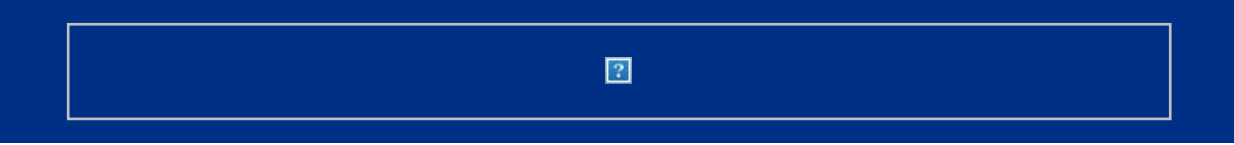


**From:** [support@accjc.org](mailto:support@accjc.org)  
**To:** [Martinez, Erlinda](mailto:Martinez_Erlinda)  
**Cc:** [Jaros, Bonita](mailto:Jaros_Bonita)  
**Subject:** ACCJC - 2015 Annual Report Submission  
**Date:** Monday, March 30, 2015 4:08:39 PM

This confirms that your 2015 Annual Report to ACCJC was submitted by Dr. Erlinda Martinez <martinez\_erlinda@sac.edu> on 03/30/2015.

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



**2015 Annual Report**  
**Final Submission**  
 03/30/2015

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, Ph.D.
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:	<a href="http://www.sac.edu/CatalogAndSchedule/Documents/2014-2015/Catalog_14-15.pdf">http://www.sac.edu/CatalogAndSchedule/Documents/2014-2015/Catalog_14-15.pdf</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.sac.edu/Accreditation/Pages/default.aspx">http://www.sac.edu/Accreditation/Pages/default.aspx</a>
6.	Total unduplicated headcount enrollment:	Fall 2014: 38,482 Fall 2013: 37,005 Fall 2012: 41,029
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	26,728
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	3,269
9.	Number of courses offered via distance education:	Fall 2014: 72 Fall 2013: 65 Fall 2012: 71
10.	Number of programs which may be completed via distance education:	3
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 4,420 Fall 2013: 3,927 Fall 2012: 2,689
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 726
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads	n/a

to an associate degree?

**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 2014 semester:	74%									
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?	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 2013-2014 academic year:	1,953									
16b.	Number of students who received a degree in the 2013-2014 academic year:	1,908									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	1,474									
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?	2,096									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	2,075									
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:	111									
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:	111									
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.	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"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)					
Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)							

	<table border="1"> <tr> <td>Registered Nursing</td> <td>51.3801</td> <td>national</td> <td>87.95 %</td> <td>82.1 %</td> </tr> <tr> <td>Occupational Therapy Assistant</td> <td>51.0803</td> <td>national</td> <td>95 %</td> <td>94 %</td> </tr> <tr> <td>Pharmacy Technology</td> <td>51.0805</td> <td>other</td> <td>75 %</td> <td>100 %</td> </tr> </table>	Registered Nursing	51.3801	national	87.95 %	82.1 %	Occupational Therapy Assistant	51.0803	national	95 %	94 %	Pharmacy Technology	51.0805	other	75 %	100 %	
Registered Nursing	51.3801	national	87.95 %	82.1 %													
Occupational Therapy Assistant	51.0803	national	95 %	94 %													
Pharmacy Technology	51.0805	other	75 %	100 %													
21.	<p>2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Institution set standard (%)</th> <th>Job Placement Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Registered Nursing</td> <td>51.3801</td> <td>60 %</td> <td>63.8 %</td> </tr> <tr> <td>Occupational Therapy Assistant</td> <td>51.0803</td> <td>95 %</td> <td>88 %</td> </tr> <tr> <td>Pharmacy Technology</td> <td>51.0805</td> <td>80 %</td> <td>86.3 %</td> </tr> </tbody> </table>	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	Registered Nursing	51.3801	60 %	63.8 %	Occupational Therapy Assistant	51.0803	95 %	88 %	Pharmacy Technology	51.0805	80 %	86.3 %
Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)														
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Pharmacy Technology	51.0805	80 %	86.3 %														
22.	<p>Please list any other institution set standards at your college:</p> <table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> <tbody> <tr> <td>Fall to Fall Persistence</td> <td>Rates of students who completed a course and found enrolled at census week of the next fall.</td> <td>1%</td> </tr> </tbody> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	Fall to Fall Persistence	Rates of students who completed a course and found enrolled at census week of the next fall.	1%										
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Fall to Fall Persistence	Rates of students who completed a course and found enrolled at census week of the next fall.	1%															
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> <div style="border: 1px solid black; padding: 5px;"> <p>At the 2015 Convocation led by the College President, the prominent theme was student success and achievement. As the college recognizes the increased need to disaggregate data at the course and program levels, and as the SAC Student Equity Plan is in incipient stages, Dr. Darla Cooper of the RP Group was invited to present an analysis of SAC's progress toward Institution-Set Standards with a unique lens. As a result, department discussions have been ongoing, and data is used for program review in a more robust way. In addition, the Teaching Learning Committee, the Academic Senate program review committee, has considered these standards when discussing the quadrennial program review reports. An Equity Coordinator has been recently hired. In tandem with the Research Analyst, the Equity Coordinator has been attending individual department meetings to present the data sets unique to the department as a follow-up to Dr. Cooper's presentation. Departments discuss data in terms of the Institution-Set Standards, which are used for program-level assessment and updating of department goals. CTE programs have also amplified and reviewed standards for licensure and employment rates. Faculty have used these data sets and established rates together with recommendations from Advisory Committees and outside accrediting agencies, e.g., ACOTE</p> </div>																

