Goal 1: Develop and implement processes to promote engagement and success of first-year students.

Summary of major data points:

Characteristics of first-time freshmen at SCC:

√ This is an ethnically diverse group - no ethnic group makes up more than 28% of the population.

√Over half of first-time freshmen are part time students.

√Almost half are working full or part time.

√Over 60% state that they intend to transfer to four-year schools.

Young students and have lower course success rates than other student groups. There is a relatively steady increase in course success rates with increasing student age.

First-time students have higher Fall to Fall persistence rates than older students.

Recent High School graduates have slightly lower course success rates than other student groups.

Some measures of success for first-year students have improved over the past year, but other metrics have not improved; the overall pattern is not clear.

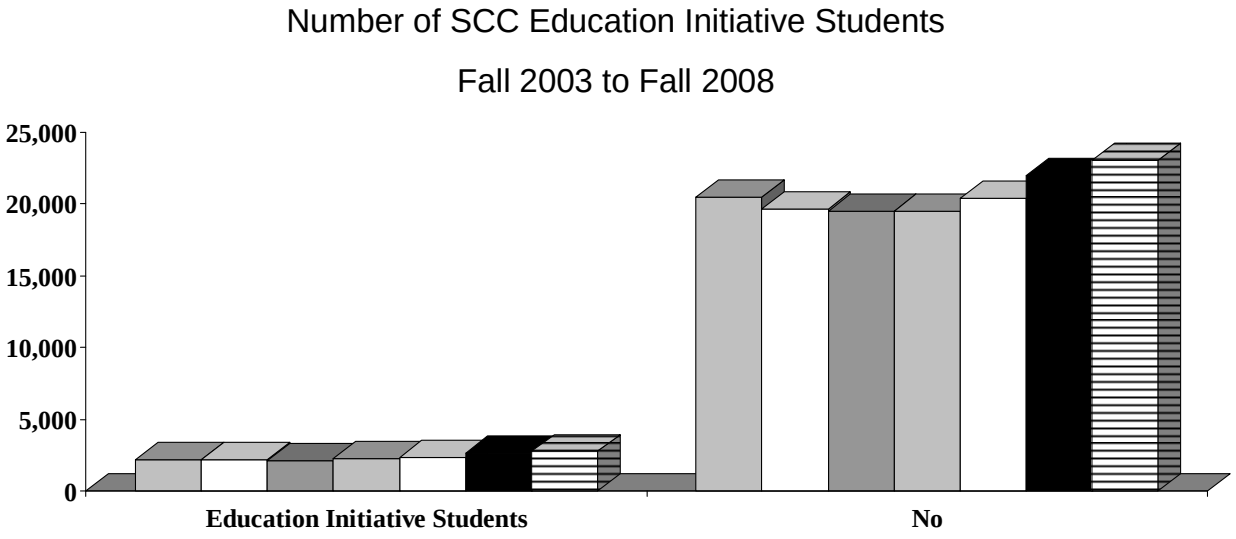
Conclusions:

First-year students are a very diverse group, many of whom are part-time students and many of whom are working.

There is an achievement gap for young students, recent high school graduates and first-time students.

Number of Education Initiative Students

In Fall 2008 Education Initiative students (18-20 year old first-time freshmen) made up 10.7% of the SCC student population, a percentage that was unchanged from Fall 2007.



Fall	Yes		No		Total
2003	2,166	9.9%	19,668	90.1%	21,834
2004	2,118	9.8%	19,491	90.2%	21,609
2005	2,288	10.5%	19,479	89.5%	21,767
2006	2,370	10.4%	20,398	89.6%	22,768
2007	2,643	10.7%	21,959	89.3%	24,602
2008	2,748	10.7%	23,040	89.3%	25,788

Characteristics and goals of first-time students

First-time freshmen at SCC are mostly young and are ethnically diverse. Over half are part time students and almost half are working full or part time. Over 60% state that they intend to transfer to four-year schools.

Characteristics of First-Time Freshmen N = 3,770 (15.4% of students) Fall Census 2008

Age

Under 18	2.0%
18-20	72.8%
21-24	9.9%
25-29	6.2%
30-39	4.5%
40+	4.6%

Average Age: 21.4

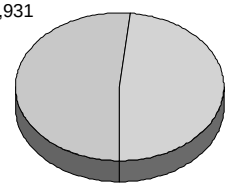
Ethnicity

Native American	1.1%
Asian	16.7%
African American	21.1%
White	28.5%
Latino/Hispanic	20.6%
Filipino	2.9%
Pacific Islander	2.5%
Other	6.6%

First Generation College Students: 41.2%

FEMALE 51.1%

1,931



MALE 47.9%

1,805

School and work:

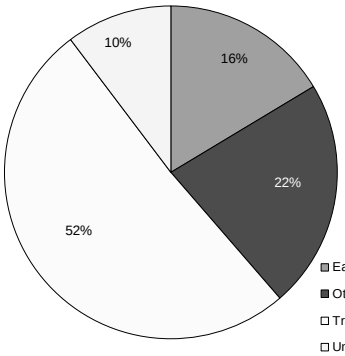
Recent High School Graduates	55.4%
Enrolled Part Time	54.8%
Working full- or part-time	49.6%

