



12 Measures of Success



SANTA ANA COLLEGE • SANTIAGO CANYON COLLEGE

**RSCCD Research Department
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Table of Contents

Page #

Readers' Summary	II
Measure 1: Access to Students	1
Enrollment and Community Population.....	1
Percent of High School Graduates Attending SAC/SCC.....	2
Measure 2: Successful Course Completion	3
Measure 3: Course Retention	4
Measure 4: College-Level Skills Attained by Placement-Test Takers	5
Successful Course Completion of Math 060 (Elementary Algebra) or Higher.....	5
Successful Course Completion of English 061/ESL 112 or Higher.....	6
Measure 5: Graduates	7
AA/AS Degrees and Certificates Awarded.....	7
School of Continuing Education: HS Diplomas /Certificates of Completion.....	8
Measure 6: Transfers to Four-Year Institutions	9
Measure 7: Student Satisfaction	10
Student Assessment of the Colleges, Education, and Services.....	10
Student Assessment of Core Competencies/SLO Skills Attained.....	11
Measure 8: Matriculation of Continuing Education Students to Credit Coursework	12
Measure 9: Vocational Technical Education Act (VTEA) Core Indicators of Performance	13
Measure 10: Employee Diversity	14
Gender.....	14
Ethnicity.....	15
Measure 11: Financial Indicators	16
Measure 12: Resource Development	17
Competitive and Entitlement Grants Received.....	17
Financial Aid Awarded to Students.....	18

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 strive to provide **access** and enrollment to diverse students representative of their communities. (p.1)
- **More than one-third** of the Santa Ana U.S.D. high school graduates enroll at SAC while about a fifth of the Orange U.S.D. graduates enroll at SCC. (p. 2)
- **About three-fourths** of course enrollments result in successful course completion. (p. 3)
- **Course retention** rates are very slightly improved. (p.4)
- The number of degrees and certificates awarded at both colleges increased significantly. The School of Continuing Education began awarding certificates of completion in a variety of programs. (p. 7 and 8)
- Both colleges show increases in **transfers** to both UC and private over the prior year. (p. 9)
- **Student satisfaction** survey results show that students are generally pleased with their experiences at SAC and SCC. (p. 10)
- Students were asked to self rate core competencies/student learning outcomes identified by faculty in a variety of general education areas. Both SAC and SCC students rated their skills attainment satisfactory. (p. 11)
- The number of students who matriculate to credit coursework from **SAC's continuing education program** has increased while **SCC's continuing program** continues to decline. (p. 12)
- **Students enrolled in vocational** coursework at RSCCD colleges out-perform vocational students statewide in the areas of gaining and retaining employment. (p. 13)
- Overall, RSCCD employees are increasingly **diverse in ethnicity**. (p. 15)
- **Ending balance** has increased very slightly over prior year. (p.16)
- **Income** from districtwide grants decreased but college grants increased slightly. (p. 17)
- **Financial aid** to SAC students has slightly decreased while financial aid to SCC students has slightly increased this year compared to prior year. (p. 18)

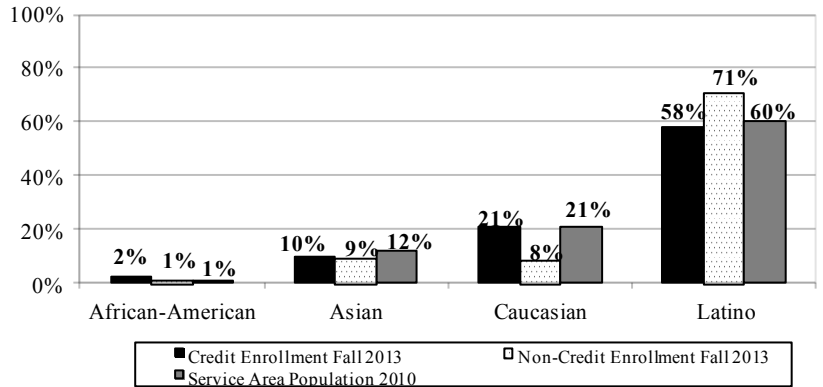
#1 ACCESS TO STUDENTS: Enrollment and Community Population

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)
- 25,138 students were enrolled in credit coursework at RSCCD in Fall 2013
- 14,931 students were enrolled in non-credit coursework at RSCCD in Fall 2013

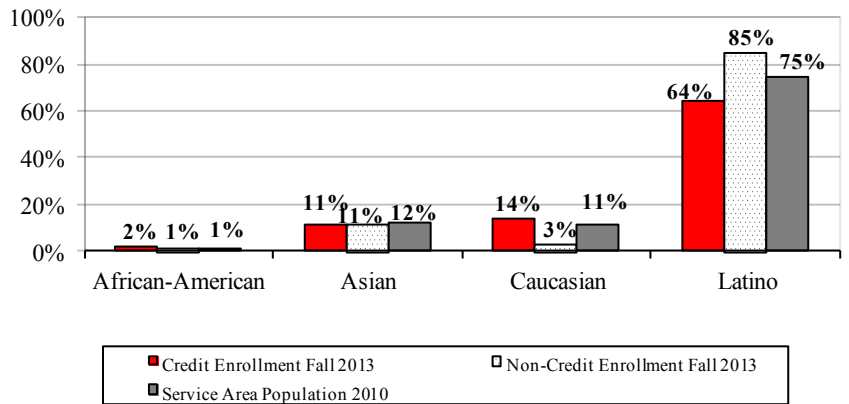
Ethnic Distributions



SAC

- The SAC service area population is approximately 515,000 (U.S. Census 2010)
- 18,164 students were enrolled in credit coursework at SAC in Fall 2013
- 10,050 students were enrolled in non-credit coursework at SAC in Fall 2013

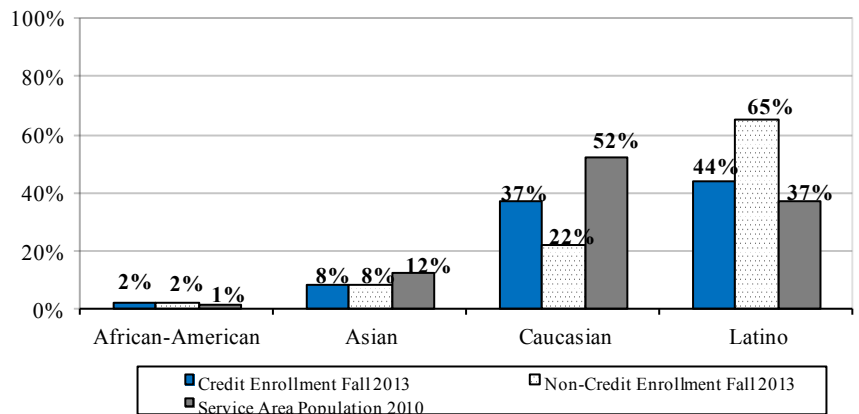
Ethnic Distributions



SCC

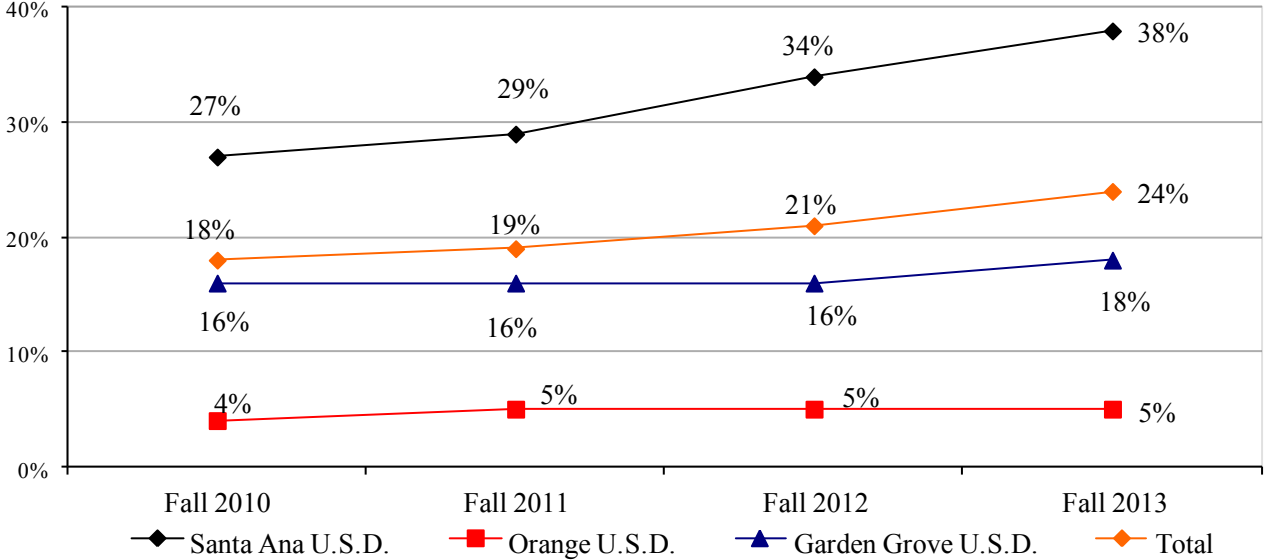
- The SCC service area population is approximately 253,000 (U.S. Census 2010)
- 8,978 students were enrolled in credit coursework at SCC in Fall 2013
- 4,881 students were enrolled in non-credit coursework at SCC in Fall 2013

Ethnic Distributions

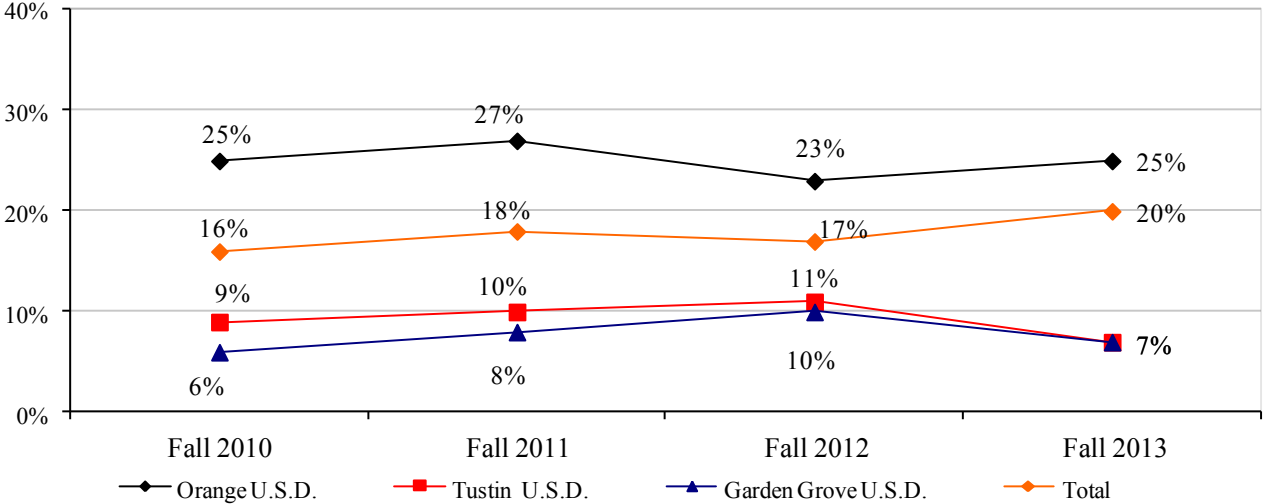


#1 ACCESS TO STUDENTS: Percentage of Feeder High School Graduates Enrolled as New Freshmen

