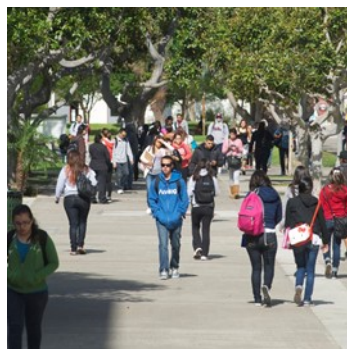




12 Measures of Success

SANTA ANA COLLEGE • **SANTIAGO CANYON COLLEGE**



**RSCCD Research, Planning, and
Institutional Effectiveness Office
February 2017**

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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 Santa Ana U.S.D. **high school graduates** enroll at SAC while about one-fourth of 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 84% or more across all ethnic groups. (p.4)
- **Overall, 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 awarded** increased while the number of certificates of proficiency and achievement decreased. Overall, the number of diplomas awarded by the School of Continuing Education slightly declined; the number of certificates of completion awarded by SAC-SCE declined, while SCC-SCE experienced a significant increase of 36% in the number of certificates of completion. (p. 8 and 9)
- SAC continues to increase the number of students **transferring** to four-year universities, whereas SCC shows a significant decline of 20%. (p. 10)
- **Student satisfaction** survey results show that students are generally pleased with their experiences at SAC and SCC. (p. 11)
- Students rated **institutional learning outcomes/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 continues to increase at SCC. (p. 13)
- **CTE students' performance** is marginally lower than CTE students statewide in some metrics. (p. 14)
- Overall, RSCCD employees are increasingly **diverse**. (p. 15 and 16)
- **Ending balance** increased almost 3% from last year. (p.17)
- **Income** from districtwide and SCC grants decreased since last year due to a one time grant awarded in 2014-15, whereas SAC continues to rise. (p.18)
- **Financial aid to** students continues to increase in the last five years. (p. 19)

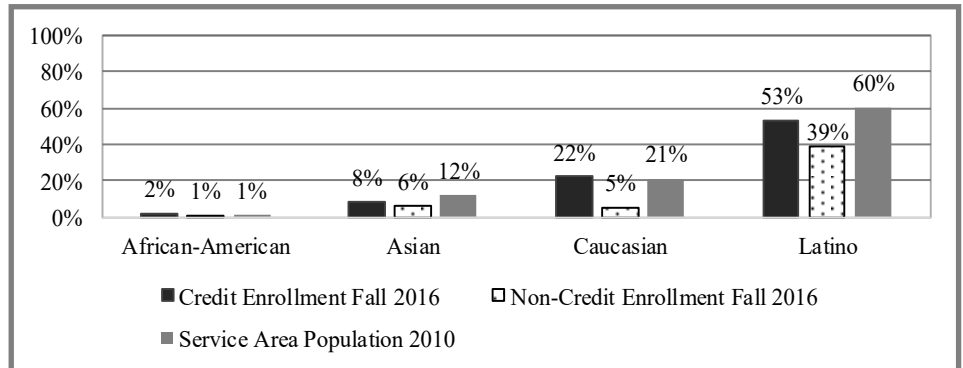
#1 ACCESS TO STUDENTS: Enrollment and Community Population

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)
- 38,751 students were enrolled in credit coursework
- 14, 837 students were enrolled in non-credit coursework

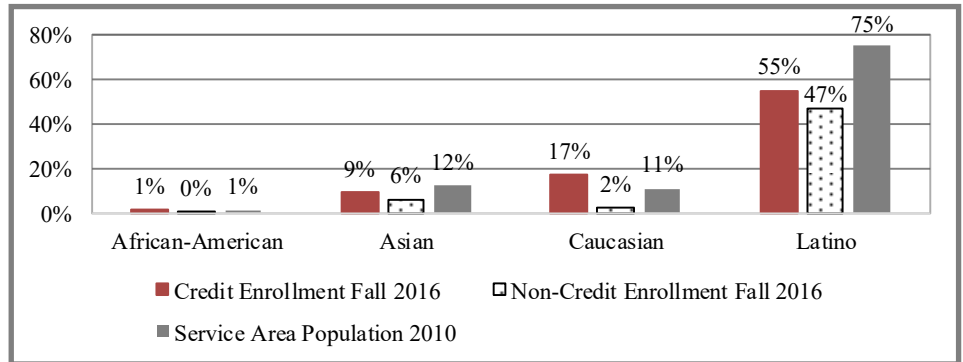
Ethnic Distributions



SAC

- The SAC service area population is approximately 515,000 (U.S. Census 2010)
- 26, 906 students were enrolled in credit coursework
- 9,165 students were enrolled in non-credit coursework

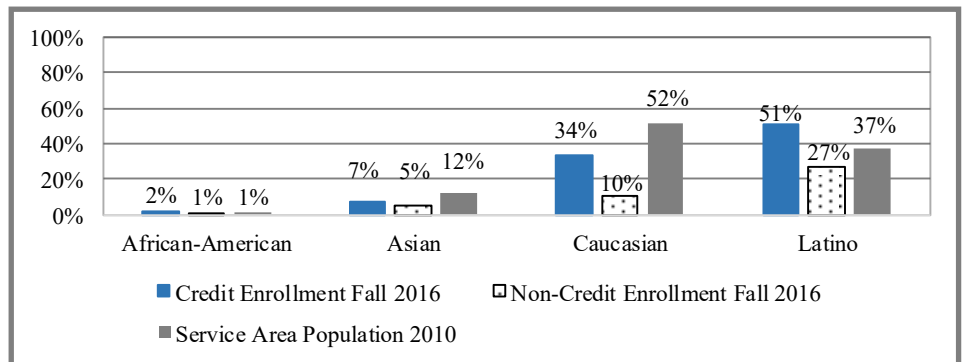
Ethnic Distributions



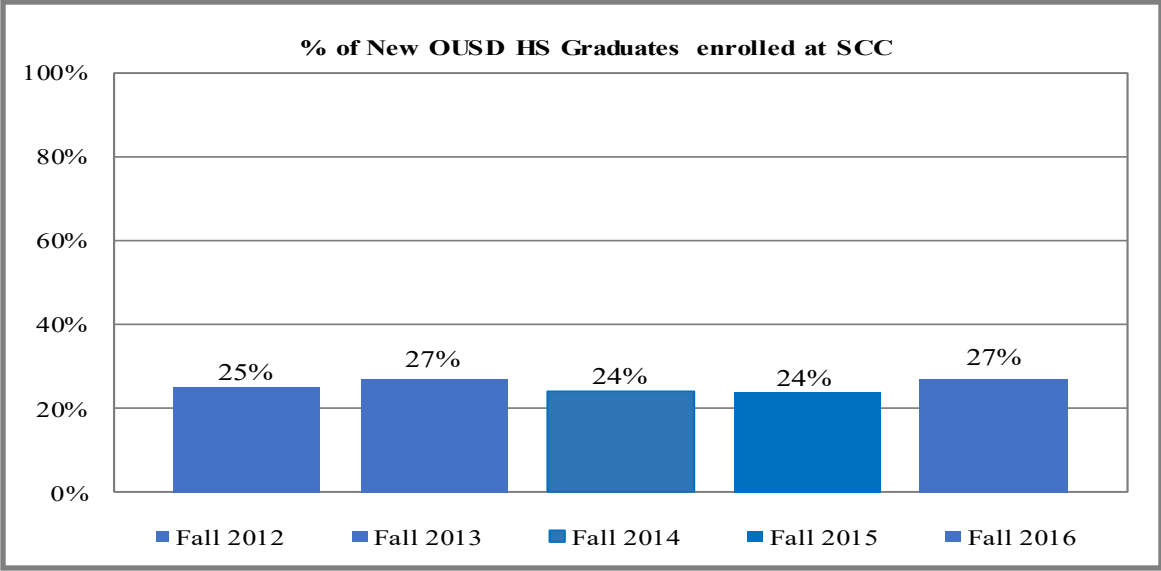
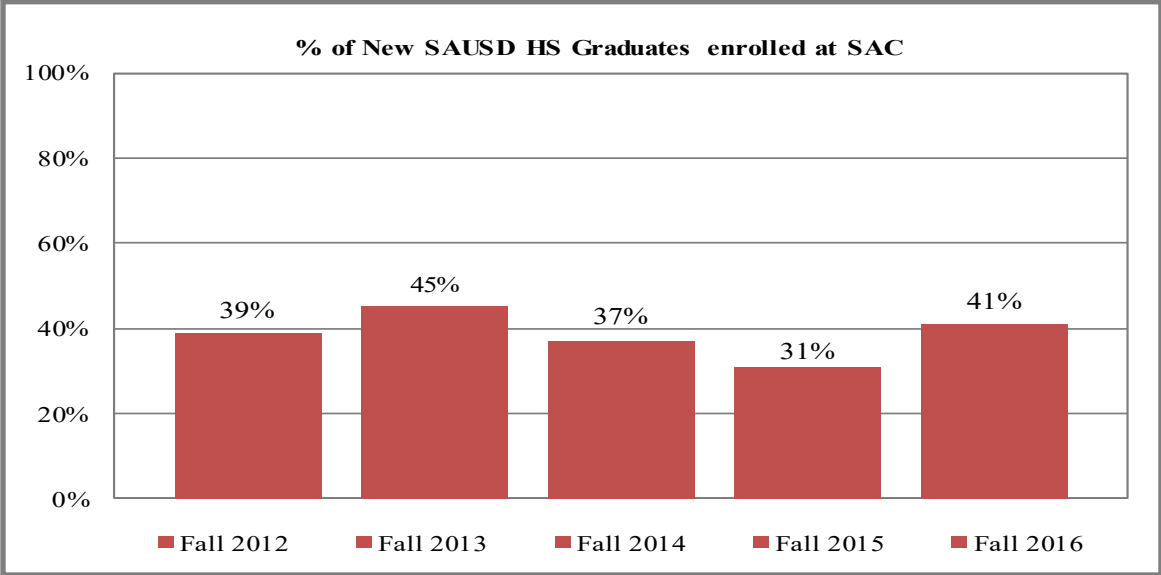
SCC

- The SCC service area population is approximately 253,000 (U.S. Census 2010)
- 11,845 students were enrolled in credit coursework
- 5,672 students were enrolled in non-credit coursework

