

# 2019 FACT BOOK



Santa Ana College



# **Santa Ana College Research Office**

**2019**

**4th EDITION**

The Santa Ana College Fact Book is a summary of current and historical statistical information. Anyone seeking additional information may contact the Research Office.

More data is available online: Visit the SAC Research Office website to access publicly available dashboards. Contact the Research team for instructions regarding how to access internal dashboards.

<https://www.sac.edu/research>

<https://www.rscdd.edu/Departments/Research>



Biology 133, Spring 2019, Colorado and Mojave Deserts within Joshua Tree National Park, Professor Andrew Barrios

**Mission Statement:**  
Santa Ana College inspires,  
transforms, and empowers a  
diverse community of  
learners

(Approved by RSCCD Board of Trustees July 17, 2017)

## SAC Fact Book President's Message

Santa Ana College (SAC) is proud to present its 2019 Fact Book. Within these pages, you will find contextual evidence about our efforts to inspire, transform, and empower a diverse community of learners. I hope this information provides you with insight on what we do. We also invite you to share this information with community members, family and friends.

Since its founding more than 100 years ago, the College has been dedicated to educating a diverse population. Our Institutional Research Office track trends over time and our faculty, staff, and administrators regularly evaluate our instructional programs and student services to ensure that we continue to adapt to meet the ever-changing needs of our community.

Throughout these pages, you will learn how Santa Ana College is working towards its Vision and Equity goals through the implementation of Guided Pathways, to create structured educational experiences that support each student from point of entry to attainment of their career and academic goals. The College has implemented multiple measures to replace a single placement test score, increased the number of transfer-level English and Math courses offered, and made curriculum changes to implement the requirements of Assembly Bill 705. Additionally, the College continues to address changing educational needs through our Distance Education program, outreach and recruitment efforts, workforce development and Career Technology Education and School of Continuing Education to reach all learners in our surrounding community.

Thank you to all of the individuals involved in creating this annual Fact Book. We hope that it provides our readers with a better understanding of why thousands of students choose to attend Santa Ana College year after year.

Linda D. Rose, Ed.D.  
President





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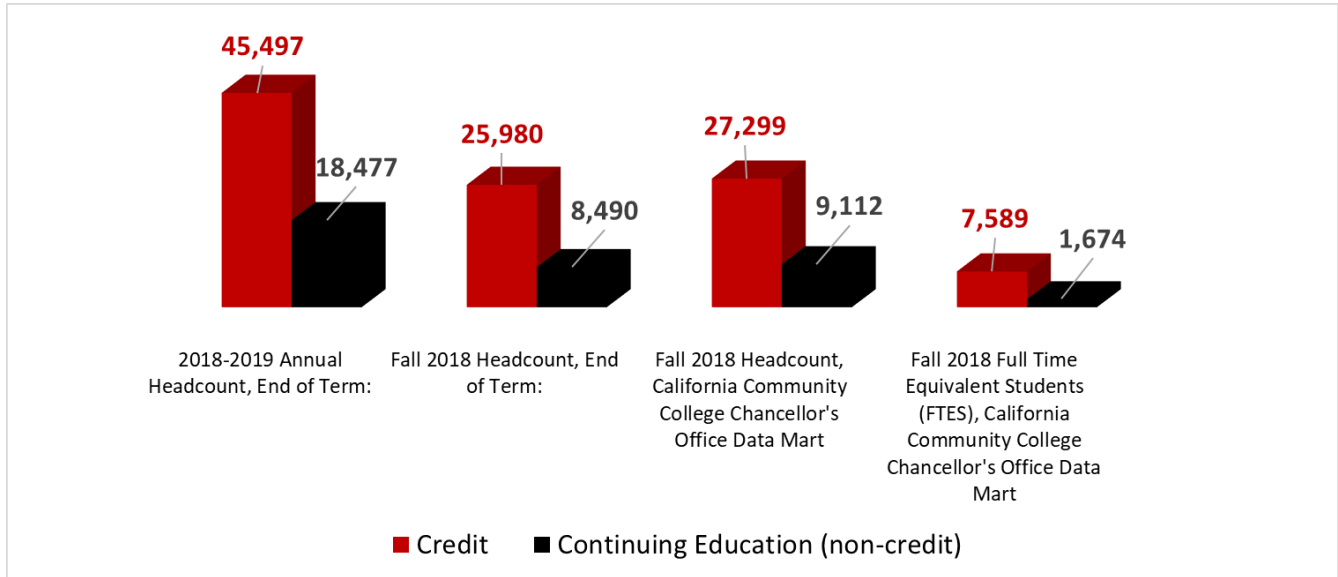
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## Unduplicated Student Enrollment and Full Time Equivalent Students (FTES\*)



\*Note: some students take both credit and Continuing Education classes. Non-credit end of term counts include students attending at least one course for minimum 12 hours attendance.

Academic year 2018-2019 includes summer 2018, fall 2018, intersession 2019, and spring 2019 terms.

Source: RSCCD Research Department Data Warehouse unless otherwise noted.

# History and Location

## 2019 Fact Book

Santa Ana College is a two-year community college founded in 1915. It is a member of the two-college district, Rancho Santiago Community College District, located in Orange County, California. The 65 acre main campus is located in Santa Ana at the corner of 17th Street and Bristol Street. Its many credit and noncredit satellite locations are scattered around Orange County. Santa Ana College began offering a Bachelor’s degree in Occupational Studies in 2017.

In 1915, Santa Ana Junior College opened its doors to 26 students as a department of Santa Ana High School. It was the second junior college founded in Orange County, behind Fullerton College, and it is the fourth oldest in all of California.

Santa Ana College non-credit courses are held at the Centennial Education Center (CEC), the Remington Educational Center (REC), the Santa Ana College main campus, and 58 other locations around Santa Ana. Middle College, a SAUSD high school, is located on the main Santa Ana College campus.

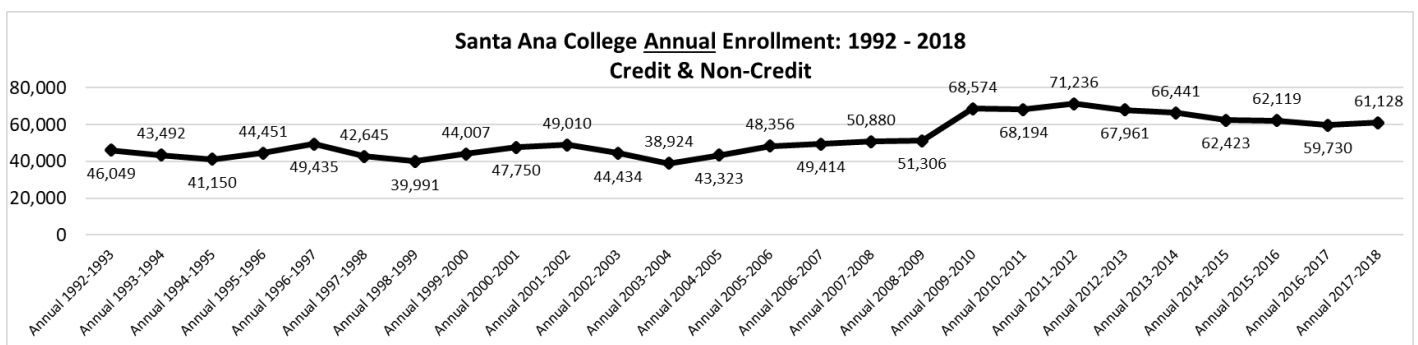
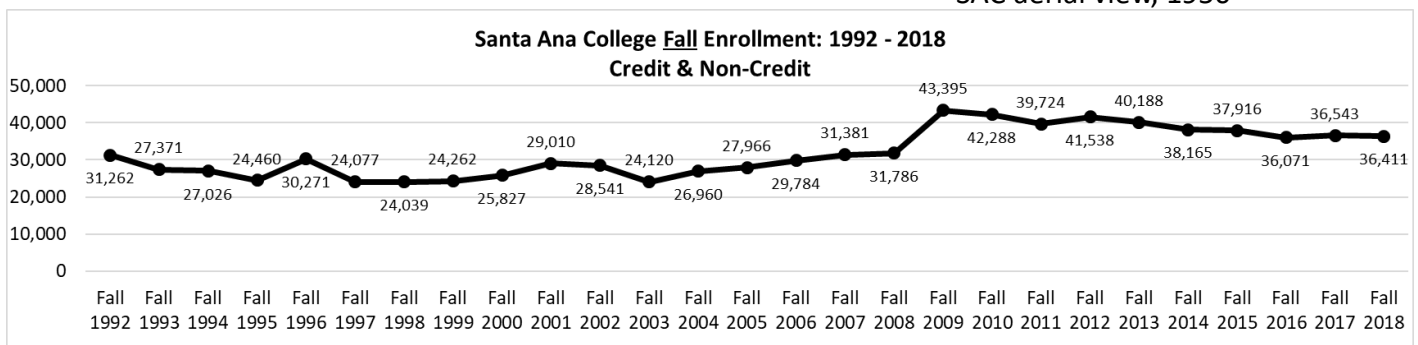
Santa Ana College is a federally recognized Hispanic Serving Institution (HSI).

Historical locations of main campus:

Santa Ana High School Campus	1915 – 1933
North Main Street, Santa Ana	1933 – 1947
17th Street & Bristol Street	1947 – present



SAC aerial view, 1950



Source: California Community College Chancellor's Office Management Information Systems Data Mart.



## Leadership and Accreditation

2019 Fact Book

The Rancho Santiago Community College District (RSCCD) is governed by an eight-member Board of Trustees that oversee the activities of the district's two public community colleges, Santa Ana College and Santiago Canyon College, and represent the residents of Anaheim Hills, East Garden Grove, Irvine, Orange, Santa Ana, Tustin, and Villa Park.



[www.rsccd.edu](http://www.rsccd.edu)

**2019 RSCCD Board of Trustees:** (Front row, left to right): Clerk Zeke Hernandez, Nelida Mendoza and Vice President Claudia C. Alvarez; (Back row, left to right): Arianna P. Barrios, John R. Hanna, Student Theodore D. Moreno, President Phillip Yarbrough, and Lawrence “Larry” R. Labrado.



### Rancho Santiago Community College District Chancellor

Mr. Marvin Martinez has served as the Chancellor of the Rancho Santiago Community College District (RSCCD) since July of 2019.

### Santa Ana College Senior Administrators

Linda Rose, Ed.D., President  
Bart Hoffman, Ed.D., Vice President, Administrative Services  
Vaniethia Hubbard, Ed.D., Vice President, Student Services  
James Kennedy, Ed.D., Vice President, Continuing Education  
Jeffrey Lamb, Ph.D., Vice President, Academic Affairs

### Accreditation

Santa Ana College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: <https://accjc.org>.

# Chief Executive Officers

## Since the Founding of Santa Ana College



2019 Fact Book

Mr. Dana King Hammond	Director	1915 – 1942
Mr. John McCoy	Director	1942 – 1947
Mr. Herbert O. Russell	Interim Director	1947 – 1949
Dr. Daniel C. McNaughton	President	1949 – 1957
Dr. John E. Johnson	President	1957 – 1979
Dr. J. William Wenrich	President	1979 – 1984
Dr. Robert Jensen	President	1984 – 1991
Dr. Vivian Blevins	President	1991 – 1997
Dr. Edward Hernandez, Jr.	President	1997 – 1997
Mr. John Didion	Interim President	1997 – 1998
Dr. Al Fernandez	Interim President	1998 – 1998
Dr. John Nixon	Interim President	1998 – 1999
Dr. Rita Cepeda	President	1999 – 2004
Mr. John Didion	Interim President	2004 – 2005
Dr. Erlinda J. Martinez	President	2005 – 2016
Dr. Linda Rose	President	2016 – Present



Dr. Daniel C. McNaughton (left)  
President  
1949-1957



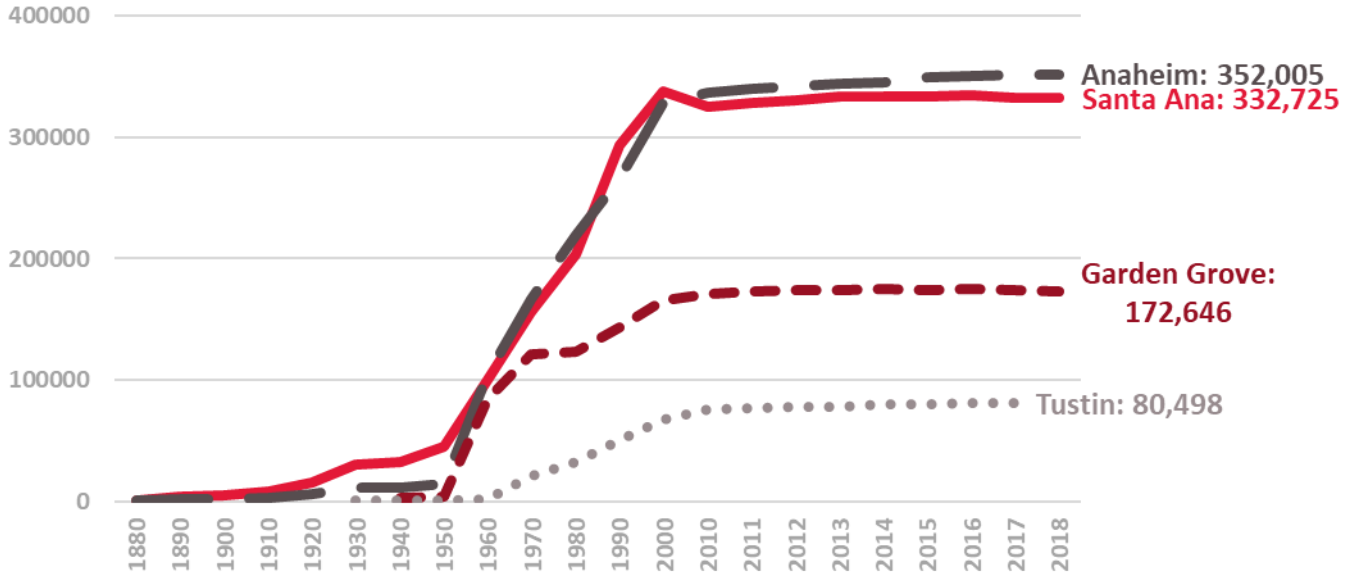
Dr. Linda Rose  
President  
2019



# Santa Ana City Population & Educational Attainment

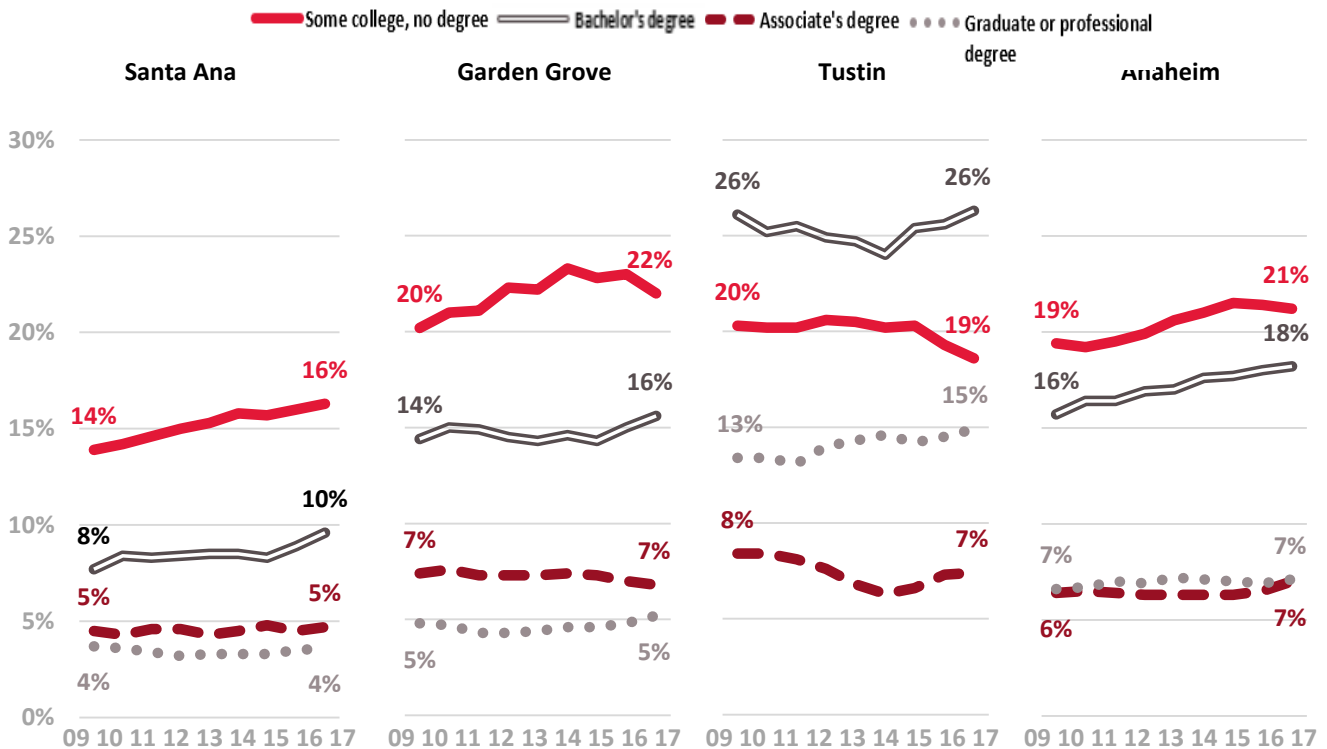
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## Santa Ana and Surrounding Cities Population



<http://worldpopulationreview.com/us-cities/santa-ana-population/>  
<http://worldpopulationreview.com/us-cities/anaheim-population/>  
<http://worldpopulationreview.com/us-cities/garden-grove-population/>  
<http://worldpopulationreview.com/us-cities/tustin-ca-population/>

## City Educational Attainment: Population 25 years and over by year (2009-2017)



<https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

# Regional Unemployment Data

2019 Fact Book

## Unemployment

	Number		Rate		Change in Unemployment Rate
	June 2018 - Preliminary	May 2019 - Preliminary	June 2018 - Preliminary	May 2019 - Preliminary	
Orange County	53,500	38,600	3.3%	2.4%	-0.9%
Aliso Viejo CDP	900	700	2.9%	2.2%	-0.7%
Anaheim city	6,000	4,400	3.5%	2.6%	-0.9%
Brea city	800	500	3.3%	2.3%	-1.0%
Buena Park city	1,500	1,100	3.6%	2.7%	-0.9%
Costa Mesa city	1,900	1,500	2.9%	2.2%	-0.7%
Coto de Caza CDP	200	100	3.0%	2.0%	-1.0%
Cypress city	900	600	3.7%	2.4%	-1.3%
Dana Point city	600	400	3.1%	2.1%	-1.0%
Fountain Valley city	1,000	700	3.4%	2.3%	-1.1%
Fullerton city	2,400	1,700	3.4%	2.5%	-0.9%
Garden Grove city	3,000	2,200	3.7%	2.6%	-1.1%
Huntington Beach city	3,500	2,600	3.2%	2.4%	-0.8%
Irvine city	4,500	3,400	3.3%	2.4%	-0.9%
La Habra city	1,100	700	3.5%	2.4%	-1.1%
La Palma city	200	200	3.1%	2.0%	-1.1%
Laguna Beach city	400	300	3.2%	2.2%	-1.0%
Laguna Hills city	500	400	2.9%	2.2%	-0.7%
Laguna Niguel city	1,100	800	3.2%	2.4%	-0.8%
Laguna Woods city	100	100	2.5%	1.8%	-0.7%
Lake Forest city	1,400	1,000	3.0%	2.2%	-0.8%
Las Flores CDP	0	0	1.6%	1.7%	0.1%
Los Alamitos city	200	100	3.8%	2.6%	-1.2%
Mission Viejo city	1,700	1,200	3.3%	2.4%	-0.9%
Newport Beach city	1,400	1,000	3.0%	2.2%	-0.8%
Orange city	2,400	1,700	3.3%	2.3%	-1.0%
Placentia city	900	600	3.4%	2.5%	-0.9%
Rancho Santa Margarita city	900	600	3.1%	2.1%	-1.0%
Rossmoor CDP	100	100	2.5%	2.0%	-0.5%
San Clemente city	1,100	700	3.3%	2.3%	-1.0%
San Juan Capistrano city	600	400	3.2%	2.2%	-1.0%
<b>Santa Ana city</b>	<b>5,300</b>	<b>3,800</b>	<b>3.4%</b>	<b>2.4%</b>	<b>-1.0%</b>
Seal Beach city	400	300	3.6%	2.8%	-0.8%
Stanton city	700	500	3.7%	2.7%	-1.0%
Tustin city	1,400	1,000	3.2%	2.3%	-0.9%
Villa Park city	100	100	4.4%	3.7%	-0.7%
Westminster city	1,600	1,100	3.7%	2.6%	-1.1%
Yorba Linda city	1,100	800	3.2%	2.2%	-1.0%

Source: State of California Employment Development Department



# Vision for Success Goals

## 2019 Fact Book

Santa Ana College established and the RSCCD Board of Trustees adopted these local Vision for Success Goals as required by law.

### Goal 1: Completion

Goal 1A: Increase All Students Who Earned an Associate Degree (including ADTs)

Santa Ana College will increase among all students, the number who earned an associate degree or associate degree for transfer in the selected or subsequent year from:

# in 2016-17	Expected # in 2021-22	% Increase
1,971	2,582	31%

Goal 1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate

Santa Ana College will increase among all students, the number who earned a Chancellor's Office approved certificate in the selected or subsequent year from:

# in 2016-17	Expected # in 2021-22	% Increase
1,369	1,698	24%

Goal 1C: Increase All Students Who Attained the Vision Goal Completion Definition

Santa Ana College will increase among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year from:

# in 2016-17	Expected # in 2021-22	% Increase
1,946	2,471	27%

### Goal 2: Transfer

Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer

Santa Ana College will increase among all students, the number who earned an associate degree for transfer in the selected or subsequent year from:

# in 2016-17	Expected # in 2021-22	% Increase
549	741	35%

Goal 2B: Increase All Students Who Transferred to a CSU or UC Institution

Santa Ana College will increase among all students, the number who transferred to a four-year institution from:

# in 2016-17 (students last enrolled in 2015-16)	Expected # in 2021-22	% Increase
1,545	2,086	35%

### Goal 3: Unit Accumulation

Goal 3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners

Santa Ana College will decrease among all students who earned an associate degree in the selected year and who were enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college from:

# in 2016-17	Expected # in 2021-22	% Decrease
89	77	13%



# Vision for Success Goals

## 2019 Fact Book

Santa Ana College established and the RSCCD Board of Trustees adopted these local Vision for Success Goals as required by law.

### Goal 4: Workforce

Goal 4A: Increase Median Annual Earnings of All Students

Santa Ana College will increase among all students who did not transfer to a four-year institution, sum of median earnings for the four quarters immediately following academic year of exit from:

\$ per year in 2016-17 (students last enrolled in 2015-16)	Expected \$ per year in 2021-22	% Increase
\$41,584	\$43,663	5%

Goal 4B: Increase All Students Who Attained the Living Wage

Santa Ana College will increase among all students who exited college and did not transfer to four-year institution, the proportion who attained the regional living wage for a single adult measured immediately following academic year of exit from:

% in 2016-17 (students last enrolled in 2015-16)	Expected % in 2021-22	% Increase
55%	60%	9%

Goal 4C: Increase All Students with a Job Closely Related to Their Field of Study

Santa Ana College will increase among all students who responded to the CTE Outcomes Survey and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study from:

% in 2016-17 (students last enrolled in 2014-15)	Expected % in 2021-22	% Increase
71%	72%	1%

### Goal 5: Equity

(Goal - reduce achievement gaps by 40%)

Disproportionately Impacted (DI) Student Groups

- |  |                      |
|--|----------------------|
| Ethnicity: American Indian/Alaska Native             | Male                 |
| Ethnicity: Black or African American                 | Female               |
| Ethnicity: Filipino                                  | LGBT                 |
| Ethnicity: Hispanic                                  | First Generation     |
| Ethnicity: Native Hawaiian or Other Pacific Islander | Not First Generation |
| Ethnicity: Two or More Races                         | Foster Youth         |
| Ethnicity: White                                     | Disabled             |
| Economically Disadvantaged                           | Veteran              |
| Not Economically Disadvantaged                       |                      |





# Equity Plan Metrics (2019-2022)

## 2019 Fact Book

Santa Ana College established and the RSCCD Board of Trustees certified these Equity Plan Metrics as requirements of Student Equity & Achievement legislation (Education Code 78222).

### Overall Student Population

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	1,991	2,688	35.01%
Attained the Vision Goal Completion Definition	1,969	2,501	27.02%
Retained from Fall to Spring at the Same College	23,972	25,410	6%
Enrolled in the Same Community College	22,110	24,321	10%
Completed Both Transfer-Level Math and English Within the District in the First Year	334	889	166.17%

### Disproportionately Impacted (DI)

Student Groups

See Equity Plan

### Brief Description of Activities and Areas of Focus to Achieve

(See the Santa Ana College Equity Plan for Details)

Implement the major principles of The Guided Pathways Framework

Professional development opportunities for faculty and

Implement technology to support student success

Improve communication with and the distribution of

Restructure courses and course sequences

Revise existing programs and create new ones that support

Applicant / New student initiatives

Outreach / College reputation

Financial

# Guided Pathways

2019 Fact Book

**SAC's Guided Pathway's Vision:** Guided Pathways provides a supportive college environment that allows students to confidently and successfully achieve their academic goal in a timely manner by providing a clearer path to a career of value.

**Why Guided Pathways:** Santa Ana College is one of 20 Community Colleges selected to design and implement structured academic and career pathways for all incoming students beginning Fall 2019.



**The Guided Pathways Framework** emphasizes four pillars of support for student success; **clarifying the path for students**, helping students **enter their path**, guiding student to **stay on the path**, and **ensuring that students are learning**.

**Career and Academic Pathways:** Using a data-driven approach and feedback from staff, faculty, and students, seven Career and Academic Pathways (CAPs) have been established. Beginning in Fall 2019, all incoming freshman will be assigned to a Career and Academic Pathways based on their chosen program of study. Students will be provided with guidance to pathway-related services, events, and resources.



**Success Teams:** Beginning in Fall 2020, each Career and Academic Pathway will have a dedicated success team consisting of a counselor, faculty advisor, financial aid expert, student success coach, career coach, and peer mentor. The success team is tasked with creating social connections, clarifying aspirations, enhancing commitments to academic and career goals, developing college know-how, and making college life manageable for students.

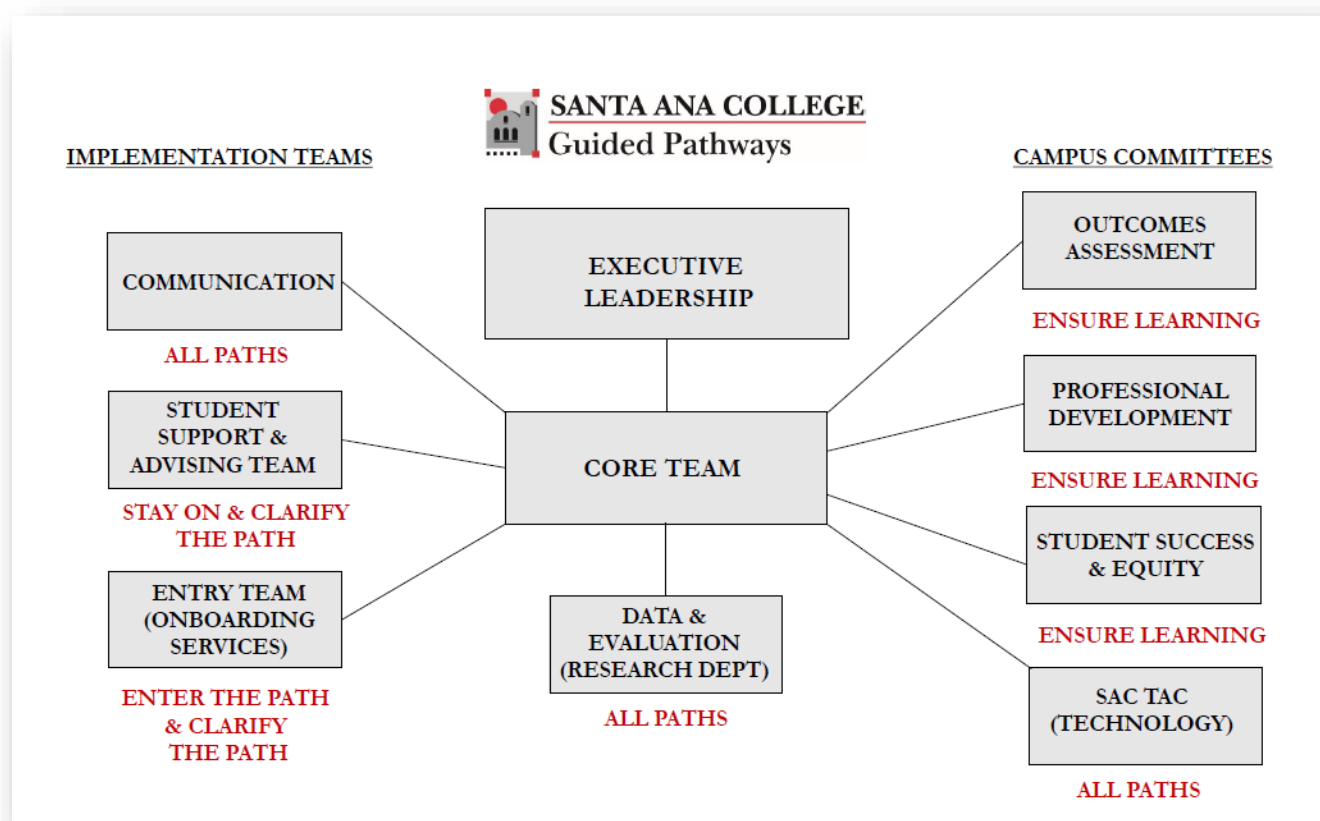
# Guided Pathways

2019 Fact Book

**Program Maps:** Academic faculty, with the assistance of counselors, have created program maps to guide students through their academic journeys. Program maps contain a description of the program, information about careers attainable with program completion, and a sequence of courses from semester one to completion of program. Students will have access to program maps from our new Guided Pathways webpage.

## 2019-2020

### Organizational Structure



**Cross-Functional Teams and Cross-Campus Collaboration:** Our Guided Pathways work has benefitted from the cross-functional nature of our teams; our Core and Implementation Teams are comprised of administrators, faculty, and staff (and in some cases, students). With the understanding that the success of Guided Pathways will depend on a campus-wide effort, our Guided Pathways teams will begin to more intentionally work with other existing campus committees including Outcomes Assessment, Professional Development, SAC TAC, and Student Success & Equity.

**For more information** or to learn how you can join our Guided Pathways efforts, contact Dr. Fernando Ortiz, Dean of Academic Affairs, at [ortiz\\_fernando@sac.edu](mailto:ortiz_fernando@sac.edu).



## Academic Outcomes of Occupational Studies Bachelor Degree Program (OS BDP) Students

In the spring of 2017, the California Community Colleges Board of Governors gave final approval for 15 community colleges to offer a bachelor degree program at their institution. Santa Ana College was selected to offer a 4-year degree in occupational studies. To date, 3 cohorts have enrolled in the program, with each new cohort starting in the fall semester. Overall academic outcomes of the first two cohorts are provided below.

### Course success rates across all students from the first two cohorts by academic year.

Academic Year	Course Outcome	Count	%
2017-2018	Successful	179	92.7%
	Non-successful	4	2.1%
	Non-complete	10	5.2%
	<b>Total</b>	<b>193</b>	
2018-2019	Successful	310	96.0%
	Non-successful	3	0.9%
	Non-complete	10	3.1%
	<b>Total</b>	<b>323</b>	

Successful = grade of A, B, C or Pass.

Non-successful = grade of D, F or No pass.

Non-complete = grade of I or W.

### Average total attempted and completed semester units by term, as well as GPA weighted for units.

Academic Year	Term	Avg Total Attempted Sem Units	Avg Total Completed Sem Units	Avg Final Sem GPA Weighted for Units
2017-2018	Summer 2017	4.2	4.0	3.2
	Fall 2017	8.8	8.5	3.2
	Intersession 2018	3.0	3.0	4.0
	Spring 2018	9.8	9.2	3.0
2018-2019	Summer 2018	4.2	3.9	3.4
	Fall 2018	9.4	8.9	3.5
	Intersession 2019	3.6	3.0	3.4
	Spring 2019	11.9	11.9	3.7

## Percent of Units Completed by OS BDP Cohort

### Percent of units completed by OS BDP cohort disaggregated by gender, racial group, and age group.

Academic Year	Gender	Fall 2017 Cohort		Fall 2018 Cohort	
		Count	Percent of Units Completed	Count	Percent of Units Completed
2017-2018	Female	21	94%	—	—
	Male	6	100%	—	—
2018-2019	Female	20	98%	15	92%
	Male	6	100%	5	91%
<b>Racial Group</b>					
2017-2018	Asian	9	90%	—	—
	Black/African American	1	*	—	—
	Latino	10	96%	—	—
	MultiRace	1	*	—	—
	Other/Decline to State	4	94%	—	—
	White/Caucasian	3	*	—	—
2018-2019	Asian	9	100%	8	94%
	Black/African American	1	*	—	—
	Latino	10	95%	9	88%
	MultiRace	1	*	2	*
	Other/Decline to State	2	*	—	—
	White/Caucasian	3	*	1	*
<b>Age Group</b>					
2017-2018	20 to 25	2	*	—	—
	26 to 29	5	100%	—	—
	30 to 39	19	95%	—	—
	40 to 49	4	86%	—	—
	50 and older	1	*	—	—
2018-2019	20 to 25	2	*	4	91%
	26 to 29	4	100%	2	*
	30 to 39	18	97%	13	92%
	40 to 49	4	100%	4	100%
	50 and older	1	*	—	—
	Decline to State	3	*	2	*

\*Data suppressed due to low counts.

# SAC Occupational Studies Bachelor Degree Program

## 2019 Focus Group



### 2019 Fact Book

Santa Ana College’s Occupational Studies Bachelor Degree Program (OS BDP) enrolled its first cohort in the fall semester of 2017. Students in the first OS BDP cohort ( $n = 27$ ) have excellent academic outcomes (see *Tables 1* and *2* below), demonstrating the huge success of the program. The end of the spring 2019 semester marked a celebratory milestone – the first graduating class of the OS BDP. With the graduating class completing their studies at SAC, Dr. Linda Rose requested focus groups to learn about the experiences of students in the program. The former Program Coordinator, Michelle Parolise, MBA, OTR/L, was instrumental in carrying out the focus groups by collaborating with the Research Office on developing the focus group questions and coordinating student participation on weekends.

### Academic Outcomes of The First Cohort of OS BDP Students

**Table 1. Course success rates across all students from the first cohort by academic year.**

Academic Year	Course Outcome	Count	%
2017-2018	Successful	155	92.8%
	Non-successful	4	2.4%
	Non-complete	8	4.8%
	<b>Total</b>	<b>167</b>	
2018-2019	Successful	209	97.2%
	Non-successful	2	0.9%
	Non-complete	4	1.9%
	<b>Total</b>	<b>215</b>	

Successful = grade of A, B, C or Pass.

Non-successful = grade of D, F or No pass.

Non-complete = grade of I or W.

**Table 2. Average total attempted and completed semester units by term, as well as GPA weighted for units.**

Academic Year	Term	Avg Total Attempted Sem Units	Avg Total Completed Sem Units	Avg Final Sem GPA Weighted for Units
2017-2018	Summer 2017	4.2	4.0	3.2
	Fall 2017	8.5	8.3	3.2
	Intersession 2018	—	—	—
	Spring 2018	10.0	9.3	3.6
2018-2019	Summer 2018	4.0	3.8	3.5
	Fall 2018	9.2	8.9	3.6
	Intersession 2019	3.0	3.0	3.3
	Spring 2019	13.0	13.0	3.7

### OS BDP Focus Group Results

#### ***Two focus groups:***

1. February 23, 2019 (n = 6)
2. March 23, 2019 (n = 4)

Students at each focus group were asked a series of 12 questions related to their experiences in the bachelor degree program, as well as their experiences in earning their associate's degree prior to beginning the bachelor degree program. For example, students were asked about the challenges they faced, advice they would give new students, and what SAC could have provided to help them be more successful. Each focus group lasted approximately 1 hour.

#### ***Response themes:***

- Love the program! Great experience.
- Challenging but rewarding.
- Liked the affordability.
- Prioritizing and time management are key to success.
- Peer and family support help to overcome challenges of the program.
- Liked hybrid and accelerated courses.

#### ***Selected paraphrased responses representative of the themes:***

- Love the program. Like the fast pace and the challenge. Liked being on your feet all the time. Overall, great experience with the program.
- Helped develop as a stronger clinician.
- Sense of accomplishment; worked full-time while being a student full-time.
- Feels prepared for master's degree programs; ready for graduate school level.
- Cheaper in comparison to other programs.
- Financially feasible compared to other colleges. Found a lot of benefits from the program so it was worth all the struggles and hard work.
- Balancing work and school; hybrid program helped with balancing.
- Work full-time and per diem and going to school, in addition to family (wife and kids). Balancing by prioritizing.
- Dedicate your time to the program because it is a heavy workload, but worth it.
- Cohort style of program helped.
- Support from classmates in program.
- Family support.
- Online aspect is accommodating, but also have social support from on campus.
- Happy medium between online and face-to-face.
- Liked getting more courses completed in a semester without having to take all four at once, i.e., two 8-week sessions, 2 courses each, totaling 4 courses per semester.
- Content was fitting for the duration; also helped get more done in one semester. Need to be more on top of things during the course because of the speed.





# Top School for Hispanic Students

## 2019 Fact Book

Santa Ana College is listed with four-year schools for ranking purposes because it offers a Bachelor of Science degree in Occupational Studies.



### Top 100 Schools for Hispanics: 2019

2019 Rank	2017 Total Enrollment 4 Year Schools	State	Total	Hispanics	Latinos	Latinas	% Hispanics
1	Miami Dade College	FL	56,001	39,262	16,830	22,432	70%
2	Florida International University	FL	56,718	36,436	15,568	20,868	64%
3	South Texas College	TX	31,321	29,656	13,065	16,591	95%
4	The University of Texas Rio Grande Valley	TX	27,809	24,818	10,505	14,313	89%
5	The University of Texas at El Paso	TX	25,078	20,108	8,929	11,179	80%
6	California State University-Northridge	CA	41,319	18,716	7,638	11,078	45%
7	California State University-Los Angeles	CA	28,531	17,964	7,046	10,918	63%
8	California State University-Fullerton	CA	40,905	16,653	6,442	10,211	41%
9	University of Central Florida	FL	66,059	16,469	7,187	9,282	25%
10	The University of Texas at San Antonio	TX	30,768	16,276	7,714	8,562	53%
11	Valencia College	FL	44,834	15,845	6,763	9,082	35%
12	Rio Hondo College	CA	19,948	15,287	7,938	7,349	77%
13	Bakersfield College	CA	23,195	15,276	6,548	8,728	66%
14	California State University-Long Beach	CA	37,622	15,223	6,006	9,217	40%
<b>15</b>	<b>Santa Ana College</b>	<b>CA</b>	<b>28,083</b>	<b>15,217</b>	<b>7,627</b>	<b>7,590</b>	<b>54%</b>
16	Broward College	FL	40,754	14,757	6,175	8,582	36%
17	Texas A & M University-College Station	TX	67,929	14,033	7,019	7,014	21%
18	Texas State University	TX	38,666	13,885	5,604	8,281	36%
19	University of Houston	TX	45,364	13,873	6,550	7,323	31%
20	Grand Canyon University	AZ	83,284	13,787	3,983	9,804	17%

### Top 10 Schools for Hispanics By Major 2019: Humanities

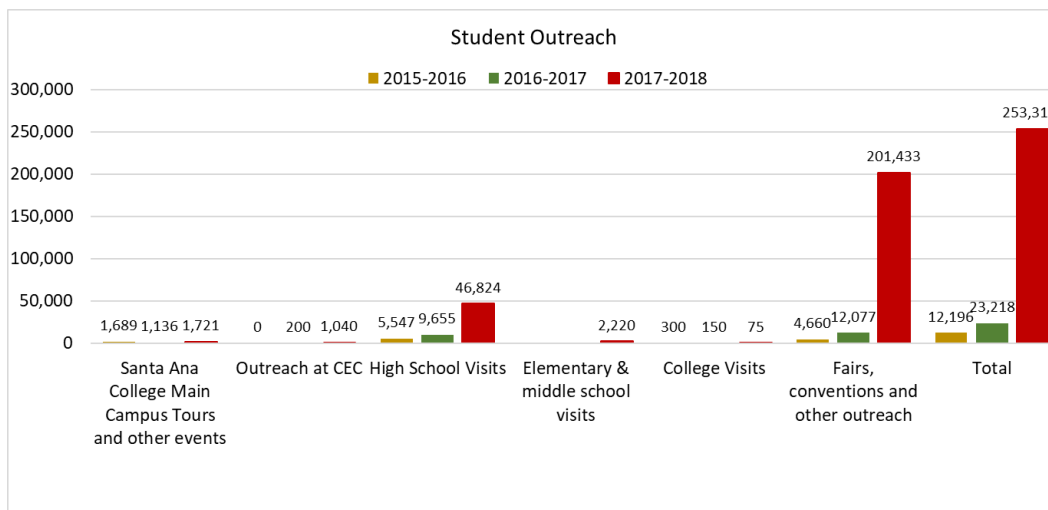
2019 Rank	2017 Humanities/Humanistic Studies Degrees	State	Total	Hispanic	Latino	Latina	% Hispanics
1	Chaffey College	CA	1074	667	204	463	62%
<b>2</b>	<b>Santa Ana College</b>	<b>CA</b>	<b>701</b>	<b>553</b>	<b>196</b>	<b>357</b>	<b>79%</b>
3	Riverside City College	CA	796	516	176	340	65%
4	Nassau Community College	NY	1642	352	149	203	21%
5	Mt San Jacinto Community College District	CA	679	347	92	255	51%
6	San Joaquin Delta College	CA	694	299	95	204	43%
7	Pasadena City College	CA	605	278	124	154	46%
8	Moreno Valley College	CA	395	273	80	193	69%
9	Norco College	CA	402	232	80	152	58%
10	SUNY Westchester Community College	NY	610	207	63	144	34%

Source: <https://www.hispanicoutlook.com/>, August 2019 issue

# Outreach

## 2019 Fact Book

The Office of School & Community Partnerships (OSCP) publicized Santa Ana College to potential students, their parents and the community by engaging in the following activities:



**Early Decision –** graduating high school students are brought to SAC for a day of registration, orientation and counseling.

