



Presentation of the 2018 Student Success Scorecard Report to the RSCCD Board of Trustees

September 24, 2018

California legislators, in 2004, passed Assembly Bill AB1417 which required that the California Community Colleges provide a framework to evaluate overall system performance. The Chancellor's Office, in consultation with stakeholders from all areas of the college community, developed the framework to provide an annual report to the legislature called the Accountability Reporting for the Community Colleges (ARCC). Then, in 2012, a new team, again representing stakeholders from all areas of the college community met to review the ARCC framework and its effectiveness, and a new title was given to the report which is now called the Student Success Scorecard. The Scorecard report contains a set of metrics that are designed to identify possible achievement gaps in three primary areas: transfer, basic skills, and career technical education.

The data used to create the Scorecard report is submitted to the Chancellor's Office by the colleges via our regular data submission. The outcomes derived from the data are for the system as a whole, but also for individual colleges. However, the purpose of the Scorecard is not to rank colleges against each other as each college provides instructional programs, class offerings, and student services to meet the needs of that community. The performance metrics for college credit are: completion (persistence, 30+ units, and degree/transfer), math and English/ESL (remedial/ESL and transfer level achievement), and career technical education metrics (CTE and skills builder). Each indicator is described according to those who are "prepared" and those who are "unprepared" for college work. The "career development & college preparation" metric is focused on the non-credit program.

The scorecard is an important tool we use as one of many to assess our students' learning, achievement, and progress toward their educational goals. We use direct and indirect assessments, carried out by faculty and supported by institutional effectiveness and assessment offices, to assess learning that occurs in our courses and programs. We conduct ongoing program review (student services, academic, administrative) in order to evaluate our programs and their effectiveness in curriculum or service delivery. Also, the research departments, at both the district and colleges, are constantly conducting ad hoc studies, requested by faculty and administration, to track particular student groups, to understand the different student pathways, to understand student success, and to identify barriers students may face in achieving their educational goals.

The attached handouts represent the 2018 scorecards (for SAC and SCC) and complement the PowerPoint presentation by representatives of Santa Ana College and Santiago Canyon College.



2018 Santa Ana College Student Success Scorecard

Santa Ana College is part of the Rancho Santiago Community College District. Established in 1915, the college is the third oldest college in California, and is located in central Orange County. Seventy-eight percent of the county population is of Hispanic descent, 83% speaks a language other than English, and 12% of the 25 and older population hold a Bachelors degree or higher. In fall 2012 the unduplicated headcount credit and non-credit was 41,029. Santa Ana College is committed to student success. We invest resources to support faculty development designed to maximize student achievement in the classroom, and to retain students as they progress through completion of their programs.

Student Information (2016-2017)				Other Information (2016-2017)	
Students			59,833	Full-Time Equivalent Students	19,107.2
GENDER		RACE/ETHNICITY		Credit Sections	5,171
Female	43.6%	African American	1.2%	Non-Credit Sections	2,386
Male	56.1%	American Indian/Alaska Native	0.2%	Median Credit Section Size	25
Unknown Gender	0.3%	Asian	6.6%	Percentage of Full-Time Faculty	62.6%
AGE		Filipino	0.7%	Percentage of First-Generation	42.2%*
Under 20 years old	17.6%	Hispanic	47.3%	Student Counseling Ratio	654:1
20 to 24 years old	20.7%	Pacific Islander	0.2%	* Insufficient data	
25 to 39 years old	34.6%	White	14.0%		
40 or more years old	27.1%	Two or More Races	0.9%		
Unknown Age	0.0%	Unknown Ethnicity	28.9%		



2018 Santiago Canyon College Student Success Scorecard

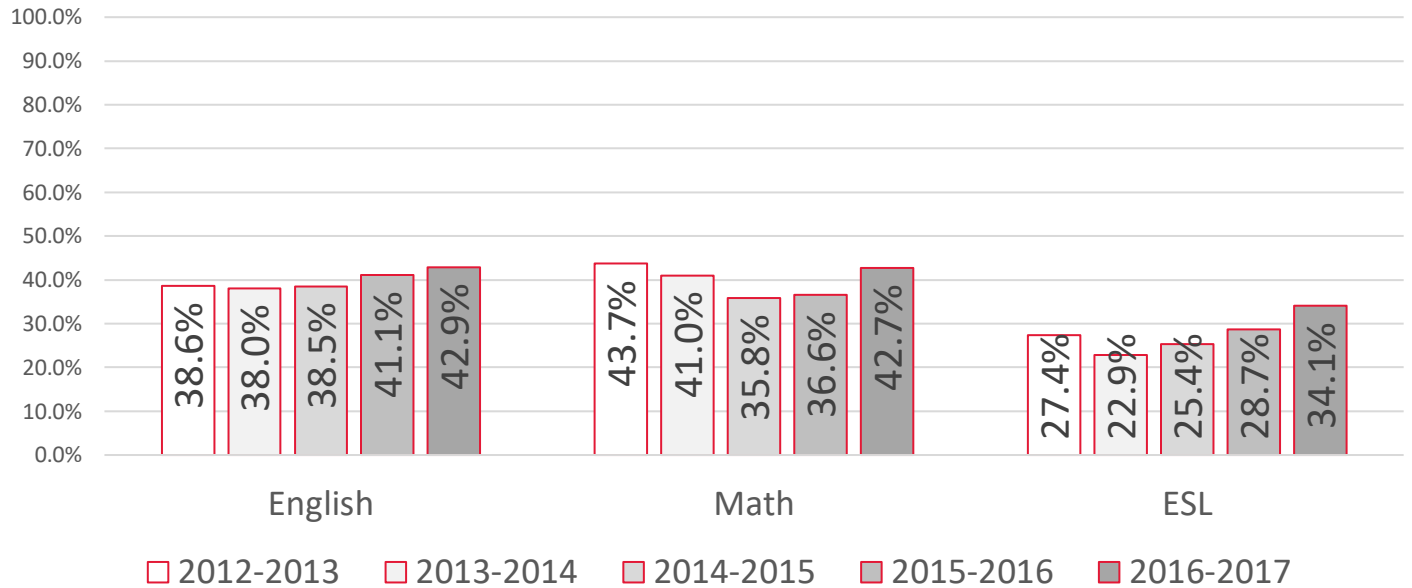
Santiago Canyon College (SCC) serves a diverse population of students from some of the largest communities in Orange County. Established in the city of Orange in 1985 and became a separate college in 2000, SCC is one of two colleges in the Rancho Santiago Community College District. SCC offers comprehensive credit and noncredit curriculum that fosters students' abilities to learn, to act, to communicate and to think critically. SCC engages students through stellar programs such as Honors, STEM, Teacher Pathways, Model United Nations, Forensics, Water Utility Science and is home of the largest apprenticeship program in the state.