Ethnic Distributions

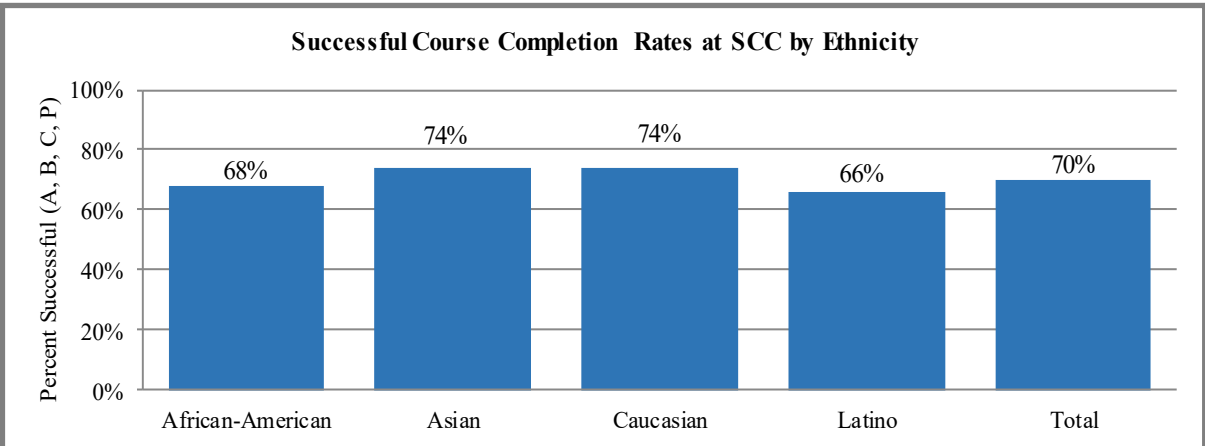
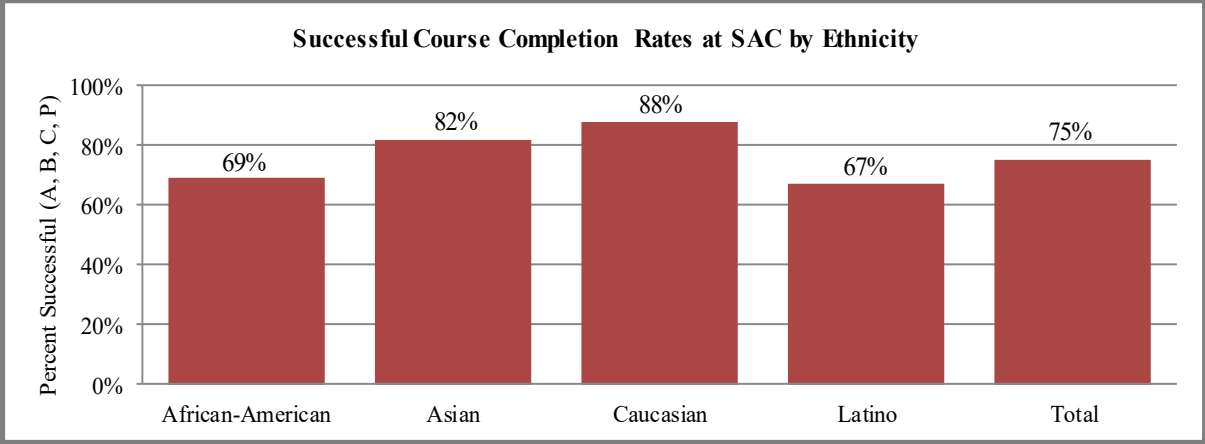


#1 ACCESS TO STUDENTS: Percent of Feeder High School Graduates Enrolled as New Freshmen



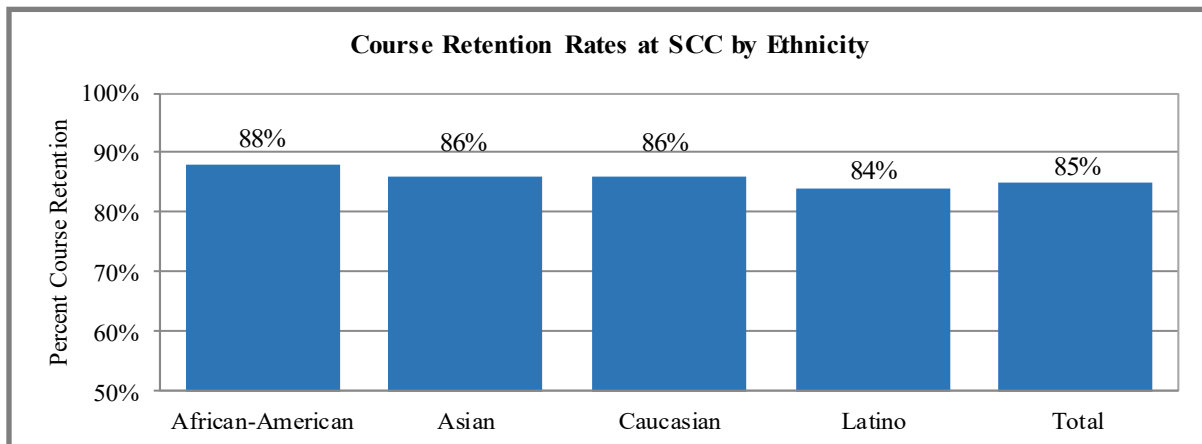
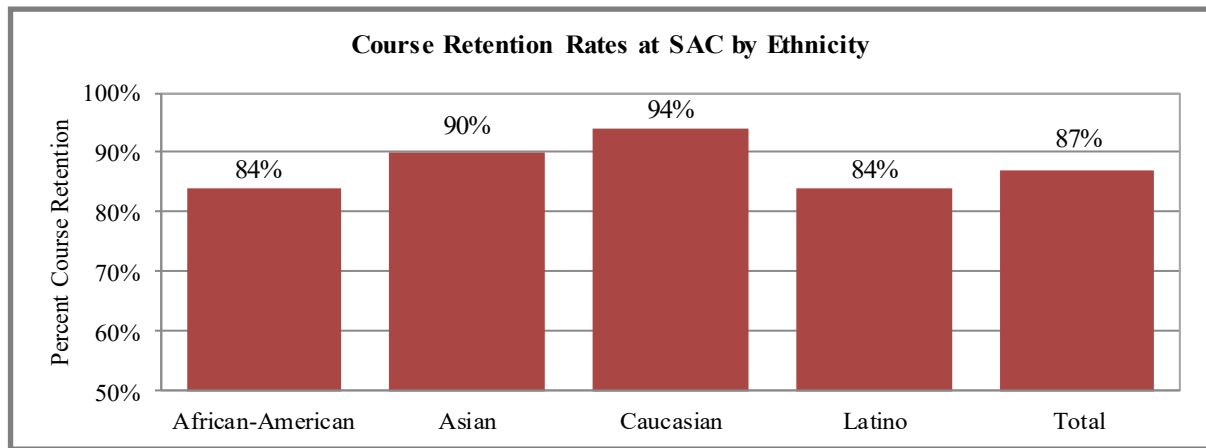
#2 SUCCESSFUL COURSE COMPLETION

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.

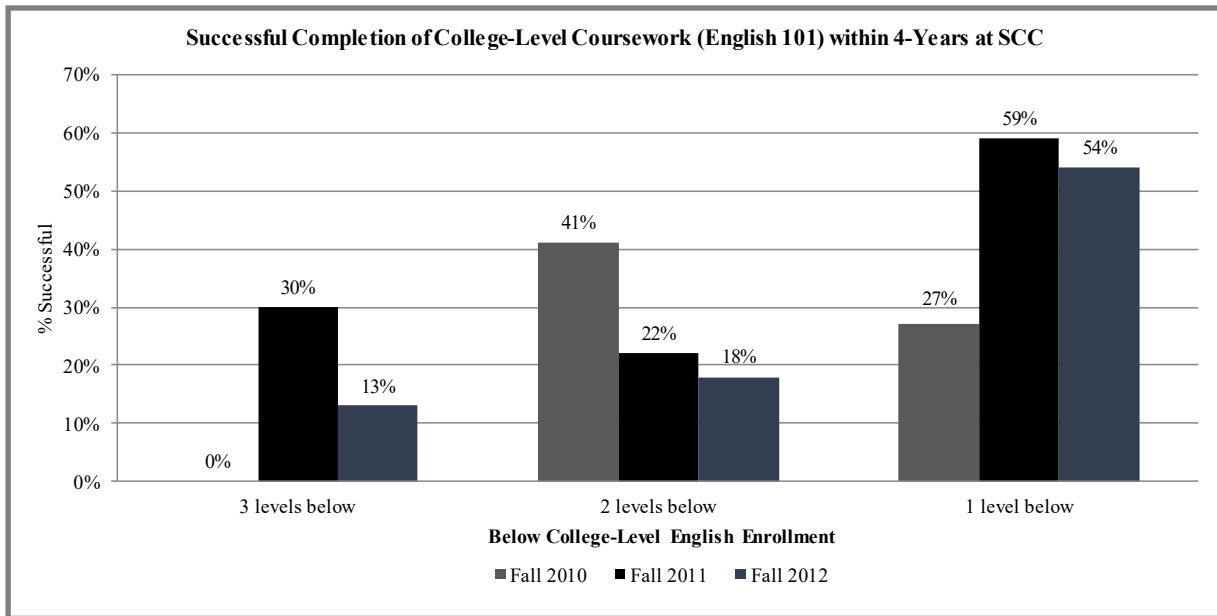
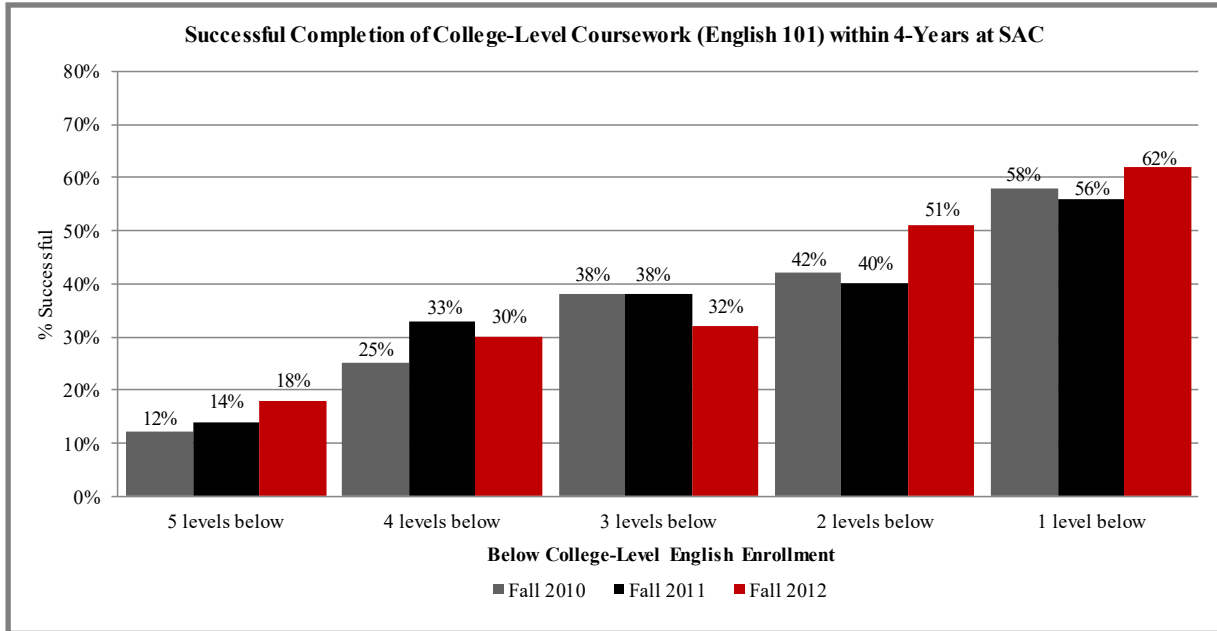


