



12 Measures of Success

SANTA ANA COLLEGE • SANTIAGO CANYON COLLEGE



**RSCCD Research Department
February 2016**

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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.

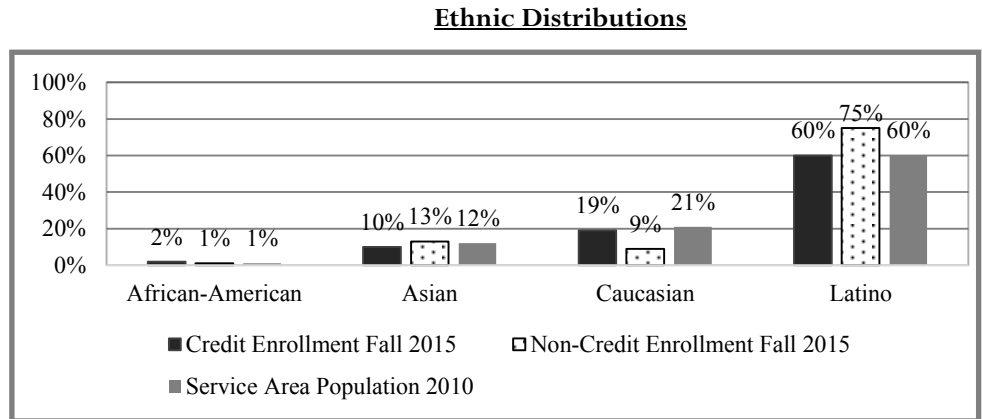
- Both colleges successfully provide **access** and enrollment to diverse students representative of the communities. (p.1)
- More than one-third of the Santa Ana U.S.D. **high school graduates** enroll at SAC while about a fourth of the Orange U.S.D. graduates enroll at SCC. (p. 2)
- More than two-thirds of course enrollments result in **successful course completion**. (p. 3)
- **Course retention** rates are high at more than 80%. (p.4)
- **Successful completion of college-level coursework** by students enrolled in remedial English/EMLS/ACE and math has increased. (p.5, 6 and 7)
- The number of **degrees and certificates awarded** at both colleges increased significantly. The number of certificates of completion awarded by the School of Continuing Education has dropped. (p. 8 and 9)
- Both colleges continue to increase the number of students **transferring** to four-year universities. (p. 10)
- **Student satisfaction** survey results show that students are generally pleased with their experiences at SAC and SCC. (p. 11)
- Students rated **core competencies/student learning outcomes** identified by faculty in a variety of general education areas satisfactory. (p. 12)
- The number of students who matriculate to credit coursework from **the continuing education program** has decreased at SAC, while it has recovered at SCC (p. 13)
- **CTE students' performance** is slightly lower than CTE students statewide in some metrics. (p. 14)
- Overall, RSCCD employees are increasingly **diverse**. (p. 15 and 16)
- **Ending balance** continues to drop. (p.17)
- **Income** from districtwide and colleges' grants increased dramatically since last year due to additional statewide initiatives (p. 18)
- **Financial aid** to students continues to increase in the last five years. (p. 19)

#1 ACCESS TO STUDENTS: Enrollment and Community Population

Comparison of ethnic group representation in the service area and credit and continuing education student populations.

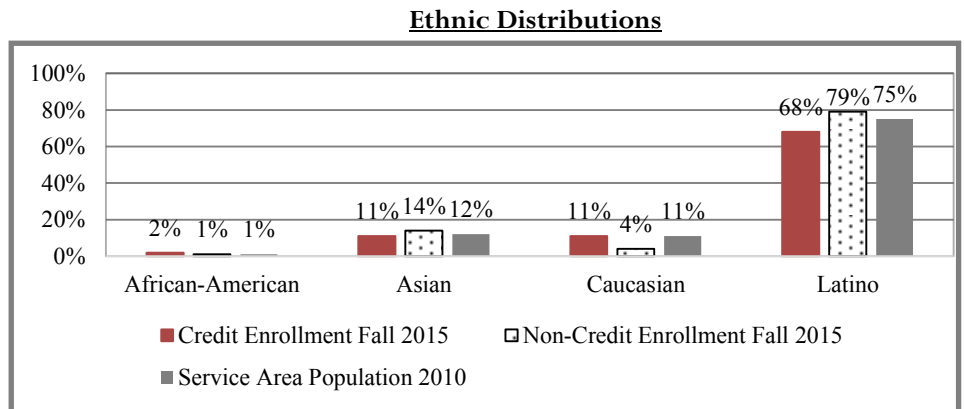
RSCCD

- The RSCCD service area population is approximately 768,000 (U.S. Census 2010)
- 25,655 students were enrolled in credit coursework
- 19,915 students were enrolled in non-credit coursework



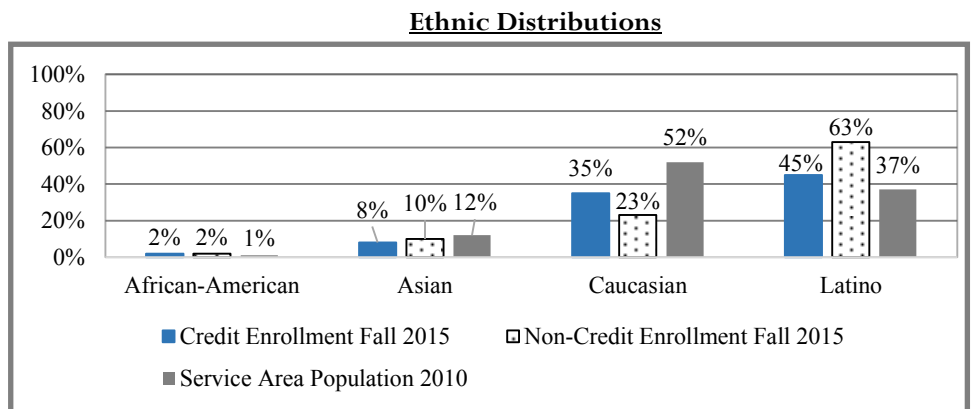
SAC

- The SAC service area population is approximately 515,000 (U.S. Census 2010)
- 18,095 students were enrolled in credit coursework
- 14,035 students were enrolled in non-credit coursework

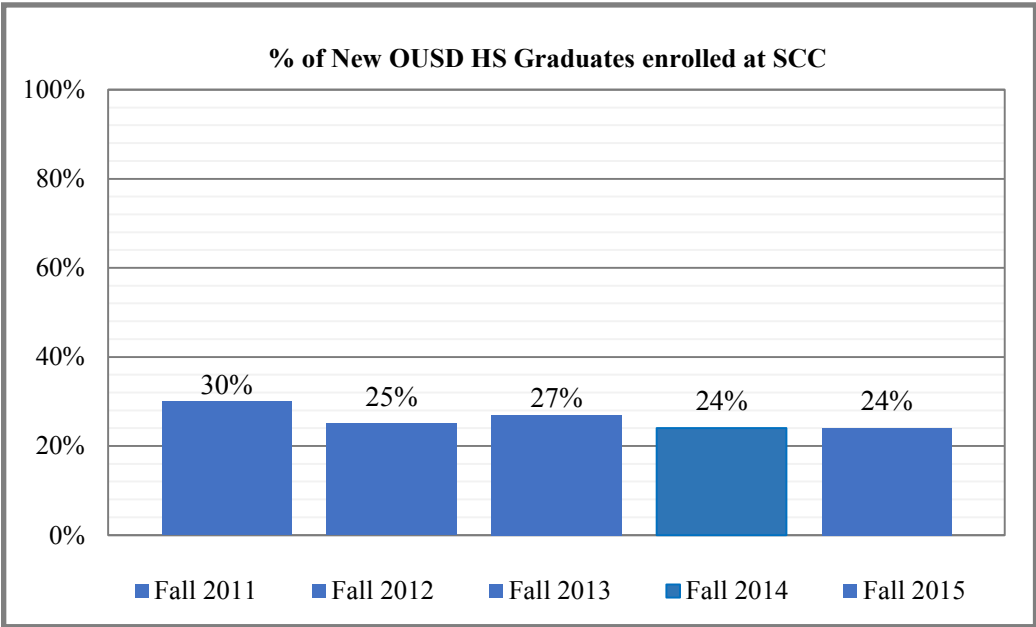
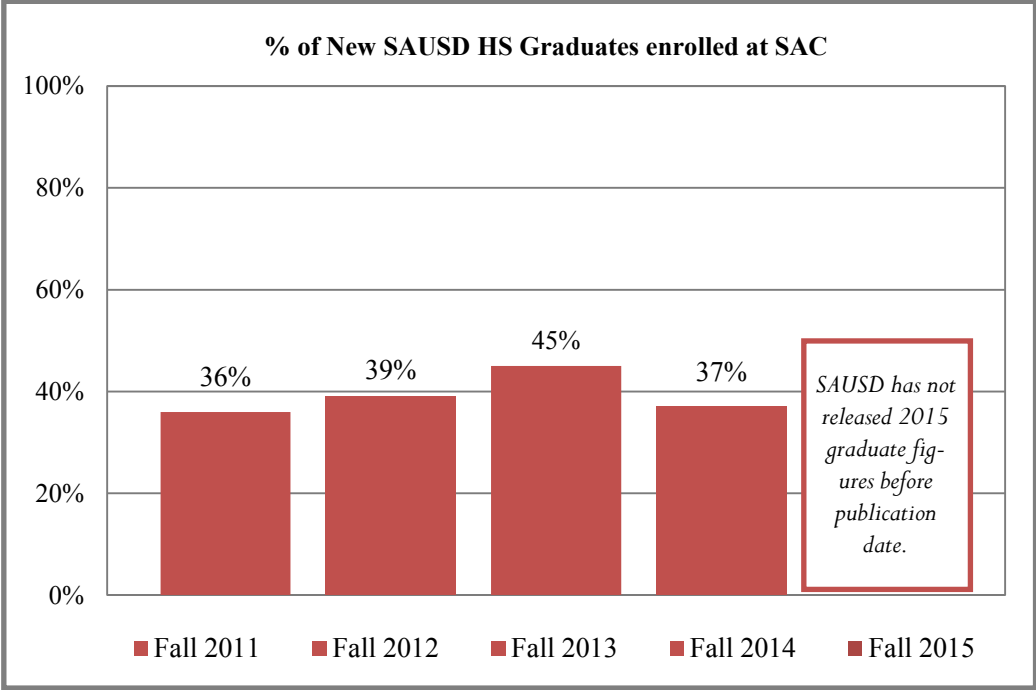


SCC

- The SCC service area population is approximately 253,000 (U.S. Census 2010)
- 9,366 students were enrolled in credit coursework
- 5,880 students were enrolled in non-credit coursework

