

This confirms that your 2016 Annual Report to ACCJC was submitted by Dr. Erlinda Martinez <martinez_erlinda@sac.edu> on 03/30/2016. Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.



Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

**2016 Annual Report
 Final Submission
 03/30/2016**

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:	jaros_bonita@sac.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.sac.edu/CatalogAndSchedule/Documents/2015-2016/SAC_Catalog_15-16_09172015.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.sac.edu/Accreditation/Pages/default.aspx
6.	Total unduplicated headcount enrollment:	Fall 2015: 37,135 Fall 2014: 38,482 Fall 2013: 37,005
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	25,181
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	2,068

9.	Number of courses offered via distance education:	Fall 2015: 105 Fall 2014: 104 Fall 2013: 101
10.	Number of programs which may be completed via distance education:	53
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 3,295 Fall 2014: 3,107 Fall 2013: 2,919
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer	
14a.	What is your Institution-set standard for successful student course completion?	72%	
14b.	Successful student course completion rate for the fall 2015 semester:	75%	
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, per year, what is it?	N/A
	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?	1941
	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?	1731
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	4,882	

16b.	Number of students who received a degree in the 2014-2015 academic year:	2,023			
16c.	Number of students who received a certificate in the 2014-2015 academic year:	2,859			
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?	2,117			
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	2,597			
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes			
18b.	If yes, please identify them:	1. American Sign Language 2. After School Assistant Cert. 3. After School Program Teacher Cert. 4. Education-Special Education Paraprofessional/Instructional Assistant Cert. 5. Kinesiology Sports Medicine Cert.			
19a.	Number of career-technical education (CTE) certificates and degrees:	101			
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:	101			
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:	3			
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	Registered Nursing	51.3801	national	80.34 %	72.45 %
	Occupational Therapy Assistant	51.0803	national	95 %	94 %
	Pharmacy Technology	51.0805	other	75 %	100 %
21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	

	Registered Nursing	51.3801	60 %	65 %
	Occupational Therapy Assistant	51.0803	95 %	95 %
	Pharmacy Technology	51.0805	80 %	86.3 %
22.	Please list any other institution set standards at your college:			
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard
	Persistence	Increase fall to fall persistence by 1% annually		39% for fall15
23.	<p>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).</p> <p>Since January 2012, spring convocations led by the college president have been dedicated to student success and achievement. In 2012, the president set "audacious goals" to increase success rates by 10% within 5 yrs. This served as a launching-off point for discipline-area dialog and was the basis for establishment of Institution-Set Standards. Every year thereafter, an update has been given, and break-out sessions with key points have served as the basis of staff development activities. After the 2016 spring convocation, break-out sessions were dedicated to student equity with a lens on the IEPI Student Support (Re)defined axioms: "Directed, Focused, Nurtured, Engaged, Connected, Valued." Follow-Up activities throughout the spring semester include SLO meetings and forums, such as "Student Success Convocation: Continuing the Conversation," in which Pres. Martinez's remarks, abbreviated from convocation, and a student focus video were reviewed and discussed with the overlay of the commitments made during the break-out sessions of convocation. The college now has a research analyst and a recently-hired Dir. of Research. Through the Office of Research, follow-up analysis of success and achievement rates will be conducted and made public. Depts. will then utilize these data for goal-setting within the Annual Program Review.</p>			

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. 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. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 1677
	b.	Number of college courses with ongoing assessment of learning outcomes: 1677
		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):	267
	b.	Number of college programs with ongoing assessment of learning outcomes	267
		Auto-calculated field: percentage of total:	100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	17
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	17
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.sac.edu/program_Review/Pages/default.aspx	
28.	Number of courses identified as part of the general education (GE) program:	375	
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 <i>program Student Learning Outcomes</i> :	375	
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).	75%	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	50%	
35.	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).

All 7 ILOs are analyzed college-wide in a four-year cycle utilizing existing annual course-level, program level and quadrennial assessments. Since all depts. have linked course-level SLOs to the PLOs, the ILOs, and the college mission statement, this protocol systematically aggregates the ILO analysis with the purpose of increasing student success & achievement rates college-wide through interdisciplinary analysis. ILOs are also mapped to GE categories. In credit programs, if a program is not linked to a GE category, the ILO is still evaluated with a random sampling. In the School of Continuing Ed., ILOs are linked to programs. All divisions review a sampling of courses from each dept. and aggregate the results of the analysis of that year's college-wide ILO (2015-2016 Thinking and Reasoning). Mapping charts inform how ILOs have been linked to courses in a program. The dean & faculty co-chair meet with the chairs of the depts. to analyze the ILO and complete the ILO Assessment Report and send it to the TLC. The TLC makes recommendations to the Academic Senate and College Council for measurable institutional improvement. Departments then can also incorporate college-wide recommendations as appropriate into their annual goals. Through ongoing discipline-level dialog, ideas are generated for linking dept.-level goals into the ILO.

