

**From:** support@accjc.org  
**Sent:** Wednesday, March 26, 2014 2:41 PM  
**To:** Martinez, Erlinda  
**Cc:** Jaros, Bonita  
**Subject:** ACCJC - 2014 Annual Report Submission

This confirms that your 2012-2013 Annual Report to ACCJC was submitted by Dr. Erlinda Martinez <martinez\_erlinda@sac.edu> on 03/26/2014.

Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.



**2014 Annual Report  
 Final Submission  
 03/26/2014**

Santa Ana College  
 1530 W. 17th Street  
 Santa Ana, CA 92706

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Bonita Nahoum Jaros, PhD
3.	Phone number of person preparing report:	714-564-6989
4.	E-mail of person preparing report:	<a href="mailto:jaros_bonita@sac.edu">jaros_bonita@sac.edu</a>
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="http://sac.edu/CatalogAndSchedule/Documents/2013-2014/catalog/SAC_Catalog_13-14.pdf">http://sac.edu/CatalogAndSchedule/Documents/2013-2014/catalog/SAC_Catalog_13-14.pdf</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://sac.edu/Accreditation/Pages/default.aspx">http://sac.edu/Accreditation/Pages/default.aspx</a>
6.	Total unduplicated headcount enrollment:	Fall 2013: 37,005 Fall 2012: 41,029 Fall 2011: 39,400
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	25,400
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	1,937

9.	Number of courses offered via distance education:	Fall 2013: 142 Fall 2012: 71 Fall 2011: 55
10.	Number of programs offered via distance education:	1
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 3,927 Fall 2012: 2,689 Fall 2011: 2,273
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 726 Fall 2011: 762
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

**Student Achievement Data**

#	Question	Answer	
14a.	What is your Institution-set standard for successful student course completion?	2%	
14b.	Successful student course completion rate for the fall 2013 semester:	73%	
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	2
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	2
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	2
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	3,333	
16b.	Number of students who received a degree in the 2012-2013 academic year:	2,879	
16c.	Number of students who received a certificate in the 2012-2013 academic year:	454	
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	4 %	
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	2,216	