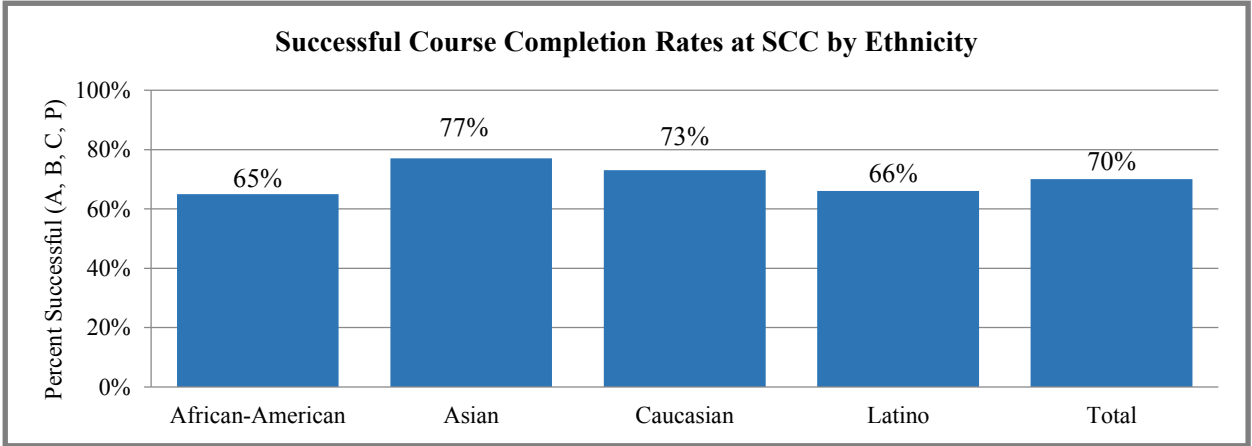
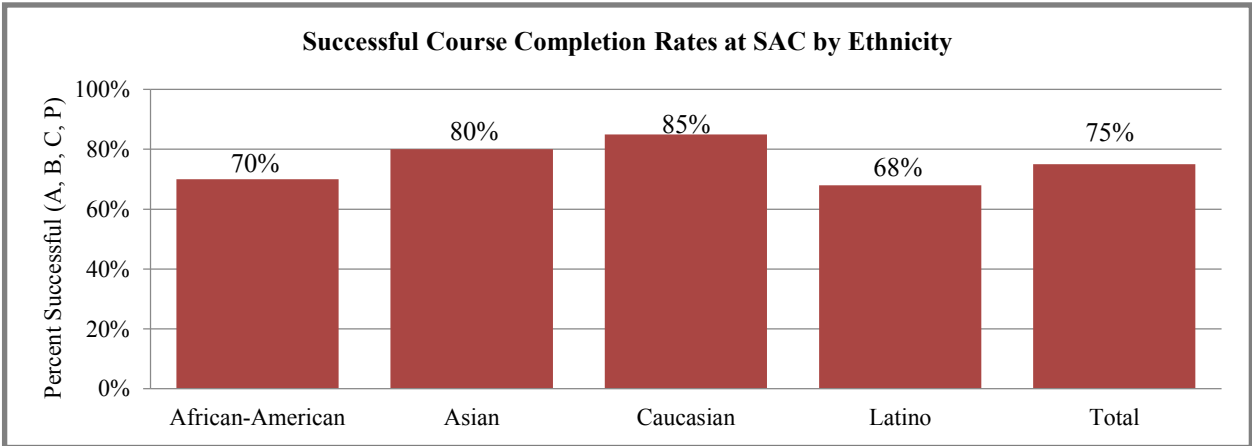


#1 ACCESS TO STUDENTS: Percent of Feeder High School Graduates Enrolled as New Freshmen



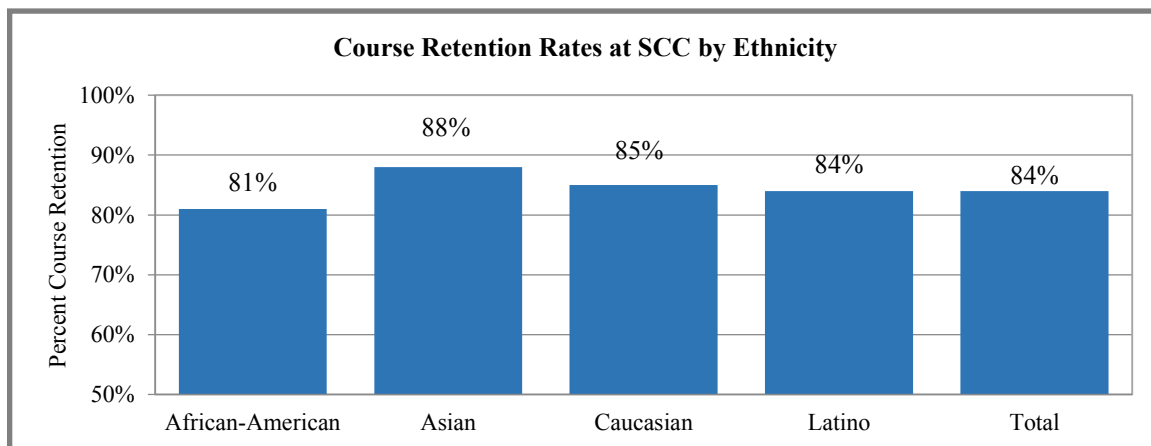
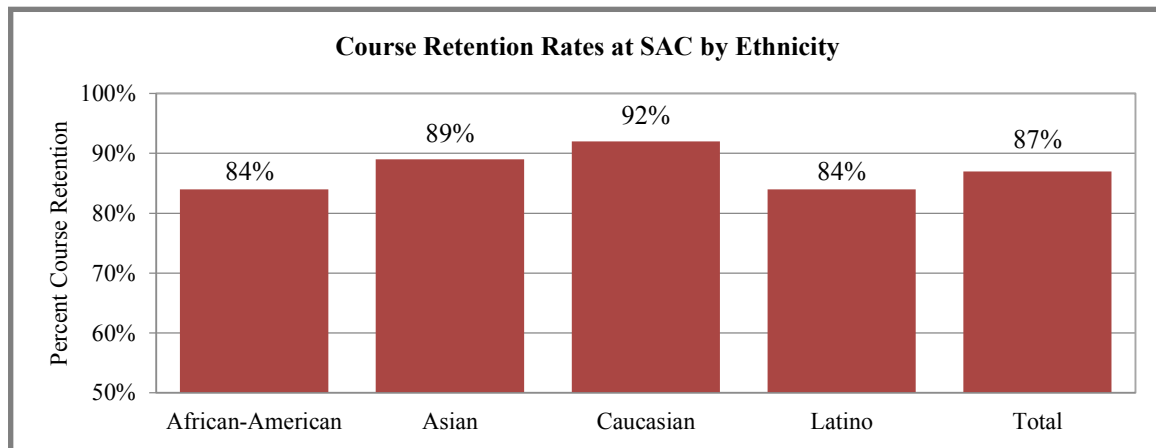
#2 SUCCESSFUL COURSE COMPLETION

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.

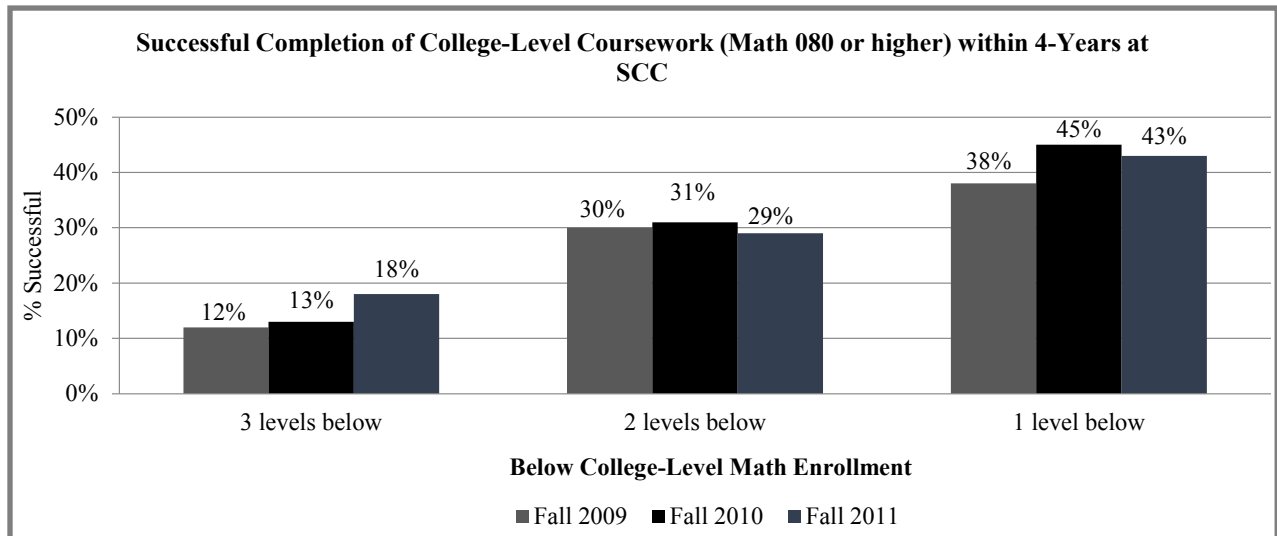
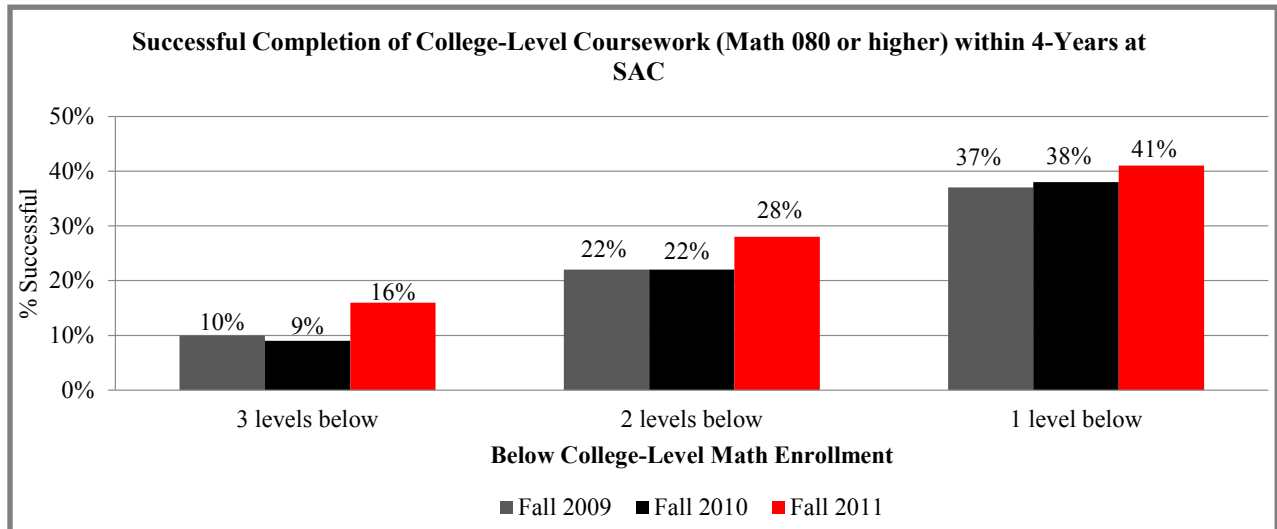