% of New HS Graduates enrolled at SAC

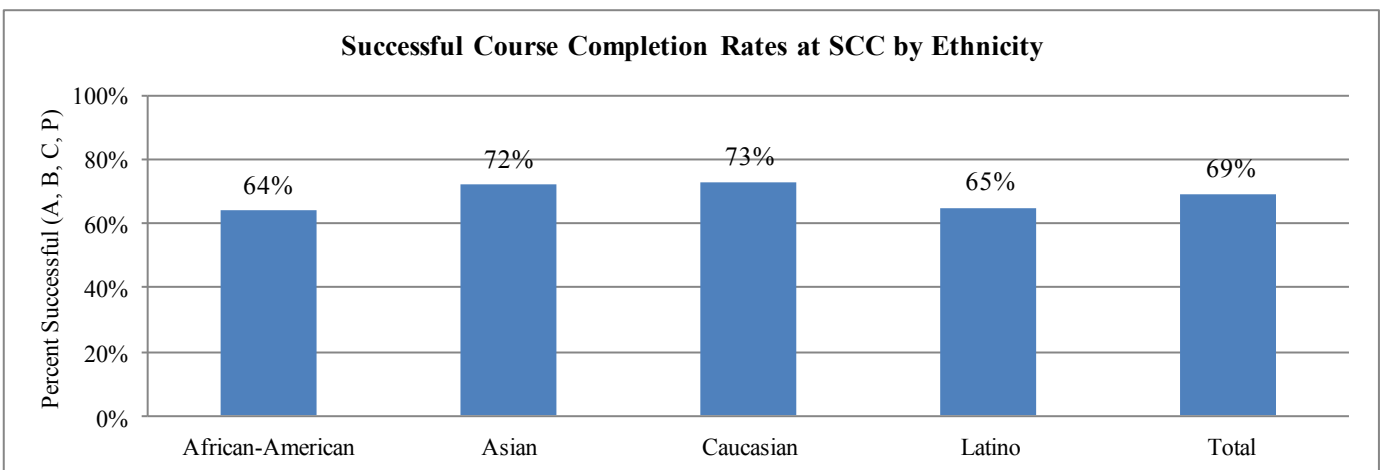
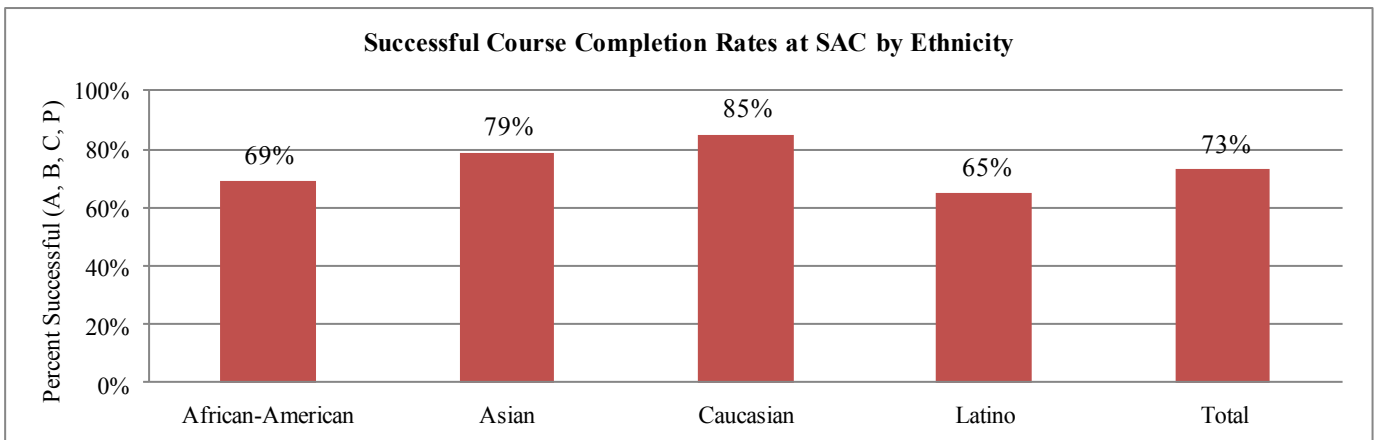
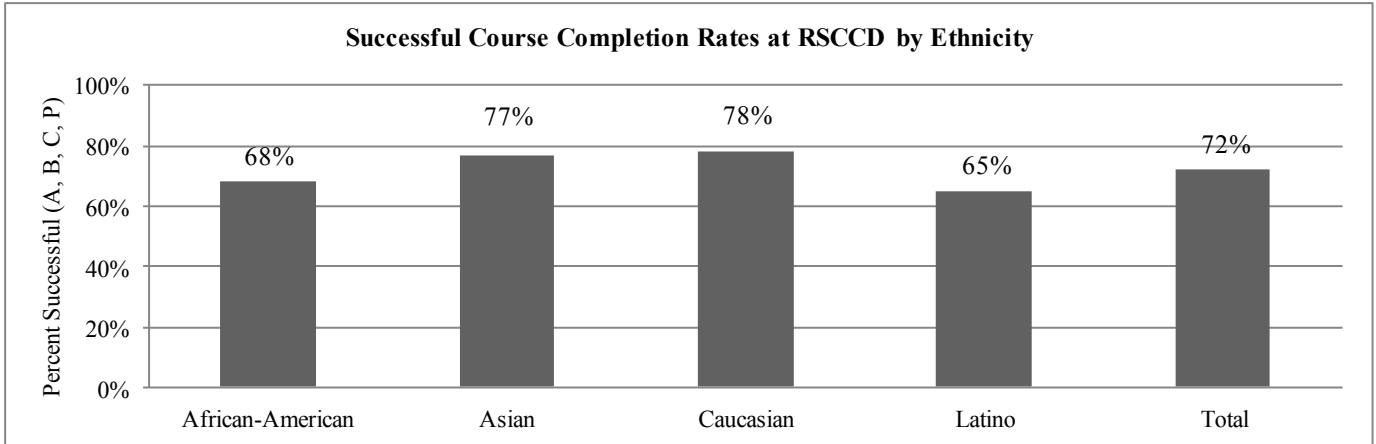


% of New HS Graduates enrolled at SCC



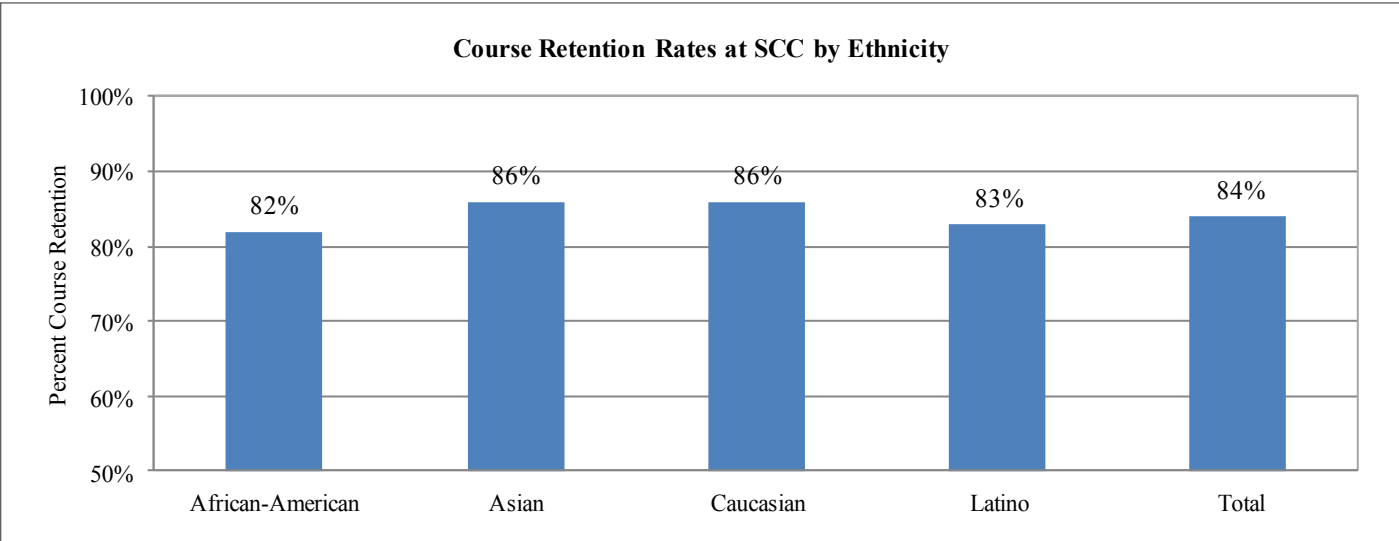
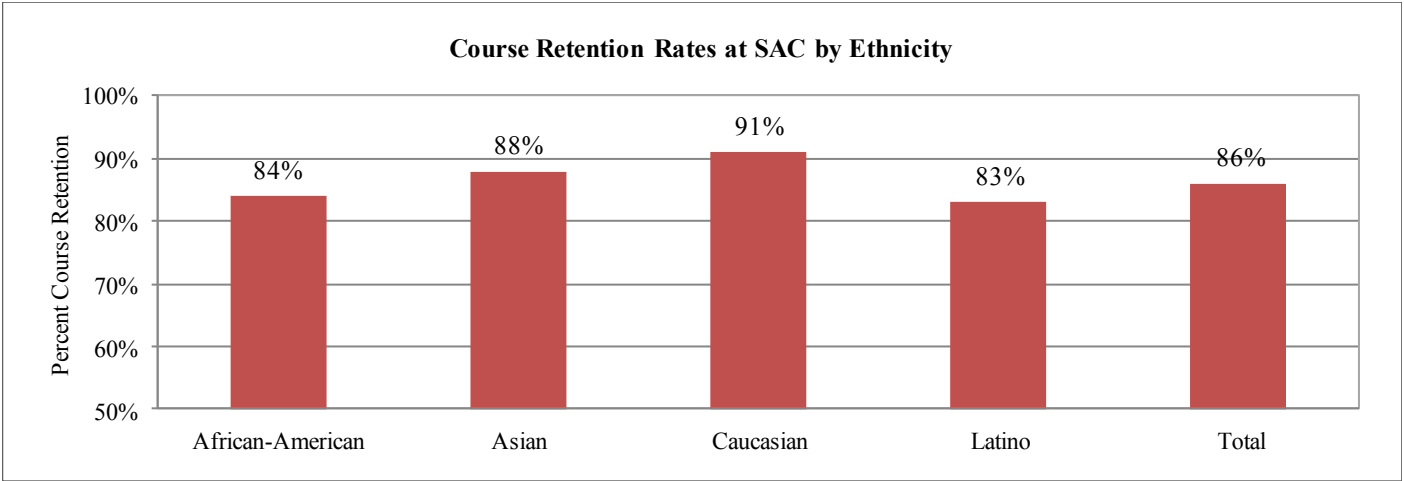
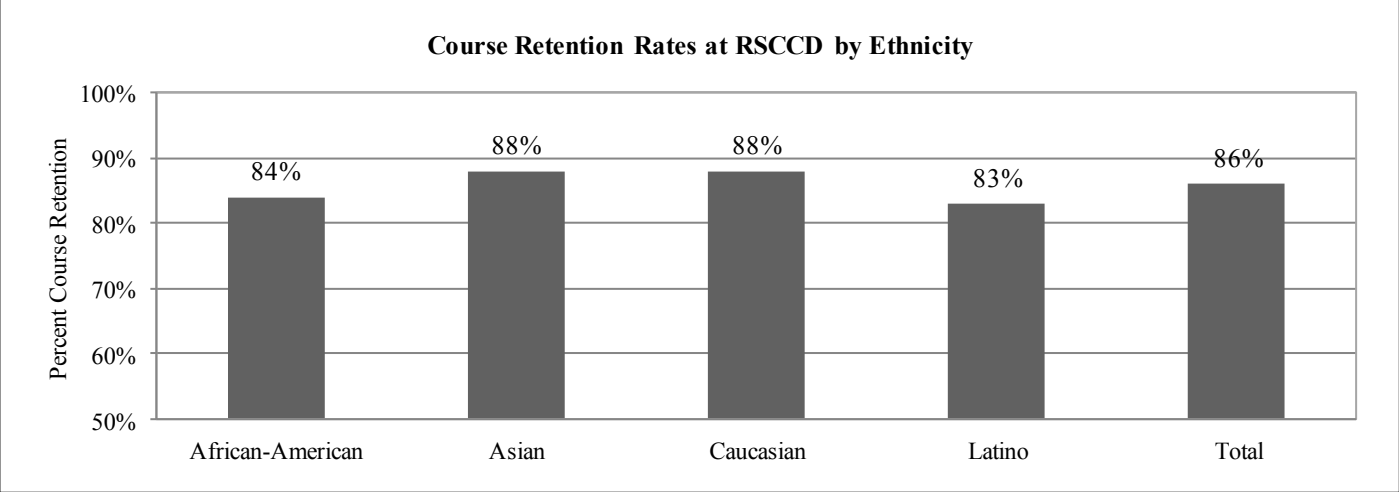
#2 SUCCESSFUL COURSE COMPLETION

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.