#3 COURSE RETENTION

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



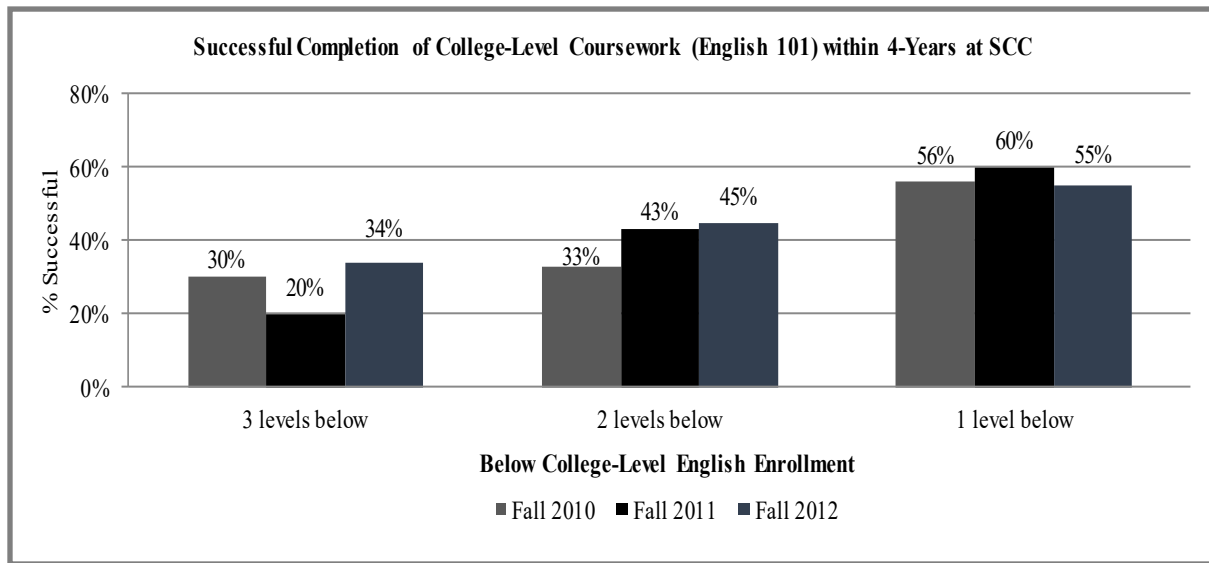
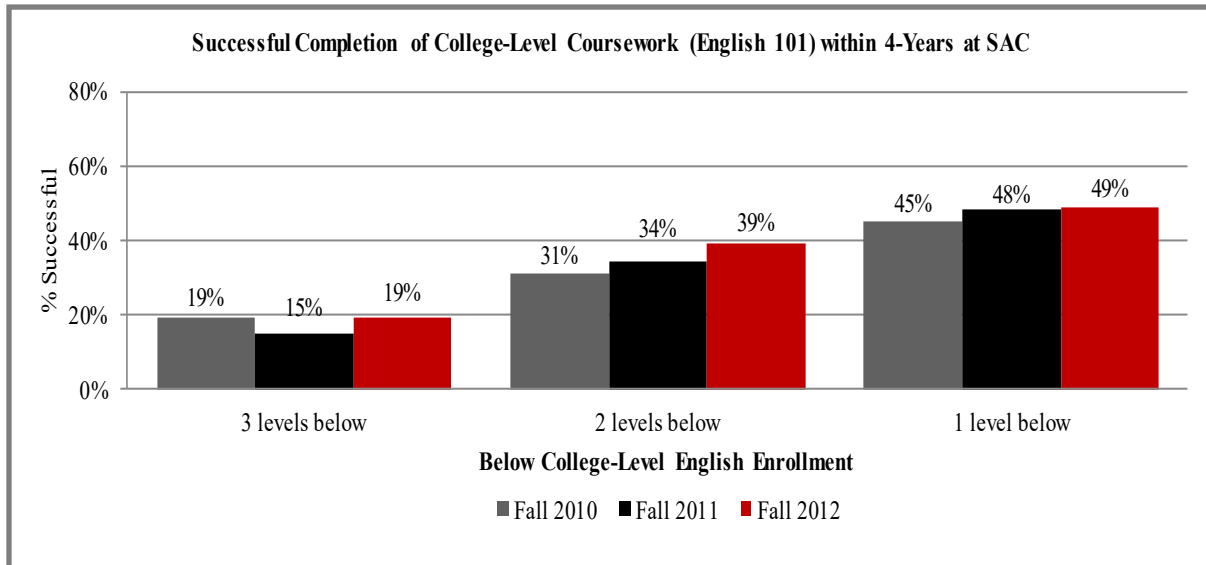
#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK:
Within 4-years by students enrolled in remedial EMLS/ESL/ACE



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

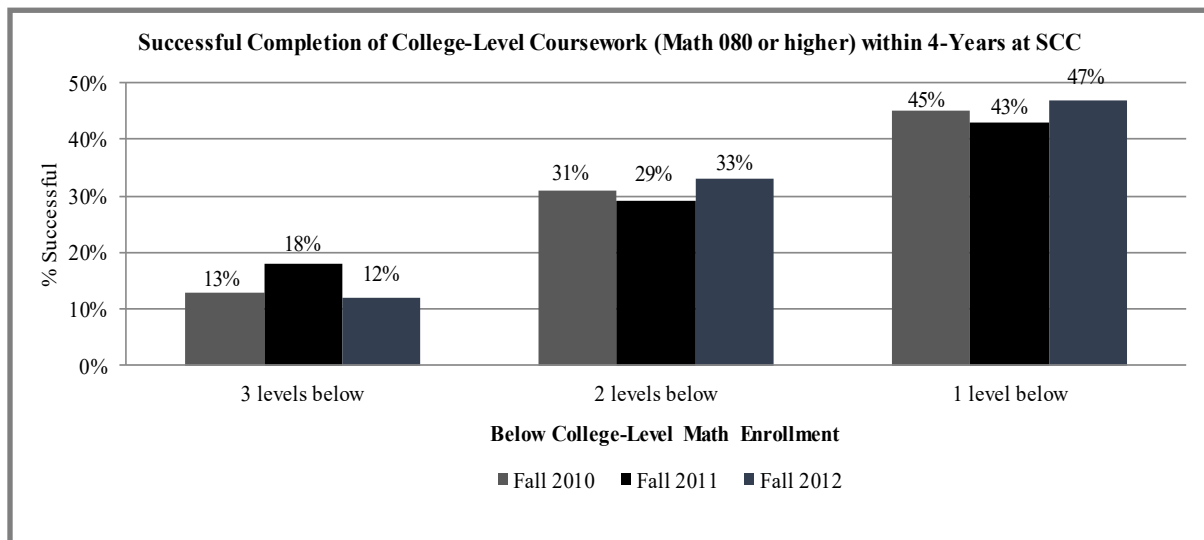
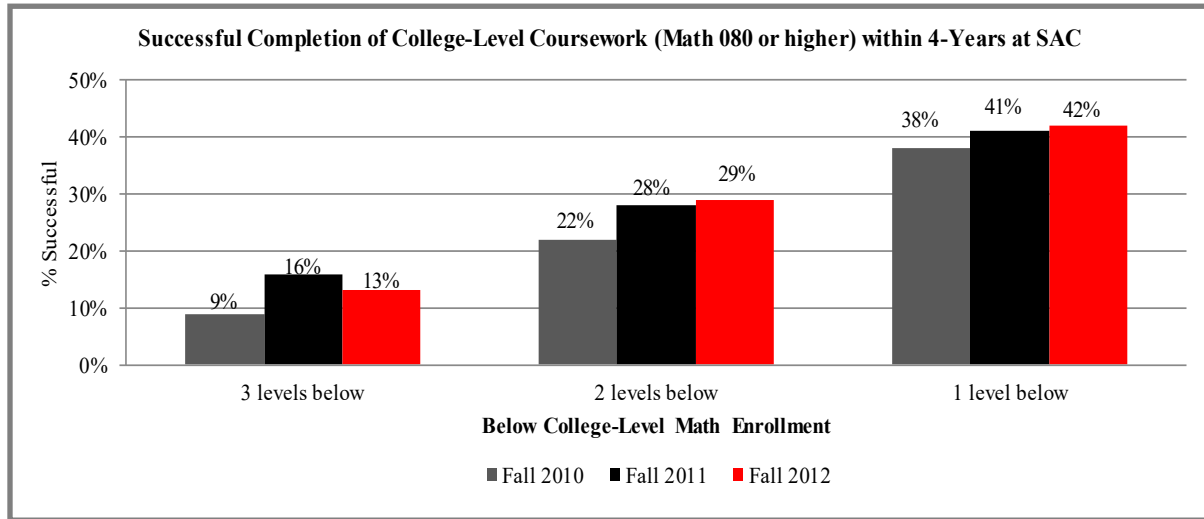
#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK:
Within 4-years by students enrolled in remedial English