#3 COURSE RETENTION

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

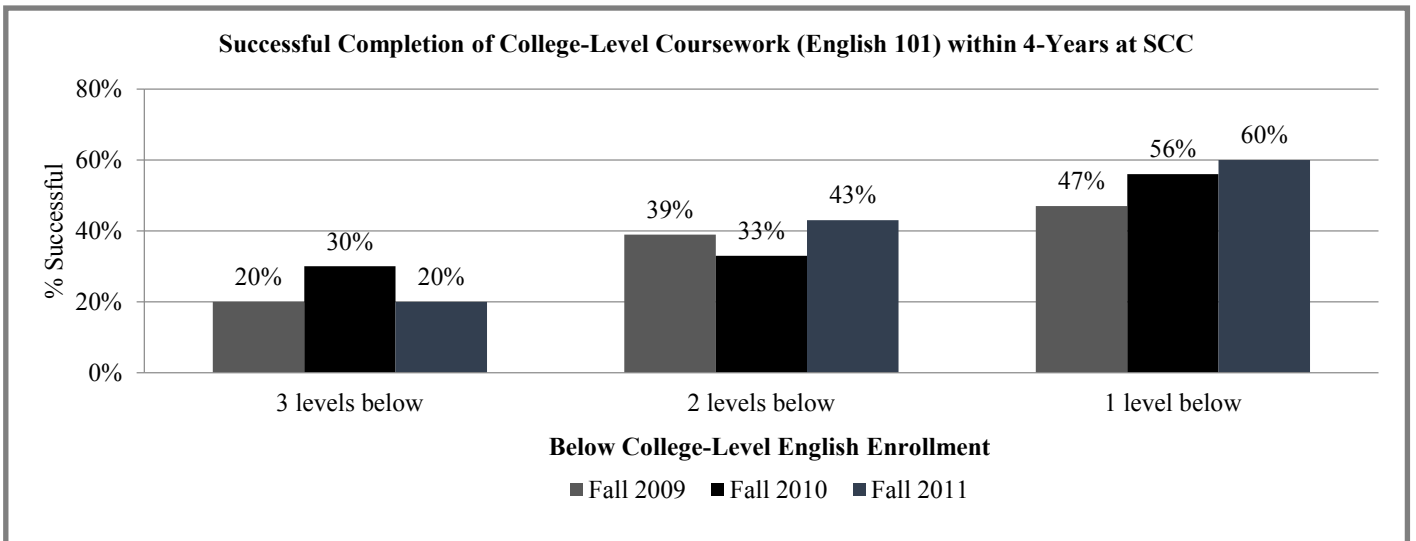
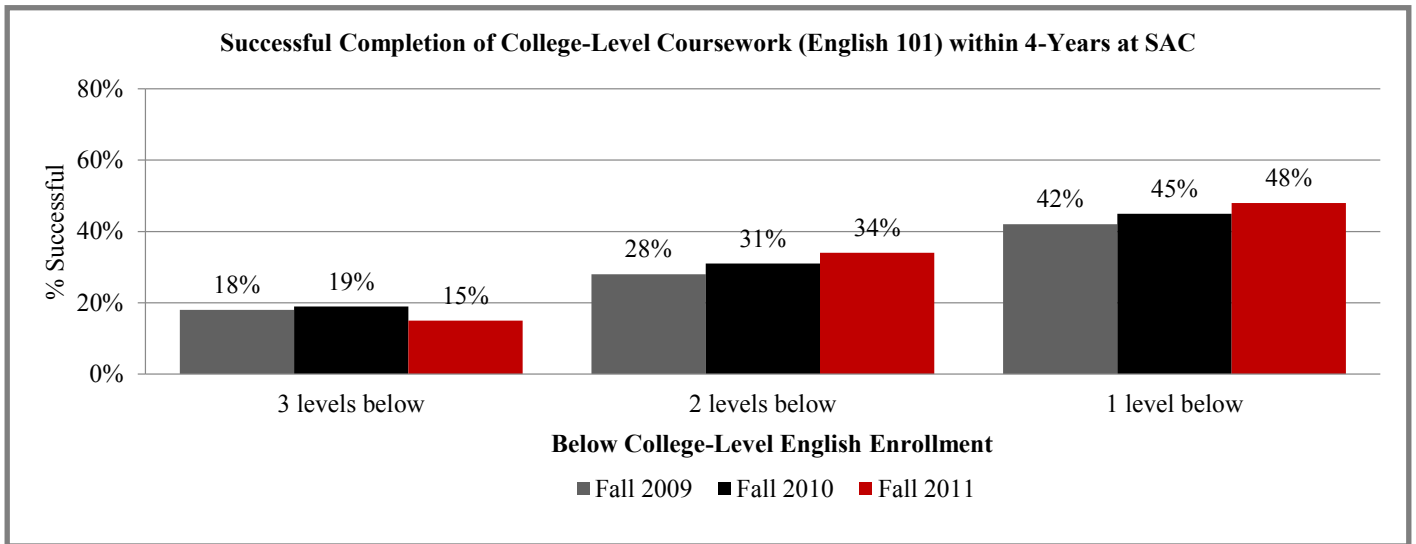


#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK:
 Within 4-years by students enrolled in remedial math



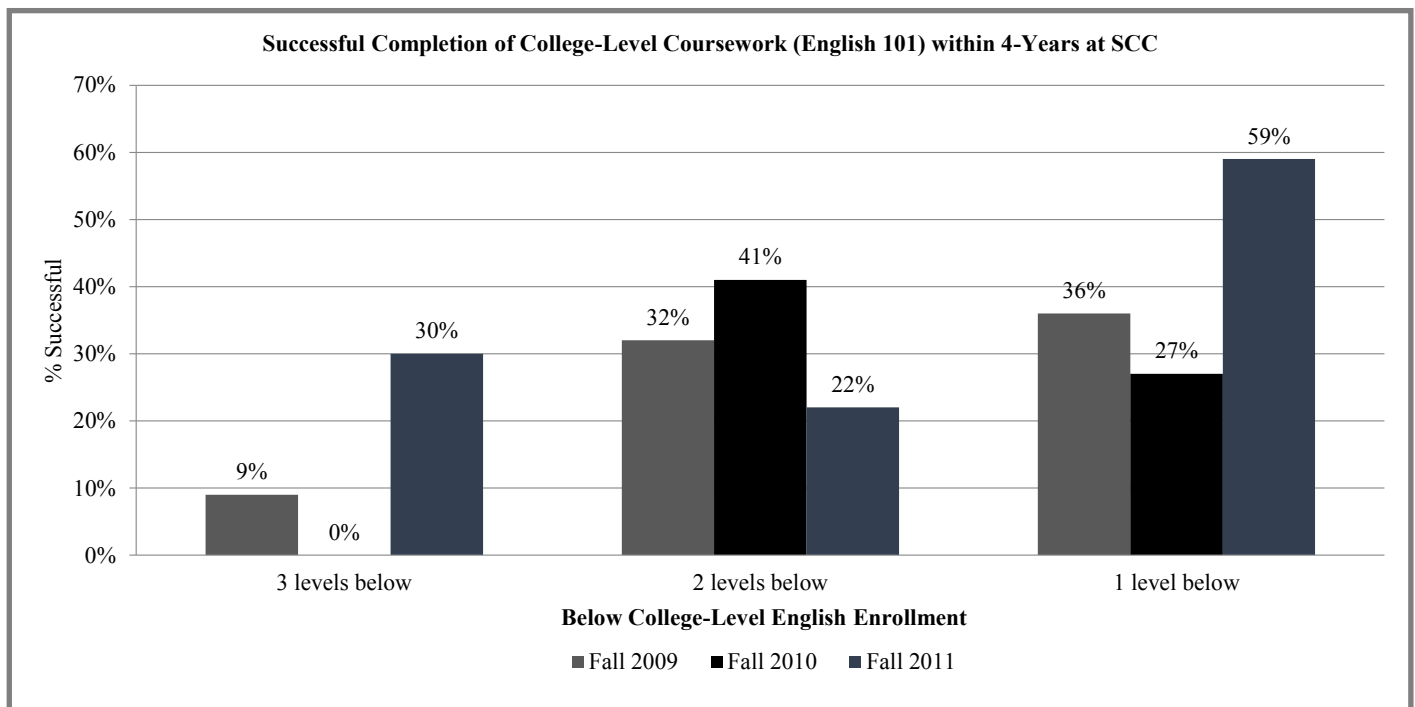
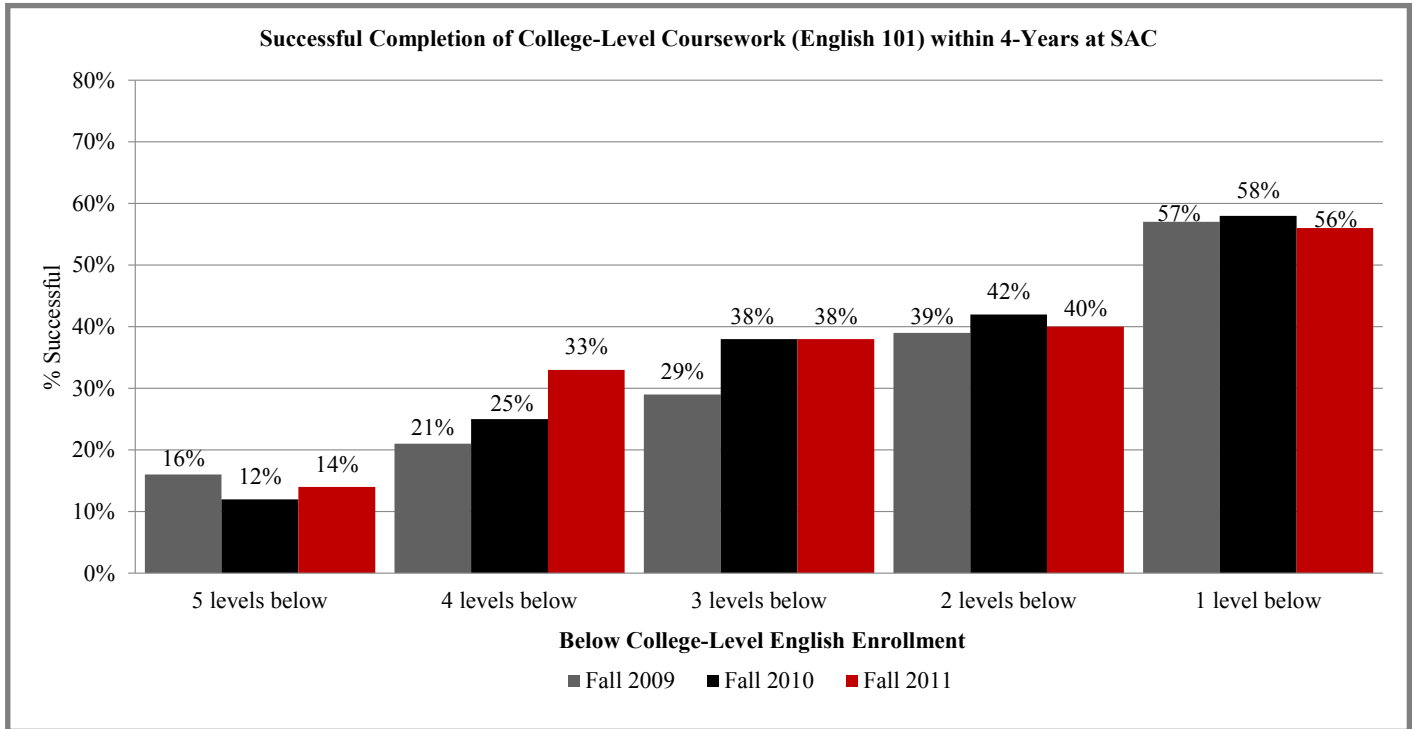
3 levels below: Math N05A/B/C and N06
 2 levels below: Math N47A/B and N48
 1 level below: Math 060 and 061