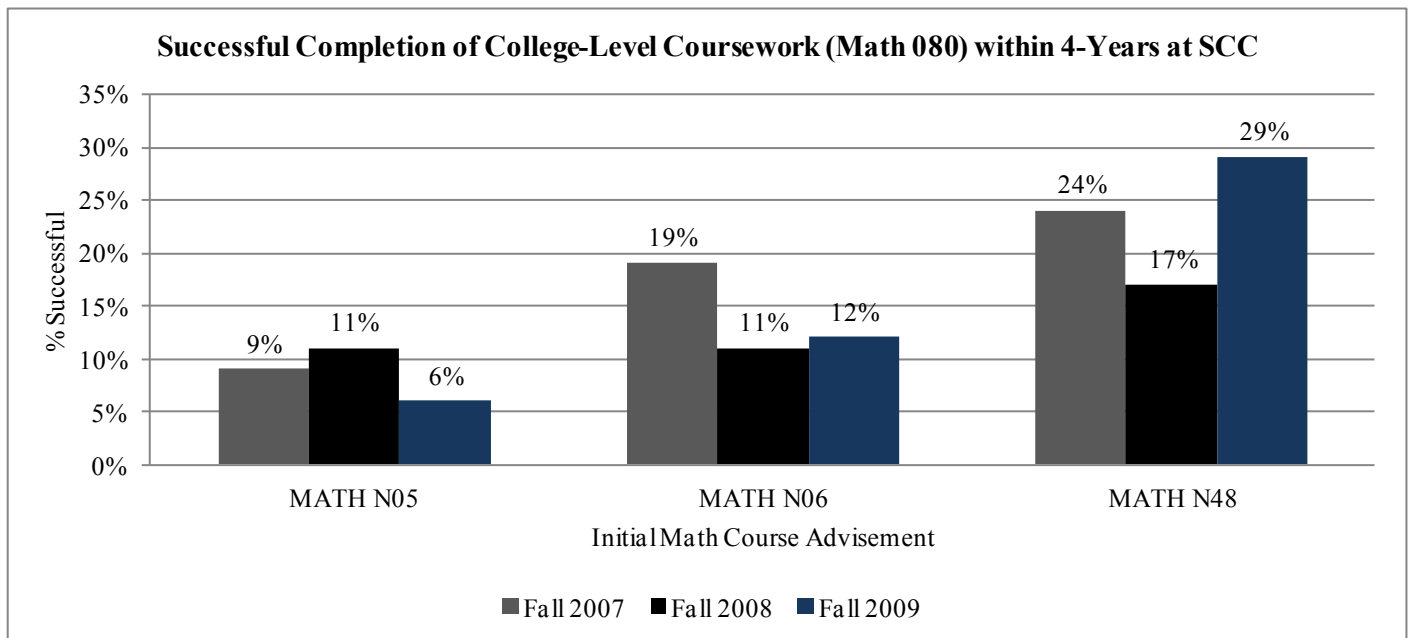
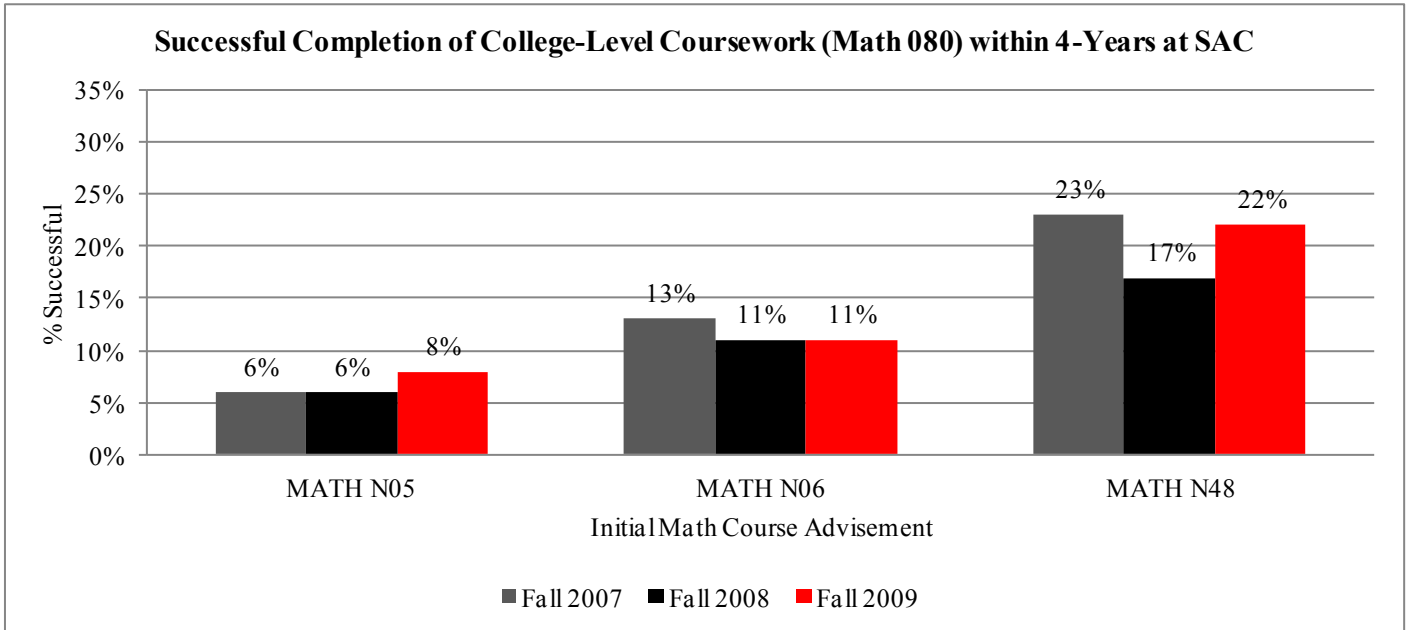


#3 COURSE RETENTION

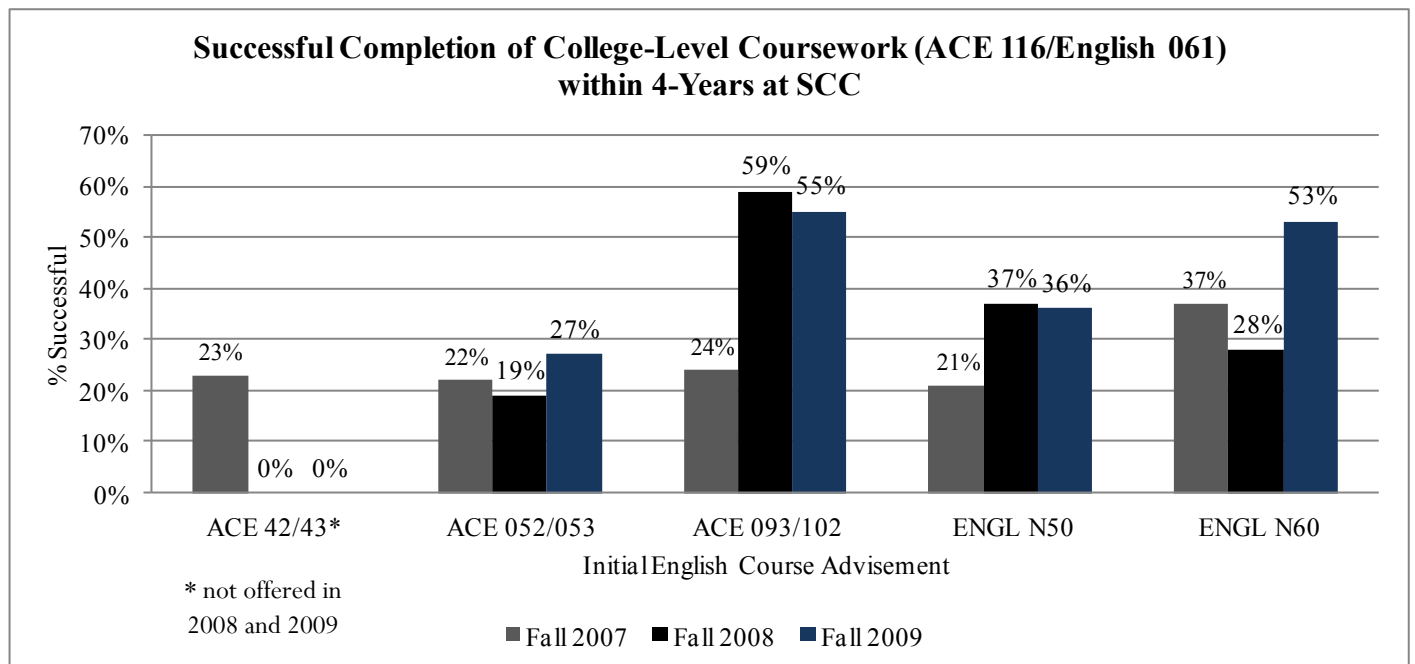
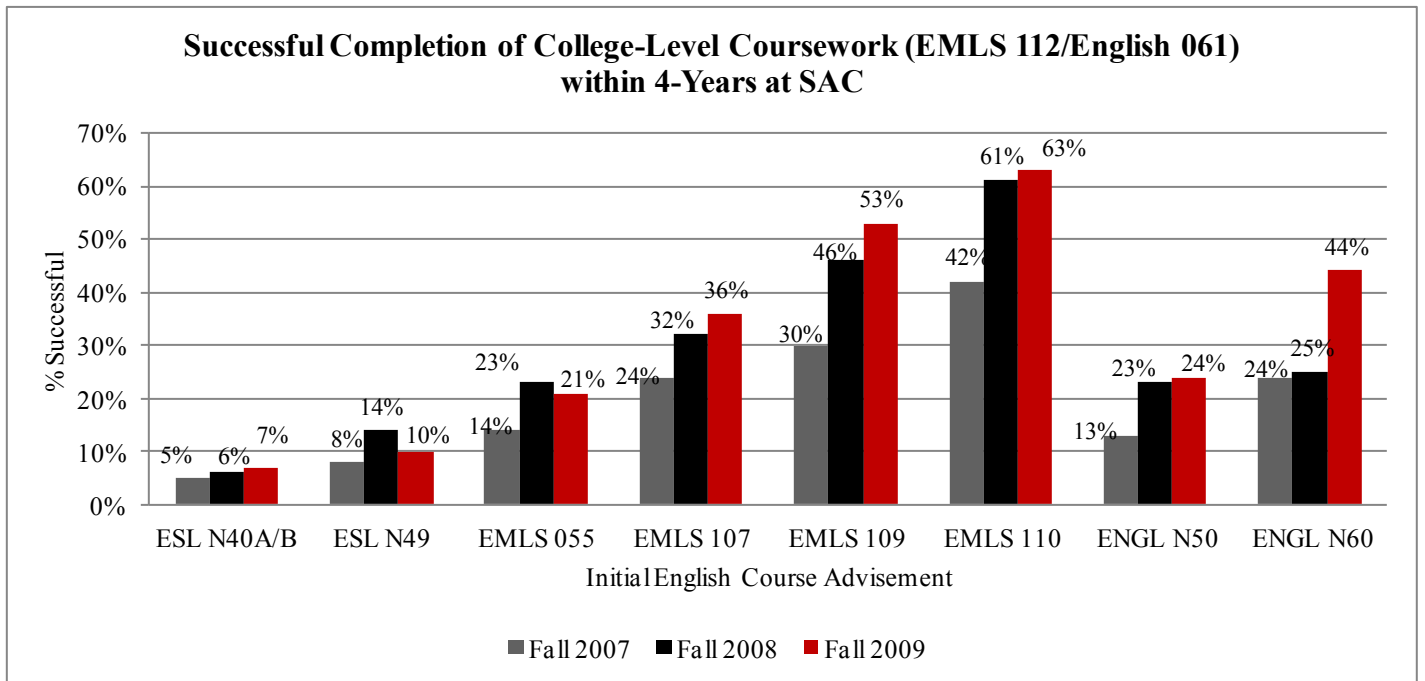
The percentage of enrollments (active third week of the semester) that result in an end-of-term course grade.



