



Outcomes | Innovation | Improvement

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

2026 Annual Report Survey

General Information

1. Confirm college name:
2. Name of individual preparing report:
3. Phone number of person preparing report:
4. E-mail of person preparing report:

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Enrollment Data: Unduplicated Headcount Enrollment

5. Total unduplicated headcount enrollment for last three years:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 19.

2022-23: 28179 2023-24: 30535 2024-25: 32547

- 5a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	8.36 %	6.59 %

- 5b. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

n/a

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

2022-23: 27977 2023-24: 30189 2024-25: 32063

- 6a. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	7.91 %	6.21 %

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter N/A if this does not apply to your institution.)

n/a

7. Do you offer Distance Education?

Yes

No

If you answered no, skip to question 8.

7a. Total unduplicated headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2022-23: 24263

2023-24: 25644

2024-25: 26794

7b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	5.69 %	4.48 %

7c. If your institution experienced a one-year increase (or decrease) in total distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

n/a

7d. Total unduplicated degree-applicable headcount enrollment in distance education in last three years:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2022-23: 24103

2023-24: 25444

2024-25: 26496

7e. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	5.56 %	4.13 %

7f. If your institution experienced a one-year increase (or decrease) in degree-applicable distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

n/a

7g. % of all students that took at least one degree-applicable distance education course:

2022-23: 2023-24: 2024-25:

7h. % of all degree-applicable distance education courses offered online:

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. This is not a count of sections. A course is counted in the numerator if there were any courses offered via distance education.

2022-23: 2023-24: 2024-25:

Enrollment Data: Correspondence Education

8. Do you offer Correspondence Education?

Yes No

If you answered no, skip to question 9.

8a. Total unduplicated headcount enrollment in correspondence education in the last three years:

2022-23: 2023-24: 2024-25:

8b. Year-to-Year Increase/Decrease:

	2022-23	2023-24	2024-25
% Change from Prior Year:	(n/a)	%	%

8c. If your institution experienced a one-year increase (or decrease) in correspondence education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Student Achievement Data

9a. Does your institution participate in Title IV funding?

Yes No

**If yes, complete questions 9b – 9c. If no, skip to question 10a.*

9b. List the current Graduation Rate per the US Education Department College Scorecard.

19 %

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

9c. List the current Transfer Rate per the US Education Department College Scorecard. ((add box))

35 %

The US Education Department College Scorecard can be accessed at <https://collegescorecard.ed.gov/>. After entering your institution's name in the search box to find the current graduation rate, scroll to the Graduation & Retention drop-down. After you expand the section, you will see the "% of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

- ☐ Student Achievement Measure (SAM)
- ☐ Voluntary Framework of Accountability (AACCC)
- ☐ College established dashboard
- ☐ Other (please specify)
- ☒ N/A

10b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that completed an award at your institution by the end of the 2022-2023 academic year.

%

10c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-2023 academic year.

%

11a. Please provide a link to the exact page on your institution's website that displays its most recent publication of disaggregated student achievement data:

ACCJC will include a link to this page in your institution's entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standards 1.1, 1.3, 1.5, and 2.9.

<https://scc.losrios.edu/why-scc/facts-and-statistics>

11b. Please review and score your institution's website on the [Rubric for Effective Institutional Outcome Transparency](#).

Score: 7

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution's public website?

Sacramento City College supports continual improvement by publicly sharing comprehensive, disaggregated student achievement data, including course success, persistence, and awards earned, on its website. The annual Student Achievement Data report provides transparent outcomes by ethnicity, gender, income, modality, and student type, enabling evidence based planning and equity focused interventions. The Facts and Statistics page further offers accessible summaries of enrollment, demographics, and institutional performance. Together, these resources demonstrate SCC's commitment to ACCJC standards by making data easily available to students, employees, and the community, fostering informed decision making and promoting innovation in support of equitable student success.

Institution-Set Standards: Course Completion

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 18.

	2022-23	2023-24	2024-25
12a. Institution-Set Standard (floor):	70%	70%	70%
12b. Stretch goal (aspirational):	73%	73%	73%
12c. Actual successful course completion rate:	71%	70%	72%

Institution-Set Standards: Certificates

13. Do you offer Certificates for 16 or more units/credits?

Yes No

If you answered no, skip to question 14.