Student Information (2016-2017)				Other Information (2016-2017)	
Students			28,443	Full-Time Equivalent Students	8,410.1
GENDER		RACE/ETHNICITY		Credit Sections	2,219
Female	45.0%	African American	1.6%	Non-Credit Sections	2,134
Male	54.6%	American Indian/Alaska Native	0.1%	Median Credit Section Size	28
Unknown Gender	0.4%	Asian	5.6%	Percentage of Full-Time Faculty	62.6%
AGE		Filipino	1.0%	Percentage of First-Generation	**
Under 20 years old	25.1%	Hispanic	40.4%	Student Counseling Ratio	727:1
20 to 24 years old	25.7%	Pacific Islander	0.2%	* Insufficient data	
25 to 39 years old	29.6%	White	23.3%		
40 or more years old	19.6%	Two or More Races	2.4%		
Unknown Age	0.0%	Unknown Ethnicity	25.3%		



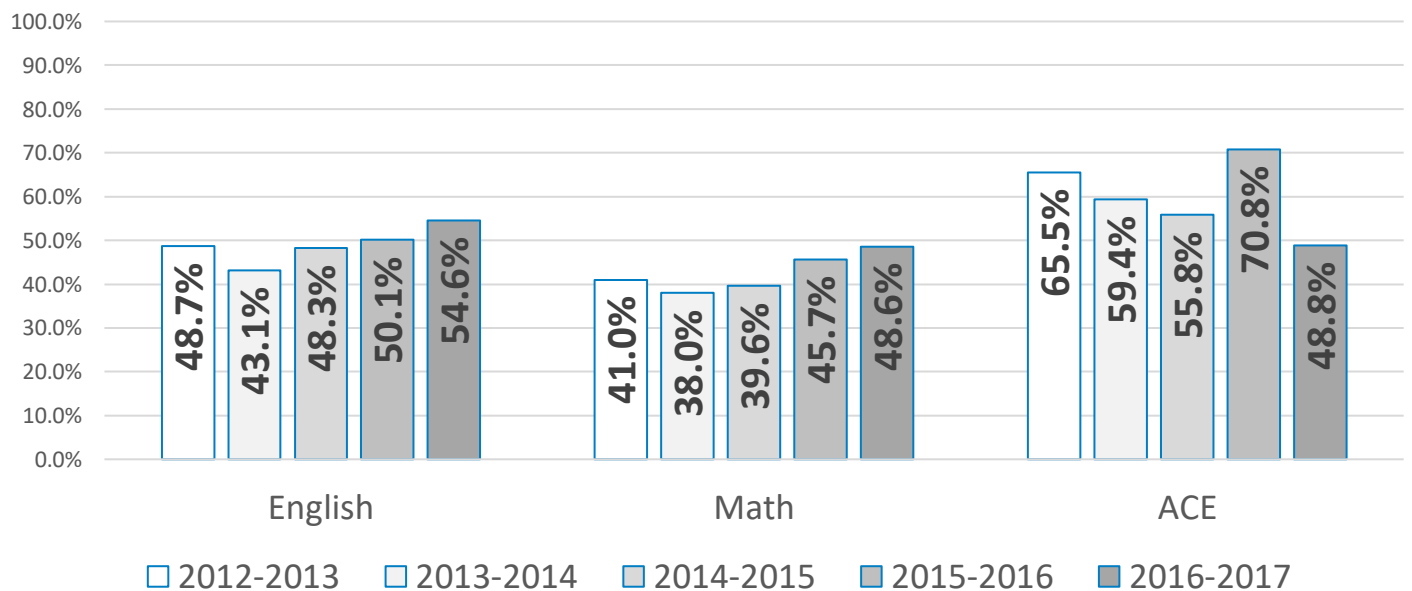
SANTA ANA
COLLEGE

SAC Remedial Progress



Santiago
Canyon
College

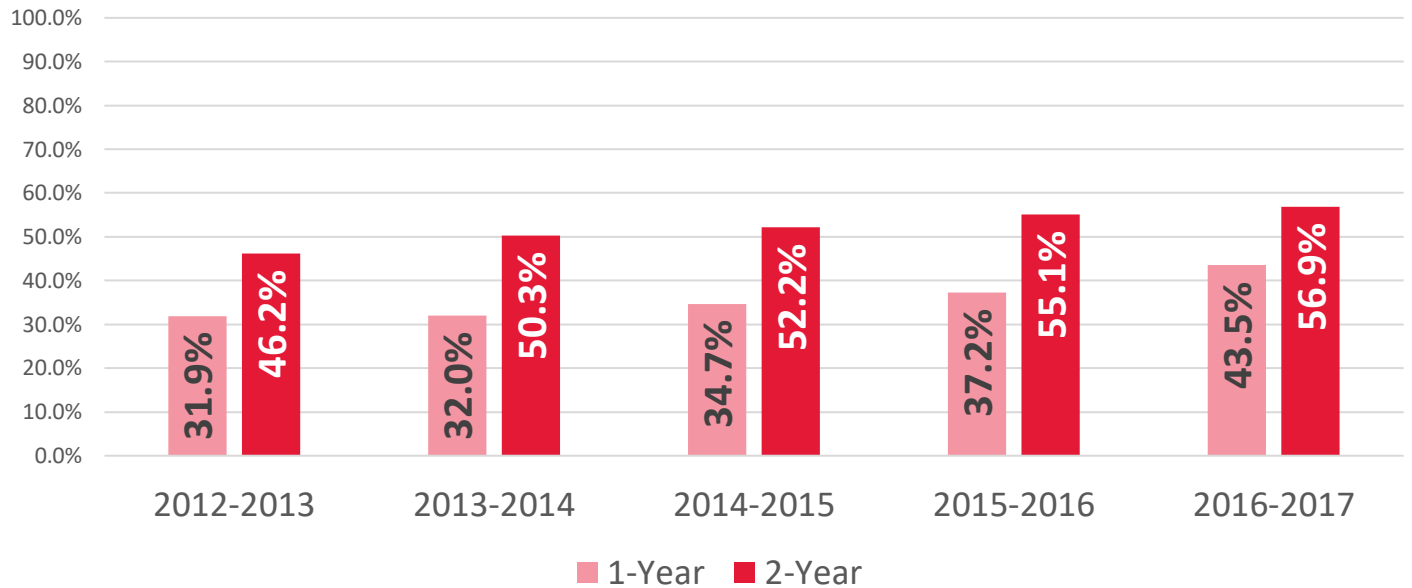
SCC Remedial Progress





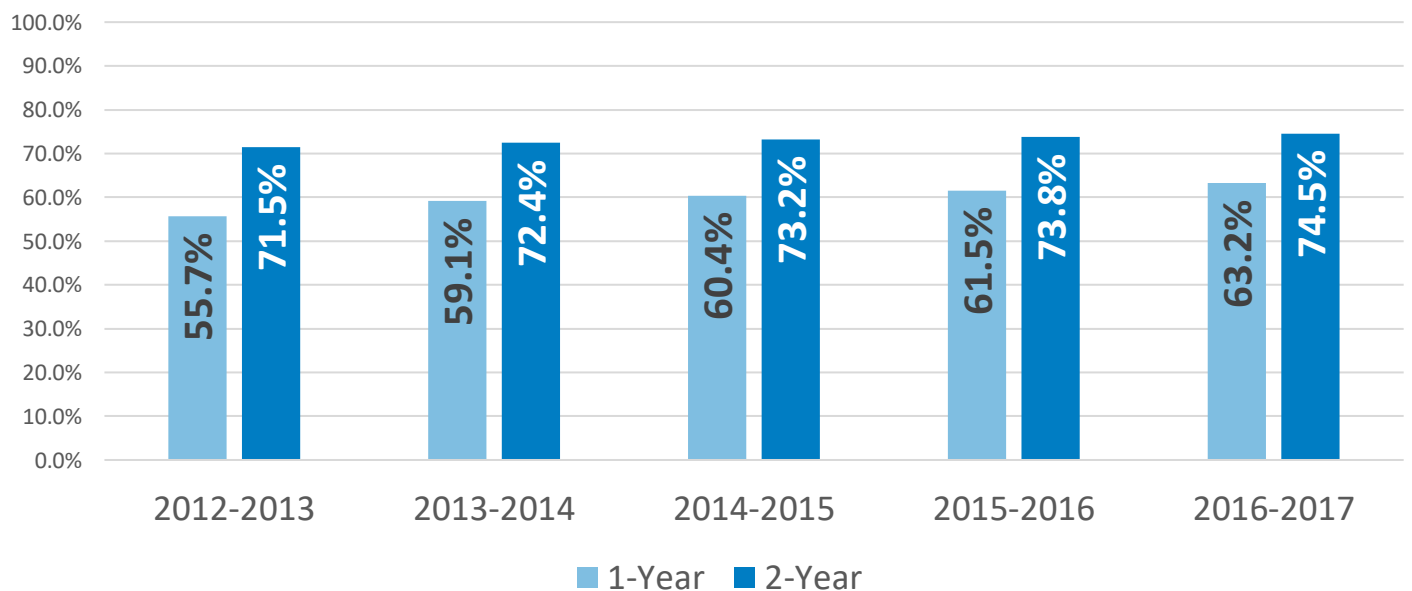
SANTA ANA