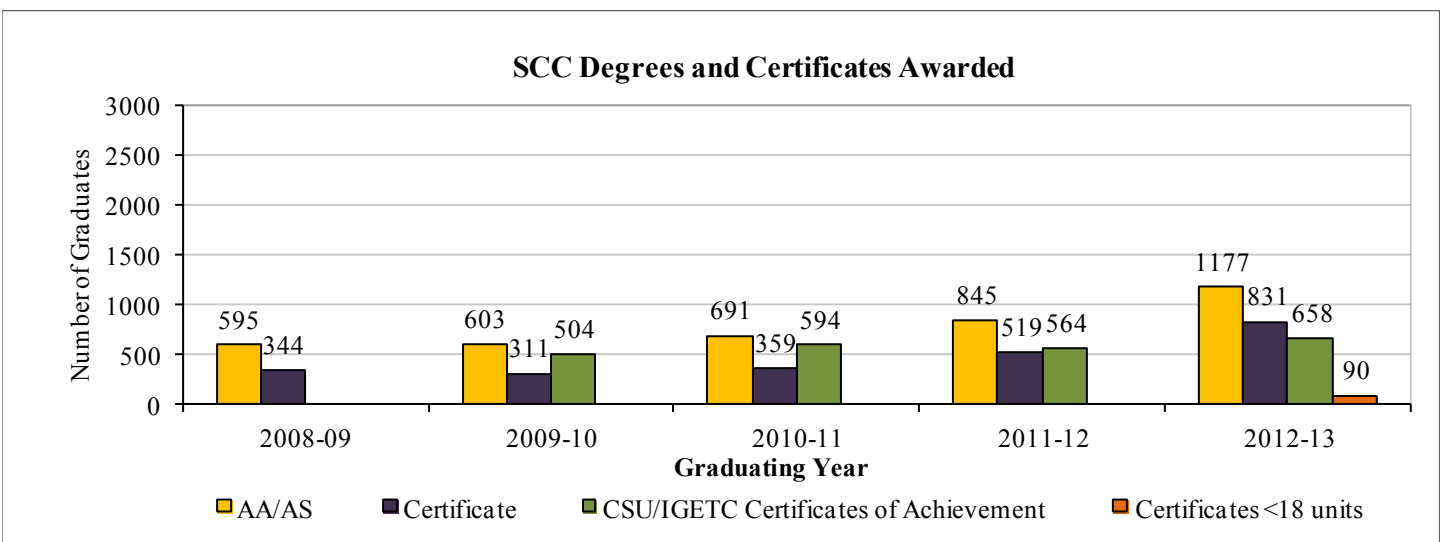
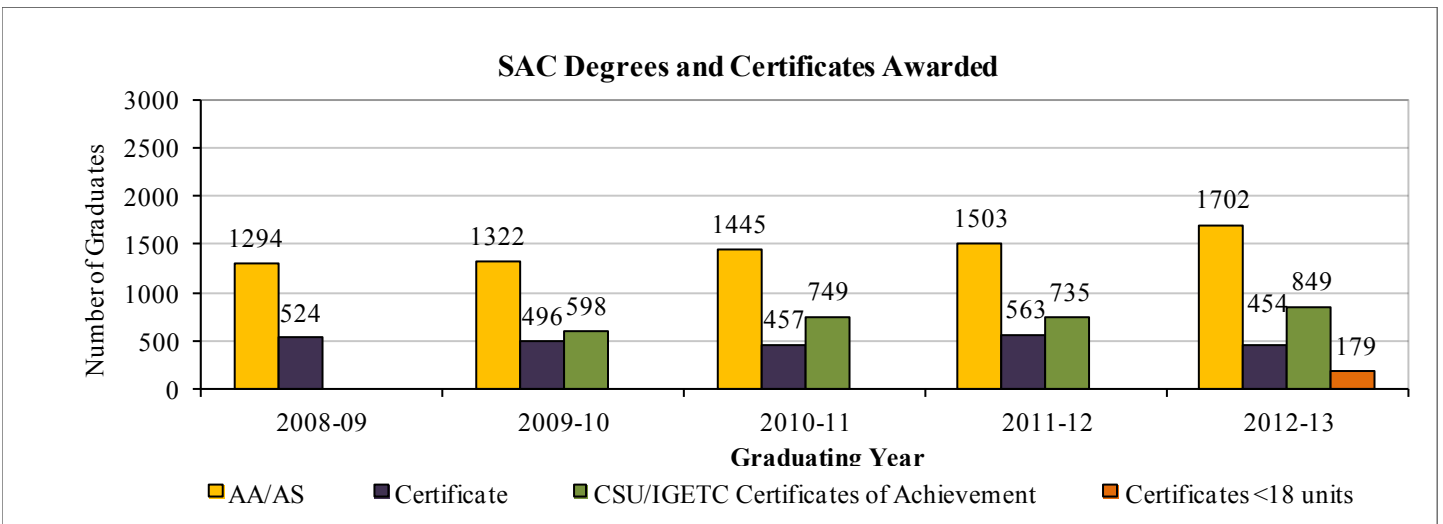
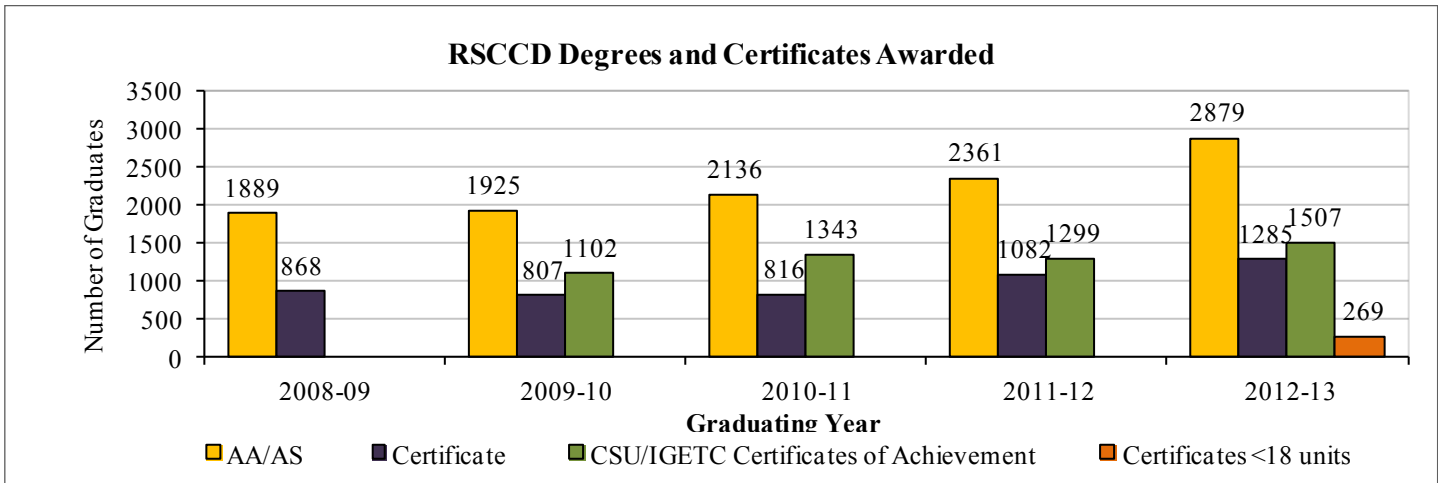
#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK WITHIN 4 YEARS BY STUDENTS ENROLLED IN REMEDIAL MATH



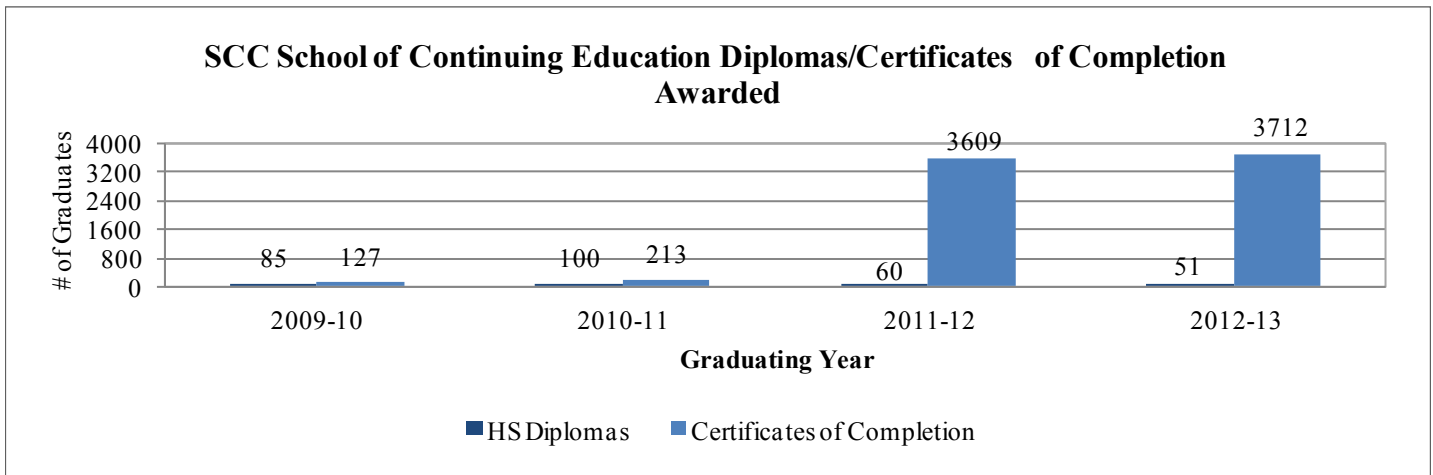
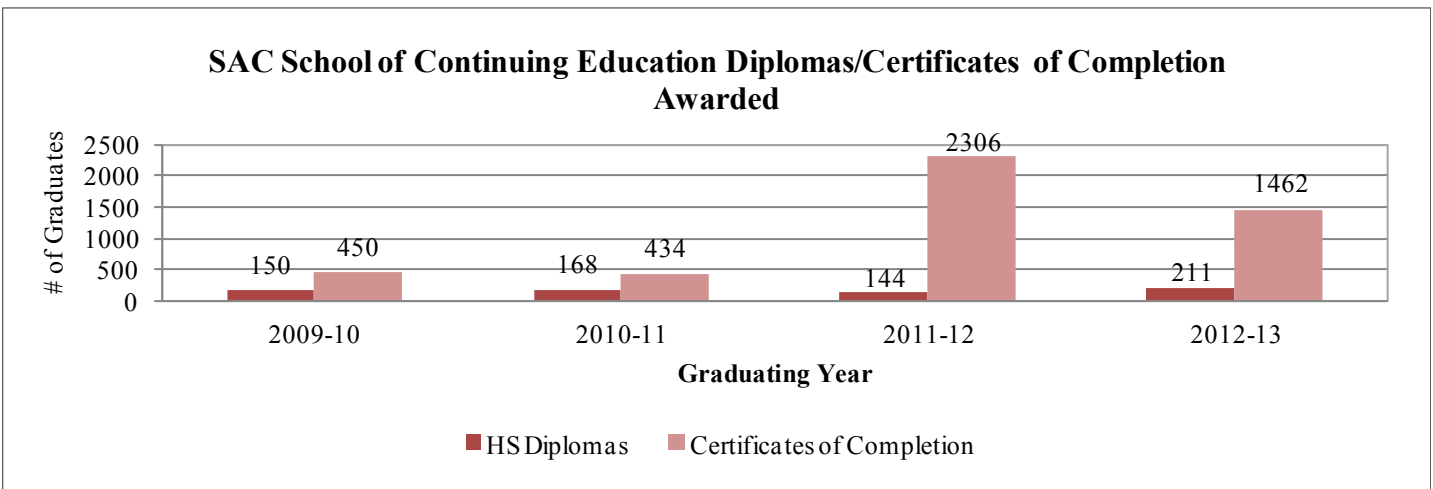
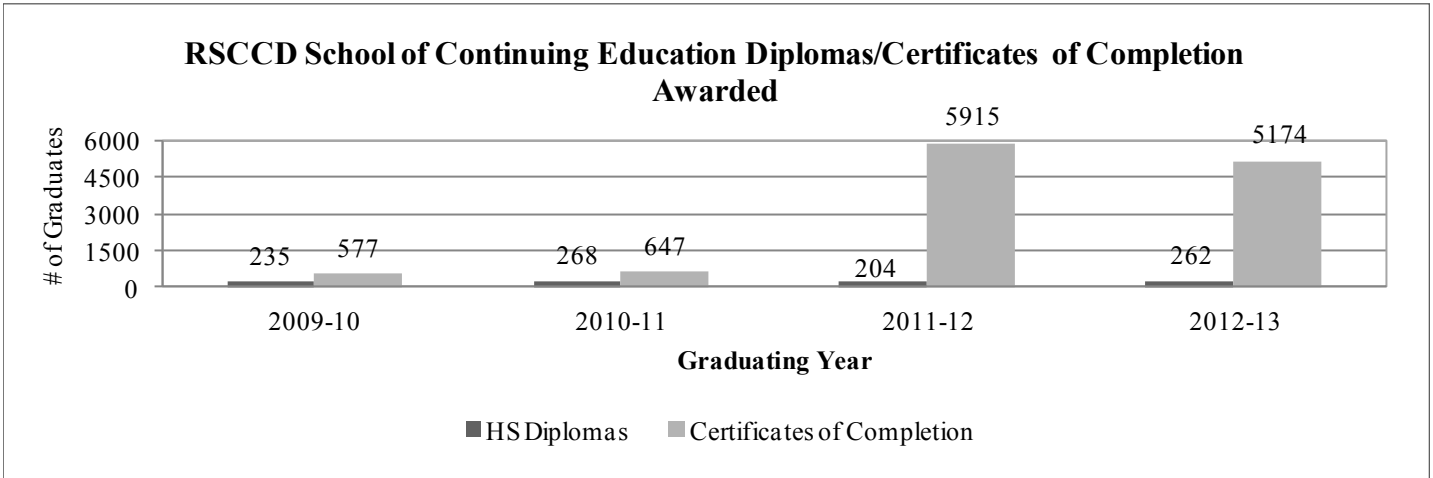
#4 SUCCESSFUL COMPLETION OF COLLEGE-LEVEL COURSEWORK WITHIN 4 YEARS BY TEST-TAKERS WITH REMEDIAL SCORES