### 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: 1708
	b.	Number of college courses with ongoing assessment of learning outcomes: 1708
		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): 242
	b.	Number of college programs with ongoing assessment of learning outcomes: 242

	Auto-calculated field: percentage of total:	100												
26.	<table border="1"> <tr> <td colspan="3">Courses</td> </tr> <tr> <td>a.</td> <td>Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):</td> <td>17</td> </tr> <tr> <td>b.</td> <td>Number of student and learning support activities with ongoing assessment of learning outcomes:</td> <td>17</td> </tr> <tr> <td></td> <td>Auto-calculated field: percentage of total:</td> <td>100</td> </tr> </table>		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
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:	<a href="http://www.sac.edu/program_Review/Pages/default.aspx">http://www.sac.edu/program_Review/Pages/default.aspx</a>												
28.	Number of courses identified as part of the general education (GE) program:	395												
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> :	395												
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).	58%												
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	75%												
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> <div style="border: 1px solid black; padding: 5px;"> <p>All 7 ILOs are analyzed college-wide in a 4-yr. cycle utilizing existing course-level, program level and the quadrennial assessments. Since all departments have linked course-level SLOs to the program-level outcomes, the ILOs, and the college mission statement, this protocol systematically aggregates the ILO analysis with the purpose of increasing student success and 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 Education, ILOs are linked to programs. Each division reviews a sampling of courses from each department and aggregates the results of the analysis of that year's college-wide ILO (2014-2015 Communication Skills). Mapping Charts inform which ILOs have been linked to courses in a program. The dean &amp; faculty co-chair meet with the chairs of the departments to analyze the annual ILO (2014-2015 Communication Skills). They complete the ILO Assessment Report and send it to the TLC for interdisciplinary analysis. The TLC makes recommendations to the Academic Senate and College Council for measurable institutional improvement. Student Services and Admin. Services conduct annual program review and incorporate ILOs.</p> </div>													
<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> <div style="border: 1px solid black; padding: 5px;"> <p>A course-embedded approach to program review is used. The 7 ILOs are the basis for 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 SLO 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</p> </div>													

	<p>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. 100% of courses have been assessed; all programs have ongoing assessment. It is necessary now to conduct reassessments for analysis &amp; improvement in achievement data. Each department also presents a quadrennial program review report to the Teaching Learning Committee, which conducts interdisciplinary analysis at the end of each academic year. The TLC created a GE-ILO chart correspondence between the 7 ILOs &amp; the 6 GE areas. One ILO is analyzed college-wide, with all 7 in a 4-year period. The TLC also receives the "ILO Assessment Charts." The TLC End-of-Year Report contains analysis &amp; recommendations for institutional improvement. F15 TracDat will be piloted and then used in S16. The program review is being reviewed to accommodate this new platform.</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 dept./division, management, and deans' meetings; the TLC, BSI, 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 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 Department website contains all college achievement data. The College publishes program review documents on the Program Review Repository. All segments of the College--Instruction, Student Services, Admin. Services--have pages on this site. The instructional 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 charts, dialogue occurs at the TLC related to pedagogy and recommended improvements. All minutes are detailed and published on the TLC page. F14 TracDat will be piloted and program review data will be migrated.</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 now disaggregated more than in prior years. 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. A TracDat template is currently under review at this time to coordinate with the annual goals updating of departments as well as the quadrennial review cycle. The template takes into account the need for greater disaggregation of data at the course &amp; program levels.</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. There has been a redesign of the Mathematics curriculum, funded by the Basic Skills Initiative. Using SLO data from several semesters of review at the course and program level, the Math department decided to create a compressed, accelerated format for Beginning and Intermediate Algebra to get students through the basic skills pipeline more efficiently and expeditiously. Success rates for students progressing through the course sequence have been fairly low; with the proposed redesign, students are expected to better transition to college-ready math. Program review will be conducted and reported. 2. Directed Learning Activities have greatly expanded in the Learning Center (LC) as a result of course and program-level SLO analysis. In addition to the already-existing DLAs English and EMLS/ESL, a year and a half ago DLAs were developed for CTE programs, Modern Languages, Reading, Earth Science, Communication Studies, Occupational Therapy Assistant, Fashion Design, &amp; Study Strategies. Approximately 800 students attend the LC per week spending a total of 18,663 hours f14. The total headcount was 10,263 (2,860 unduplicated). Improved success rates have been documented in Athletics, Modern Languages and English. In Eng. N60 (two levels below Fresh. Comp.), students who earned an A had completed 96% of the LC assignments.</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:	2013-14: 0 2012-13: 0 2011-12: 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:	1. Baccalaureate Degree- Occupational Studies 2. Biotechnology Laboratory Assistant-Certificate of Achievement with more than 50% new courses

**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 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,

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