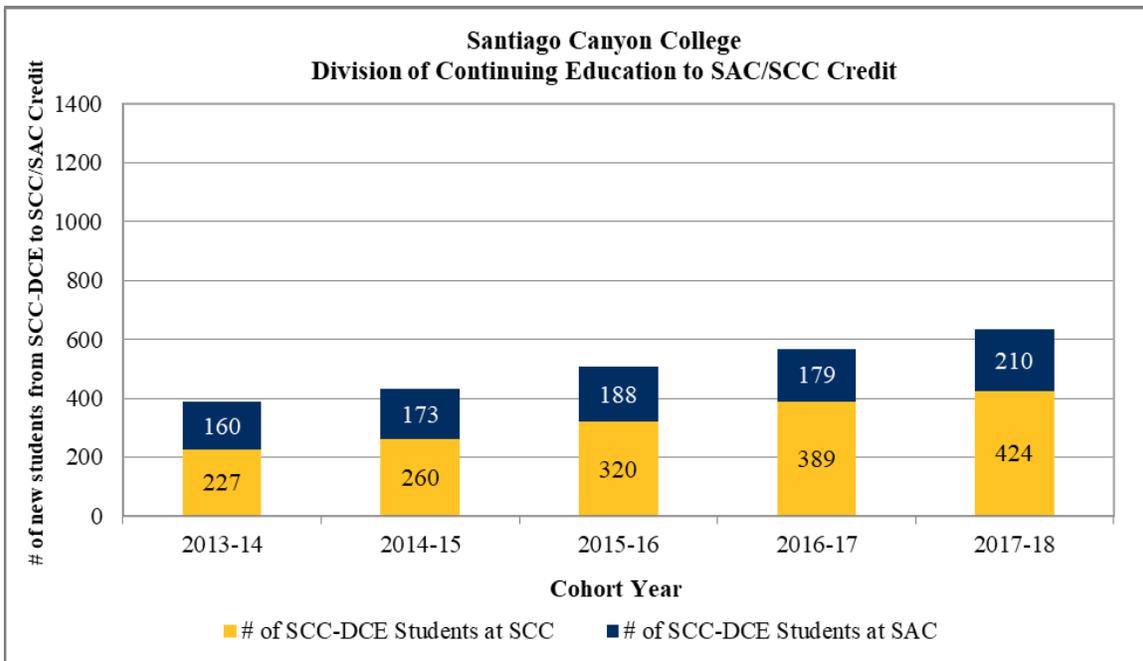
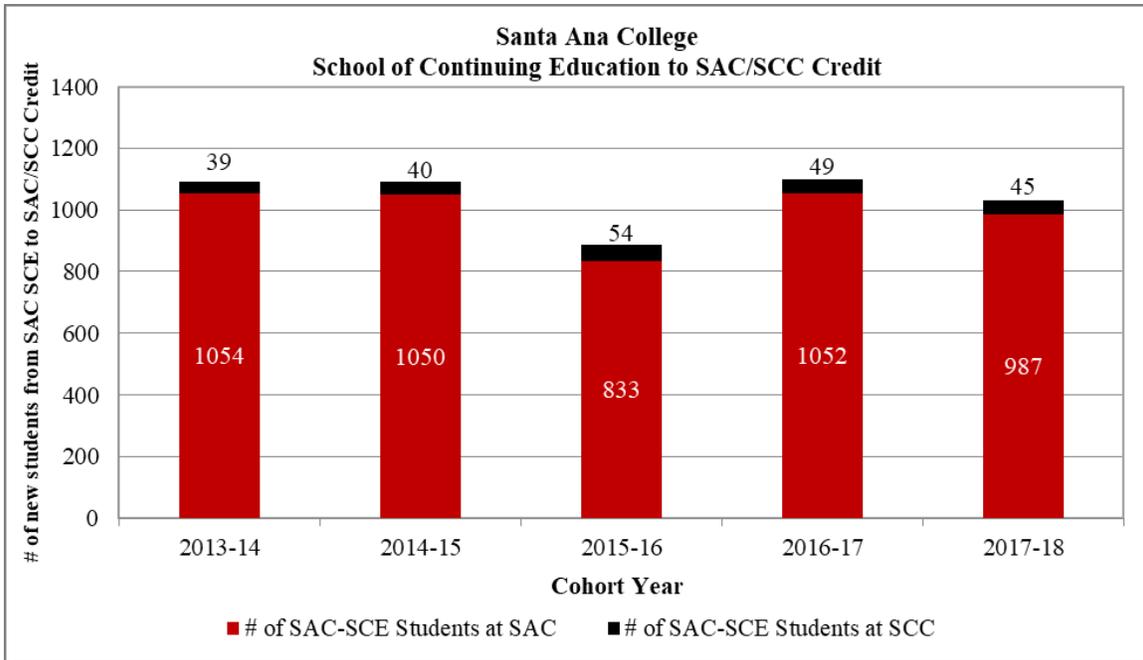
Percentage of "good" and "excellent"