13a. Type of Institute-set standard for certificates:
(Please select one option from the menu)

- ☒ Number of certificates
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

	2022-23	2023-24	2024-25
13b. List your Institution-Set Standard (floor):	350	350	350
13c. List your stretch goal (aspirational):	637	637	637
13d. List actual number or percentage of certificates:	343	435	483

Institution-Set Standards: Associate Degrees

14. Type of Institute-set standard for associate degrees:
(Please select one option from the menu)

- ☒ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

2022-23 2023-24 2024-25

14a. List your Institution-Set Standard (floor) for associate degrees:

1000	1000	1000
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14b. List your stretch goal (aspirational) for associate degrees:

1880	1880	1880
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14c. List actual number or percentage of associate degrees:

1594	1664	1912
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Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?

Yes	No
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If you answered no, skip to question 16.

15a. Type of Institute-set standard for baccalaureate degrees:
(Please select one option from the menu)

- ☐ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?

Yes	No
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If you answered no, skip to question 17.

16a. Type of Institute-set standard for a Direct Assessment Program:
(Please select one option from the menu)

- ☐ Number of degrees
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

Institution-Set Standards: Transfer

17. Does your college offer Transfer Programs?

Yes	No
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If you answered no, skip to question 18.

17a. Type of Institute-set standard for transfers:
(Please select one option from the menu)

- ☒ Number of transfers
- ☐ Percent of headcount
- ☐ Number-other
- ☐ Percent-other

If Number-other or Percent-other, please describe:

2022-23

2023-24

2024-25

17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:

700	700	700
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17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:

1095	1095	1095
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17d. List actual number or percentage of students who transfer to a 4-year college/university:

724	744	821
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Institution-Set Standards: Licensure Examination Pass Rates

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field?

Yes

No

If you answered no, skip to question 19.

18a. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

Program	Exam Type (National, State, Other)	Institution- Set Standard (%)(Floor)	Stretch Goal (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)	2024-25 Pass Rate (%)
Dental Hygiene	National	80	100	91	86	94
Dental Hygiene	State	80	100	100	n/a	100
Dental Assisting	National	80	100	100	100	100
Dental Assisting (Written Exam)	National	80	100	82	92	90
Occupational Therapy Assistant	National	80	100	71	88	73
Physical Therapy Assistant	National	80	100	100	100	100
Registered Nursing	State	80	100	94.83	97.78	96
Vocational Nursing	State	80	100	76	83.31	94.12

Mechanical-Electrical Technology (Type I Certification Exam)	National	80	100	100	93	96
Mechanical-Electrical Technology (Type II Certification Exam)	National	80	100	100	92	96
Mechanical-Electrical Technology (Type III Certification Exam)	National	80	100	100	93	92
Mechanical-Electrical Technology (Universal)	National	80	100	100	92	91
Cosmetology/Manicurist/Nail Technology	State	80	100	n/a	72	78
Aeronautics - Airframe & Powerplant	National	80	100	100	100	n/a
Air Dispatch (FAA Aircraft Dispatcher knowledge exam)	National	80	100	100	100	100
Air Dispatch (FAA Aircraft Dispatcher practical exam)	National	80	100	100	100	100
Aircraft Maintenance Technician	National	80	100	100	100	n/a
OSHA 10 General Industry Card	National	80	100	n/a	n/a	100
OSHA 10 General Industry Card	State	80	100	n/a	n/a	100

19. Does your college offer Career and Technical Education Programs?

Yes

No

If you answered no, skip to question 20.

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition – but please describe your definition and methodology in Question 19.

Program	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)	2024-25 Job Placement Rate (%)
Business and Commerce, General (includes Business General AS; Customer Service Certificate) 050100	70	75	90.00	80.00	100.00
Accounting (includes Accounting Clerk Certificate; Accounting AS; Full Charge Bookkeeper Certificate) 050200	70	75	86.96	77.78	82.72
Business Administration (includes Business Administration AS) 050500	70	75	65.38	75.76	75.00
Digital Media (includes Graphic Communication AS, Certificate; 3D Animation and Modeling Certificate; Game Design Certificate; User Interface and Web Design Certificate; Web Production Specialist Certificate) 061400	60	65	58.82	85.71	68.75