Source: 4th Week Profile *Sacramento City College*

2-4

Educational Goals Fall 2008

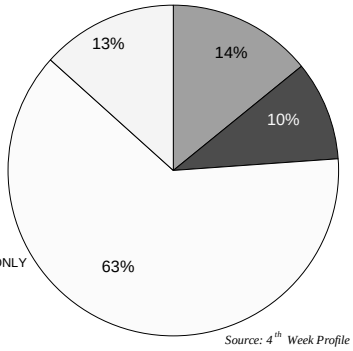
Educational Goal, All Students



Source: EOS Profile

Earn AA/Cert ONLY
Other
Transfer
Undecided

Educational Goal, First-time Freshmen



Source: 4th Week Profile

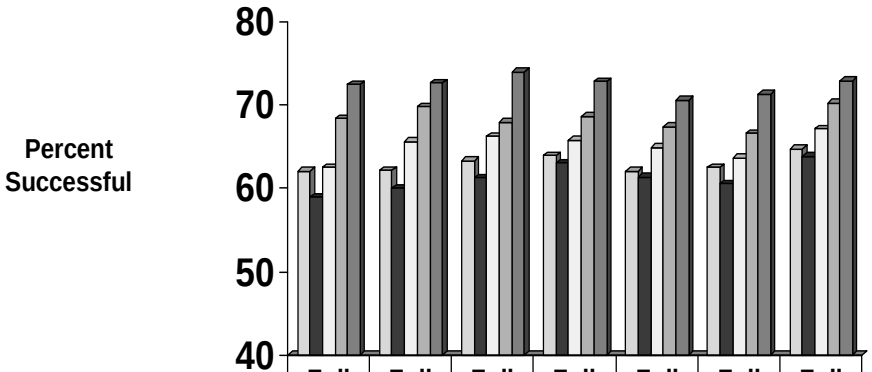
Sacramento City College

2-5

Success indicators for young students, recent high-school graduates, and first-year freshmen:

A. Younger students have lower course success rates than older students.

SCC Successful Course Completion by Age, Fall 2002 to Fall 2008

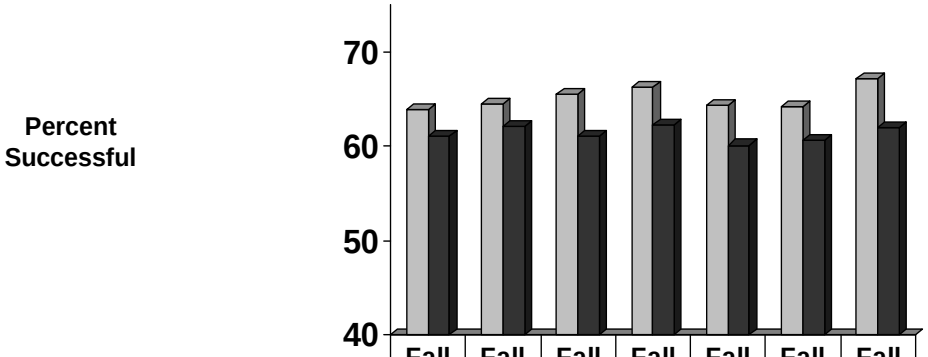


	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
18-20	62	62.1	63.3	63.9	62.0	62.5	64.7
21-24	58.9	60	61.2	63.0	61.3	60.5	63.9
25-29	62.5	65.6	66.2	65.8	64.9	63.6	67.1
30-39	68.3	69.8	67.9	68.6	67.4	66.6	70.2
40+	72.4	72.6	73.9	72.8	70.6	71.3	72.9

Source: LRCCD Research Website

B. Recent HS Graduates have lower course success rates than other SCC students.

SCC Successful Course Completion by Recent High School Grad Status, Fall 2002 to Fall 2008



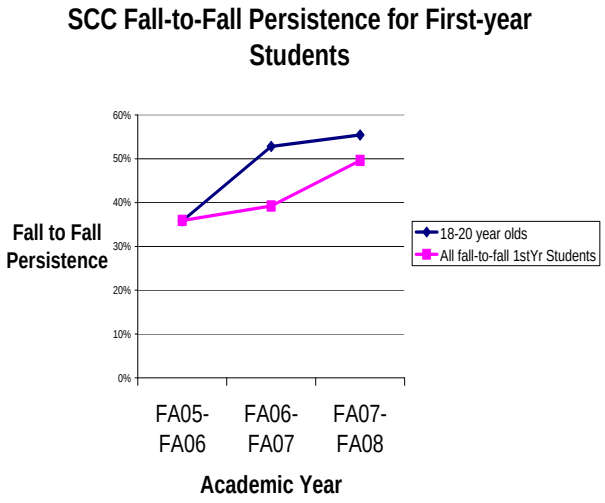
	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
All Other SCC Students	63.9	64.5	65.5	66.2	64.3	64.2	67.1
Recent HS Grad	61.0	62.1	61.1	62.2	60.1	60.6	62.0

Source: LRCCD Research Website

C. First-time students have lower course success rates than other student groups. First-time students have higher Fall to Fall persistence rates than older students (which makes sense since more of the older students will have completed their planned studies). Some measures of success for first-year students have improved over the past year, but other metrics have not improved; the overall pattern is not clear.

CHECK THIS TABLE – SOME DATA DON'T MATCH THOSE FROM OTHER SOURCES.