#5 GRADUATES: Total number of AA/AS degrees and certificates awarded



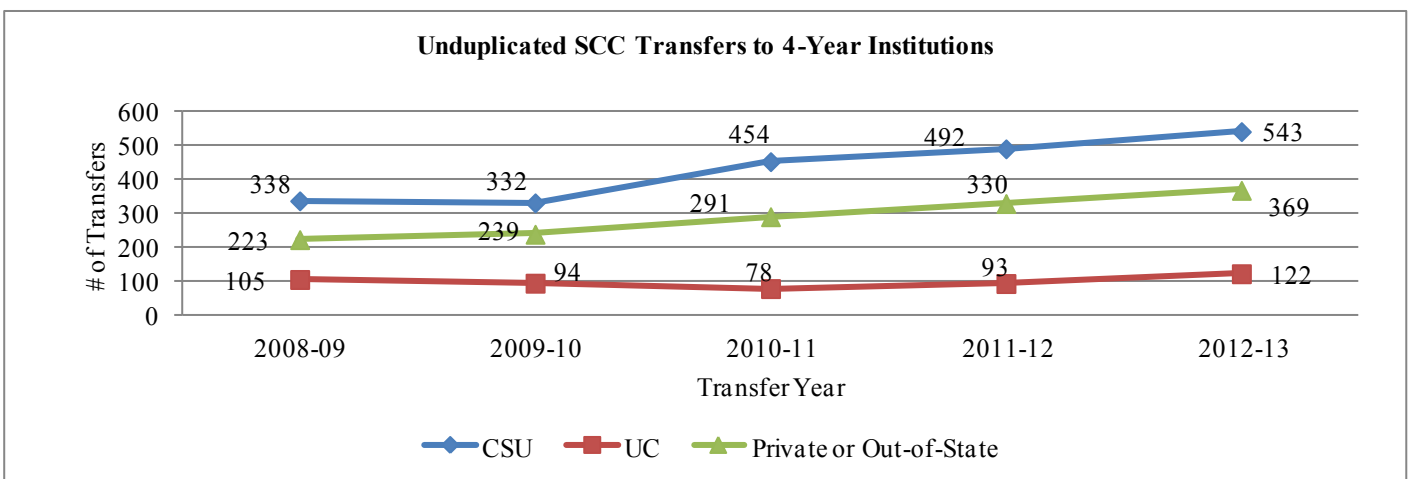
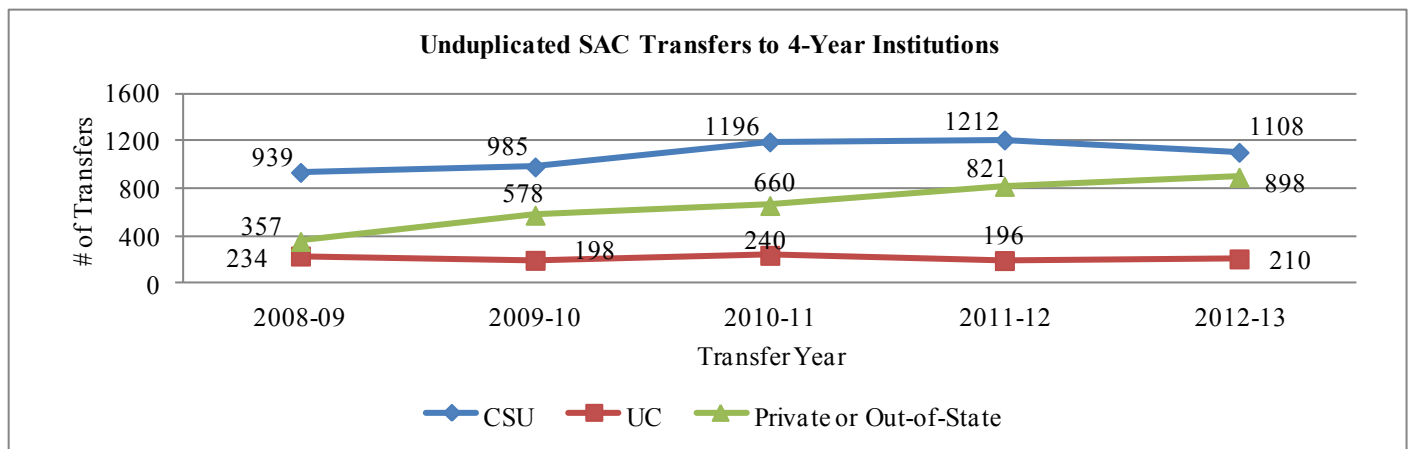
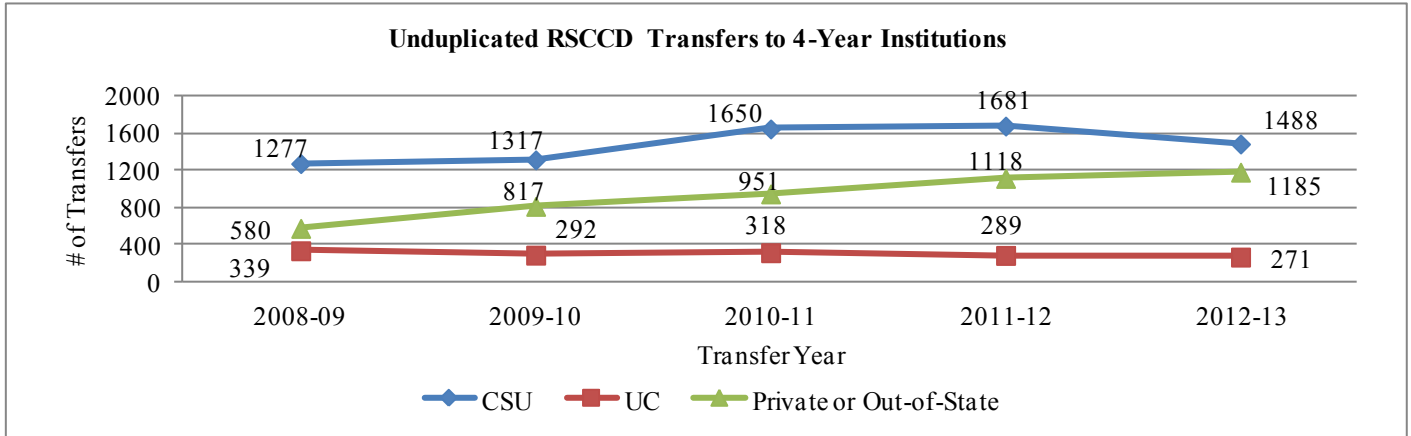
#5 GRADUATES: Total number of high school diplomas and certificates of completion awarded by the School of Continuing Education.



* In 2011, the colleges were granted final approval from the Chancellor’s Office to award certificates of completions for a variety of programs.

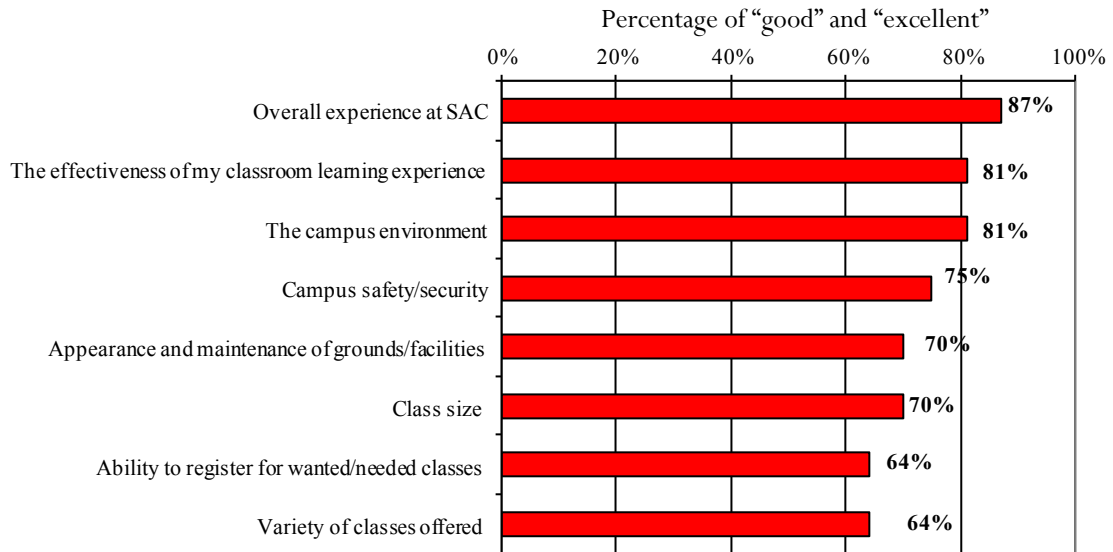
#6 TRANSFERS TO FOUR-YEAR INSTITUTIONS

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

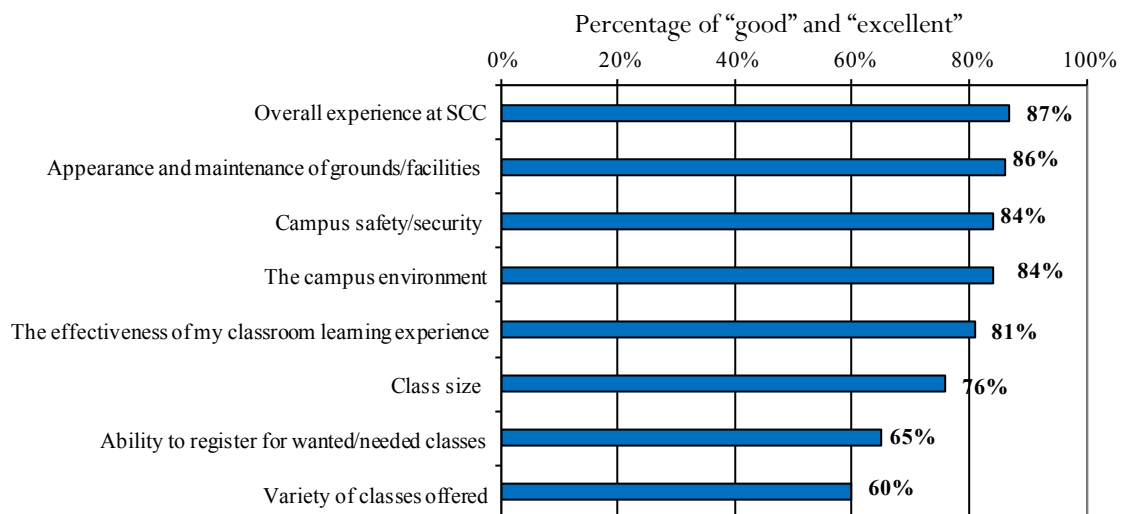


#7 STUDENT SATISFACTION: Student Assessment of the Colleges, Education, and Services