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



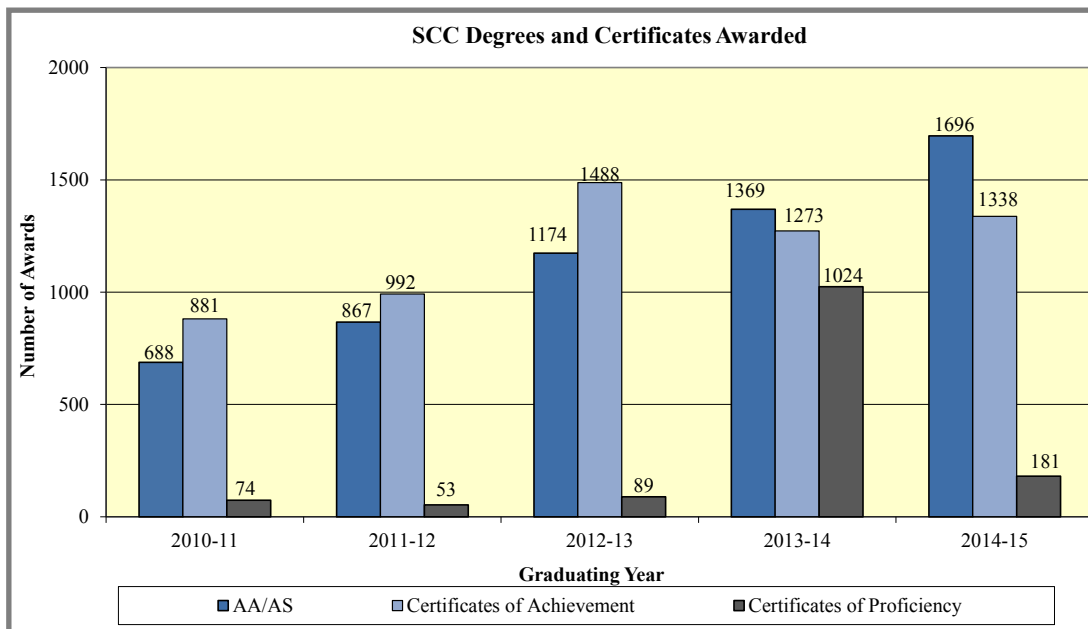
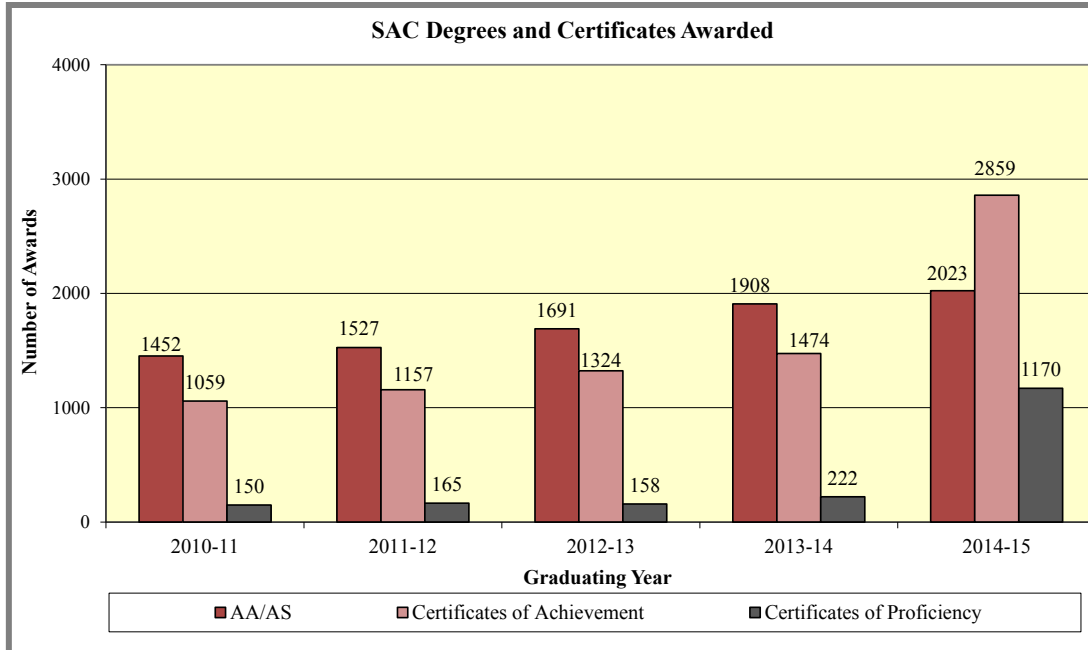
3 levels below: English N50
 2 levels below: English N60
 1 level below: English 061

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

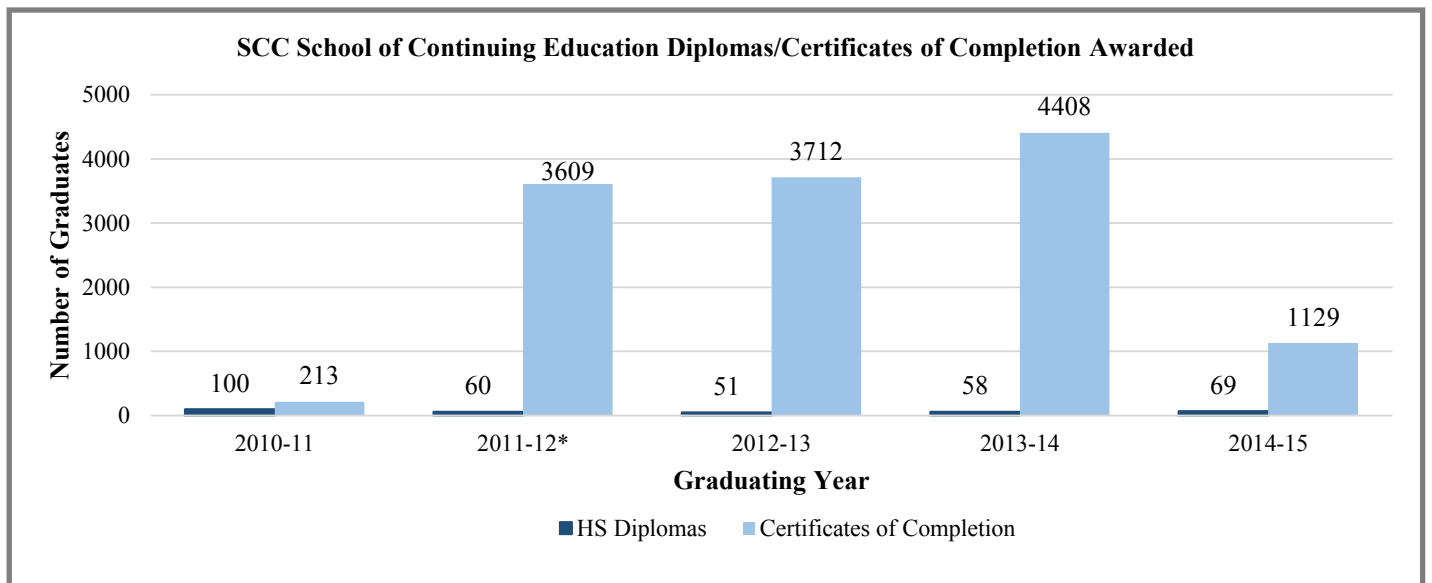
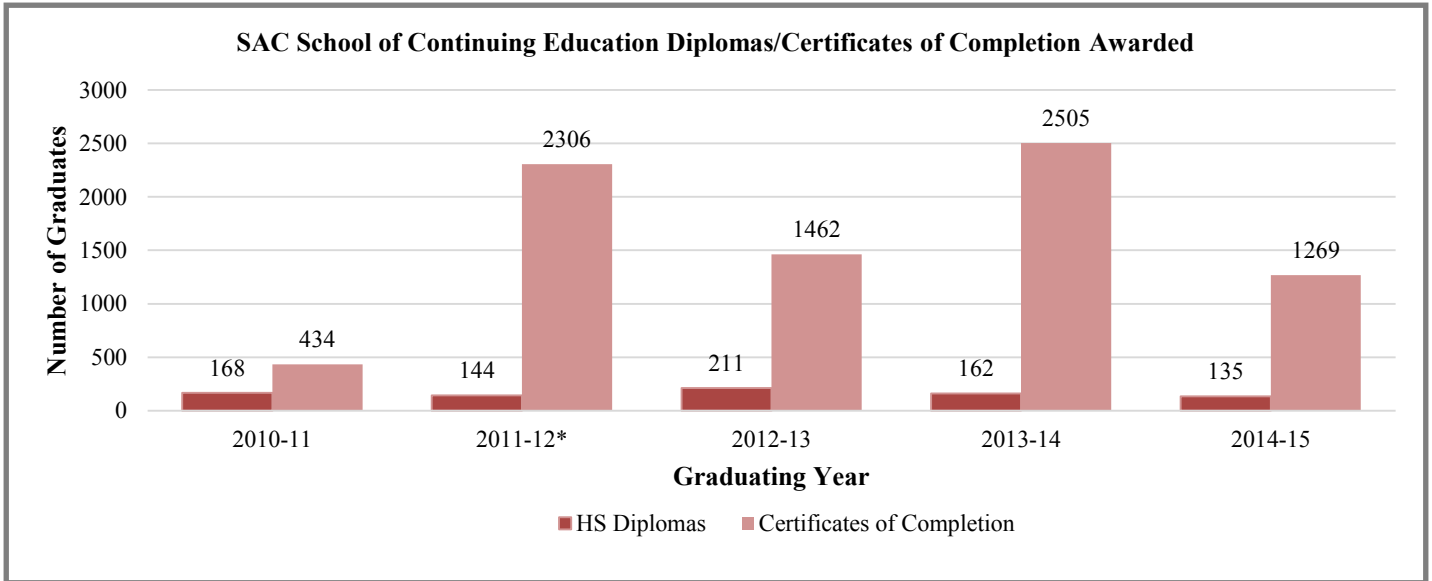


5 levels below: EMLS 055
 4 levels below: EMLS 107
 3 levels below: EMLS 109 (ACE 052/053)

