



Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

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2016 Annual Report REVIEW

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/2015-2016%20Catalog.pdf#page=2
	Provide the URL (link)	

5b.	from the college website to the colleges online statement of accredited status with ACCJC:	http://www.sccollege.edu/Accreditation/Pages/default.aspx
6.	Total unduplicated headcount enrollment:	Fall 2015: 16,407 Fall 2014: 16,695 Fall 2013: 15,900
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	10,985
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,153
9.	Number of courses offered via distance education:	Fall 2015: 55 Fall 2014: 49 Fall 2013: 42
10.	Number of programs which may be completed via distance education:	12
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 1,931 Fall 2014: 1,657 Fall 2013: 1,717
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
	Were all	

13.	correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a
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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 2015 semester:	70.1 %									
15.	<p>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. <i>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.</i></p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>N/A</td> </tr> <tr> <td>b.</td> <td>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?</td> <td>600</td> </tr> <tr> <td>c.</td> <td>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?</td> <td>550</td> </tr> </table>		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
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 2014-2015 academic year:	1,561									
16b.	Number of students who received a degree in the 2014-2015 academic year:	884									
	Number of students who received a certificate in the 2014-										

16c.	2015 academic year:	1,432																									
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 2014-2015:	1,207																									
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) Intersegmental General Education Transfer Curriculum (IGETC)																									
19a.	Number of career-technical education (CTE) certificates and degrees:	87																									
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:	29																									
20.	<p>2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (###.##)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Water Distribution A.S. Degree</td> <td>15.05</td> <td>state</td> <td>70 %</td> <td>0 %</td> </tr> <tr> <td>Water Distribution Certificate of Achievement</td> <td>15.05</td> <td>state</td> <td>70 %</td> <td>0 %</td> </tr> <tr> <td>Water Treatment A.S. Degree</td> <td>15.05</td> <td>state</td> <td>70 %</td> <td>0 %</td> </tr> <tr> <td>Water Treatment Certificate of Achievement</td> <td>15.05</td> <td>state</td> <td>70 %</td> <td>0 %</td> </tr> </tbody> </table>		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 %
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 %
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2013-2014 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Accounting Certificate of Achievement	52.03	68 %	86.49 %
Real Estate Certificate of Achievement	52.15	68 %	58.33 %
Apprenticeship Power Lineman Certificate of Achievement	46.03	68 %	100 %
Apprenticeship Operating Engineers, Construction Safety Inspector Certificate of Achievement	49.02	68 %	100 %
Apprenticeship Operating Engineers, Heavy Equipment/Landscape Operator Engineer Certificate of Achievement	49.02	68 %	100 %
Apprenticeship Operating Engineers, Plant Equipment/Rock, Sand and Gravel Certificate of Achievement	49.02	68 %	100 %
Apprenticeship Carpentry, Concrete Certificate of Achievement	46.02	68 %	100 %
Apprenticeship Carpentry, Finish Carpentry Certificate of Achievement	46.02	68 %	100 %
Apprenticeship Carpentry, Framing Certificate of Achievement	46.02	68 %	100 %
Apprenticeship Carpentry, Pile Driver Certificate of Achievement	46.02	68 %	100 %
Apprenticeship Carpentry, Tilt-Up Certificate of Achievement	46.02	68 %	100 %
Apprenticeship Electricity, Industrial Certificate of Achievement	46.03	68 %	100 %
Apprenticeship Electricity, Intelligent Transportation Systems Electrician Certificate of Achievement	46.03	68 %	100 %
Apprenticeship Electricity, Sound Installer Certificate of Achievement	46.03	68 %	100 %

21.

Apprenticeship Electricity, Sound Technician Certificate of Achievement	46.03	68 %	100 %
General Electrician Certificate of Achievement	46.03	68 %	100 %
Apprenticeship Carpentry, Millwrighting Certificate of Achievement	48.07	68 %	100 %
Apprenticeship Carpentry, Acoustical Installer Certificate of Achievement	46.04	68 %	100 %
Apprenticeship Carpentry, Drywall Finisher Certificate of Achievement	46.04	68 %	100 %
Apprenticeship Carpentry, Drywall/Lather Certificate of Achievement	46.04	68 %	100 %
Apprenticeship Operating Engineers, Special Inspector Certificate of Achievement	15.07	68 %	100 %
Apprenticeship Surveying, Chainman Certificate of Achievement	15.11	68 %	100 %
Apprenticeship Surveying, Chief of Party Certificate of Achievement	15.11	68 %	100 %
Land Surveying Certificate of Achievement	15.11	68 %	100 %
Wastewater/Environmental Sanitation Certificate of Achievement	15.05	68 %	85.19 %
Water Distribution Certificate of Achievement	15.05	68 %	85.19 %
Water Treatment Certificate of Achievement	15.05	68 %	85.19 %
Construction Inspection Certificate of Achievement	46.99	68 %	95.83 %
Construction Management Certificate of Achievement	46.99	68 %	95.83 %