Student Satisfaction at SAC

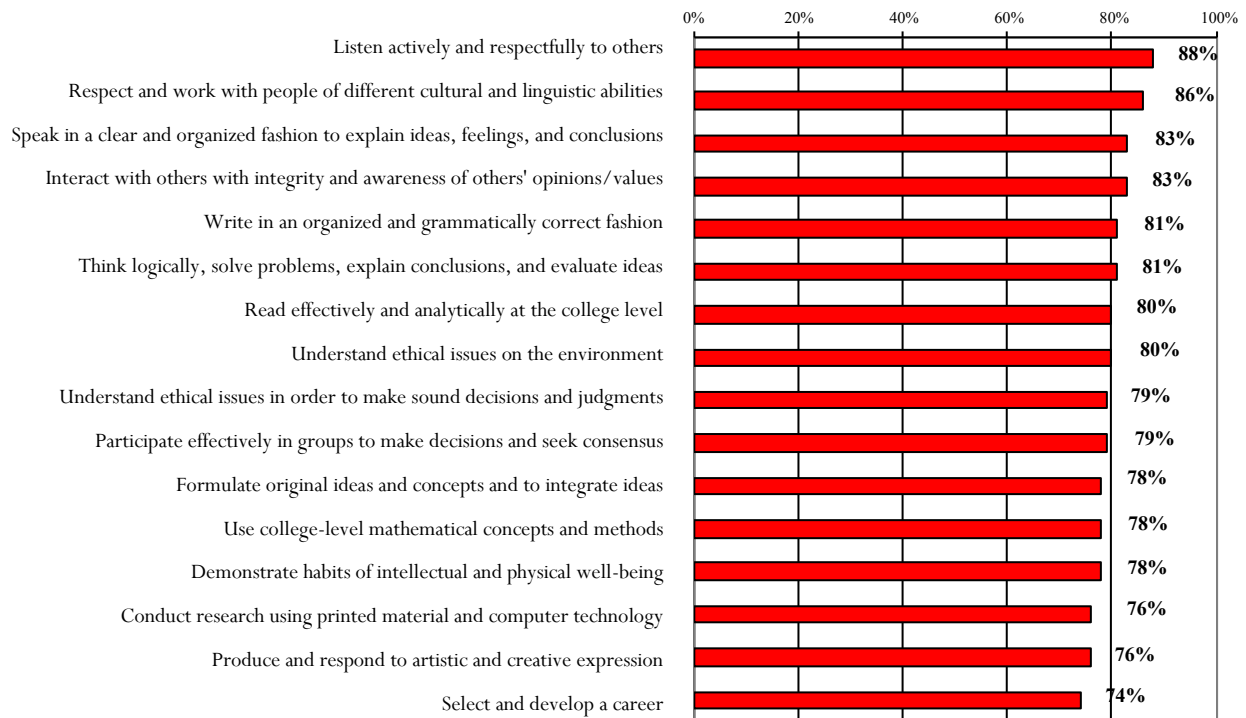


Student Satisfaction at SCC



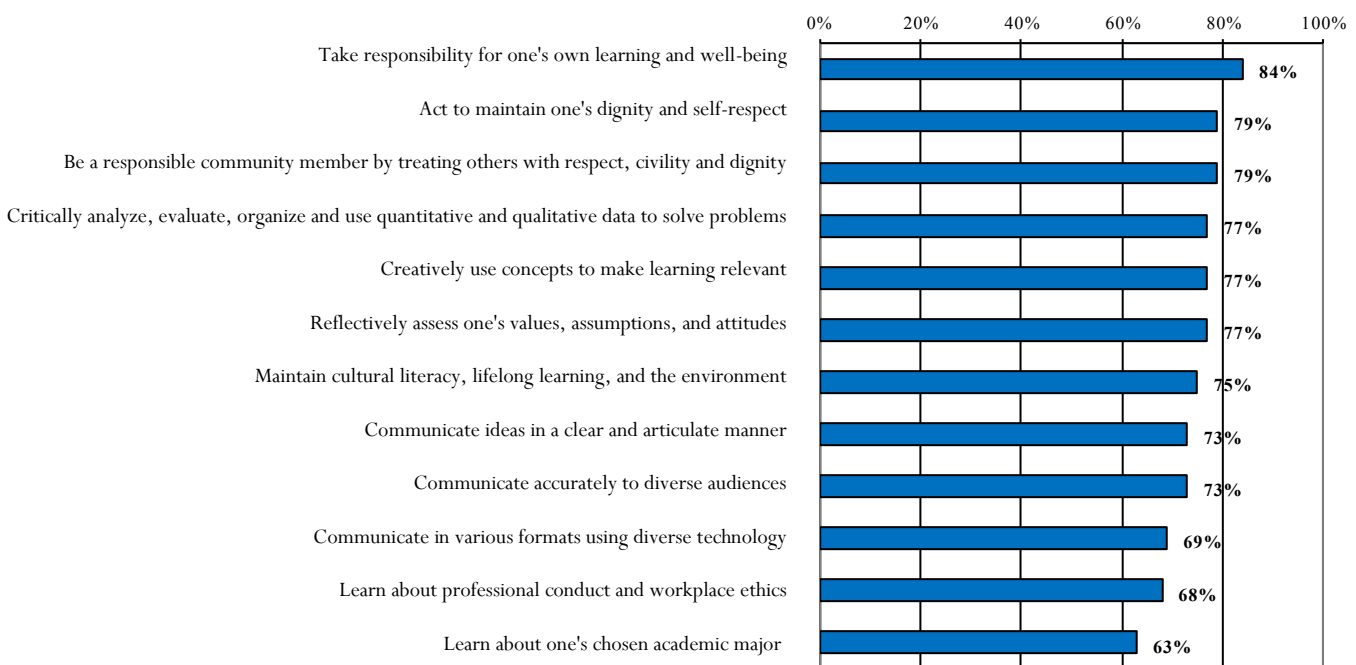
#7 STUDENT SATISFACTION: Colleges' Contributions To Knowledge and Skills Student Learning Outcomes

Core Competencies at SAC



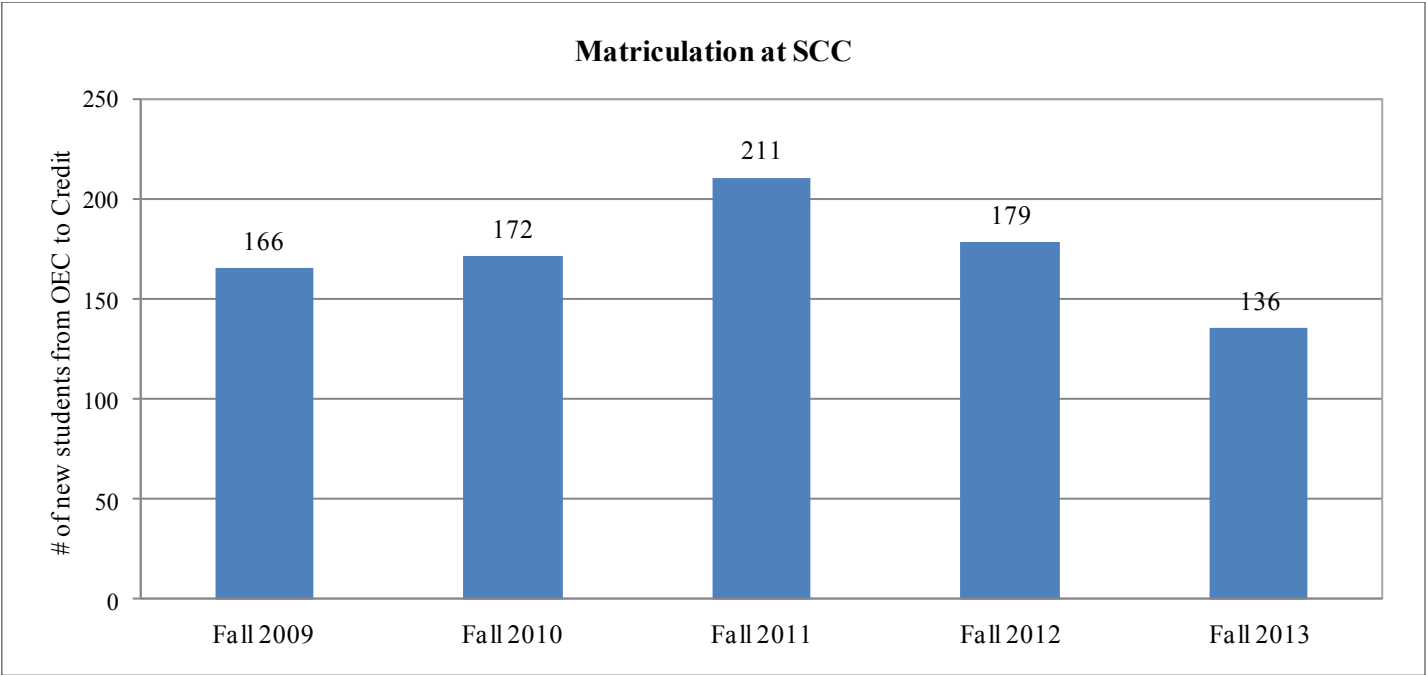
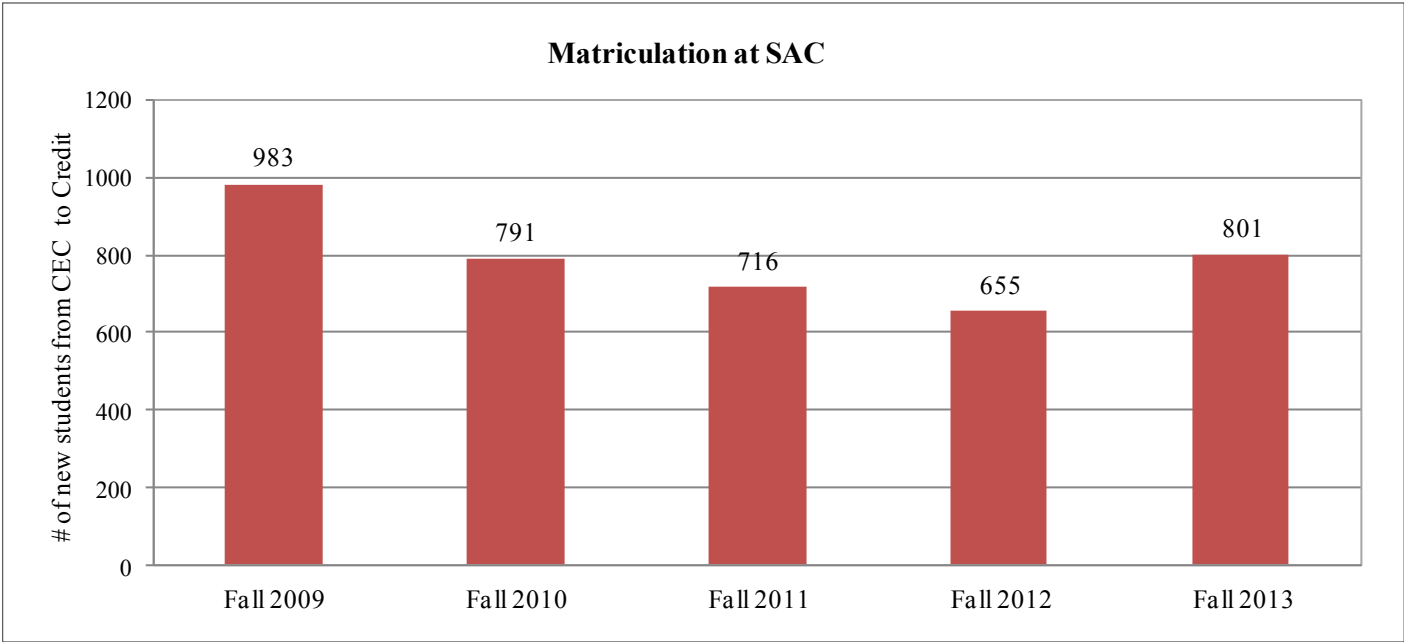
Percentage of "good" and "excellent"

Student Learning Outcomes at SCC



Percentage of "good" and "excellent"

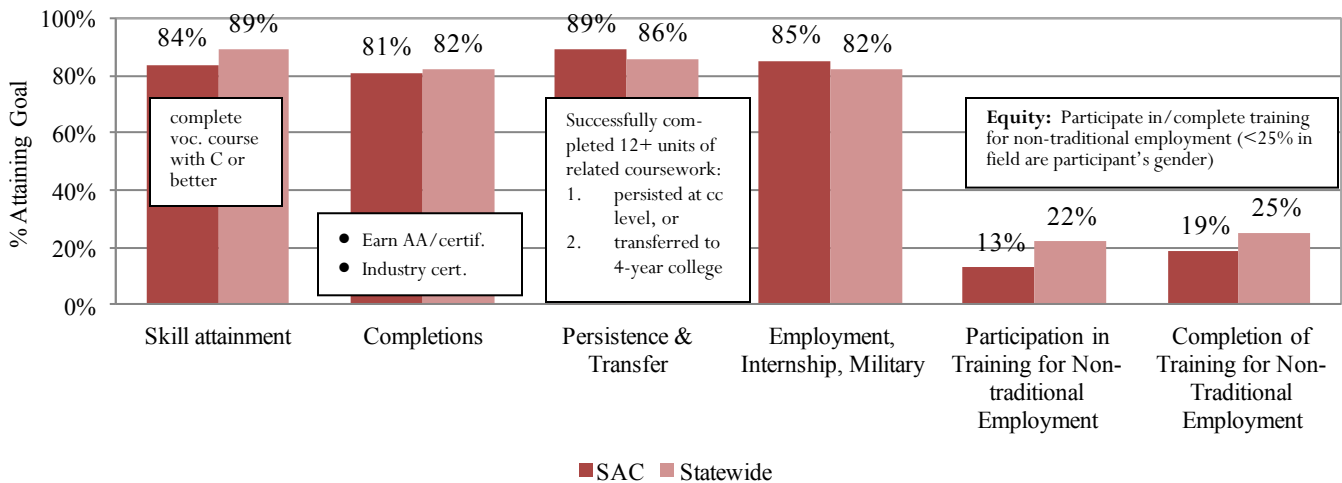
#8 MATRICULATION OF CONTINUING EDUCATION STUDENTS TO COLLEGE CREDIT COURSEWORK



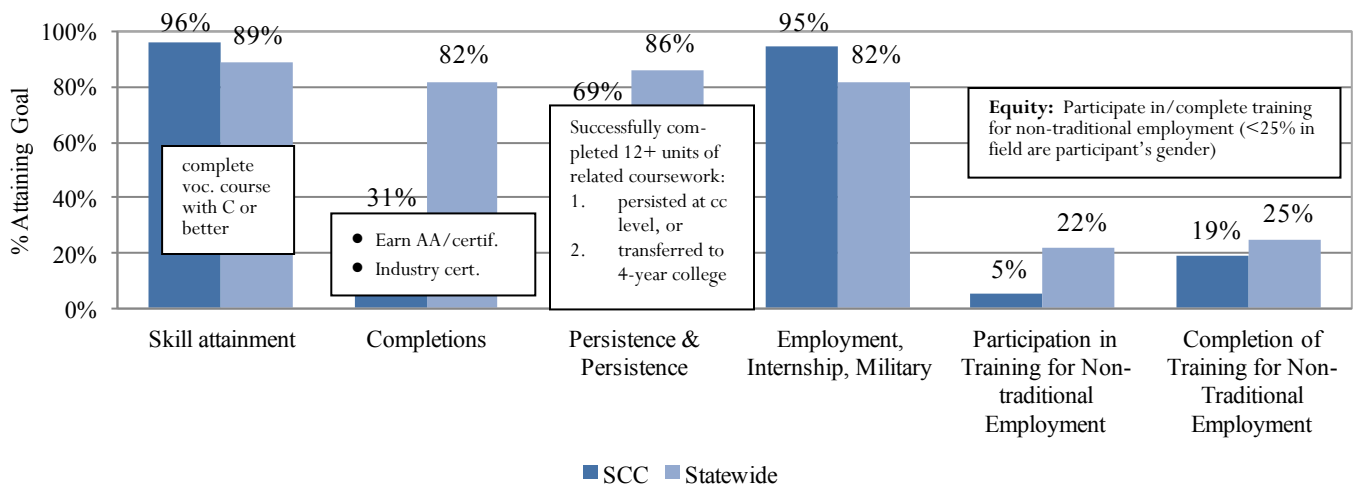
#9 VOCATIONAL TECHNICAL EDUCATION ACT (VTEA) CORE INDICATORS OF PERFORMANCE

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. All indicators are based on 2013-14 data with the exception of training leading to non-traditional employment which is based on 2012-13, and track students up to **four** years.