#5 GRADUATES: AA/AS degrees and certificates awarded



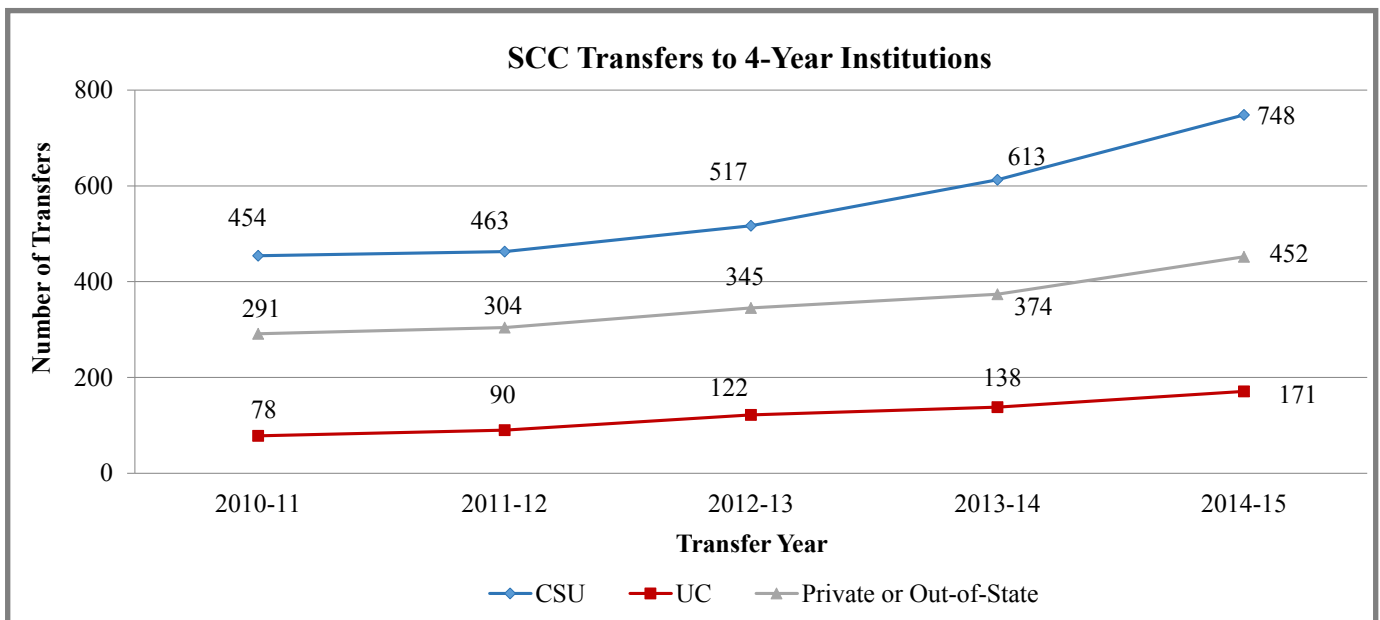
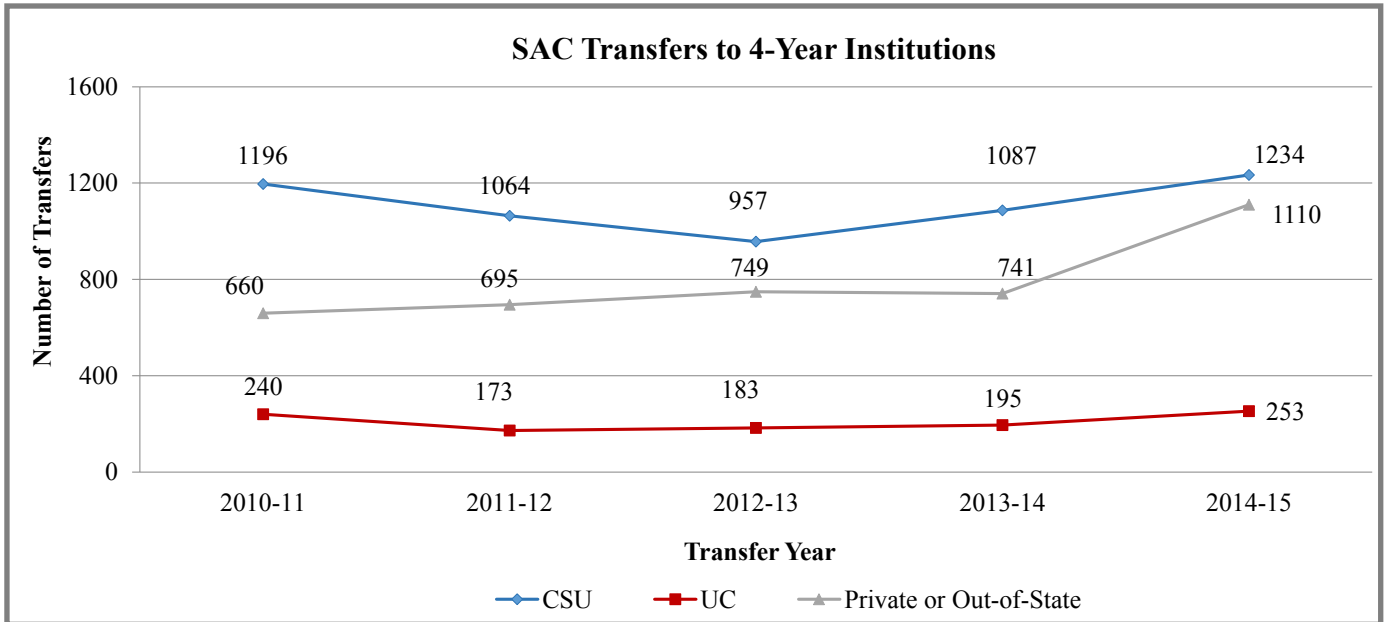
#5 GRADUATES: High school diplomas and certificates of completion awarded by the School of Continuing Education.



* Starting in 2011, the Chancellor’s Office granted the colleges approval to award certificates of completions for a variety of programs.

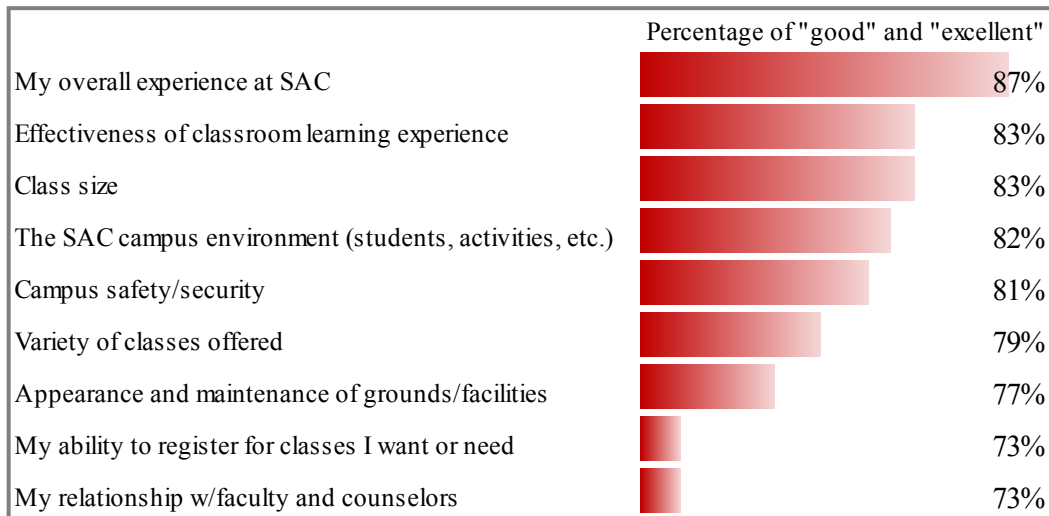
#6 TRANSFERS TO FOUR-YEAR INSTITUTIONS:

The number of students for whom records were found at four-year institutions the first semester after leaving SAC/SCC.

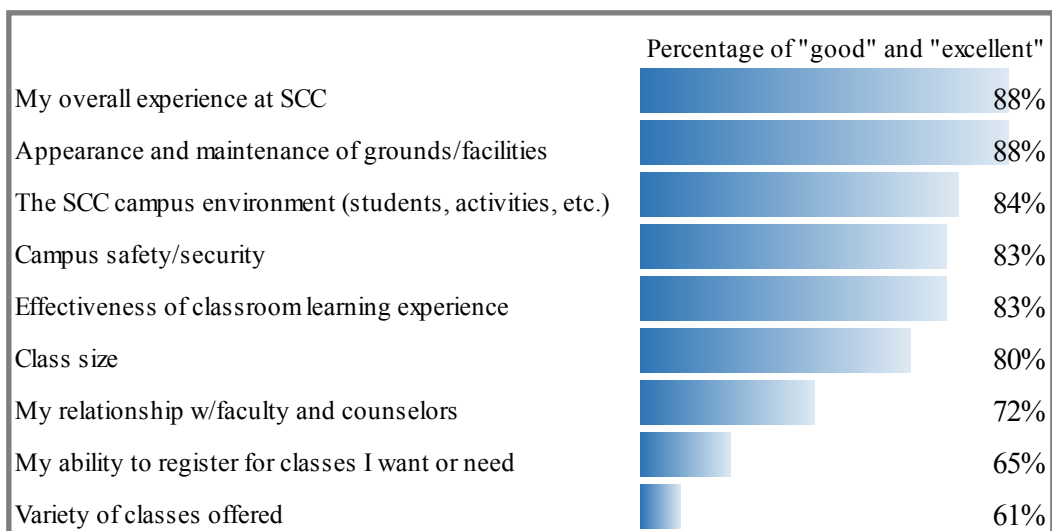


#7 STUDENT SATISFACTION: Student Assessment of the Colleges, Education, and Services

Student Satisfaction at SAC

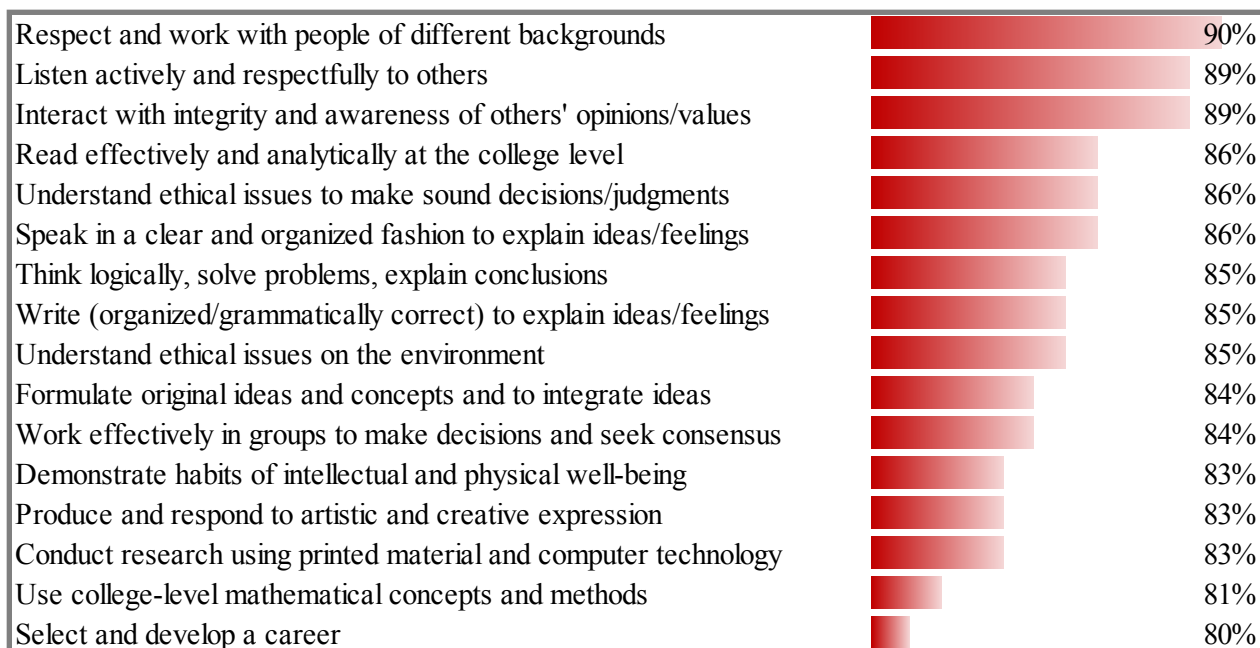


Student Satisfaction at SCC



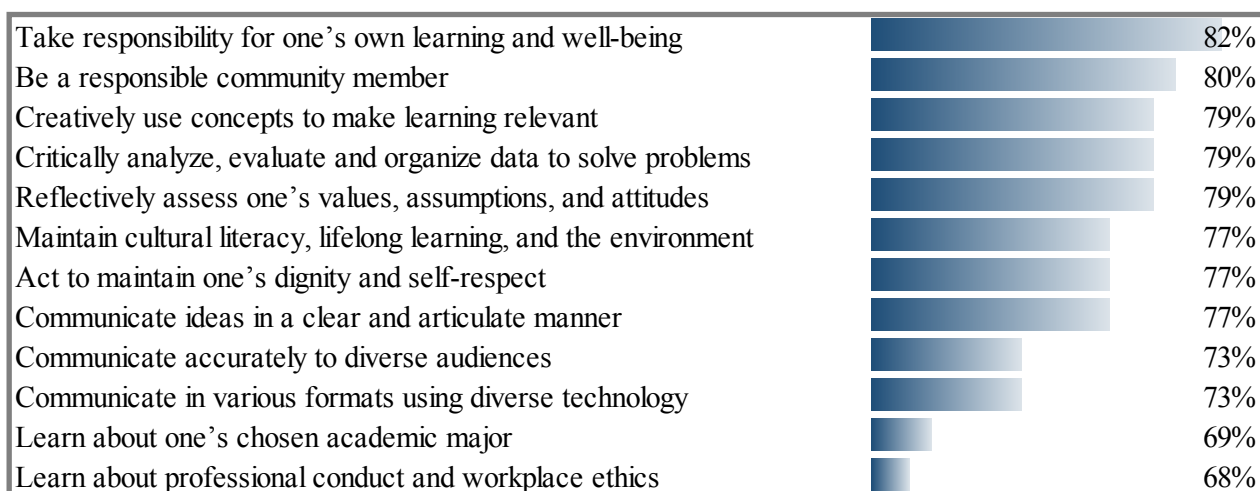
#7 STUDENT SATISFACTION: Student Assessment of Core Competencies and Student Learning Outcomes