22. Please list any other institution 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

23.	<p>student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Institution-set standards have been established for successful course completion, student retention, annual award of degrees and certificates, 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.</p> </div>
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Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In completing the 2016 Annual Report, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	791
	b.	Number of college courses with ongoing assessment of learning outcomes	728
		Auto-calculated field: percentage of total:	92
	Programs		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	196

25.	b.	Number of college programs with ongoing assessment of learning outcomes	173
		Auto-calculated field: percentage of total:	88.3
Student and Learning Support Activities			
26.	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/Outcomes%20Assessment/Pages/default.aspx	
28.	Number of courses identified as part of the general education (GE) program:	228	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	96 %	

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> :	228
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)	100 %

	and activities (student and learning support activities).	
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 (1,350 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <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 districtwide 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>		
	<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 (1,350 character limit, approximately</p>	

36.	<p>250 words).</p> <div data-bbox="474 139 1698 532" 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 continues to be students' ability to think critically. 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. Currently, there are 979 student learning outcomes mapped to the ISLO to critically analyze, evaluate, organize and use quantitative and qualitative data to solve problems and develop logical models, hypotheses and beliefs. There are 941 student learning outcomes mapped to the ISLO to creatively use concepts to making learning relevant. Additionally, there are 695 individual student learning outcomes mapped to the ISLO to reflectively assess one's values, assumptions, and attitudes.</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 (1,350 character limit, approximately 250 words).</p> <div data-bbox="474 760 1698 1187" style="border: 1px solid black; padding: 5px;"> <p>Results of SLO assessment are communicated through the Institutional Effectiveness & Accreditation Dossier which is maintained by the Office of Institutional Effectiveness & Research. This resource is a central location for all submitted outcome assessment reports, annual planning documents, and program reviews that is easily accessible for internal and external audiences. The format in which outcomes assessment results are communicated are in a standard proprietary SLO report form, generated by Taskstream, which contains for each measured outcome, measurement description, criteria for success, findings, analysis of findings, and plans of actions if the criteria for success have not been met. Communication of outcomes assessment results 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 outcomes assessment results impacts student achievement by facilitating the sharing of ideas and approaches to teaching and learning strategie</p> </div>
	<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 (1,350 character limit, approximately 250 words).</p> <div data-bbox="474 1377 1698 1544" style="border: 1px solid black; padding: 5px;"> <p>SLO assessment results are discussed at department meetings among discipline faculty, at division meetings across disciplines, and at Joint Chair meetings where all of the Department Chairs of the College meet to discuss matters related to instruction. 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 learning support program. All departments report</p> </div>

38.	<p>SLO assessment results to the Office of Institutional Effectiveness and Research. Reporting also occurs within program review documents for instructional and non-instructional units 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 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. This practice reinforces and rewards the practice of outcomes assessment for planning purposes.</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 (1,350 character limit, approximately 250 words).</p> <div data-bbox="474 586 1696 1079" style="border: 1px solid black; padding: 10px;"> <p>The SCC Communication Department had identified a high degree of communication apprehension upon initial measurement of student learning outcomes. As a result of this analysis, adjustments were made and the follow was reported in the department's most recent program review: Across all courses and all faculty we have demonstrated a significant reduction in communication apprehension. Success is attributed to the dynamic performance and participation driven nature of instruction. All faculty divide classes into groups to complete tasks and make presentations. In all courses students are expected to make at least one individual presentation and are given instruction on how to control performance anxiety. All faculty utilize dialectic inquiry and participation as a means of presenting course work; this requires that all students become engaged in the dialogue. The faculty members conclude that this ongoing practice of communication skills in the classroom has resulted in the students changing their perception and evaluation of their communications skills for the better. Across all courses there has been an approximate 11% reduction in reported communication apprehension. The Chemistry Department continues to participate in writing new Directed Learning Activities for the STAR Center based on positive SLO assessment results.</p> </div>

Substantive Change Items

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

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0

		2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Addition of Biotechnology Program

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	<p>Additions:</p> <ul style="list-style-type: none"> • Brookdale at Orange (formerly Emeritus at Orange), Orange, CA • College and Workforce Preparation Center, Orange, CA • Portola Middle School, Orange, CA • Town and Country Manor, Santa Ana, CA <p>Deletions:</p> <ul style="list-style-type: none"> • Emeritus at Orange, Orange, CA • Service Employees International Union, Orange, CA • Sycamore Elementary School, Orange, CA • Yorba Middle 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

Go To Question #:

The Annual Report must be certified as complete and accurate by the CEO (Dr. John Weispfenning). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

Send e-mail Notification to CEO to certify report

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