Attempted units vs. Completed units	Fall 2007	Fall 2008	Percent change	Spring 2007	Spring 2008	Percent change
First-year Students	51.9%	47.3%	**-4.6%**	42.0%	46.0%	**4.0%**
Course Drop Rates	Fall 2007	Fall 2008	Percent change	Spring 2007	Spring 2008	Percent change
First-year Students	19.5%	17.2%	**-2.3%**	21.1%	21.1%	**0.0%**
Successful Course Completion	Fall 2007	Fall 2008	Percent change	Spring 2007	Spring 2008	Percent change
First-Year Students	56.4%	59.2%	**2.8%**	51.4%	49.5%	**-1.9%**
Fall to Fall Persistence	F06-F07	F07-F08	Percent change			
First-Year Students	39.2%	49.6%	**10.4%**			
Fall to Spring Persistence	F06-S07	F07-S08	Percent change			
First-Year Students	70.8%	70.5%	**-0.3%**			



Goal 2: Implement a systematic enrollment management process that aligns student outreach and recruitment with scheduling of classes, programs, and services based on student interest, demand, time, convenience, and culture.

Summary of major data points:
SCC offers a balanced mix of sections across the week at the main campus and patterns that fit local needs at the Centers and Downtown outreach site.

Productivity has been increasing slowly for the College as a whole and for most divisions.

Students generally express moderate to good satisfaction with the schedule of course offerings and with student services and policies related to enrollment. (Noel-Levitz Survey 2008)

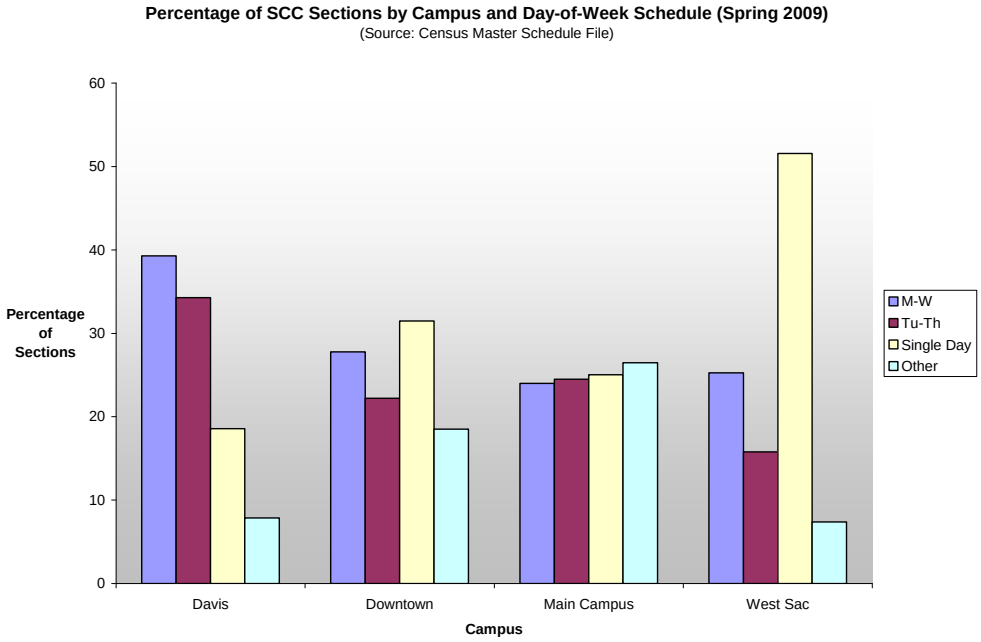
Conclusions:
SCC offers a balance of course times, days, and locations. Students are moderately satisfied with course scheduling.

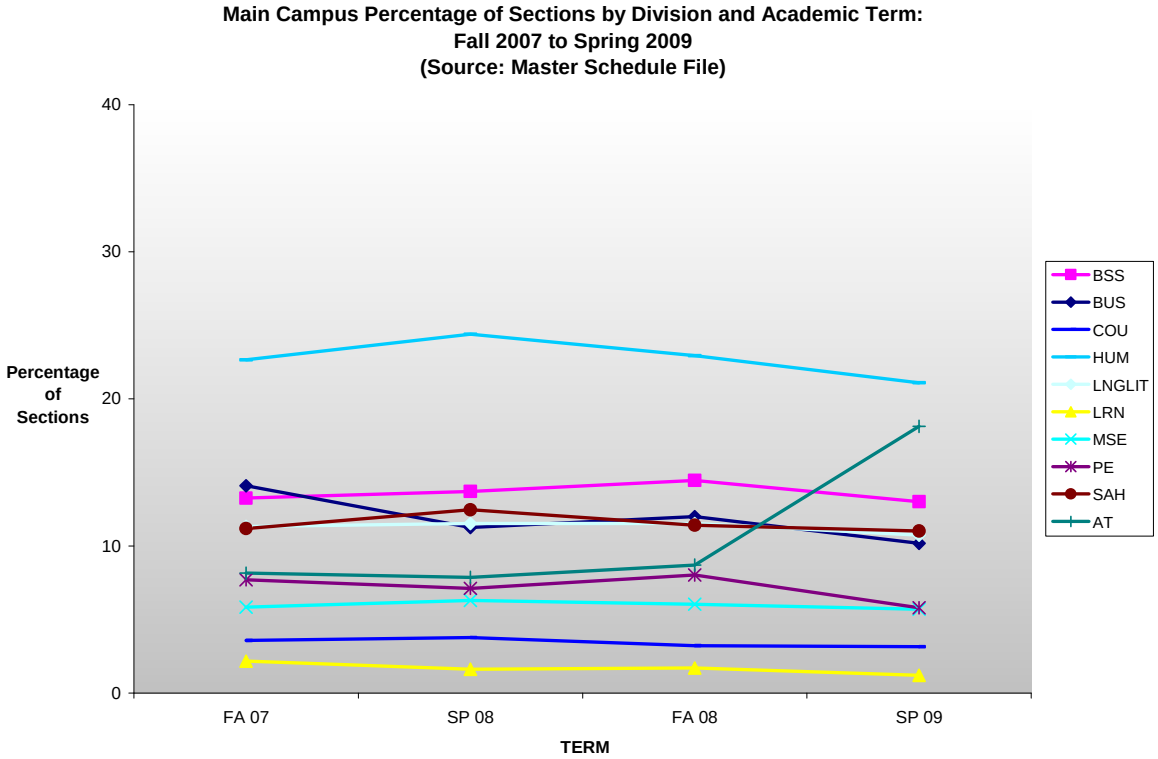
Productivity has been increasing across the College.