**Early decision participants:**  
 Fall 2016 - **2,250**  
 Fall 2017 - **2,103**  
 Fall 2018 - **2,377**

### Padres Promotores de la Educación Report

Activity	Objective	# of Participants
Intensive training	Interact/Empower parent's self-esteem and academic preparation Inform parents about SAC resources, motivate them to enroll at SAC	126
Santa Ana College Parent Conference	Encourage and inform parents to participate in their children's education	600
Home visits in a non-traditional approach	Inform and motivate parents to empower their children to succeed in higher education Motivate parents to continue their education at SAC	1,080
SAC-Padres Promotores (Parent to Parent)	Inform and encourage parents to participate in their children's education Motivate and inform parents to continue their own education at SAC	822
Back to School Night, Open House	To inform parents about Padres Promotores and the Santa Ana College Promise program	3200
Mexican Consulate	Padres Promotores provides information about Santa Ana College resources Encourage adults to continue their education at SAC	2600
Café y Pan Dulce Parents meeting	For incoming students' parents, information about Santa Ana College resources Motivate parents to enroll at SAC	600
Camino de Amistad	Delivered door hangers with information about: high school program verification, higher education center contacts, college night, SAC Promise and SAC's fall semester 1st day of class	26000
Santa Ana College Parent Tours	Visit to the Planetarium, buildings, and highlights of academic programs. Inform the parents about Santa Ana College Promise, and Adult Educations programs.	66
Community Resource Fairs	To inform the parents about: SAUSD resources. SAC Promise and resources.	2400

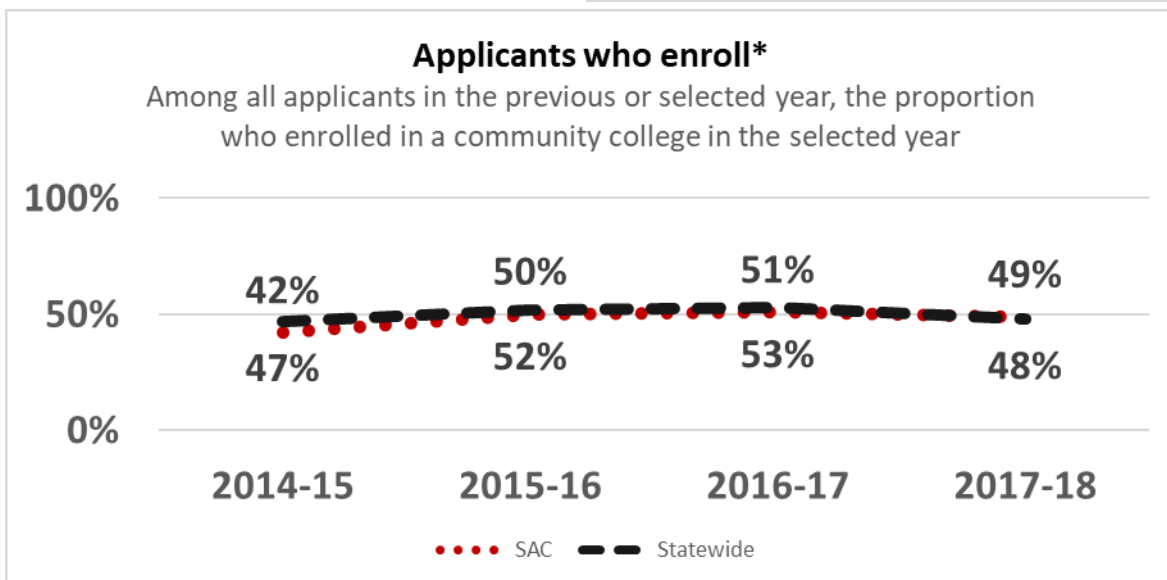
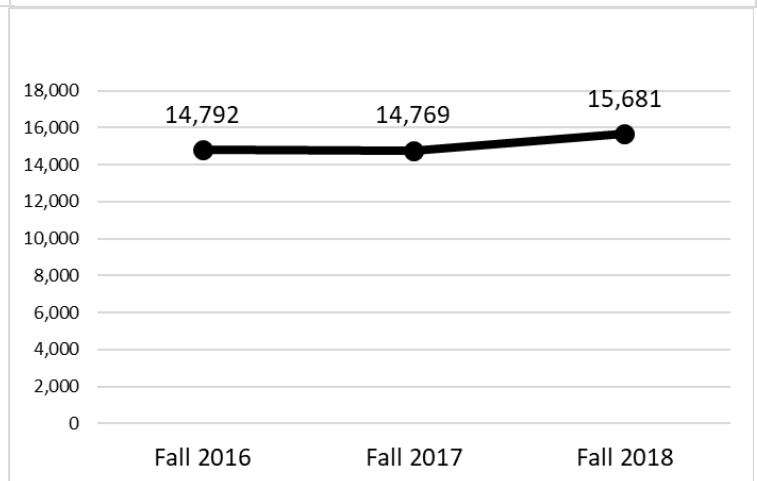
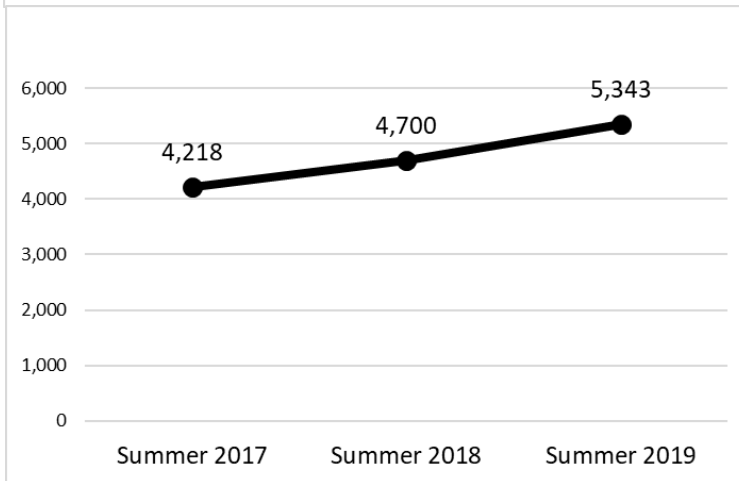
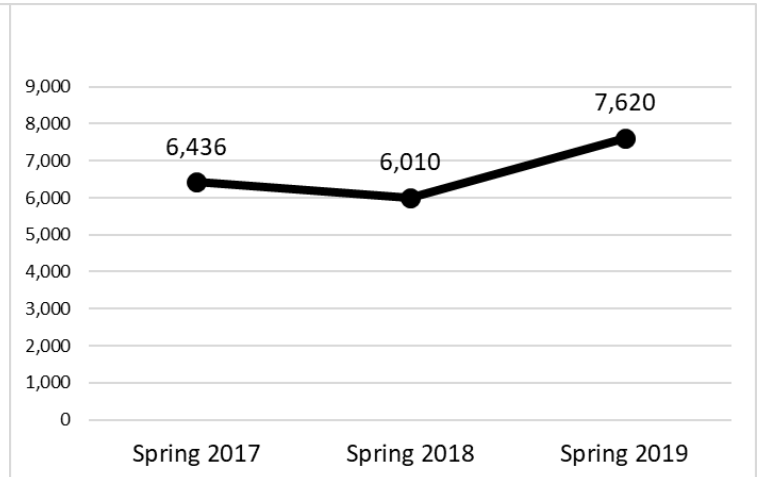
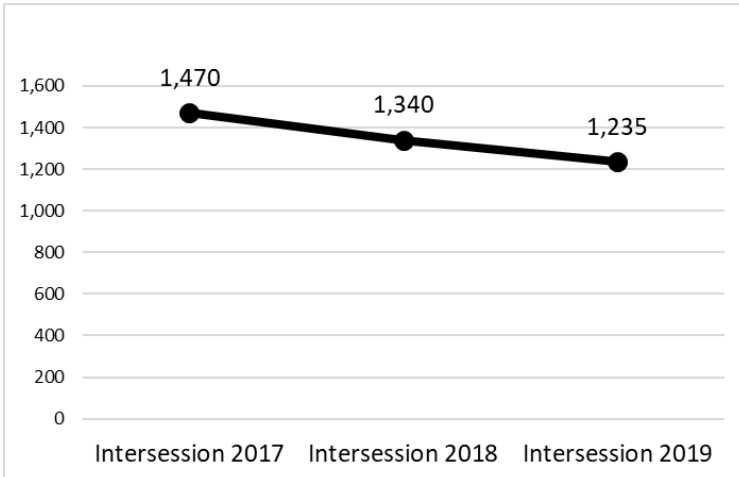
**80** current students (**6%** of survey respondents) reported that their parents received information from Padres Promotores de la Educacion before they entered college.

Source: 2019 Student Satisfaction Survey

# Applications (Credit)

The charts on this page include applications that were submitted online.  
Counts for hard copy applications are not available.

2019 Fact Book



Source: RSCCD Research Department Data Warehouse; Open CCCApply Report Center  
\*Source: California Community Colleges Student Success Metrics Launchboard

# AB 705 and Placement

## 2019 Fact Book

AB 705 is a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

California Community Colleges

**Beginning November 1, 2018, Santa Ana College students will be placed in English and Math courses based on one or more of the following:**

1. High School GPA and course grades.
2. Prior placement results and other multiple measures (discussed with a Counselor).
3. Guided Self-Placement tool (If student does not have access to their high school transcripts or studied outside the U.S.).

English Placement by high school GPA and course grades was first piloted with entering SAUSD graduates in fall 2016 and rolled out for English and Math placement for all entering students in fall 2017. Guided Self-Placement was implemented for the Fall 2019 term.

These charts illustrate the redistribution of math and English enrollments from basic skill level to transfer level occurring because of AB 705.

English			
Course	First Census Enrollments		Change 18 to 19
	Fall 2018	Fall 2019	
N50	68	0	(68)
N60	243	0	(243)
61	940	0	(940)
061X	226	88	(138)
101	2601	3733	1132
101H	46	44	(2)
102	196	194	(2)
102H	10	11	1
103	318	343	25
103H	14	6	(8)
231	32	0	(32)
233B	0	17	17
241	0	31	31
242	28	0	(28)
243	0	7	7
270	71	103	32
278	15	0	(15)

Math			
Course	First Census Enrollments		Change 18 to 19
	Fall 2018	Fall 2019	
N06	232	43	(189)
N48	609	107	(502)
083	1240	365	(875)
084	626	266	(360)
105	373	624	251
140	677	1266	589
150	216	153	(63)
162	252	277	25
180	346	321	(25)
185	175	177	2
204	132	119	(13)
219	1080	1646	566
219H	22	3	(19)
280	83	69	(14)
287	55	33	(22)



# Enrollment and Student Characteristics

## All Credit Students: End of Term



2019 Fact Book

Includes all credit students, both academy and non academy.

Asian racial group includes Pacific Islander and Filipino students.

Characteristic	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Headcount <b>All</b> Credit Students	26,705	27,822	25,806	25,980
<b>Gender</b>				
Female	11,109	11,367	11,242	11,422
Male	15,559	16,372	14,407	14,350
Other/Decline to State	37	83	157	208
<b>Age Group</b>				
19 and under	4,420	4,973	5,195	5,517
20 to 25	8,689	8,538	8,467	7,836
26 to 29	3,046	3,095	3,125	3,174
30 to 39	5,054	5,236	4,580	4,797
40 to 49	3,550	3,844	2,873	2,978
50 and older	1,946	2,136	1,566	1,678
<b>Racial Group</b>				
American Indian/Alaska Native	52	49	46	39
Asian	2,645	2,511	2,327	2,299
Black/African American	380	412	399	370
Latino	14,925	15,425	15,116	15,161
MultiRace	352	349	350	362
Other/Not Reported/Decline to State	3,782	4,178	3,812	4,155
White/Caucasian	4,569	4,898	3,756	3,594
<b>Educational Goal</b>				
Four Year Degree Seeking	11,521	12,120	11,973	11,785
Two Year Degree Seeking	2,322	2,317	2,296	2,241
Non-Degree Seeking	12,862	13,385	11,537	11,954
<b>Enrollment Status</b>				
K-12	393	722	735	1,247
First-Time Student	3,970	4,351	4,304	4,504
Continuing Student	13,934	14,536	13,069	12,509
Returning Student	6,066	5,760	4,988	5,236
Transfer Student	2,299	2,361	2,546	2,393
Other	43	92	164	91
<b>Full-Time / Part-Time Status</b>				
Full-Time Status	5,050	5,192	5,505	5,340
Part-Time Status	21,655	22,630	20,301	20,640
<b>High School District</b>				
Anaheim UHSD	1,535	1,624	1,540	1,434
Garden Grove USD	2,290	2,354	2,279	2,197
Orange USD	1,381	1,434	1,402	1,363
Santa Ana USD	6,258	6,413	6,486	6,418
Other HS District	15,241	15,997	14,099	14,568

Source: RSCCD Research Department Data Warehouse

# Enrollment and Student Characteristics

## Traditional Credit Students: End of Term



2019 Fact Book

Not “Exclusively Academy”. Includes any student (academy or non-academy) enrolled in non-academy credit courses.

Asian racial group includes Pacific Islander and Filipino students.

Characteristic	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Headcount <u>All Traditional</u> Credit	18,147	18,168	18,678	18,515
<b>Gender</b>				
Female	9,702	9,831	10,077	10,164
Male	8,411	8,283	8,525	8,248
Other/Decline to State	34	54	76	103
<b>Age Group</b>				
19 and under	4,384	4,900	5,169	5,515
20 to 25	8,165	8,012	8,001	7,358
26 to 29	2,055	2,087	2,240	2,290
30 to 39	2,010	1,890	1,990	2,099
40 to 49	899	779	756	737
50 and older	634	500	522	516
<b>Racial Group</b>				
American Indian/Alaska Native	32	31	30	28
Asian	2,371	2,174	2,071	2,053
Black/African American	269	268	292	287
Latino	12,920	13,086	13,425	13,337
MultiRace	288	280	283	317
Other/Not Reported/Decline to State	420	607	885	806
White/Caucasian	1,847	1,722	1,692	1,687
<b>Educational Goal</b>				
Four Year Degree Seeking	10,823	11,230	11,443	11,308
Two Year Degree Seeking	2,027	1,963	2,043	2,065
Non-Degree Seeking	5,297	4,975	5,192	5,142
<b>Enrollment Status</b>				
K-12	384	674	718	1,247
First-Time Student	2,833	3,280	3,358	3,272
Continuing Student	10,913	10,496	10,488	10,081
Returning Student	2,368	2,081	2,079	2,001
Transfer Student	1,638	1,589	1,884	1,834
Other	11	48	151	80
<b>Full-Time / Part-Time Status</b>				
Full-Time Status	4,948	5,021	5,383	5,191
Part-Time Status	13,199	13,147	13,295	13,324
<b>High School District</b>				
Anaheim UHSD	1,304	1,322	1,354	1,240
Garden Grove USD	2,069	2,083	2,103	1,963
Orange USD	1,224	1,246	1,278	1,232
Santa Ana USD	6,137	6,268	6,393	6,280
Other HS District	7,413	7,249	7,550	7,800

Source: RSCCD Research Department Data Warehouse

# Enrollment and Student Characteristics

## Exclusively Academy Students: End of Term



2019 Fact Book

“Exclusively Academy” are students enrolled exclusively in Santa Ana College’s Criminal Justice and Fire Academies. These are students enrolled in courses located primarily at these venues: Orange County Sheriff’s Regional Training Academy, Orange County Sheriff’s Department Tactical Training Center, and Joint Power Training Center. They are not enrolled in SAC’s non-academy credit courses.

Asian racial group includes Pacific Islander and Filipino students.

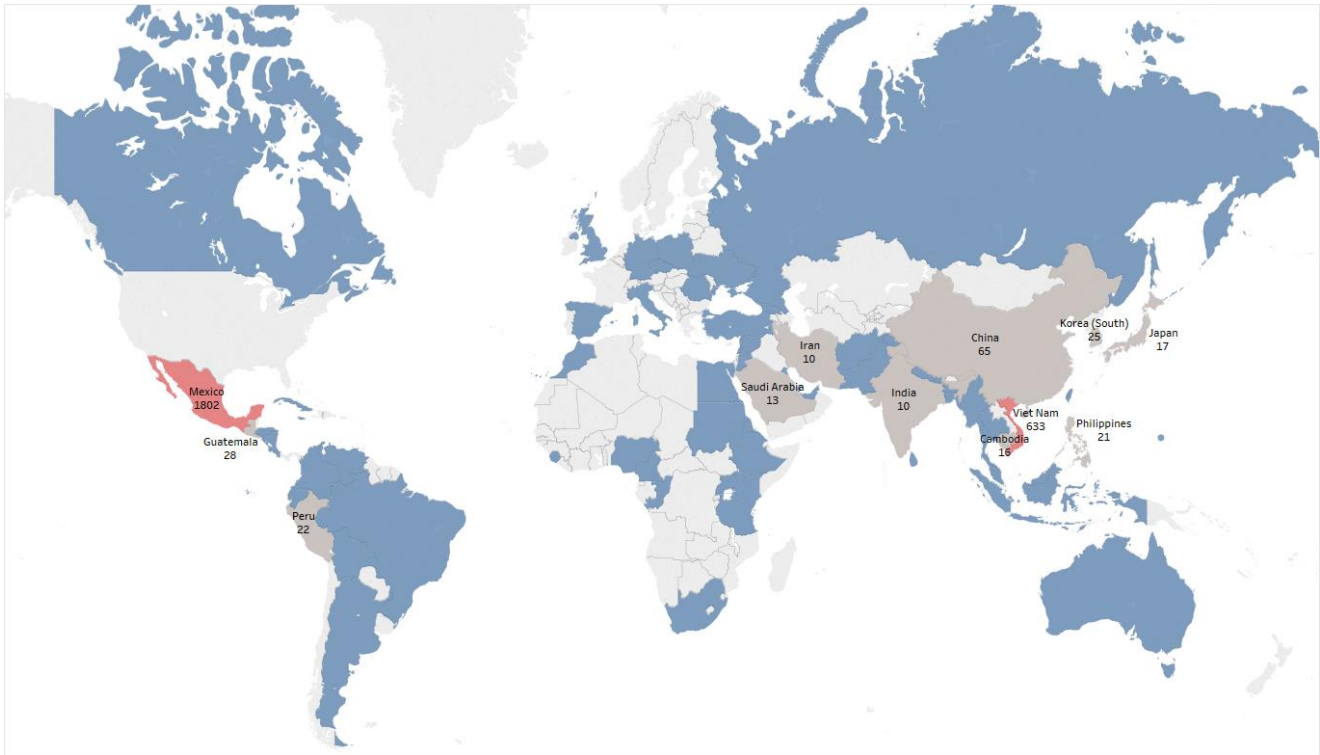
Characteristic	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Headcount <u>Exclusively Academy</u>	8,558	9,654	7,128	7,465
<b>Gender</b>				
Female	1,407	1,536	1,165	1,258
Male	7,148	8,089	5,882	6,102
Other/Decline to State	3	29	81	105
<b>Age Group</b>				
19 and under	36	73	26	2
20 to 25	524	526	466	478
26 to 29	991	1,008	885	884
30 to 39	3,044	3,346	2,590	2,698
40 to 49	2,651	3,065	2,117	2,241
50 and older	1,312	1,636	1,044	1,162
<b>Racial Group</b>				
American Indian/Alaska Native	20	18	16	11
Asian	274	337	256	246
Black/African American	111	144	107	83
Latino	2,005	2,339	1,691	1,824
MultiRace	64	69	67	45
Other/Not Reported/Decline to State	3,362	3,571	2,927	3,349
White/Caucasian	2,722	3,176	2,064	1,907
<b>Educational Goal</b>				
Four Year Degree Seeking	698	890	530	477
Two Year Degree Seeking	295	354	253	176
Non-Degree Seeking	7,565	8,410	6,345	6,812
<b>Enrollment Status</b>				
K-12	9	48	17	
First-Time Student	1,137	1,071	946	1,232
Continuing Student	3,021	4,040	2,581	2,428
Returning Student	3,698	3,679	2,909	3,235
Transfer Student	661	772	662	559
Other	32	44	13	11
<b>Full-Time / Part-Time Status</b>				
Full-Time Status	102	171	122	149
Part-Time Status	8,456	9,483	7,006	7,316
<b>High School District</b>				
Anaheim UHSD	231	302	186	194
Garden Grove USD	221	271	176	234
Orange USD	157	188	124	131
Santa Ana USD	121	145	93	138
Other HS District	7,828	8,748	6,549	6,768

# International Students\* by Country of Origin

2018-2019: End of Term Count



2019 Fact Book



2,802 of the students enrolled during the 2018-19 academic year reported (on the application) a country other than the U.S. as their country of citizenship

Afghanistan (6)	Czechoslovakia (former) (1)	Italy (2)	Nigeria (9)	St. Pierre and Miquelon (1)
Andorra (1)	Ecuador (4)	Jamaica (1)	Pakistan (3)	Sudan (1)
Argentina (3)	Egypt (9)	Japan (17)	Peru (22)	Syria (5)
Australia (3)	El Salvador (36)	Jordan (1)	Philippines (21)	Taiwan (5)
Bangladesh (2)	Eritrea (1)	Kenya (4)	Poland (2)	Tanzania (2)
Bolivia (3)	Ethiopia (2)	Korea (South) (25)	Qatar (1)	Thailand (1)
Brazil (3)	Georgia (1)	Kuwait (6)	Romania (1)	Tonga (1)
Cambodia (16)	Germany (3)	Lebanon (1)	Russian Federation (1)	Turkey (3)
Cameroon (1)	Guam (1)	Malaysia (1)	Samoa (1)	Uganda (1)
Canada (7)	Guatemala (28)	Mexico (1802)	Saudi Arabia (13)	Ukraine (2)
China (65)	Honduras (6)	Morocco (6)	Sierra Leone (1)	United Arab Emirates (7)
Colombia (8)	Hong Kong (1)	Myanmar (2)	South Africa (1)	United Kingdom (2)
Congo (3)	India (10)	Nepal (3)	Spain (1)	Venezuela (1)
Costa Rica (2)	Indonesia (4)	Nicaragua (2)	Sri Lanka (4)	Viet Nam (633)
Cuba (1)	Iran (10)			

\* This chart includes all students with non-US Citizenship not just those enrolled in the International Student Program  
Source: RSCCD Research Department Data Warehouse

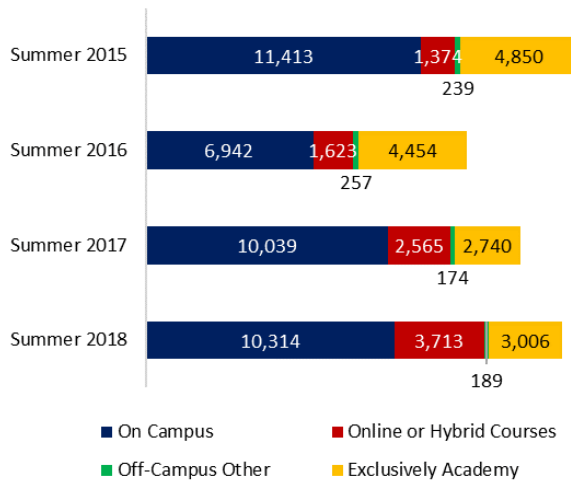


# Enrollment: Credit, By Term and Location

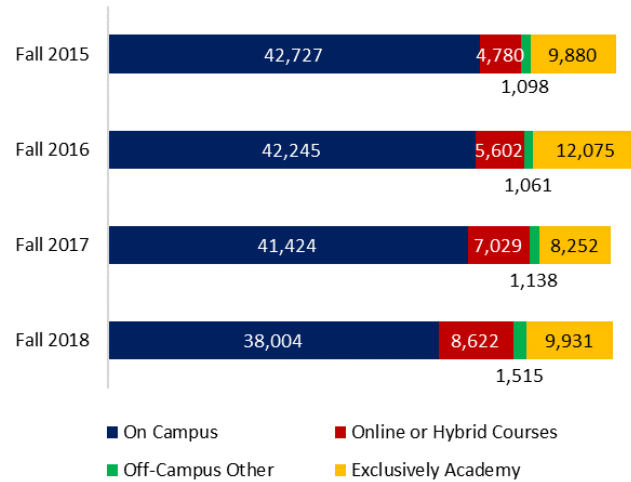
## 2019 Fact Book

“**Exclusively Academy**” are students enrolled exclusively in Santa Ana College’s Criminal Justice and Fire Academies. These are students enrolled in courses located primarily at these venues: Orange County Sheriff’s Regional Training Academy, Orange County Sheriff’s Department Tactical Training Center, and Joint Power Training Center. They are not enrolled in SAC’s non-academy credit courses. “**Off-Campus Other**” are enrollments on SAUSD campuses, other than Middle College, Digital Media Center, hospitals, and other off campus sites. “**Off-Campus Other**” also includes work experience and field trip related enrollments.

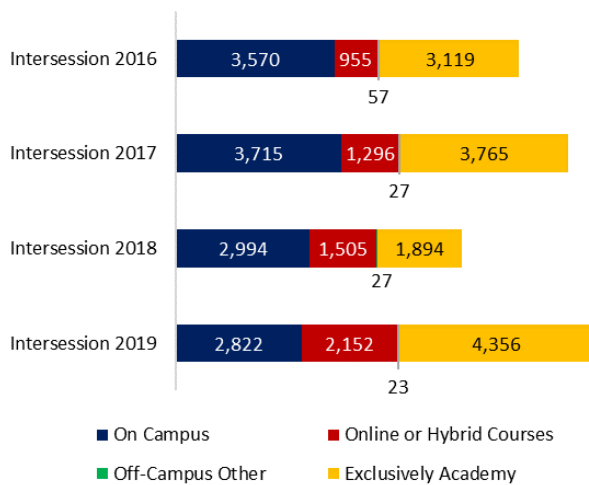
Credit Enrollments (Summer)



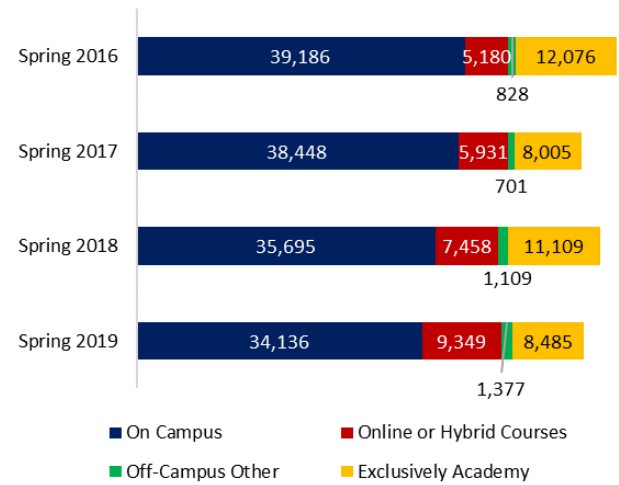
Credit Enrollments (Fall)



Credit Enrollments (Intersession)



Credit Enrollments (Spring)



Source: RSCCD Research Department Data Warehouse



# Enrollment: Criminal Justice & Fire Technology

2019 Fact Book

## Criminal Justice Descriptions:

- **Criminal Justice Program:** Preparation for entry level employment in criminal justice agencies or for continuation to four-year academic institutions
- **Basic Police Academy:** Entry-level training requirement for many California Peace Officers
- **Explorer Training Academy:** Course work required for designation of Deputy Explorer, a career development and education program open to young adults between the ages of 14-20, who have an interest in the law enforcement field
- **Advanced Officer Training:** Courses for currently employed California Peace Officers

			Student Count - Annual, Unduplicated								
			2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	Primary location for courses/training	Category									
Santa Ana College Criminal Justice Program	Santa Ana College	Criminal Justice Program	1,761	1,671	1,696	1,730	1,718	1,409	1,359	1,331	1,086
	Orange County Sheriff's Regional Training Academy, Tustin	Basic Police Academy	45	191	365	240	207	269	351	259	281
		Basic Pre-Academy				236	187	302	328	261	319
		Explorer Training Academy				261	341	230	184	270	250
	Orange County Sheriff's Department Tactical Training Center, Orange	Advanced Officer Training	13,385	13,662	13,853	14,213	15,527	15,678	14,605	13,722	14,132

## Fire Technology Descriptions:

- **Fire Academy:** Training and courses designed for fire services and to prepare students to be firefighters
- **Fire Office Training:** Courses for those currently employed in fire service. Students also take courses to earn an associate degree or certificate for careers as fire service officers/fire prevention officers
- **Fire Public Safety:** Provides ocean lifeguards the occupational education and training needed to maintain adequate levels of knowledge to continue to perform lifesaving tasks
- **Fire Technology:** Pre-requisite to fire academy. Students also take courses to earn an associate degree or certificate for careers as fire prevention officers

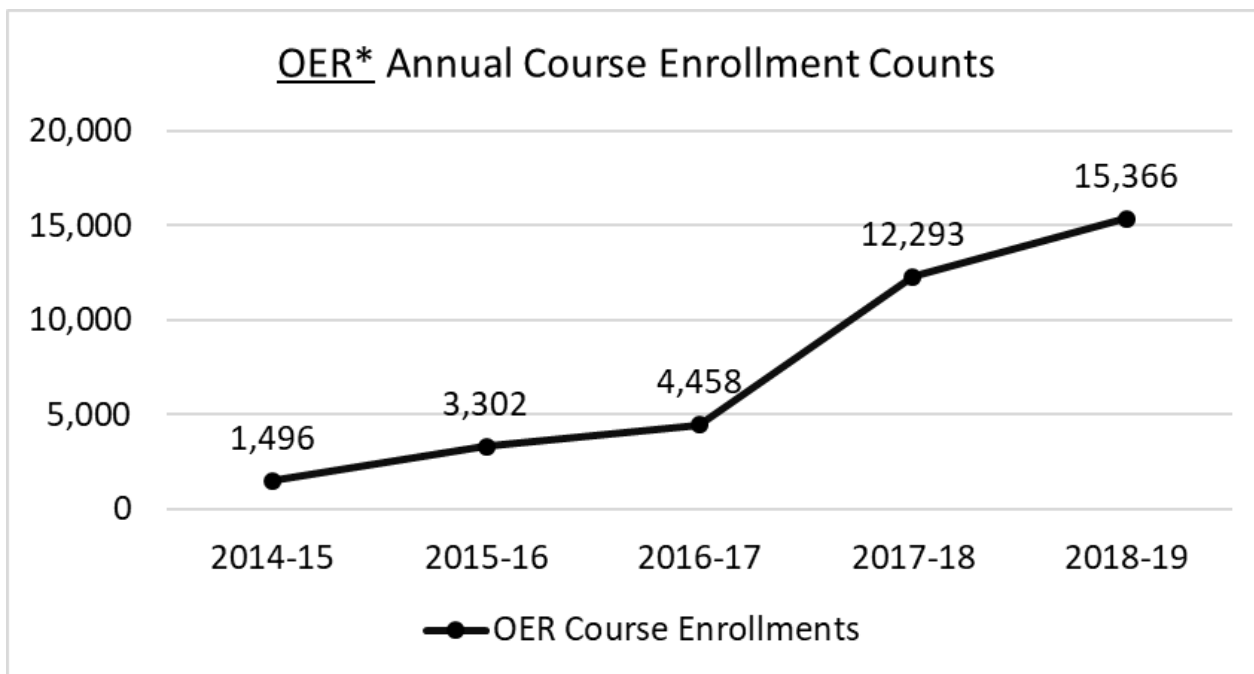
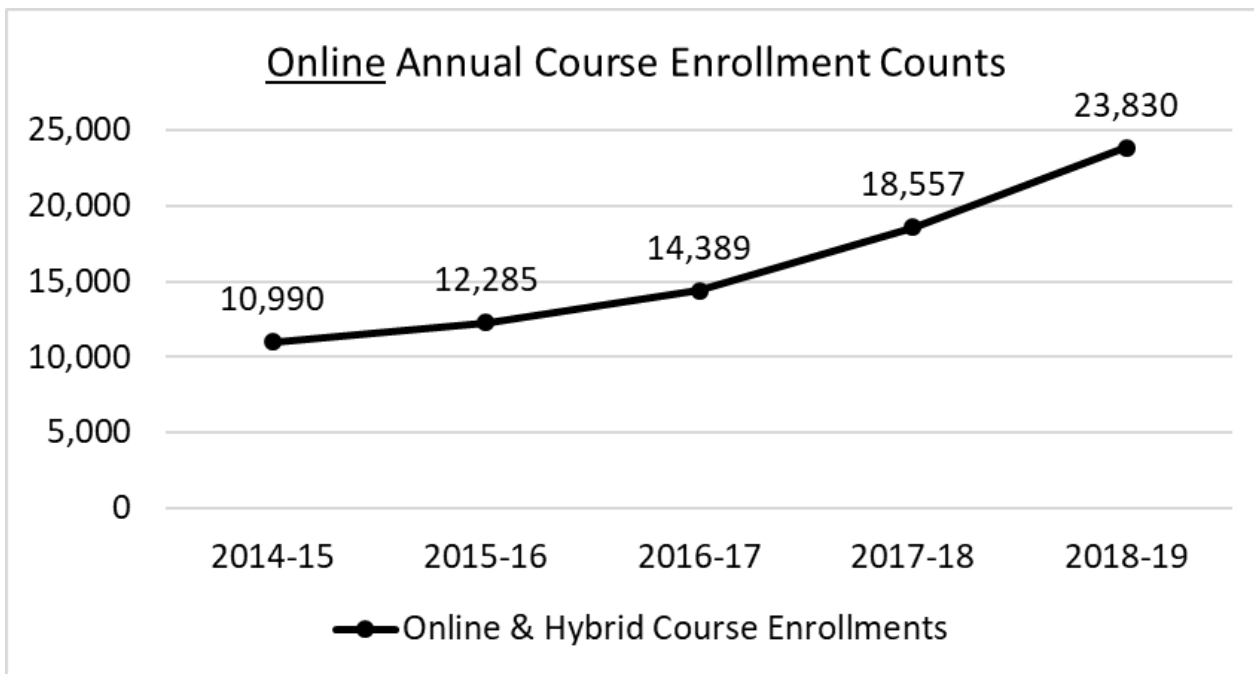
		Student Count - Annual, Unduplicated								
		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Primary Location	Category									
Joint Power Training Center, Huntington Beach	Fire Academy	4,355	3,703	3,321	3,174	2,896	2,921	2,572	2,247	3,424
Santa Ana College	Fire Office Training	1,341	967	624	576	526	465	353	131	98
	Fire Public Safety	4,359	4,679	4,519	3,429	4,120	3,495	1,224	2,470	2,087
	Fire Technology	1,288	1,118	1,010	907	881	864	833	872	946

# Enrollment: Distance Education and OER Courses

2019 Fact Book

Santa Ana College provides students with the opportunity to complete courses in both a traditional classroom and through Distance Education. Distance Education can be completed online or through a hybrid format.

Santa Ana College offers courses that use Open Educational Resources (OER) course materials. These materials can be used and reused freely at no cost or low cost to the student.



Source: RSCCD Research Department Data Warehouse

\*OER = Open Educational Resources

# Enrollment: By Subject

2019 Fact Book

## Annual End of Term Enrollment Counts

Subject	14-15	15-16	16-17	17-18	18-19	5 year % Change: 14- 15 to 18-19	1 year % Change: 17- 18 to 18-19
ACCT Accounting	2011	2078	2197	2189	2340	16%	7%
ANTH Anthropology	1506	1528	1573	1525	1363	-9%	-11%
ART Art	3444	3544	3906	3912	4396	28%	12%
ASL American Sign Language	730	939	830	885	969	33%	9%
ASTR Astronomy	851	913	895	841	861	1%	2%
AUTO Automotive Technology	910	735	703	684	658	-28%	-4%
BA Business Applications	1166	1107	1215	1428	2291	96%	60%
BANK Banking	104	87	53	49	15	-86%	-69%
BIOL Biology	5354	5457	5405	5753	5872	10%	2%
BLST Black Studies		15	21				
BUS Business	3537	3234	3055	3049	3074	-13%	1%
BUSM Business Seminar	1307	457				-100%	
CDEV Child Development			2979	3414	3665		7%
CHEM Chemistry	1498	1646	1678	1801	1772	18%	-2%
CHNS Chinese	96	56	82	49	84	-13%	71%
CHST Chicano Studies	316	305	321	349	283	-10%	-19%
CJ Criminal Justice	2590	2082	2061	1877	1698	-34%	-10%
CJA Criminal Justice Academies	28359	30066	28351	24018	25778	-9%	7%
CMPR Computer Science	1311	1324	1403	1671	1481	13%	-11%
CMSD Communications & Media Studies	180	204	351	430	423	135%	-2%
CMST Communication Studies	3874	4107	4087	3843	3894	1%	1%
CNSL Counseling	4272	4207	4575	4831	4178	-2%	-14%
CULN Culinary Arts	21	44	53	51	84	300%	65%
DNCE Dance	930	990	923	870	1036	11%	19%
DSL Diesel	161	167	211	160	103	-36%	-36%
ECON Economics	1134	1242	1177	1149	1073	-5%	-7%
EDUC Education	219	287	279	235	278	27%	18%
EMLS English Multilingual Students	1231	1189	1167	1038	691	-44%	-33%
EMT Emergency Medical Technician	479	498	344	464	610	27%	31%
ENGL English	7747	7636	7888	8000	8134	5%	2%
ENGR Engineering	968	1026	970	944	928	-4%	-2%
ENTR Entrepreneurship	511	463	298	428	184	-64%	-57%
ENVR Environmental Studies	115	117	109	160	125	9%	-22%
ERTH Earth Science	1100	907	1093	1016	1020	-7%	0%
ETHN Ethnic Studies	128	84	78	134	73	-43%	-46%
FAC Fire Academy	3150	3239	2829	2753	3918	24%	42%
FDM Fashion Design Merchandising	523	474	468	513	479	-8%	-7%
FOT Fire Officer Training	859	961	504	357	274	-68%	-23%
FREN French	310	205	173	155	166	-46%	7%
FSA Fire Public Safety	7323	4017	1224	3425	3634	-50%	6%
FTC Fire Technology	2920	2838	2701	2764	3154	8%	14%
GEOG Geography	790	864	823	981	812	3%	-17%
GEOL Geology	619	382	462	292	342	-45%	17%
HIST History	3209	3306	3330	3269	3230	1%	-1%
HUD Human Development	2865	3132	340			-100%	
IDS Interdisciplinary Studies	642	521	452	284	148	-77%	-48%

Source: RSCCD Research Department Data Warehouse

# Enrollment: By Subject

2019 Fact Book

## Annual End of Term Enrollment Counts

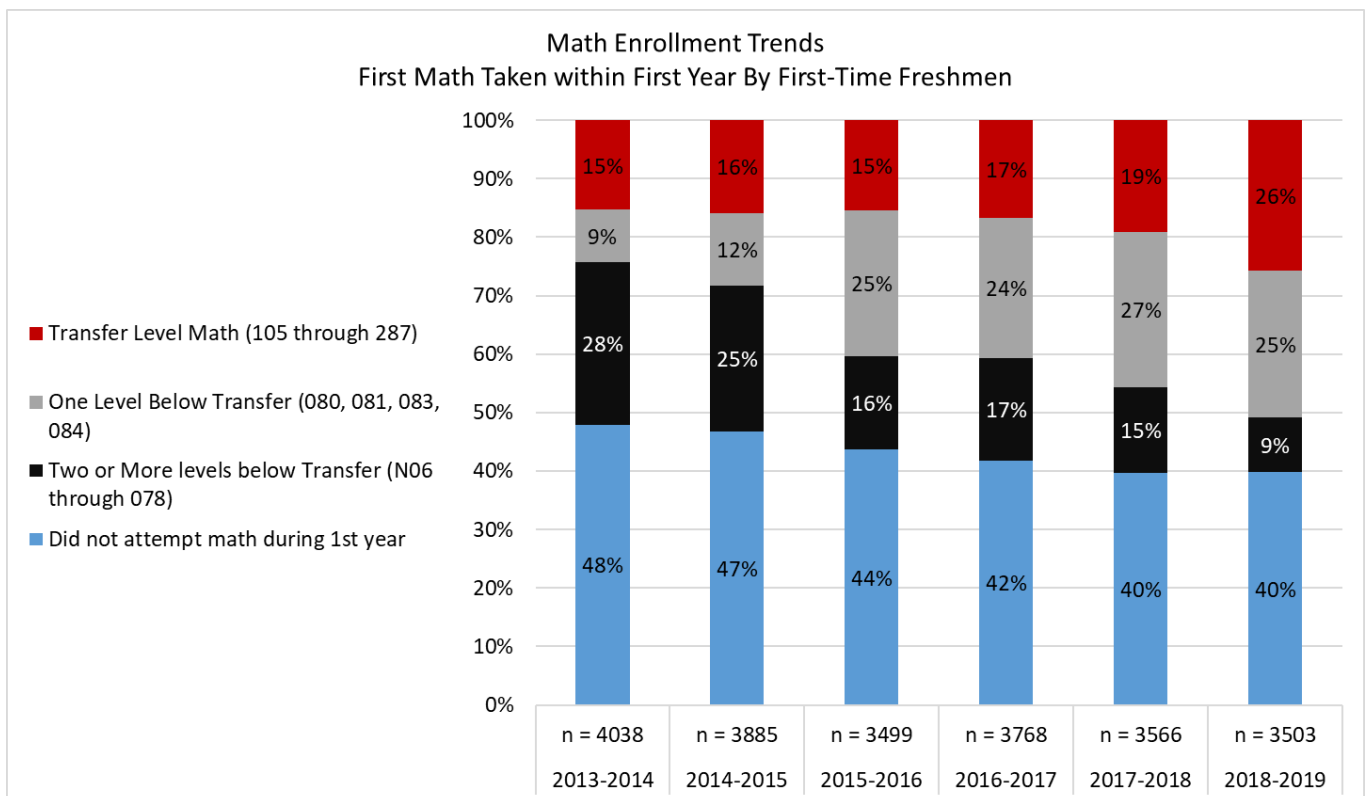
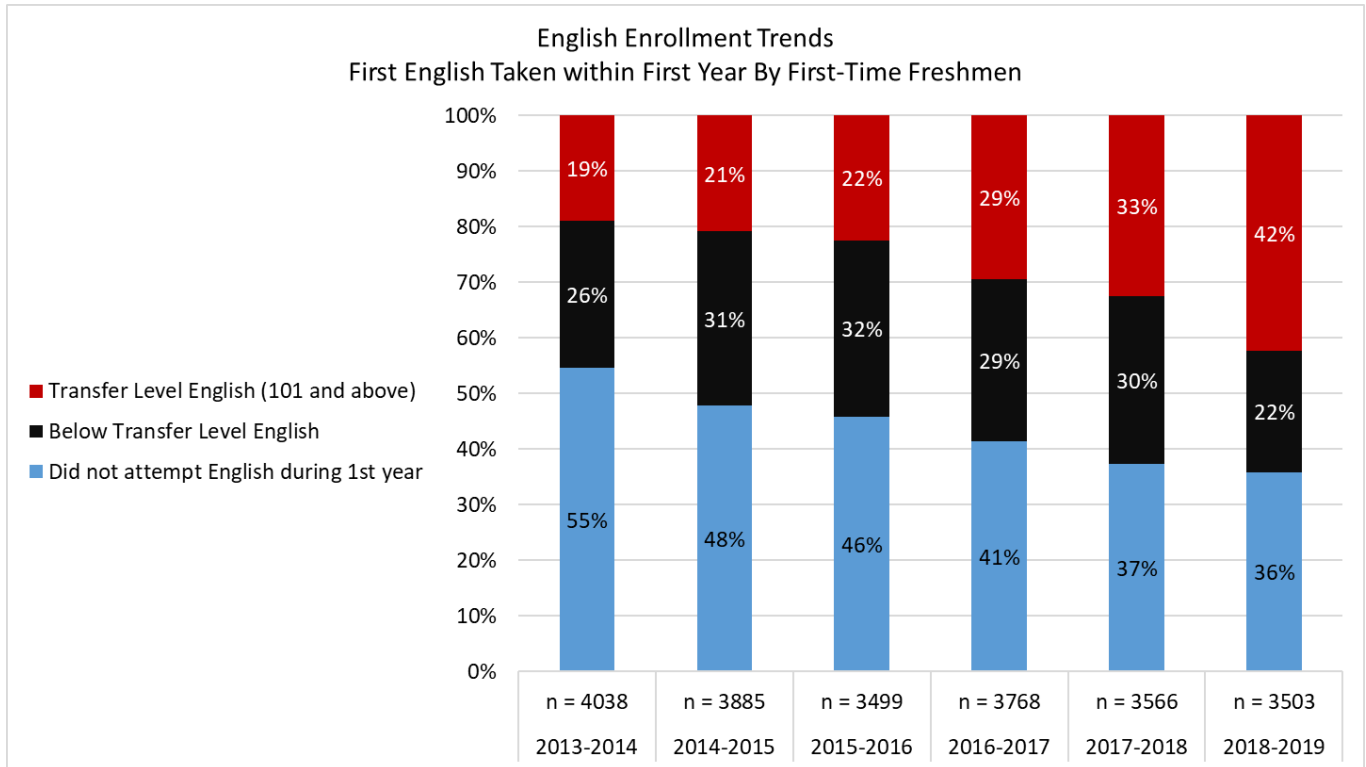
Subject	14-15	15-16	16-17	17-18	18-19	% Change: 14-15 to 17-18	% Change: 17-18 to 18-19
ITAL Italian	53	39	36	50	42	-21%	-16%
JAPN Japanese	165	189	187	161	100	-39%	-38%
KNAC Kinesiology Activities	658	902	994	1165	1145	74%	-2%
KNAD Kinesiology Adapted Activities	78	63	68	40	27	-65%	-33%
KNAF Kinesiology Aerobic Fitness	470	437	384	332	342	-27%	3%
KNAQ Kinesiology Aquatics	150	131	127	99	101	-33%	2%
KNFI Kinesiology Fitness	943	740	718	622	558	-41%	-10%
KNHE Kinesiology Health Education	1089	992	959	988	948	-13%	-4%
KNIA KN Intercollegiate Athletics	1507	1265	1380	1310	1313	-13%	0%
KNPR Kinesiology Professional	903	848	983	945	1040	15%	10%
KNSM Kinesiology Sports Medicine	125	106	60	53	45	-64%	-15%
LAW Law		90	68	93	133		43%
LIBI Library & Information Studies	137	119	96	155	125	-9%	-19%
LIBR Library Technology	83	112	96	79	99	19%	25%
MA Medical Assistant	1433	1199	1258	1360	1572	10%	16%
MATH Mathematics	10626	10725	10986	11215	10870	2%	-3%
MGMT Management	254	234	183	181	165	-35%	-9%
MKTG Marketing	372	262	184	235	214	-42%	-9%
MNFG Manufacturing Technology	1193	1205	1189	1030	1076	-10%	4%
MUS Music	2530	2398	2237	2528	2517	-1%	0%
NCE Nursing Continuing Education					12		
NRN Nursing-Registered	1534	1559	1568	1858	2033	33%	9%
NUTR Nutrition and Food	504	719	731	693	628	25%	-9%
OS Occupational Studies				79	215		172%
OTA Occupational Therapy Assistant	755	752	725	713	717	-5%	1%
PARA Paralegal	712	714	812	947	958	35%	1%
PHAR Pharmacy Technology	910	744	744	719	705	-23%	-2%
PHIL Philosophy	1611	1507	1537	1604	1590	-1%	-1%
PHOT Photography	431	594	655	613	639	48%	4%
PHYS Physics	396	446	431	414	416	5%	0%
POLT Political Science	2741	2617	2464	2477	2425	-12%	-2%
PSC Physical Science	11	12	20	13	13	18%	0%
PSYC Psychology	2792	2673	2856	2847	3093	11%	9%
READ Reading	1272	1124	951	786	473	-63%	-40%
SCI Science	14	15				-100%	
SLPA Speech-Language Pathology Asst	384	383	374	418	279	-27%	-33%
SOC Sociology	1456	1677	1636	1623	1585	9%	-2%
SOCS Social Science	36	14	3			-100%	
SPAN Spanish	1663	1672	1583	1649	1553	-7%	-6%
SPEC Special Services	27					-100%	
STDY Study Skills	448	475	517	507	367	-18%	-28%
TELV TV/Video Communications	1373	981	957	1004	879	-36%	-12%
THEA Theatre Arts	638	774	745	620	876	37%	41%
VIET Vietnamese	164	217	167	140	159	-3%	14%
WELD Welding	960	772	707	631	238	-75%	-62%
WMNS Women's Studies	138	155	134	116	118	-14%	2%
<b>Total Annual Subject Enrollments</b>	<b>145,109</b>	<b>141,332</b>	<b>136,147</b>	<b>135,152</b>	<b>137,994</b>	<b>-5%</b>	<b>2%</b>

Source: RSCCD Research Department Data Warehouse

# Math/English Enrollment within Year One by Level

2019 Fact Book

Multiple Measures was implemented in fall 2016 (English) and fall 2017 (math).