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

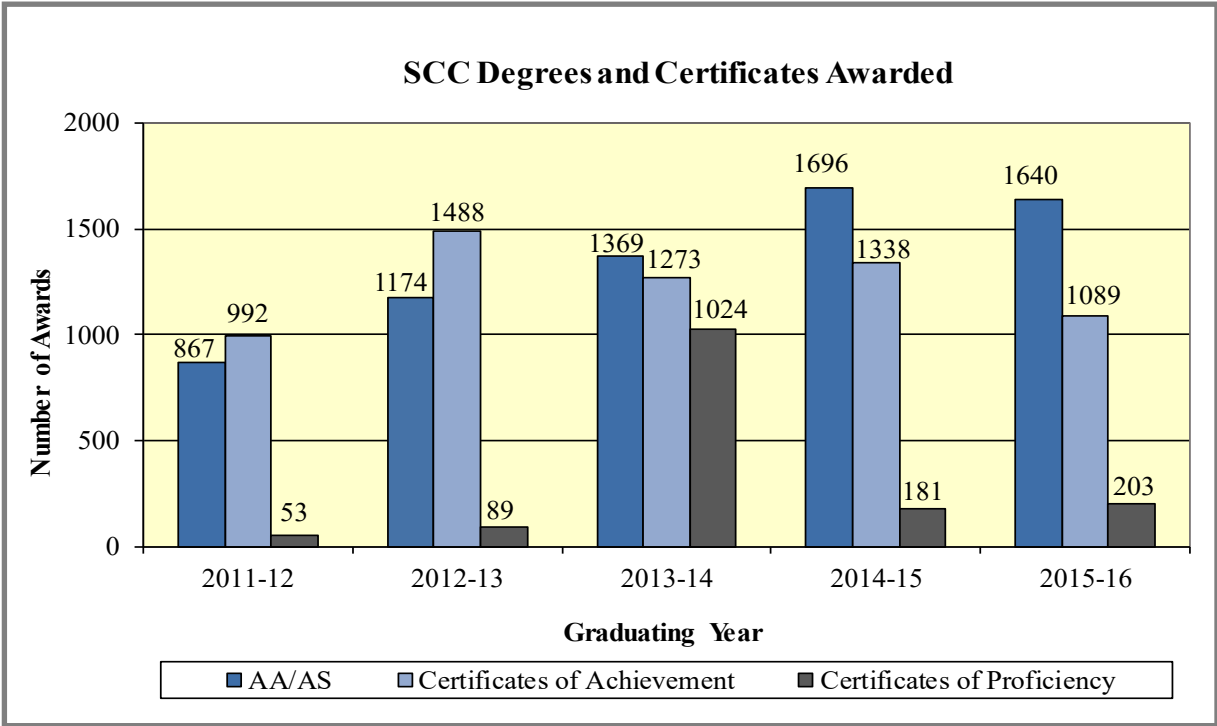
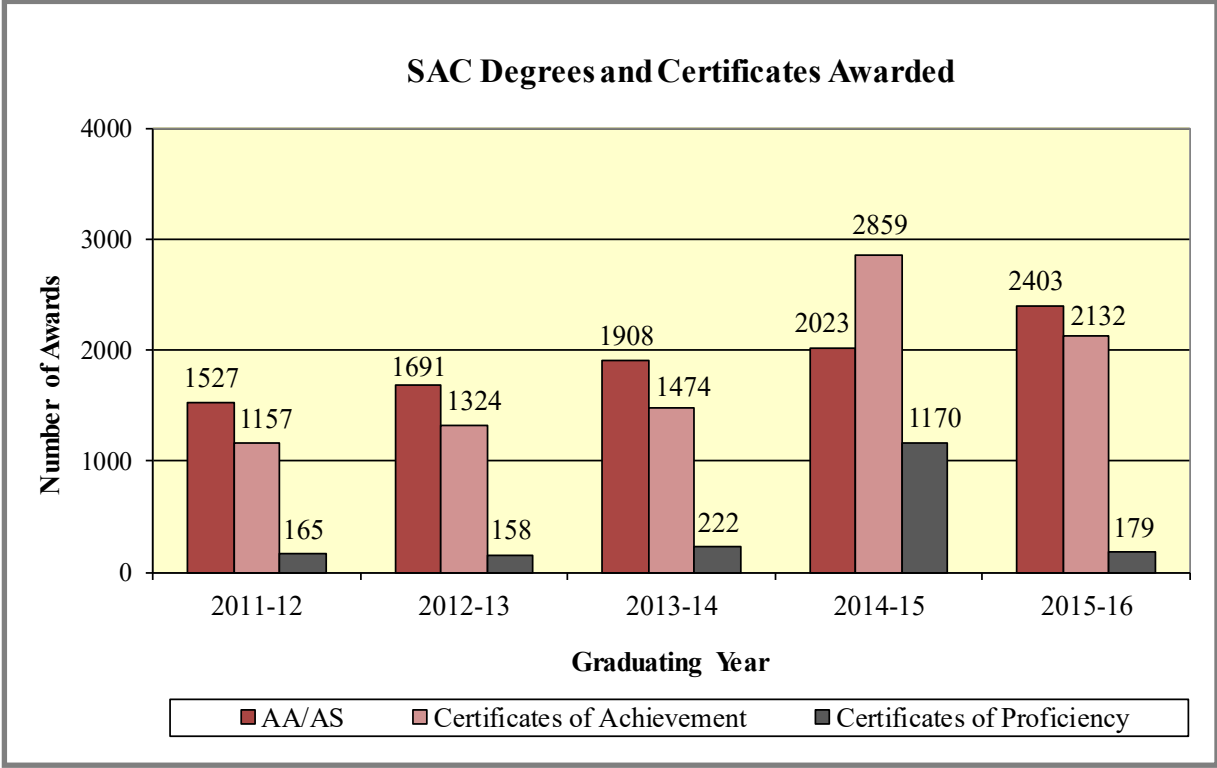
} to English 101

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

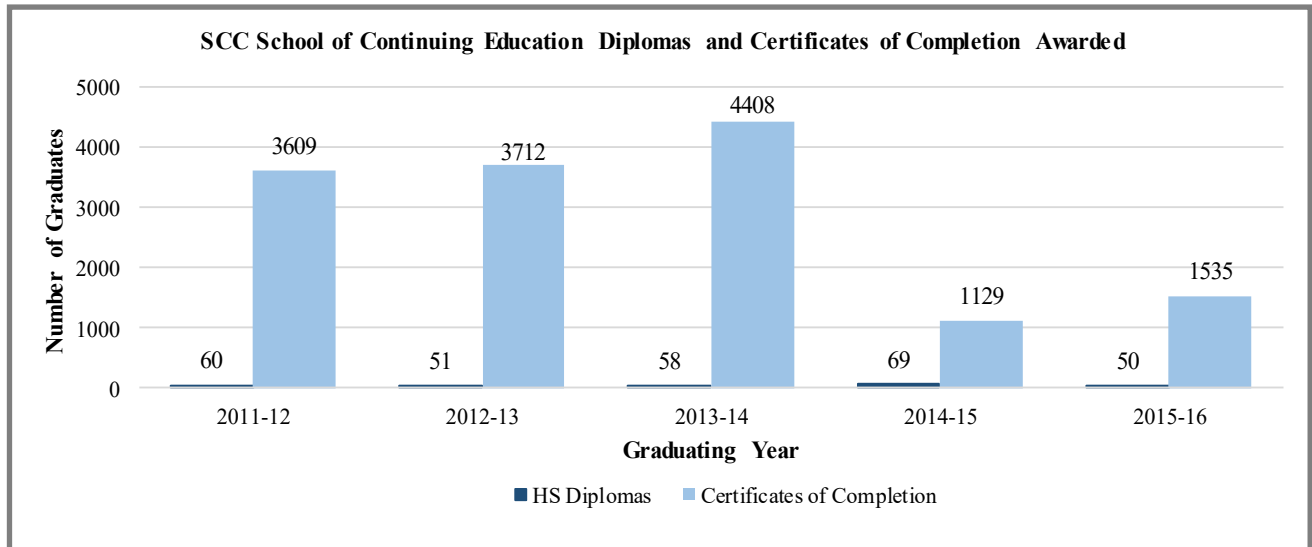
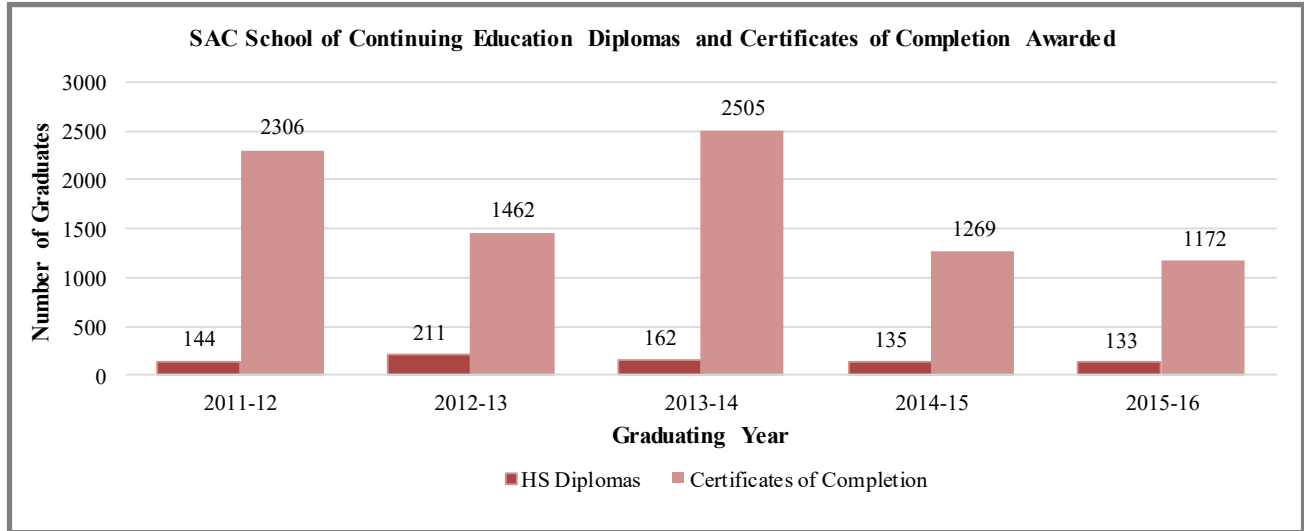


3 levels below: Math N05A/B/C and N06 }
 2 levels below: Math N47A/B and N48 } to Math 080 or higher
 1 level below: Math 060 and 061 }