**Santiago Canyon College
Institutional Learning Outcomes**

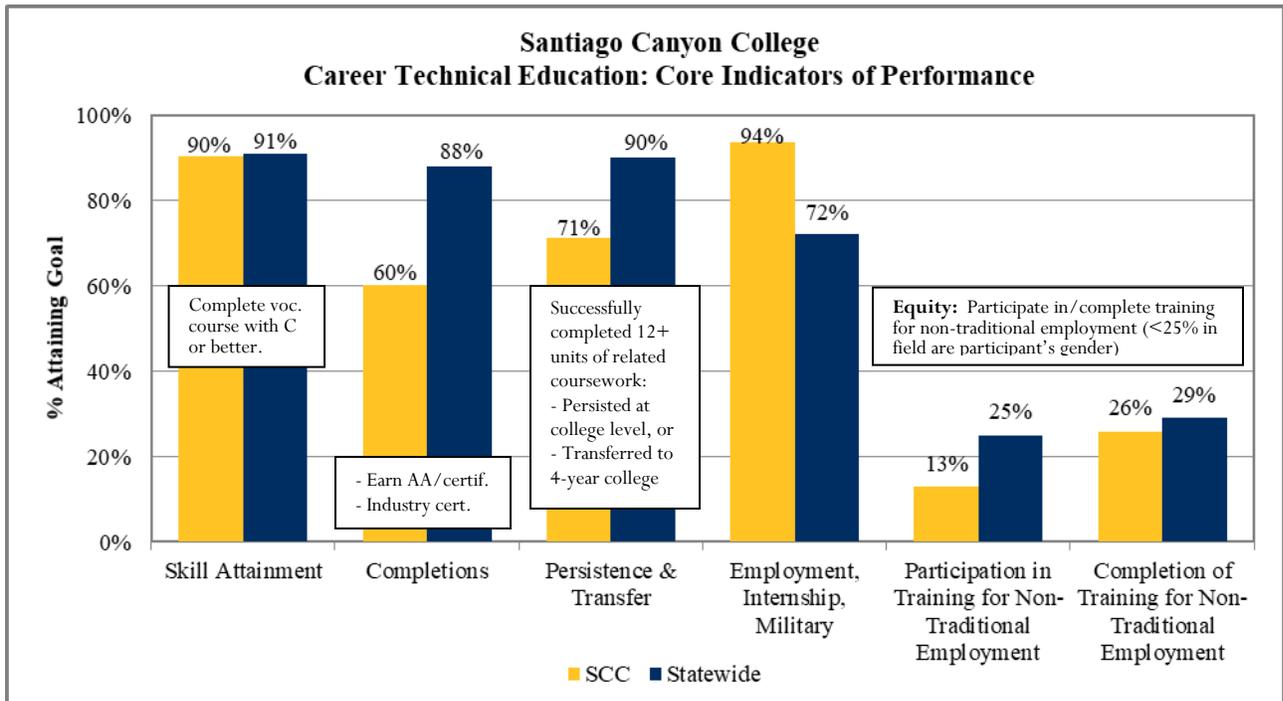
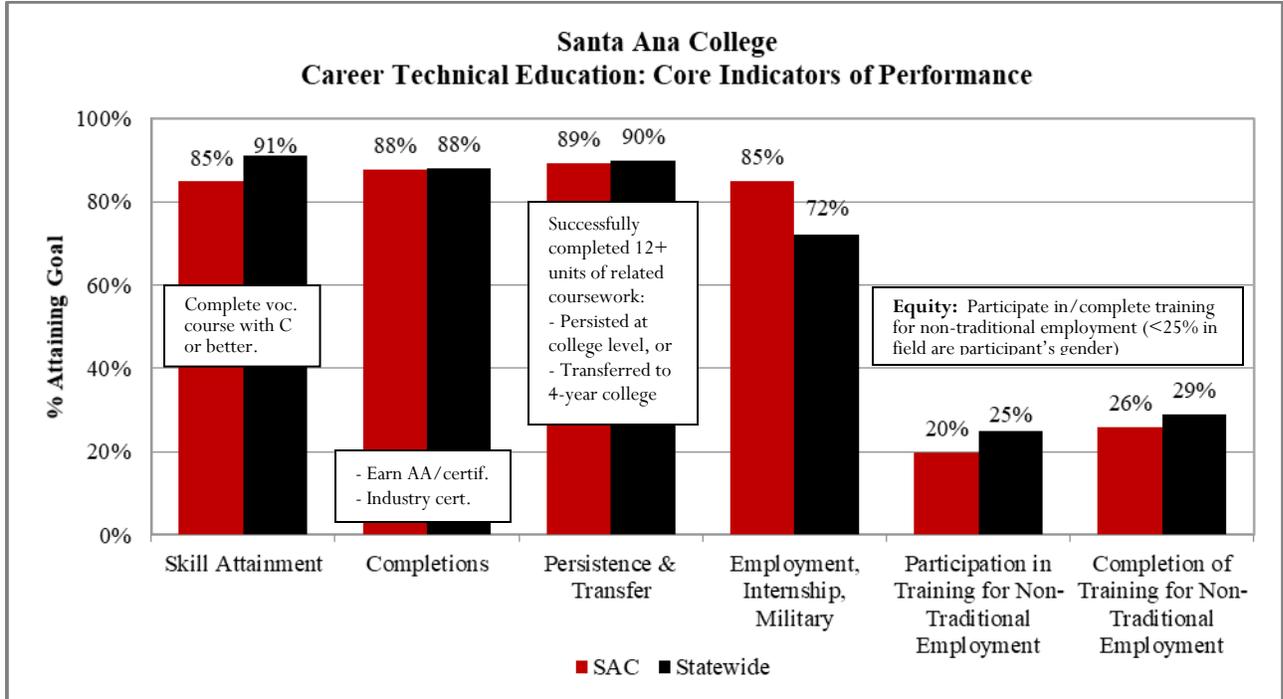
Take responsibility for one's own learning and well-being	86%
Be a responsible community member	85%
Act to maintain one's dignity and self-respect	83%
Critically analyze, evaluate, and organize data to solve problems	83%
Creatively use concepts to make learning relevant	82%
Communicate ideas in a clear and articulate manner	81%
Maintain cultural literacy, lifelong learning, and the environment	81%
Reflectively assess one's values, assumptions, and attitudes	80%
Communicate accurately to diverse audiences	80%
Communicate in various formats using diverse technology	78%
Learn about one's chosen academic major	76%
Learn about professional conduct and workplace ethics	76%