COLLEGE

Transfer-Level English



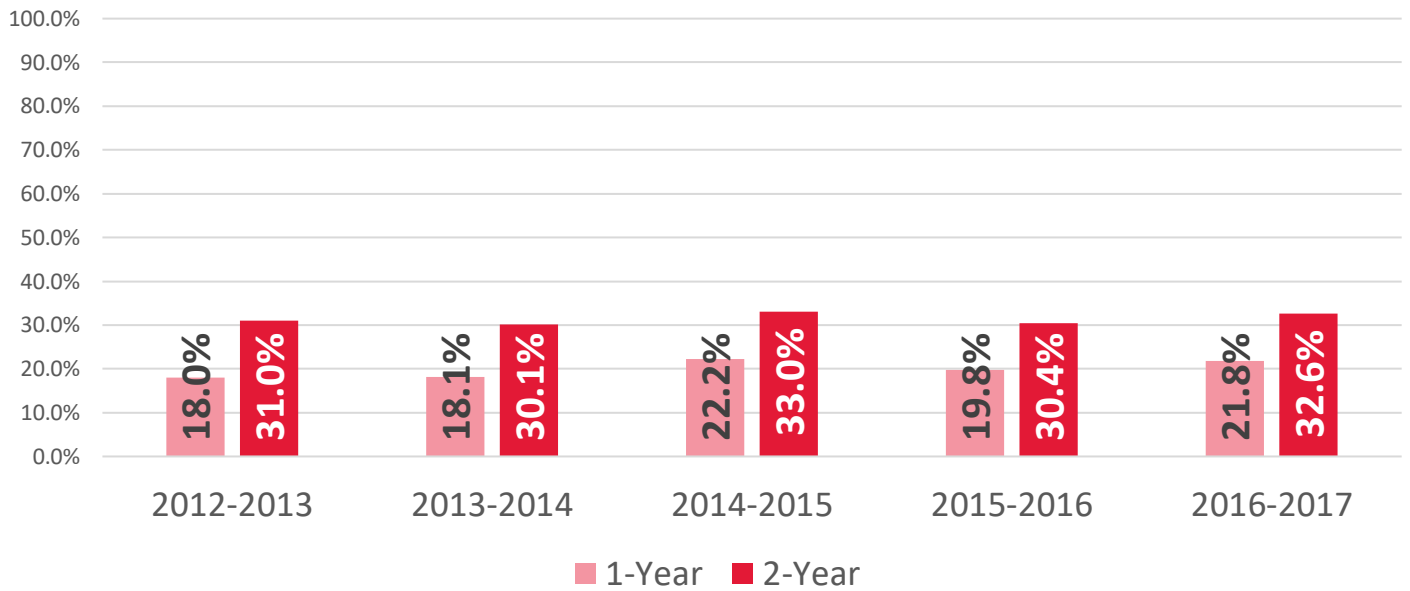
**Santiago
Canyon
College**

Transfer-Level English

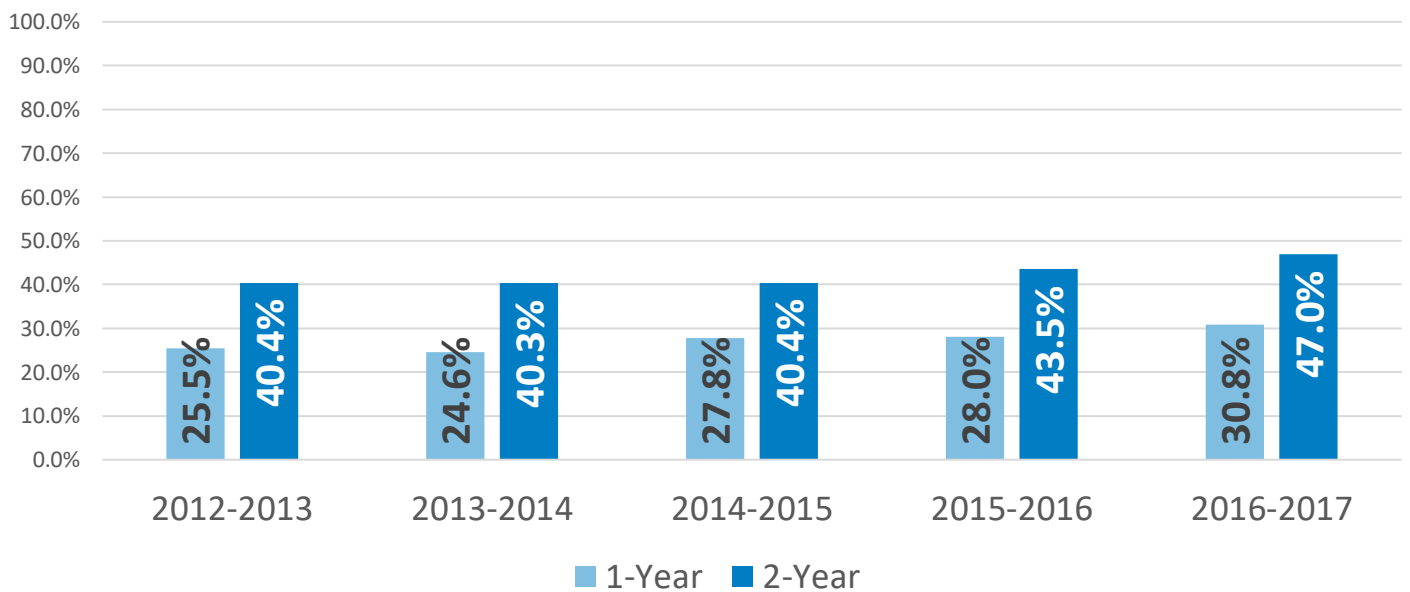




Transfer-Level Math

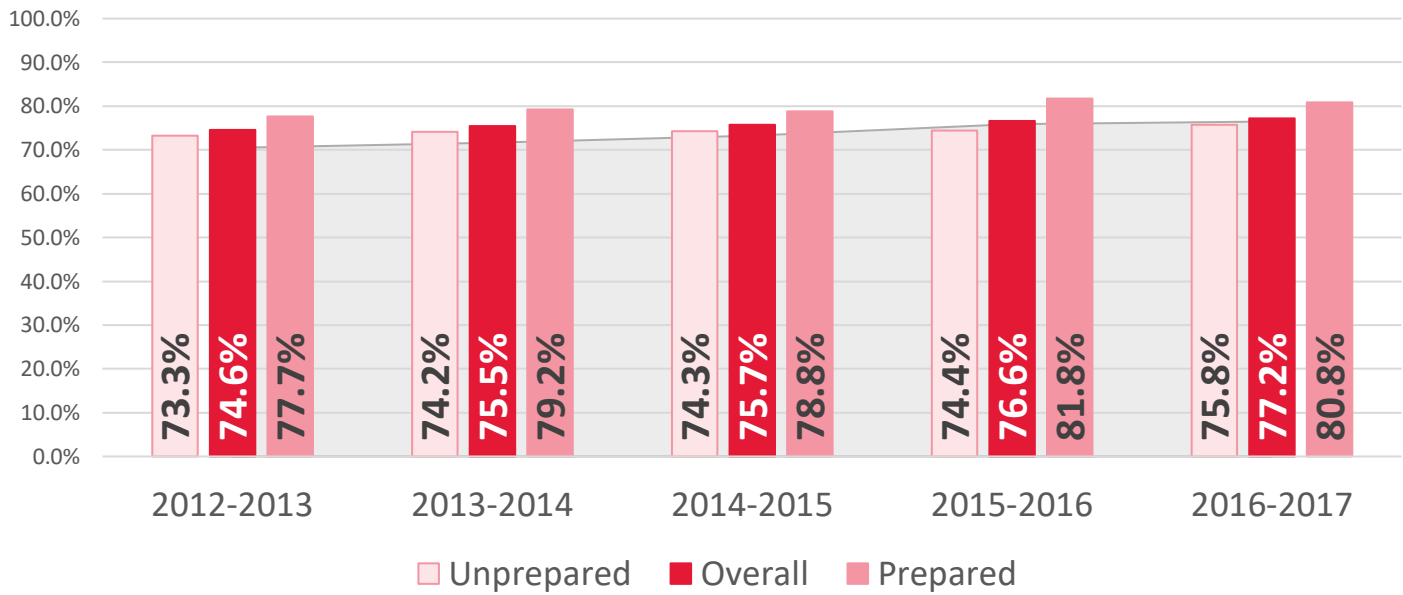


Transfer-Level Math

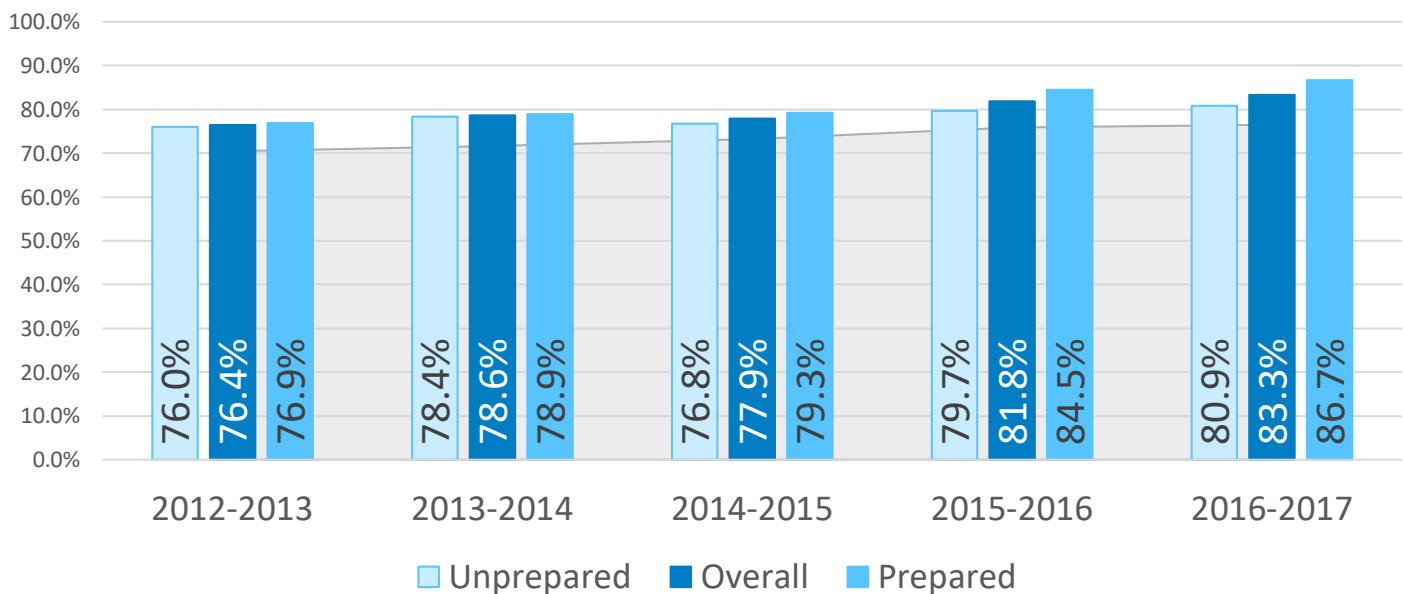




Persistence

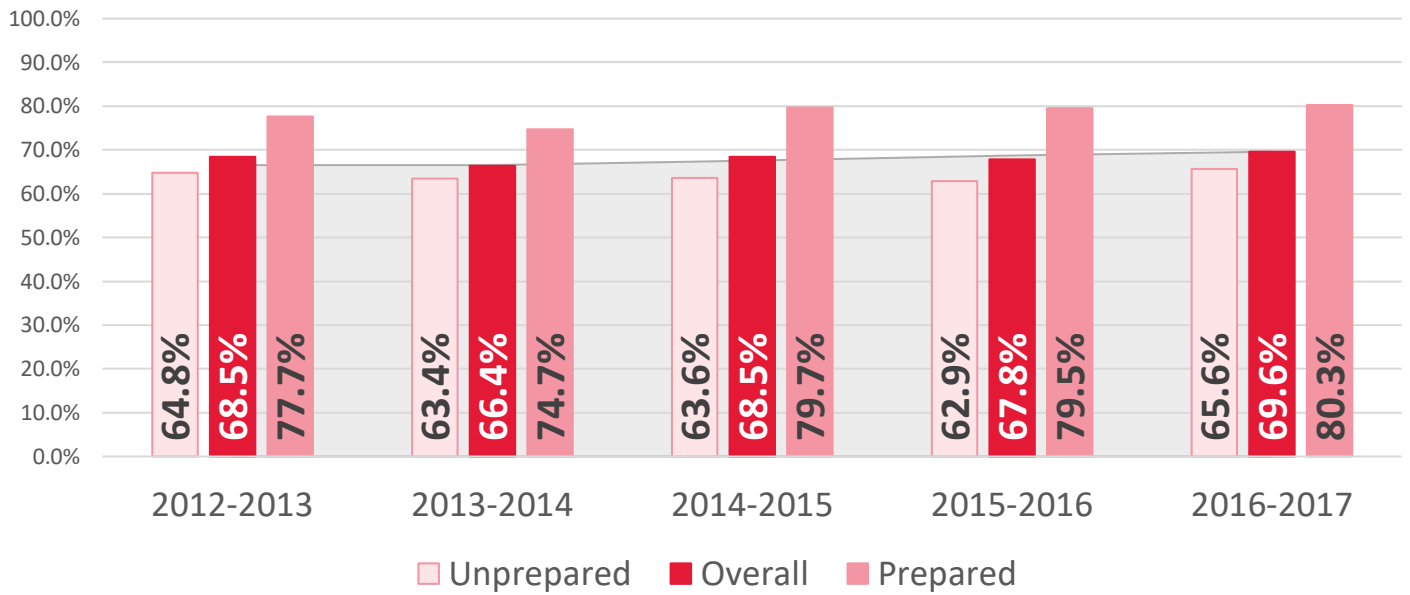


Persistence

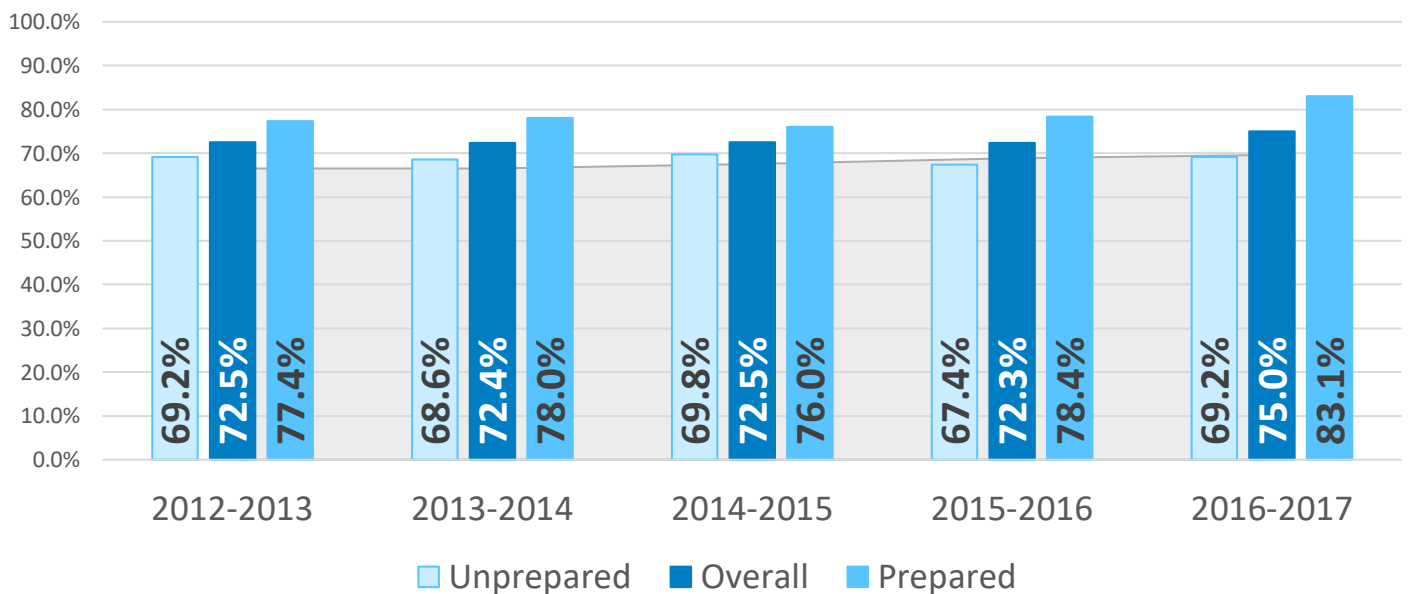




30 Units

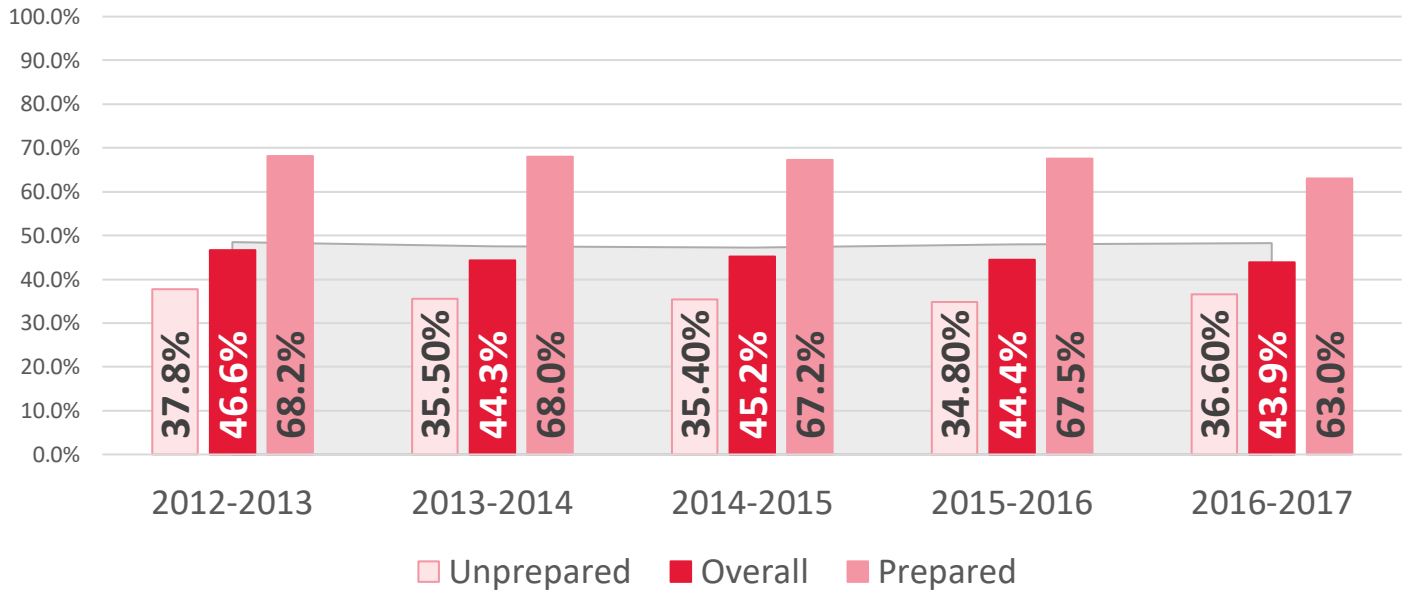