#5 GRADUATES: AA/AS degrees and certificates awarded

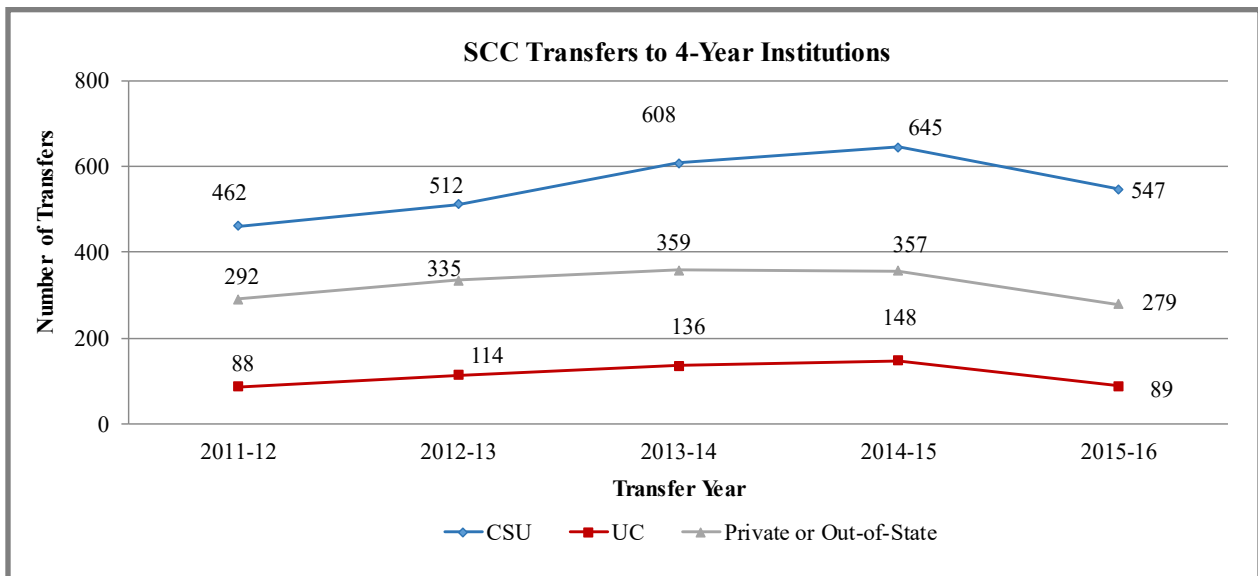
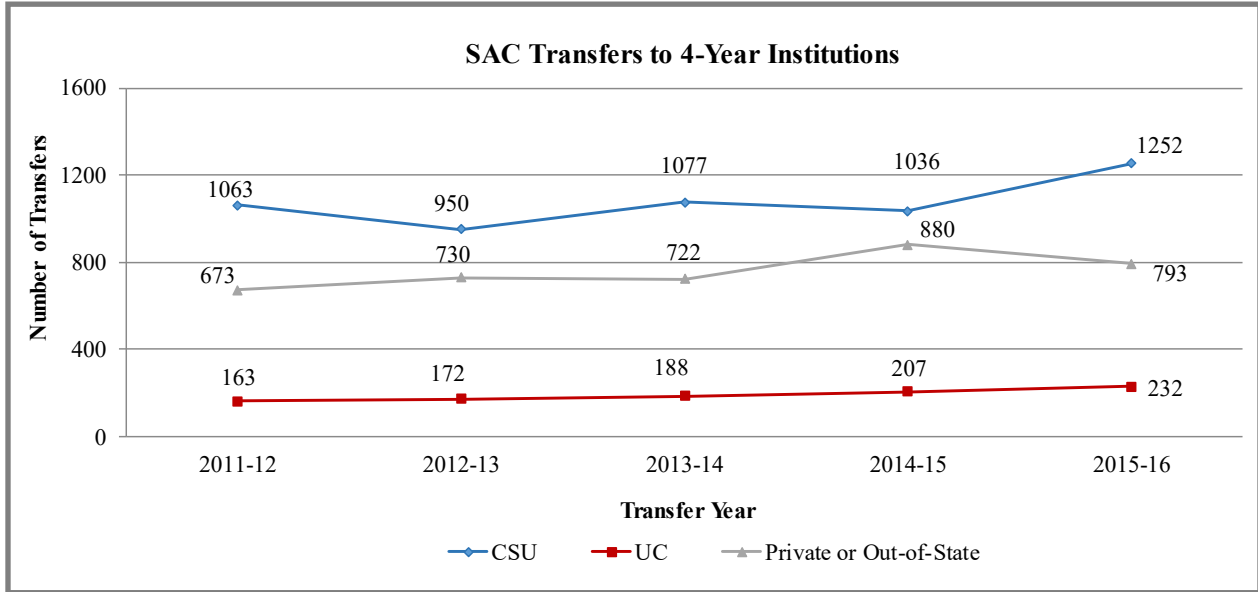


#5 GRADUATES: High school diplomas and certificates of completion awarded by the School of Continuing Education.



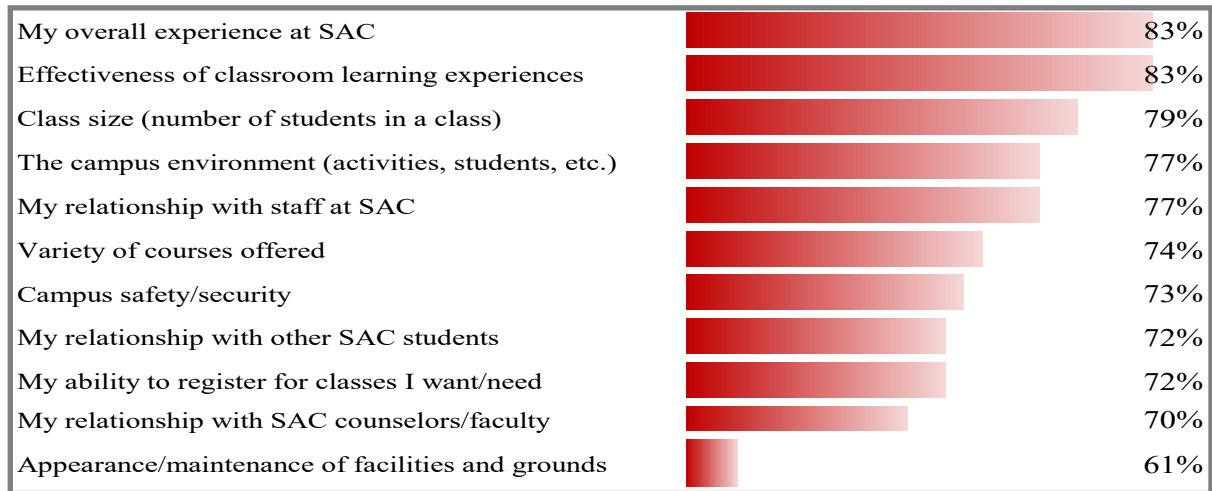
#6 TRANSFERS TO FOUR-YEAR INSTITUTIONS:

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



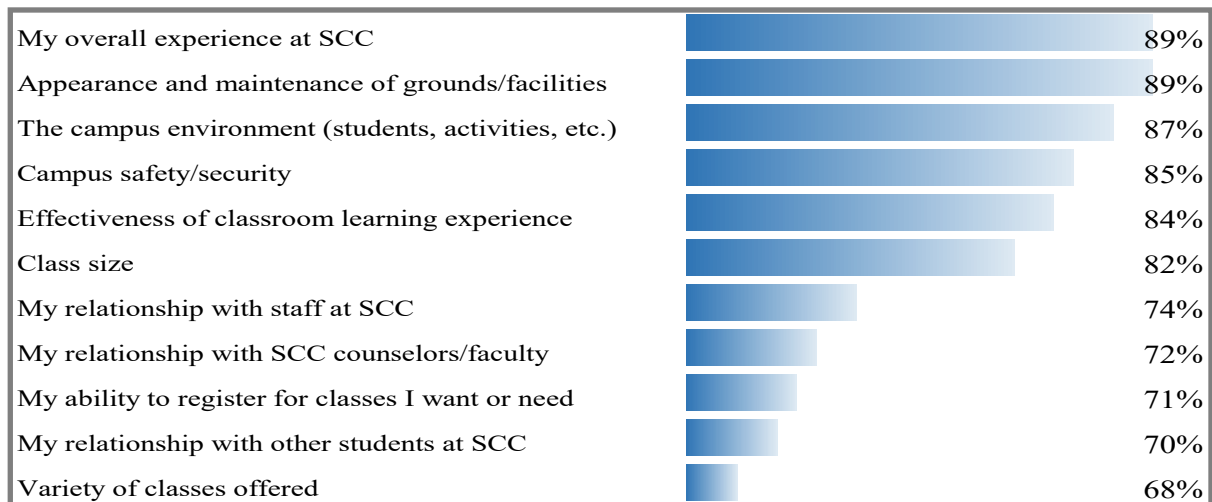
#7 STUDENT SATISFACTION: Student Assessment of the Colleges, Education, and Services

Student Satisfaction at SAC



Percentage of “good” and “excellent”

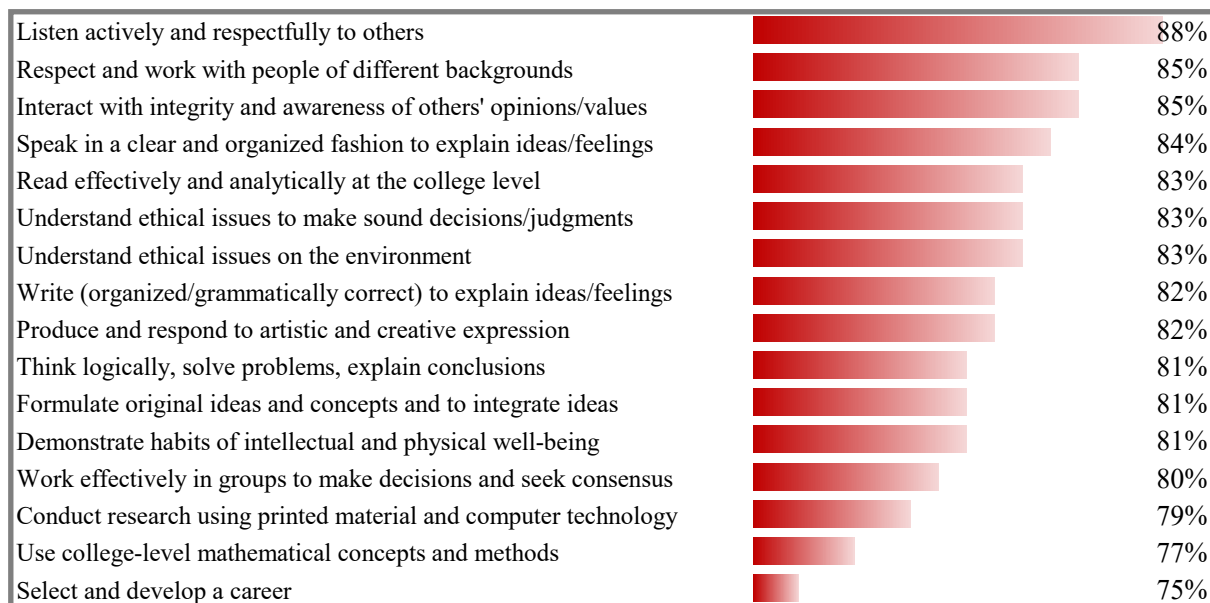
Student Satisfaction at SCC



Percentage of “good” and “excellent”