"Exclusively Academy" students are excluded from this chart.

Source: RSCCD Research Department Data Warehouse





# Comprehensive List of Programs & Services

2019 Fact Book

Compiled by: SAC Research Office, v. 09-23-19		Program lead	Services Provided																								
Program / Service	Program has academic component		\$: funds/scholarships/fee discounts	assistance with admissions & registration	Employment	Job search assistance	Materials (books, Alternate test format)	1 counseling session	Multi counseling sessions	Facilities (study/hang out area)	Tutoring / Research assistance	Exclusive class sections	Trips/travel/off campus experiences	Housing or transportation	Immigration assistance	Mentorship / Leadership Opportunities	Internship	Priority admissions to 4 year institution	Computer access, printing, scanning	Pre-SAC Credit (HS students or Non-Credit)	Parental involvement	Advisement, personal counseling or crisis counseling	Health Services	Learning disability assessments	Sign language interpreter support	Live Save mobile app, car battery jumps,	
1	8 week courses	yes	C. Kushida									x															
2	Academic Computing Center A-106		J. Quijada				x			x	x						x		x								
3	Admissions & Records		M. Liang	x																							
4	Alpha Gamma Sigma		K. Patterson	x										x													
5	ASG - Associated Student Government		J. Nguyen & J. Clark														x										
6	ASG Book Loan Program		K. Arauz				x																				
7	Assessment Center		M. Aguilar Beltran																								
8	Athletes - Counseling		D. Peraza	x				x	x																		
9	B2E - Bridge to Engineering		M. Arredondo	x	x	x	x	x	x		x	x	x				x										
10	Biological Science Study Center		M. Priest							x	x																
11	Bus Pass Program		J. Adams	x							x																
12	CalWORKs (credit & non-credit)		C. Leon	x	x	x			x		x														x		
13	CalWORKs (credit only)																										
14	CARE		C. Leon	x	x	x	x	x	x		x								x					x			
15	Career Development Center		S. Morris				x										x			x							
16	CEC - Bridge Program	yes	S. Sotelo										x								x						
17	CEC - Career & Transitions Center		L. Chavez	x	x	x			x												x						
18	CEC - Child Development Services																										
19	CEC - Counseling		P. Siguenza						x	x																	
20	CEC - Credit with noncredit history		J. Kennedy																								
21	CEC - Office of Registration & Records		P. Nguyen	x																							
22	CEC: Tutoring		D. Khalid																								
23	Center for Teacher Education		S. Bautista																								
24	College Now	yes	A. Kruienza	x			x		x	x		x	x				x										
25	Community Services Program	yes	L. Williams																								
26	Counseling: "Let's Decide"		A. Brown, M. Macintyre																								
27	Counseling: education plan (electronic)		J. Campos																								
28	Counseling: orientation		M. Aguilar Beltran																								
29	Counseling: regular		M. Dela Cruz																								
30	Digital Dons		M. Dela Cruz																								
31	Disability Services (DSPS)		V. Oforlea	x			x		x																		
32	Dual Enrollment	yes	F. Ortiz	x			x		x	x	x	x															
33	Early Alert																										
34	Early Childhood Education Center																										
35	Early Decision		A. Kruienza	x					x																		
36	English Language Academy		D. Lin																								
37	EOPS		C. Leon	x	x		x		x		x																

Source: Compiled by the SAC Research Office

# Comprehensive List of Programs & Services

2019 Fact Book

Compiled by: SAC Research Office, v. 09-23-19

Program / Service	Program has academic component	Program lead	Services Provided																								
			\$, funds/scholarships/fee discounts	assistance with admissions & registration	Employment	Job search assistance	Materials (books, Alternate test format)	1 counseling session	Multi counseling sessions	Facilities (study/hang out area)	Tutoring / Research assistance	Exclusive class sections	Trips/travel/off campus experiences	Housing or transportation	Immigration assistance	Mentorship / Leadership Opportunities	Internship	Priority admissions to 4 year institution	Computer access, printing, scanning	Pre-SAC Credit (HS students or Non-Credit)	Parental involvement	Advisement, personal counseling or crisis counseling	Health Services	Learning disability assessments	Sign language interpreter support	Live Save mobile app, car battery jumps,	
38	Financial Aid	R. Manson	x		x																						
39	Pell Recipients																										
40	California Promise Grant(BOG Waiver)																										
41	Fire Tech Student Alaska Trip	yes S. Freeman			x	x							x														
42	Freshman Experience (on hiatus after 2018)	yes S. Bautista											x								x						
43	Guardian Scholars (Formerly YES)	S. Sanchez	x								x		x														
44	Health and Wellness Center	V. Oforlea																								x	x
45	Honors Transfer Program	yes K. Patterson	x														x	x									x
46	High School/ROP Articulation	yes R. Requena Ramirez		x																							x
47	Inter-Club Council	K. Arauz																									x
48	International Student Mentoring Program	J. Ishikawa																									x
49	International Student Orientation					x																					
50	International Student Program	Eustaquio, J. Ishikawa				x																					
51	International: 2+2 Degree Program																										
52	Internship Program	T. Hagelbarger				x		x	x																		x
53	K-12 students																										
54	Learning Center	K. Walczak				x																					x
55	Learning Community 2	Yes																									
56	Library	L. Pedroza, S. Russo																									
57	Math Center	Candice Lehman																									
58	Math Jam	yes K. Bradley																									
59	MESA	yes C. Shaffer, S. Lohmann				x																					
60	Northern Trip	G. Contreras																									
61	Nursing Resources and Support	B. Miller																									
62	OC Biotech Collaborative (NSF-ATE grant)	K. Takahashi																									
63	OC Biotech Education (SWF Regional grant)	K. Takahashi																									
64	OER/ZTC	yes C. Kushida																									
65	Office of Student Life	J. De La Rosa																									
66	Online Classes	yes C. Kushida																									
67	Online Degree Pathway	yes C. Kushida																									
68	Padres Promotores	R. Harriзон																									
69	Phi Theta Kapa Honor Society	Sal Addotta																									
70	Physical Sciences Study Center	M. Priest																									
71	Project RAISE	P. Oertel																									
72	Psi Beta Psychology Honor Society	K. Patterson																									
73	Puente	R. Sanabria																									
74	SAC Days	K. Walczak																									
75	Safety & Security	S. Baker, Lt																									
76	Santa Ana College Promise Program: Free	A. Kruienza																									

Source: Compiled by the SAC Research Office

# Comprehensive List of Programs & Services



2019 Fact Book



Compiled by: SAC Research Office, v. 09-23-19

Program / Service	Program lead	Program has academic component	Services Provided																									
			\$: funds/scholarships/fee discounts	assistance with admissions & registration	Employment	Job search assistance	Materials (books, Alternate test format)	1 counseling session	Multi counseling sessions	Facilities (study/hang out area)	Tutoring / Research assistance	Exclusive class sections	Trips/travel/off campus experiences	Housing or transportation	Immigration assistance	Mentorship / Leadership Opportunities	Internship	Priority admissions to 4 year institution	Computer access, printing, scanning	Pre-SAC Credit (HS students or Non-Credit)	Parental involvement	Advisement, personal counseling or crisis counseling	Health Services	Learning disability assessments	Sign language interpreter support	Live Save mobile app, car battery jumps,		
77	Santa Ana Promise Program (Adelante)	M. Vargas	x	x																								
78	SAUSD to SAC Biotech Pathway (SAC Tech grant)	K. Takahashi		x																								
79	Scholarships	N. Puri	x																									
80	Scholarships: Rolling	N. Puri	x																									
81	Service Learning Center	S. Morris																										
82	Sigma Kappa Delta English Honor Society	K. Patterson																										
83	SSTI - Summer Transfer Scholars Institute	V. Orozco																										
84	Strong Workforce (Bio Tech)	C. Jang	x		x	x																						
85	Student Ambassador Program	D. Marquez	x																									
86	Student Help Desk	Maria Camarena																										
87	Student Leadership Institute	J. Banal																										
88	Student Outreach	A. Kruienza		x																								
89	Student Resource Desk	Maria Camarena		x																								
90	Students4Students Peer Mentor	M. Camarena	x																									
91	Talent Search	Becerra, Rosio		x																								
92	Teacher Pathway Partnership	S. Bautista																										
93	Transfer Mentor Program	G. Contreras																										
94	TRIO (SSSP)	R. Madrigal	x	x																								
95	TRIO (Upward Bound)	R. Madrigal	x	x																								
96	U-ACRE	K. Morris																										
97	Undocu-Scholars	M. Pineda																										
98	Ulink																											
99	University Articulation	P. Canzona																										
100	University Link (U-Link)	L. Pastrana	x																									
101	University Transfer Center	M. Vargas																										
102	Veterans Resource Center	B. Estrada	x	x																								
103	Veterans Student Support Services (TRIO)	B. Estrada	x	x																								
104	Veterans Upward Bound (TRIO)	B. Estrada																										

Source: Compiled by the SAC Research Office

# Academic Outcomes by Program

2019 Fact Book

Program	Spring 2019				Summer 2019		Spring 2019
	Total Attempted Semester Units	Total Completed Semester Units	Total Completed Semester Units Grade C/P or better	Final Semester GPA Weighted for Units	Completed Level English Grade C or Higher by SU19	Completed Transfer Level Math Grade C or Higher by SU19	Enrollments: End of Term
Academy Participation-Exclusively Credit	7.8	6.3	5.3	2.4	40%	29%	17321
ASG Book Loan Participant	11.3	10.7	10.2	3.3	63%	62%	94
ASG Participant	12.5	10.9	9.7	2.8	85%	91%	33
Athlete	11.2	9.1	7.0	2.4	45%	28%	381
BOG Waiver Recipient	8.8	7.0	5.8	2.3	46%	32%	10744
Bus Pass Recipient	9.1	7.4	6.0	2.4	50%	34%	3267
CalWorks Participant	10.6	8.6	6.6	2.3	49%	29%	86
Center for Teacher Education Participant	9.2	7.8	6.6	2.5	68%	53%	571
DACA-at any time	7.7	6.0	5.2	2.4	54%	33%	119
Digital Dons Participant	11.8	9.8	8.1	2.4	58%	39%	352
Dream Act (AB540 BOG Waiver) Recipient	9.2	7.4	6.0	2.3	55%	38%	471
Dual Enrollment Participant	3.7	3.4	3.1	2.8	24%	10%	599
EOPS Participant	12.2	10.3	8.6	2.5	73%	55%	1253
Foster Youth (Self-Identified)	7.9	5.7	4.4	1.9	29%	18%	132
Honors Program Participant	10.4	9.4	8.8	3.0	93%	80%	295
MESA Participant	10.6	9.2	8.4	2.8	90%	93%	112
Online Degree Program Participant	8.4	6.6	6.0	2.5	39%	30%	64
Puente Participant	10.1	8.1	5.3	1.9	78%	27%	77
SAC Days Attendee	10.8	8.8	7.1	2.3	65%	45%	784
SAC Promise Program Participant - no tuition	9.8	8.1	6.7	2.4	75%	53%	970
SAC Promise Program Participant (Adelante)	9.6	7.7	6.1	2.2	72%	49%	1475
Scholarship Recipient	8.1	7.1	6.3	2.6	77%	67%	223
SSTI Participant	10.5	9.1	8.4	2.9	100%	86%	160
Students 4 Students Participant	9.4	7.7	6.2	2.4	39%	28%	582
TEACH Academy Program Participant	9.4	7.8	6.9	2.3	76%	56%	25
Teacher Pathway Partnership Program Participant	10.5	9.1	7.8	2.7	71%	60%	86
Trio Participant	10.7	8.6	6.9	2.3	76%	50%	241
Ulink Participant	11.8	10.3	9.2	2.7	90%	74%	183
Veteran Participant	11.5	9.3	7.7	2.4	47%	26%	217



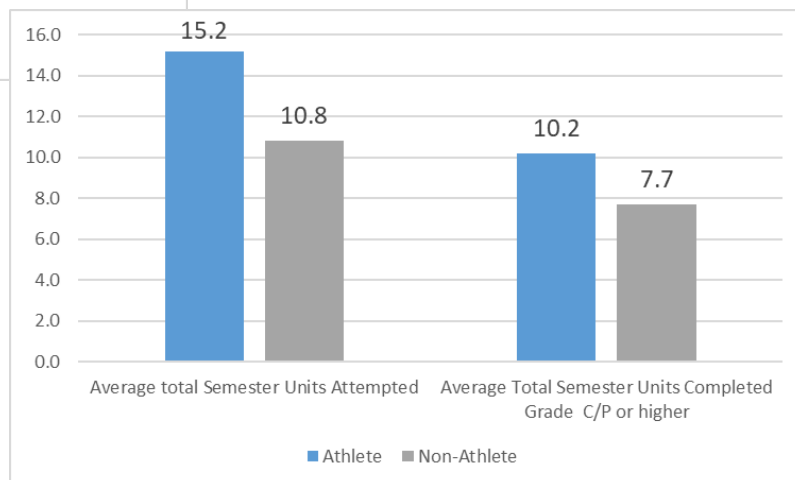
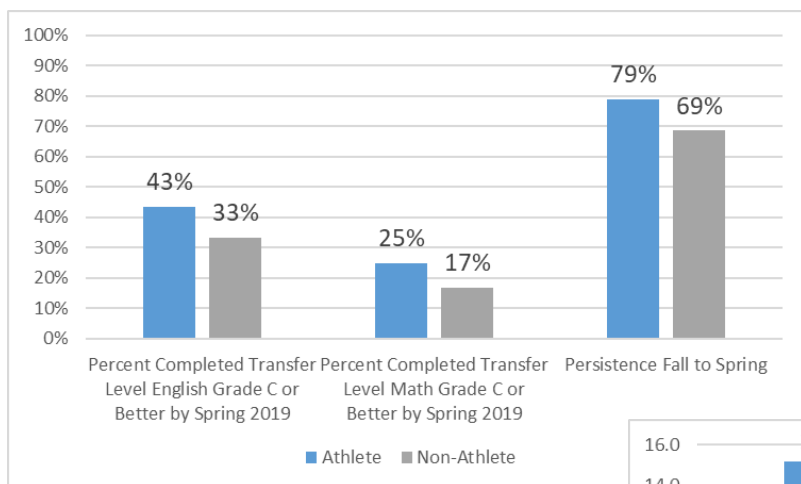
Source: RSCCD Research Department Data Warehouse and SAC staff (for program participation identifiers)



## Santa Ana College Intercollegiate Athletics

Fall 2018 End of Term Enrollment of Athletes By Sport			
Sport	Female	Male	Total
Baseball	0	64	64
Basketball	20	29	49
Cross Country	9	10	19
Football	0	102	102
Beach Volleyball	9	0	9
Soccer	28	42	70
Softball	29	0	29
Track & Field	14	18	32
Unknown	1	4	5
Volleyball	15	0	15
Wrestling	1	25	26
<b>Total</b>	<b>126</b>	<b>294</b>	<b>420</b>

**Academic Outcomes Comparison:** Fall 2018 entering athletes compared to similar cohort of non-athletes. Cohort includes students age 25 and younger, entering fall 2018 as first-time freshmen.



Source: RSCCD Research Data Warehouse.  
Photos provided by Cammie Lewis



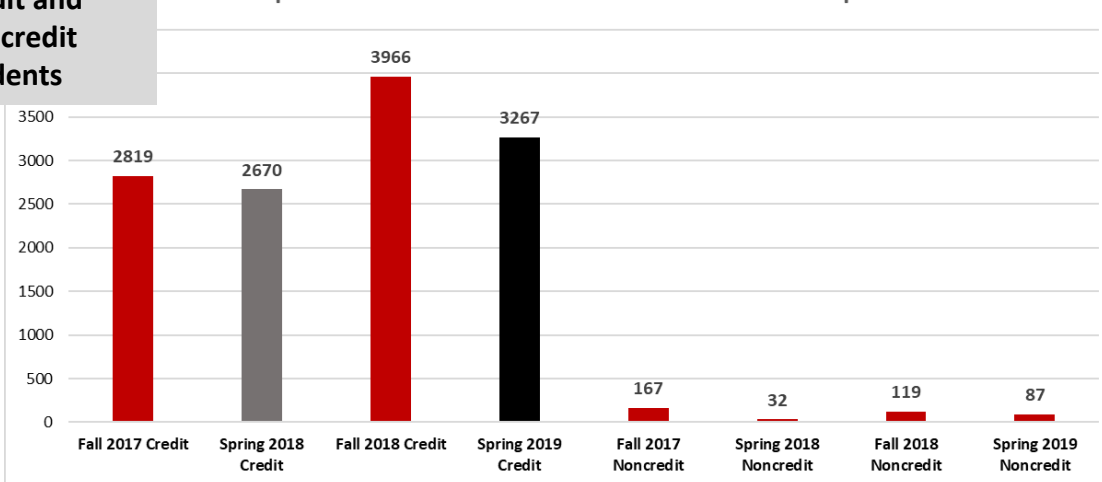
# SAC Bus Pass Program

## 2019 Fact Book

Santa Ana College (SAC) launched the Student Bus Pass Program on September 15, 2017. The three year Student Bus Pass program consists of a pilot agreement which combines the efforts of the Orange County Transportation Authority (OCTA) and SAC credit and noncredit programs. Students are required to be currently attending classes whether full or part-time as well as having a valid student ID, and then they are eligible for a free bus pass. Students who have participated in the program have benefited significantly by this reduction of the transportation barrier to pursuing a higher education.

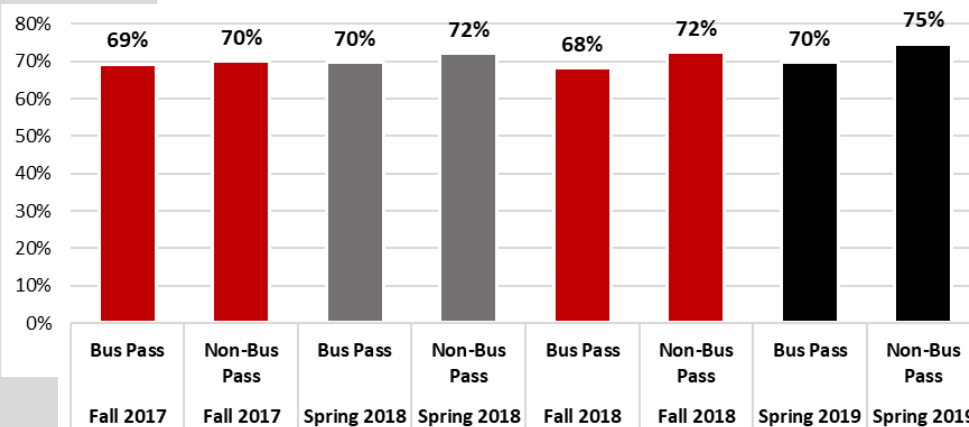
### Credit and Noncredit Students

Unduplicated Headcount Count of Enrolled Bus Pass Recipients

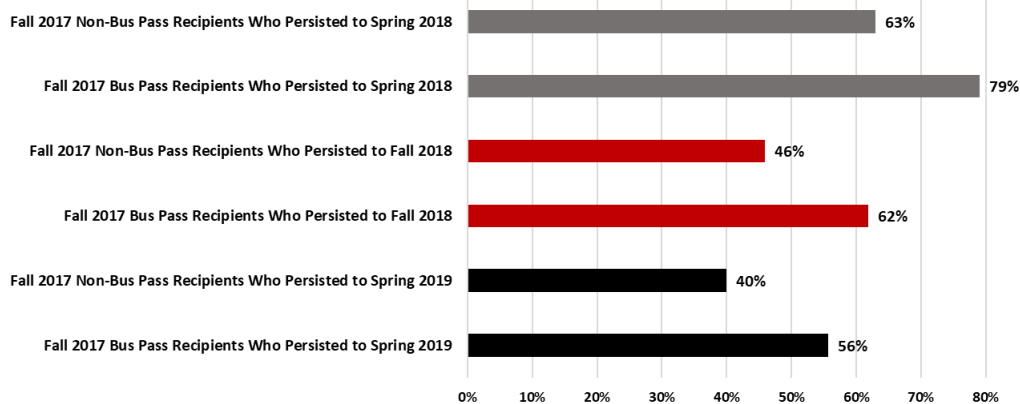


### Credit Students

Bus Pass Recipients' Course Completion Rates



### Credit Students





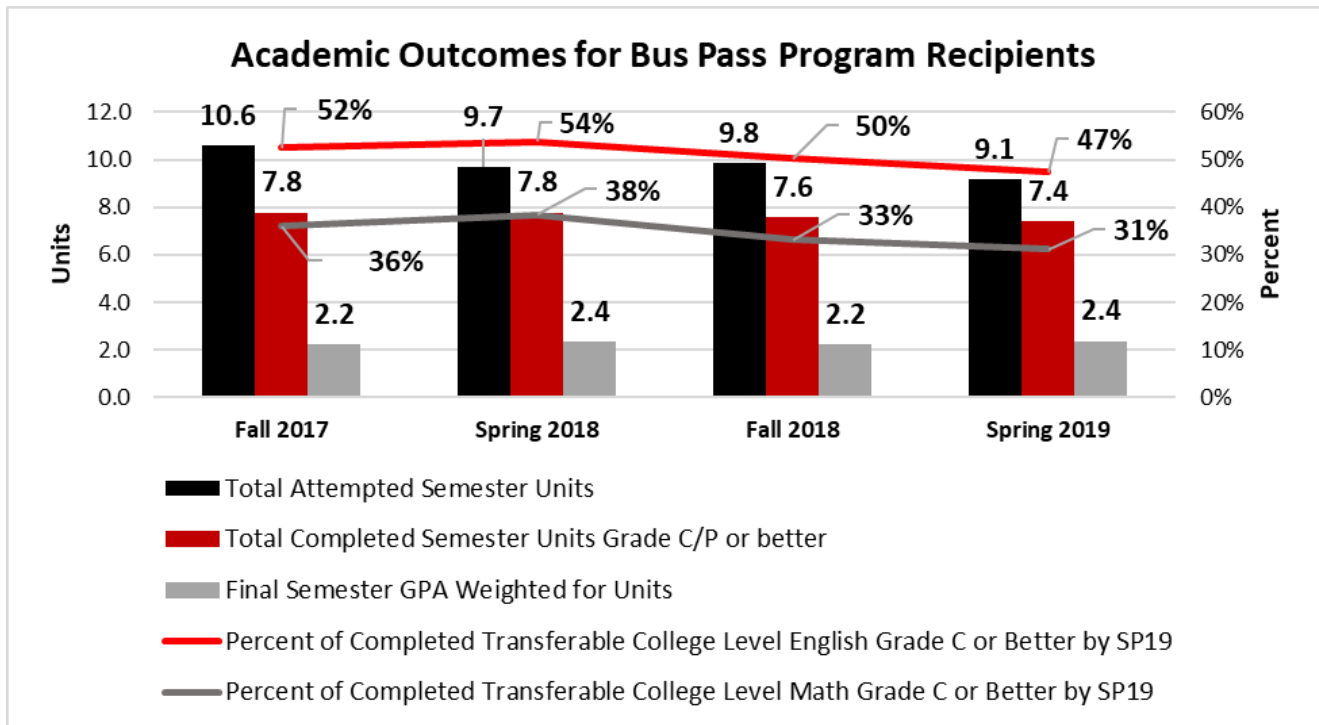
# SAC Bus Pass Program

Credit Students

2019 Fact Book

## Fall 2018 Student Demographics of Bus Pass Program Recipients

Racial Group	%	Age Group	Count	Gender	%
American Indian/ Alaska Native	< 1%	19 and under	50%	Decline to State/ Other	1%
Asian	6%	20 to 25	37%	Female	57%
Black/ African American	1%	26 to 29	5%	Male	43%
Latino	85%	30 to 39	4%		
MultiRace	1%	40 to 49	2%		
Other/ Not Reported/ Decline to State	5%	50 and older	2%		
White/ Caucasian	2%				



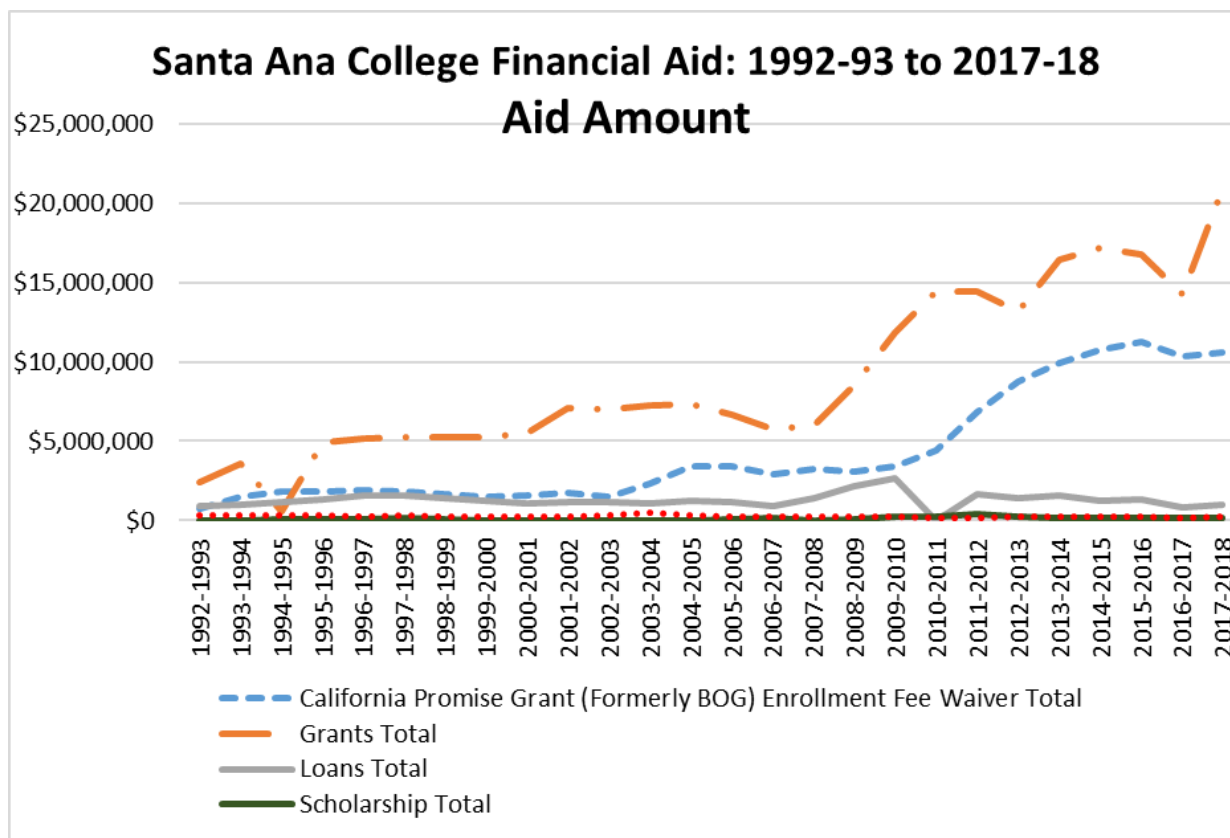
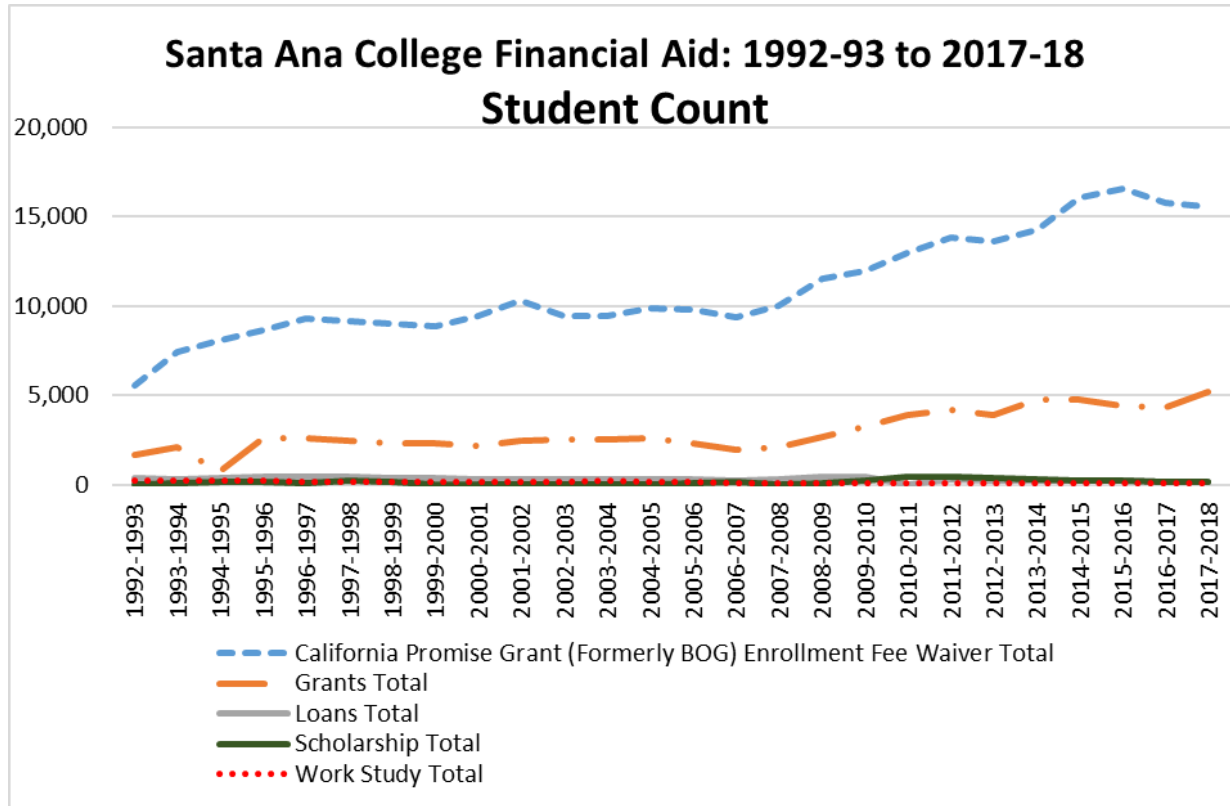
2018-2019 OCTA Numbers	Fall 2018	Spring 2019	Year Two Total
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### Total Boardings

SAC College Credit	377,000	320,868	697,868
SAC Continuing Education	171,068	117,517	288,585

### Unique Student Riders

SAC College Credit	4,125	3,526	5,078
SAC Continuing Education	1,203	783	1,399



Source: California Community Colleges Chancellor's Office, Management Information Systems Data Mart

## Financial Aid Student Counts and Aid Amounts 2013-14 through 2017-18

	Annual 2013-2014		Annual 2014-2015		Annual 2015-2016		Annual 2016-2017		Annual 2017-2018	
	Student Count	Aid Amount(\$)	Student Count	Aid Amount(\$)	Student Count	Aid Amount(\$)	Student Count	Aid Amount(\$)	Student Count	Aid Amount(\$)
<b>Santa Ana Total</b>	14,343	28,313,114	16,134	29,602,548	16,625	29,739,434	15,878	25,714,992	15,718	32,756,578
California College Promise Grant Enrollment Fee Waiver Total	14,226	9,920,462	16,025	10,795,002	16,551	11,255,543	15,780	10,322,214	15,552	10,581,732
BOGM - Method A-4 based on Veteran's or National Guard dependent status										
BOGM - Method A-7 (unknown base)	101	51,965	84	50,315	60	39,174	20	9,192	20	8,156
BOGM - Method B based on income standards	5,686	3,571,865	6,044	3,700,049	6,580	4,078,395	6,546	3,918,937	5,694	3,428,611
BOGM - Method C based on financial need	8,431	6,284,943	9,881	7,027,429	9,893	7,120,484	9,199	6,382,124	9,814	7,126,358
Fee Waiver - Dependent (children) of Deceased Law Enforcement/Fire Suppression			1	1,256	2	1,408	3	2,575	1	1,058
Fee Waiver - Dependent (surviving spouse and children) of deceased or disabled member of CA National Guard					1	1,058				
Fee Waiver - Dependent of (children) deceased or disabled Veteran										
Fee Waiver - Dependent of (children) of Congressional Medal of Honor recipient (CMH) or CMH recipient	16	11,505	19	14,343	17	13,207	13	8,745	26	14,881
Fee Waiver - Dependent of (surviving spouse and children) of deceased victims of 9/11/01 terrorist attack	1	184	6	1,610	6	1,817	3	641	7	2,668
<b>Grants Total</b>	4,745	16,411,892	4,792	17,211,399	4,433	16,762,346	4,355	14,263,538	5,206	20,832,799
Academic Competitiveness Grant										
Bureau of Indian Affairs (BIA) Grant	1	2,500	1	2,500						
Cal Grant B	488	575,983	512	683,508	505	687,033	692	815,162	856	1,177,297
Cal Grant C	487	540,910	567	696,074	527	657,702	501	537,010	645	804,106
CARE Grant	123	133,880	151	174,688	176	220,965	159	191,584	186	214,923
Chafee Grant	3	13,334	8	20,000	5	17,500	10	32,487	14	42,500
EOPS Grant										
Full-time Student Success Grant					565	234,900	1,008	421,590	1,199	893,000
Other grant: non-institutional source	937	352,826	715	391,203	701	360,379	972	600,254	1,753	1,390,232
Pell Grant	4,410	14,462,059	4,485	14,854,826	4,120	14,109,067	3,819	11,304,465	4,479	15,873,941
SEOG (Supplemental Educational Opportunity Grant)	1,115	330,400	1,080	388,600	1,350	474,800	1,385	360,986	1,490	436,800
<b>Loans Total</b>	252	1,566,294	199	1,219,967	226	1,323,360	167	803,497	172	999,429
Federal Direct Student Loan - subsidized	237	764,241	195	594,877	222	690,099	163	420,324	166	494,198
Federal Direct Student Loan - unsubsidized	170	802,053	146	625,090	157	633,261	125	383,173	129	505,231
<b>Scholarship Total</b>	299	195,658	228	159,574	259	195,655	178	152,536	151	143,005
Scholarship: institutional source	245	159,000	16	1,826	240	167,555	154	116,655	149	142,508
Scholarship: non-institutional source	59	36,658	212	157,748	19	28,100	41	35,881	2	497
<b>Work Study Total</b>	104	218,808	96	216,606	93	202,530	76	173,207	87	199,613
Federal Work Study (FWS) (Federal share)	104	218,808	96	216,606	93	202,530	76	173,207	87	199,613

Source: California Community Colleges Chancellor's Office, Management Information Systems Data Mart

# Experiential Learning

## 2019 Fact Book

### End of Term Enrollment : Field Trip Experience and Work Experience

	2014-15	2015-16	2016-17	2017-18	2018-19
Field Trip Experience	120	133	159	150	135
Work Experience	230	300	392	452	427

The activities listed on this page do not represent the complete list of experiential learning activities that occurred at Santa Ana College in 2018-2019.

Source: RSCCD Research Data Warehouse.

### Service Learning

	2016-2017	2017-2018	2018-2019
Students taking part in the Service Learning Program	736	894	856
Students that received a Presidential Award	72	78	71
Total Hours Contributed to the community	19,098	18,500	17,110

**Agencies receiving the highest number of Service Learning Participants 2018-2019:** Acacia Adult Day Services, American Red Cross OC Chapter, Boys & Girls Club, Heritage Museum of Orange County, OC Children's Therapeutic Arts Center, Elementary Schools, SAC Departments (Music, International Students Office, Neally Library, Learning Center, etc.).

Approximately **20 Fire Tech** students visit the Fire Academy and/or the Univ. Alaska Fairbanks in Alaska each year.



Chef Tiffany Heremans' students participate in a hands-on bread making lesson focused on the chemical reactions in the process.



Eight **MESA** (Math, Engineering, Science Achievement program) students participated in extensive research activities at the University of Alaska.



Source: MESA Coordinator Catherine Shaffer



# Experiential Learning

## 2019 Fact Book



**Biology 127**, fall 2018: SAC students traveled to the central coast near Gaviota Beach as part of an Ecology Field Methods course. Students learned about fire ecology, California chaparral habitat, sandy beach energetics, and intertidal and estuarine ecology. This two-night, three-day camping experience took students through the 2017 Thomas Wildfire burn zone, on a hike to the top of Gaviota Peak, to the Gaviota hot springs, on a nighttime shoreline plankton collection, and on a guided tour of the UC Natural Reserve System Carpinteria Salt Marsh. Field trip leads: Dr. Kimo Morris and Professor Andrew Barrios.

**Biology 132**, spring 2018: Four SAC professors were present on this field trip to Death Valley including an evolutionary biologist (Dr. Jorge Lopez), a geologist (Professor Phil Hughes), a field botanist (Dr. Daniela Bruckman), and a field zoologist (Dr. Kimo Morris). Students traveled throughout the national park, experiencing sand dunes and salt flats, learning about animal and plant adaptations to extreme habitats, and hikes through incredibly scenic terrain.



**Biology 133**, spring 2019: SAC students traveled to the Colorado and Mojave Deserts within Joshua Tree National Park as part of an Ecology Field Methods course. Students learned about desert formation, how elevation affects an ecosystem, and how plants and animals adapt to living in a desert. This two-night, three-day camping experience took students to the Cholla Cactus Garden, Skull Rock, on a hike to the peak of Ryan Mountain, Ryan Baker Dam, Keys View, and on a nighttime scorpion hunt. This field trip was lead by Professor Andrew Barrios.

Professor William Nguyen demonstrates tools used in Organic Chemistry with a hands-on workshop.



# Programs for the Community & Campus Visitors

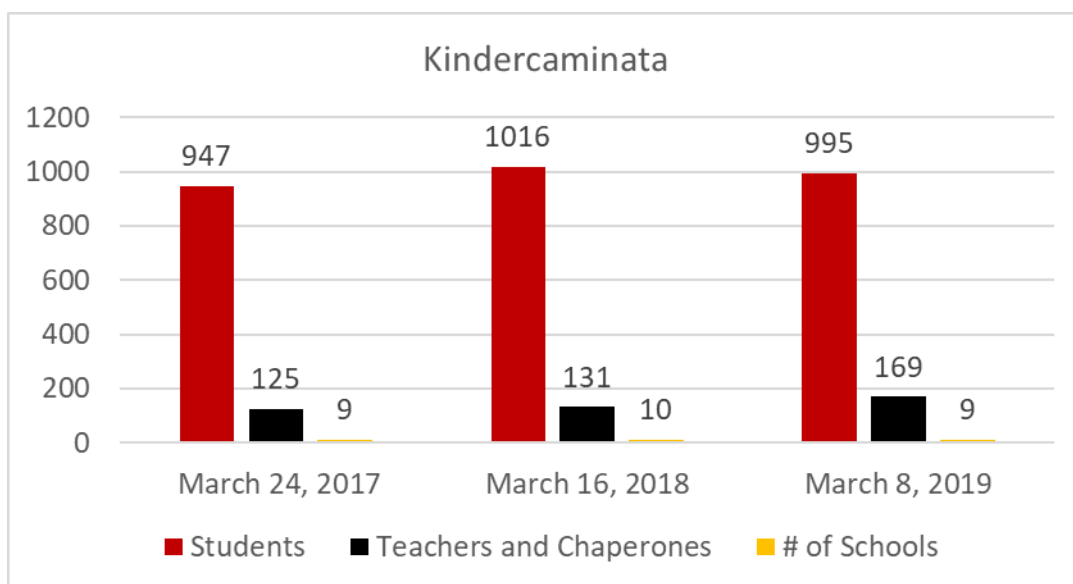
2019 Fact Book

Santa Ana College Community Services Program		
	Spring 2018	Spring 2019
Number of classes offered:	164	185
Additional courses offered online:	26	14
Number of students enrolled:	1,506	1,619
Courses are offered year round		

Source: SAC Community Services Program

**Campus Tours** – The Santa Ana College Office of School & Community Partnerships brought **1,721** potential students and their parents to the SAC main campus and **1,040** to the Centennial adult education campus.

**Kindercaminata** (Translation: Kindergarten Hike) Each year kindergarten students and their teachers and chaperones visit SAC and learn about career opportunities made possible by a college education.



**The Tessmann Planetarium: 14,624** school groups and individuals  
**230** Schools from **5** counties visited the campus during the 2018-2019 academic year.



The Roadtrip Nation RV visited the SAC campus on October 1, 2019.

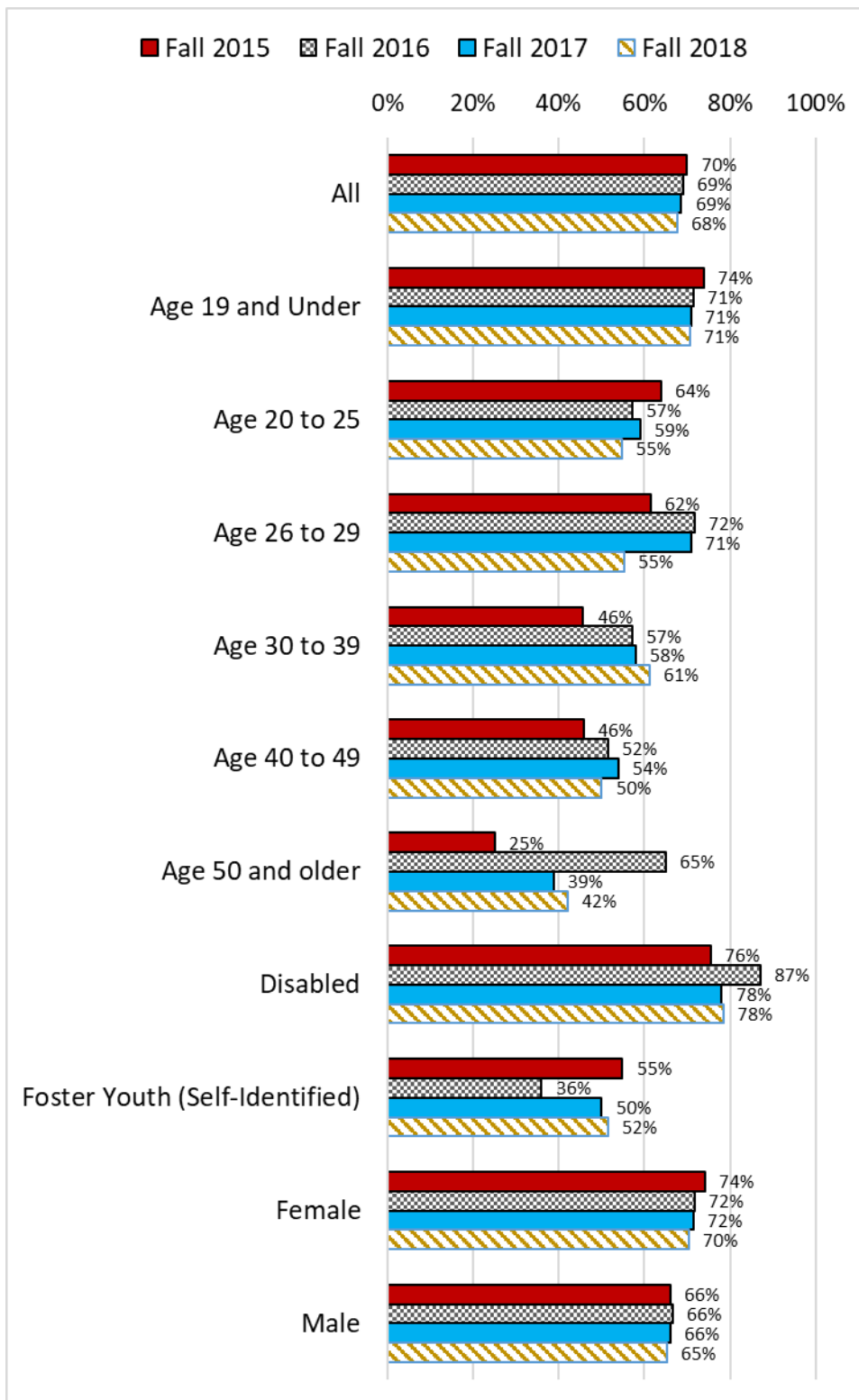
Source: Department personnel



# Persistence: Fall to Spring

## First-Time Freshmen

2019 Fact Book



Students were tracked from fall end of term to spring end of term.

