



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

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2015 Annual Report
Final Submission
 03/30/2015

Santiago Canyon College
 8045 E. Chapman Avenue
 Orange, CA 92869

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Aaron Voelcker
3.	Phone number of person preparing report:	714-628-4990
4.	E-mail of person preparing report:	voelcker_aaron@sccollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.sccollege.edu/StudentServices/Admissions/Documents/Catalogs/2014-2015%20Catalog.pdf#page=5
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.sccollege.edu/StudentServices/Admissions/Documents/Catalogs/2014-2015%20Catalog.pdf#page=6
6.	Total unduplicated headcount enrollment:	Fall 2014: 16,695 Fall 2013: 15,900 Fall 2012: 16,810
	Total unduplicated headcount	

7.	enrollment in degree applicable credit courses for fall 2014:	11,063
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	641
9.	Number of courses offered via distance education:	Fall 2014: 49 Fall 2013: 42 Fall 2012: 33
10.	Number of programs which may be completed via distance education:	12
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 1,657 Fall 2013: 1,717 Fall 2012: 1,291
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	63%
14b.	Successful student course completion rate for the fall 2014 semester:	69.3%
	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total	

numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.

15.	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	600
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	550

16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	2,132
16b.	Number of students who received a degree in the 2013-2014 academic year:	776
16c.	Number of students who received a certificate in the 2013-2014 academic year:	2,037
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	650
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	1,141
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	California State University General Education Breadth (CSU) Certificate of Achievement Intersegmental General Education Transfer Curriculum (IGETC) Certificate of Achievement
19a.	Number of career-technical education (CTE) certificates and degrees:	93
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	65
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	5
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	21

2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Water Distribution A.S. Degree	15.05	state	70 %	0 %
Water Distribution Certificate of Achievement	15.05	state	70 %	0 %
Water Treatment A.S. Degree	15.05	state	70 %	0 %
Water Treatment Certificate of Achievement	15.05	state	70 %	0 %

Cosmetology Certificate of Achievement	12.04	state	70 %	0 %
An email containing additional information respon-			0 %	0 %
ive to this question will be sent to the Commission.			0 %	0 %

2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
General Accounting Certificate of Proficiency	52.03	68 %	73 %
Business Administration A.S. Degree	52.02	68 %	66 %
Business Administration A.S. Degree for Transfer	52.02	68 %	66 %
Gemology Certificate of Achievement	53.00	68 %	46 %
Apprenticeship Power Lineman Certificate of Achievement	46.03	68 %	100 %
Apprenticeship Operating Engineers Heavy Equipment/Landscape Operator Engineer Certificate of Achievement	49.02	68 %	100 %
Apprenticeship Electricity Industrial Certificate of Achievement	46.03	68 %	100 %
Apprenticeship Electricity Sound Installer Certificate of Achievement	46.03	68 %	100 %
Apprenticeship Electricity Sound Technician Certificate of Achievement	46.03	68 %	100 %
Apprenticeship Carpentry, Acoustical Tile Certificate of Achievement	46.04	68 %	100 %
Apprenticeship Carpentry, Drywall/Lather Certificate of Achievement	46.04	68 %	100 %
Apprenticeship Surveying Chainman Certificate of Achievement	15.11	68 %	100 %
Apprenticeship Surveying Chief of Party Certificate of Achievement	15.11	68 %	100 %
Wastewater/Environmental Sanitation Certificate of Achievement	15.05	68 %	80 %
Water Distribution A.S. Degree	15.05	68 %	80 %
Water Distribution Certificate of Achievement	15.05	68 %	80 %
Water Treatment A.S. Degree	15.05	68 %	80 %
Water Treatment Certificate of Achievement	15.05	68 %	80 %
Construction Inspection Certificate of Achievement	47.00	68 %	80 %
Construction Management Certificate of Achievement	47.00	68 %	80 %
Cosmetology Certificate of Achievement	12.04	68 %	100 %

Please list any other instituion set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Fall to Fall Persistence	Of all student enrolled at census in a given fall term, the proportion of those same students enrolled at census in the subsequent fall term.	45%

Effective practice to share with the field: Describe examples of effective and/or innovative practices at your

college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

23.

Institution-set standards have been established for successful course completion, student retention, annual award of degrees and certs., fall-to-fall persistence, transfer to four-year institutions, and, for CTE programs, licensure exam pass rates and job placement rates. The institution looked at five-year averages for each metric to determine the minimum acceptable standard, with the exception of job placement. The college used the most recent available Perkins IV Core Indicator data along with extrapolation methods to determine the standard for job placement rates. Communication of performance occurs with the updating of the District's strategic plan with an update to the District's goal to annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas. This information is shared publicly at the Board's annual Planning Session. In Academic Program Review, programs compare their three most recent years of data with the institution-set standard for successful course completion. For programs that met or exceeded this rate, this activity was validation of teaching methods. For programs that fell short, this elicited further analysis of more granular data.