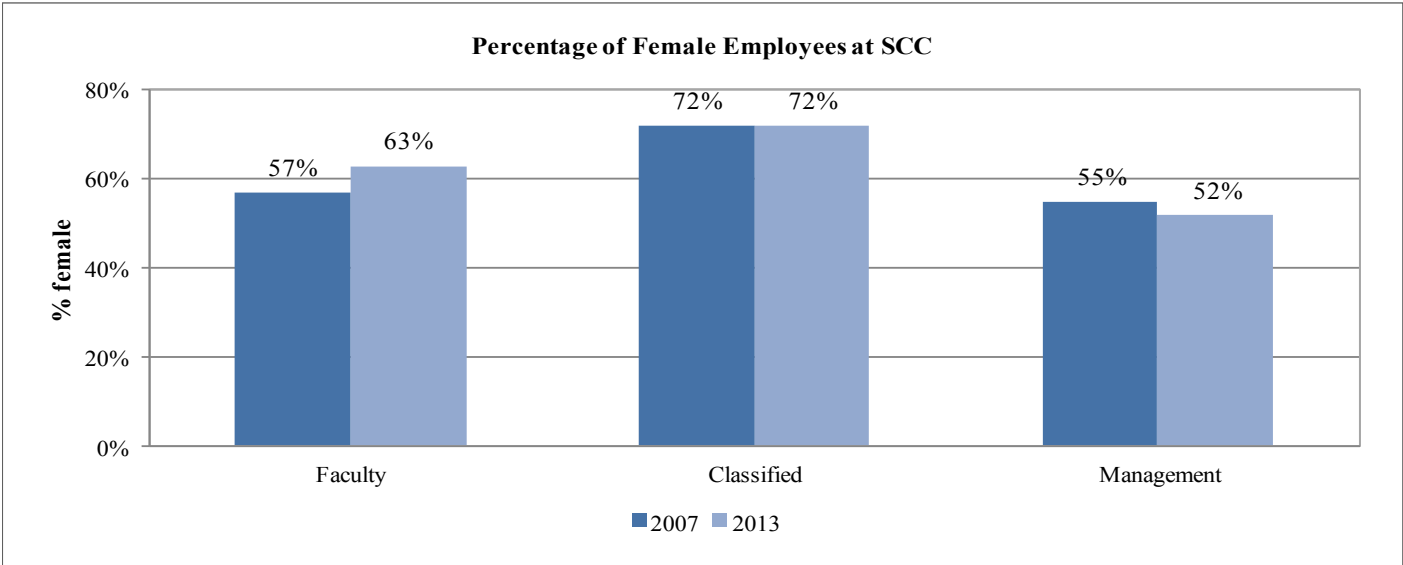
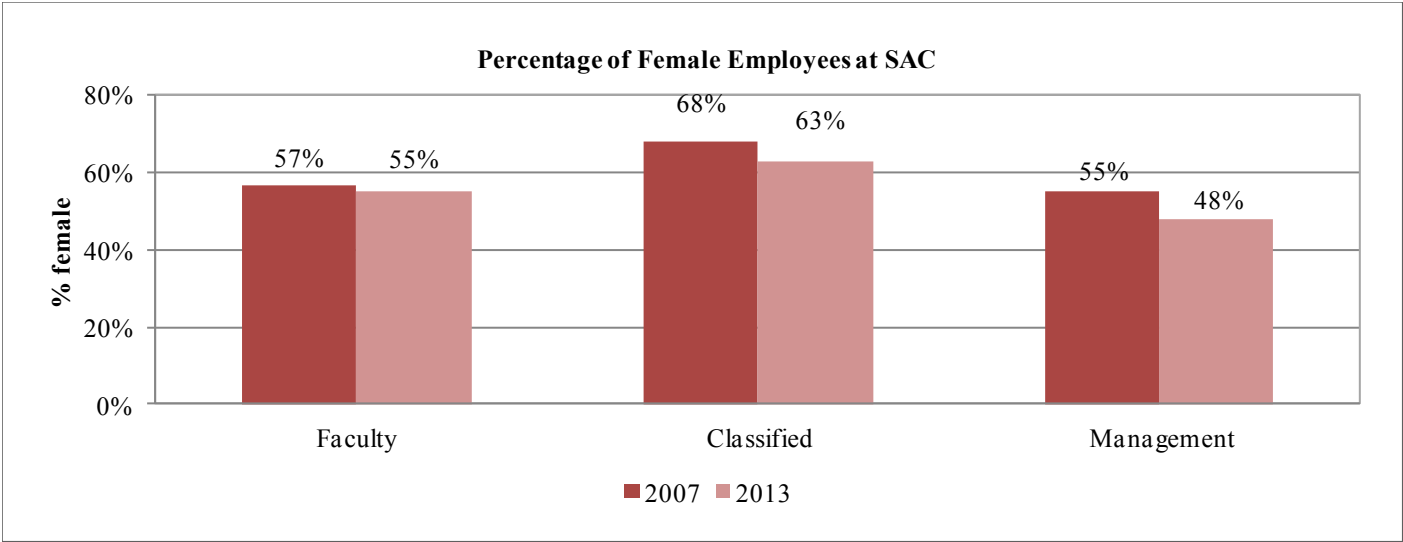
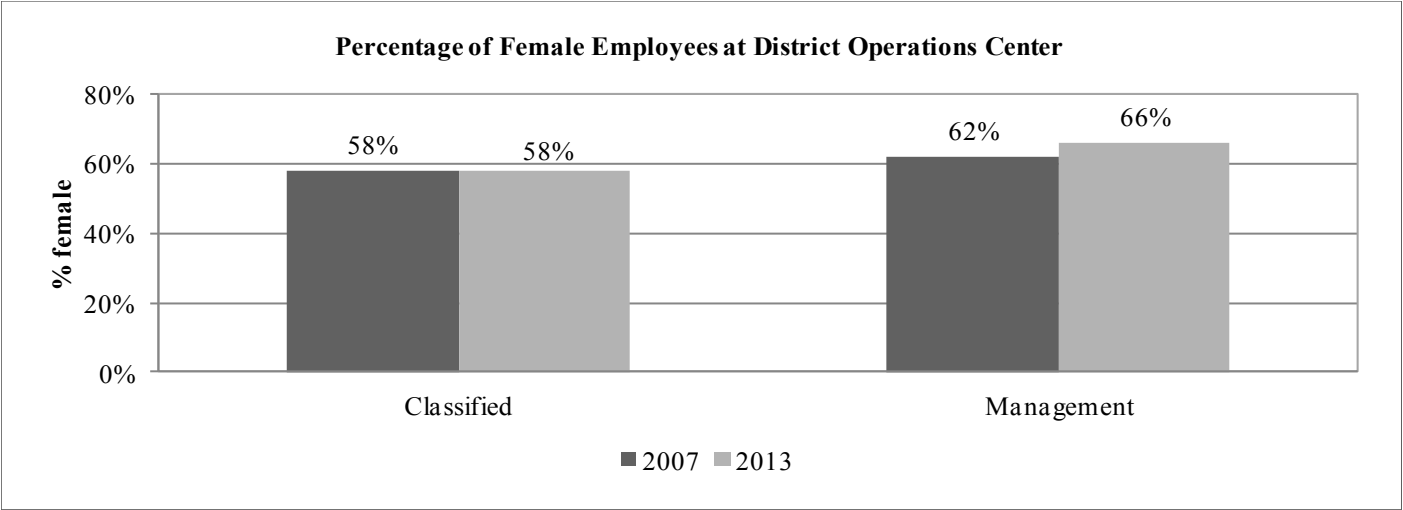
Performance at SAC



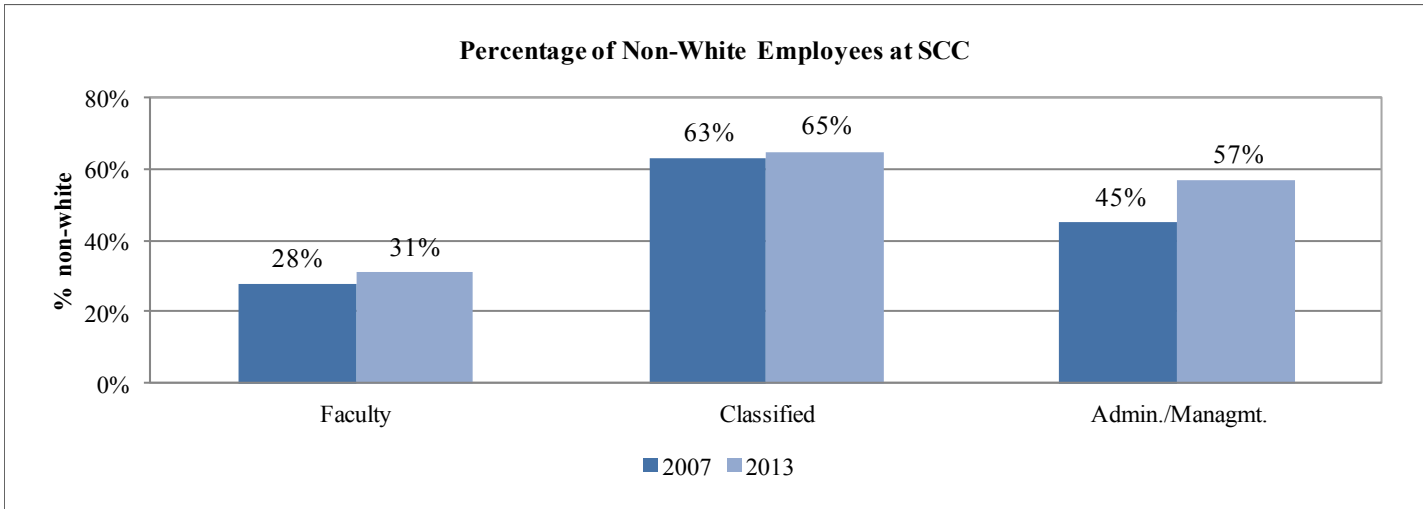
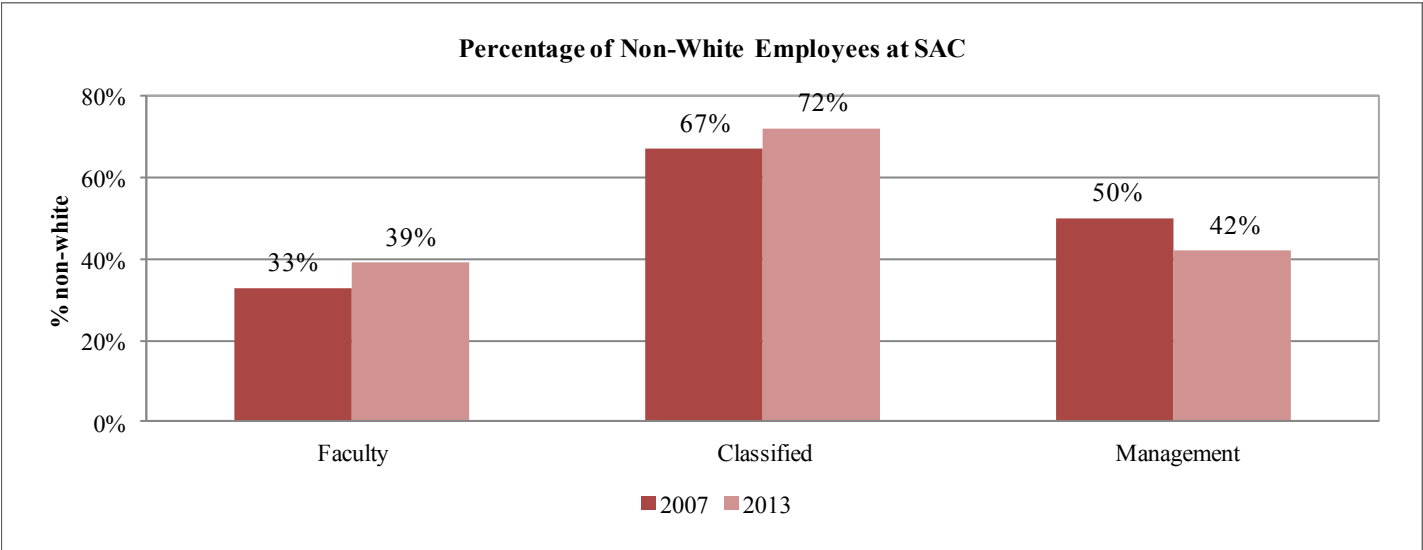
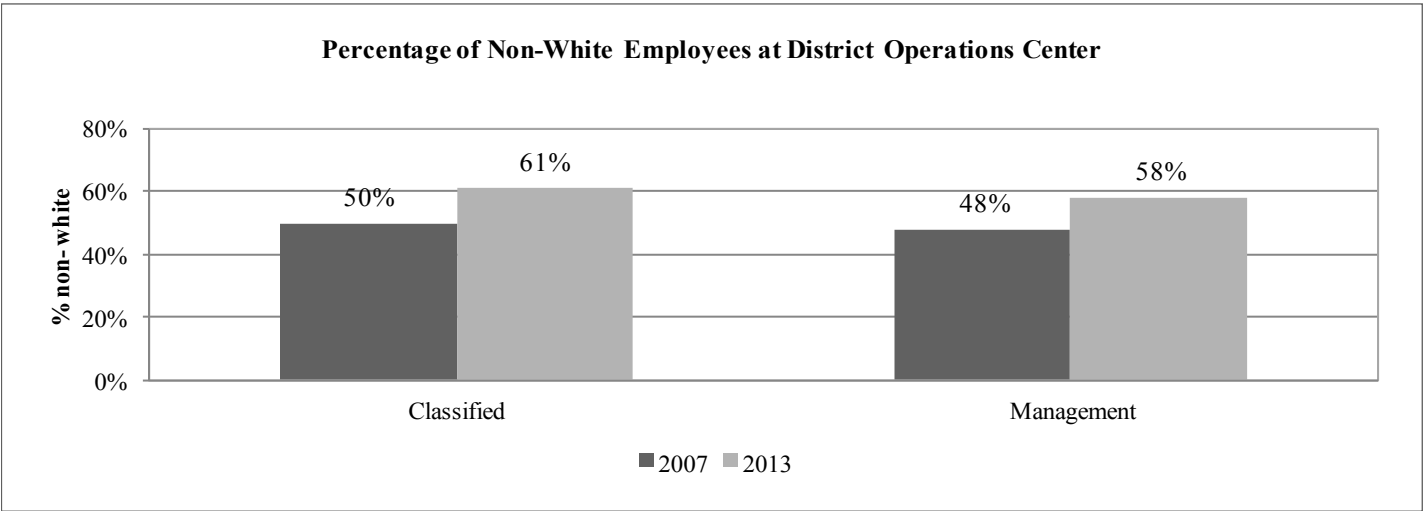
Performance at SCC