Percentage of "good" and "excellent"

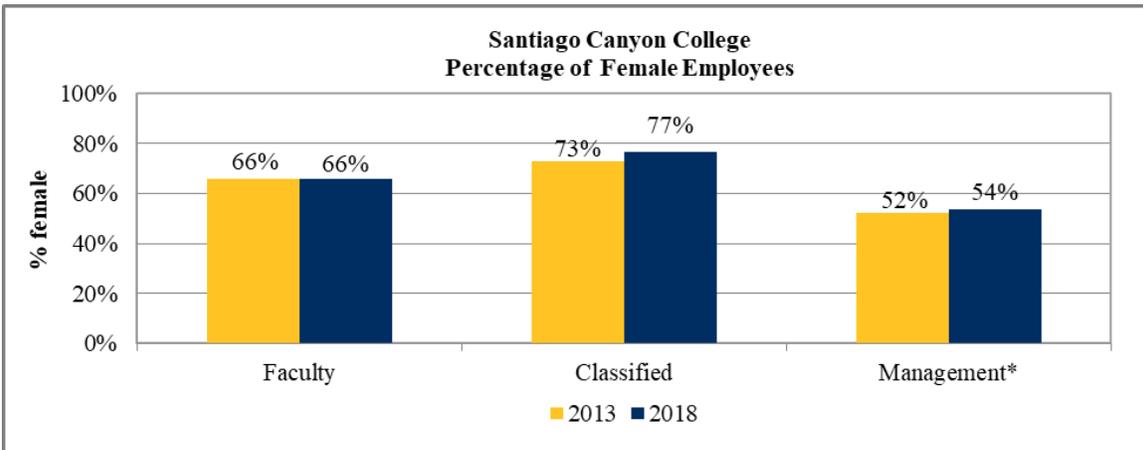
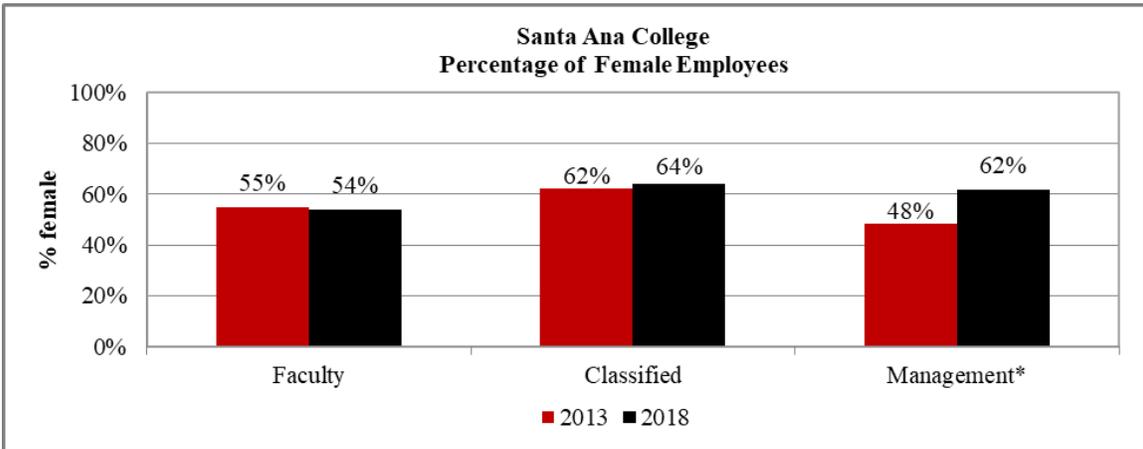
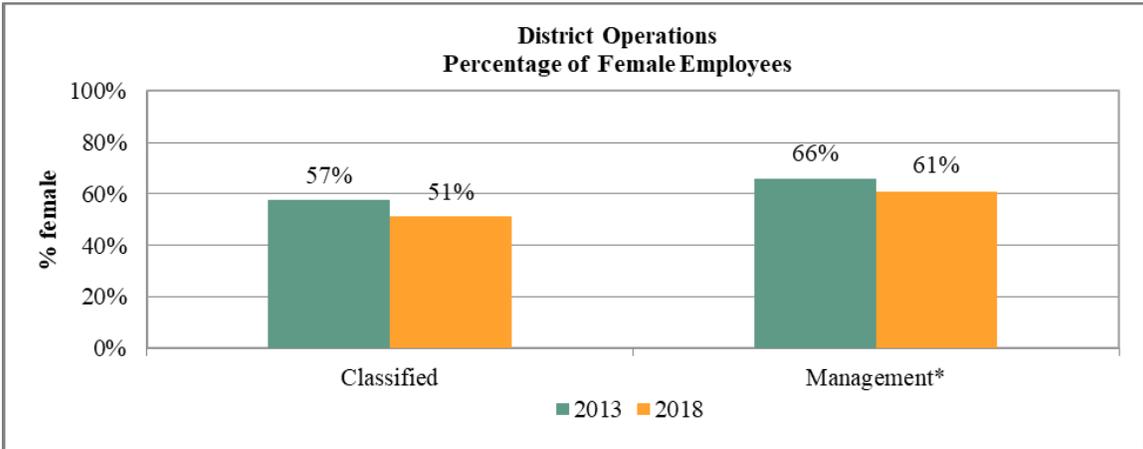
#8 MATRICULATION OF CONTINUING EDUCATION STUDENTS TO COLLEGE CREDIT COURSEWORK



#9 CAREER TECHNICAL EDUCATION (CTE): Comparison of college performance to statewide community college performance on six “Core Indicators” established by the CCCCO to evaluate major areas of student performance in vocational programs.