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

Institutional Learning Outcomes at SAC



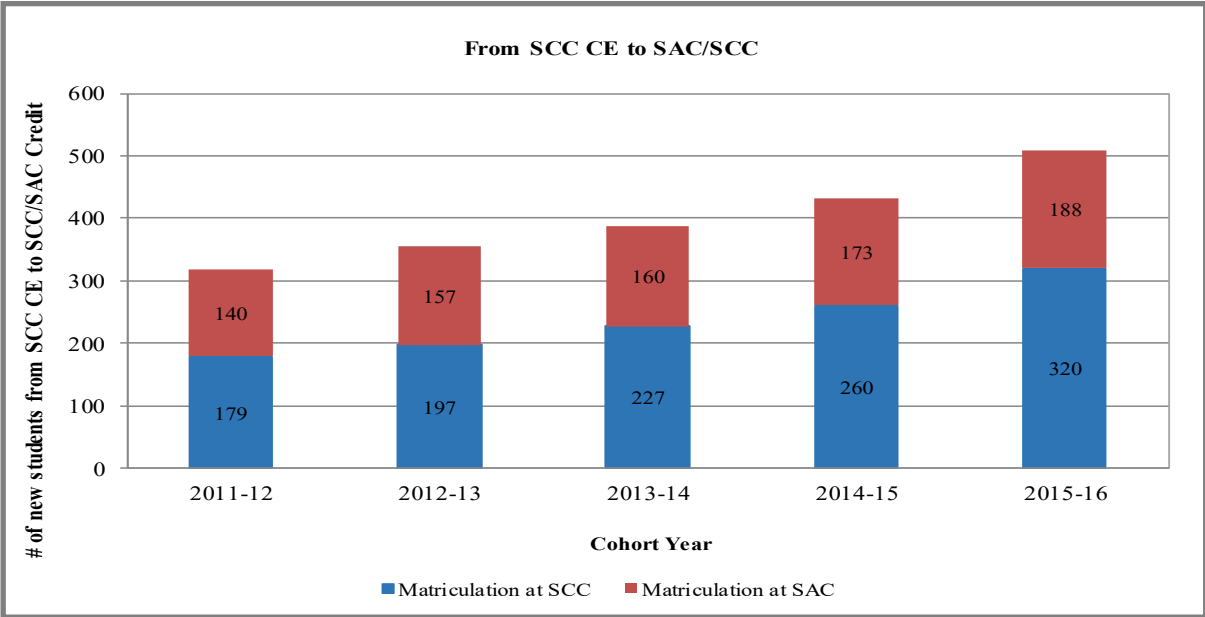
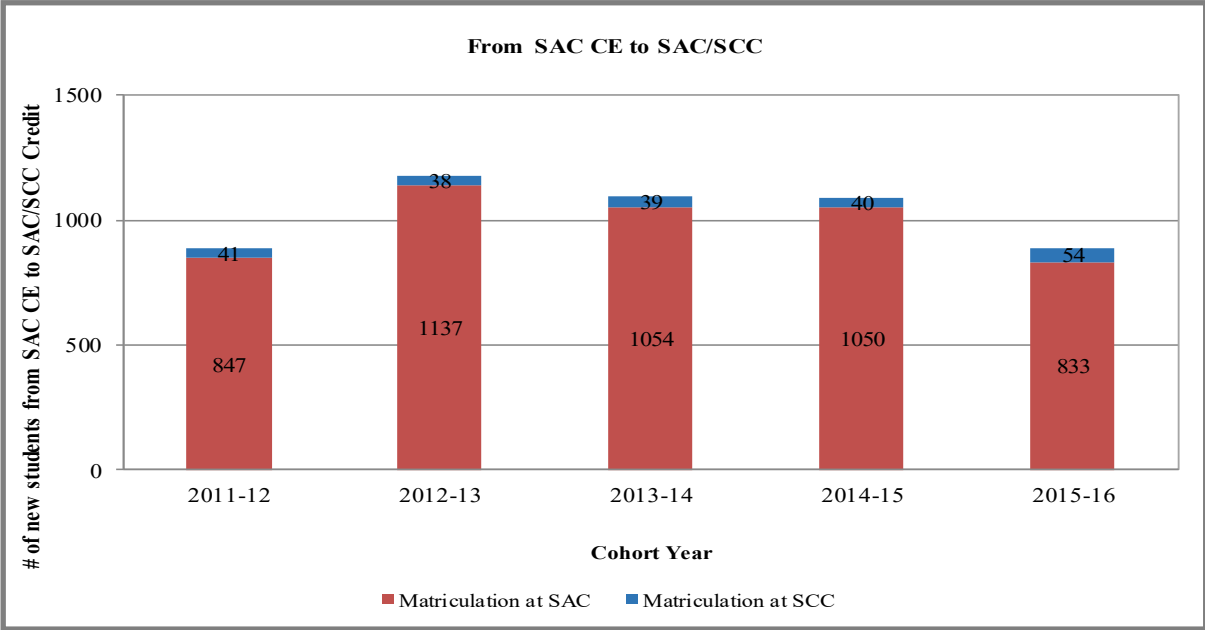
Percentage of "good" and "excellent"

Student Learning Outcomes at SCC



Percentage of "good" and "excellent"

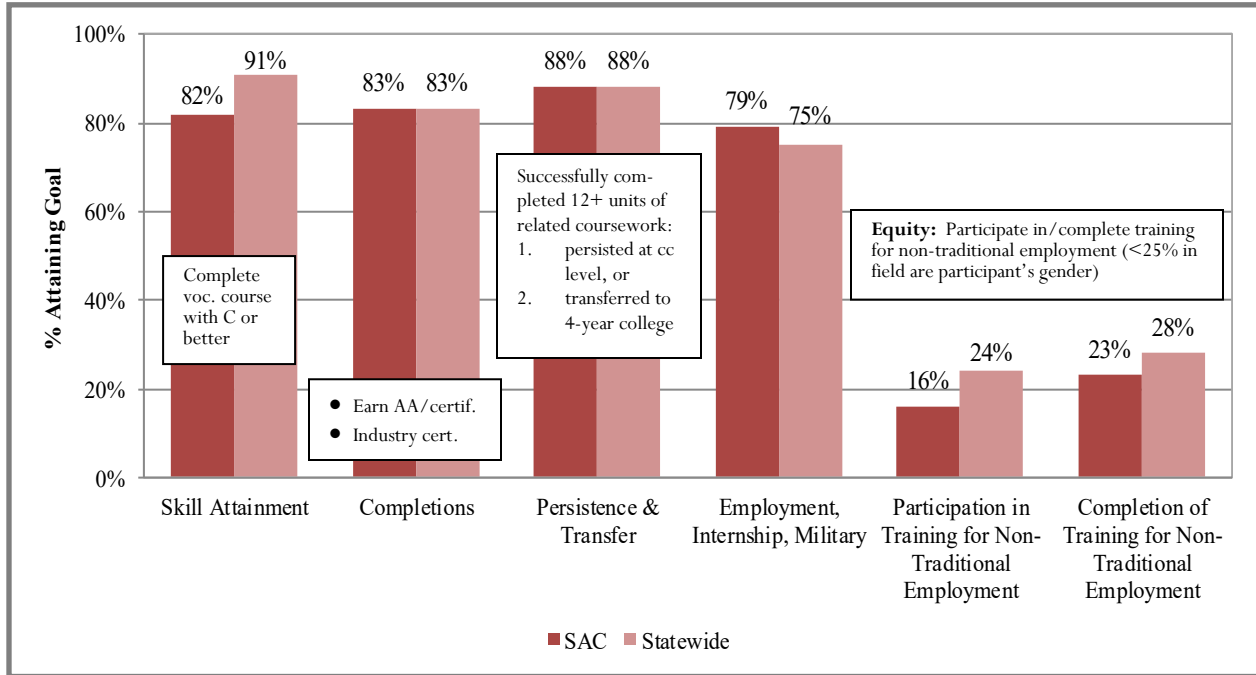
#8 MATRICULATION OF CONTINUING EDUCATION STUDENTS TO COLLEGE CREDIT COURSEWORK



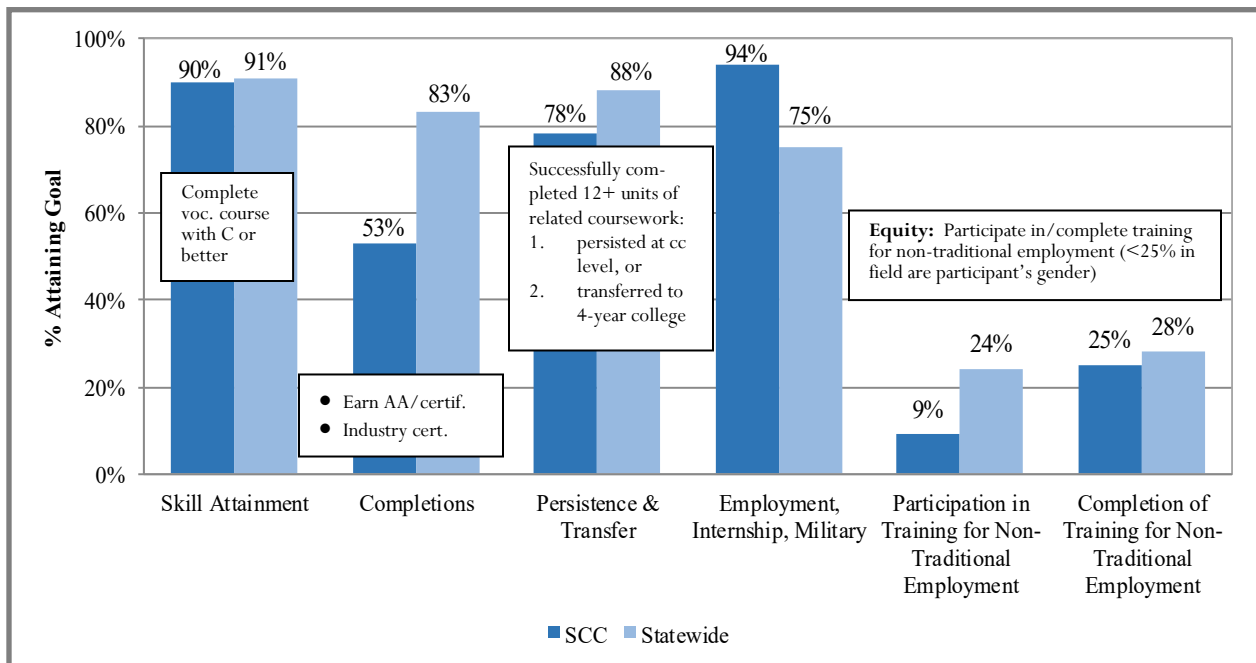
#9 CAREER TECHNICAL EDUCATION (CTE): Core Indicators of Performance

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.