30 Units

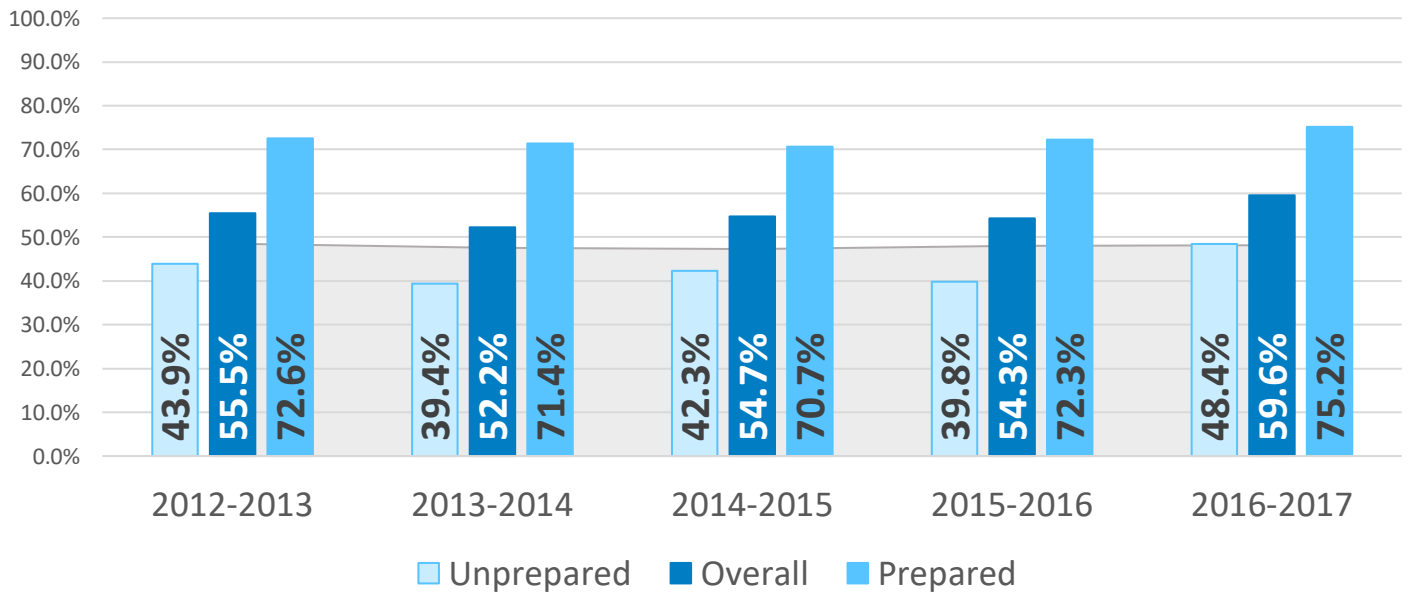




Completion

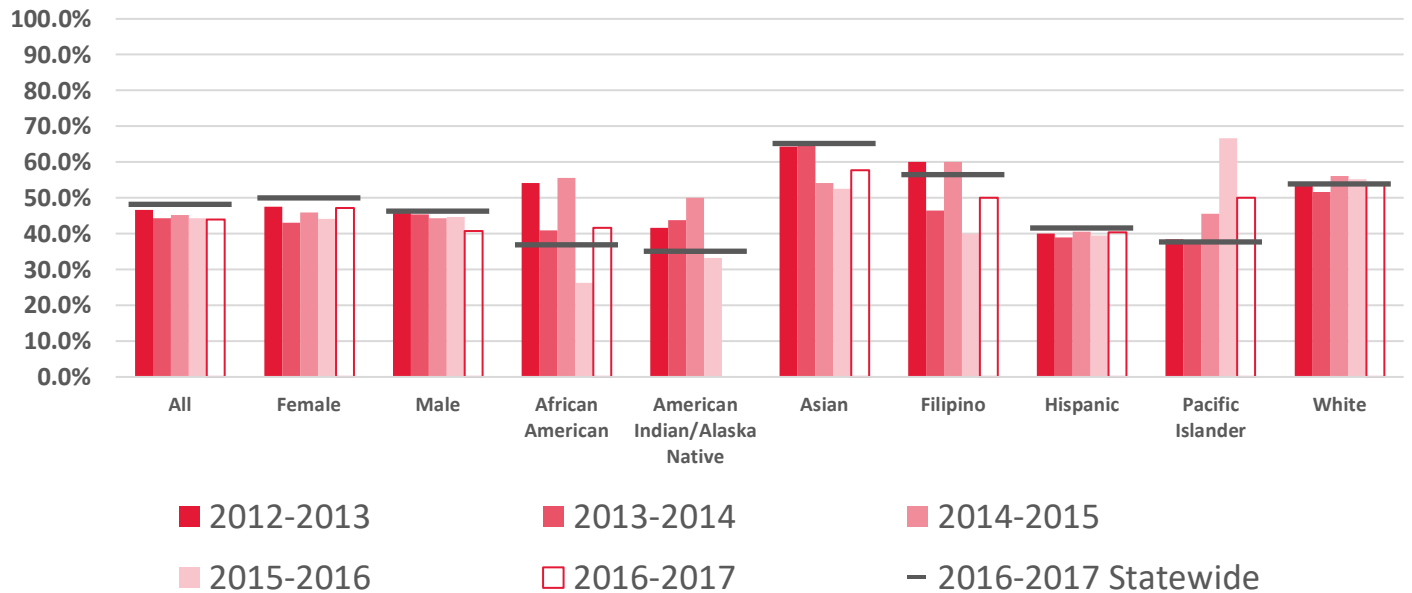


Completion

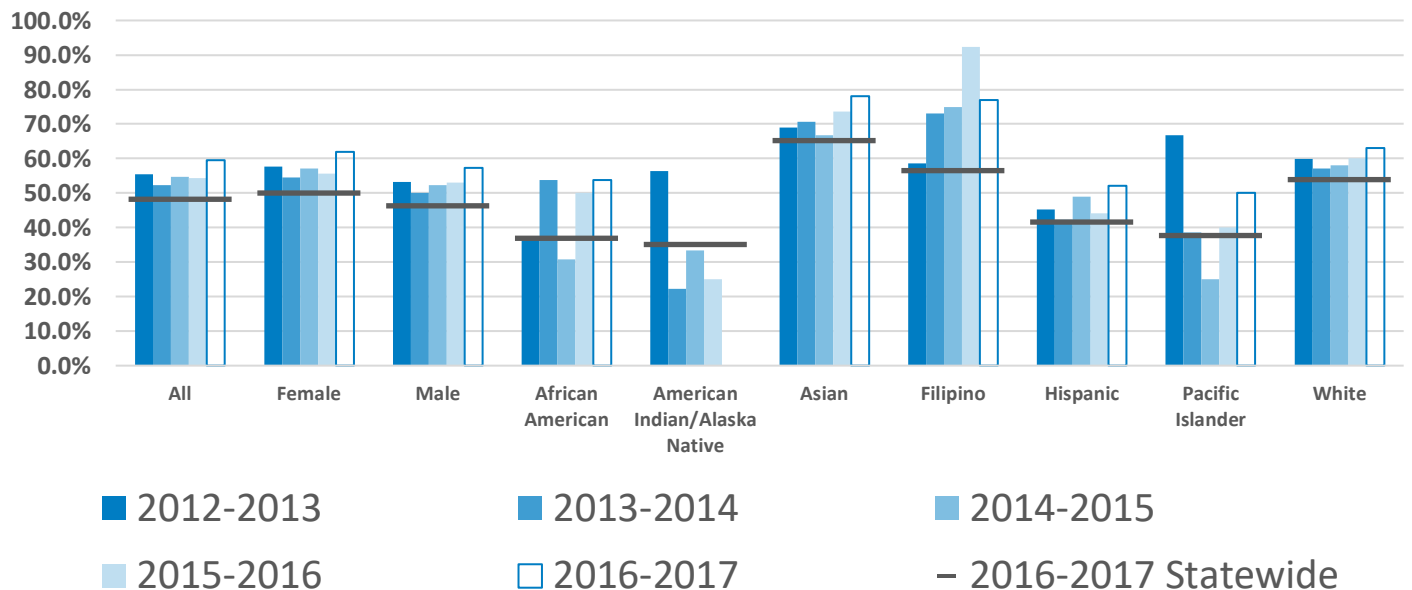




SAC Overall Completion by Demographic

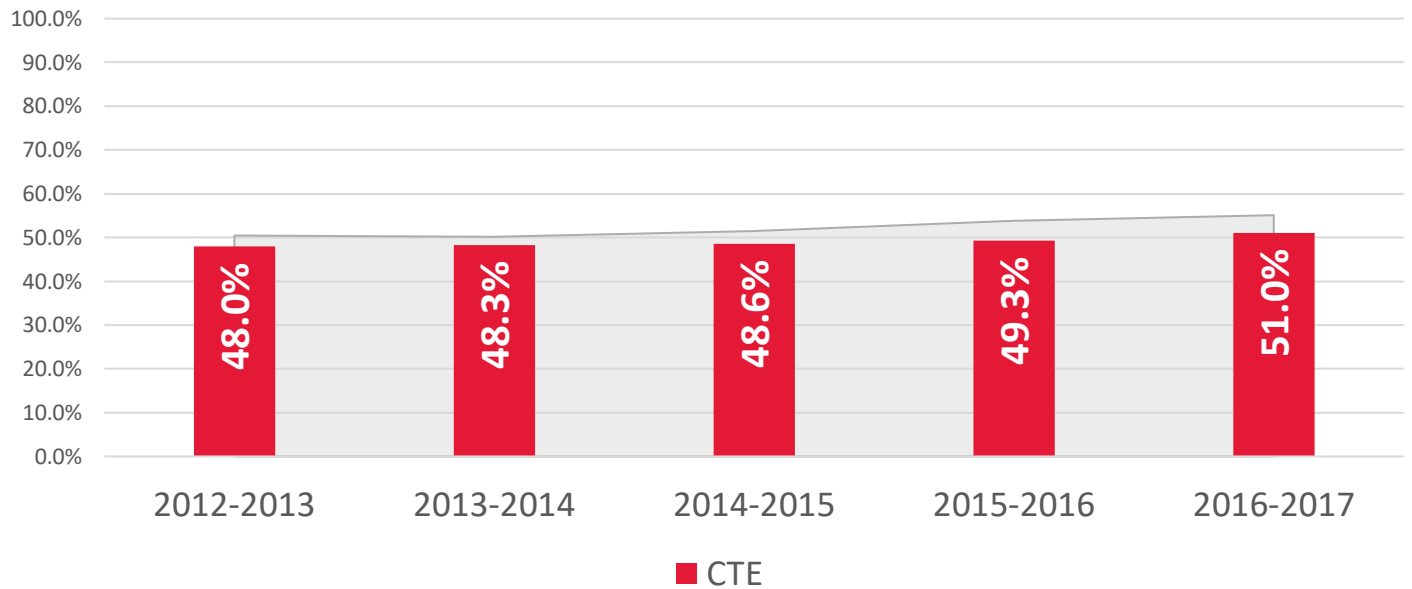


SCC Overall Completion by Demographic

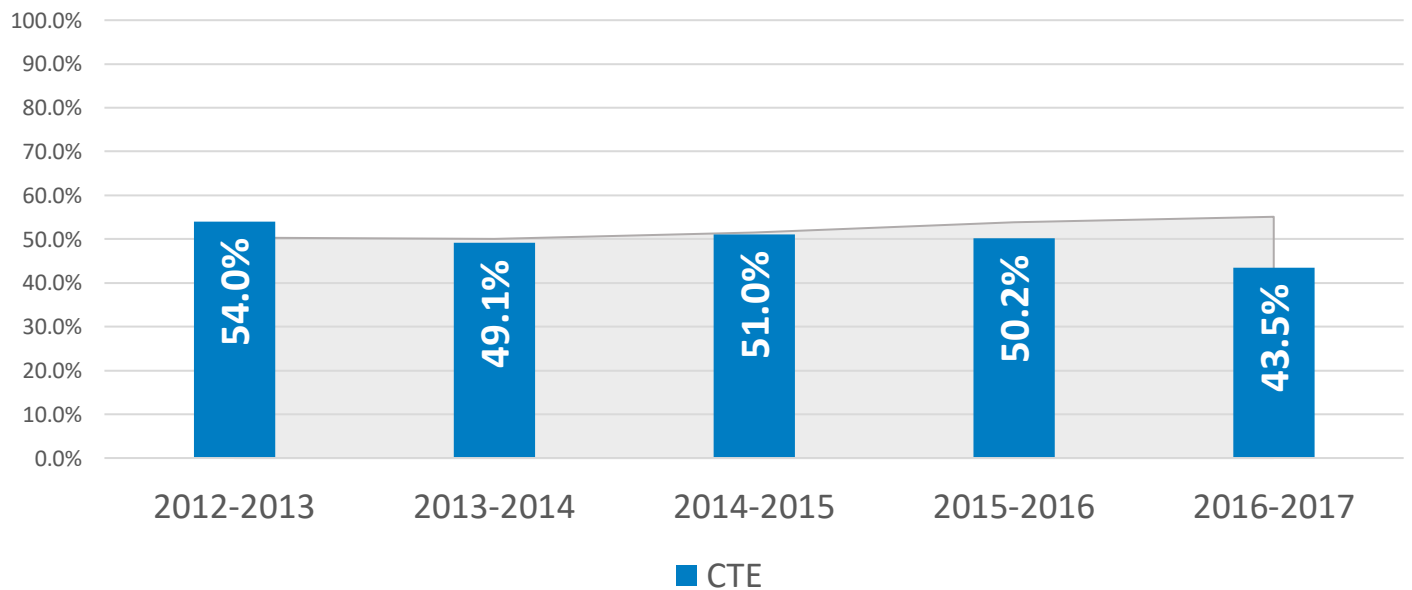




Career Technical Education

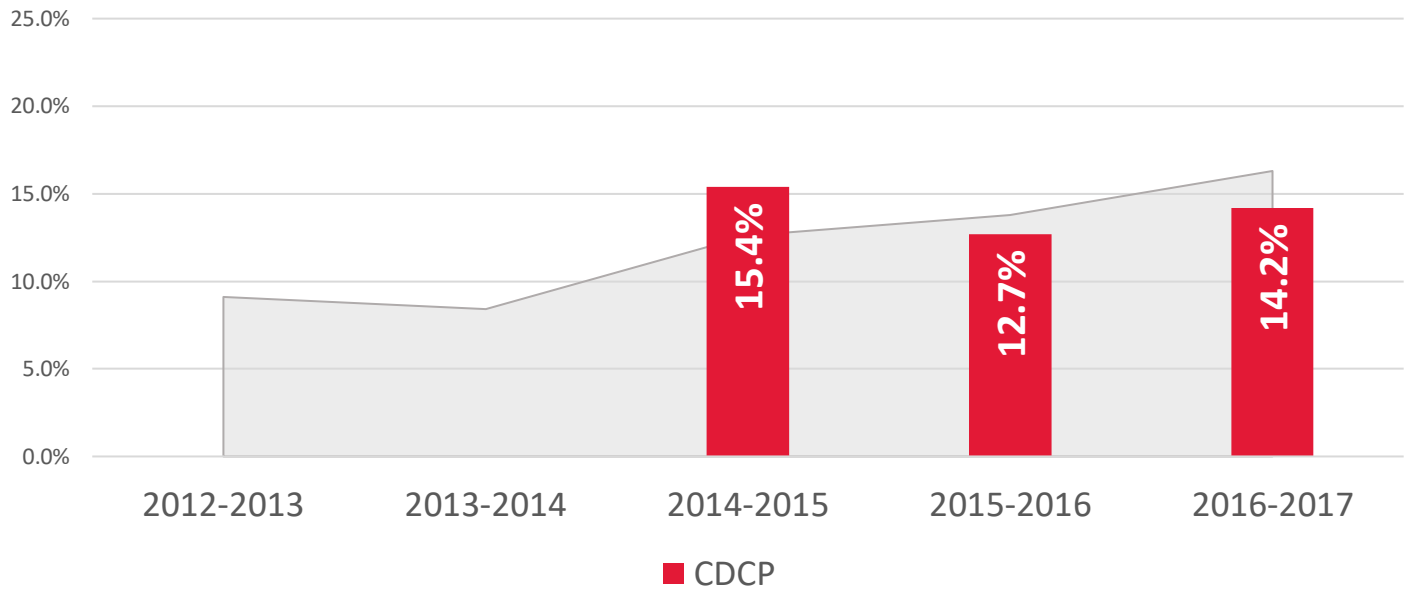


Career Technical Education