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.

36. 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).

Every semester all departments must assess student learning in each of the courses offered. The departments develop SLOs and assessment instruments. After assessing whether students learned a concept, acquired a specific skill, or changed an attitude, the department determines if changes need to be made to increase success rates (e.g., pedagogical changes, assessment instruments, method of delivery). At the end of the academic year, the departments assess their programs in a similar fashion. The assessment is ongoing, cyclical and meaningful to both the instructor and the student. Institutional Learning Outcomes are assessed annually at the division level by the division curriculum committees. The Academic Senate, through the Teaching Learning Committee, has developed a cycle of quadrennial assessment of the seven ILOs. Through this process, the college is able to ensure that the students are receiving a well-rounded education. The college can therefore certify to the public and the workforce community that degrees and certificates are rigorous and appropriate. Departments assess the status of their goals annually on the Annual Program Review Report. Quadrennial Program Review Reports include a summary of analysis of the four-year cycle and include analysis of trend data.

37. 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).

SLO assessment results are discussed at dept./division, management, and deans' meetings; the TLC, Academic Senate, Student Success and Equity Committee meetings; and college-wide convocations. SLOs are included on all syllabi; several departments also highlight the SLO addressed in class sessions. Results of assessments in the class are then

	<p>linked to that SLO. Presentations are made at the Board meetings in preparation for the BOT Planning Meeting and also to update the Board regarding the RSCCD goal of increasing success and achievement rates. The RSCCD Research Dept. website contains all college achievement data. The college IE site also publishes research results. The college publishes program review documents on the Program Review Repository and TracDat. The instructional PR site contains department mission statements, lists of degrees and certificates; quadrennial program review reports; course, program and ILO-level charts; meeting minutes; and pathways. Program review resources are also available for department use. After receiving quadrennial reports and ILO reports, dialog occurs at the TLC related to pedagogy and recommended improvements. All minutes are detailed and published on the TLC page.</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 dept./division is connected. Strategic planning for program design and improvement aligned with the missions of the district, College and department is discussed at department and division meetings. Data is disaggregated by the Office of Research. It is discussed within the context of course and program-level review so that strategies for improvement and goals may be in concert with continuous improvement of success and achievement data. To ensure goals are in alignment with resource requests, the Deans meet with department chairs to prepare the prioritized Resource Allocation Request forms, which are submitted to the appropriate VP. Discussions of SLOs are also conducted at participatory governance committees, such as the TLC, Student Success and Equity, and Basic Skills Committee. All departments that provide curriculum also participate in the quadrennial program review process, which is reviewed by the interdisciplinary Teaching Learning Committee. TracDat is currently being implemented for SLO assessment at the course level. PLOs, ILOs and complete program review documents will be incorporated in stages.</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>Update: 1. The Learning Center provides Directed Learning Activities (DLAs), tutoring and workshops which students find beneficial, and they perceive contribute to their academic success. Results from a Satisfaction and Effectiveness Survey analyzed by the SAC Research Department showed 98% of the respondents found writing tutoring and subject tutoring (accounting, biology, math, human development, etc.) contributed to these courses. Most indicated DLAs (97% "strongly agree" or "agree") and workshops (95%) contributed to their classroom success. Students indicated that as a result of DLAs, their skills improved, and they felt more confident. New services offered in the Center include pharmacology DLAs/tutoring and Prep workshops for the Nursing Entrance Exam. Spring 2015 headcount was 8473 (2607 unduplicated) and 13, 111 hours. Fall 2015 headcount was 9524 (2826 unduplicated) with 15,805 hours. 2.The Mathematics Redesign of basic skills algebra curriculum has been in effect for one year. Results indicate in fall 2015, 1390 students took the new course with 803 (57.8%) successfully reaching transfer-readiness. Fall 2014, 1632 students started in traditional algebra courses and only 547 (33.5%) students became transfer ready. The English Dept. is also now working on a curriculum redesign to go into effect f17.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 2 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Associate of Science Degree Biotechnology Distance Education

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 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 Academy Regional Fire Academy-Joint Powers Training Center; North Net Training Center
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

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,

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