Many students use campus services only rarely, but between 30-60% of students report that services are very important.

Overview of Course Offering Patterns:

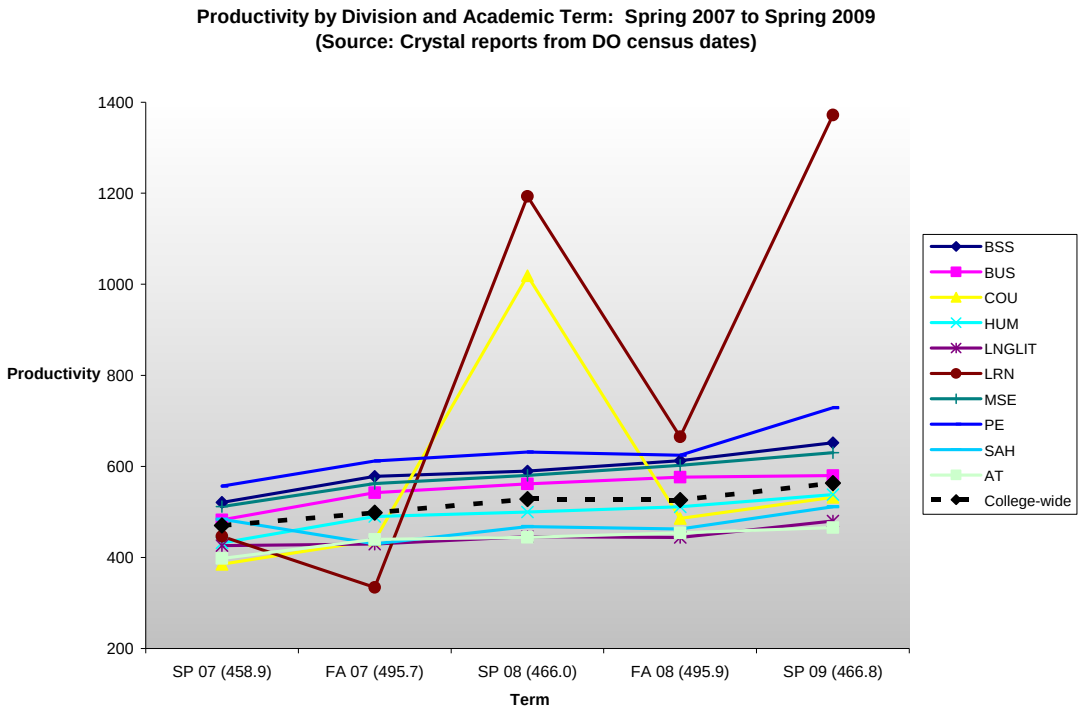
SCC offers a balanced mix of sections across the week at the main campus and patterns that fit local needs at the Centers and Downtown outreach site. The percentage of sections at the main campus offered by each division is shown.





Productivity Patterns:

Productivity has been increasing slowly for most divisions. Because they have few FTE, the smallest divisions, LRN and COU, see large swings in productivity when a few sections are added or subtracted in the Fall to Spring pattern.



Final productivity/access reports for Spring 2009 confirm a 6% increase from the prior year, with main campus productivity at 568 and a college-wide productivity level of 545. Access and productivity increases at the outreach centers in Davis, Downtown, and West Sacramento contributed significantly to the overall improvement.

Indicators of student satisfaction with schedule and course offerings:
Students generally express moderate to good satisfaction with the schedule of course offerings (Noel-Levitz Survey 2008). The gap between importance and satisfaction is greatest for class times and lowest for drop/add policies.

Item	Importance	Satisfaction / SD	Imp.-Sat. Gap
8. Classes are scheduled at times that are convenient for me.	6.50	4.96 / 1.67	1.54
15. I am able to register for classes I need with few conflicts.	6.45	5.26 / 1.60	1.19
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.16	5.30 / 1.45	0.86
41. Admissions staff are knowledgeable.	6.14	4.94 / 1.58	1.20
43. Class change (drop/add) policies are reasonable.	6.15	5.29 / 1.55	0.86
53. The assessment and course placement procedures are reasonable.	6.02	5.02 / 1.48	1.00
69. There is a good variety of courses provided on this campus.	6.34	5.47 / 1.52	0.87

Data related to services for students:

Data indicate that SCC services for students engage substantial numbers of students.