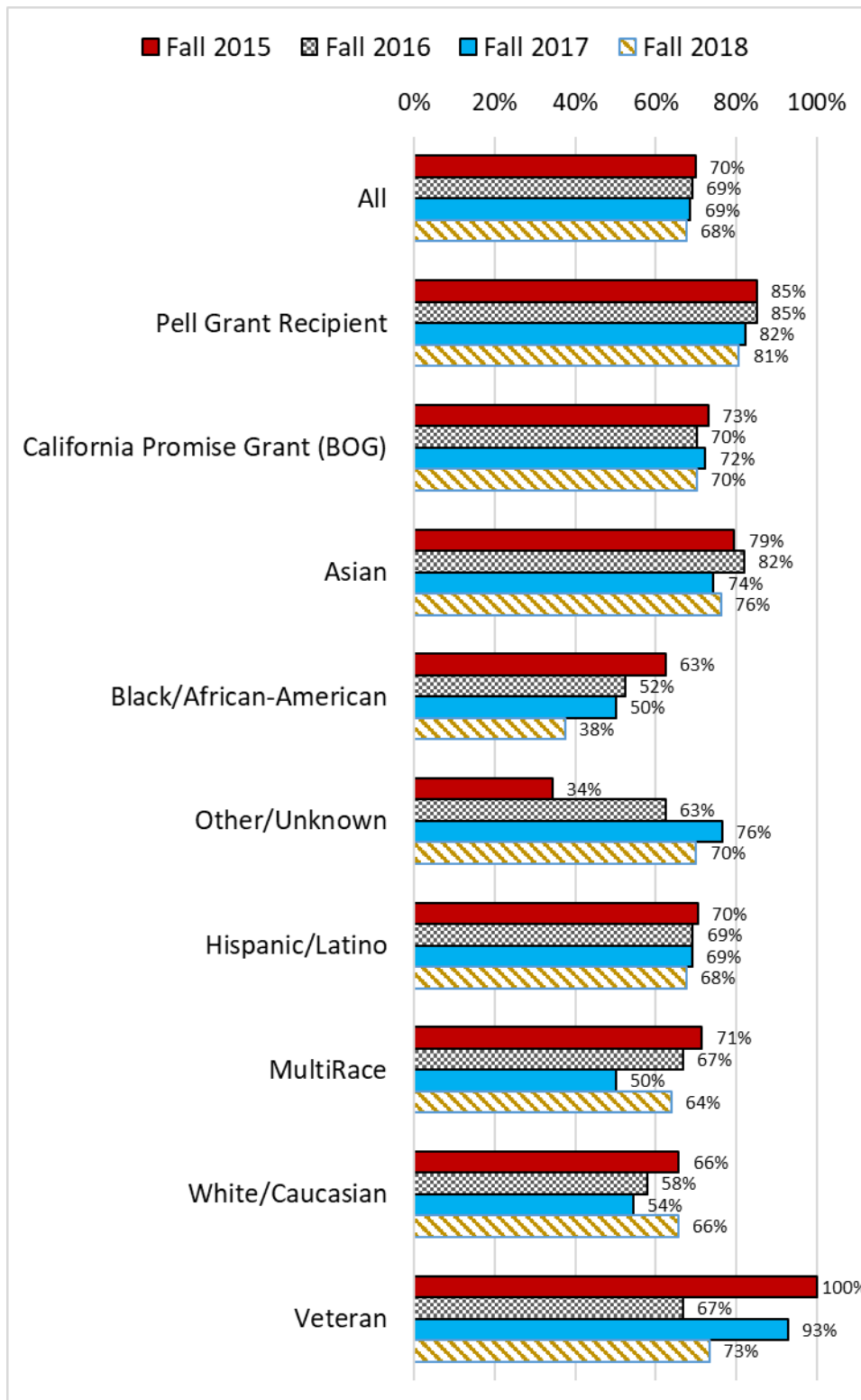
“Exclusively Academy” (students enrolled exclusively in Santa Ana College’s Criminal Justice and Fire Academies) students are excluded from this chart. Categories with low cell counts are suppressed.

Source: RSCCD Research Department Data Warehouse

# Persistence: Fall to Spring

## First-Time Freshmen

2019 Fact Book



Students were tracked from fall end of term to spring end of term.

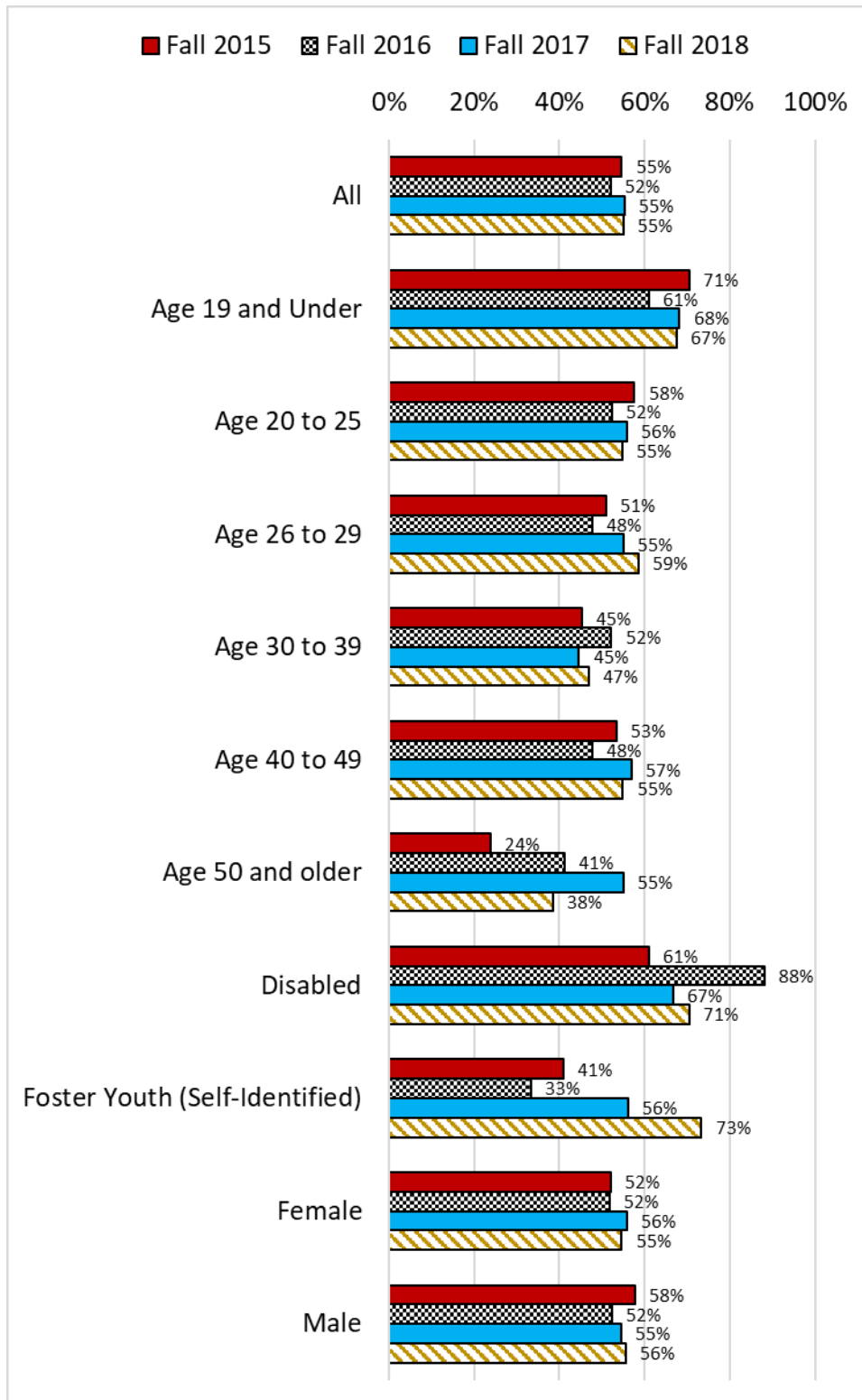
“Exclusively Academy” (students enrolled exclusively in Santa Ana College’s Criminal Justice and Fire Academies) students are excluded from this chart. Categories with low cell counts are suppressed. Asian racial group includes Native Hawaiian / Alaskan Native and Pacific Islander students.

Source: RSCCD Research Department Data Warehouse

# Persistence: Fall to Spring

## Entering Transfer Students

2019 Fact Book



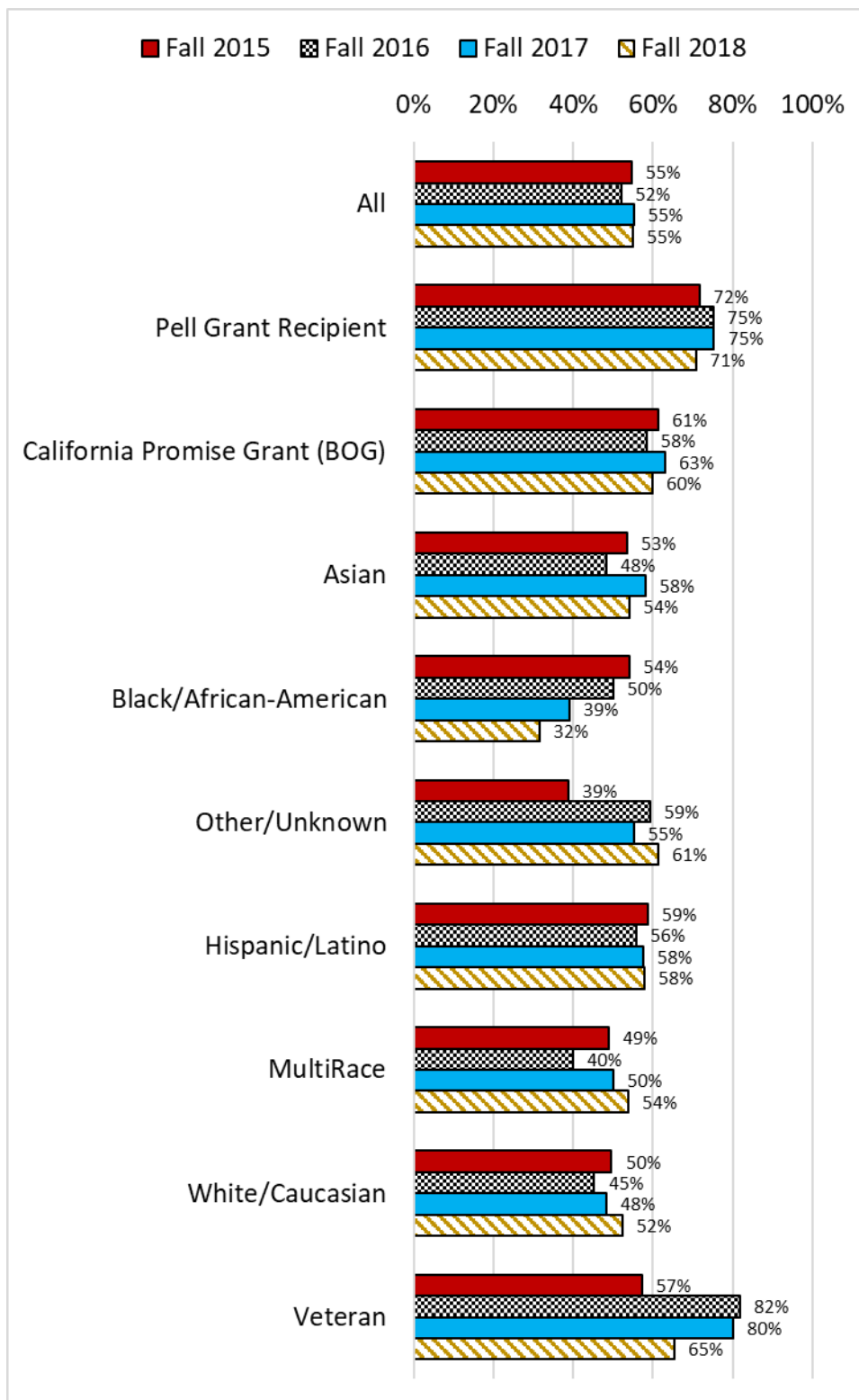
Students were tracked from fall end of term to spring end of term. “Exclusively Academy” (students enrolled exclusively in Santa Ana College’s Criminal Justice and Fire Academies) students are excluded from this chart. Categories with low cell counts are suppressed.

Source: RSCCD Research Department Data Warehouse

# Persistence: Fall to Spring

## Entering Transfer Students

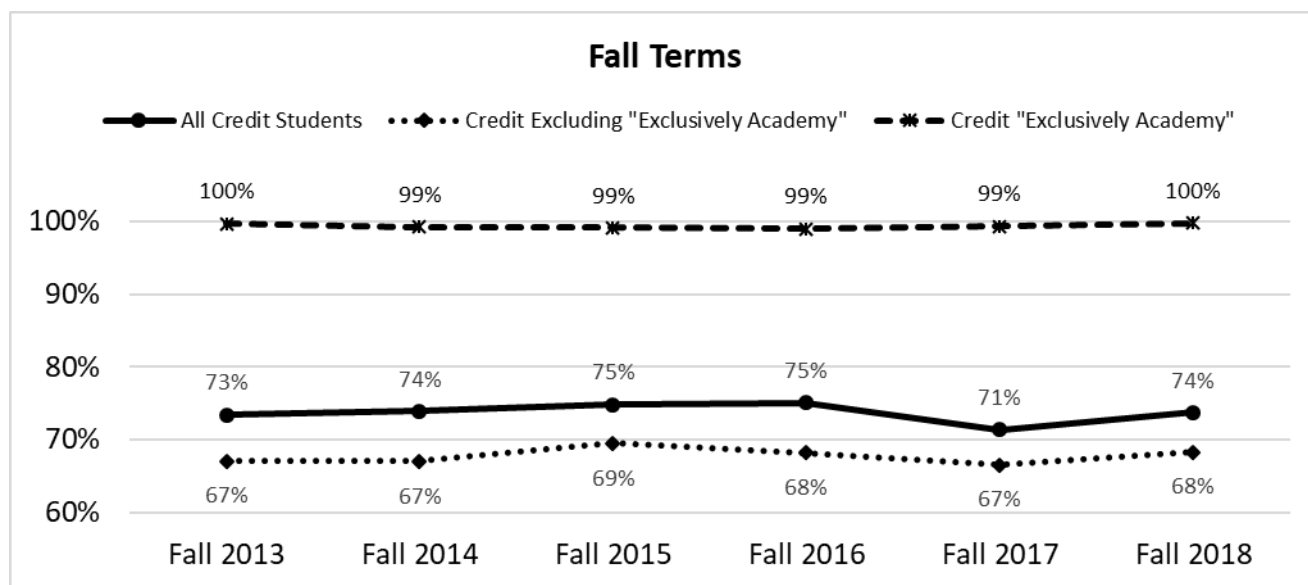
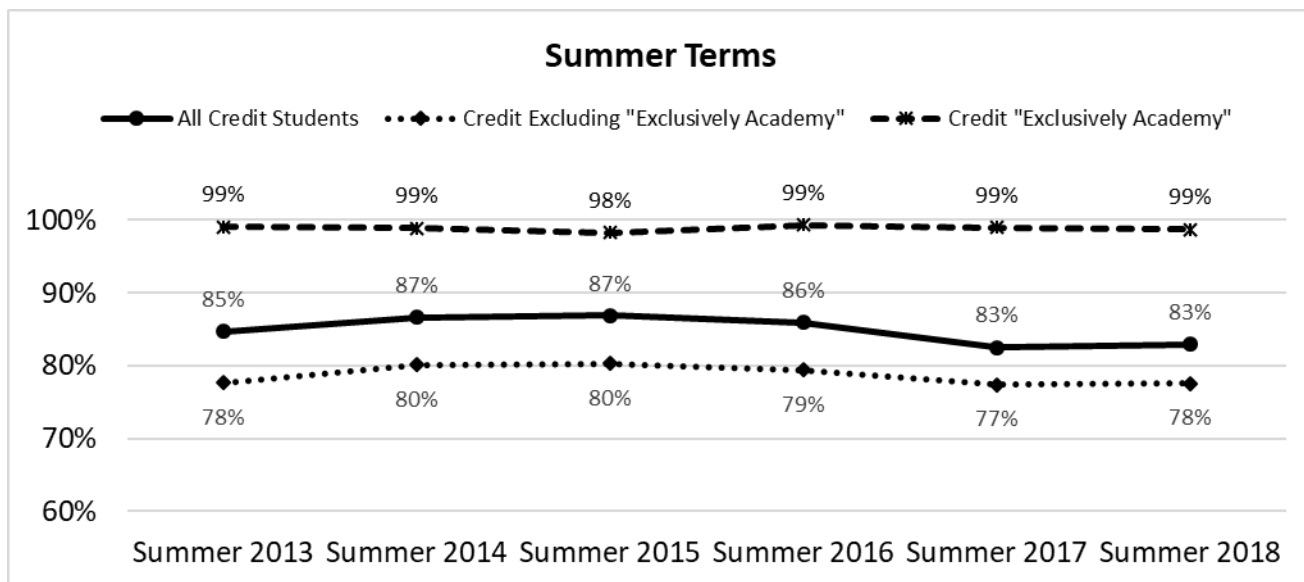
2019 Fact Book



Students were tracked from fall end of term to spring end of term. “Exclusively Academy” (students enrolled exclusively in Santa Ana College’s Criminal Justice and Fire Academies) students are excluded from this chart. Categories with low cell counts are suppressed. Asian racial group includes Native Hawaiian / Alaskan Native and Pacific Islander students.  
 Source: RSCCD Research Department Data Warehouse

# Course Completion by Term

2019 Fact Book



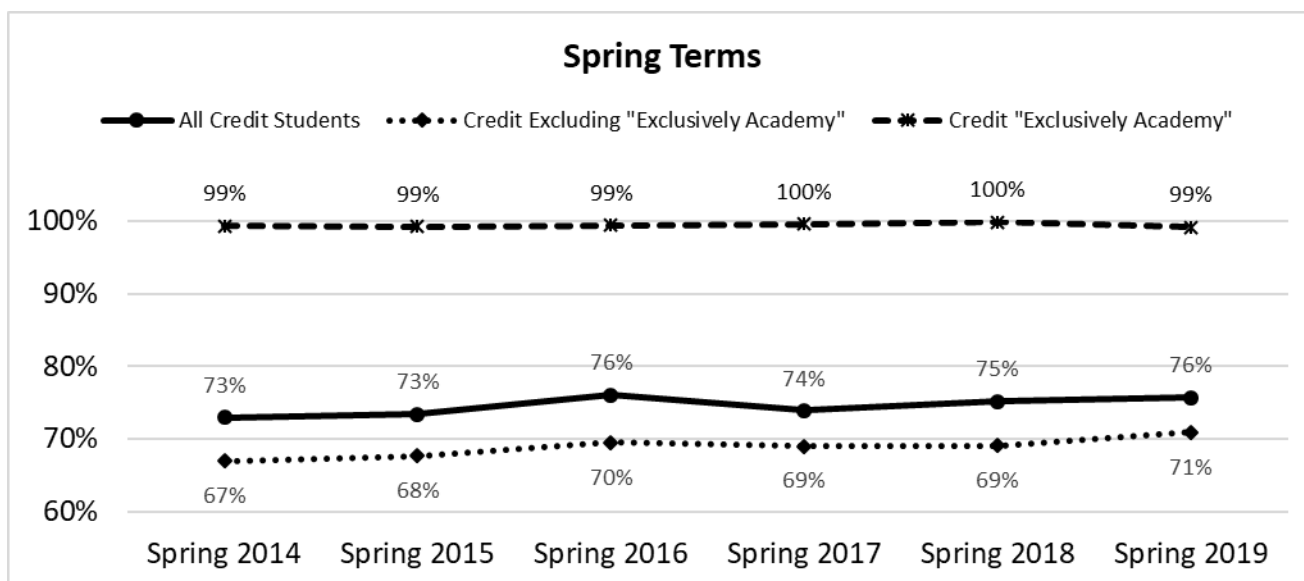
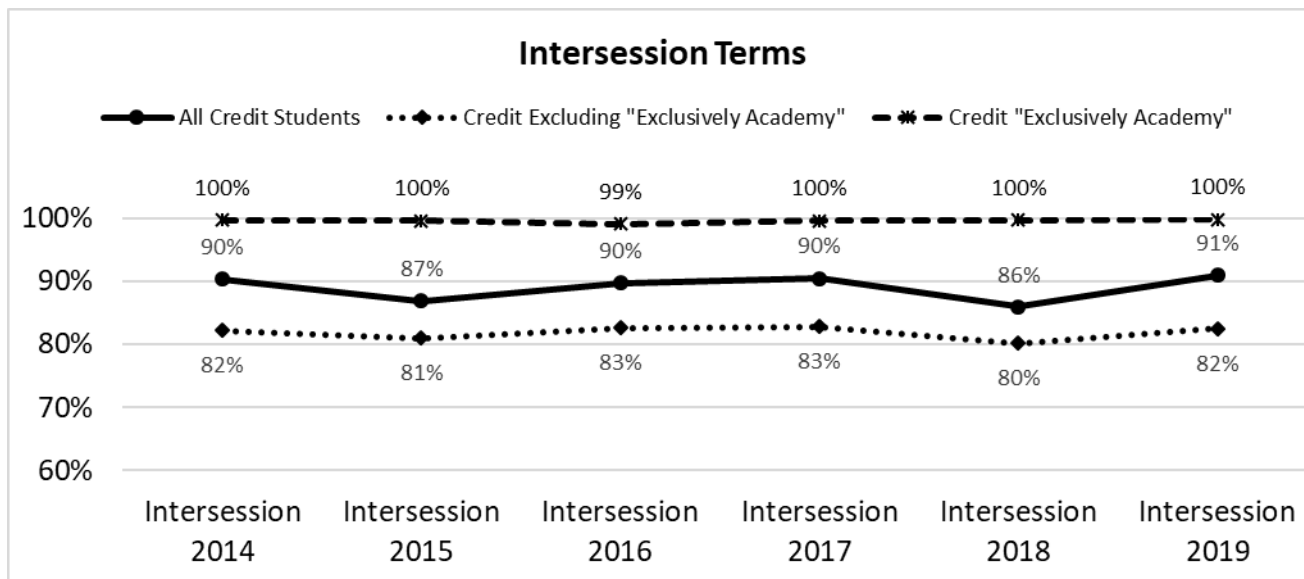
Course Success Rates = Grades A, B, C, P as a percent of all grades including W.

Source: RSCCD Research Department Data Warehouse.



# Course Completion by Term

2019 Fact Book



Course Success Rates = Grades A, B, C, P as a percent of all grades including W.

Source: RSCCD Research Department Data Warehouse.



# Degrees & Certificates Awarded



2019 Fact Book

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>College Level</b>									
<b>Associate in Science for Transfer (A.S.-T) Degree</b>					63	133	333	302	359
<b>Associate in Arts for Transfer (A.A.-T) Degree</b>			10	61	98	117	258	274	333
<b>Associate of Science (A.S.) degree</b>	357	361	395	411	429	381	460	440	507
<b>Associate of Arts (A.A.) degree</b>	959	1091	1121	1212	1215	1167	1323	1428	1658
<b>Certificate requiring 30 to &lt; 60 semester units</b>	708	844	850	961	1128	1382	1264	1293	1334
<b>Certificate requiring 18 to &lt; 30 semester units</b>	91	83	100	88	145	858	271	347	159
<b>Certificate requiring 12 to &lt; 18 units</b>	114	68	115	172					199
<b>Certificate requiring 6 to &lt; 18 semester units</b>	182	215	248	245	218	1111	543	333	8348
<b>Noncredit award requiring from 960+ hours</b>	290	500	134	182	166	121	134	96	136
<b>Noncredit award requiring from 480 to &lt; 960 hours</b>			5	15	499	65	1	7	381
<b>Noncredit award requiring from 288 to &lt; 480 hours</b>			1586	40	1791	820	1250	575	829
<b>Noncredit award requiring from 192 to &lt; 288 hours</b>			578	4	512	217	39	1671	451
<b>Noncredit award requiring from 144 to &lt; 192 hours</b>		10	54	1	14				
<b>Noncredit award requiring from 96 to &lt; 144 hours</b>	145								
<b>Noncredit award requiring from 48 to &lt; 96 hours</b>				22	24	23		149	43



Source: California Community College Chancellor's Office Management Information Systems Data Mart.

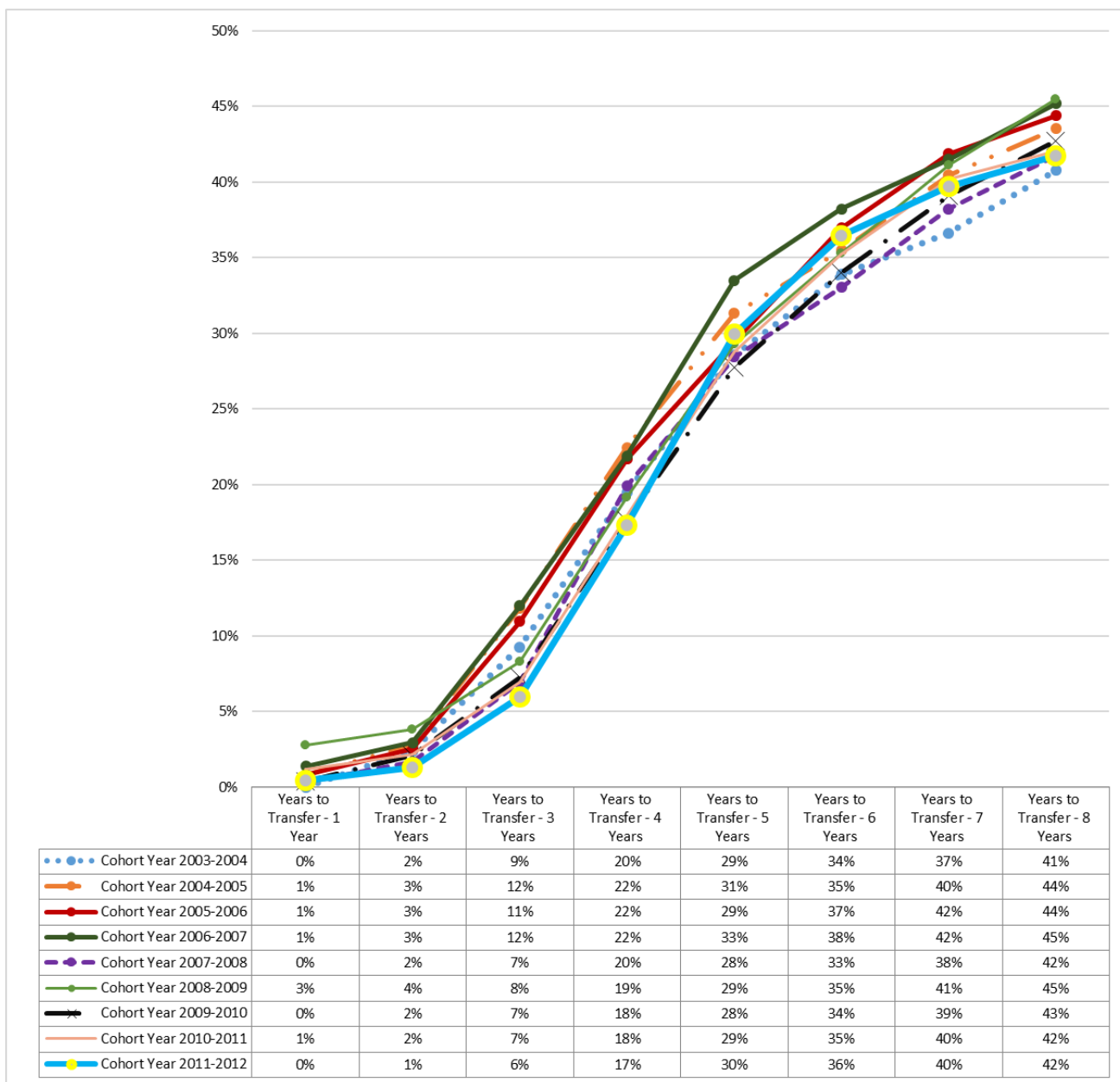
The large increase in certificates of 6 to 18 units awarded in 2017-2018 is due to tracking of students' completion of requirements leading to the certificates, some of which were not tracked until recently, e.g., fire technology.

# Transfer Velocity

## Cohorts: 2006-2007 to 2011-2012



Cohort includes students that have completed twelve credit units and attempted transfer-level math or English within 6 years of initial enrollment.

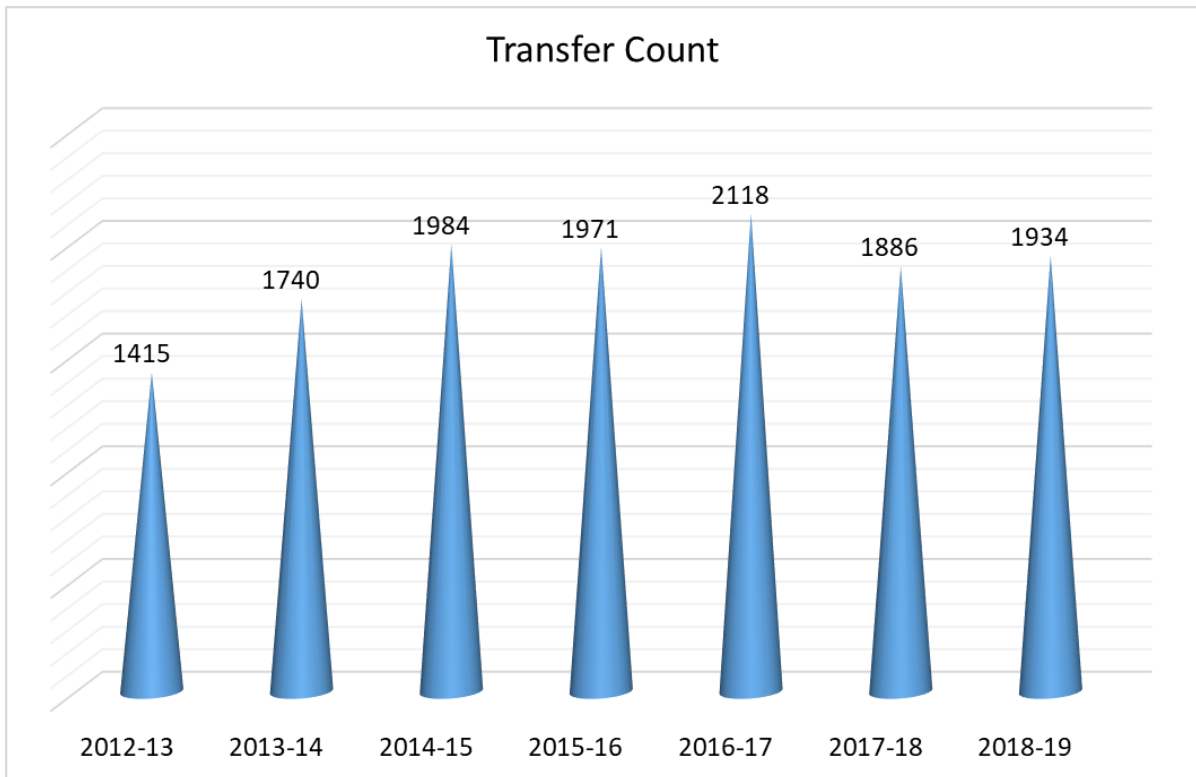


Source: California Community College Chancellor's Office Management Information Systems Data Mart.

# Transfer Volume

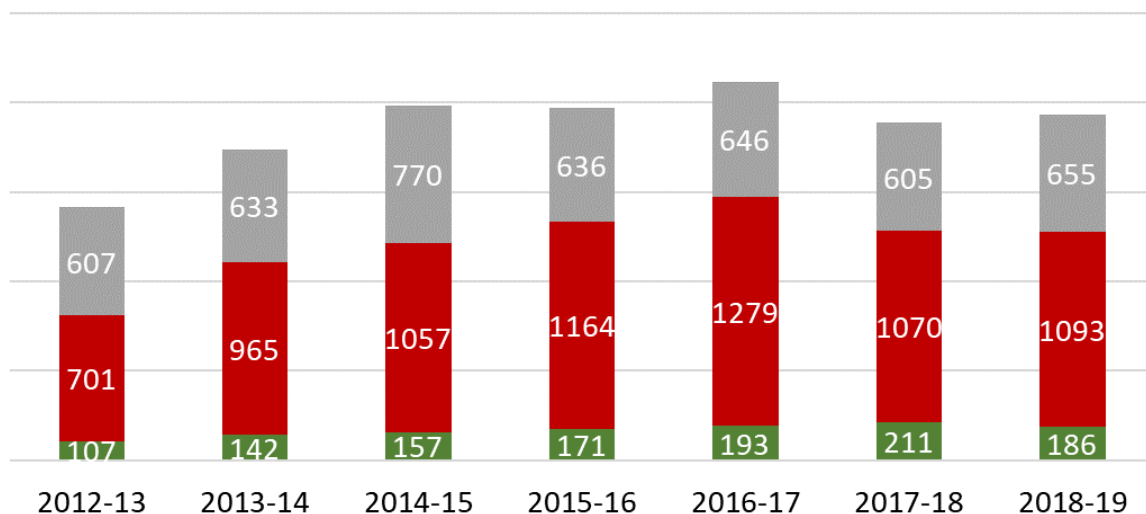
2019 Fact Book

**Definition:** Transfer Volume is defined as the total number of former SAC students who enroll at a four-year institution in a given academic year. Students are only counted as a SAC transfer if they have accumulated 12 or more units (grade D or higher) at SAC prior to their enrollment at a four-year institution.



### Transfer Count By Institution Type

■ UC   
 ■ CSU   
 ■ Out-of-State/Private



Source: National Student Clearinghouse and RSCCD Research Department Data Warehouse, Students tracked back to 1998 for determination of units completed at SAC.



# Transfer Institutions – Top 30, past 5 years

2019 Fact Book

These charts display the top 30 four-year institutions of transfer for SAC students who completed a minimum of 12 credit units at SAC prior to transfer. Transfers occurred June 2014 through May 2019.

Sorted by number of transfers		Sorted alphabetically	
Institution	Transfers	Institution	Transfers
California State University - Fullerton	3580	Arizona State University	117
California State University - Long Beach	706	Ashford University	42
California State University - Dominguez Hills	480	Azusa Pacific University	62
University Of California - Irvine	479	Brandman University	87
California State Polytechnic	243	California Baptist University	52
Columbia Southern University	157	California State Polytechnic	243
West Coast University- Anaheim	149	California State University - Dominguez Hills	480
University Of California - Los Angeles	129	California State University - Fullerton	3580
Grand Canyon University	128	California State University - Long Beach	706
Arizona State University	117	California State University - Los Angeles	88
Western Governors University	108	California State University - Northridge	58
National University	95	Chapman University - Orange	63
University Of Phoenix	90	Columbia Southern University	157
California State University - Los Angeles	88	Grand Canyon University	128
Brandman University	87	Humboldt State University	39
San Francisco State University	87	National University	95
Vanguard University Of Southern California	86	San Francisco State University	87
University Of Texas Arlington	79	Union Institute And University	56
University Of California - Riverside	74	University Of California - Berkeley	65
University Of California - Berkeley	65	University Of California - Davis	54
Chapman University - Orange	63	University Of California - Irvine	479
Azusa Pacific University	62	University Of California - Los Angeles	129
California State University - Northridge	58	University Of California - Riverside	74
Union Institute And University	56	University Of California - San Diego	43
University Of California - Davis	54	University Of Phoenix	90
California Baptist University	52	University Of Southern California	48
University Of Southern California	48	University Of Texas Arlington	79
University Of California - San Diego	43	Vanguard University Of Southern California	86
Ashford University	42	West Coast University - Anaheim	149
Humboldt State University	39	Western Governors University	108

Source: National Student Clearinghouse and RSCCD Research Department Data Warehouse

In the fall 2018 semester, Santa Ana College participated for the first time in the Survey of *Entering Student Engagement (SENSE)*. *SENSE* is a survey developed and provided by the Center for Community College Student Engagement, a research group at the University of Texas at Austin, to community colleges across the United States. The survey includes questions related to interactions with faculty, staff, and other students, as well as questions regarding student services and academic behaviors, e.g., turning in assignments late, participating in class discussions, and study groups. The surveys were administered on campus in introductory math, English, and counseling classes.

### Background

What is student engagement?

- Quality and quantity of students' interactions with faculty, staff, and peers, as well as their involvement in the subject matter.

Why is student engagement important?

- Previous research has shown positive relationships between student engagement and student success, e.g., retention, course success, and educational goal completion.

### Purpose of *SENSE* at SAC

Assess students' early experiences and improve institutional practices that affect student success in the first year of college (and beyond).

### *SENSE* Survey Instrument and Administration

- 38 core questions, administered in-class across a total of 85 classes.
- 2 special-focus add-on modules, one with questions related specifically to Guided Pathways and one with questions related to financial assistance.
- 1,709 students were surveyed during the 4th and 5th weeks of the fall 2018 semester, 834 of which were considered "entering" (first-time freshmen). The results are based on the responses of these 834 students.
- Student participation and faculty, staff, and management involvement were all key to the success of the survey.

### Interpreting the Results

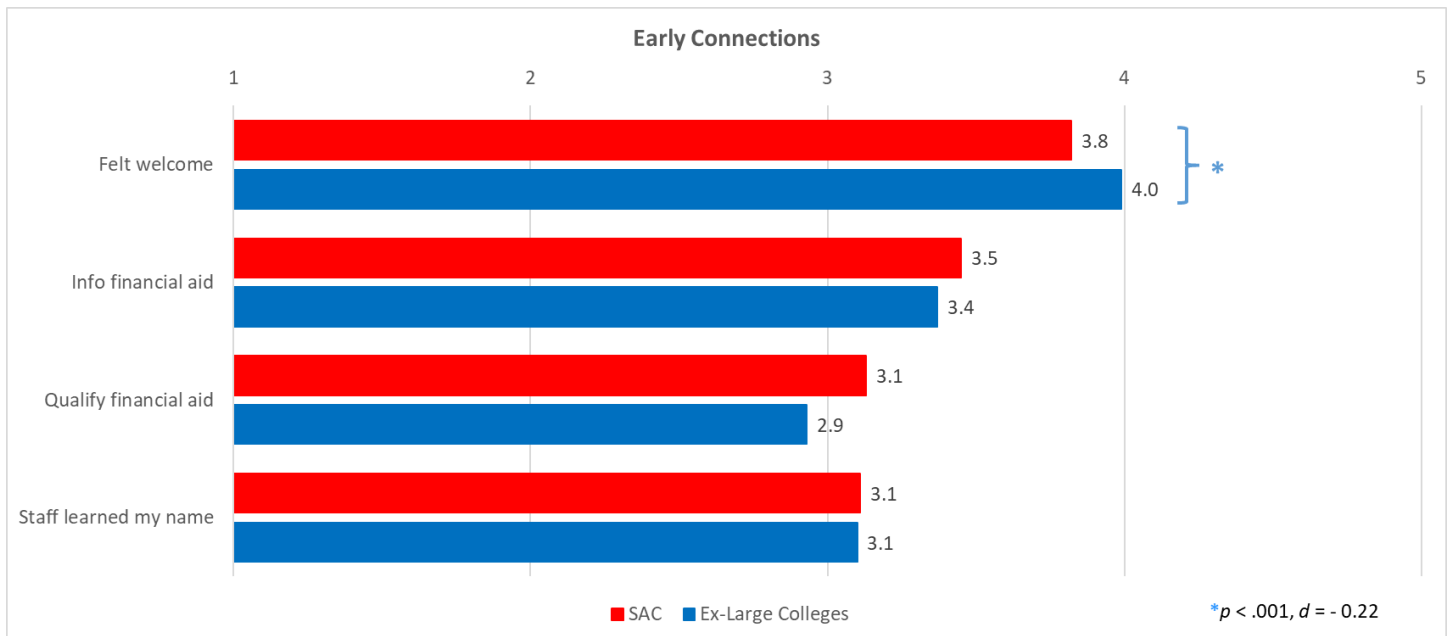
- The results presented on the next few pages show how SAC students rated their experiences and how their ratings compared to other students at "extra-large" colleges in the cohort. Extra-large colleges are defined by the Center for Community College Student Engagement as survey participating colleges in the past 3 years with an enrollment of 15,000 or more students.
- Extra-large colleges included in our cohort:
  - Colleges in California (n = 15, including Santa Ana College)
  - Colleges outside of California (n = 24)

## Interpreting the Results

- Six benchmarks of effective practice in helping students succeed:
  - **Early connections** (e.g., feeling welcome, staff knowing student’s name)
  - **High expectations and aspirations** (e.g., feeling that faculty want students to succeed, having the motivation to succeed in college)
  - **Clear academic plan and pathway** (e.g., advisement on selecting a major, course requirements, etc.)
  - **Effective track to college readiness** (e.g., learning study skills, learning strategies to improve test-taking abilities)
  - **Engaged learning** (e.g., working with other students inside and outside of the classroom, discussing assignments with faculty)
  - **Academic and social support network** (e.g., students being provided with information on academic and student support services that are available to them, knowing how to get in touch with faculty outside of class, students learning each others’ names)

## Results

Items related to “Early Connections,” rated on a scale from **1 (Strongly Disagree)** to **5 (Strongly Agree)**.



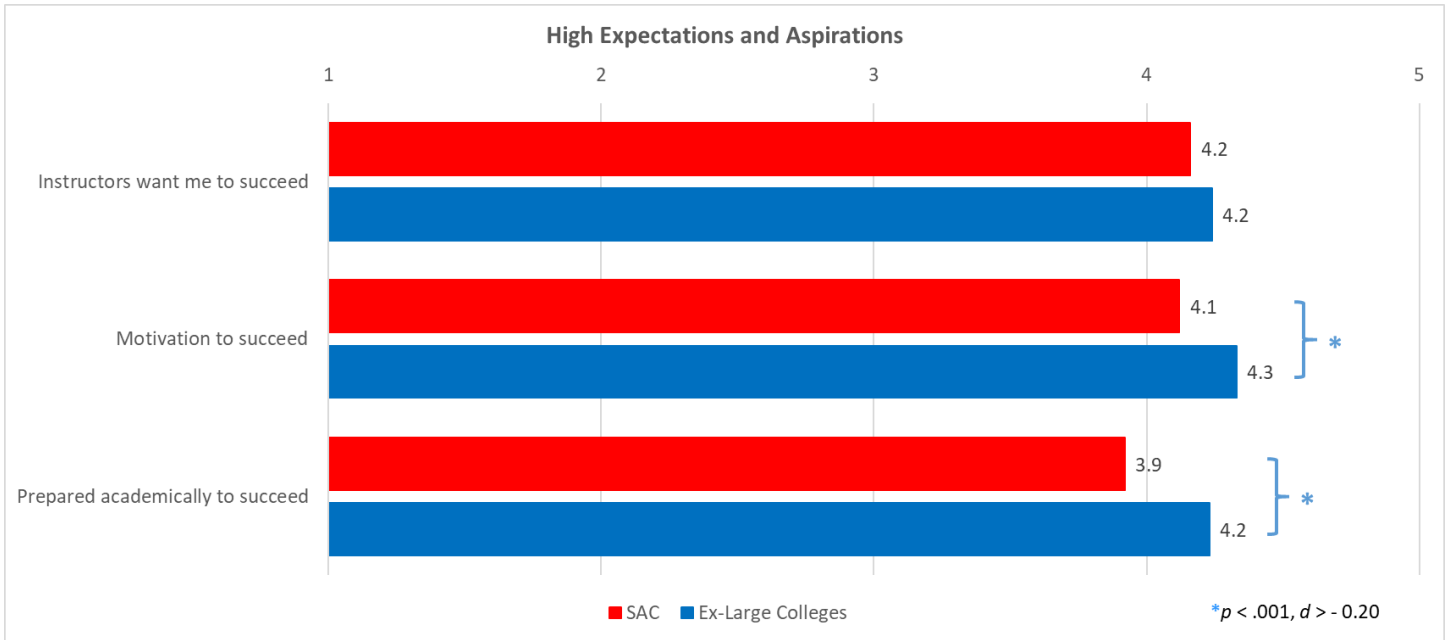
Students’ ratings of feeling welcome at SAC were significantly lower than students at other extra-large colleges in the cohort.

# Survey of *Entering Student Engagement (SENSE)* – Fall 2018



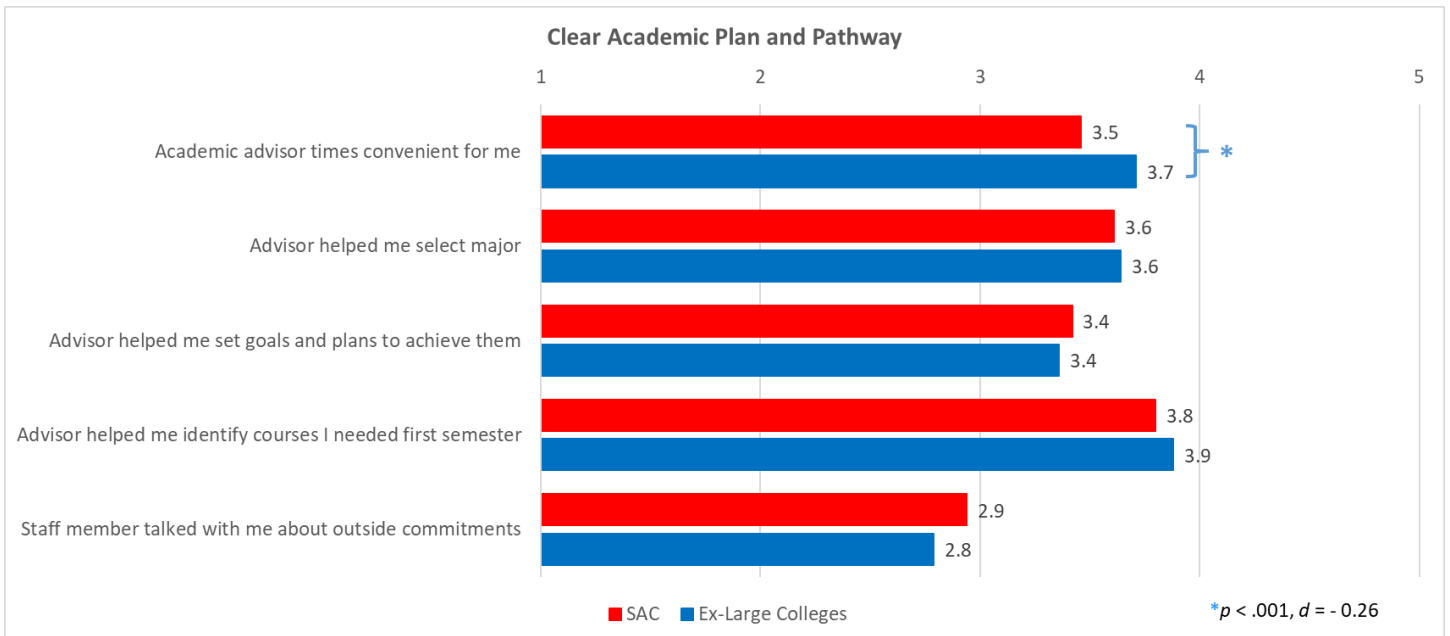
2019 Fact Book

Items related to “High Expectations and Aspirations,” rated on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).



Students’ ratings of their motivation to succeed and feeling prepared academically to succeed were significantly lower compared to students at other extra-large colleges in the cohort.