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 760
	b.	Number of college courses with ongoing assessment of learning outcomes 719
		Auto-calculated field: percentage of total: 94.6
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 183
	b.	Number of college programs with ongoing assessment of learning outcomes 167
		Auto-calculated field: percentage of total: 91.3
26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 17
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 17
		Auto-calculated field: percentage of total: 100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.sccollege.edu/Accreditation/IEAD/Program%20Review/Pages/default.aspx
	Number of courses	

28.	identified as part of the general education (GE) program:	224
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	94.6%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	224
32.	Number of Institutional Student Learning Outcomes defined:	12
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%

34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>In addition to all course and program SLOs being mapped to the College's institutional student learning outcomes (ISLOs), the District's Research Department administers an annual Student Satisfaction Survey measuring the College's ISLOs. The survey is distributed to all students and asks them to rate the quality of preparation their SCC education has given them in the area of each ISLO. Results of the survey are provided in a summary report distributed to the college community and posted to the District's website with other institutional effectiveness reports. As part of the Board's annual Planning Session, which is an opportunity for Board members to evaluate institutional performance as they plan for the coming academic year, the results are considered and incorporated into the district-wide planning process. Non-instructional areas measure both service area outcomes (SAOs) and SLOs. SAOs are mapped to the college's Educational Master Plan (EMP) Goals, and SLOs are mapped to the college's ISLOs. The college's ISLOs are embedded within the SCC mission statement and the college's EMP goals are centered on the college's mission, demonstrating a direct link between student learning and institutional planning.</p> </div>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>The College fosters student success and helps students achieve its ISLOs to learn, to act, to communicate, and to think critically. The focus of many programs across the college has been students' critical thinking ability. Most prominent in the Humanities and Social Sciences, critical thinking has been an emphasis of the Modern Languages, Philosophy, Reading, Political Science, and Economics departments. From the focus on mastery of critical thinking skills, to the incorporation of critical thinking exercises within the classroom, many strategies have been put in place to address this institutional student learning outcome. One such example in the Economics Department helped clarify students' program of study and realistically realign faculty expectations of students' critical thinking ability. Analysis of program SLOs allowed faculty to determine that this focus made the examination used to assess program outcomes excessively difficult for average students and it was A and B grade students who were passing the program SLO assessment. Future assessment will be adjusted to C or better students and a change in the order of Economics course sequencing is thought to help students be more successful in the discipline, leading to increases in student achievement/goal completion.</p> </div>	
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Results of SLO assessment are communicated through the office of Institutional Effectiveness & Assessment's (IE&A) webpage and are organized by course and program so that internal and external audiences will be able to access results readily. The format in which results are communicated are in a standard SLO report form which contains, for each measured outcome, measurement description, criteria for success, findings, analysis of findings, and plans of actions if criteria for success have not been met. Communication of outcomes assessment results</p> </div>	

	<p>occurs through program review documents, where outcomes assessment efforts are looked at holistically, and examples of successes and struggles are presented so that best practices can be shared, and data informed planning can occur across the institution. Communication of ISLO assessment results occurs at the District's Board of Trustees annual Planning Session, in their most aggregate form, so that results can be considered among other institutional effectiveness metrics for the purposes of planning and resource allocation. Communication of outcomes assessment results impacts student achievement by facilitating the sharing of ideas and approaches to teaching and learning strategies.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>SLO assessment results are discussed at department meetings among discipline faculty, at division meetings across disciplines within similar areas of focus but among department chairs, and at Joint Chair meetings where all of the Department Chairs of the College meet to discuss matters of Academic Affairs. This dialog is integral to the outcomes assessment process as this is the stage where plans are developed to address any identified deficiencies in any academic or student support programs. All departments report SLO assessment results to the office of Institutional Effectiveness and Assessment. Reporting also occurs within program review documents for instructional and non-instructional components of the college. Program review is the main evaluation mechanism of the college and as such draws upon student achievement and student learning outcome assessment data to determine program effectiveness. A large component of program review, and its annual counterpart, is to develop plans to address identified deficiencies and request resources to support those plans if necessary. Outcomes assessment data are also a component of the resource request prioritization process at SCC and departments that submit assessment results that support their requests typically score higher on the prioritization rubric.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>As a result of outcomes assessment activity, the Chemistry Department decided to change the first semester Organic Chemistry text book that focuses on introducing mechanisms earlier on in the chapters. The result was a drastic increase in outcome achievement from 43% to 92% in a single semester. The outcomes assessment process as sparked collaborative efforts between disciplines at SCC. For example, the History and English departments joined efforts to discuss best practices for evaluating writing quality and and communication skills. This became necessary as the focus of assessment in History was centered around students' writing samples and ability to incorporate course content and learning objectives into assigned essays. In the psychology department, the full-time faculty have drawn upon the dialog around SLOs to help make the determination of which adjunct to invite back to continue teaching psychology courses at SCC. It was explained that it became clear during the discussion of the validity of assessment tools whether part-time faculty really had a solid foundation in the curriculum.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	The addition of a degree and multiple certificates in Biotechnology.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	Additions: Casa Teresa: Orange, Ca Friendly Center North: Orange, Ca Town and Country Manor: Santa Ana , CA Deletions: Rapid Manufacturing: Anaheim, CA Sycamore Elementary School: Orange, CA
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	n/a
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

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

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