EOPS served 1181 students for Fall 08. Of those students:

- 661 persisted from Spring 08 - Fall 08 (57%)
- 1041 of the 1181 students met with a counselor for the first contact in Fall 08
- 856 of the 1181 students met with a counselor for the second contact in Fall 08
- 736 of the 1181 students completed their third contact with a EOPS staff member for Fall 08
- 1017 students completed their Education Plans with a counselor Fall 08
- At the end of Fall 08 Semester 220 students had a GPA of 3.0-3.49 (Honors), and 215 students had a GPA of 3.5 -4.0 (High Honors)

Counseling services made 12,343 student contacts from July through September. Counselors completed nearly 210 Transfer Admission Guarantee Agreements (TAGs), the most ever written for UCs.

The 2008 CCSSE data indicate that:

- Over 60% students have not, and do not plan to, take a study skills course or attend a college orientation.

Student activities: **Study skills course**	I have not done, nor plan to do	112668	66%
	I plan to do	31427	18%
	I have done	25967	15%
	Total	170061	100%
Student activities: **College orientation program or course**	I have not done, nor plan to do	103199	61%
	I plan to do	23168	14%
	I have done	43485	26%
	Total	169852	100%

The 2008 CCSSE data indicate that:

- Over 60% of students rate their relationships with administrative personnel and offices highly (rank of 5 or above on a 1-7 scale)

Mark the number that best represents the quality of your relationships with **administrative personnel and offices** at this college	Unhelpful, inconsiderate, rigid (1)	5577	3%
	(2)	8197	5%
	(3)	14188	8%
	(4)	34178	20%
	(5)	38351	22%
	(6)	38300	22%
	Helpful, considerate, flexible (7)	32196	19%
	Total	170987	100%

Data from the 2008 CCSSE survey indicate that for most of the services included in the survey:

- For most services to students fewer than 15% of students report using services often; more than 40% report using services rarely or never.

	Frequency of use			
	Often	Some-times	Rarely/ Never	Don't know N.A.
Academic advising/planning	11	38	39	11
Career counseling	6	24	51	19
Job placement assistance	3	7	52	39
Peer or other tutoring	8	19	46	26
Skill labs (writing, math, etc.)	11	22	43	24
Child care	2	1	39	58
Financial aid advising	13	20	40	27
Computer lab	21	25	33	21
Student organizations	4	8	46	42
Transfer credit assistance	7	20	41	32
Services to students with disabilities	4	3	37	57

Data from the 2008 CCSSE survey indicate that for most of the services included in the survey:

- For most services to students, fewer than 15% of students report that they are not satisfied at all with the services; between 5% and 31% of students report that they are very satisfied with the service.
- Between 31% and 59% of students report that the services is very important.

	Satisfaction	
	Very	Some-what
Academic advising/planning	18	46
Career counseling	14	32
Job placement assistance	6	13
Peer or other tutoring	17	24
Skill labs (writing, math, etc.)	19	26
Child care	5	5
Financial aid advising	17	24
Computer lab	31	26
Student organizations	7	17
Transfer credit assistance	15	24
Services to students with disabilities	9	7

Goal 3: Improve basic skills competencies in reading, writing, and math and improve preparedness for degree applicable courses through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college.

Summary of major data points:

Roughly 31% of new students enroll in Basic Skills courses.

Over 200 sections of Basic Skills courses were offered in Fall 2008; 60% of these were taught by full time faculty.

Course success rates are lower in Study Skills and Basic Skills Math and Reading than the college average. Course success rates for Basic Skills Writing are slightly lower than, but similar to, the College average. Course success rates for ESL classes are higher than the College average.

Course retention rates are high in Basic Skills courses.

CCFSSE data indicate that most faculty consider student participation in basic skills courses to very important. Most students, however, have not taken, nor do they plan to take, developmental courses.

Conclusions:
There is an achievement gap for students in basic skills Math and Reading courses but the retention rates in these courses are high.

ESL classes have high success rates.

Faculty perceptions of the importance of basic skills courses may be higher than student perceptions.

Overview of basic skills classes and students:

Course retention rates are high for Basic Skills courses. Success rates in Study Skills, Math and Reading courses basic skills courses are substantially below the rate for all students at SCC. Developmental Math courses have the lowest course success rates. The course success rate in developmental Writing is similar to that of the overall SCC student population and in ESL is higher than that of the overall SCC student population.

Those metrics of student success that have improved from Fall 2007 are shown in bold.