Core Competencies at SAC



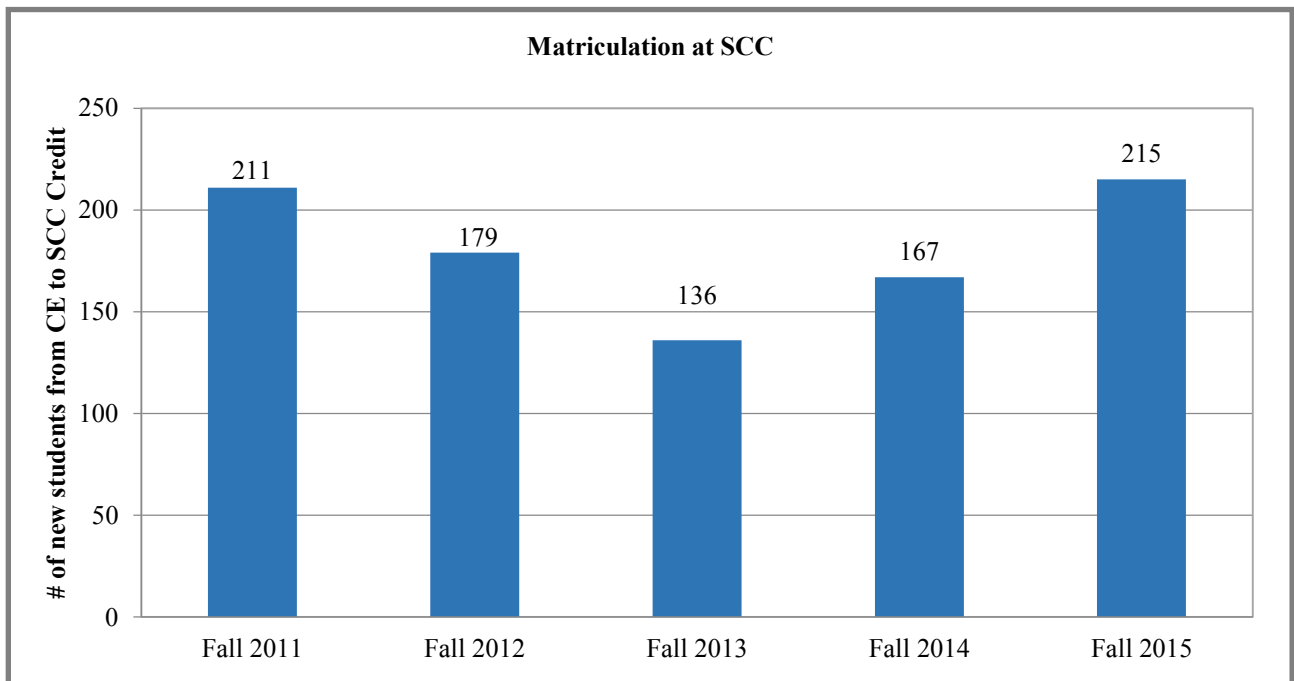
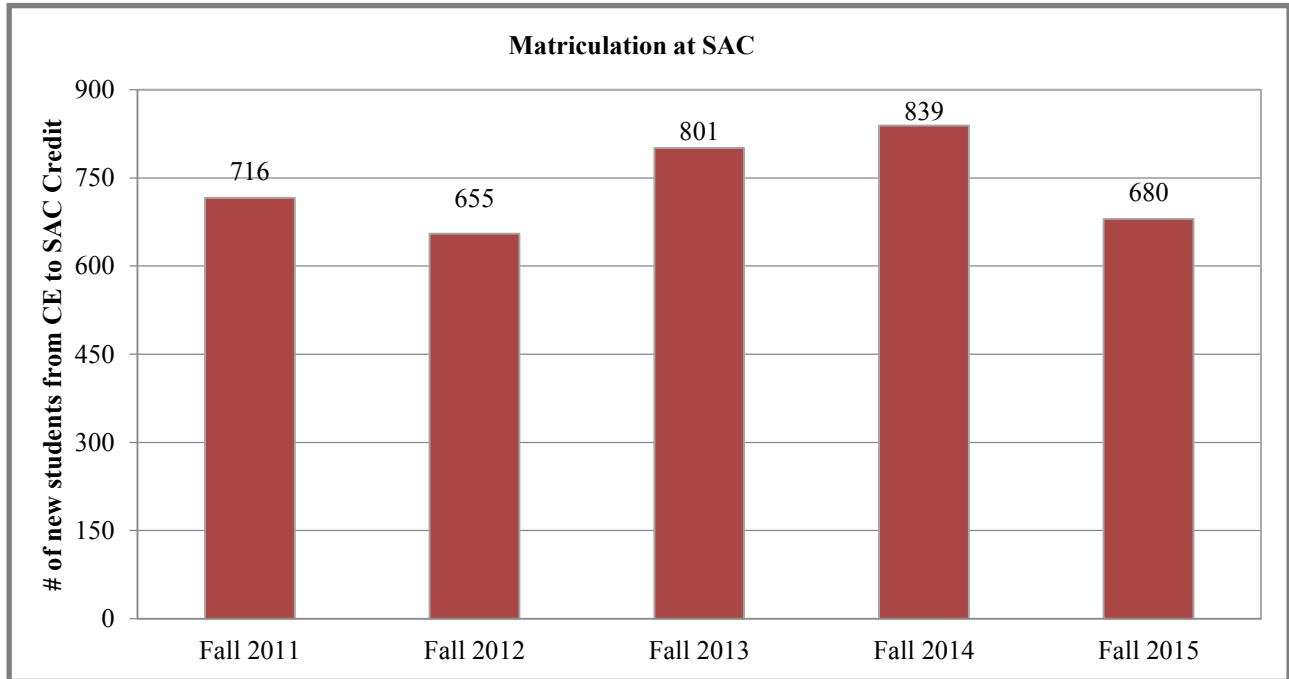
Percentage of "good" and "excellent"

Student Learning Outcomes at SCC



Percentage of "good" and "excellent"

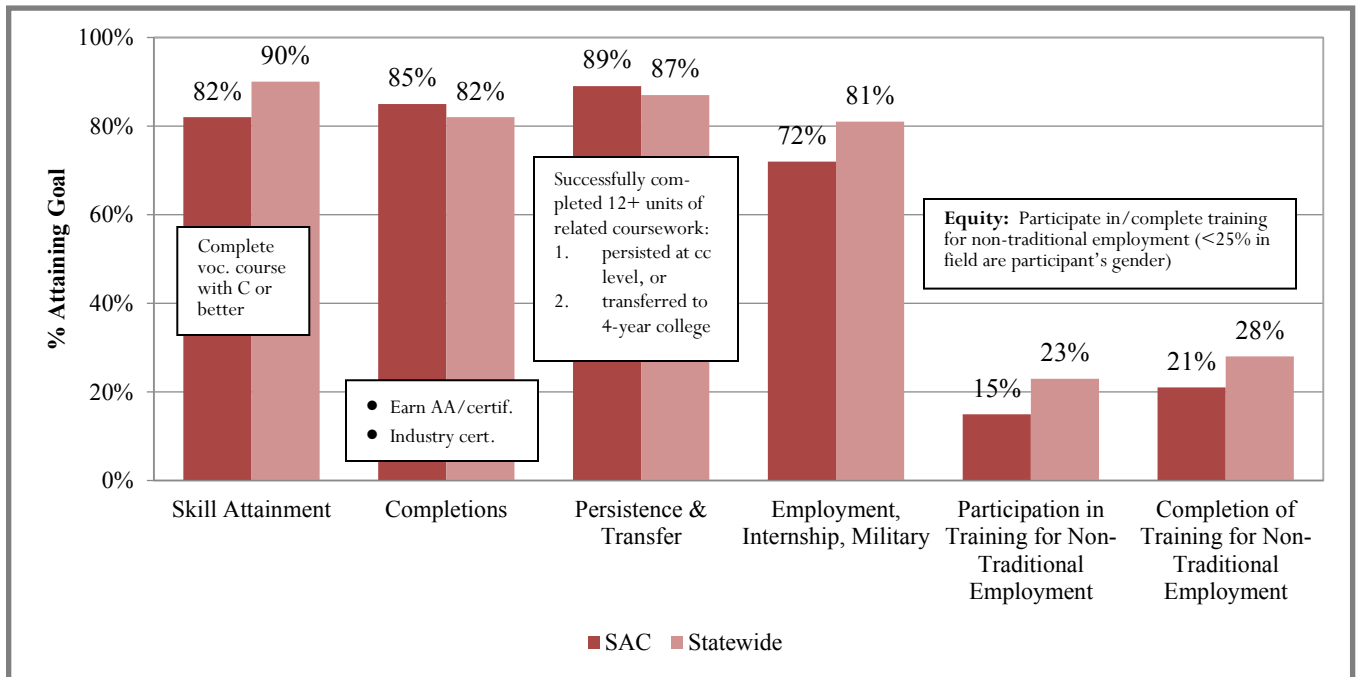
#8 MATRICULATION OF CONTINUING EDUCATION STUDENTS TO COLLEGE CREDIT COURSEWORK



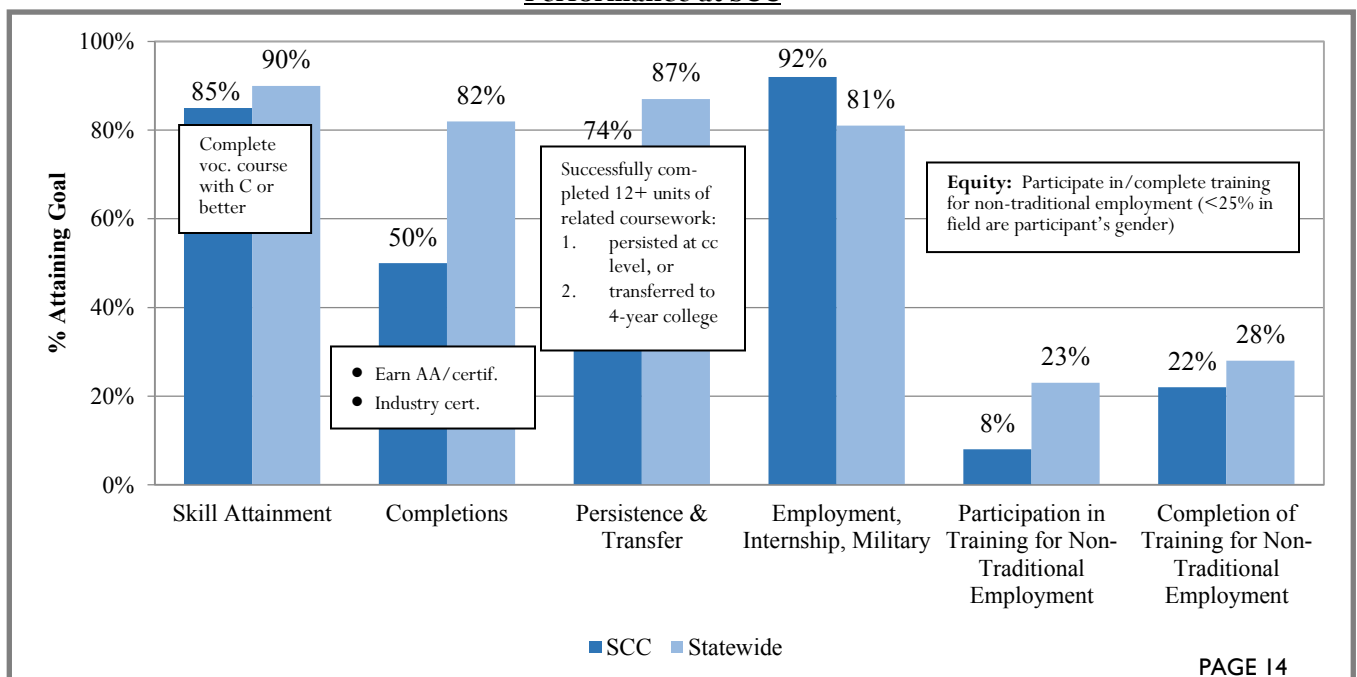
#9 CAREER TECHNICAL EDUCATION (CTE): Core Indicators of Performance

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.