#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Gender



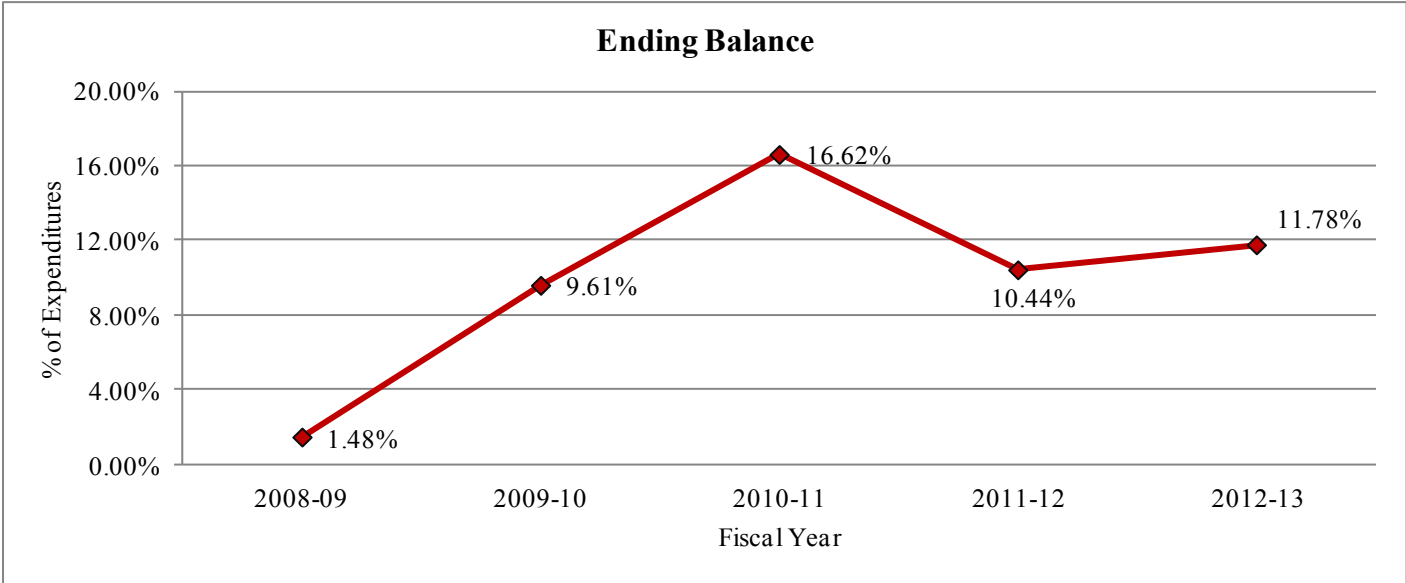
#10 RSCCD EMPLOYEE DIVERSITY, FULL-TIME: Ethnicity



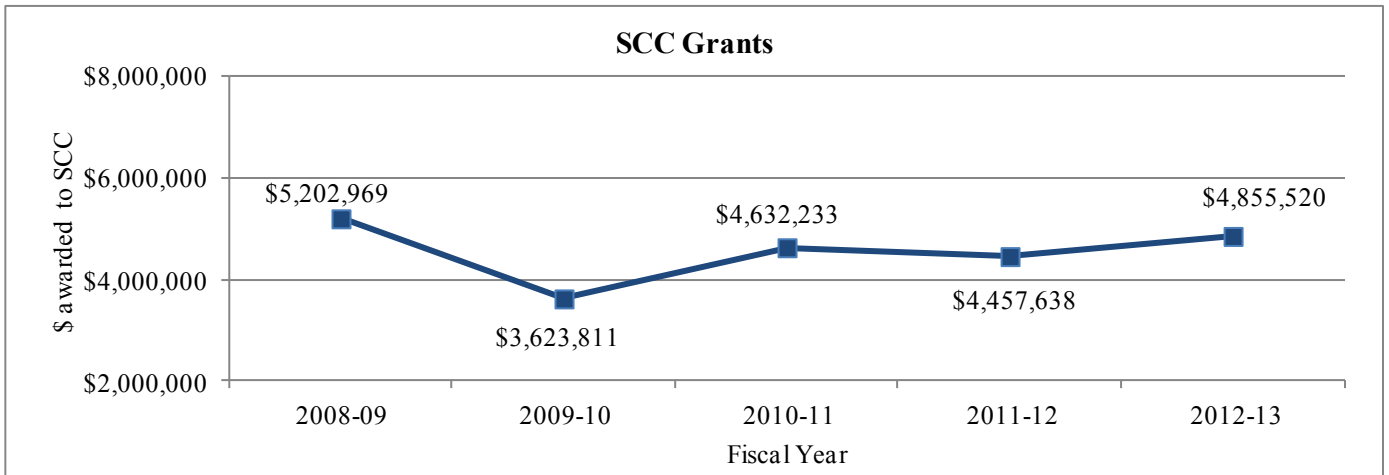
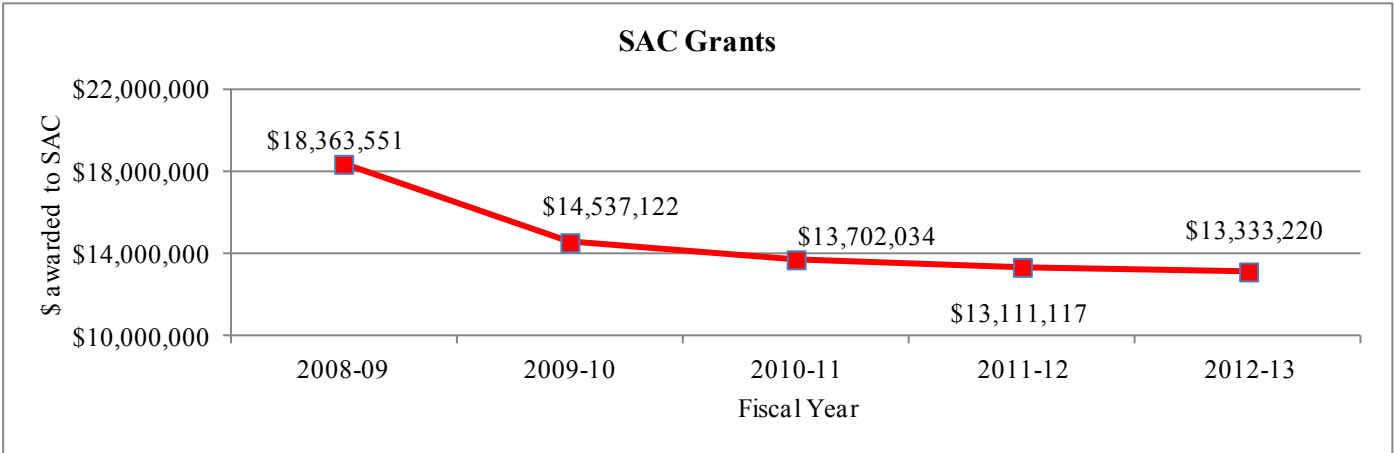
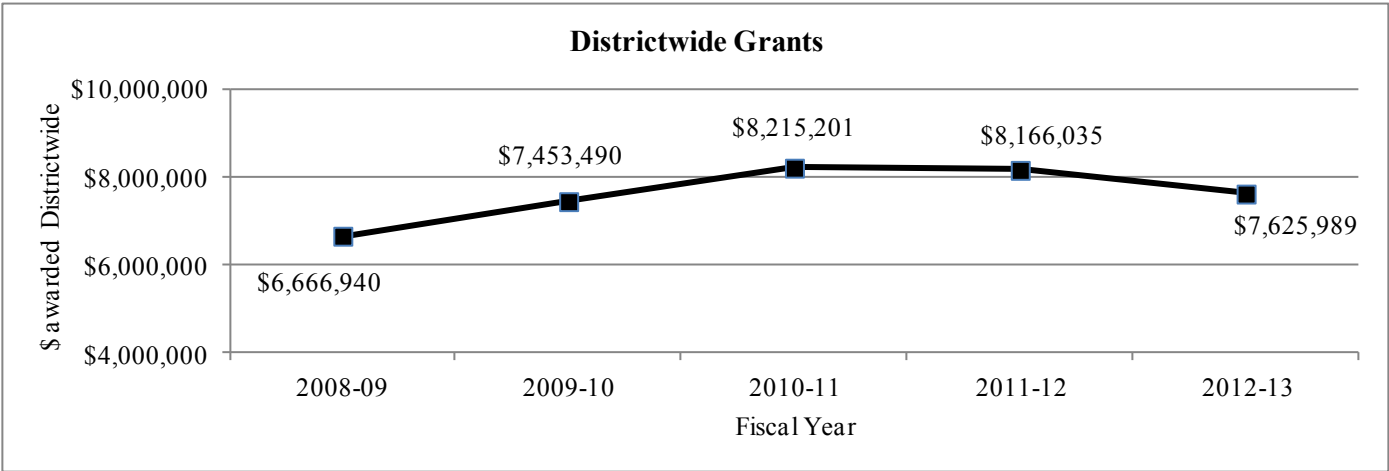
#11 FINANCIAL INDICATORS

Ending Fund Balance – Cash set aside as prudent reserve for extraordinary expenditures (*excludes deferral)

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