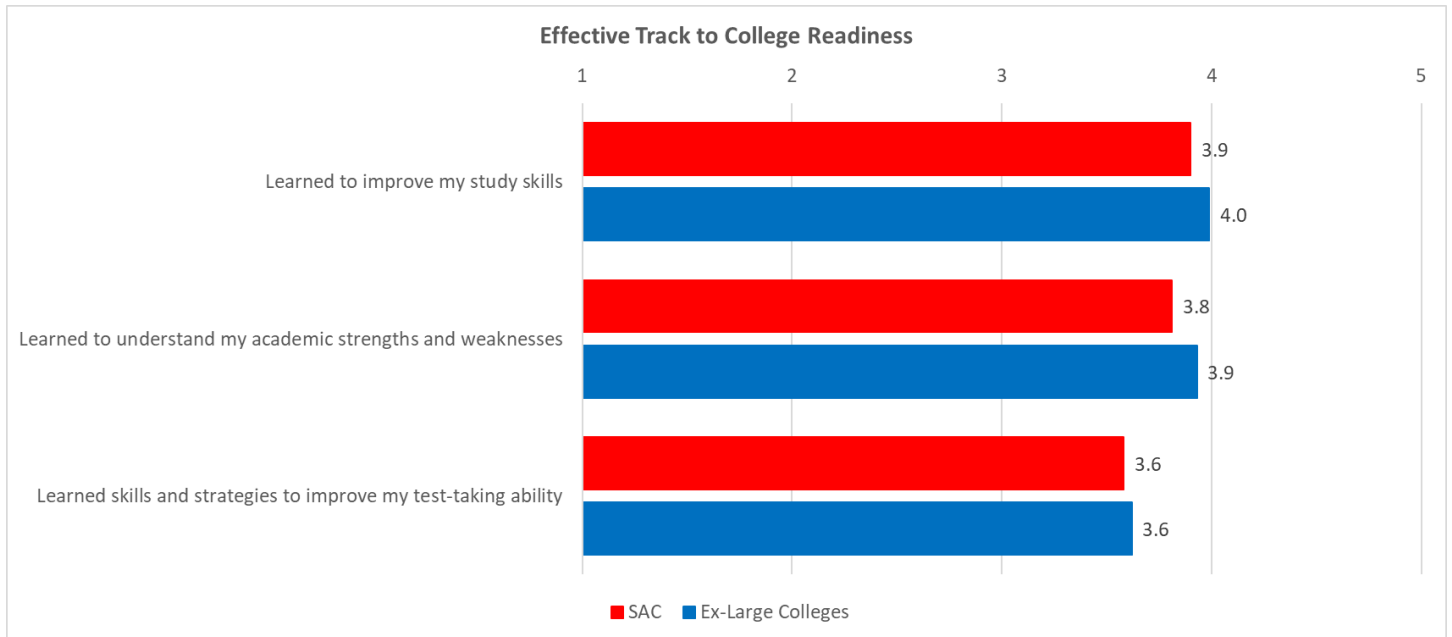
Items related to “Clear Academic Plan and Pathway,” rated on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).



Students’ ratings of their ability to meet with an advisor at convenient times was lower compared to students at other extra-large colleges.

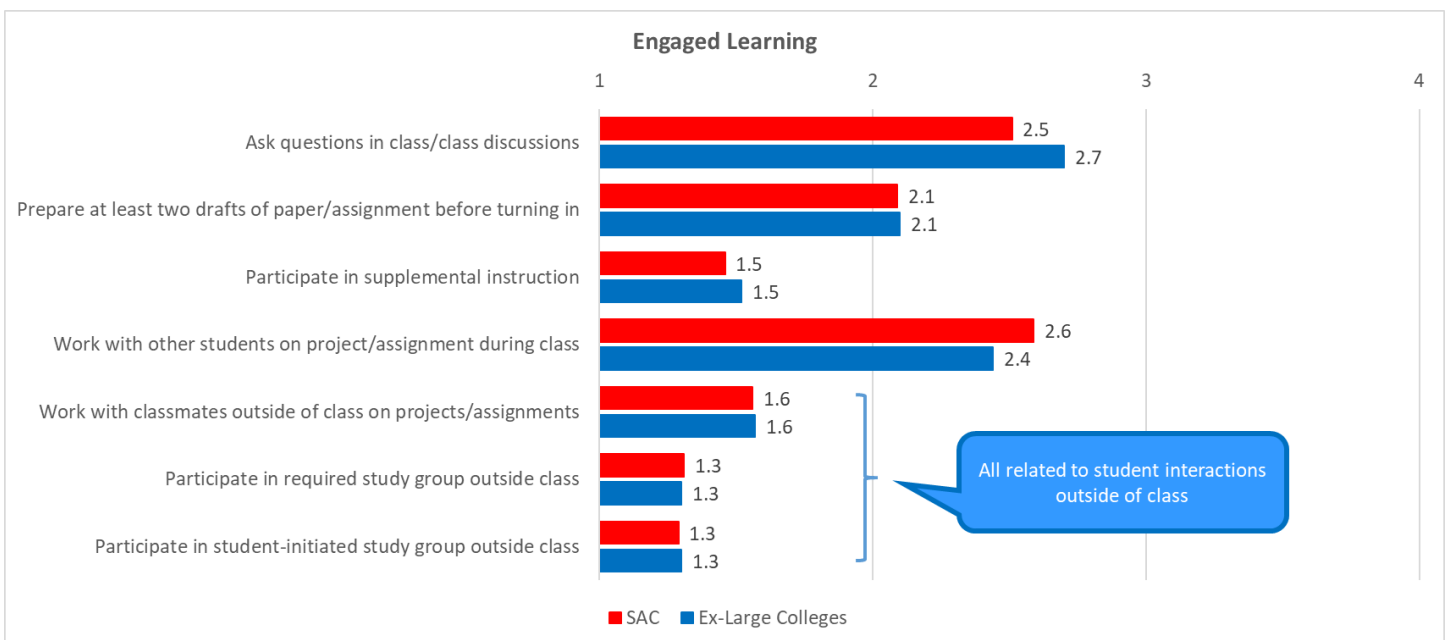


Items related to “Effective Track to College Readiness,” rated on a scale from **1 (Strongly Disagree)** to **5 (Strongly Agree)**.



Students’ ratings of areas related to the “Effective Track to College Readiness” benchmark were similar to students at other extra-large colleges in the cohort.

Items related to “Engaged Learning,” rated on a scale from **1 (Never)** to **4 (4 or more times)**.



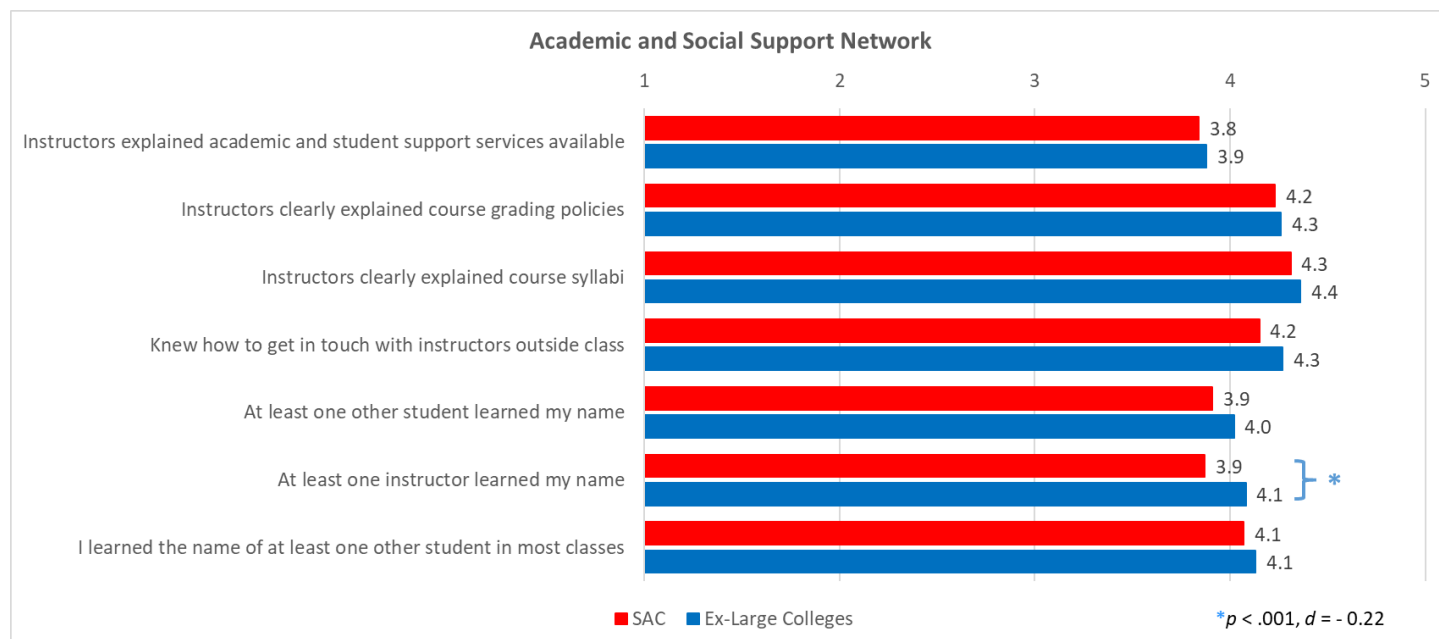
Although students’ ratings of areas related to the “Engaged Learning” benchmark were similar to students at other extra-large colleges, it is apparent that all colleges’ students in the cohort are not interacting with each other much outside of class.

# Survey of *Entering Student Engagement (SENSE)* – Fall 2018



2019 Fact Book

Items related to “Academic and Social Support Network,” rated on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).



Students’ ratings of having at least one faculty member learn their names was significantly lower than students at other extra-large colleges in the cohort.

## Summary of Results from Full Report

([https://www.sac.edu/research/Documents/SAC\\_SENSE\\_2018\\_Results\\_05302019.pdf](https://www.sac.edu/research/Documents/SAC_SENSE_2018_Results_05302019.pdf)):

- Areas for improvement:
  - Helping students feel more welcome.
  - Faculty–student interactions on assignments
  - Student–student interactions outside of class, e.g., study groups
  - Use of writing, math, and learning centers
  - Student organizations
- Areas doing well:
  - Faculty showing that they want their students to succeed.
  - Faculty accessibility
  - Student group work during class, but not outside of class
  - Advisors helping students identify first semester coursework
  - Academic advising, career counseling, and face-to-face tutoring
  - Financial assistance
- 93% would recommend SAC to friends or family!



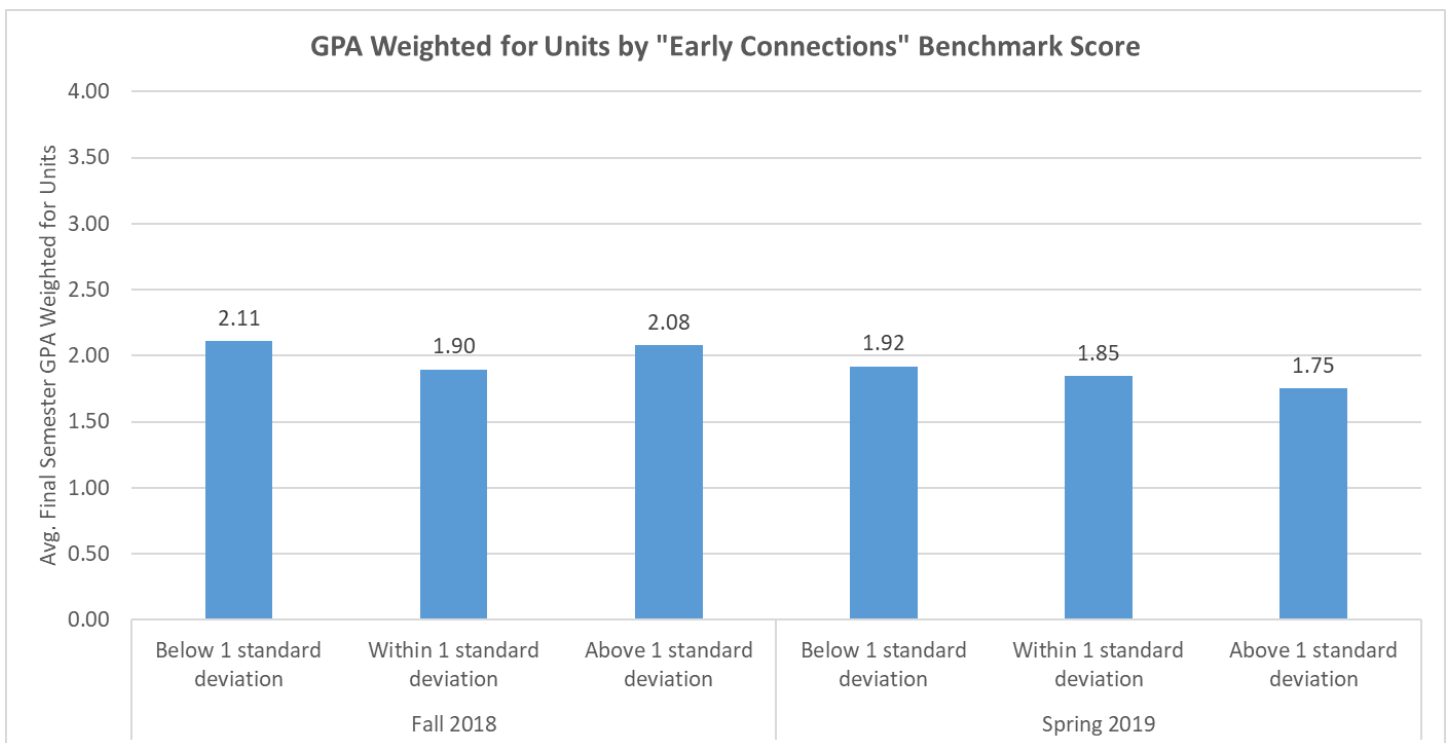
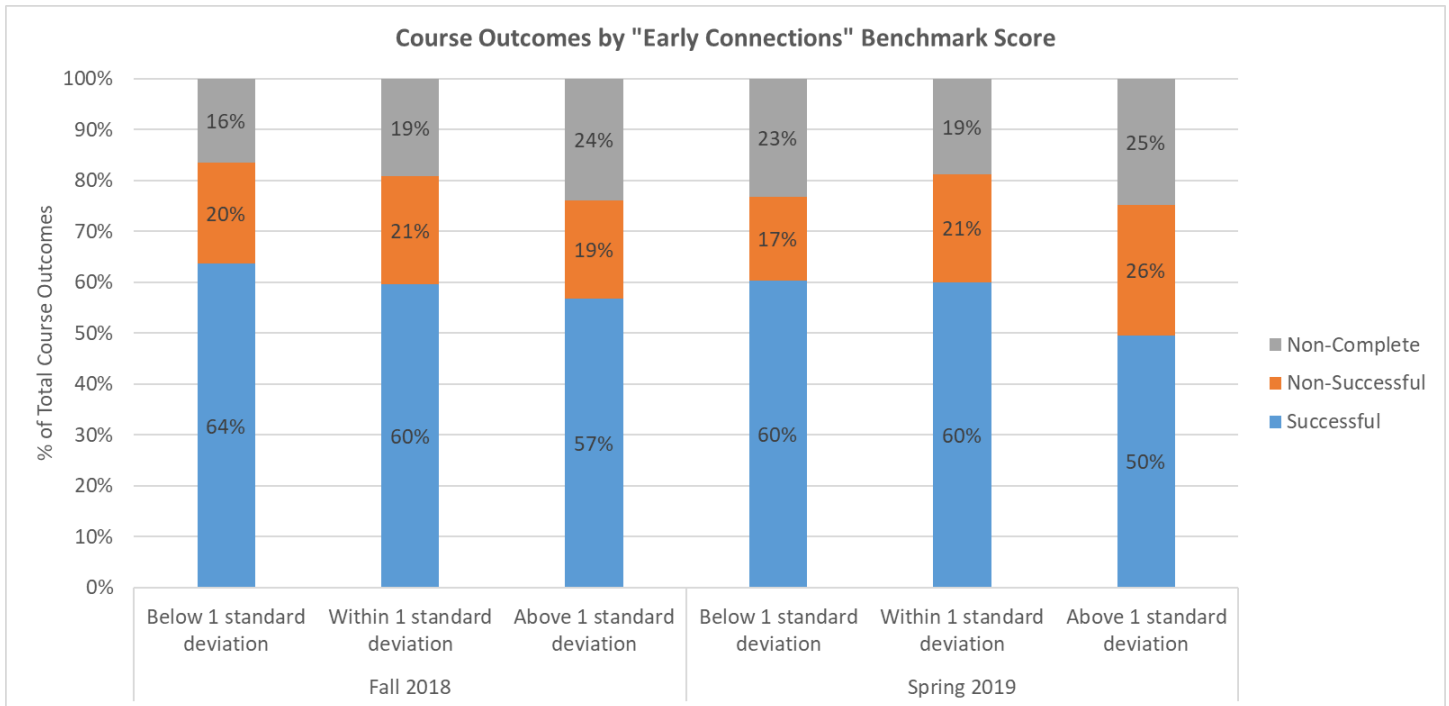
In addition to the results from the full report (link provided above), the SAC Research Department investigated associations between benchmark performance scores and academic outcomes such as course success, G.P.A., and term-to-term persistence. The results from these analyses are provided in the next section.

# Survey of *Entering Student Engagement (SENSE)* – Fall 2018



## 2019 Fact Book

In the graphs below and on the next few pages, course outcomes are defined as **Successful** (grade of *A, B, C, or Pass*), **Non-Successful** (grade of *D, F, or No Pass*), and **Non-Complete** (*Withdrawal or Incomplete*). Additionally, performance on the benchmarks are grouped according to scores below, within, or above one standard deviation of the average score for the respective benchmark. Results from four of the six benchmarks thought to be most associated with student engagement and success are shown.

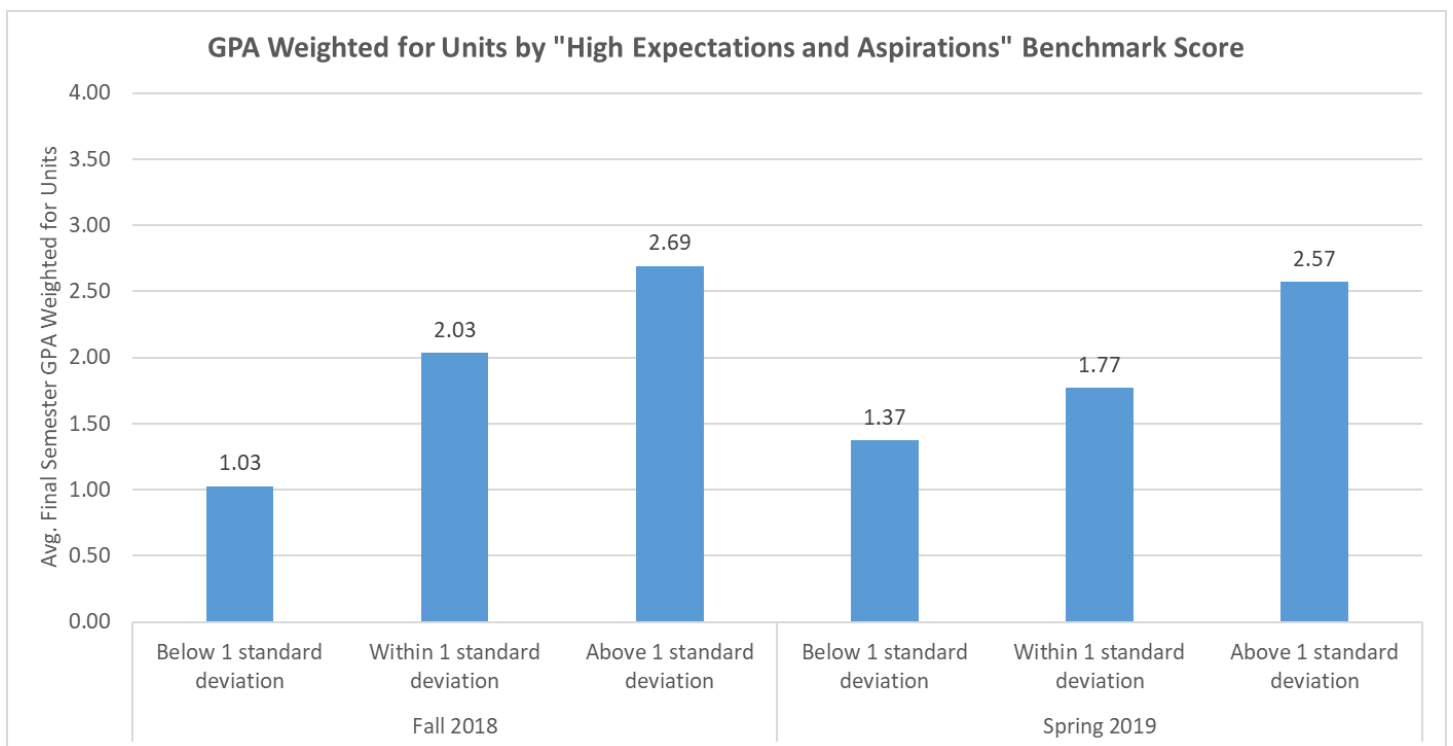
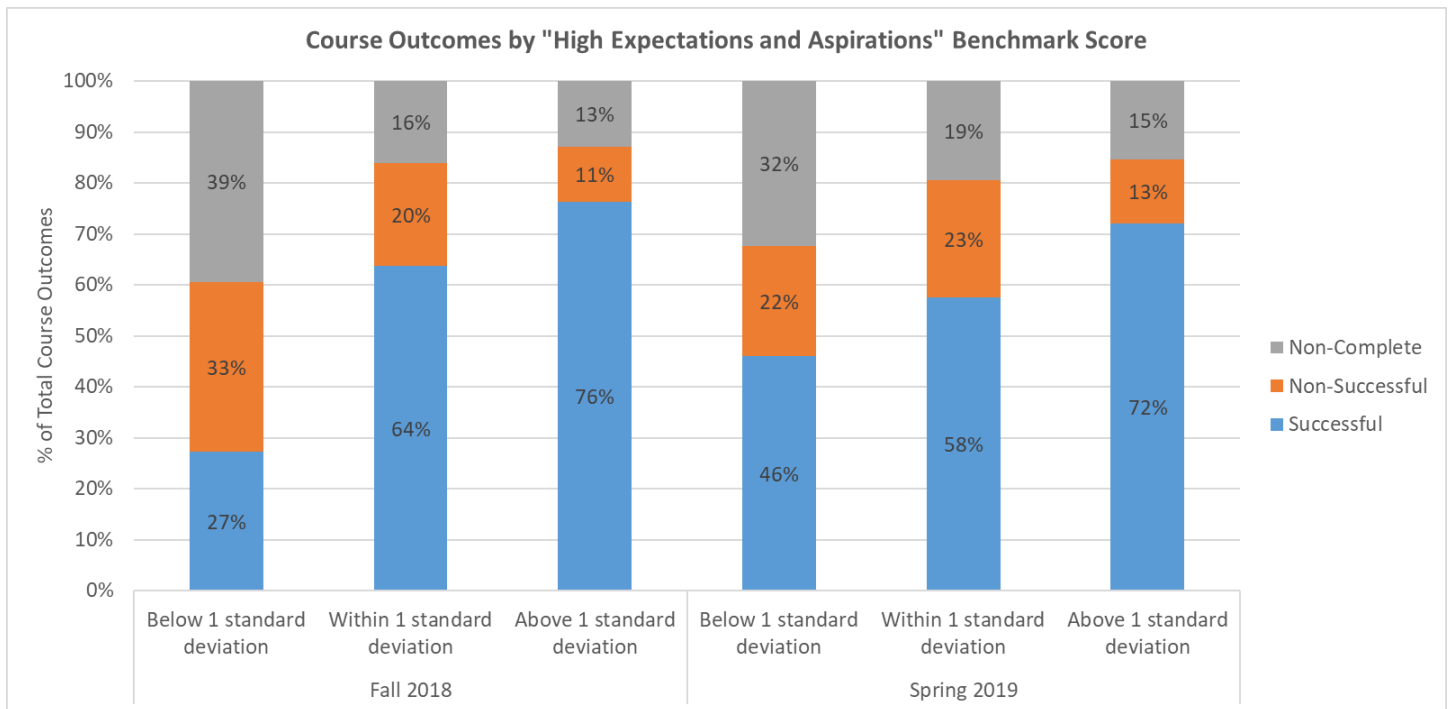


Source: *SENSE* 2018 and SAC Research SEAT Data file.

# Survey of *Entering Student Engagement (SENSE)* – Fall 2018



2019 Fact Book

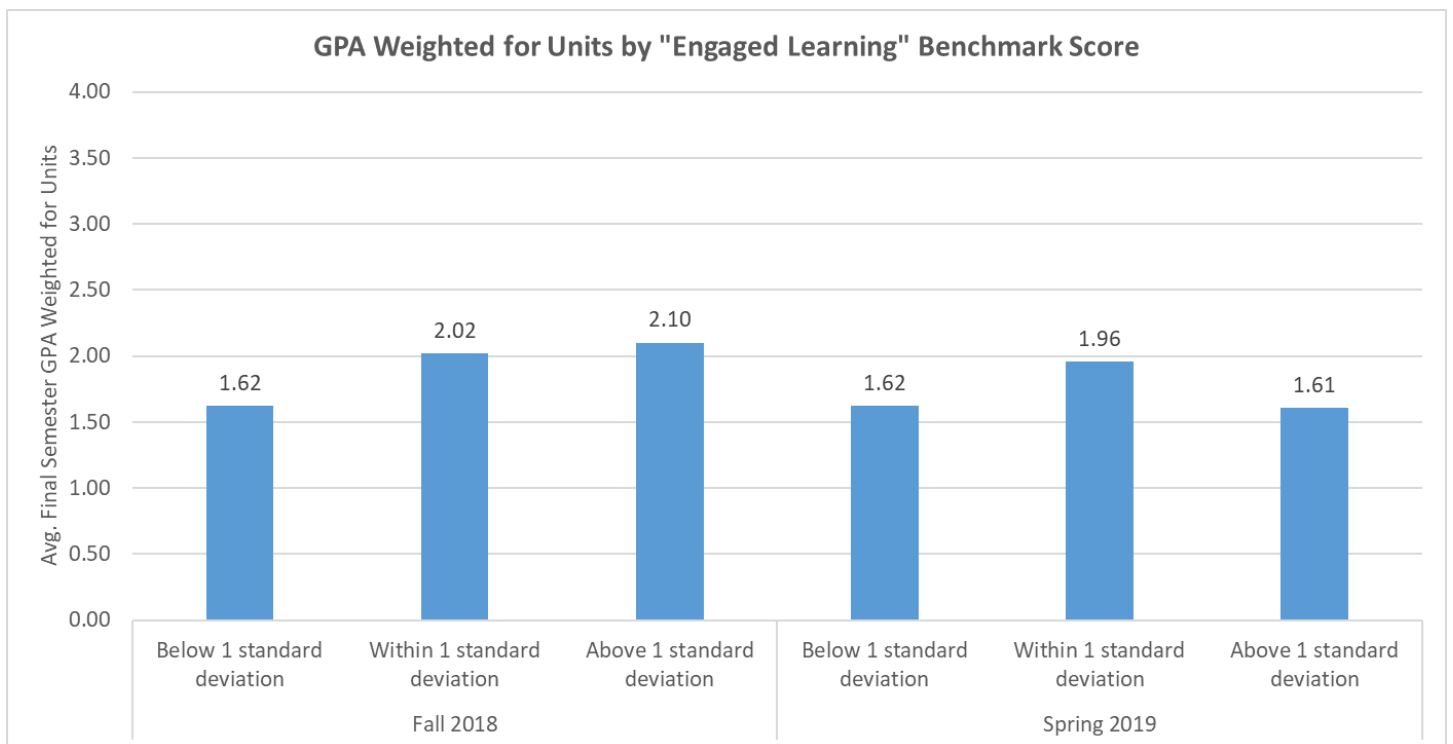
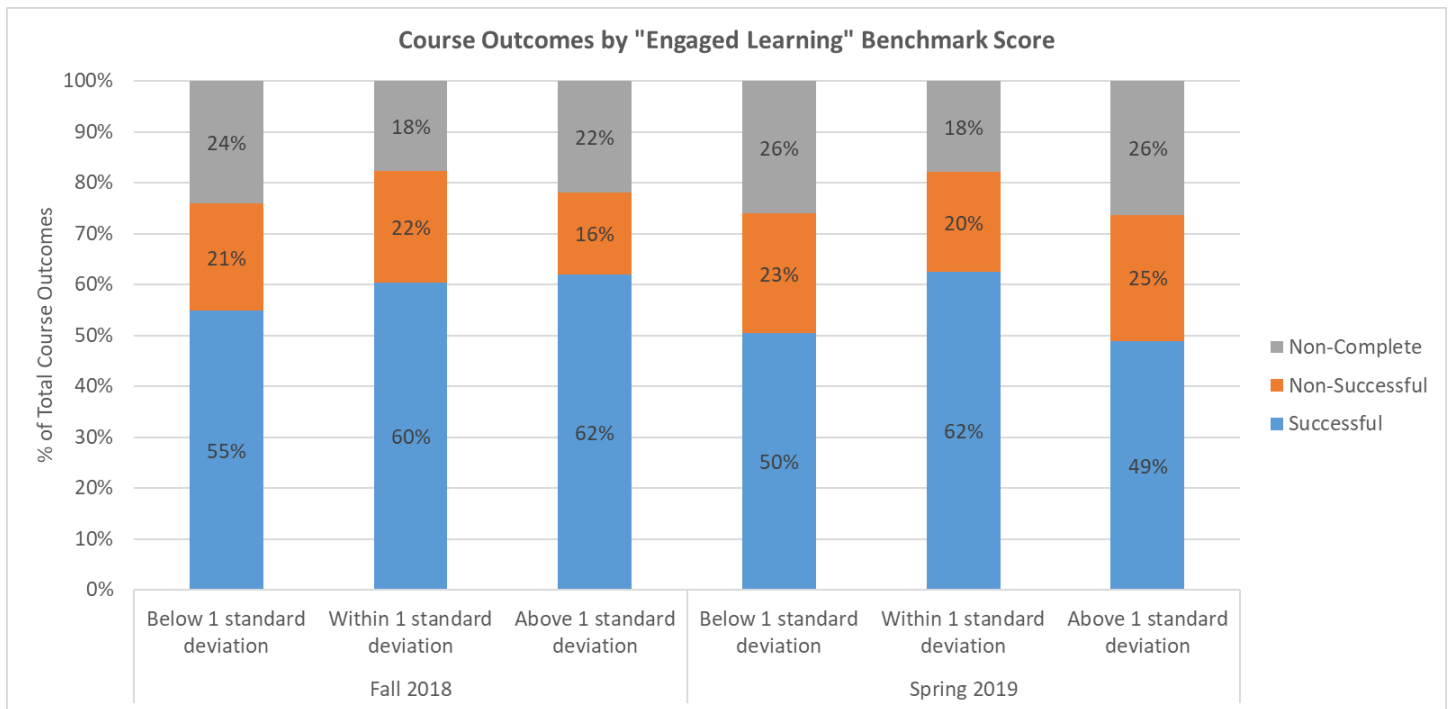


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# Survey of *Entering Student Engagement (SENSE)* – Fall 2018



2019 Fact Book

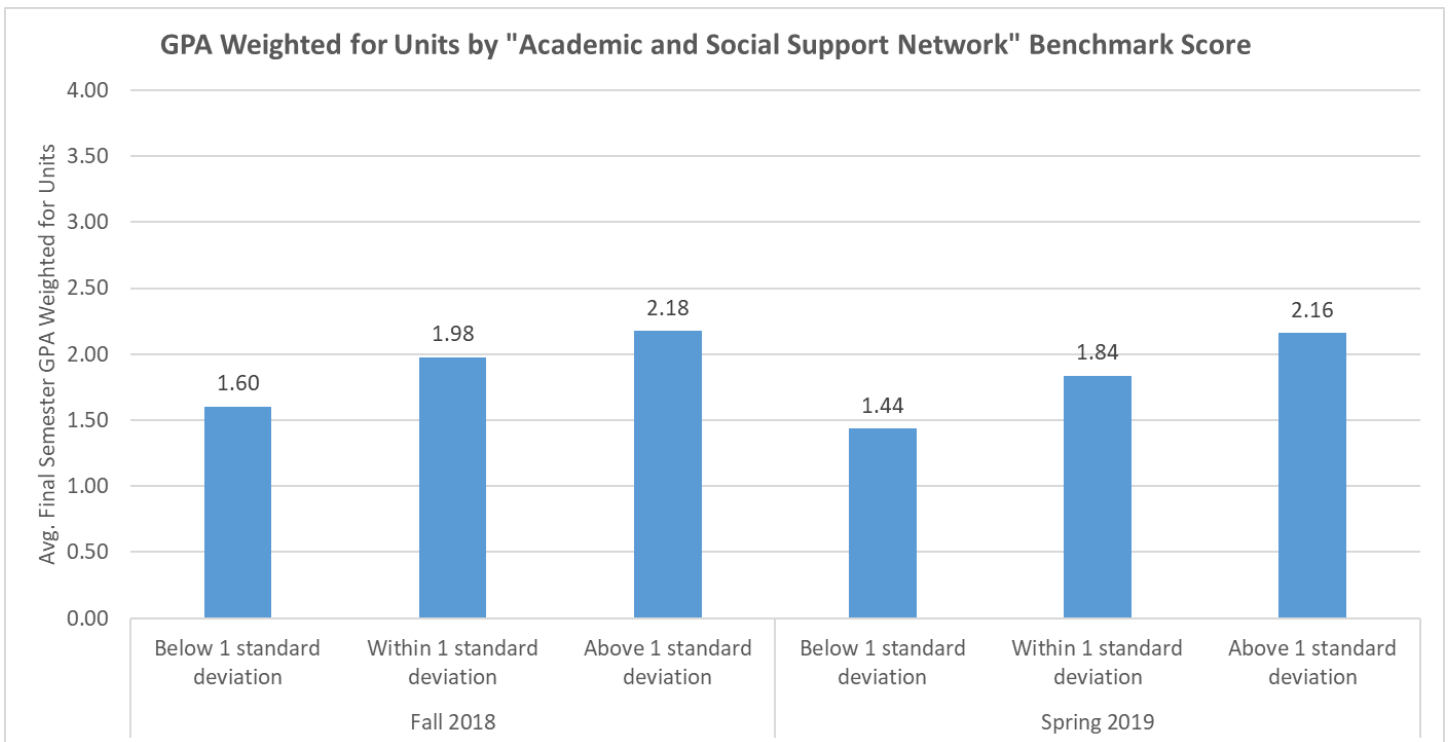
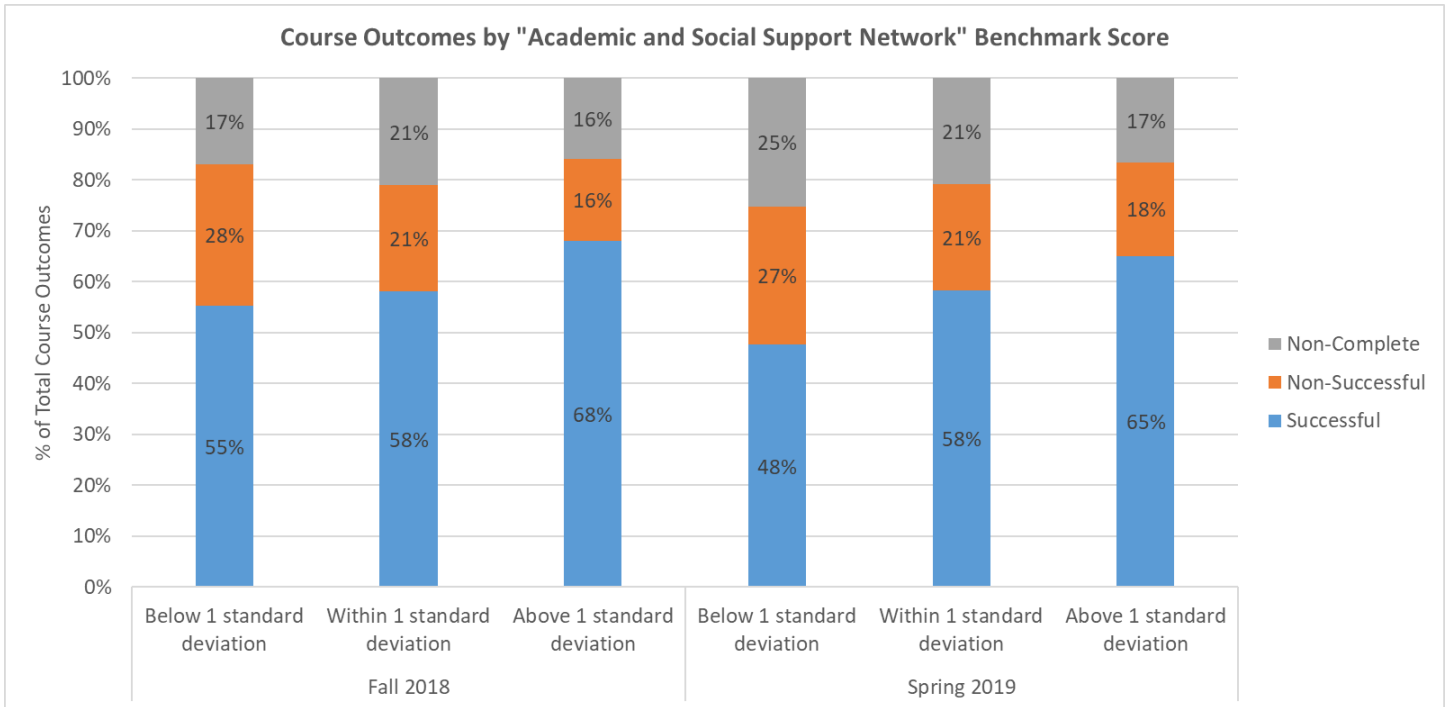


Source: *SENSE* 2018 and SAC Research SEAT Data file.

# Survey of *Entering Student Engagement (SENSE)* – Fall 2018



2019 Fact Book



Source: *SENSE* 2018 and SAC Research SEAT Data file.



# Survey of *Entering Student Engagement (SENSE)* – Fall 2018



## 2019 Fact Book

Interestingly, from the graphs provided on the previous pages, it appears that two benchmarks (“High Expectations and Aspirations” and “Academic and Social Support Network”) are associated with better course outcomes and higher end of semester G.P.A.s for students who participated in the survey. However, the other two benchmarks examined in this study seem to not be associated with students’ academic performance, or may even have a negative association with performance. Further investigations into these benchmarks are necessary to help determine potential factors contributing to these results.

With regard to student persistence, two of the benchmarks we investigated were not associated with students returning to SAC for the spring 2019 semester following the fall 2018 semester (see tables below).

### Student persistence by “Early Connections” benchmark score

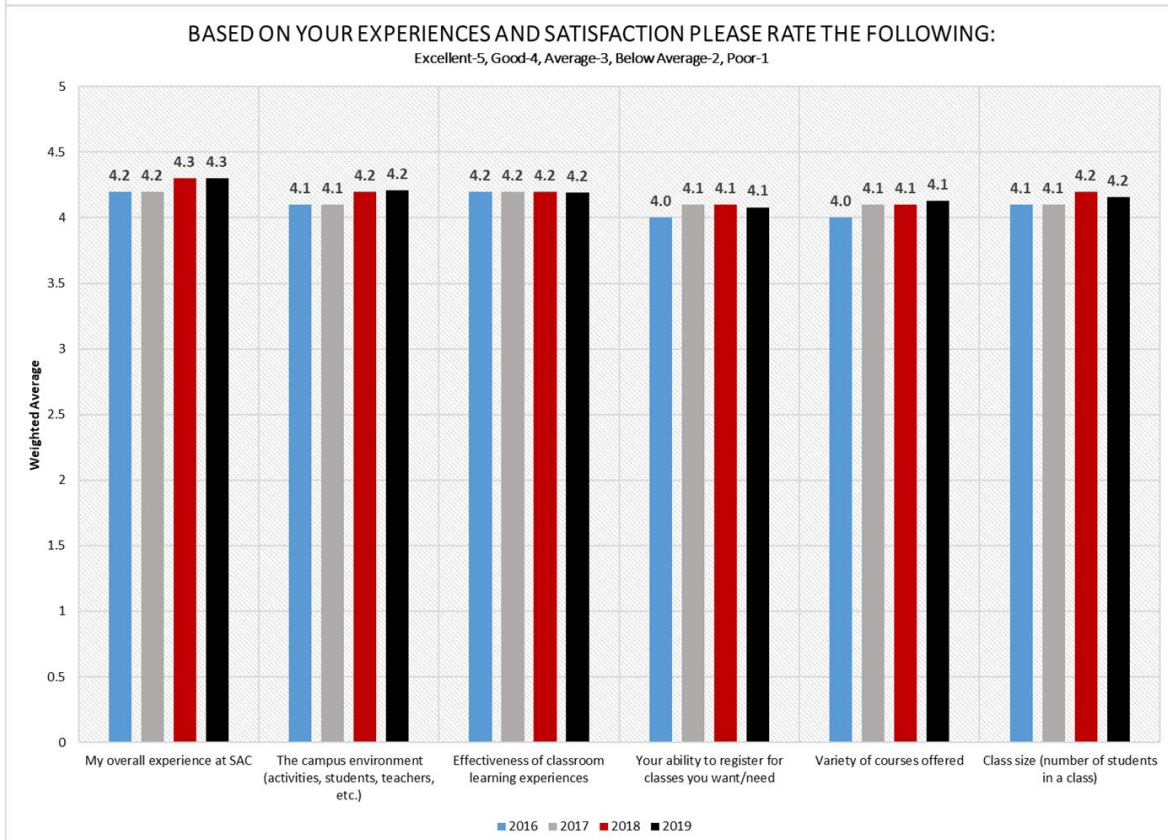
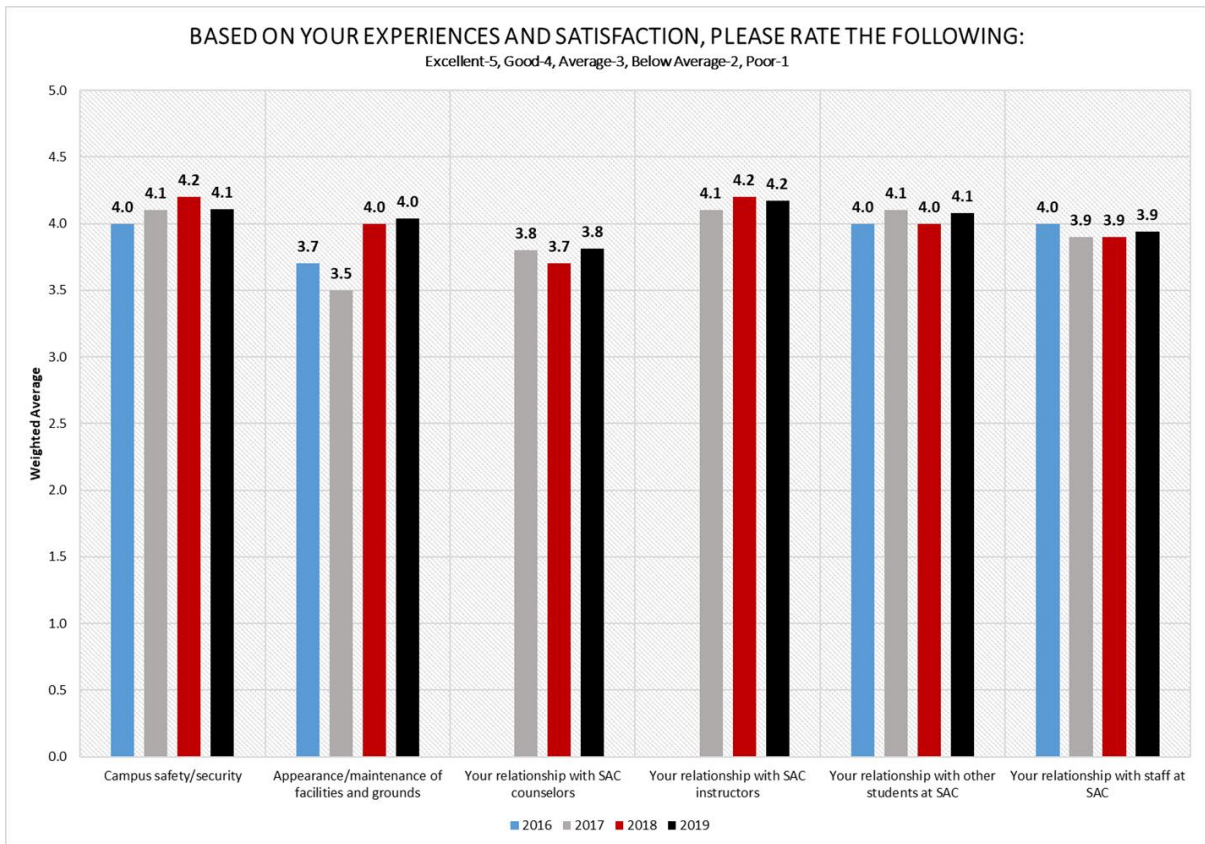
Early Connections Benchmark Score	Fall 2018 to Spring 2019 Persistence					
	Count			Percent		
	Persisted	Did not persist	Total	Persisted	Did not persist	Total
Below 1 standard deviation	44	7	51	86%	14%	100%
Within 1 standard deviation	156	39	195	80%	20%	100%
Above 1 standard deviation	39	7	46	85%	15%	100%

Persistence refers to whether a student who enrolled in the fall returned to SAC to enroll in the following spring semester. Students who “persisted” are those that re-enrolled in the following spring 2019 semester, while students who “did not persist” are those that did not enroll at SAC in spring 2019.