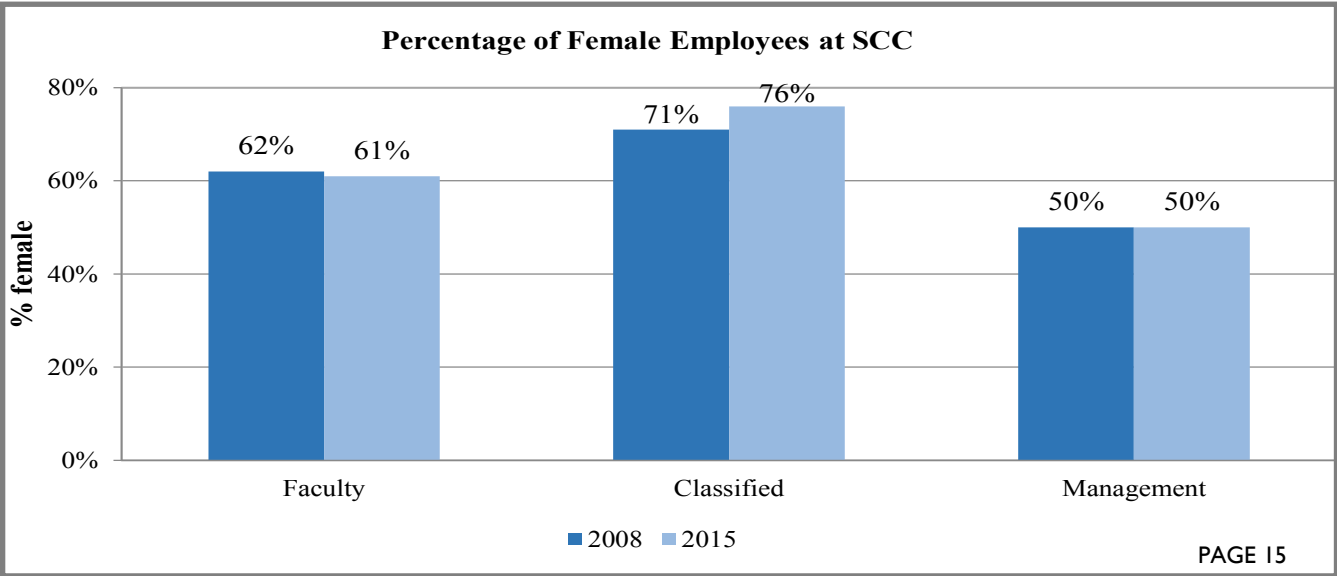
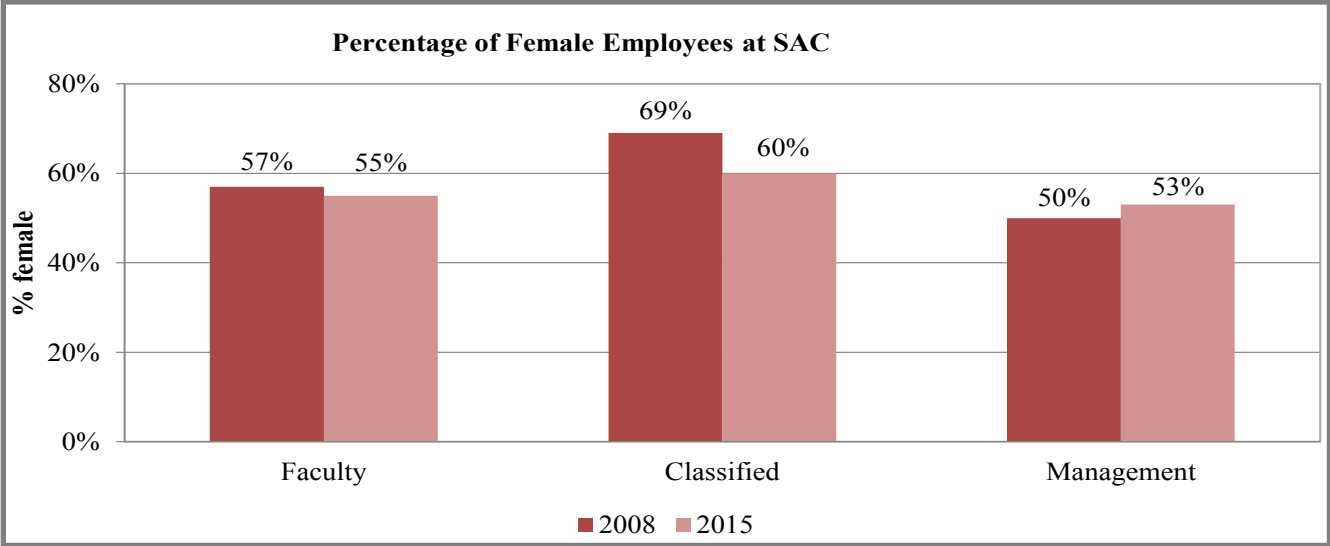
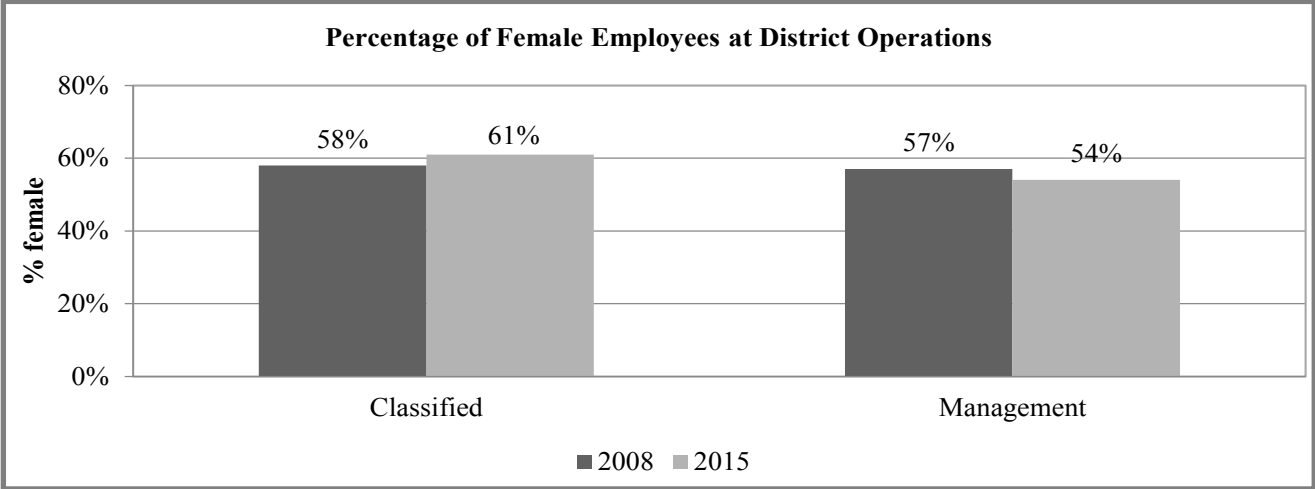
Performance at SAC



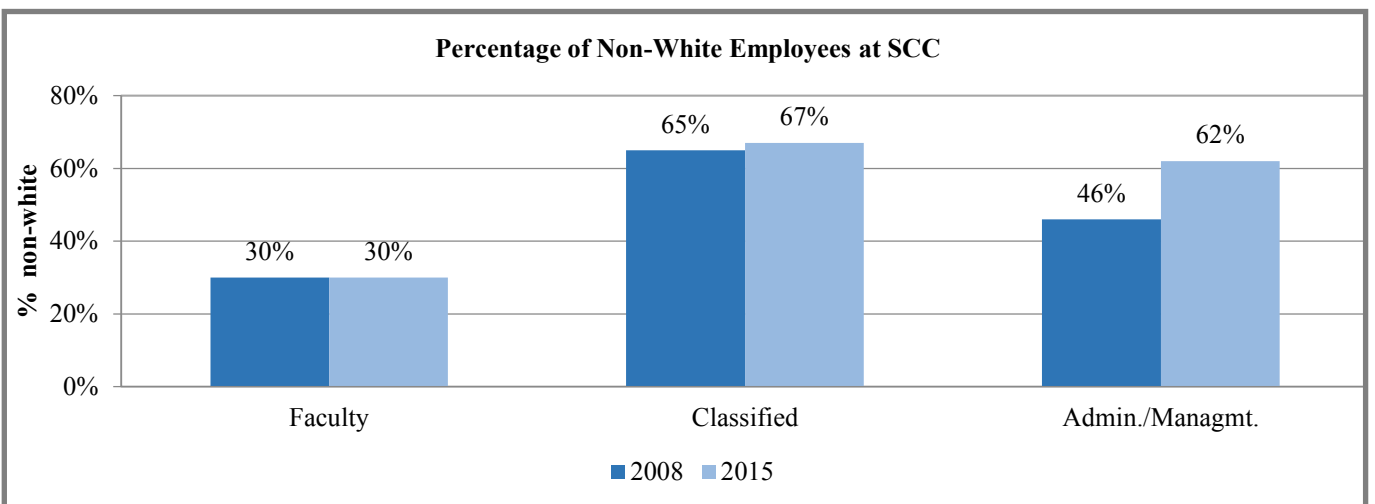
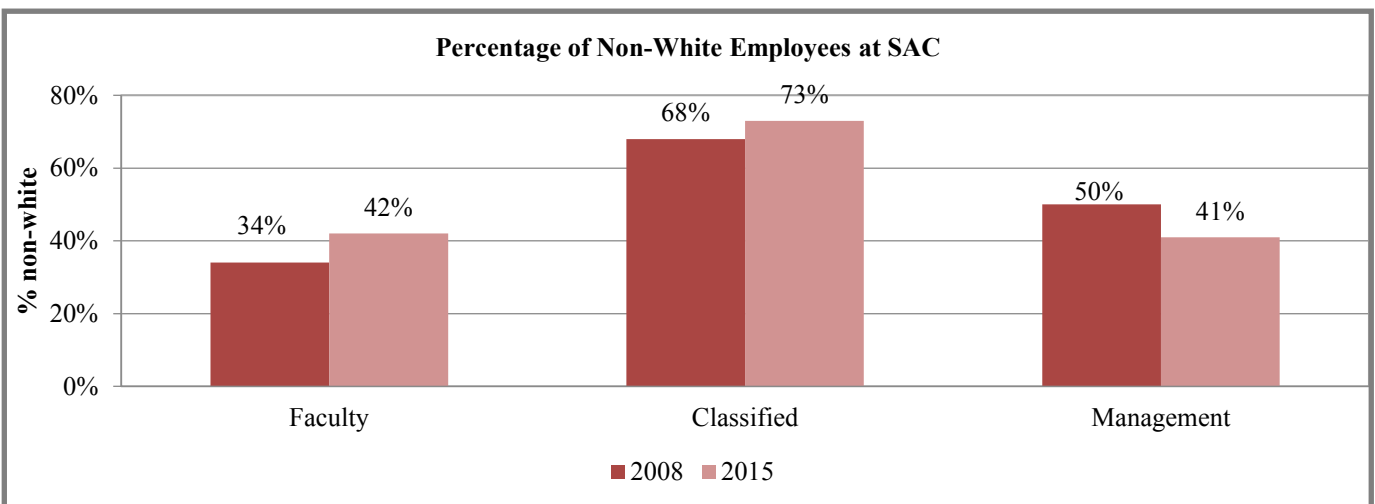
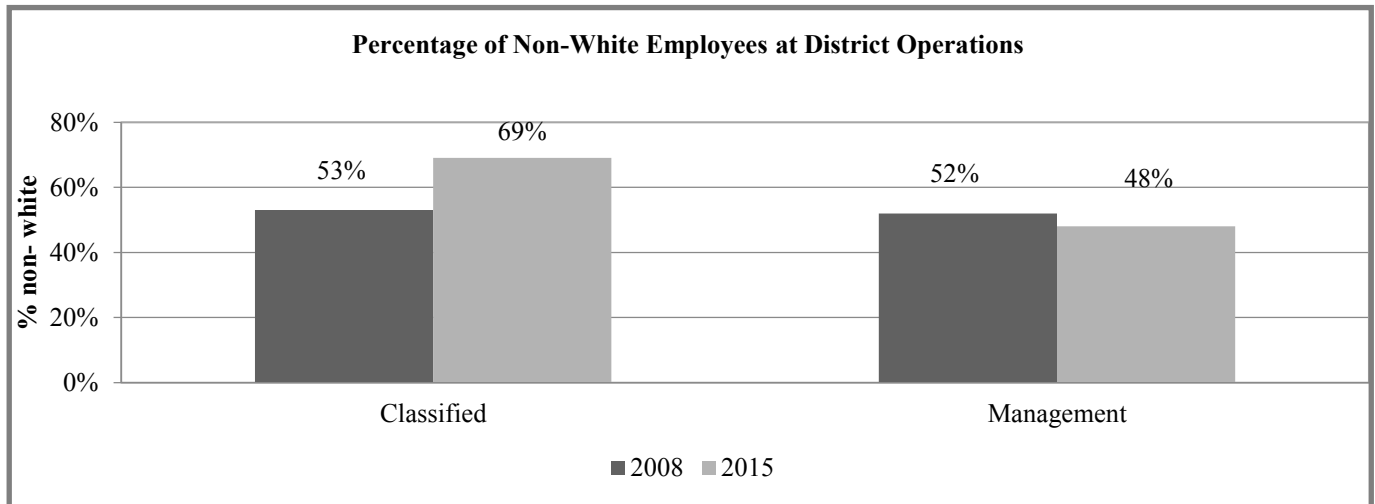
Performance at SCC