18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes																				
18b.	If yes, please identify them:	<ol style="list-style-type: none"> <li>1. American Sign Language</li> <li>2. After School Assistant Cert.</li> <li>3. After School Program Associate Teacher cert.</li> <li>4. Education-Special Education Paraprofessional/Instructional Assistant Cert.</li> <li>5. Kinesiology Coaching Cert.</li> <li>6. Kinesiology Sports Medicine Cert.</li> <li>7. Advertising Cert.</li> <li>8. Professional Selling Cert.</li> </ol>																				
19a.	Number of career-technical education (CTE) certificates and degrees:	160																				
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	160																				
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3																				
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	2																				
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 35%;">Program</th> <th style="width: 15%;">CIP Code 4 digits (##.##)</th> <th style="width: 15%;">Examination</th> <th style="width: 15%;">Institution set standard</th> <th style="width: 20%;">Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Registered Nursing</td> <td>51.3801</td> <td>national</td> <td>87.95 %</td> <td>92.16 %</td> </tr> <tr> <td>Occupational Therapy Assistant</td> <td>51.0803</td> <td>national</td> <td>95 %</td> <td>98 %</td> </tr> <tr> <td>Pharmacy Technology</td> <td>51.0805</td> <td>other</td> <td>75 %</td> <td>94.4 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate	Registered Nursing	51.3801	national	87.95 %	92.16 %	Occupational Therapy Assistant	51.0803	national	95 %	98 %	Pharmacy Technology	51.0805	other	75 %	94.4 %
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21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 45%;">Program</th> <th style="width: 15%;">CIP Code 4 digits (##.##)</th> <th style="width: 15%;">Institution set standard</th> <th style="width: 25%;">Job Placement Rate</th> </tr> </thead> <tbody> <tr> <td>Registered Nursing</td> <td>51.3801</td> <td>60 %</td> <td>62 %</td> </tr> <tr> <td>Occupational Therapy Assistant</td> <td>51.0803</td> <td>100 %</td> <td>96.2 %</td> </tr> <tr> <td>Pharmacy Technology</td> <td>51.0805</td> <td>0 %</td> <td>78 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate	Registered Nursing	51.3801	60 %	62 %	Occupational Therapy Assistant	51.0803	100 %	96.2 %	Pharmacy Technology	51.0805	0 %	78 %				
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22.	Please list any other institution set standards at your college: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;">Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th style="width: 40%;">Definition</th> <th style="width: 30%;">Institution set standard</th> </tr> </thead> <tbody> <tr> <td>Starting Salary for OTA</td> <td>Starting Salary</td> <td>\$22-33</td> </tr> </tbody> </table>		Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	Starting Salary for OTA	Starting Salary	\$22-33														
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	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words). <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">                     At the annual Convocation between the fall and spring semesters, the President of the college leads a conversation about student achievement. After the convocation presentation, there are group discussions related to SLOs and best practices. The topic convocations, while always student success, focuses on different aspects of the ILOs. For example, in 2013, the                 </td> </tr> </table>		At the annual Convocation between the fall and spring semesters, the President of the college leads a conversation about student achievement. After the convocation presentation, there are group discussions related to SLOs and best practices. The topic convocations, while always student success, focuses on different aspects of the ILOs. For example, in 2013, the																			
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23.	<p>focus was on reading across the curriculum. As a result, in the break-out group sessions different techniques were addressed. In one session, a Reading Apprenticeship Faculty Inquiry Group presented results of their inquiry and demonstrated the technique. Subsequently, several faculty were trained to use this technique. There is evidence that test scores have significantly increased in some sections. Also, the Teaching Learning Committee, an interdisciplinary group, meets bi-monthly and continues to investigate the ILOs. Student achievement data is reviewed and discussed when reviewing program review reports and also as a standing agenda item. Program review reports are presented by department chairs to the committee. Data sets are discussed with the chairs, and ideas are shared for improvement. TLC representatives also share information at division meetings.</p>
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### Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment ( see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 1700
	b.	Number of college courses with ongoing assessment of learning outcomes 1700
		Auto-calculated field: percentage of total: 100
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 119
	b.	Number of college programs with ongoing assessment of learning outcomes 60
		Auto-calculated field: percentage of total: 50.4
26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 22
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 22
		Auto-calculated field: percentage of total: 100
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	<a href="http://www.sac.edu/program_review">http://www.sac.edu/program_review</a>
28.	Number of courses identified as part of the GE program:	357
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	357
32.	Number of Institutional Student Learning Outcomes defined:	7

33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	20%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	28%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>SAC's 7 ILOs are tied to the mission statement and serve as the basis of course and program-level SLO analysis for instruction and non-instructional areas. At the course and program level, while no program links to all 7, several link to several ILOs. An example is Modern Languages, which links to Communication, Critical Thinking and Diversity. The Teaching Learning Committee, an interdisciplinary committee, reviews all quadrennial capstone program review reports. In doing so, a discussion of SLO analysis in terms of ILOs is reflected. In addition, one ILO is discussed in general at each meeting. Annually, the TLC issues a report with recommendations for improvement. Dialog also occurs at the Academic Senate and the Academic Deans meetings. Student Services and Administrative Service conduct annual program review as well. Dialog about student learning occurs at the Student Success and BSI Committees and Student Services Management Team. In addition, at the annual Convocation, the President presents achievement and success data. Program review documents, including mapping of courses within programs to the ILOs, are housed on the college's Program Review Repository.</p>	
<p><b>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</b></p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>A course-embedded approach to program review is used. The 7 ILOs are the basis of PLOs and course SLOs. Each semester one SLO is assessed per course, and the outcome is documented with a plan for improvement. The "Course-level Assessment Chart" is sent to the Dean and also placed on the Program Review Repository. Annually the "Program-level Assessment Chart" is also submitted and placed on the repository. Discipline area goals are refined after discussion of all data collected. Goals are sent to the division Dean, who creates an aggregate report for the VP AA with priorities. This process was initiated after analysis of the former process indicated need for change. 100% of courses have been assessed; however, using this system, 100% of programs have not been assessed. Every department presents a cyclical quadrennial capstone PR report to the Teaching Learning Committee. One ILO is discussed at every meeting in depth. Annually the TLC issues a report with recommendations related to reports received. As GE outcomes are the same as the ILOs, the TLC also created a GE-ILO chart indicating which of the 7 ILOs, correspond to eth 6 GE areas. How to analyze each GE area using ILO mapping charts will be included in the 2014 TLC report.</p>	
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>SLO assessment results are discussed at department/division, management, and deans' meetings; the TLC, Academic Senate and college-wide convocations. Departments are guided and encouraged to use SLO assessment results to inform program development and effective practices to support student success. SLOs are included on all syllabi; several departments also highlight the SLO addressed in a given class session, e.g., Modern</p>	