Computer Information Systems 070200	70	75	n/a	n/a	92.31
Software Applications 070210	70	75	n/a	77.78	94.12
Computer Programming (includes Front-End Web Developer Certificate; Programming Certificate; Web Developer AS, Certificate) 070710	70	75	85.71	92.31	73.68
Computer Networking (includes Advanced CISCO Networking Certificate; Network Design AS, Certificate; Network Administration AS, Certificate) 070810	70	75	81.25	97.14	92.31
Environmental Control Technology (includes HVAC Systems Design AS, Certificate; Commercial Building Energy Auditing and Commissioning Specialist Certificate; Mechanical-Electrical technology AS, Certificate) 094600	70	75	87.14	93.75	96.08

Aeronautical and Aviation Technology (includes Powerplant AS, Certificate; Airframe AS, Certificate; Combined Airframe/Powerplant AS, Certificate) 095000	70	75	93.75	n/a	95.24
Occupational Therapy Technology (includes Operational Therapy AS) 121800	75	80	92.00	82.14	80.00
Physical Therapist Assistant (includes Physical Therapist Assistant AS) 122200	75	80	100.00	89.47	100.00
Registered Nursing (includes Registered Nursing AS; LVN-RN 30-Unit Option Certificate) 123010	75	80	86.96	92.31	91.67
Licensed Vocational Nursing (includes Vocational Nursing AS, Certificate) 123020	75	80	91.67	85.71	100.00
Dental Assistant (includes Dental Assisting AS, Certificate) 124010	75	80	n/a	n/a	80.00
Dental Hygienist (Includes Dental Hygiene AS) 124020	75	80	85.71	100.00	95.45

Community Health Care Worker 126100	75	80	76.92	n/a	76.92
Child Development/Early Care and Education (Early Childhood Education, AS; Early Childhood Education Teacher AA; Child Development with ECE Emphasis, AA; Family Child Care Certificate) 130500	60	65	70.83	90.48	61.11
Library Technician (Aide) (includes Library and Information Technology AS, Certificate) 160200	70	75	n/a	83.33	n/a
Administrative of Justice (includes Administrative of Justice AS) 210500	70	75	84.72	92.86	89.13

20. Please use the text box below to provide any comments or context regarding the data submitted in this report (optional, no word limit):

Transfer data were obtained as follows: CSU transfer data were obtained through the CSU data portal and the UC transfer data were obtained through the UC Infocenter data portal. See links below. --> Link to CSU data portal: <https://www.calstate.edu/data-center/institutional-research-analyses/Pages/data-dashboards.aspx> --> Link to UC data portal: <https://www.universityofcalifornia.edu/infocenter/admissions-source-school> Job placement data were obtained from the CA Perkins Core Indicators. See link below. Because this dataset does not include self-employed individuals, we have set our goals for the Perkins metrics somewhat lower for disciplines in which self-employment is more common than for other disciplines. --> Link to CA Perkins Core indicator: https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Default.aspx Items marked with "N/A" reflect areas where where information is not available, notably where N is less than or equal to 10.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved.

Sacramento City College's recent student achievement gains reflect intentional, equity centered redesign of programs, supports, and instruction. Enrollment has rebounded above pre Pandemic levels, and course success has improved as the College implemented, expanded, and redesigned a series of intentional, equity centered actions to address achievement patterns. Targeted initiatives such as City Scholars, Umoja SBA, Puente, VAKA, Caminos, and the Native American Student Success Center have reduced disproportionately impacted groups from four to two. The First Year Experience program continues to improve persistence across all groups, with especially strong gains for African American students. The HSI Early College Program expands dual enrollment with bilingual supports, while Panther Cares removes non academic barriers through food, housing, and wellness services. Faculty capacity has grown through Equity Pathways and the Linguistic Justice Community of Practice, which supports faculty in improving transfer level English success. Together, these efforts have strengthened persistence, completion, and equitable outcomes.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle?

To advance its student success goals, Sacramento City College would benefit from ACCJC coordinated professional development focused on equity minded assessment, data use, and instructional improvement. We would also benefit from learning more about how other colleges have successfully evaluated and reported SLOs as part of ongoing improvement. Training on effective use of SLO software and linking SLO results to program review would directly support this work. Faculty also need guidance on assessing learning in online environments, especially as the College navigates AI related academic integrity concerns and strengthens Regular and Substantive Interaction. ACCJC led institutes on AI aware pedagogy, culturally responsive teaching, and high quality online course design would be timely.

23. Please confirm you have reviewed your institution's program listing in the Accreditation Platform. In the box below, please select one of the following.

- ☐ I reviewed the program listings and all of my institution's programs are correctly listed
- ☒ I have found some errors and will be reaching out to ACCJC for next steps on updating