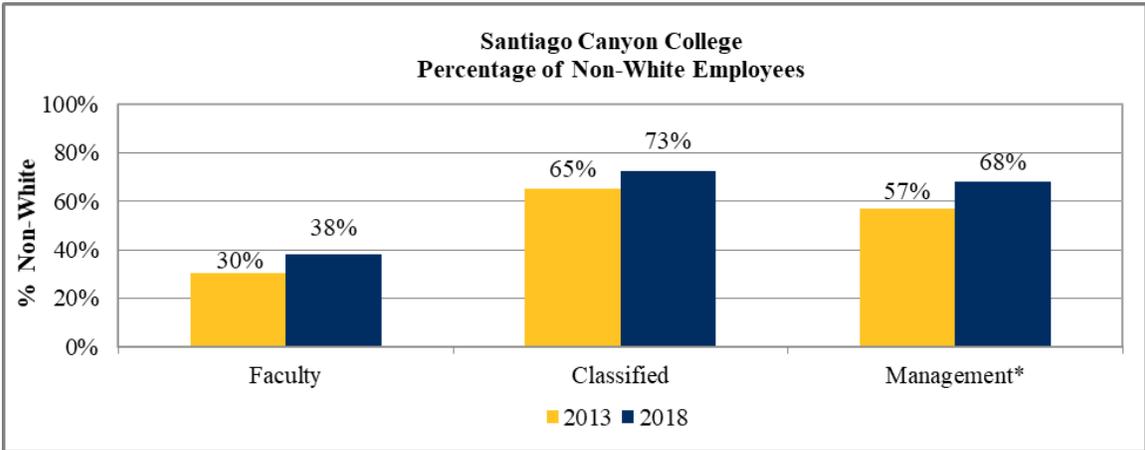
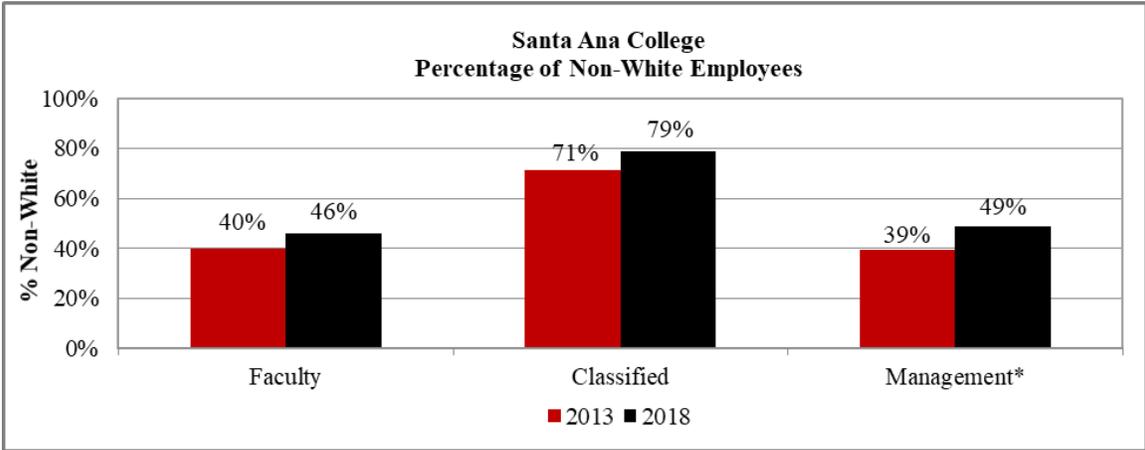
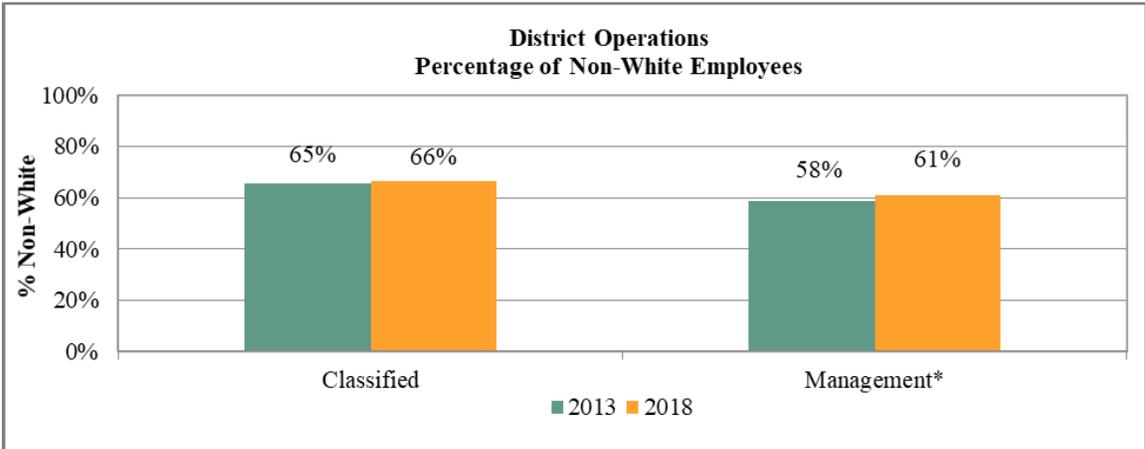