	<p>Languages. In an evaluation of the college's effectiveness, the college determined the most appropriate place to share assessment data is on the public website. At this time all program review documents are placed on the Program Review Repository. Each segment of the college: Instruction, Student Services, Administrative Services have pages on this site. In instruction, department mission statements, lists of degrees and certificates, quadrennial PR reports, annual department goals, course and program-level SLO charts, department meeting minutes, ILO mapping charts, and PR resources are included. Dialog occurs at the TLC related to pedagogy and changes in departments, e.g., Reading Apprenticeship is utilized in non-humanities courses. In addition, the Learning Center was created in response to capstone review.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Data-driven, systematic, cyclic review of programs and services that incorporate SLO assessment within each department/division is conducted. strategic planning for program design and improvement aligned with the missions of the district, college and department is discussed at department and division meetings. The data is analyzed and discussed within each department and is used to form new goals and PLOs or course-level SLOs for the coming year. It is used to provide evidence for resource allocation requests (RARs). The division Deans meet with the department chairs to prepare prioritized RARs for the respective VPs, who meet with the Deans to prepare an RAR area plan for the President's Cabinet. Discussions of SLOs are also conducted at participatory governance committees or sub committees, such as the Teaching Learning Committee, Student Success Committee, and Basic Skills Committee. All departments that provide curriculum also participate in the four-year Portfolio Assessment/Program Review capstone cycle, which is reviewed by the interdisciplinary Teaching Learning Committee.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>1. Initial assessment of instructional support for writing (part of the Communication Skills ILO of the college) informed the decision to remove the TBA hour from pre-collegiate English courses and redesign the Writing Center into a learning support center. In addition, the former Writing Center did not serve all students on campus. As a result of interdisciplinary SLO analysis in the Communication Skills ILO at the Teaching Learning Committee (TLC), the workgroup that reviews all quadrennial capstone program review reports (PA/PR), the Learning Center was created for students within all disciplines. 2. SLO assessment in several disciplines indicated a deficit among students in reading ability. The ILO Communication Skills (reading and writing) was mapped at the course level. After interdisciplinary analysis, a Reading Apprenticeship Faculty Inquiry Group (FIG) was conducted. The results yielded a significant difference in mean test scores in Physical Anthropology, Statistics and a Counseling course. As a result, faculty collaborated to develop strategies for reading across the curriculum. This is an ongoing topic at the TLC.</p>

**Substantive Change Items**

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

**Other Information**

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Centennial Education Center Digital Media Center Santa Ana College-Orange County Sheriff's Regional Training Regional Fire Academy--Joint Powers Training Center; North Net Training Center
43.	List all of the institution's instructional sites out of state and outside the United States:	none

**The data included in this report are certified as a complete and accurate representation of the reporting institution.**

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC  
10 Commercial Blvd., Suite 204  
Novato, CA 94949  
email: [support@accjc.org](mailto:support@accjc.org)  
phone: 415-506-0234