Measures for Developmental Education for Fall 2008	Levels of Measurement						
	All Dev.	Optional, Discipline-Specific Developmental Education (DEV) Data					
		Math (DEV)	English (DEV)	Reading (DEV)	Writing (DEV)	ESL (DEV)	Study Skills (DEV)
Numbers of sections and students in Basic Skills courses							
Percent of New Students (N=3671) who enrolled into Dev Ed Courses (N=1157)	31.52%	12.48%	6.29%	7.06%	12.69%	5.64%	1.20%
Number of Developmental Education Sections Offered	219	36	16	15	63	71	17
Percentage of Section Offerings that are Developmental Education	50.11%	22.22%	100.00%	36.59%	28.00%	69.61%	18.68%
Percentage of Developmental Ed. Sections Taught by Full-Time Faculty	60.38%	41.67%	100.00%	86.67%	61.90%	51.56%	70.59%
Unduplicated Number of Students Enrolled in Developmental Education	3174	1217	589	470	1063	674	203
Student success metrics for Basic Skills							
Student Success Rate in Developmental Education Courses	**64.39%**	**53.53%**	59.90%	**59.66%**	**64.67%**	75.47%	**60.68%**
Student Retention Rate in Developmental Education Courses	**87.20%**	**82.43%**	96.95%	**82.80%**	**83.79%**	91.12%	**92.74%**
Student Course Repetition Rate in Developmental Education Courses	5.80%	7.89%	0.34%	1.28%	1.03%	10.68%	**0.49%**
Fall-to-Fall Persistence Rate of Developmental Education Students **F07-F08**	53.02%	50.99%	63.22%	51.67%	55.33%	59.14%	50.89%

Course success rate for all students Fall 2008 = 66.5%

Indicators of Faculty Perception of Basic Skills Courses (CCFSSE data)

CCFSSE data indicate that most faculty consider student participation in basic skills courses to very important.

CCFSSE Data: Faculty Responses			
	Count	Percent	***How important is it to you that students participate in:***
Not important	3	4%	English as a second language course
Somewhat important	20	30%	
Very important	44	**66%**	
Not important	5	8%	Developmental/remedial reading course
Somewhat important	12	18%	
Very important	49	**74%**	
Not important	5	8%	Developmental/remedial writing course
Somewhat important	11	17%	
Very important	50	**76%**	
Not important	9	14%	Developmental/remedial math course
Somewhat important	16	24%	
Very important	41	**62%**	
Not important	0	0%	Study skills course
Somewhat important	13	20%	
Very important	*53*	***80%***	

Indicators of Student Perception of Basic Skills Courses (CCSSE data)

CCSSE data indicate that relatively few students plan to take ESL, and while slightly larger percentages plan to take developmental reading, writing, and math or a study skills course, most student have not taken, nor do they plan to take, developmental courses.

		Percent
English as a second language course	I have not done, nor plan to do	**82%**
	I plan to do	7%
	I have done	11%
Developmental/remedial reading course	I have not done, nor plan to do	**69%**
	I plan to do	17%
	I have done	14%
Developmental/remedial writing course	I have not done, nor plan to do	**59%**
	I plan to do	21%
	I have done	20%
Developmental/remedial math course	I have not done, nor plan to do	**56%**
	I plan to do	23%
	I have done	21%
Study skills course	I have not done, nor plan to do	**58%**
	I plan to do	26%
	I have done	16%
How likely is it that **being academically unprepared** would cause you to withdraw from class or from this college	Not likely	**51%**
	Somewhat likely	26%
	Likely	15%
	Very likely	8%

Percent of students taking the assessment tests (Feb 2006 to Jan 2009) who placed into developmental courses at or below given levels:

Math 34 or 27 = 46% Math 100 or below = 65% Math 120 or below = 95%	EngWr 50 or below = 44% EngWr 100 or below = 71%	EngRd 10 = 40% EngRd 110 or below = 81%

Goal 4: Improve processes, services, curriculum, and instructional design to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.).

Summary of major data points:

Overall course success rates (for all students) are similar at all locations. Overall course success rates (for all students) are similar for DE and non-DE classes.

Success for first-year students across locations shows varying patterns from year-to-year.

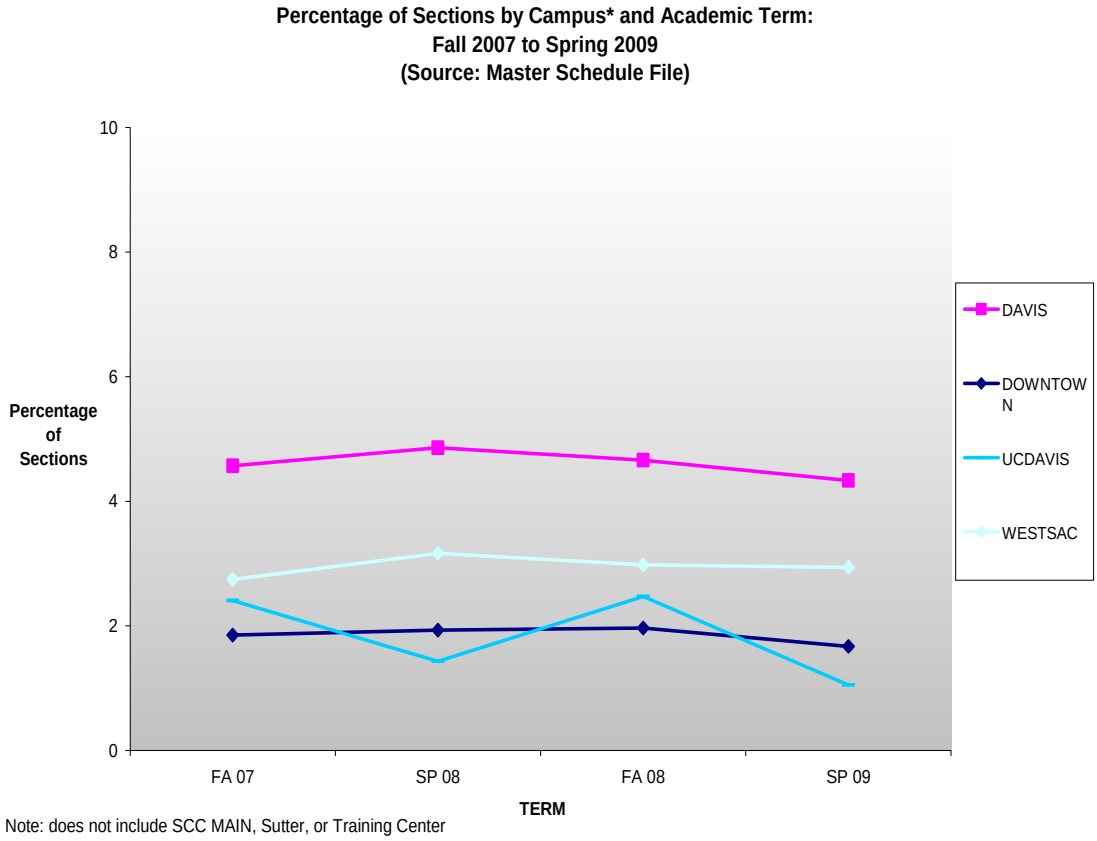
First-year student success rates are consistently lower in DE classes than in non-DE classes.