### Student persistence by “Academic and Social Support Network” benchmark score

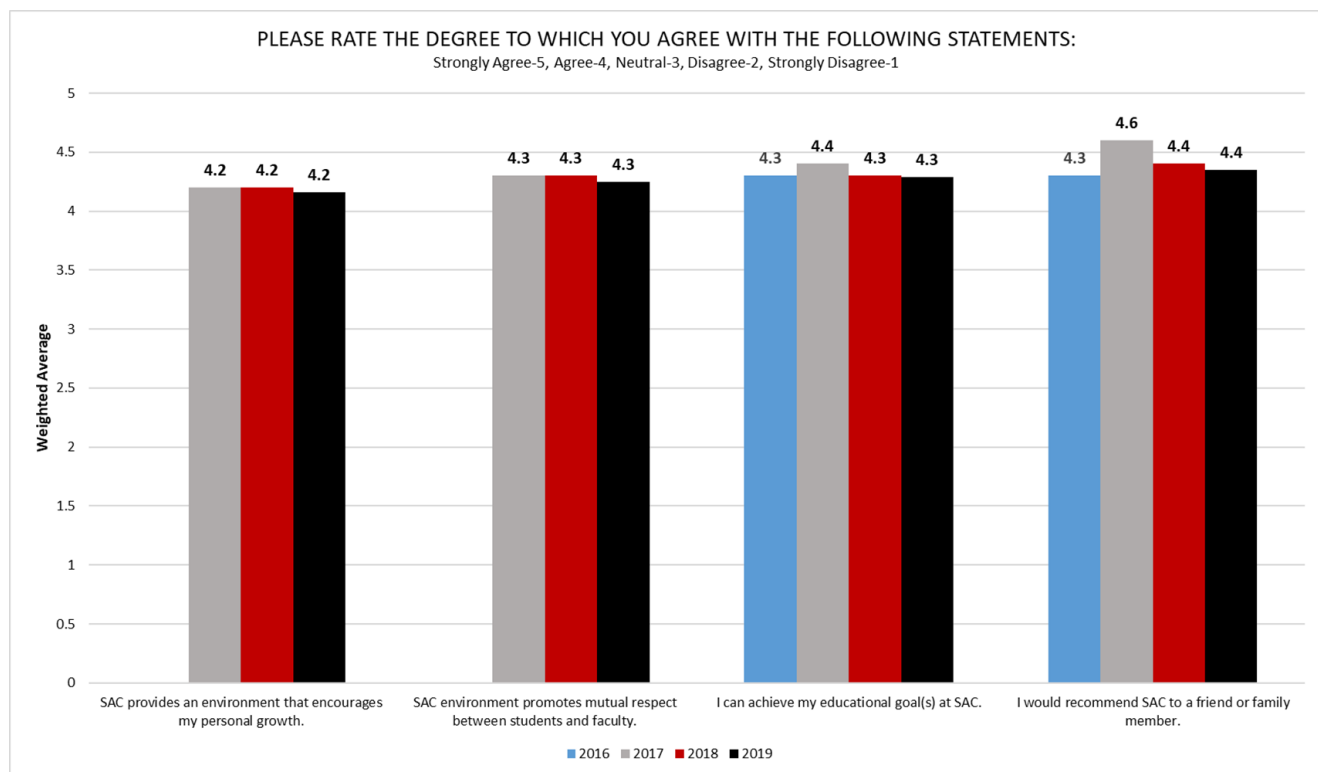
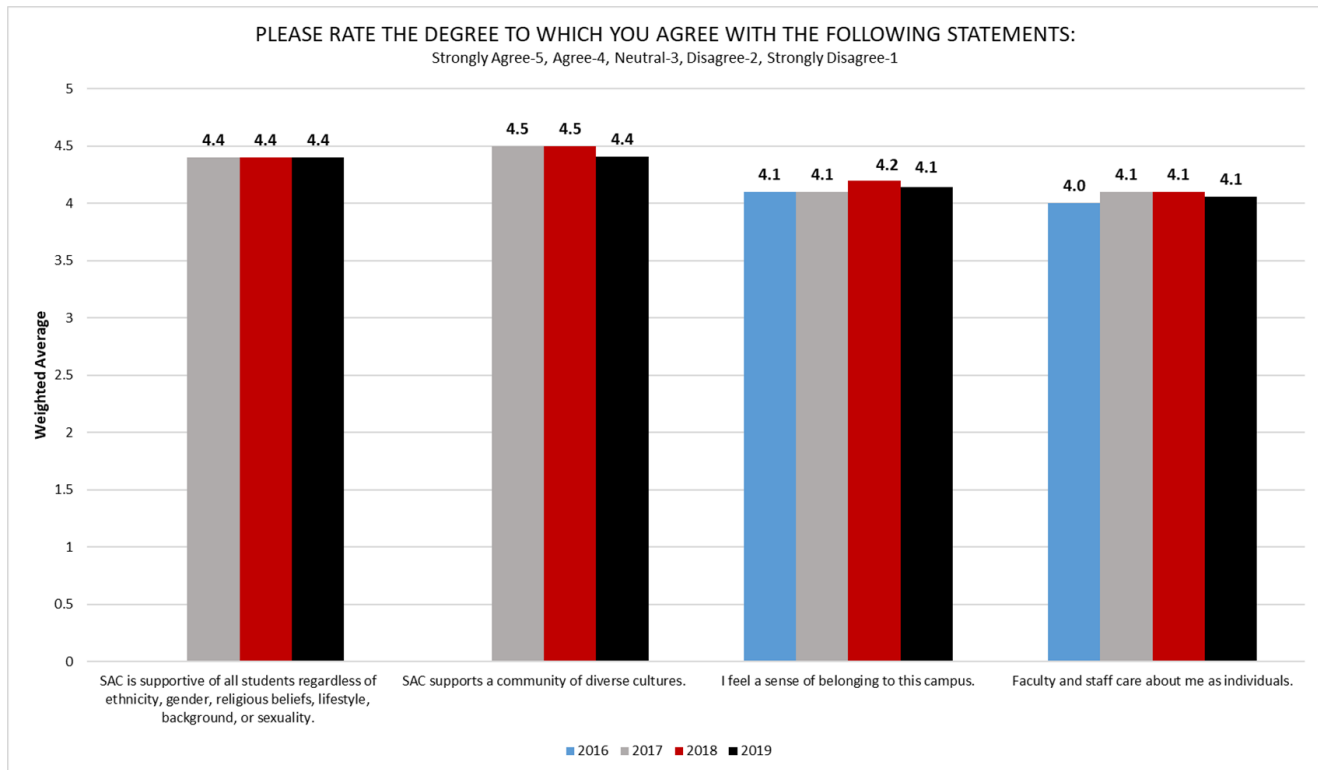
Academic and Social Support Network Benchmark Score	Fall 2018 to Spring 2019 Persistence					
	Count			Percent		
	Persisted	Did not persist	Total	Persisted	Did not persist	Total
Below 1 standard deviation	35	9	44	80%	20%	100%
Within 1 standard deviation	155	33	188	82%	18%	100%
Above 1 standard deviation	49	11	60	82%	18%	100%

Persistence refers to whether a student who enrolled in the fall returned to SAC to enroll in the following spring semester. Students who “persisted” are those that re-enrolled in the following spring 2019 semester, while students who “did not persist” are those that did not enroll at SAC in spring 2019.



# SAC Student Satisfaction Survey

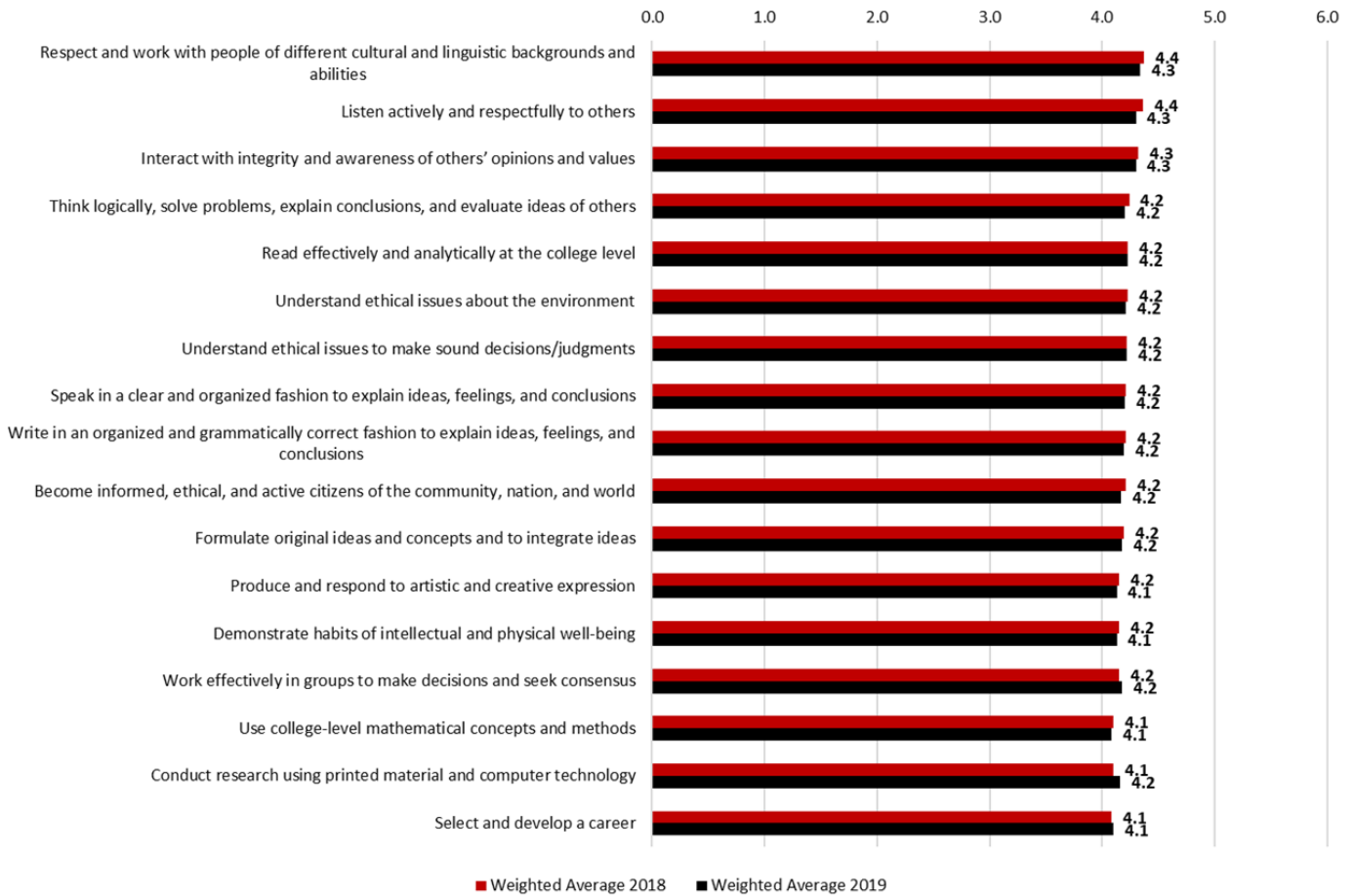
## 2019 Fact Book



Source: RSCCD SAC Student Satisfaction Survey 2016-2019

PLEASE RATE THE QUALITY OF PREPARATION YOUR SAC EDUCATION HAS GIVEN YOU TO BE  
ABLE TO:

Excellent-6, Good-5, Average-4, Below Average-3, Poor-2, Does Not Apply-1



## Student Comments

- “Overall, I am very happy to attend this college because almost all professors are great. However, I would like for the restrooms to be remodeled and clean and neat. Also, more healthy delicious food. The food taste horrible and it's super expensive. Clerical staff needs to be more professional and patient. “
- “There is discrimination on the campus.”
- “Love the instructors and counselors”
- “I qualify for financial aid but I don’t know how to fill out the application correctly. I would like more help if possible. “
- “Thanks for everything you do for students. Keep the good work!! “
- “I adore the staff and, faculty for always being supportive of students. Construction is a huge constraint. Cannot wait to see how the campus will look when it’s completed. “
- “Use measure C, etc. money to build a parking structure/garage. “
- “The classrooms, labs, and restrooms were often dirty. “
- “There needs to be a variety of times core classes offered and more afternoon classes for working students. “
- “SAC is an excellent school. I love that it is small and it feels like home. I truly enjoyed my experience while I was a student. “
- “SAC should try to include Middle College High School students because after all we too are college students and deserve the same services as any other SAC student. We attend school from Mon-Fri on SAC campus, yet we don’t feel included or part of the SAC community. “
- “Why do you care about cultural diversity? It seems to me like you should not factor this, and should instead focus on more on the school itself. The diversity should just come with time, applicants, and location.”
- “I am entering my third semester in the nursing program and feel very supported overall by staff. “
- “I chose to go to a private nursing program instead of SAC because of the waitlist.”
- “The tutors in the Math Lab and Learning Center are OUTSTANDING!”
- “The receptionists at the Advising Desk/Counseling Department should be more helpful in assisting coming students for help. I feel they just want to get the work done, but do not care of students. There should be more trainings for them about how to friendly greet and help students. “



# SAC Graduate Exit Survey 2017 – 2019

## 2019 Fact Book

In the fall of 2017 and the summer of 2019, the Santa Ana College (SAC) Research Office administered a Graduate Exit Survey to 1,631 students and 3,342 students, respectively, who graduated or petitioned to graduate during the academic year. The surveys consisted of questions related to student experiences at SAC, factors affecting success, factors affecting length of time spent at SAC, and quality of preparation received at SAC for work or transfer to a 4 year institution. The results of the 2017 and 2019 surveys were compared with each other to examine similarities and differences in students’ responses between the 2 years.

### Quality of Preparation Received at SAC

#### Overall quality of preparation received at SAC by survey year.

	Strongly agree & Agree (%)		Neutral (%)		Disagree (%)		Strongly disagree (%)	
	2017	2019	2017	2019	2017	2019	2017	2019
I am confident that I will use the skills and training that I received at SAC in my future career.	87%	86%	11%	13%	1%	0%	0%	1%
I am confident that what I have learned at SAC will prepare me for my coursework at my transfer university.	81%	85%	17%	14%	1%	1%	1%	0%

- Ratings for statements related to overall quality of preparation received at SAC were relatively high (81% – 87% range).
- Importantly, the gap between ratings for skills and training for future careers and ratings for preparation for coursework at transfer institutions was narrowed in 2019, with the latter gaining higher ratings in 2019 compared to 2017.

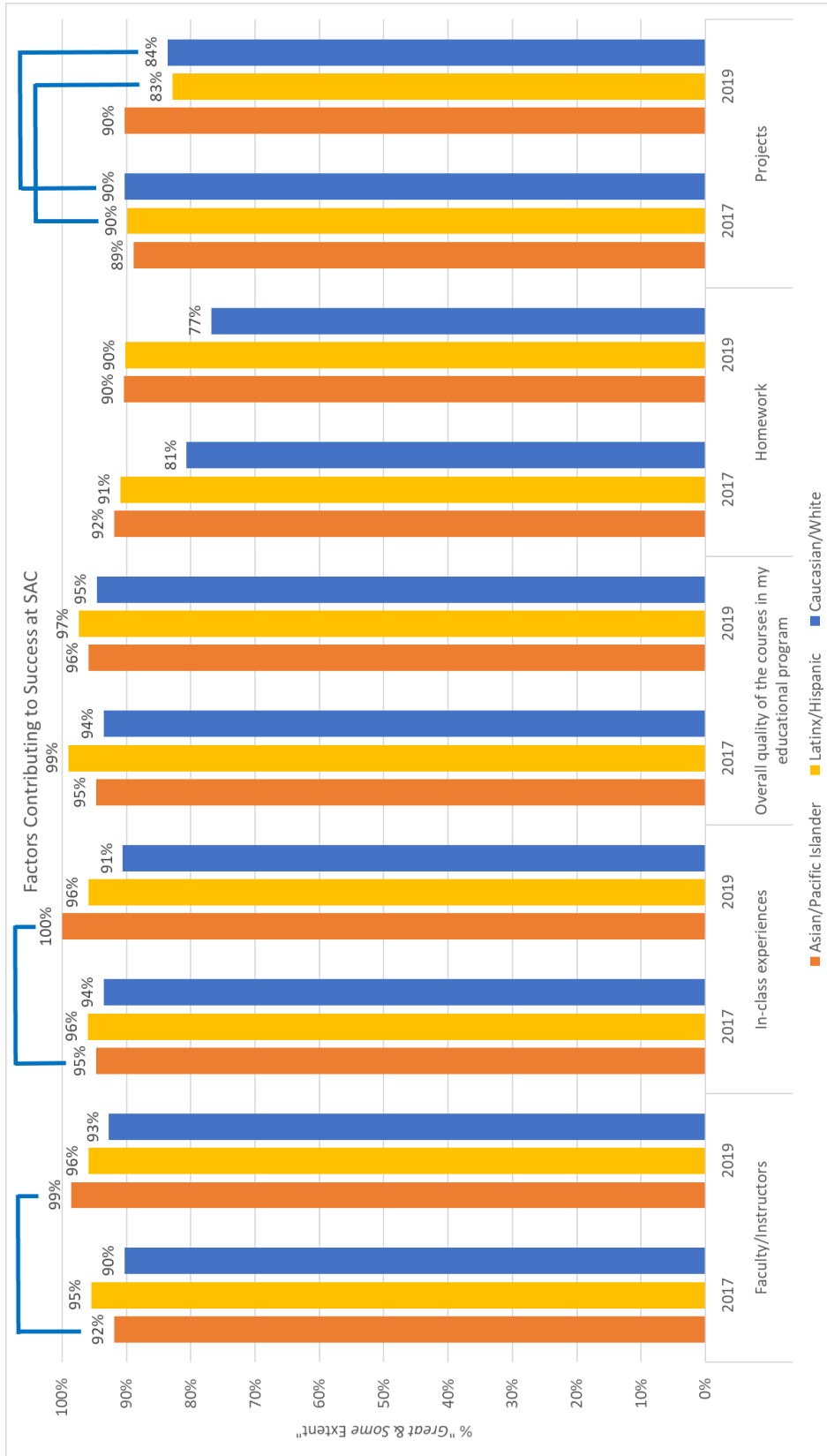
#### Quality of preparation that SAC education has provided in the following areas:

	Excellent & Good		Average		Below average		Poor	
	2017	2019	2017	2019	2017	2019	2017	2019
Written communication	88%	90%	11%	8%	0%	1%	1%	0%
Oral communication	86%	90%	13%	9%	0%	1%	1%	0%
Reading and listening	88%	88%	11%	11%	0%	0%	1%	0%
Mathematical proficiency	76%	79%	19%	18%	3%	2%	2%	2%
Use of technology	78%	85%	19%	13%	3%	2%	1%	0%

- With regard to ratings for specific areas of preparation, the greatest increases in “Excellent & Good” ratings were observed for the use of technology.
- While a 3% increase in “Excellent & Good” ratings was observed for mathematical proficiency, the overall rating in this area remained relatively low (79% in 2019).

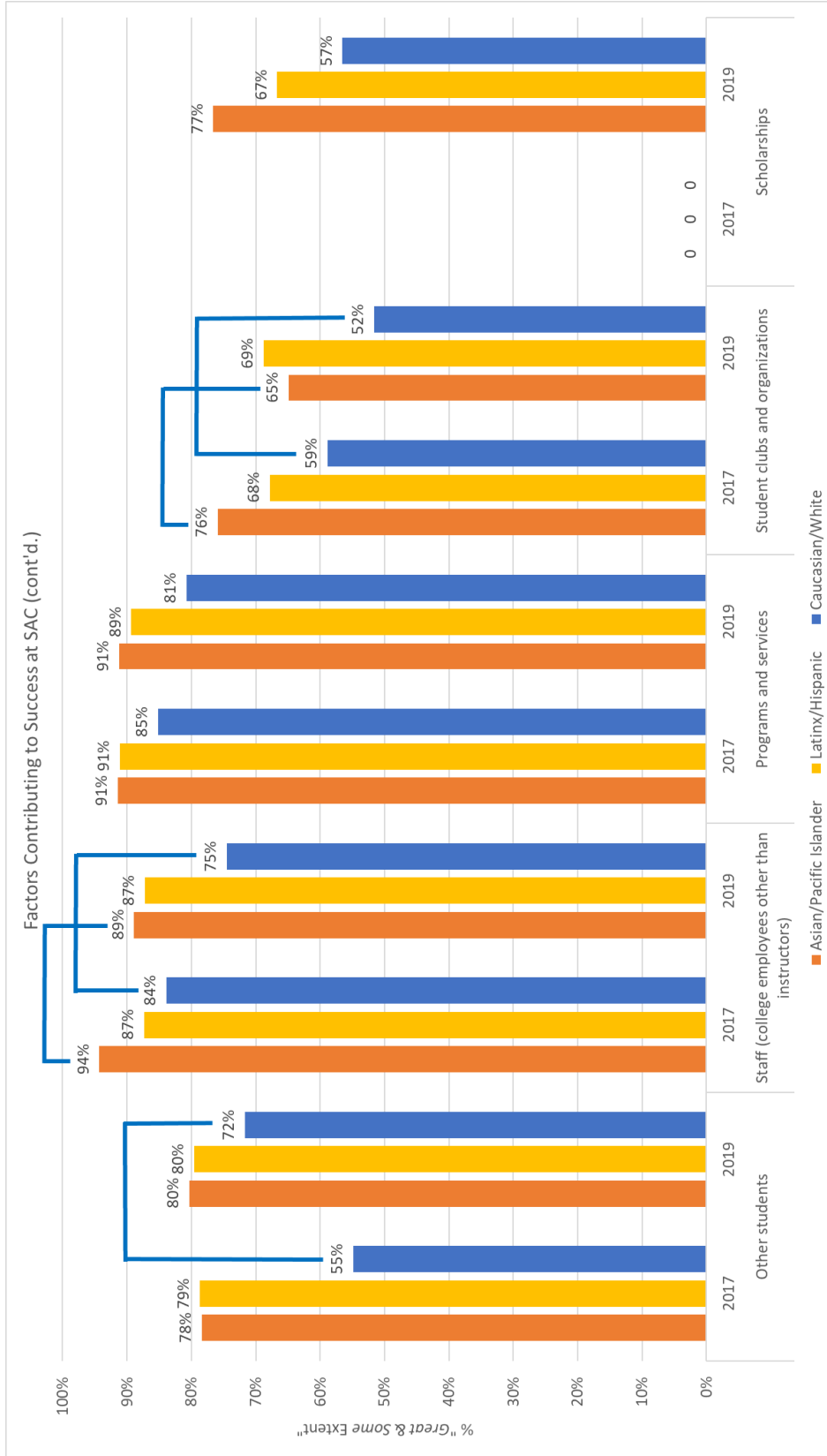


## Factors Contributing to Student Success



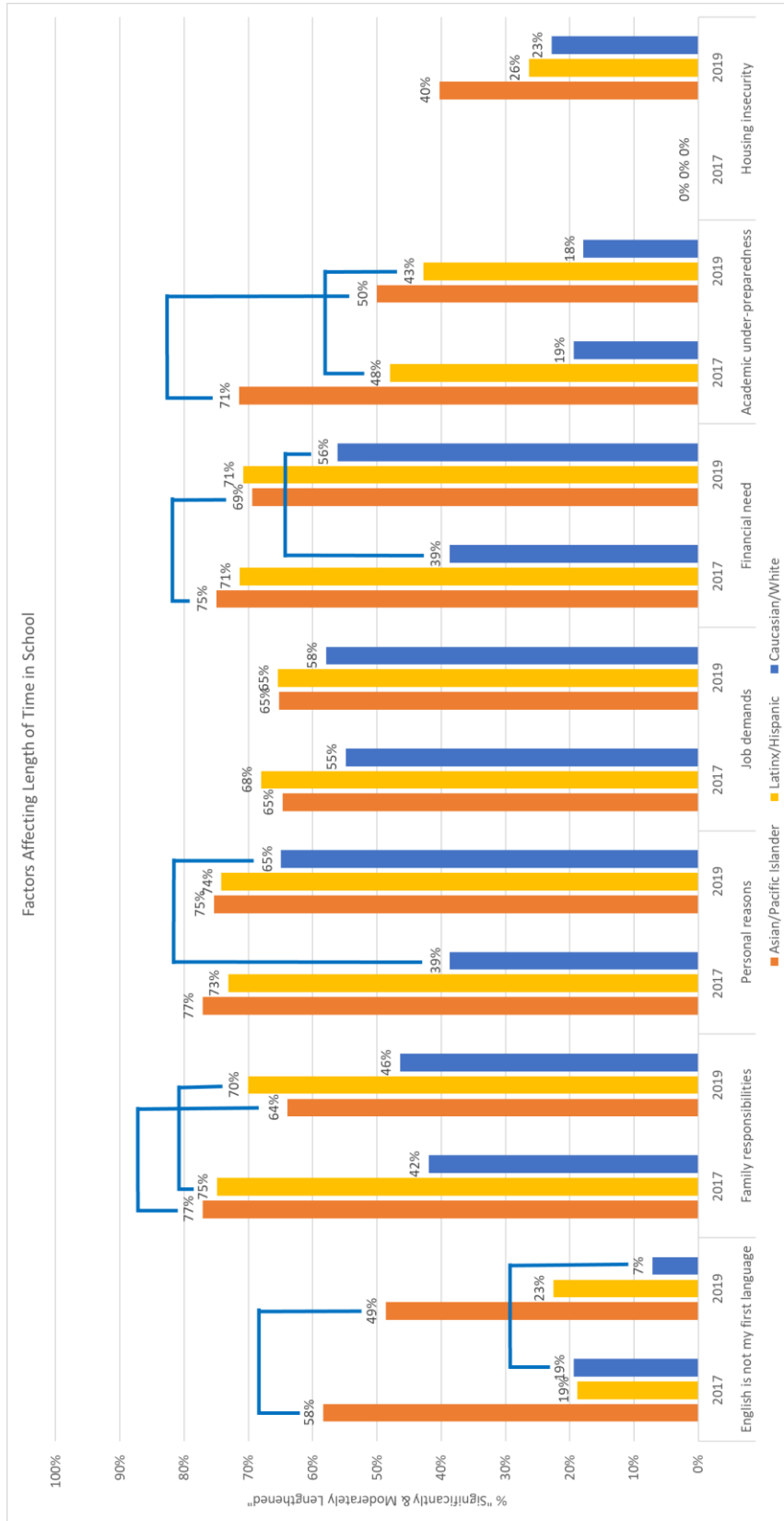
• See notes and description of results under the graph on the next page.

## Factors Contributing to Student Success



- Notes: Dark blue lines show changes  $\geq \pm 5\%$  from 2017 to 2019 within racial groups. “Scholarships” was added in the 2019 survey.
- Interestingly, while the support of other students remains stable across the years for Asian/Pacific Islander students and Latinx/Hispanic students, it is encouraging to see that a greater percentage (17% increase) of Caucasian/White students reported higher ratings in 2019 for the role of other students in contributing to their success.
- Compared to Asian/Pacific Islander and Latinx/Hispanic students, Caucasian/White students generally rated homework, college staff, and student clubs and organizations lower in terms of the roles in their success.

## Factors Affecting Length of Time in School

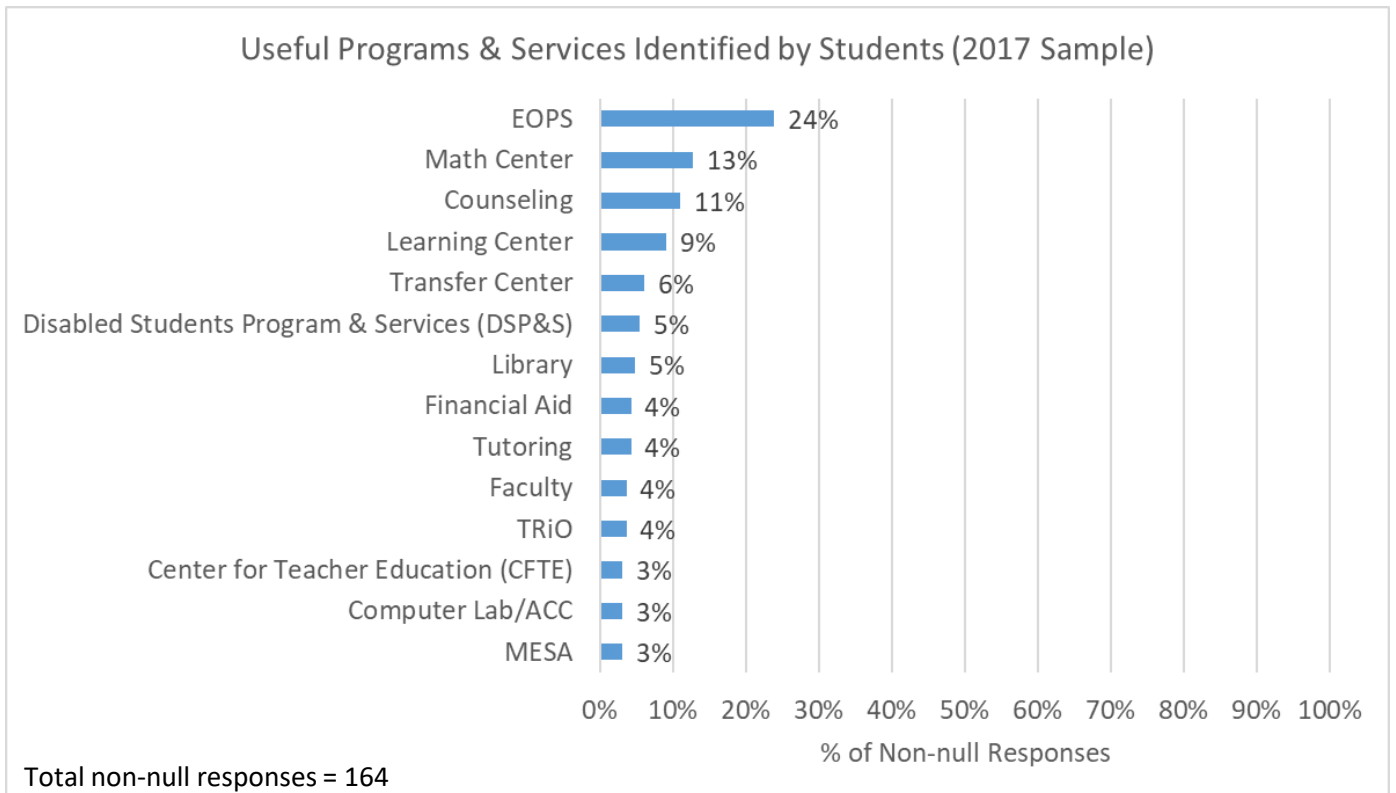


Source: SAC Graduate Exit Survey 2017 – 2019

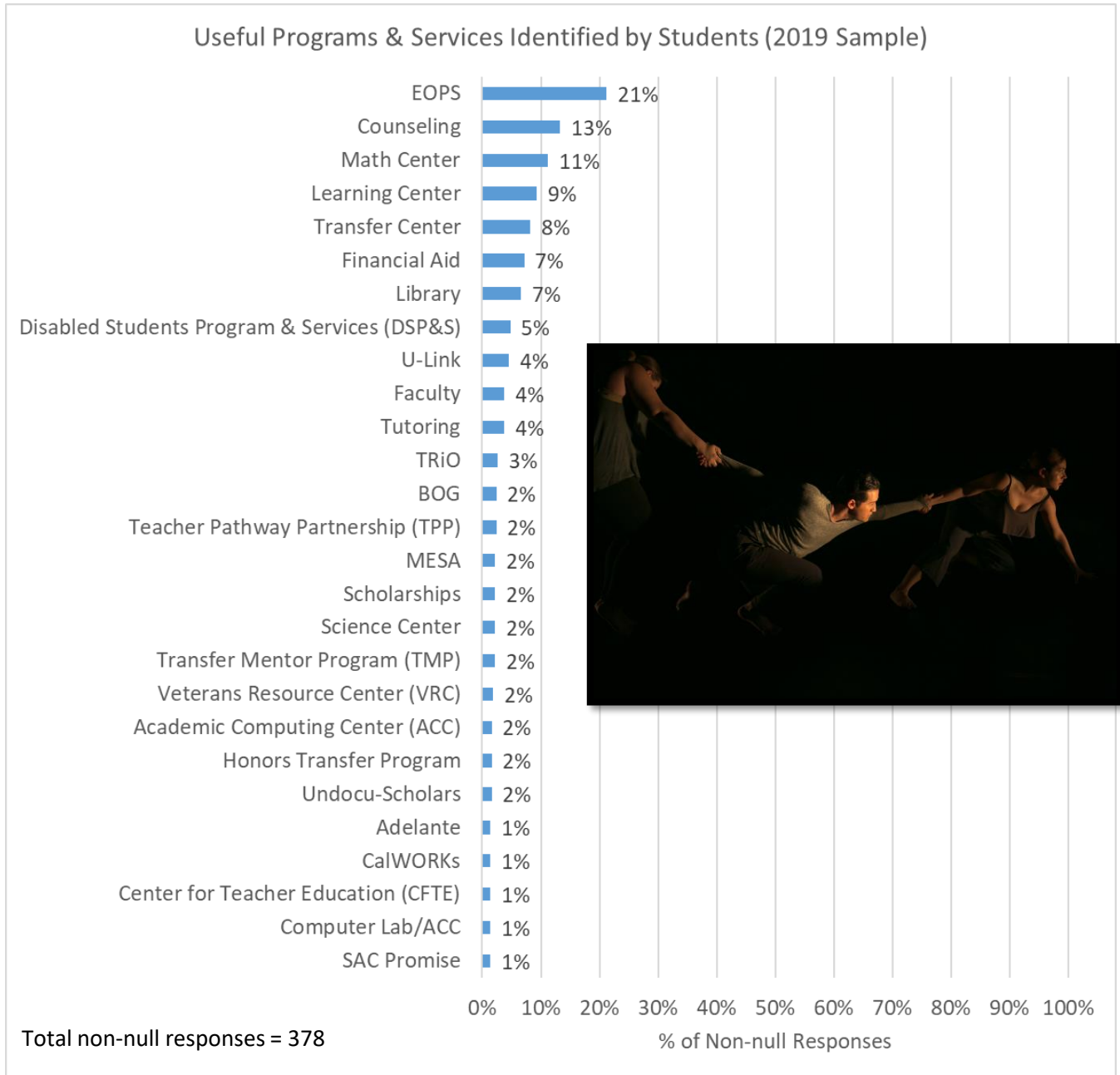
- Notes: Dark blue lines show changes  $\geq \pm 5\%$  from 2017 to 2019 within racial groups. “Housing insecurity” was added in the 2019 survey.
- All of the above factors generally affected Asian/Pacific Islander and Latinx/Hispanic students to a greater extent than Caucasian/White students in terms of the length of time they spent at SAC.
- While English not being the students’ first language continued to affect Asian/Pacific Islander students to a greater extent than Latinx/Hispanic and Caucasian/White students in 2019, there was a 9% decrease in the proportion of Asian/Pacific Islander students who indicated this factor as significantly and moderately affecting their length of time at SAC.
- In 2019, a larger proportion of Caucasian/White students identified personal reasons and financial need as significantly and moderately affecting their length of time in school compared to Caucasian/White students who responded in 2017.
- Asian/Pacific Islander students in the 2019 sample reported academic under-preparedness as being less of an issue compared to the 2017 sample.

## Most Useful Programs Identified by Students

When asked about the programs and services that were the most useful to students in an open-ended question, the most popular responses were related to the benefits of EOPS (> 20% for both years), Math Center (> 10%), and academic counseling services (> 10%). The graphs below show responses with counts  $\geq 5$ .



## Most Useful Programs Identified by Students



## Employment Status

	2017	2019
<b>Percent of respondents who worked for pay while at SAC:</b>	48%	45%
*Of those who worked for pay while at SAC:		
Average % of time employed full-time while at SAC	60%	62%
Average % of time employed part-time while at SAC	59%	61%
Average % of time unemployed while at SAC	27%	22%

\*Participants who worked while at SAC were asked to indicate what percentage of their time was spent employed full-time, part-time, and/or unemployed. For example, an individual student may respond 80% full-time, 10% part-time, and 10% unemployed during their time at SAC. Each value represents the average across all respondents for the given category. Thus, the total percentage across categories for the entire group of respondents does not add up to 100%.

- Of the students who worked for pay while at SAC, a smaller percentage of the 2019 respondents were unemployed during their time at SAC compared to the respondents in 2017.

<b>What is your current employment status?</b>	2017	2019
Employed in a job related to my degree or certificate.	21%	24%
Employed in a job somewhat related to my degree or certificate.	14%	17%
Employed in a job not related to my degree or certificate.	37%	31%
Unemployed and seeking employment.	19%	18%
Unemployed but not currently seeking employment.	9%	10%

- From 2017 to 2019, the distribution of responses shifted in a more desirable direction, with a smaller percentage of respondents (31%) in 2019 indicating that they were employed in a job *not* related to their degree/certificate and 3% increases in respondents indicating that they were employed in a job related or somewhat related to their degree/certificate, respectively.



### Top 10 Graduating Degrees and Certificates

Year	Degree/Certificate Program	Count	%	Rank
2017	Business	33	11.6%	1
	Liberal Arts	31	10.9%	2
	Child Development	21	7.4%	3
	Fire Technology	17	6.0%	4
	Nursing	17	6.0%	4
	Psychology	15	5.3%	5
	Sociology	15	5.3%	5
	Criminal Justice	12	4.2%	6
	Medical Assistant	9	3.2%	7
	Occupational Therapy			
	Assistant	8	2.8%	8
	Art	7	2.5%	9
	Education	7	2.5%	9
	Other*	7	2.5%	9
	Paralegal	7	2.5%	9
	Business Applications and Technology	6	2.1%	10

\*"Other" responses included Human Services, Spanish, and a triple-major in Welding, Engineering, and Physics, to name a few.

Year	Degree/Certificate Program	Count	%	Rank
2019	Liberal Arts	61	9.9%	1
	Business	45	7.3%	2
	Child Development	45	7.3%	2
	Psychology	44	7.1%	3
	Nursing	43	7.0%	4
	Criminal Justice	32	5.2%	5
	Medical Assistant	32	5.2%	5
	Sociology	22	3.6%	6
	Biology	19	3.1%	7
	Other**	18	2.9%	8
	Paralegal	17	2.8%	9
	Education	15	2.4%	10
	Fire Technology	15	2.4%	10

\*\*As in 2017, the most common "Other" response was Human Services. "Other" responses also included Spanish-English Interpreter certificate, Public Health, and Clinical Science, to name a few.

### Top Transfer Institutions

**Top Transfer Institutions – 2017 Survey Sample**  
Total Non-null Responses (n = 105)

Transfer Institution	Count	%
CSU Fullerton	57	54%
CSU Long Beach	15	14%
UC Irvine	5	5%

**Top Transfer Institutions – 2019 Survey Sample**  
Total Non-null Responses (n = 249)

Transfer Institution	Count	%
CSU Fullerton	105	42%
UC Irvine	21	8%
CSU Long Beach	20	8%
CSU Dominguez Hills	16	6%
UC Los Angeles	7	3%
UC Riverside	7	3%
Cal Poly Pomona	5	2%

## SAC as a College of Choice Satisfaction in Choosing SAC and Recommending SAC to Others

**If you could start over, would you choose SAC again?**

	2017		2019	
	Count	%	Count	%
Yes	268	96%	606	96%
No	12	4%	22	4%
Total	280	100%	628	100%

**Would you recommend SAC to your friends or family?**

	2017		2019	
	Count	%	Count	%
Yes	273	98%	616	98%
No	6	2%	13	2%
Total	279	100%	629	100%

- When asked about whether or not they would choose to attend SAC again if they could start over, or if they would recommend SAC to their friends or family, students overwhelmingly responded “yes” to both questions.
- The students’ responses to these two questions highlight their overall satisfaction with their experiences at SAC.

### Open-ended Comments and Suggestions for Improving SAC

**Themes from students’ comments and suggestions for improvement:**

2017
<ul style="list-style-type: none"> <li>•Construction</li> <li>•Improve parking</li> <li>•Provide more food options</li> <li>•Provide access to programs and services in the evening</li> <li>•Provide more student activities</li> </ul>

2019
<ul style="list-style-type: none"> <li>•Construction</li> <li>•Improve parking</li> <li>•Provide more food options</li> <li>•Need more shade</li> <li>•Provide more online classes</li> <li>•Improve the SAC website</li> <li>•Provide more student activities and promote awareness of them</li> </ul>

Recurring themes in the comments/suggestions for improving SAC were related to finishing construction, improving parking availability, and providing more food options. Selected response quotes representative of the themes are provided on the next page.

### **Selected comments and suggestions for improvement – 2017**

- “Access to all the programs for students that work full time and come to school in the late evenings.”
- “The construction was difficult”
- “...there was also no cafeteria or good food for us to eat... no place for us to eat or hangout besides on the dirty outside tables... they shouldn't have closed the cafeteria until the new one was about to be opened...”
- “Parking !”
- “SAC should consider improving its technology class with the aid of lab classes that can help teach students through hands-on experience.”
- “Student activities and engaging community, as well as school pride/spirit.”

### **Selected comments and suggestions for improvement – 2019**

- “cafeteria, more study spaces and rooms around campus for groups”
- “finish the construction.”
- “the resources helped me a lot. I wish the hours for some programs were extended.”
- “having more online or hybrid classes.”
- “making a parking structure[:] would sometimes take over an hour to find parking”
- “thank you! the restrooms can use improving :)”
- “updated classrooms. some classrooms (h building) need updates. closer parking availability for night classes”
- “adding more water stations. more benches with shade.”
- “longer library hours”
- “more updates on the website”
- “encourage more student activities and make sure we are all aware of them”

# Career & Technical Education: Employment Outcomes Survey



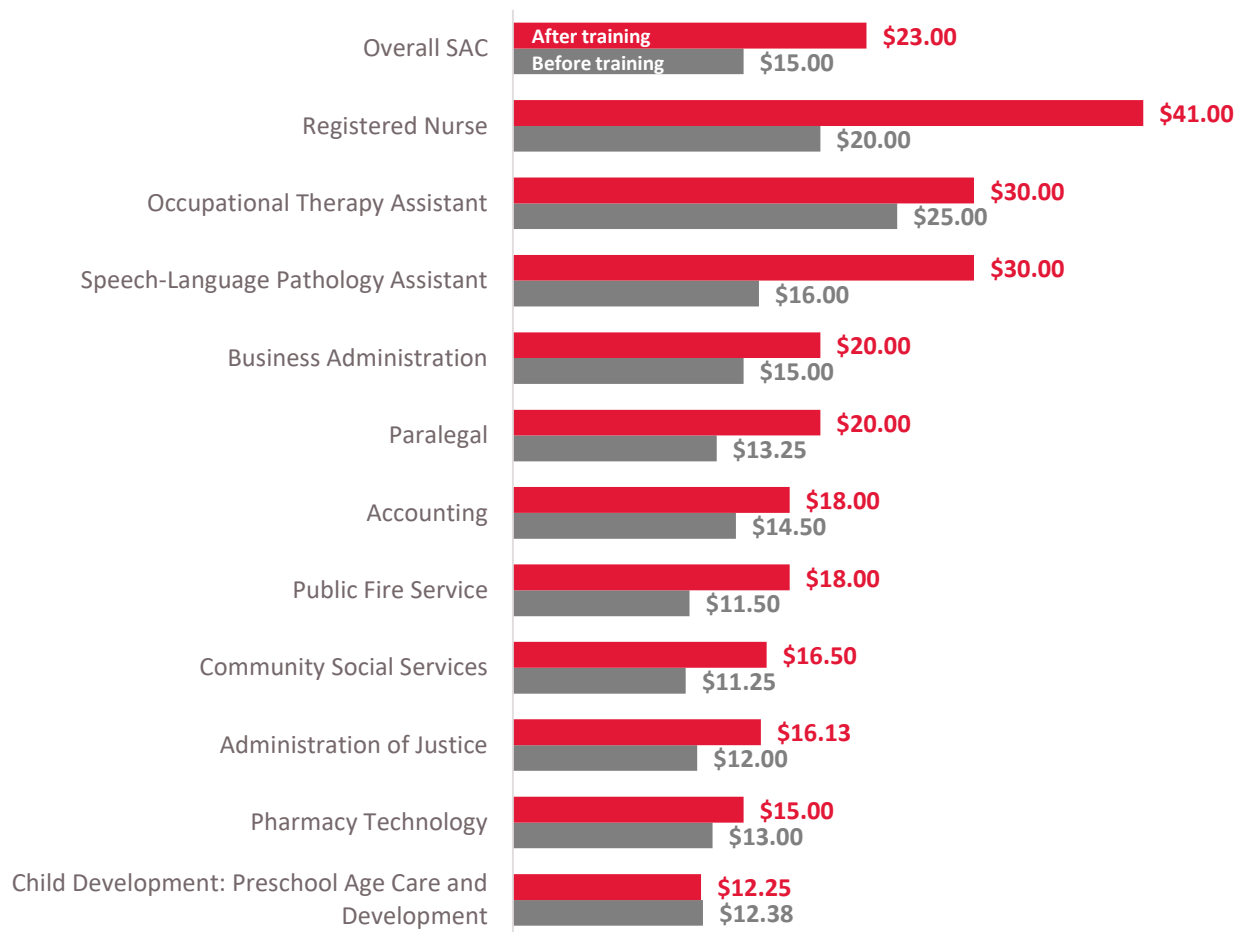
2019 Fact Book

## Results from Career & Technical Education (CTE) Employment Outcomes Survey 2019

Skills-building students from Santa Ana College were surveyed if they met one of the following criteria in the cohort year, and did not enroll (or were minimally enrolled) the following year: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units.