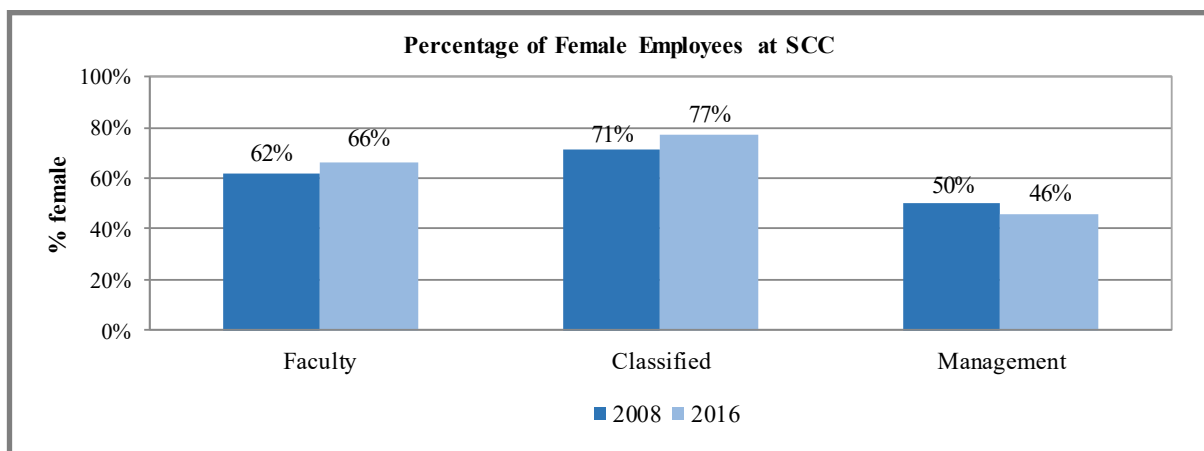
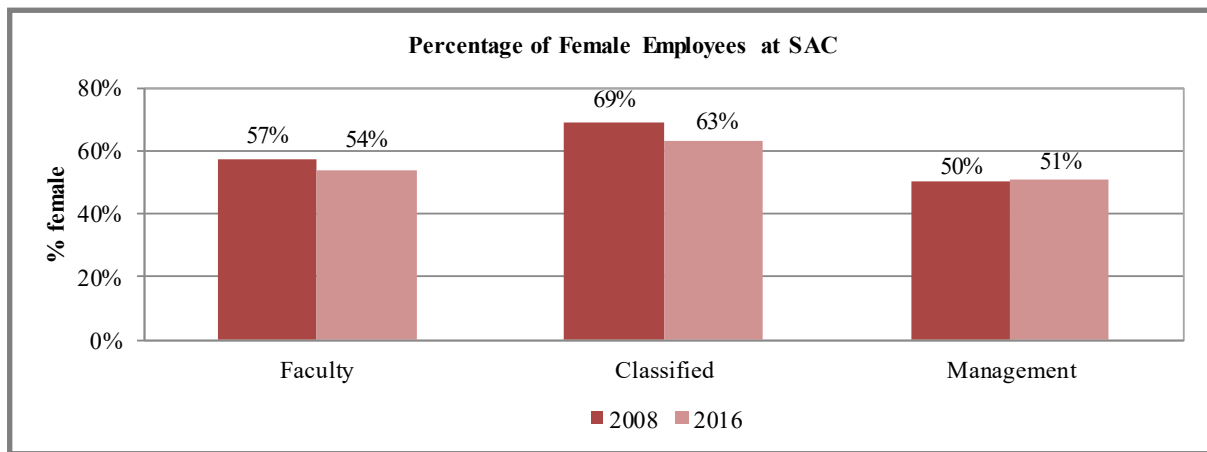
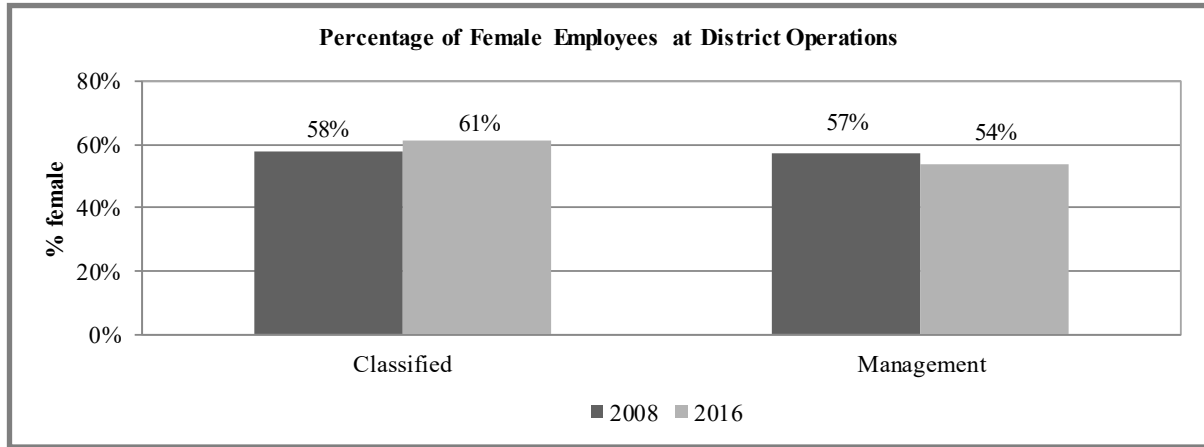
Performance at SAC



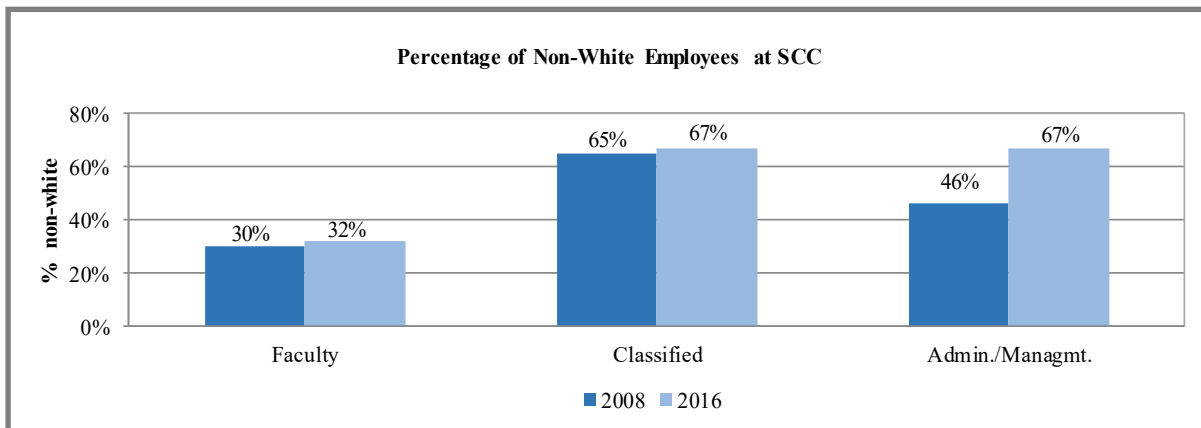
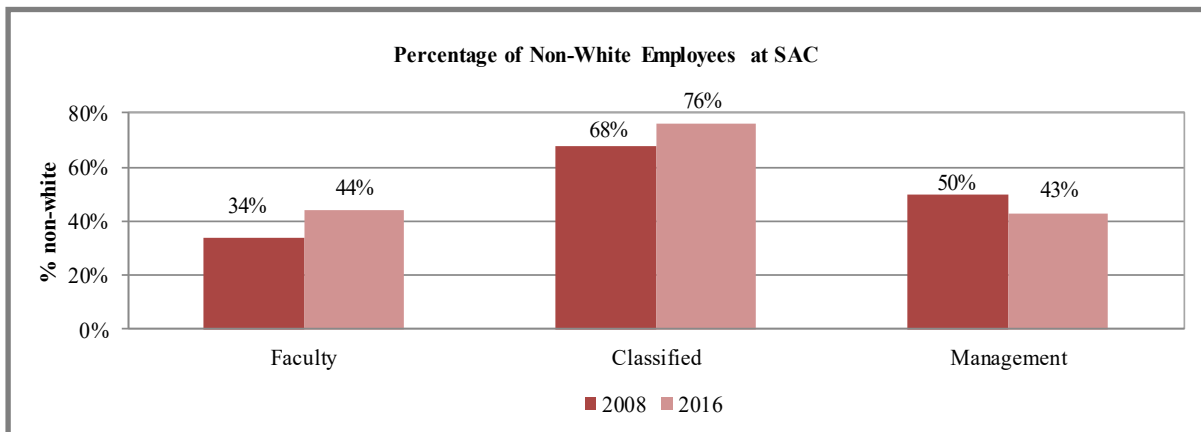
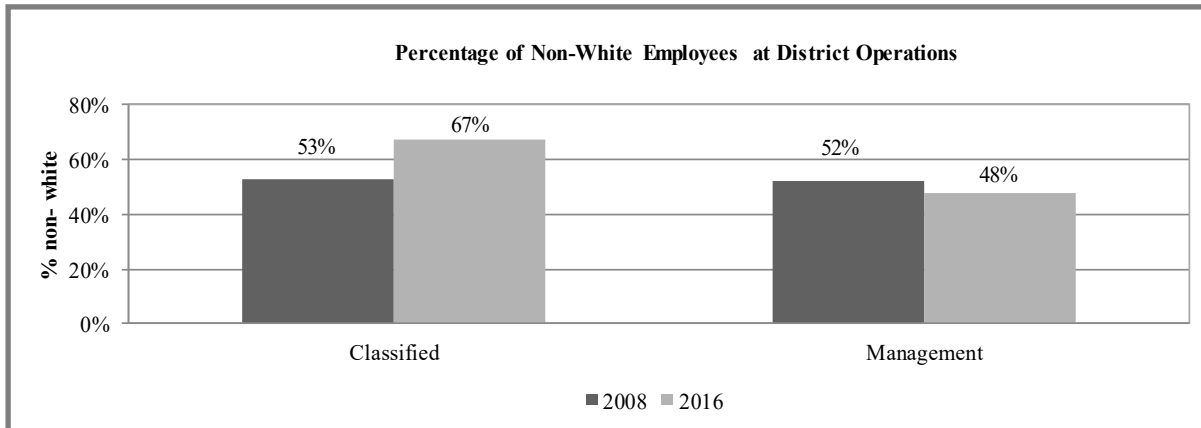
Performance at SCC