Items from the 2008 Accreditation Faculty/Staff Survey indicate that most faculty view processes, services, curriculum, and instructional design as equivalent at all locations.

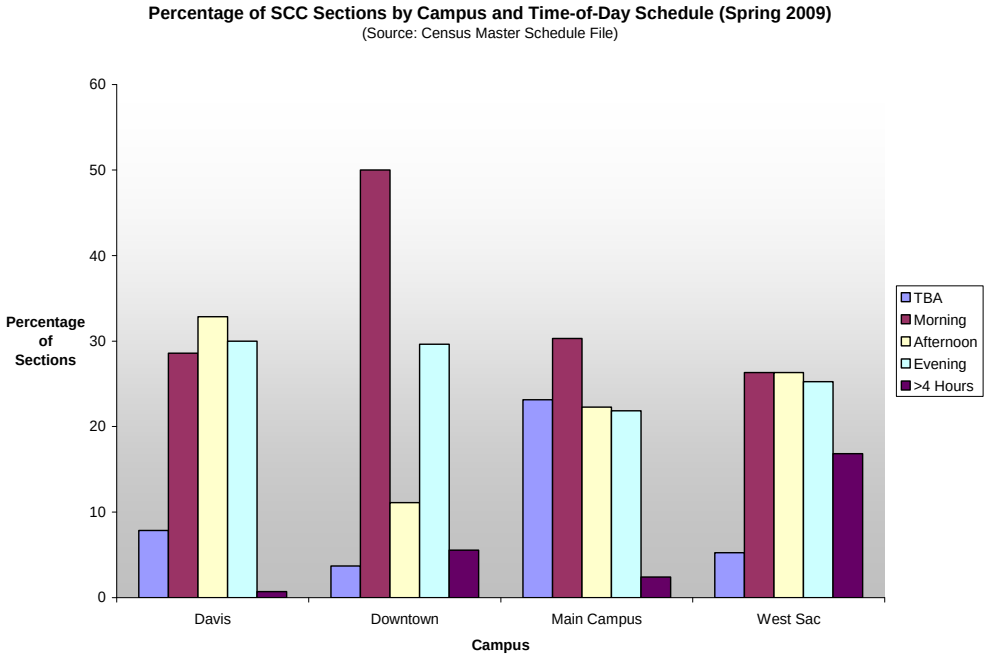
Conclusions:
For the overall student population, outcomes are similar across locations and modalities.

There is an achievement gap for first-year students in DE classes.

Overview of Course Offering Patterns by Location



Note: does not include SCC MAIN, Sutter, or Training Center



Indicators of the success of students by location and modality

Course success rates are similar at all locations

Overall course success is slightly lower Distance Education (DE) courses than for non-DE courses. Substantially lower successes rates occur in televised or videoconference courses; however, these are relatively rarely used modalities representing less than 1% of total enrollment.

First-year student success is consistently lower in DE classes than in seat classes.

[Note: The data below come from the CCCCO data mart. Slight differences in methods of calculating course success rate account for the differences between data from the CCCCO data mart and from the College or District]

SCC Success by Modality Fall 2008	Enrollment	Succeeded	Success Rate (%)
Non-DE total	**64,246**	**39,994**	**62.25**
DE total	**4,613**	**2,692**	**58.36**
• Internet - Asynchronous Instruction	4,186	2,497	59.65
• On demand TV Broadcast; DVD	212	108	50.94
• TV Broadcast with audio bridge	186	72	38.71
• Videoconference with audio bridge	29	15	51.72
All courses	**68,859**	**42,686**	**61.99**

First-time Freshmen					
Percent of attempted units that were completed	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Spring 2007**	**Spring 2008**
Seat Classes	50.1%	52.1%	47.6%	42.4%	46.1%
Distance Ed Classes	26.2%	35.4%	31.8%	20.2%	38.4%
Course drop rate	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Spring 2007**	**Spring 2008**
Seat Classes	19.0%	19.3%	18.4%	20.90%	21.1%
Distance Ed Classes	33.5%	30.7%	25.4%	35.80%	20.0%
Course Success Rates	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Spring 2007**	**Spring 2008**
Seat Classes	57.0%	56.6%	59.2%	51.8%	49.7%
Distance Ed Classes	36.2%	45.5%	43.9%	28.3%	41.9%

Indicators of Faculty/Staff evaluation of the equivalence of processes, services, curriculum, and instructional design for alternative modalities and locations from the 2008 Accreditation Faculty/Staff Survey:

The college ensures the quality of instruction, academic rigor, and educational effectiveness of its programs regardless of service location or instructional delivery method.