### Median hourly wage of students before and after training

Programs listed below had five or more respondents report wages after training



\$8.00 is the overall change in hourly wages after completing training in dollars.

53% is the overall change in hourly wages after completing training in percentage gain.

86% of respondents reported being employed for pay.

42% of respondents reported transferring to another college or university.

96% of respondents reported being very satisfied or satisfied with their training.

Source: California Community Colleges CTE Employment Outcomes Survey



Centennial Education Center

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## QUICK FACTS 2018-19

### Administrators/Managers

Jim Kennedy, Ed.D., Vice President  
Sergio Sotelo, Ph.D., Dean  
Christine Kosko, Dean  
Stephanie Paramore, Dean  
Lorena Chavez, Director, Special Program  
Phuong Nguyen, Registrar

### Faculty/Staff<sup>1</sup>

Administrators: 6  
Full-Time Faculty and Counselors: 17  
Part-time Faculty and Counselors: 291  
Support Staff: 97

### Sites and Class Sections<sup>1</sup>

Sites Served: 66  
Class Sections: 1,678

### Budget

General Fund Expenses: \$11,620,121  
Categorical Fund Expenses: \$6,206,872  
**Total Expenses: \$17,826,993**


### Student Outcomes and Services<sup>1</sup>

High School Graduates: 151  
Course Completions<sup>2</sup>: 15,096  
Certificates of Program Completion<sup>3</sup>: 445  
Certificates of Competency<sup>2</sup>: 643  
CASAS Learning Gains: 10,957  
Counseling Contacts: 19,340  
Assessments: 10,977

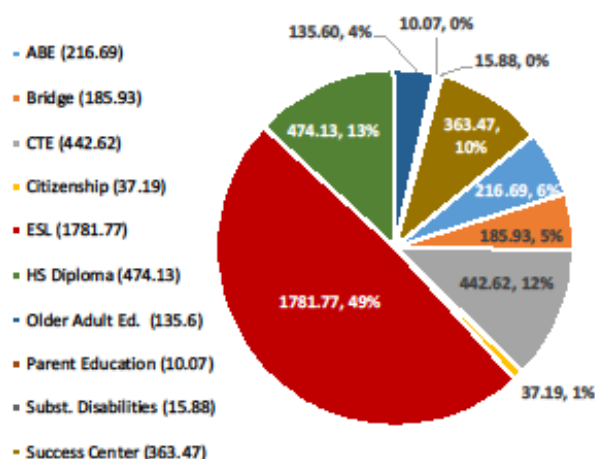
### Headcount and Enrollment

Unduplicated Headcount<sup>3</sup>: 18,477  
Full-time Equivalent Students (factored FTES)<sup>4</sup>: 3,774

### Student Demographics<sup>5</sup>

Ethnicity		Age		Gender	
African-American	1.09%	Under 18	6.44%	Female	58.28%
American-Indian	0.67%	18-21	9.44%	Male	41.64%
Asian	13.31%	22-34	28.05%	Not Reported	0.09%
Latino	75.47%	35-44	20.53%		
Pacific Islander	0.22%	45-54	17.24%		
White	5.85%	55-64	10.57%		
Other/Not Reported	3.39%	65+	7.72%		

### FTES<sup>6</sup> by Department



### Our Mission

*Santa Ana College School of Continuing Education* inspires, transforms, and empowers a diverse community of learners.

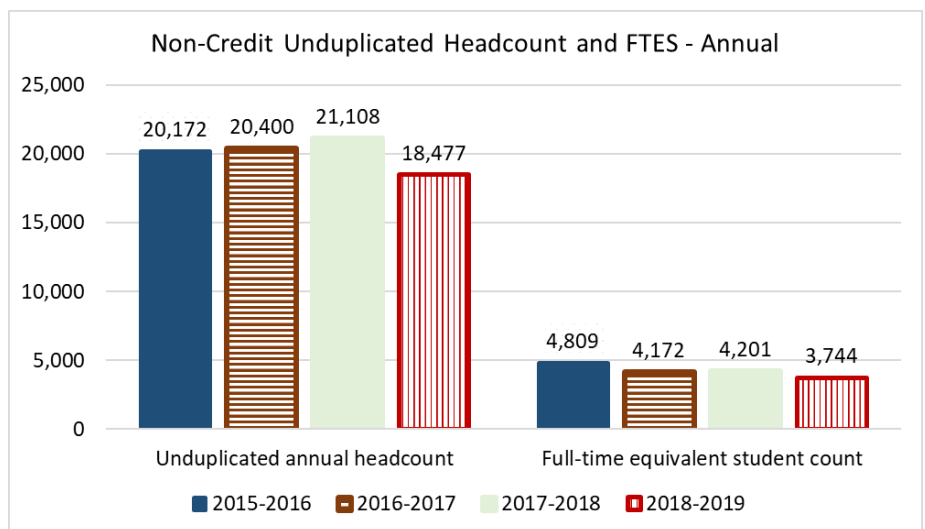
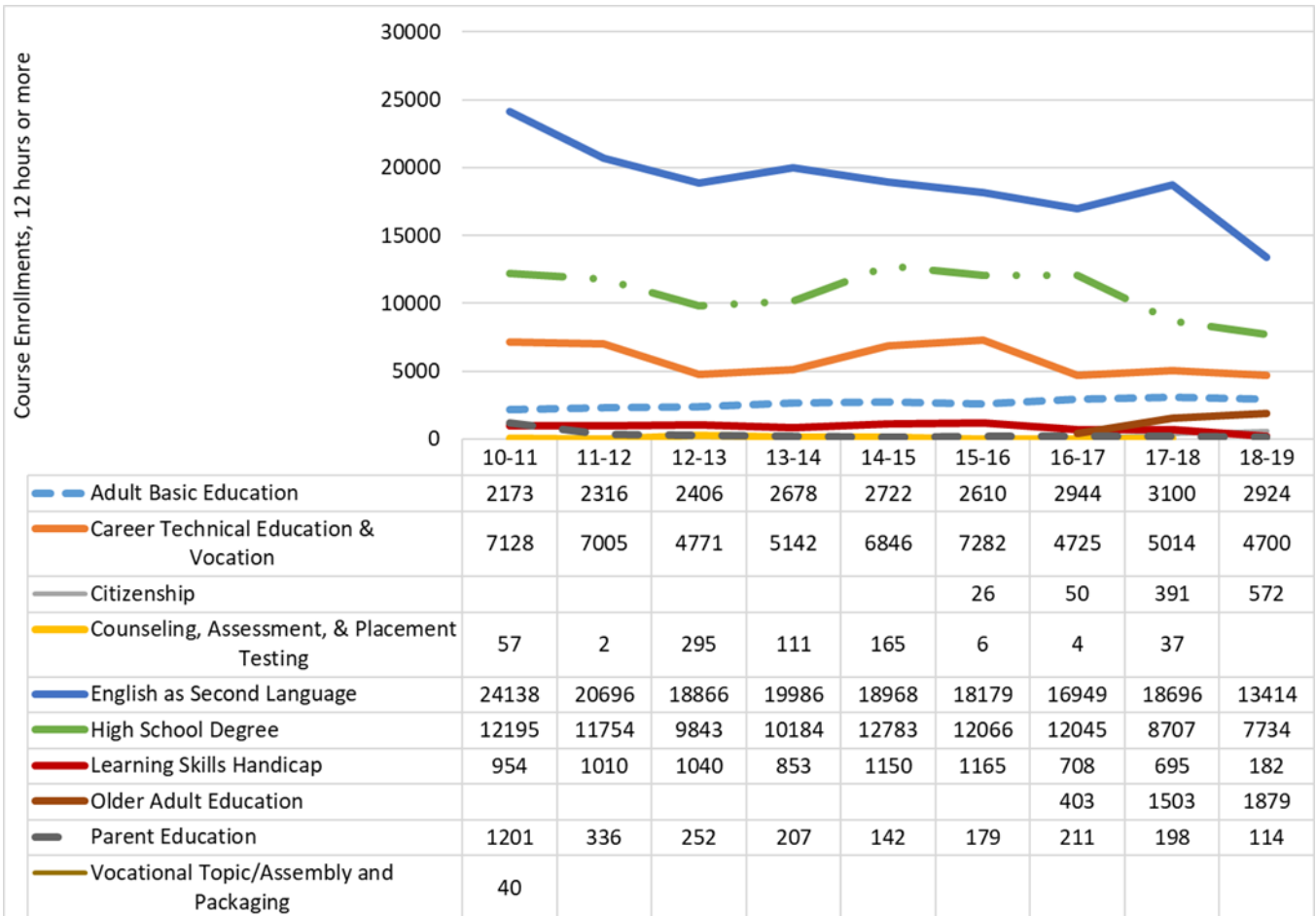
### Sources

<sup>1</sup> CEC Registrar/Graduation Specialist  
<sup>2</sup> CEADM04

<sup>3</sup> CEADM02  
<sup>4</sup> EMT & FTES Factor of 1.0336

<sup>5</sup> CEADM03  
<sup>6</sup> EMT & unfactored FTES

## Annual End of Term Enrollment Counts

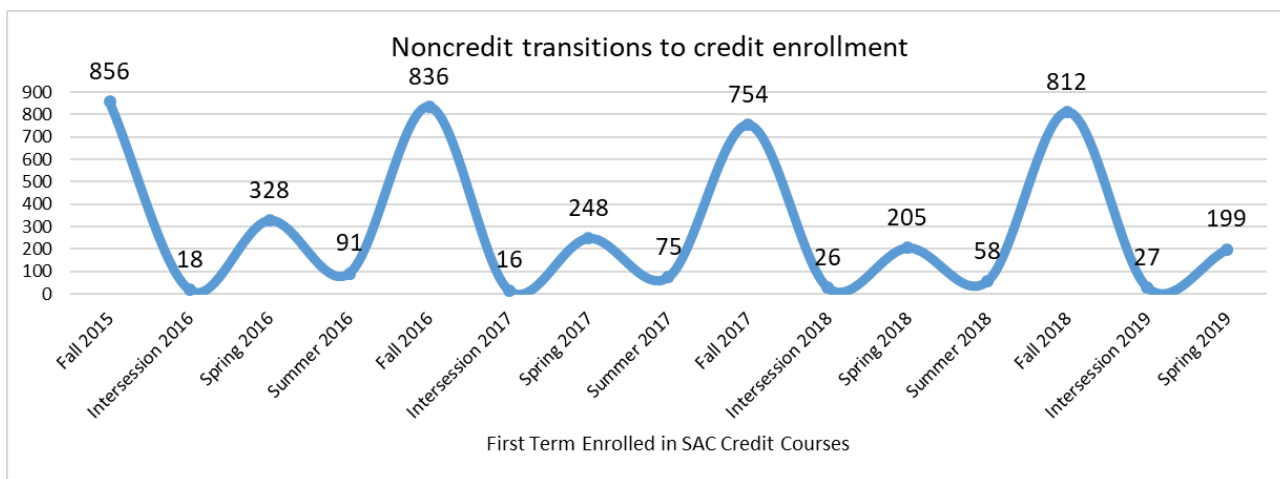
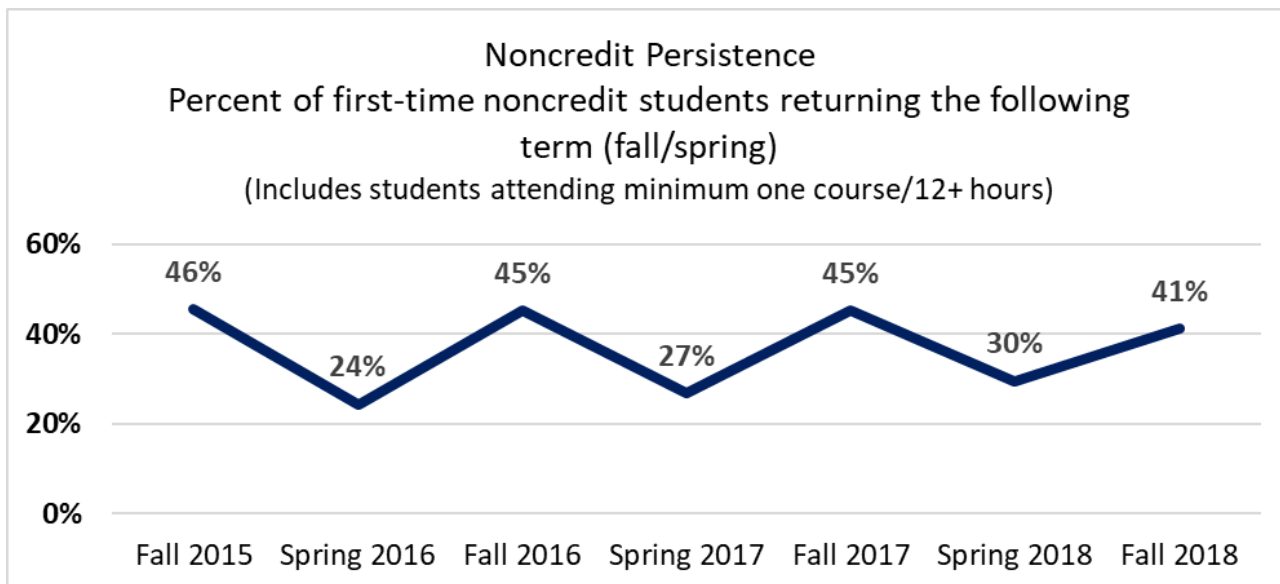


Source: CEADM03, EMT & FTES Factor of 1.03657

Includes students who enrolled for a minimum of 12 hours or more per course section. This chart presents enrollment numbers much higher than those presented on the NEAT dashboard because it includes all enrollments regardless of how many times students attempted courses.

# Noncredit: Persistence, Transition to Credit, Transfers

2019 Fact Book



How many former noncredit students arrive at a four-year institution each year? (tracking the 2010 and later noncredit students)

#### Transfer History of Former Noncredit Students (to four-year institution)

Transfer Year	Count
2014-15	509
2015-16	598
2016-17	675
2017-18	658
2018-19	659

Source: RSCCD Research Department Data Warehouse, National Student Clearinghouse. The charts on this page track noncredit students who enrolled for a minimum of 12 hours or more per noncredit course section



## The Santa Ana Partnership

### High School to College Pipeline

*Working to have a degree in every home in Santa Ana by 2025*

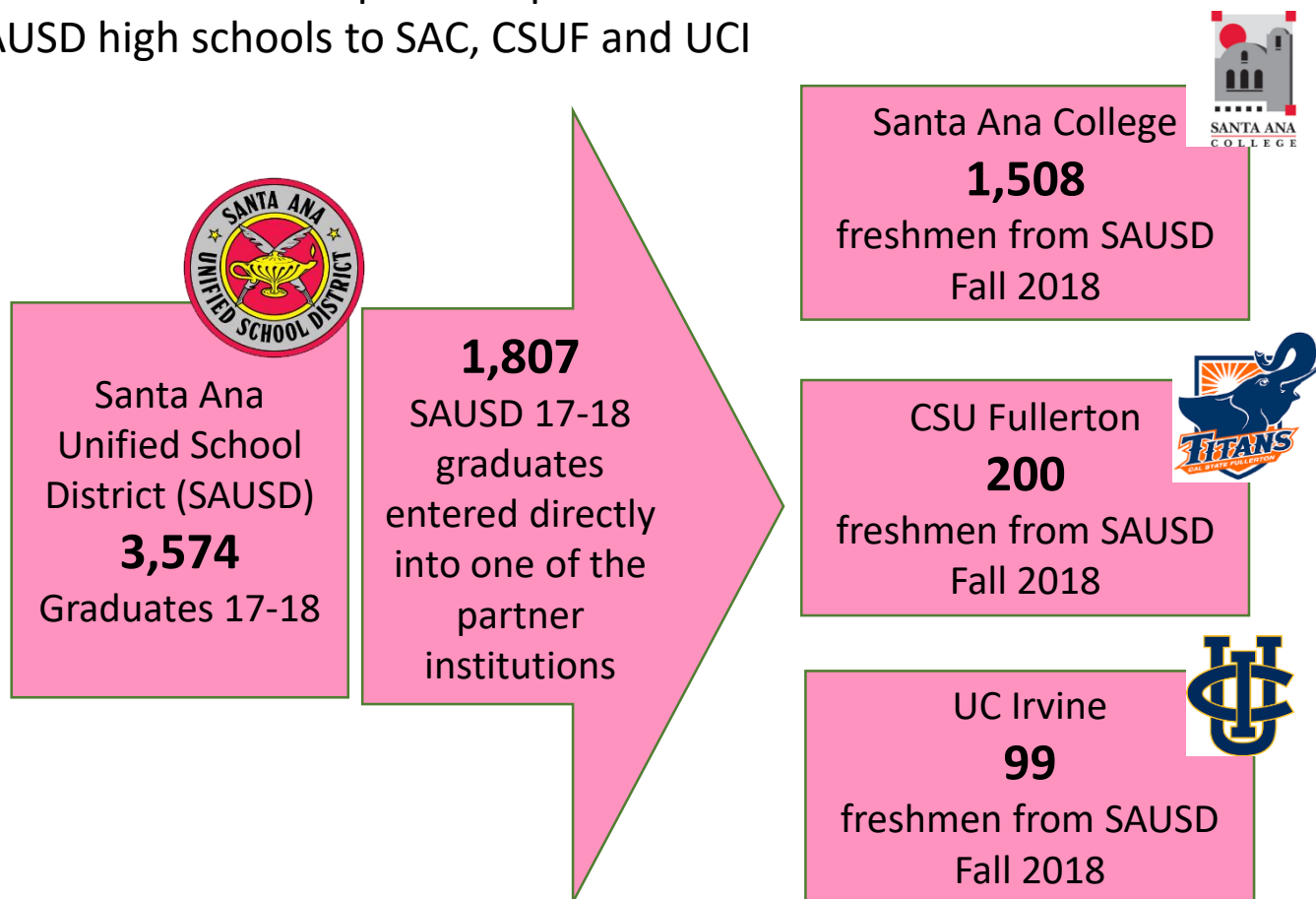
Santa Ana  
Partnership



PROMOTING  
EDUCATION

- The Santa Ana Partnership has been working together since 1983 to address and dismantle barriers to student success systematically.
- K-16 Partnership centered on educational achievement, college access, and completion in one of the nation’s youngest and most Latino cities.
- Connects students, parents, and community to education locally
- Works simultaneously at the program, school/college, and system levels to seed innovation and share data to measure progress along the way.

Santa Ana Partnership efforts promote the flow of students from SAUSD high schools to SAC, CSUF and UCI



Source: RSCCD Research Department Data Warehouse and Santa Ana Partnership Research and Evaluation Team (SAP RET) members from UCI, CSUF, SAC and SAUSD

# The Santa Ana Partnership

High School to College Pipeline

Working to have a degree in every home in Santa Ana by 2025



## SANTA ANA PARTNERSHIP SCORECARD

"The goal of the Santa Ana Partnership is to provide all Santa Ana students with an academically rigorous curriculum and the support that they need to succeed in school, and advance to college, and graduate."

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Growth Direction <sup>1</sup>
<b>From academic year</b>							
Number of SAUSD Graduating Seniors	3422	3304	3340	3221	3274	3274	↑
On-Time GRADUATION Rate	87%	89%	92%	91%	88%	88%	→
A-G Completion (By end of the senior year)	40% (1377)	42% (1383)	42% (1413)	44% (1429)	47% (1494)	47% (1494)	↑
FAFSA Submitted	2971	2590	2718	2710	2734	2734	↑
AP Enrollment	21% (3045/14476)	24% (3389/14202)	28% (8880/14098)	30% (4267/14064)	34% (4766/13944)	34% (4766/13944)	↑
Students Passing AP Exam	44%	39%	38%	52%	57%	57%	↑
% of Grade 12 Taking SAT	45% (1539/3483)	48% (1577/3304)	48% (1522/3188)	51% (1594/3159)	89% (2891/3264)	89% (2891/3264)	↑
% of Grade 12 Taking ACT	20% (703/3483)	22% (728/3304)	36% (1162/3188)	33% (1054/3159)	34% (1103/3264)	34% (1103/3264)	↑
SAC Placement via Multiple Measures	Not Available	32%	65%	61%	56%	56%	→
English college-level <sup>2</sup>	Not Available	40%	38%	43%	38%	38%	→
Math college-level <sup>3</sup>	Not Available	40%	38%	43%	38%	38%	→

	2014	2015	2016	2017	2018	2019	Growth Direction <sup>4</sup>
<b>Snapshots in Spring 2018</b>							
Post-secondary certificate attainment at SAC <sup>(1)</sup>	474	804	716	833	1127	1127	↑
AA/AS degree attainment at SAC <sup>(1)</sup>	1031	2773	1390	2218	7764	7764	↑
Number of SAC transfers to 4-year universities <sup>(2)</sup>	371	425	522	555	402	402	→
Number of SAC transfers to 2-year universities <sup>(3)</sup>	1251	1425	1349	1476	1424	1424	↑

	2009-2015	2010-2016	2011-2017	2012-2018	2013-2019	2014-2020	2015-2021	2016-2022	2017-2023	2018-2024	2019-2025	Growth Direction <sup>5</sup>
<b>Cohort Completion data for CSUF<sup>6</sup></b>												
1 <sup>st</sup> -time freshmen	43% (51/119)	57% (74/129)	51% (62/121)	56% (84/150)	56% (84/150)	56% (84/150)	56% (84/150)	56% (84/150)	56% (84/150)	56% (84/150)	56% (84/150)	→
6-year completion rate	62%	62%	66%	68%	68%	68%	68%	68%	68%	68%	68%	↑
<b>Cohort Completion data for UCI<sup>7</sup></b>												
1 <sup>st</sup> -time freshmen	87% (41/47)	83% (43/53)	79% (44/56)	71% (36/51)	71% (36/51)	71% (36/51)	71% (36/51)	71% (36/51)	71% (36/51)	71% (36/51)	71% (36/51)	→
6-year completion rate	88%	87%	85%	84%	84%	84%	84%	84%	84%	84%	84%	→
<b>Cohort Completion data for SAUSD through SAC<sup>8</sup></b>												
3-year transfer completion rate	63%	64%	69%	69%	69%	69%	69%	69%	69%	69%	69%	↑
4-year transfer completion rate	88% (14/16)	89% (15/28)	79% (27/34)	80% (15/69)	80% (15/69)	80% (15/69)	80% (15/69)	80% (15/69)	80% (15/69)	80% (15/69)	80% (15/69)	→

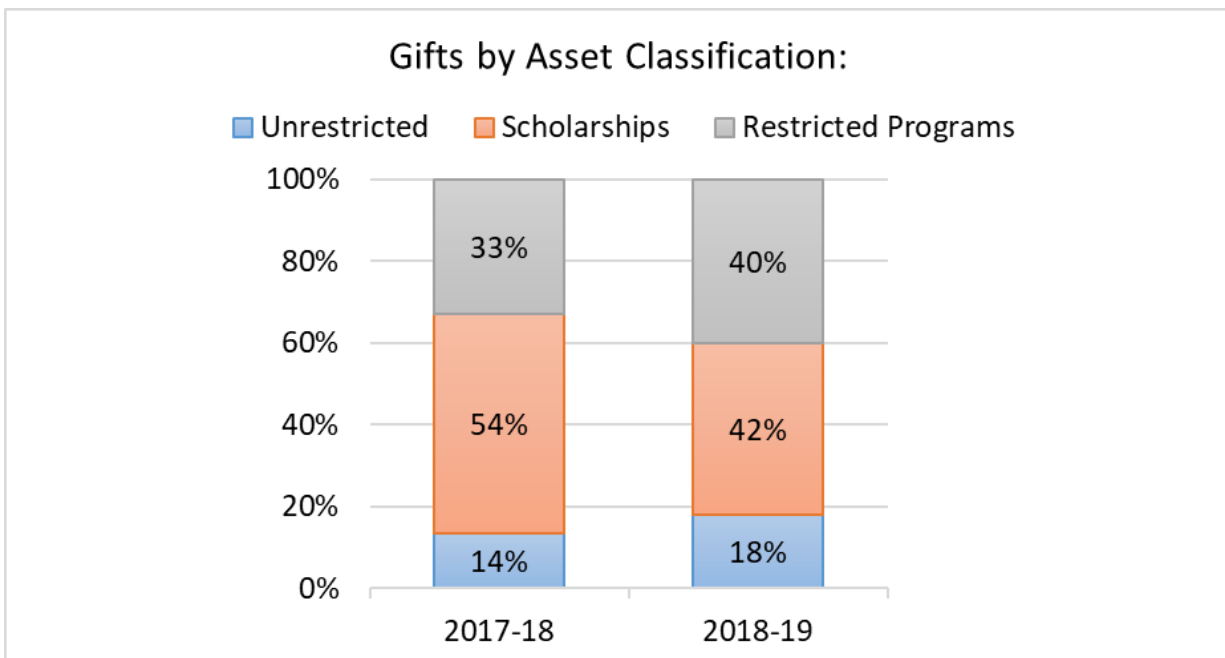
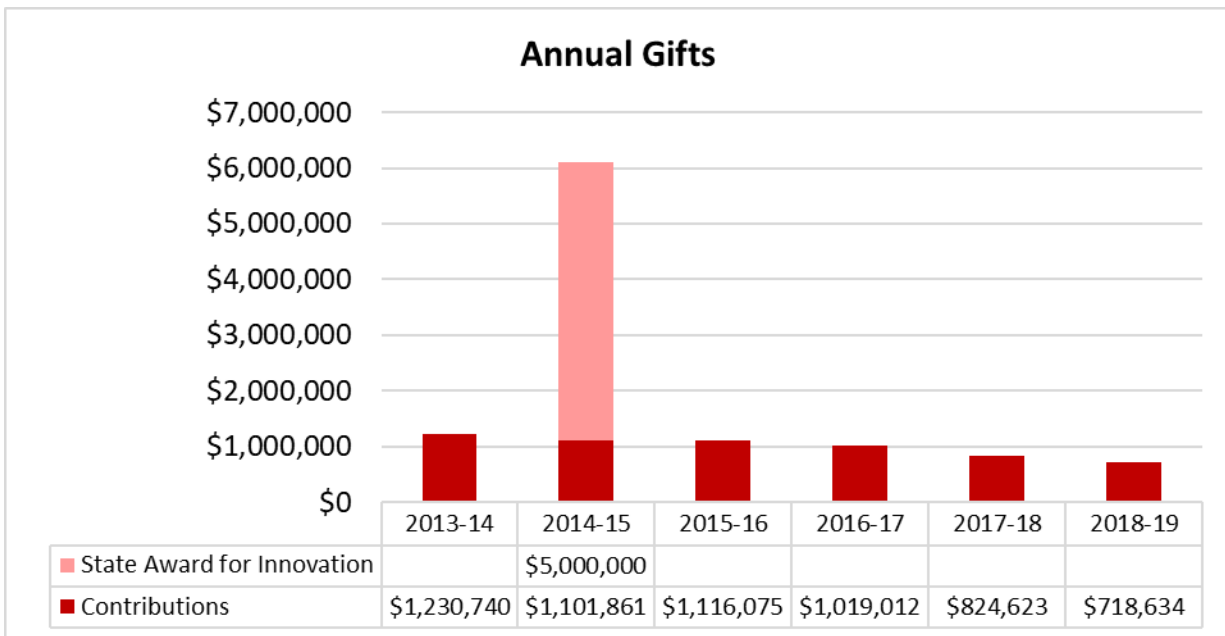
	2014	2015	2016	2017	2018	2019	Growth Direction <sup>9</sup>
<b>Graduating class of</b>							
# to SAC	1352	1205	1579	1498	1508	1508	→
# to CSUF	173	183	198	210	200	200	→
# to UCI	79	80	73	59	99	99	↑
% Attending post-secondary early time during the 1 <sup>st</sup> year after high school <sup>10</sup>	69%	70%	80%	80%	80%	80%	↑

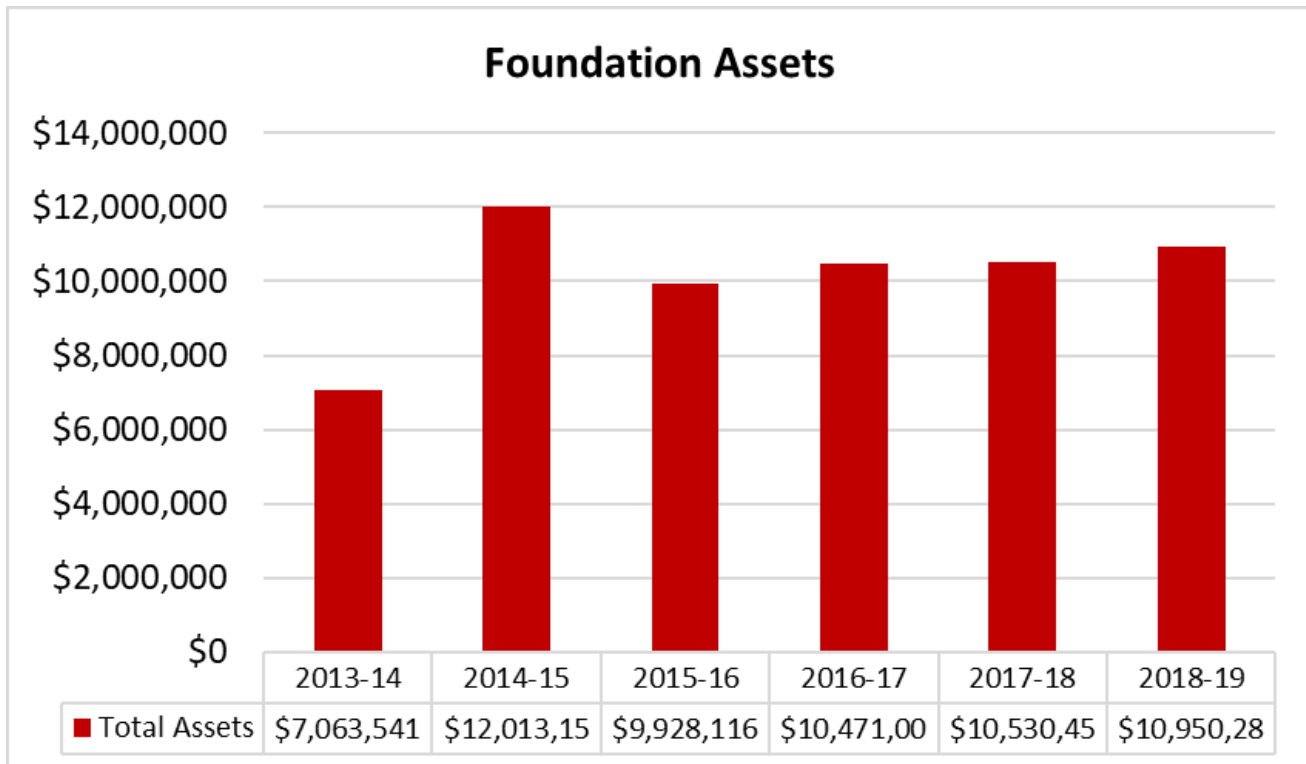
	2014	2015	2016	2017	2018	2019	Growth Direction <sup>11</sup>
<b>From graduating class of</b>							
Entering SAUSD who persist from 1 <sup>st</sup> to 2 <sup>nd</sup> year at SAC	55% (749/1352)	57% (688/1205)	54% (850/1579)	57% (850/1498)	57% (850/1498)	57% (850/1498)	↑
Entering SAUSD who persist from 1 <sup>st</sup> to 2 <sup>nd</sup> year at CSUF	87% (142/173)	76% (137/183)	80% (159/198)	75% (150/200)	75% (150/200)	75% (150/200)	→
Entering SAUSD who persist from 1 <sup>st</sup> to 2 <sup>nd</sup> year at UCI	100% (79/79)	100% (80/80)	92% (66/65)	88% (52/59)	88% (52/59)	88% (52/59)	→
Transfer from SAC to CSUF who persist from 1 <sup>st</sup> to 2 <sup>nd</sup> year	84% (294/349)	82% (290/352)	84% (341/408)	85% (291/341)	85% (291/341)	85% (291/341)	↑

<sup>1</sup>SAUSD R&E Department (OE/ED - Admin); <sup>2</sup>College Board Online Reports; <sup>3</sup>Federal Student Aid Commission; <sup>4</sup>English 101 and above; <sup>5</sup>March 105 and above (non-remedial courses); <sup>6</sup>Direction of growth determined by the most recent term in comparison to the average of previous two terms; <sup>7</sup>RSCCD Research Department/UC Information Center/CSUF; <sup>8</sup>National Student Clearinghouse (NSC) as of 11/17/16; <sup>9</sup>Spine generated in fall of the following year; <sup>10</sup>RSCCD Research Department; <sup>11</sup>NSC counts include students who have completed 12 units or more with a grade of A, B, C, D, or F; <sup>12</sup>Institutional Research and Analytical Studies; <sup>13</sup>www.colstate.edu/office/public-good/fallerton.html; <sup>14</sup>UCI Office of the Registrar; <sup>15</sup>www.uci.edu/comps-data.html; (Common Data Sets) (Updated Oct. 2019)

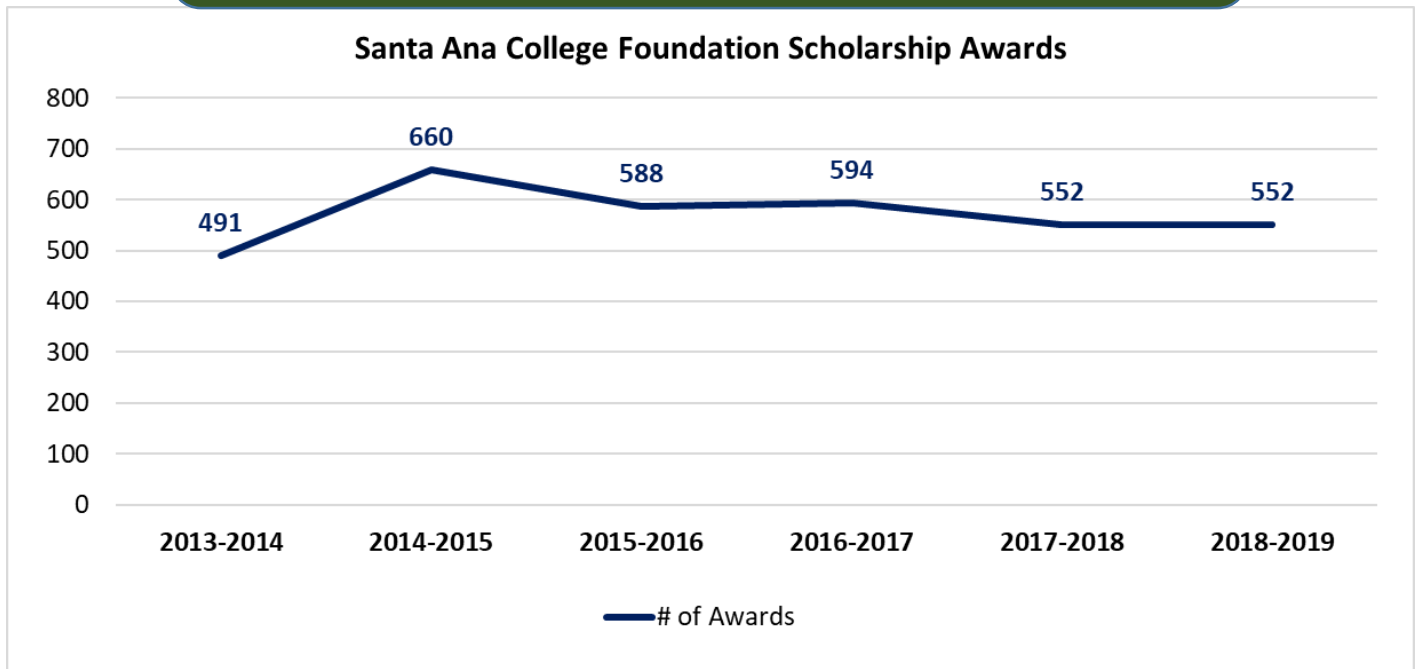
## MISSION STATEMENT

The Santa Ana College Foundation is committed to ensuring that no student is denied educational opportunities due to financial constraint. Therefore, the Foundation’s mission is to maintain, expand and enhance the educational opportunities at Santa Ana College by linking community organizations, businesses, alumni, faculty, staff and funding sources, thus preserving our near century legacy of “A History of Success, A Future of Promise.”





**\$961,908 was distributed in direct to support to students, programs and the college in 2018-2019**



## Scholarship Recipients: Where are they now (2018-19)?

### Institutions with two or more recipients of SAC Scholarships

CALIFORNIA STATE UNIVERSITY - FULLERTON	120
UNIVERSITY OF CALIFORNIA - IRVINE	53
CALIFORNIA STATE UNIVERSITY - LONG BEACH	28
CALIFORNIA STATE POLYTECHNIC	15
CALIFORNIA STATE UNIVERSITY - DOMINGUEZ HILLS	12
UNIVERSITY OF CALIFORNIA - BERKELEY	8
UNIVERSITY OF CALIFORNIA-LOS ANGELES	6
UNIVERSITY OF CALIFORNIA-DAVIS	4
BIOLA UNIVERSITY	3
UNIVERSITY OF CALIFORNIA-SAN DIEGO	3
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	3
VANGUARD UNIVERSITY OF SOUTHERN CALIFORNIA	3
CALIFORNIA STATE UNIVERSITY - SAN MARCOS	2
IOWA STATE UNIVERSITY	2
NATIONAL UNIVERSITY	2
SAN DIEGO STATE UNIVERSITY	2
UNIVERSITY OF LA VERNE TERM EDUCATION	2
UNIVERSITY OF SOUTHERN CALIFORNIA	2
UNIVERSITY OF TEXAS ARLINGTON	2

California	288
Outside California	21

Public Institution	281
Private Institution	28

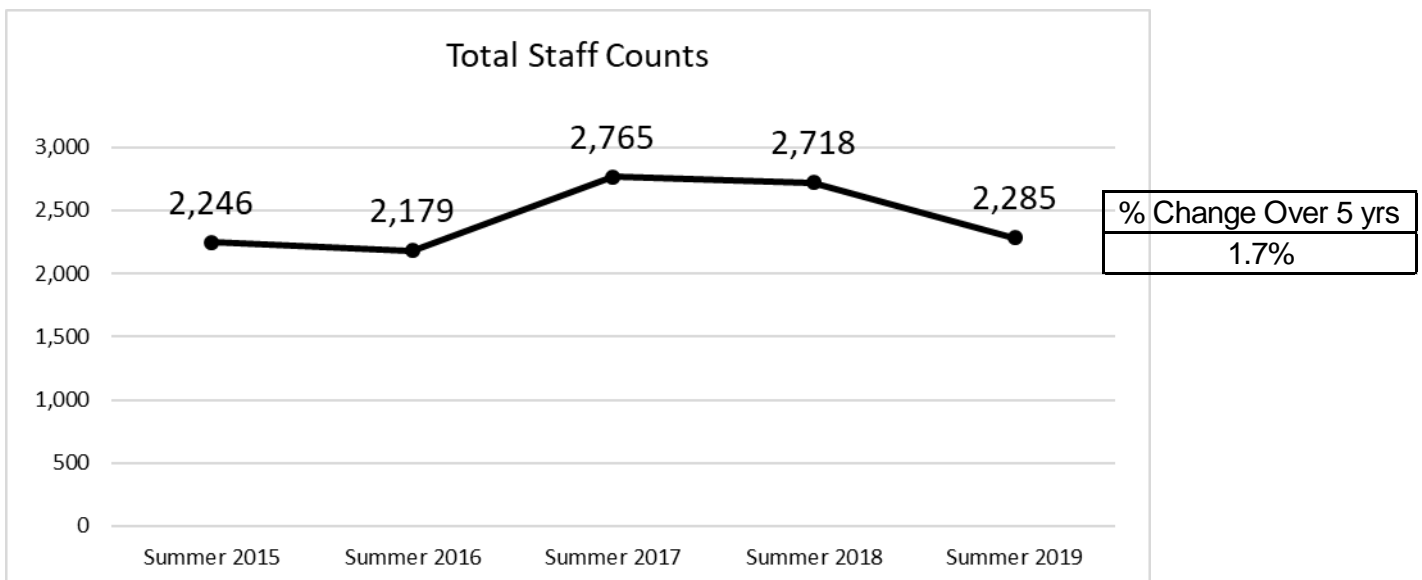
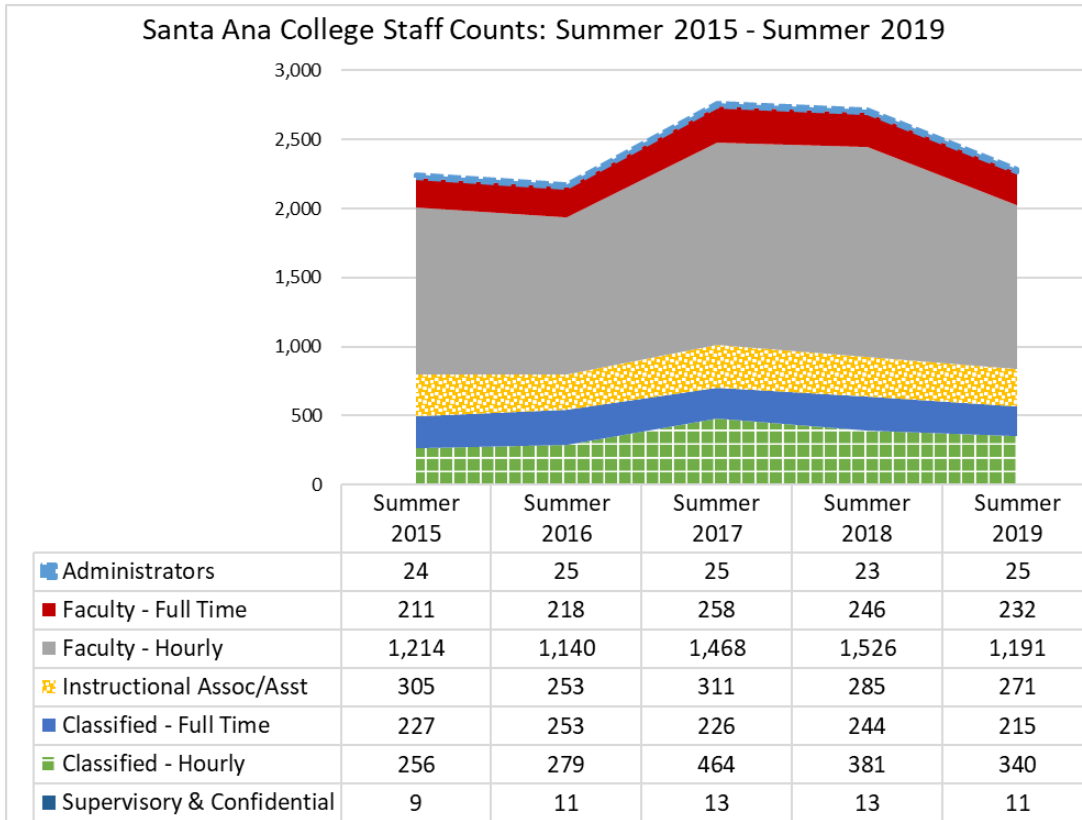
Doctoral Level	2
Graduate Level (1st Professional)	6
Graduate Level (Masters)	25
Post BA	5
BA/BS	271

This is not a complete list of the four-year institution enrollment of SAC scholarship awardees. This list includes only students awarded a scholarship between 14-15 and 17-18, enrolled at a four-year institution within the 2018-19 year, and identifiable using the National Student Clearinghouse student tracking service.

Source: National Student Clearinghouse

Santa Ana College - Staff Profile (as of 6/19/2019)																								
	Administrators			Faculty - Full Time			Faculty - Hourly			Instructional Assoc/Asst			Classified - Full Time			Classified - Hourly (short term & ongoing)			Supervisory & Confidential			Total		
	N	%		N	%		N	%		N	%		N	%		N	%		N	%		N	%	
<b>Total</b>	25	100%		232	100%		1,191	100%		271	100%		215	100%		340	100%		11	100%		2,285	100%	
<b>GENDER</b>																								
Female	14	56%		127	55%		460	39%		99	37%		131	61%		181	53%		6	55%		1,018	45%	
Male	11	44%		105	45%		731	61%		171	63%		83	39%		158	46%		5	45%		1,264	55%	
Unknown	0	0%		0	0%		0	0%		1	0%		1	0%		1	0%		0	0%		3	0%	
<b>ETHNICITY/RACE</b>																								
Asian	1	4%		28	12%		139	12%		21	8%		42	20%		64	19%		1	9%		296	13%	
Black	4	16%		5	2%		32	3%		5	2%		6	3%		18	5%		1	9%		71	3%	
Filipino	1	4%		6	3%		22	2%		8	3%		5	2%		4	1%		0	0%		46	2%	
Hispanic	0	0%		13	6%		145	12%		77	28%		52	24%		101	30%		3	27%		391	17%	
Native American	1	4%		2	1%		11	1%		5	2%		1	0%		14	4%		1	9%		35	2%	
Pacific Islander	0	0%		0	0%		5	0%		3	1%		0	0%		2	1%		0	0%		10	0%	
White	15	60%		127	55%		703	59%		131	48%		50	23%		111	33%		4	36%		1,141	50%	
Unknown	3	12%		51	22%		134	11%		21	8%		59	27%		26	8%		1	9%		295	13%	
<b>AGE</b>																								
< 30 yrs	0	0%		4	2%		74	6%		48	18%		18	8%		136	40%		0	0%		280	12%	
30 - 39 yrs	2	8%		42	18%		335	28%		82	30%		46	21%		80	24%		2	18%		589	26%	
40 - 49 yrs	3	12%		67	29%		346	29%		66	24%		60	28%		39	11%		6	55%		587	26%	
50 - 54 yrs	7	28%		36	16%		136	11%		22	8%		21	10%		25	7%		1	9%		248	11%	
55 - 59 yrs	6	24%		31	13%		129	11%		26	10%		33	15%		14	4%		2	18%		241	11%	
60 - 62 yrs	5	20%		28	12%		66	6%		13	5%		14	7%		6	2%		0	0%		132	6%	
63+ yrs	2	8%		24	10%		105	9%		14	5%		23	11%		40	12%		0	0%		208	9%	
Unknown	0	0%		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%		0	0%	

Source: RSCCD Human Resources, Online Report Repository



Source: RSCCD Human Resources, Online Report Repository  
 \* Includes non-credit staff. Employee counts are as of June 16<sup>th</sup> of each year.