#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Gender



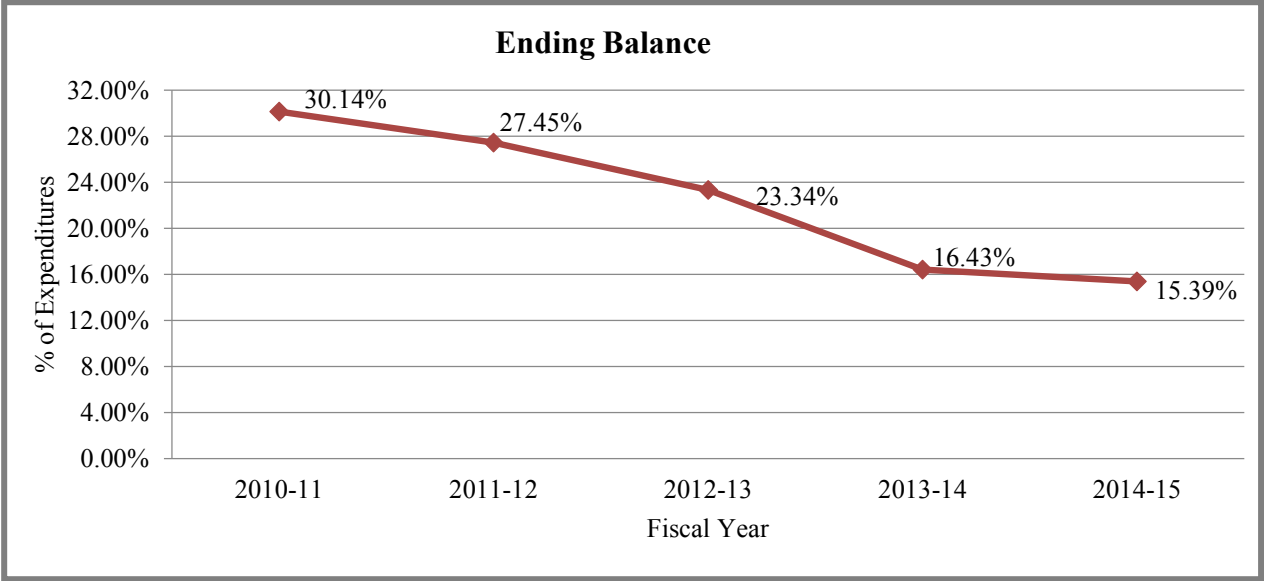
#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Ethnicity



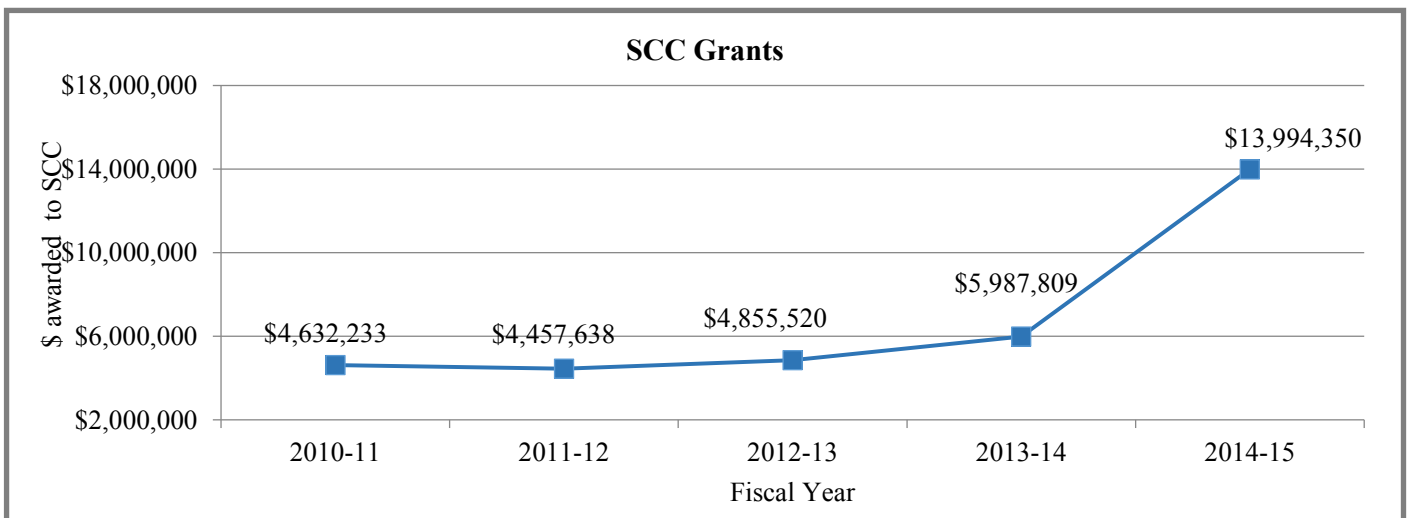
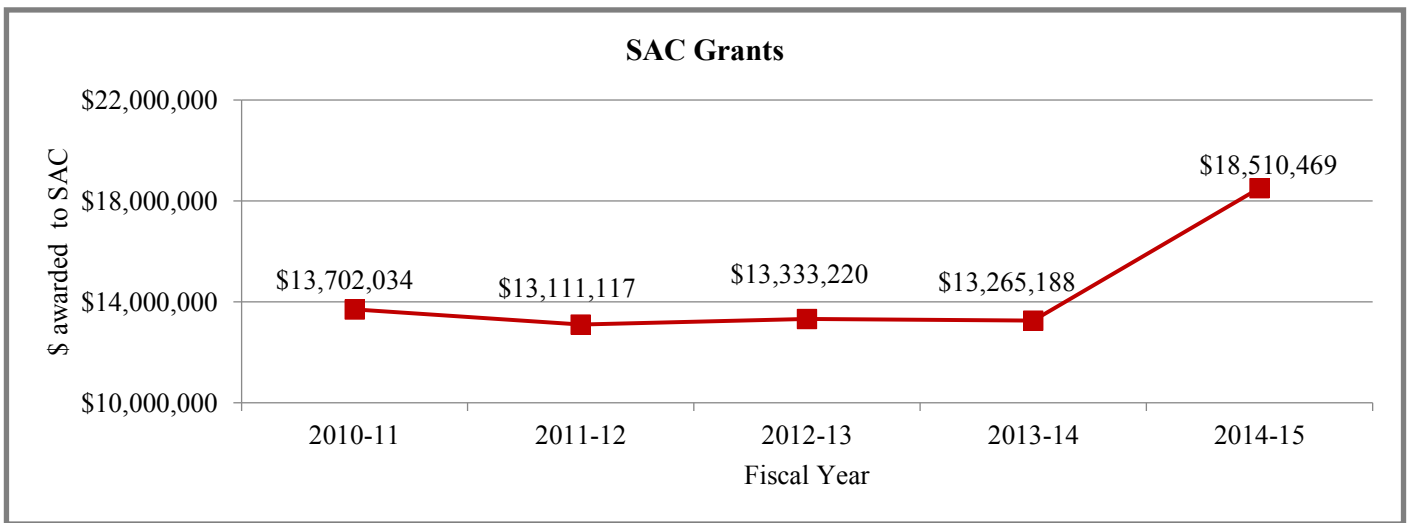
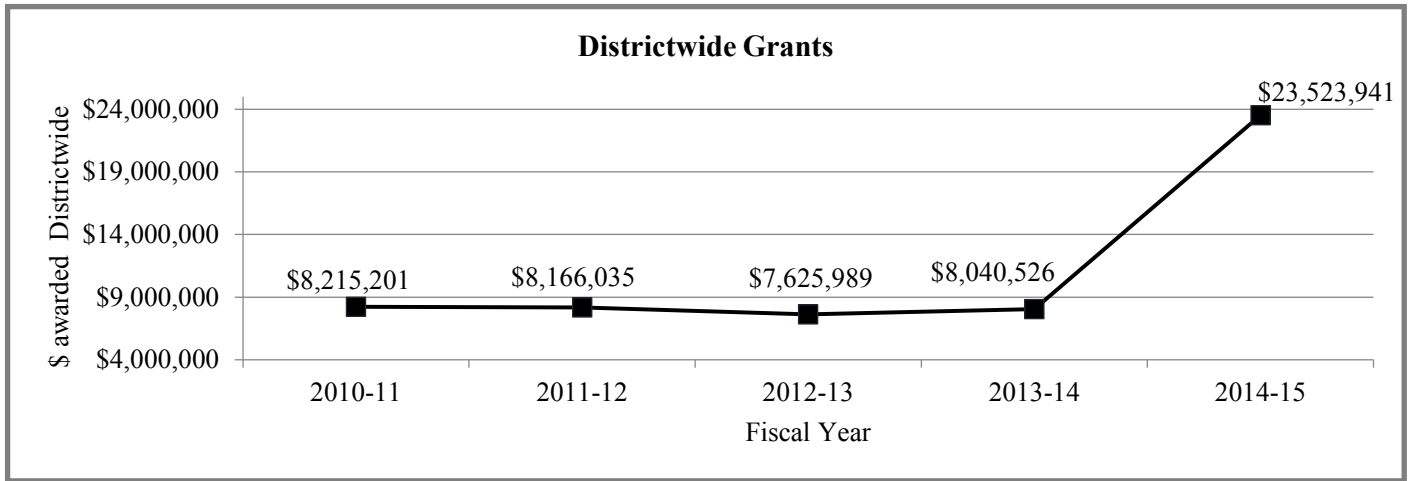
#11 FINANCIAL INDICATORS

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