#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Gender



*Management includes confidential

#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Ethnicity

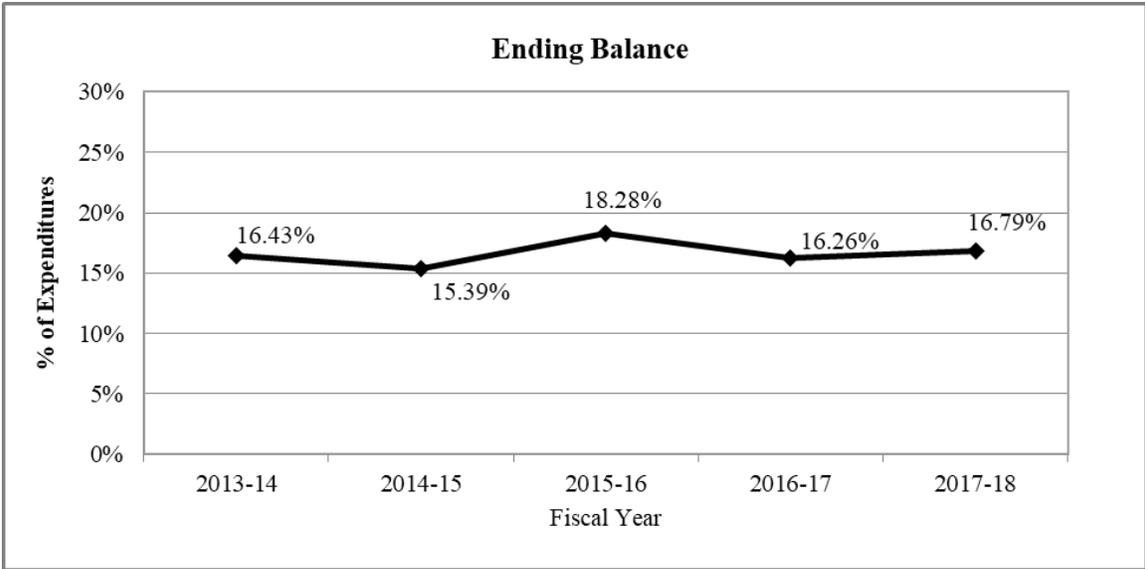


*Management includes confidential

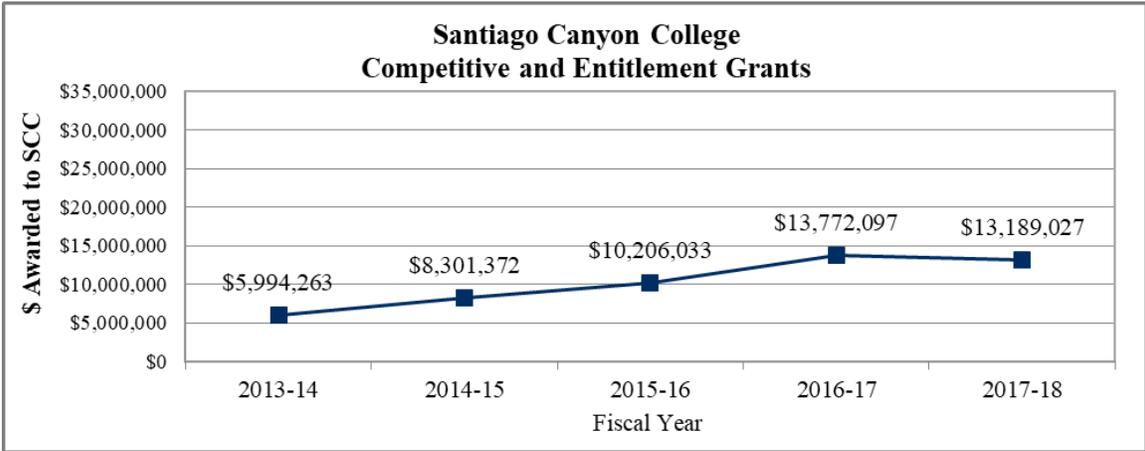
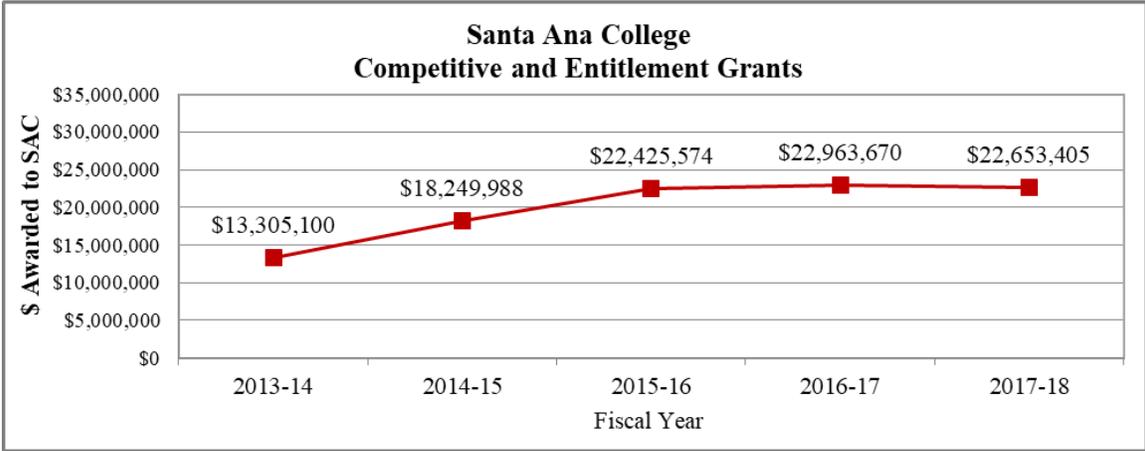
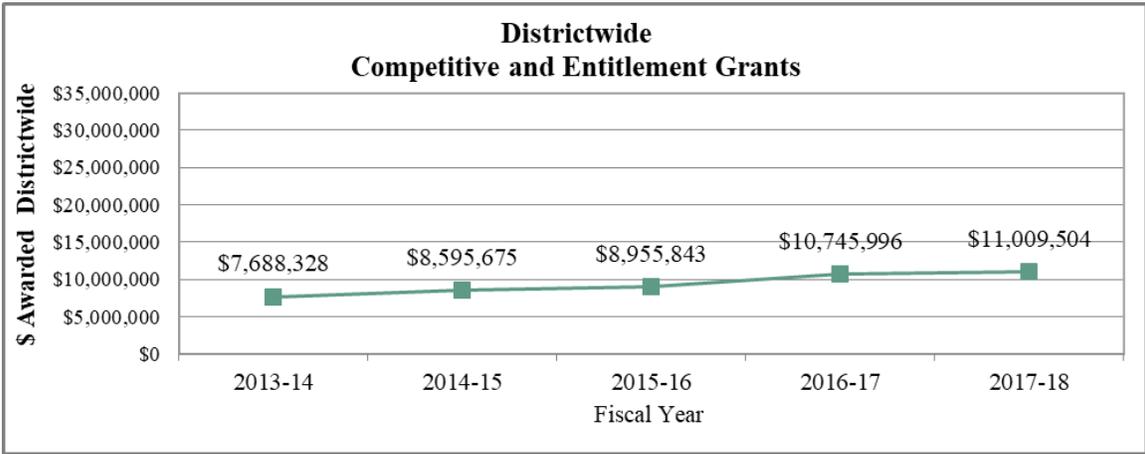
#11 FINANCIAL INDICATORS

Ending Fund Balance - Cash set aside as prudent reserve for extraordinary expenditures.

5% of Total Expenditures - The amount established by the State Chancellor’s Office as a measure of financial well-being. (An unrestricted general fund reserve balance under 5% of total expenditures is a possible indication of financial problems.)



#12 RESOURCE DEVELOPMENT: Competitive and entitlement grants received.



#12 RESOURCE DEVELOPMENT: Financial aid awarded to students.