#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Gender



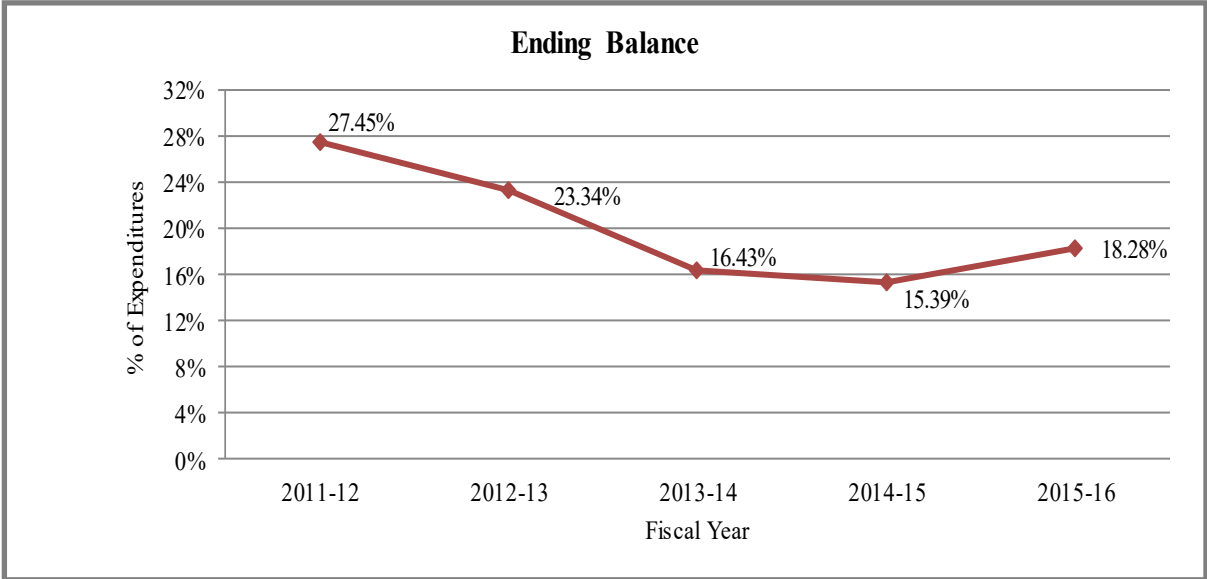
#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Ethnicity



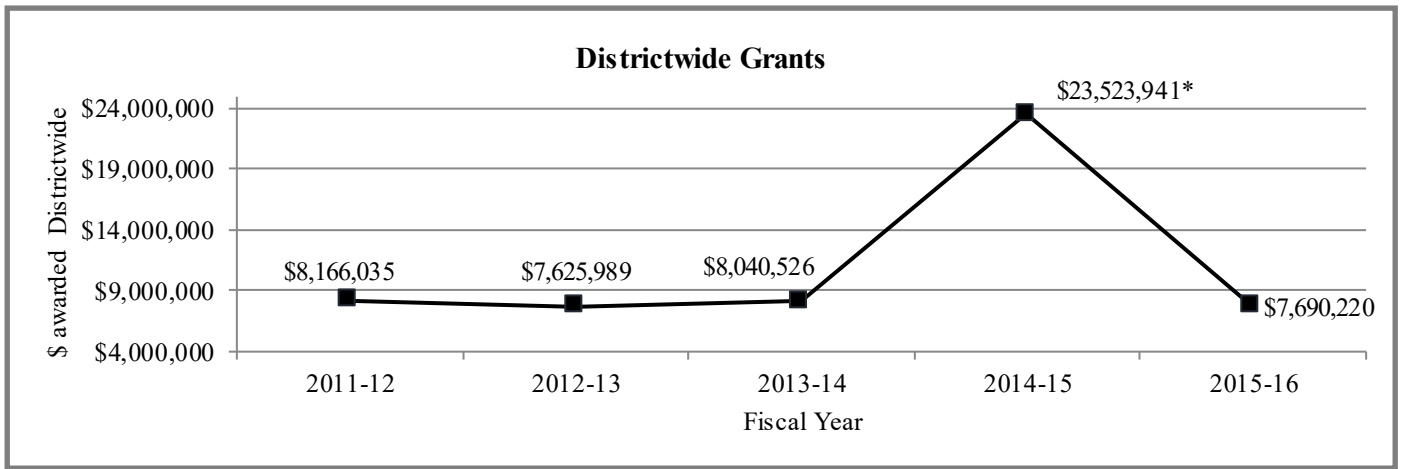
#11 FINANCIAL INDICATORS

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

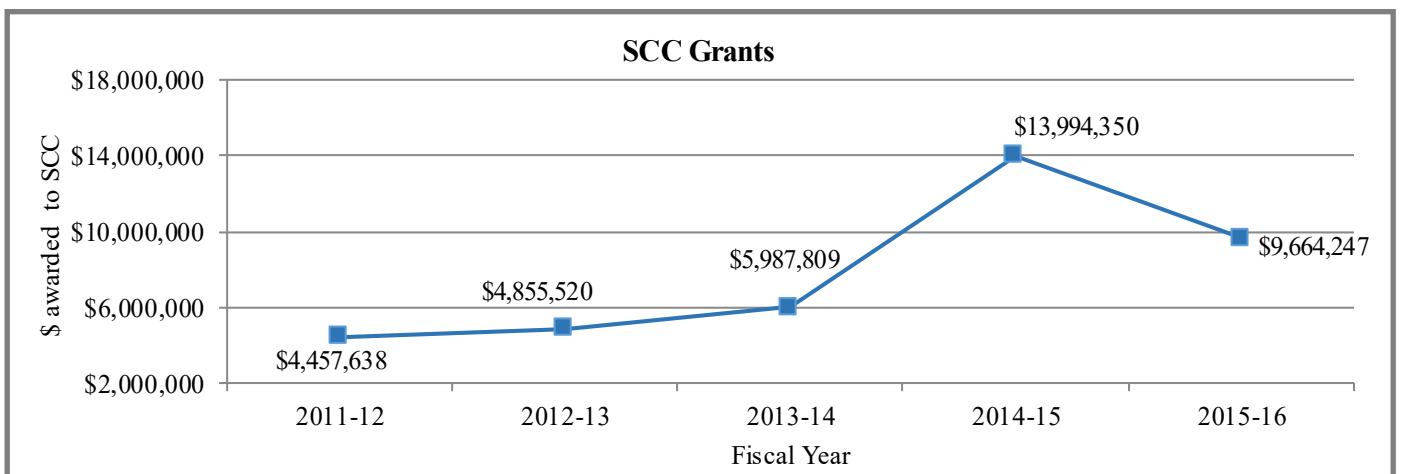
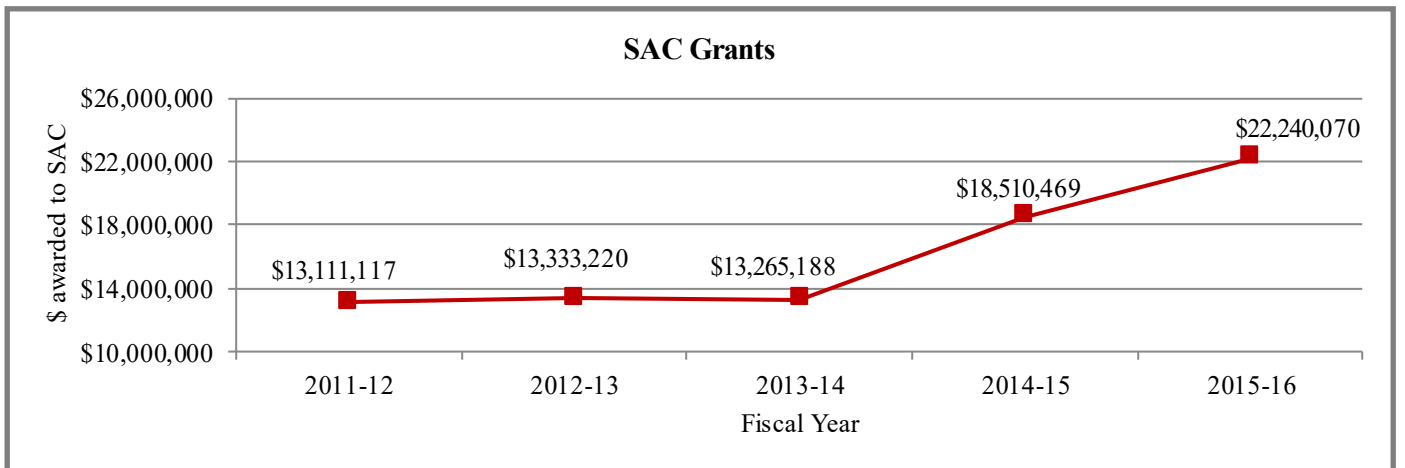
5% of Total Expenditures - The amount established by the State Chancellor’s Office as a measure of financial well-being. (An unrestricted general fund reserve balance under 5% of total expenditures is a possible indication of financial problems.)



#12 RESOURCE DEVELOPMENT: Competitive and entitlement grants received



* One time grant awarded



#12 RESOURCE DEVELOPMENT: Financial aid awarded to students