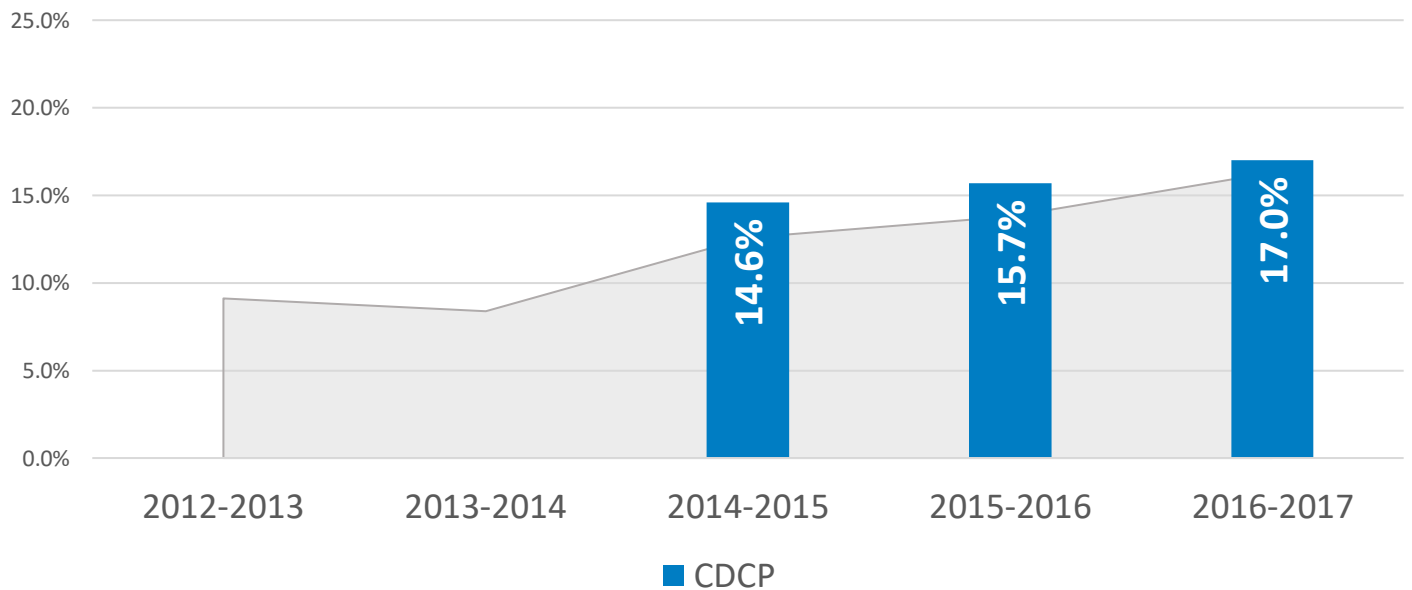




Career Development & College Preparation



Career Development & College Preparation





Skills Builder

[Click here to view trend data](#)

The median percentage change in wages for students who completed higher level CTE coursework in 2014-2015 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

Median Earnings Change

+17.6%

N=1,992

Disciplines with the highest enrollment	Median % Change	Total N
Administration of Justice	12.3%	518
Fire Academy	12.0%	336
Police Academy	28.2%	193
Office Technology/Office Computer Applications	47.3%	171
Business Management	16.1%	154
Business and Commerce, General	28.1%	130
Accounting	37.5%	109
Preschool Age Children	45.7%	95
Fire Technology	34.3%	69
Machining and Machine Tools	18.9%	68



Skills Builder

[Click here to view trend data](#)

The median percentage change in wages for students who completed higher level CTE coursework in 2014-2015 and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate.

Median Earnings Change

+34.9%

N=1,219

Disciplines with the highest enrollment	Median % Change	Total N
Drywall and Insulation	47.8%	328
Carpentry	41.4%	234
Water and Wastewater Technology	19.1%	109
Construction Inspection	16.5%	85
Heavy Equipment Operation	40.2%	55
Electrical	36.7%	47
Accounting	45.2%	43
Mill and Cabinet Work	28.5%	41
Real Estate	21.6%	39
Masonry, Tile, Cement, Lath and Plaster	9.4%	39