# SAC Employee Engagement Survey 2019

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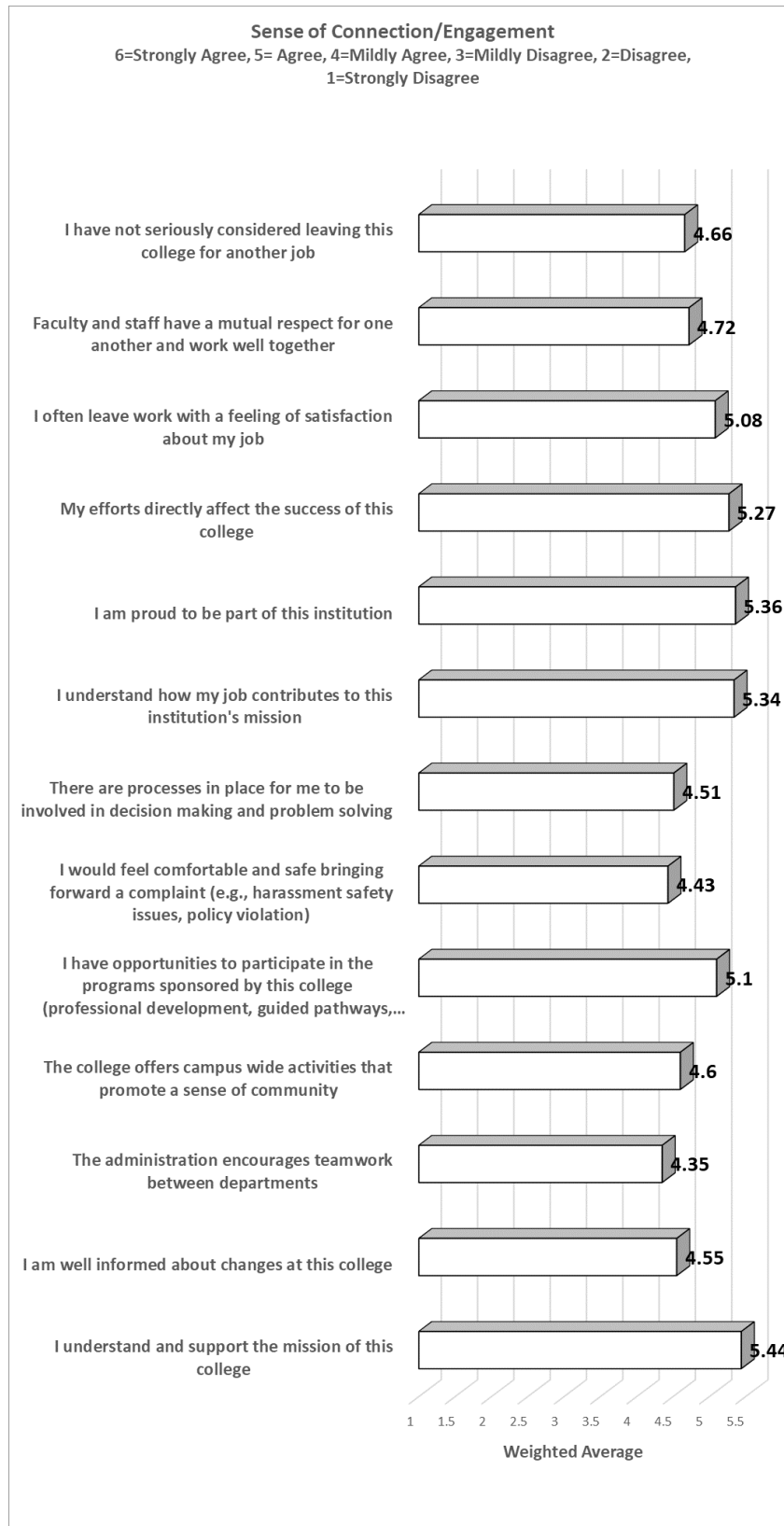
## 2019 Fact Book

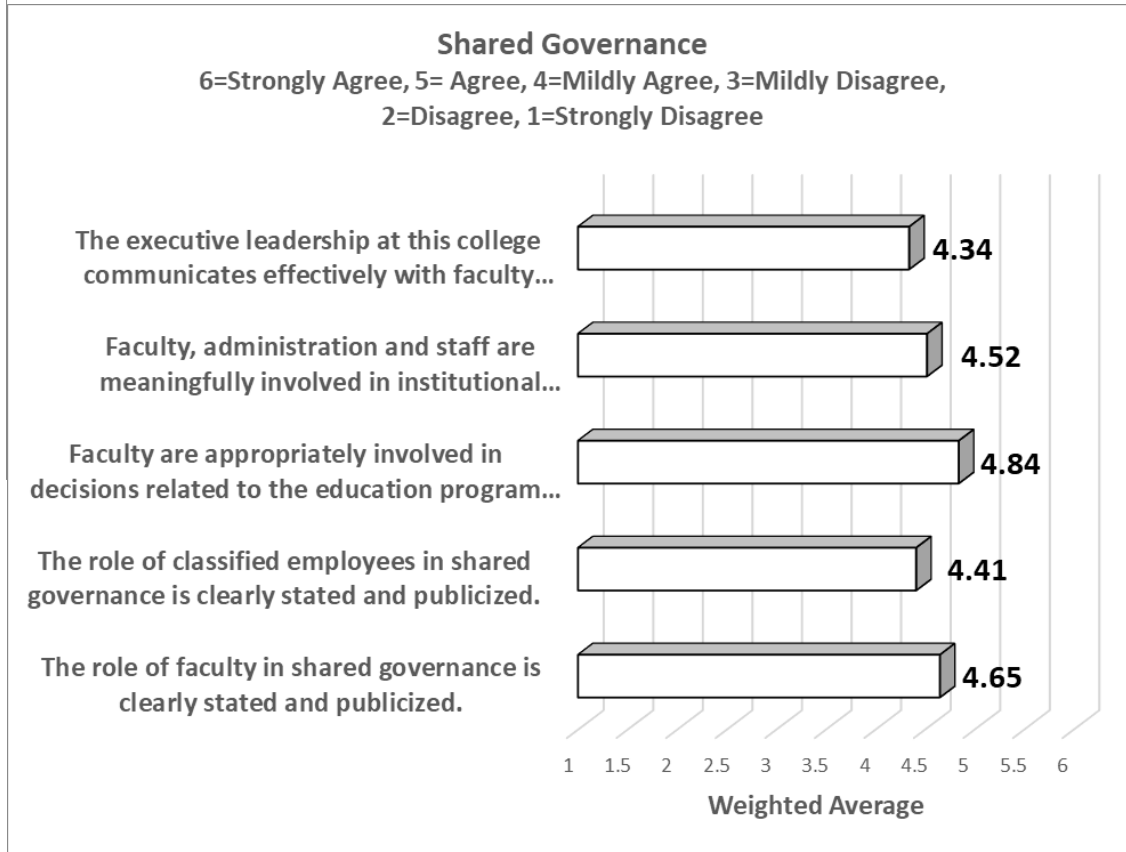
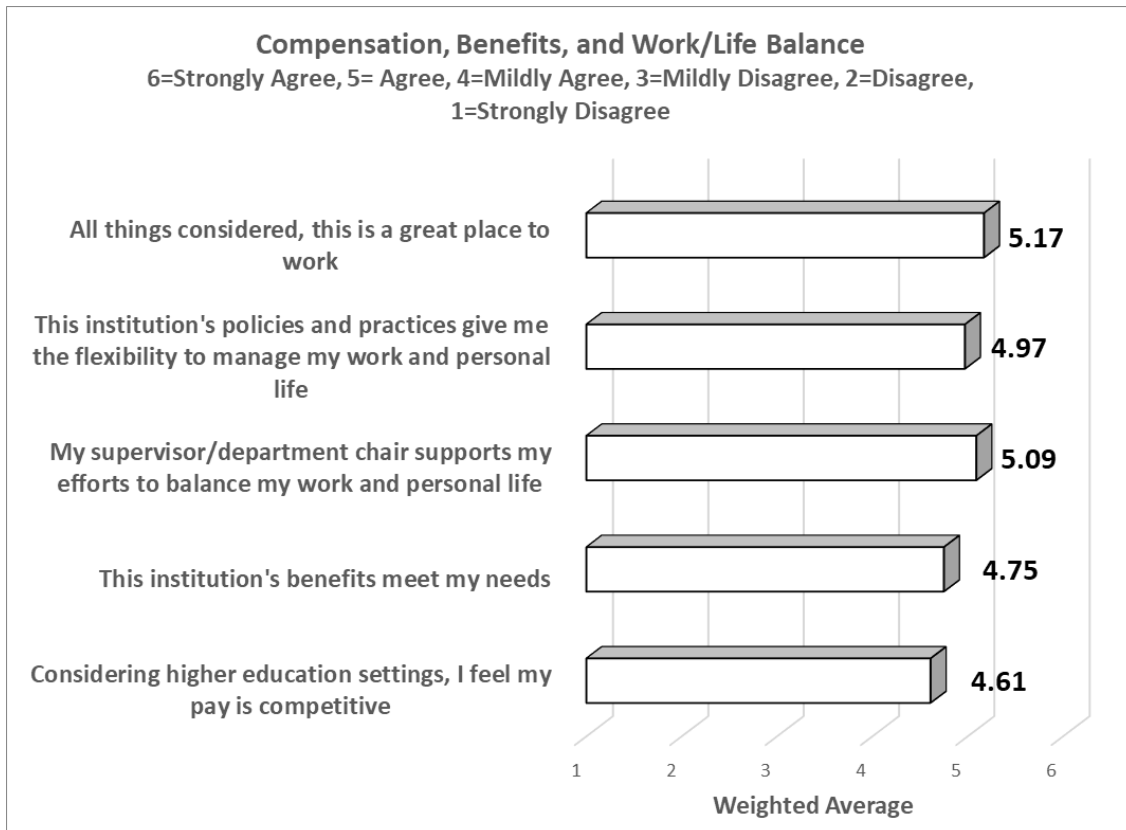
The first annual Santa Ana College (SAC) Employee Engagement Survey was created through a collaboration of the Santa Ana College Research Office and the Santa Ana College Cabinet. It was administered from March 4, 2019 through March 20, 2019. The purpose of the survey was to collect employee data that would align with the Survey of Entering Student Engagement (SENSE).

The total number of responses equaled 351 (13%) of the total staff.

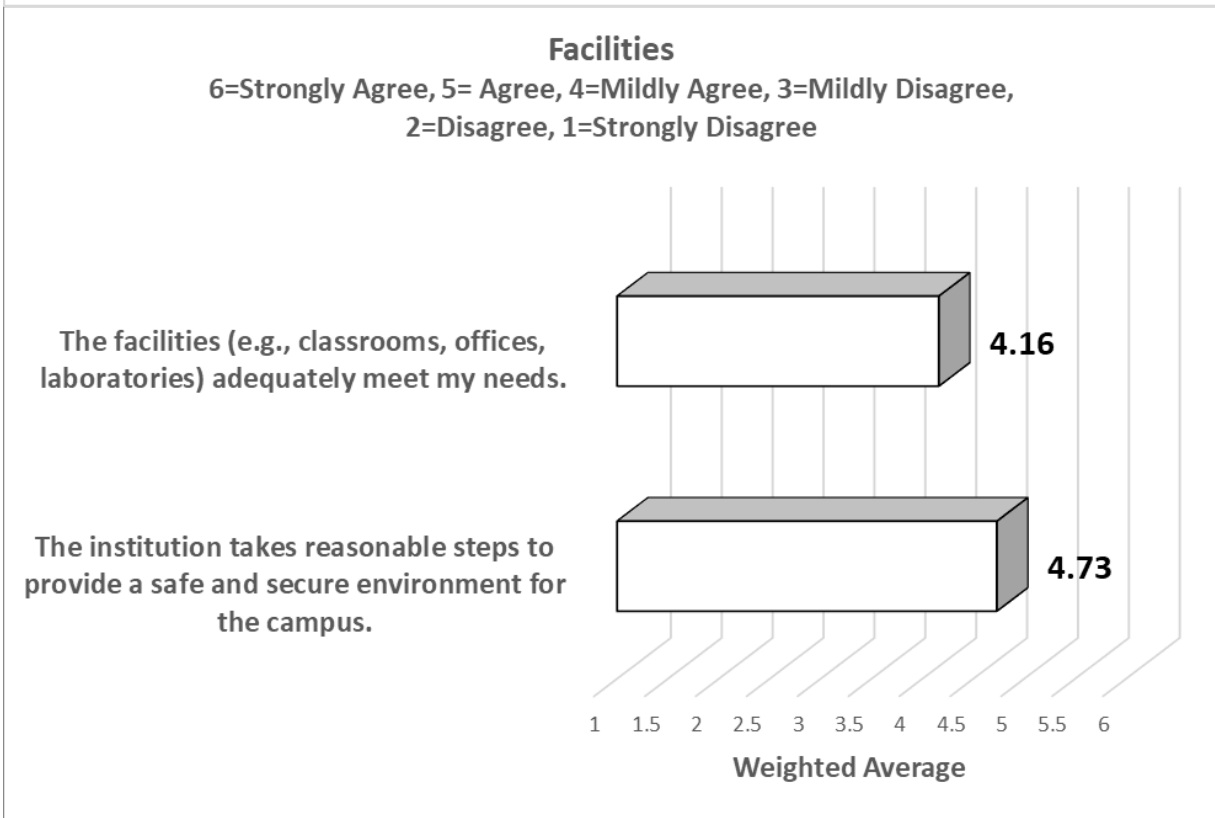
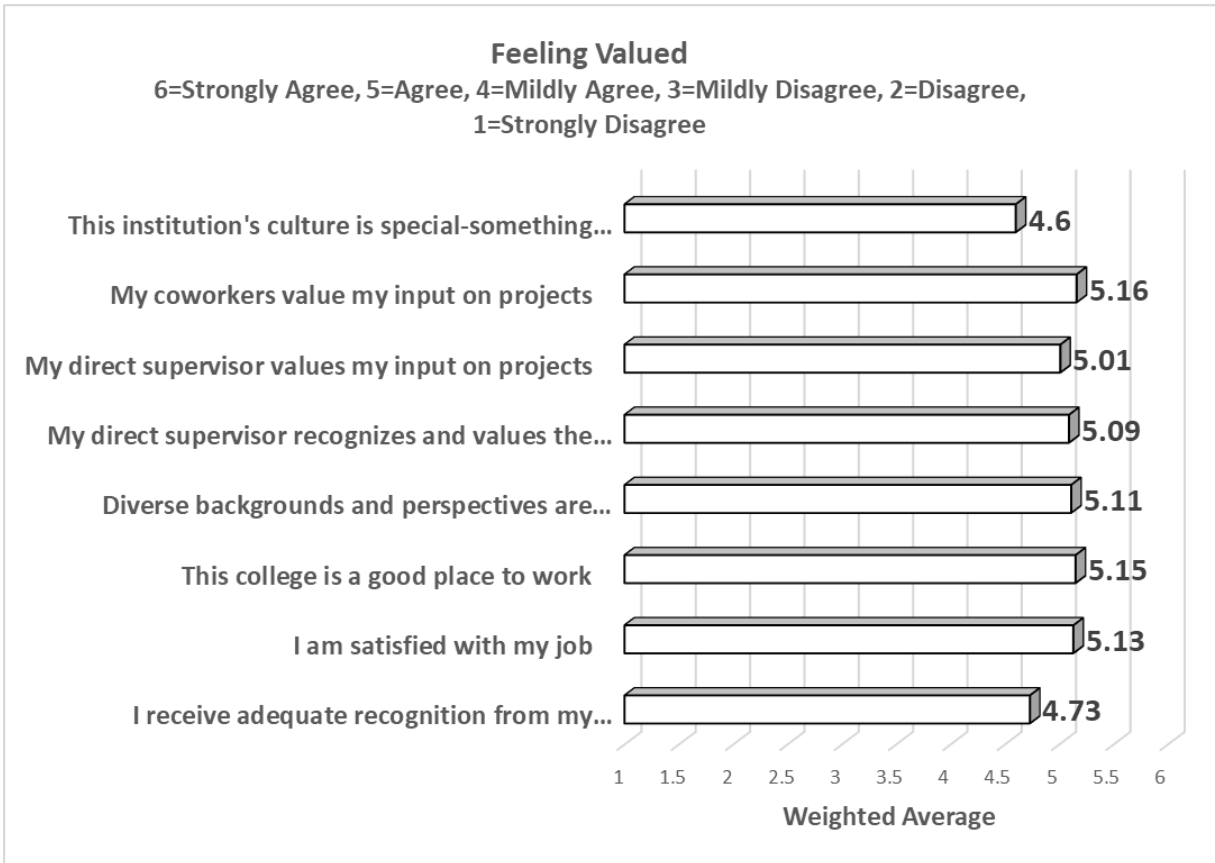
### **Selected Comments from the Survey:**

- “One of the aspects I like the most about SAC is the staff, management, and executive leadership’s friendly interactions with each other. It is not a cutthroat competitive environment where people do not help each other; rather, it is a friendly environment where people go out of their way to help. I think this type of workplace environment promotes the exchange of ideas for the growth of the individual as well as the institution.”
- “This is a great district to work for! I’m thankful and grateful to be an employee here. Thank you.”
- “Santa Ana College is a wonderful place to work. At times, I do see the lack of resources/support some Departments experience. I also wish there was a little more communication between the departments.”
- “The new construction and new facilities on campus are very nice...”
- “The college need to do a better job cleaning the bathrooms, offices and classrooms.”
- “The students are what make this job worthwhile.”
- “Some faculty treat classified poorly.”
- “It is important that training is provided on how to best work with staff members on campus regardless of the position they hold.”
- “Why is the equipment from media services so out of date? Shouldn’t we be at the forefront of technology and equipping our students with the knowledge and experience to be successful when transferring or in employment?”
- “A sense of community is needed at this community college. Between staff, faculty, students AND our neighbors!”
- “I want to do good work and move my department forward. Unfortunately, I feel as though I face resistance and obstacles from the gatekeepers at every turn.”
- “It would be nice if classrooms were remodeled. That make it even a nicer place to work.”

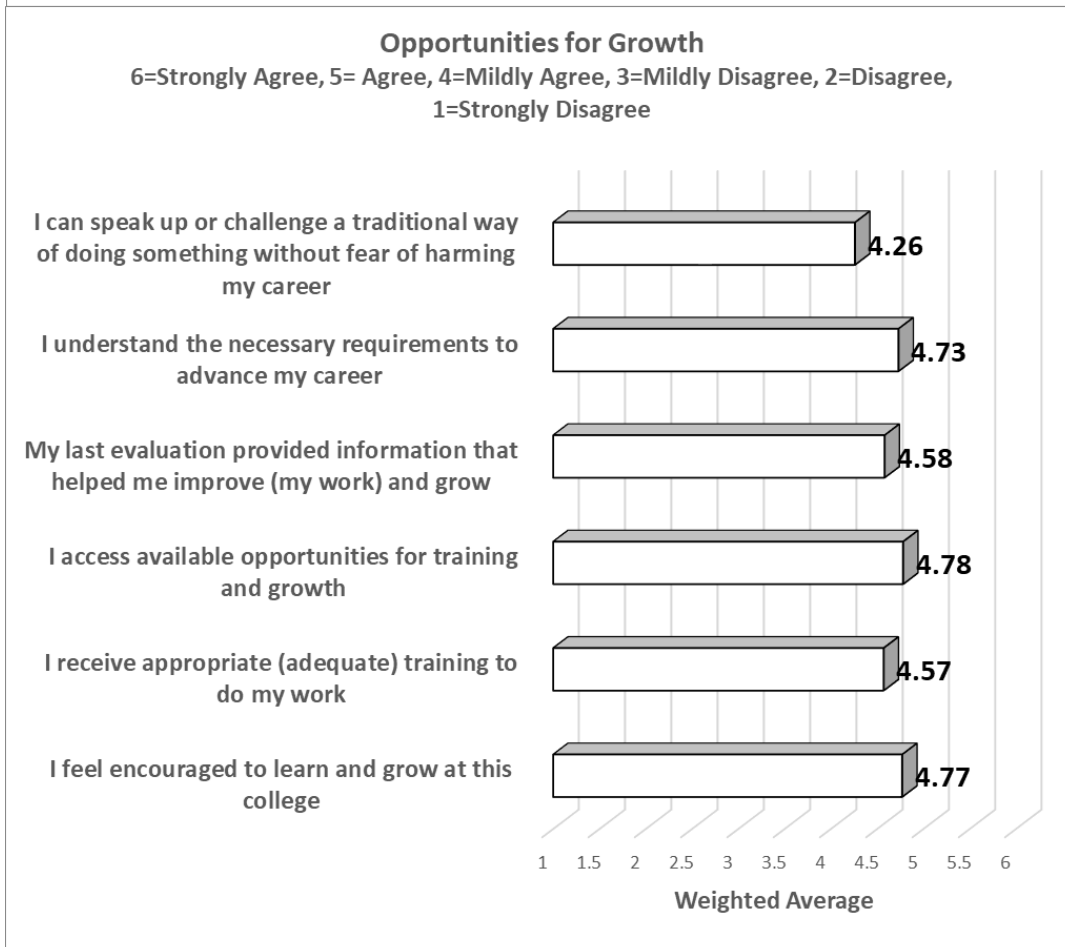
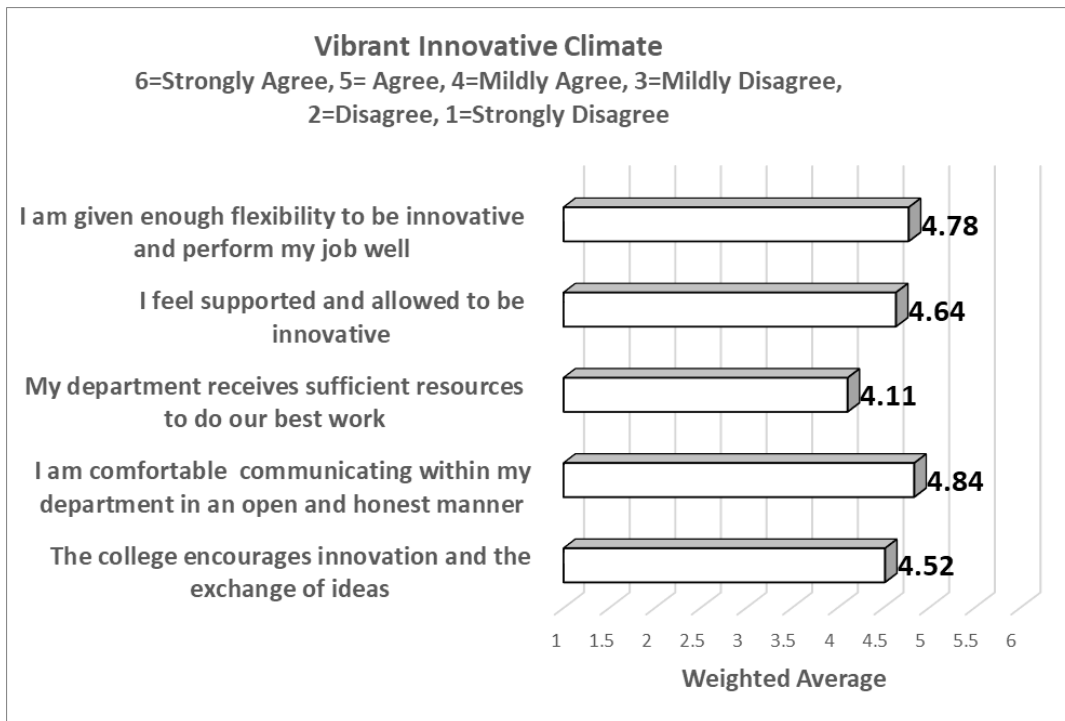




Source: SAC Employee Engagement Survey 2019



Source: SAC Employee Engagement Survey 2019



# Professional Development

## 2019 Fact Book

SAC Professional Development supported or facilitated over 140 sessions with 2,458\* attendees during the 2018-19 academic year. Additional trainings were offered by Distance Education and SAC departments. In order to be inclusive and facilitate cross training, SAC Professional Development workshops and trainings were open to all SAC and SCE staff, faculty and administrators. Additionally, in 2018-19, RSCCD district employees were invited to SAC sessions.

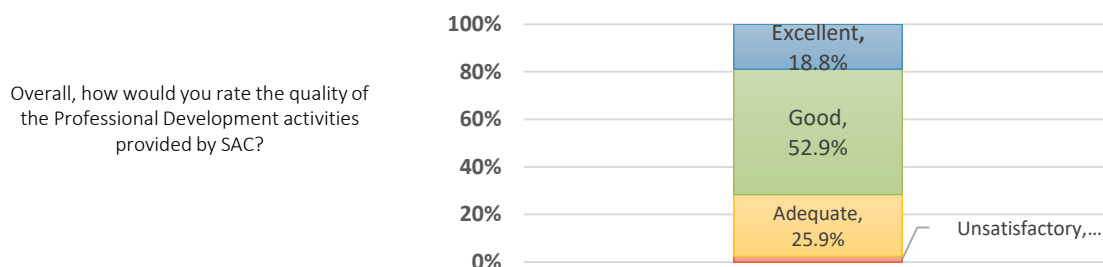
The SAC Professional Development Advisory Committee and staff, faculty and administrator work groups focused on increasing professional development opportunities for all employee groups. With support of the PD team, the staff work group designed and led the first Classified Professional Development Day at SAC. 100% (n=42) of Classified PD Day survey respondents would recommend the event to others. SAC PD also supported SAC's first Management Retreat, 94% (n=15) of the managers attending indicated that they would recommend the event to colleagues.

Santa Ana College School of Continuing Education (SCE) focused on "Encouraging Growth Mindset" and "Habits of Mind" for faculty trainings during the 2018-19 academic year. A total of 263 professional development activities were held at SCE for a total of 6,108 professional development hours with 254 total unduplicated participants.

### Highlights from 2019 Professional Development Session Surveys (SAC)

- Growth mindset: Motivational, Educational, Inspirational, Energetic Presenter
- Customer Service: I feel like everyone can take advantage of this workshop and apply this knowledge to their departments. We all want everyone to feel welcomed.
- Staff Leadership 1: This workshop is very motivating and informative; it is a great way to explore your potential as a leader in the workplace.
- Tech Skills: Manage Files & Folders Using Windows 10 File Explorer: Presenter spoke clearly and was easy to understand and taught us shortcuts I can use every day.

### Highlights from the 2019 Professional Development Faculty Survey (SAC)



65.8% of faculty respondents indicated that SAC professional development has impacted their job performance.

SAC professional development activities that faculty found particularly useful or memorable included:

- Disability services and dual enrollment workshops—information necessary for being a teacher and expanding my program.
- StrengthsQuest—very useful, insightful information that I was able to put to use professionally and personally.
- Spring convocation breakout with growth mindset and habits of mind information was memorable. It was beneficial to hear the perspectives of colleagues from other departments and to consider which habit(s) I should focus on myself.

\*This includes duplicates, i.e., individuals that attended more than one workshop

# Facilities Usage: Credit



2019 Fact Book

SAC Facilities Usage by <u>Credit</u> Course Enrollments (End of Term)					
	Summer 2018	Fall 2018	Interession 2019	Spring 2019	2018-19 Total
<b>Online or Hybrid Course</b>	3,713	8,622	2,152	9,349	23,836
<b>A - Cesar Chavez Bldg</b>	552	4,921	255	4,208	9,936
<b>B - Middle College High School</b>	86	291		264	641
<b>C - Art Bldg</b>	445	2,576	202	2,413	5,636
<b>D - Dunlap Hall</b>	1,724	8,868	794	7,182	18,568
<b>E - Fitness Bldg</b>	34	136		123	293
<b>F - Exercise Science Complex</b>		416		303	719
<b>G - Kinesiology</b>	421	1,373	127	1,004	2,925
<b>H - Hammond Hall</b>	33	2,492	321	2,234	5,080
<b>I Bldg</b>	628	5,161	370	4,538	10,697
<b>J - Auto Shop</b>	67	222	21	270	580
<b>K - Maintenance Bldg</b>	23	147		112	282
<b>L - Library</b>	143	770	26	630	1,569
<b>N - Music Bldg</b>	80	653	55	606	1,394
<b>P - Phillip's Hall</b>		268	20	283	571
<b>R - Russel Hall</b>	956	6,396	261	5,749	13,362
<b>T - Technical Arts Bldg</b>	219	832		833	1,884
<b>V - Child Development Center</b>	98	629		599	1,326
<b>VL - The Village</b>	18				18
<b>W Bldg</b>	149	939		803	1,891
<b>Off-Campus Total:</b>	7,822	12,195	4,749	11,695	36,461
Off Campus: Criminal Justice	3,006	9,931	4,356	8,485	25,778
Off Campus: Digital Media Center	1	247		316	564
Off Campus: Field Trip or Work Experience	39	10		48	97
Off Campus: Fire Tech	4,627	749	370	1,833	7,579
Off Campus: Other	149	1,161	23	898	2,231
SAUSD: Century High School		33		79	112
SAUSD: Segerstrom High School		18		18	36
SAUSD: Valley High School		46		18	64
<b>Unknown</b>	11	165		149	325
<b>Total</b>	<b>17,222</b>	<b>58,072</b>	<b>9,353</b>	<b>53,347</b>	<b>137,994</b>

Source: RSCCD Research Data Warehouse.



# Facilities Usage: Noncredit

2019 Fact Book

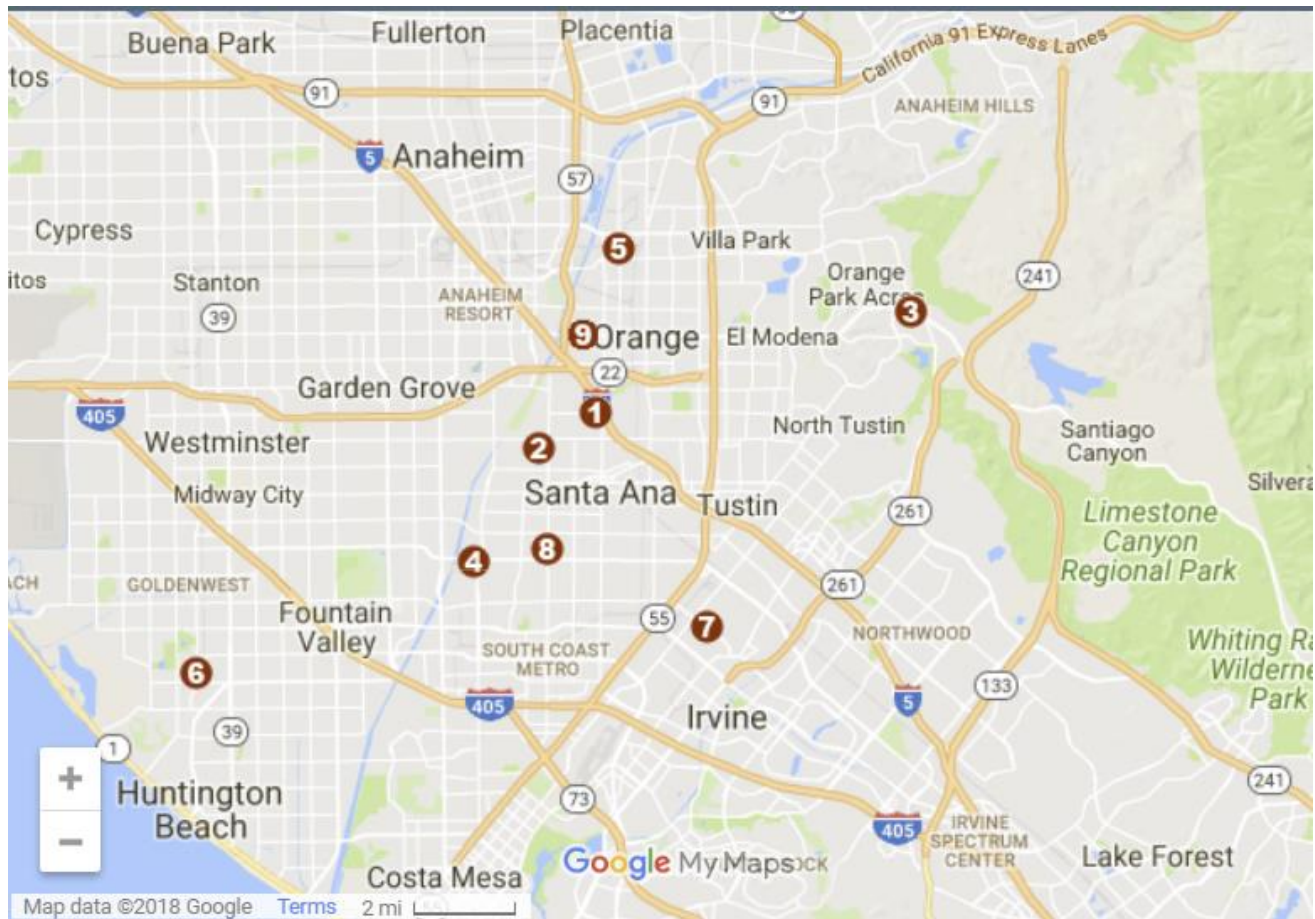
SAC Facilities Usage by Noncredit Course Enrollments (End of Term)				
	Summer 2018	Fall 2018	Spring 2019	2018-19 Total
Adams Elementary School		22	13	35
Boys & Girls Club (Santa Ana)		52	45	97
Buena Clinton Youth & Family Center	1	13	12	26
Carr Intermediate School		37	62	99
Carver Elementary School		32	30	62
Centennial Education Center	901	3,973	4,933	9,807
Century High School		47	80	127
Church of Jesus Christ of Latter Day Saint - Greenville		47	39	86
Cooper Fellowship	23	38	65	126
Corbin Center	4	21	32	57
Country Villa Plaza	14	47	45	106
Davis Elementary School		4		4
Delhi Community Center	1	13	27	41
Edison Elementary School		10	22	32
Edward B. Cole Academy		2		2
Esqueda Elementary School		34	32	66
Fremont Elementary School		22	17	39
French Park		68	43	111
Goodwill Career Center	14	41	40	95
Heroes Elementary School		23	22	45
Hollybrook Senior Living		37	41	78
Immaculate Heart of Mary's School	1	17	30	48
Kennedy Elementary School	21	42	56	119
Lathrop Intermediate School		7	3	10
Latino Health Access			16	16
Lincoln Education Center		15	45	60
Lincoln Elementary School		5	31	36
Madison Elementary School		26	51	77
Martin Elementary School		49	27	76
McFadden Intermediate School		7	36	43
Monroe Elementary School			6	6
Monte Vista Elementary School		14	21	35
OC Children's Therapeutic Arts Center	7	68	90	165
Orange County Catholic Charity Center	4	13	22	39
Our Lady of Pilar Church	1	13	21	35
Phoenix House	24	61	16	101
Remington	95	603	744	1,442
Roosevelt Elementary School		18	20	38
SAUSD- Main Office			10	10
Saddleback High School		162	208	370
Santa Ana City Jail	240	661	665	1,566
Santa Ana College	398	1,509	1,483	3,390
Santa Ana High School		494	498	992
Santa Ana Senior Center	6	21	20	47
Santa Ana Towers	6	68	57	131
Segerstrom High School		81	71	152
Southwest Senior Center	2	96	60	158
Sunflower Gardens		55	40	95
Taft Elementary School		11	23	34
Taller San Jose	14	57	68	139
The Villa Center	5		10	15
VIP Adult Day Health Care		52	61	113
Valley High School		210	244	454
Villa Fundamental Intermediate School			4	4
Warwick Square Apartments		19		
<b>Total</b>	<b>1,782</b>	<b>9,037</b>	<b>10,357</b>	<b>21,157</b>

Includes students who enrolled for a minimum of 12 hours or more per course section  
Source: RSCCD Research Department Data Warehouse

# District Map



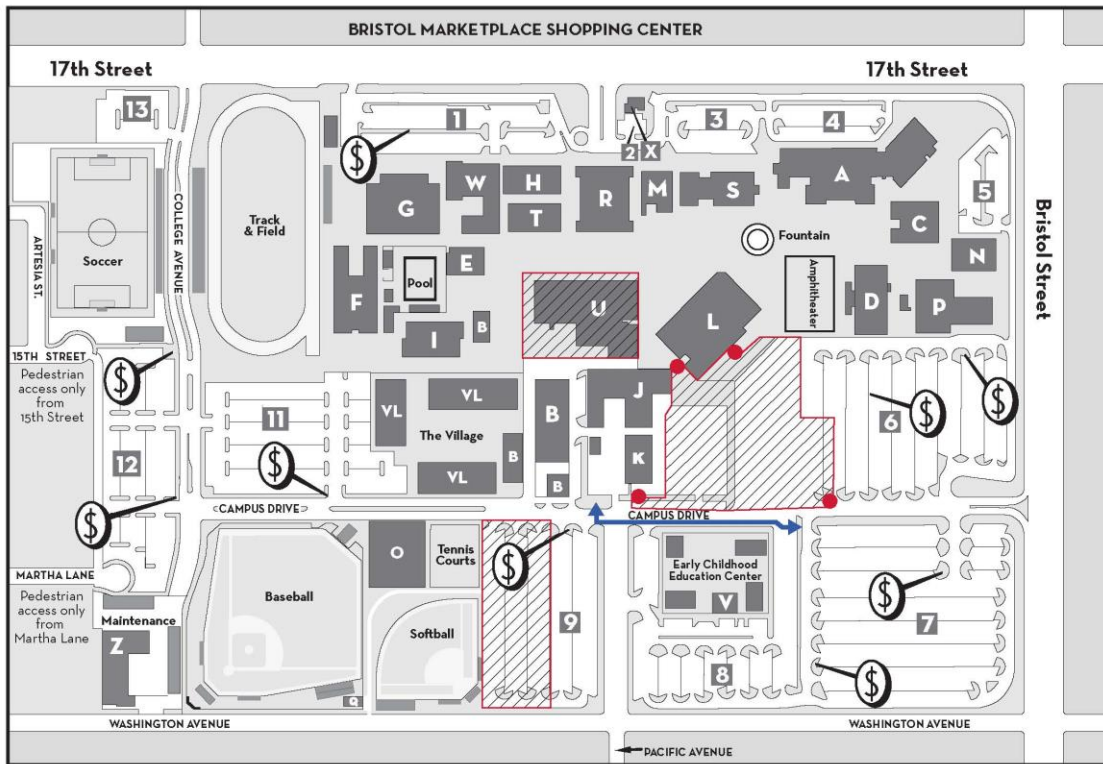
2019 Fact Book



#	District Location	Address
1	District Operations Center	2323 N. Broadway, Santa Ana 92706
2	Santa Ana College (SAC)	1530 W. 17th St., Santa Ana 92706
3	Santiago Canyon College (SCC)	8045 E. Chapman Ave., Orange 92869
4	Centennial Education Center (CEC)	2900 W. Edinger Ave., Santa Ana 92704
5	Orange Education Center (OEC)	1465 N. Batavia St., Orange, CA 92867
6	Joint Powers Fire Training Center (JPFTC)	18301 Gothard Street, Huntington Beach, CA 92648
7	Orange County Sheriff's Regional Training Academy (OCSRTA)	15991 Armstrong Ave., Tustin, CA 92782
8	Digital Media Center (DMC)	1300 S. Bristol St., Santa Ana, CA 92704
9	OEC Provisional Education Facility	1937 W. Chapman Ave., Orange, CA 92868



## Facilities and Locations



A	Cesar Chavez Building / Business / Computer Lab
B	Middle College High School
C	Fine Arts / Art Gallery
D	Dunlap Hall
E	Fitness Center
F	Locker Rooms
G	Cook Gym
H	Hammond Hall
I	Classroom Building
J	Auto Shop
K	Welding / Auto Diesel
L	Nealley Library / Media Services / Assessment Center
M	Tessman Planetarium / Veteran's Resource Center
N	Music Building

O	Central Plant
P	Phillips Hall Theatre / Don Express
Q	Concession
R	Russell Hall
S	Administration Building / Admissions / Counseling
T	Technical Arts
U	Johnson Center (Closed)
V	Early Childhood Education Center
VL	The Village (Student Business Office/Cashier's Office, Campus Store, Grab-n-Go, Health & Wellness, DSPS, EOPS, Financial Aid, Quick Center International Students Program, The Spot, Student Life)
W	Kinesiology
X	Security / Safety
Z	Maintenance

-  Denotes "Closed for Construction"
-  Primary Pedestrian Route Around Project
-  No Access

### Parking

1	Staff Parking
2	Security Parking
3	Visitor Parking (30 minutes)
4 5	Staff Parking
6 - 13	Student Parking (except as posted)
	Parking Permit Dispensers (\$2.00 for 8 hours)

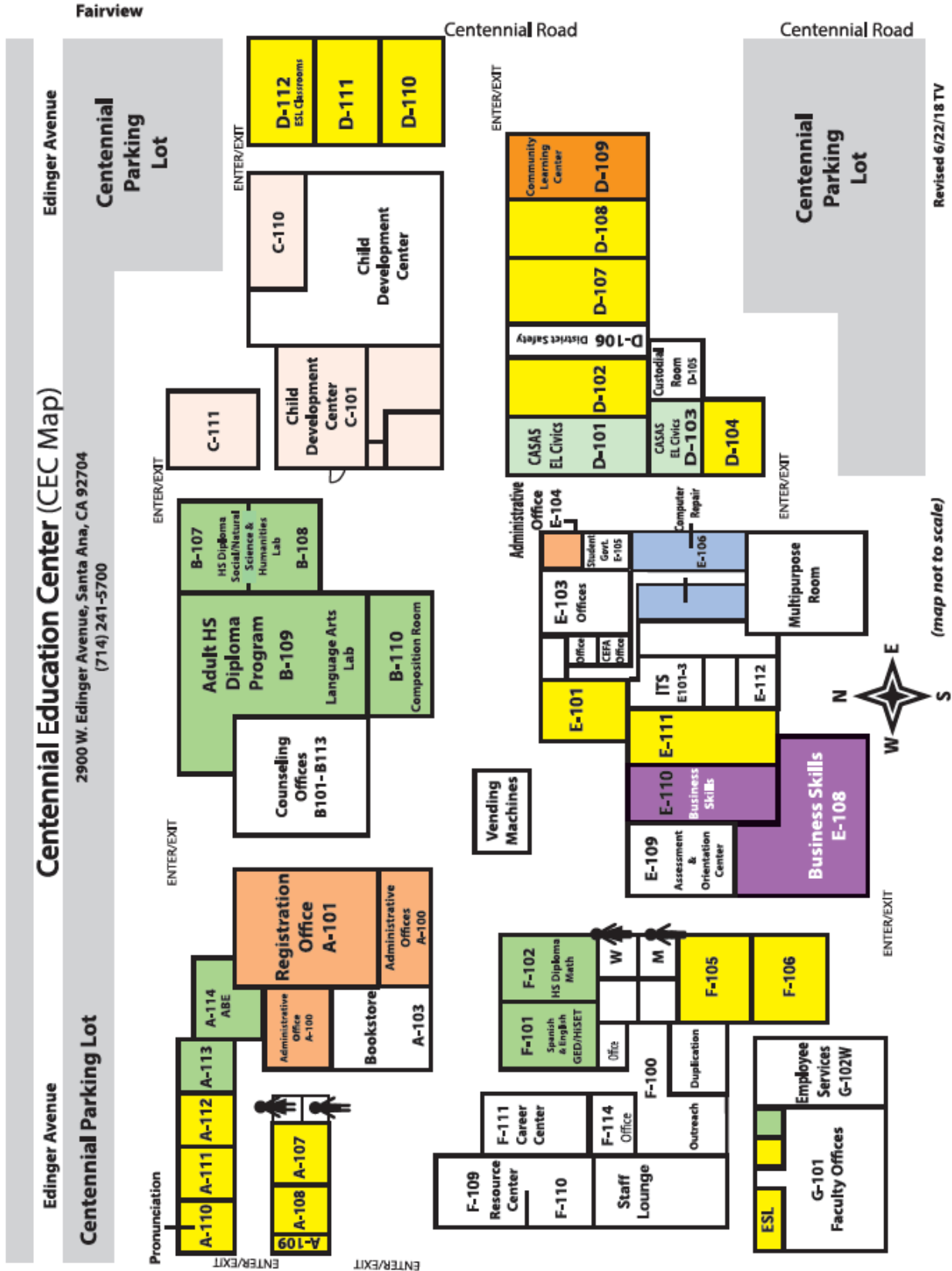


To see the most recent version of this map, go to [sac.edu/AboutSAC/Maps](http://sac.edu/AboutSAC/Maps)

# Centennial Education Center Map



2019 Fact Book





# SANTA ANA COLLEGE

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## Research

### **Santa Ana College President's Office**

Linda D. Rose, Ed.D.

President

Leisa Schumacher

Assistant to the President

### **Santa Ana College Research Office**

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For more information, please contact the Santa Ana College Research Office at [research@sac.edu](mailto:research@sac.edu) or visit our website: <http://www.sac.edu/research>

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### **Santa Ana College Research Office Mission Statement:**

The Santa Ana College Research Department pursues the collaborative exploration, analysis, dissemination, and cultivation of understanding of current data regarding our student community. The primary directive of the department is to further the campus' understanding of equity issues, and furthermore to enable the campus to make data driven decisions that significantly impact student achievement and attainment.