- Strongly Agree 20.2%
- Agree 55.9%
- Disagree 6.5%
- Strongly Disagree 2.5%
- Don't Know 14.9%

The college uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

- Strongly Agree 19.1%
- Agree 59.7%
- Disagree 4.0%
- Strongly Disagree 1.7%
- Don't Know 15.4%

SCC assures the quality of student support services and demonstrates that these services support student learning regardless of location or means of delivery.

- Strongly Agree 19.9%
- Agree 53.1%
- Disagree 7.3%
- Strongly Disagree 2.3%
- Don't Know 17.3%

The library and learning support services for students are sufficient to support the college's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and location they are delivered.

- Strongly Agree 21.8%
- Agree 53.2%
- Disagree 6.9%
- Strongly Disagree 0.3%
- Don't Know 17.8%

Educational materials and equipment (e.g. library holdings, media items, computer centers, databases, etc) are sufficient to support educational courses, programs, and degrees wherever offered.

- Strongly Agree 14.0%
- Agree 53.1%
- Disagree 14.0%
- Strongly Disagree 0.6%
- Don't Know 18.2%

SCC provides students, faculty, and staff responsible adequate access to the library and learning support services regardless of their location or means of delivery.

- Strongly Agree 25.1%
- Agree 54.7%
- Disagree 6.3%
- Strongly Disagree 0.6%
- Don’t Know 13.3%

Faculty members have access to adequate distance education training to support their instructional role.

- Strongly Agree 11.5%
- Agree 39.6%
- Disagree 11.5%
- Strongly Disagree 2.4%
- Don’t Know 35.0%

Goal 5: Develop new courses, programs and services based on assessment of emerging community needs.

Summary of major data points:

Data indicate that many of the top majors at SCC are in fields such as heath care and business services for which there is an increasing local need.

Over 90 programs were updated through the SOCRATES curriculum process in 2008-09.

Conclusions:
SCC develops new courses and programs based on assessment of emerging community needs.

Environmental Scan Data and Top Majors at SCC:

Data indicate that many of the top majors at SCC are in fields such as heath care and business services for which there is an increasing local need.

Annual Average Employment by Industry in the Greater Sacramento Area*: Civilian Employment by Industry	2002	2005	2008	Change: 2002 to 2008	% of Total in 2008	3-Year % Change: 2005 to 2008	6-Year % Change: 2002 to 2008
Government	226,800	224,000	237,500	10,700	26.2	6.0	4.7
Professional and Business Services	101,000	108,600	112,300	11,300	12.4	3.4	11.2
Retail Trade	92,700	98,700	97,000	4,300	10.7	-1.7	4.6
Educational and Health Services	78,000	88,200	99,800	21,800	11.0	13.2	27.9
Leisure and Hospitality	75,200	82,100	85,300	10,100	9.4	3.9	13.4
Construction	61,300	73,400	62,400	1,100	6.9	-15.0	1.8
Finance & Insurance	41,300	47,000	45,100	3,800	5.0	-4.0	9.2
Real Estate & Rental/Leasing	13,900	16,400	15,300	1,400	1.7	-6.7	10.1
Manufacturing	42,000	43,100	39,200	-2,800	4.3	-9.0	-6.7
Other Services	28,200	28,500	29,100	900	3.2	2.1	3.2
Wholesale Trade	25,600	26,900	28,000	2,400	3.1	4.1	9.4
Transportation, Warehousing & Utilities	22,400	23,400	25,800	3,400	2.8	10.3	15.2
Information (Publishing, Telecommunications)	23,100	19,900	19,700	-3,400	2.2	-1.0	-14.7
Farming	7,900	7,400	9,100	1,200	1.0	23.0	15.2
Natural Resources and Mining	800	700	800	0	0.1	14.3	0.0

From: Los Rios Community College District, Office of Institutional Research, External Scan 2008 Environmental Scan of the Greater Sacramento Area January 2009

SCC Top 10 Major Areas Of Study - New Students **Fall Census 2007 and 2008**

2007	# of Students	2008	# of Students
General Ed/Transfer	370	General Ed/Transfer	317
Nursing (RN)	238	Business	237
Business	238	Nursing (RN)	222
Administration of Justice	100	Administration of Justice	139
Cosmetology	83	Psychology	120
Early Childhood Education	62	Cosmetology	101
Music	58	Biology	81
Engineering Design Technology	57	Music	77
Computer/Mgmt Info Systems	57	Art	72
Art	54	Computer/Mgmt Info Systems	72

Source: 4th Week Profile *Sacramento City College*

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Programs updated in 2008-09 (SOCRATES report)

SCC has an active curriculum process through which programs are continuously updated to meet college and community needs.

PROGRAMS

1.	Accounting	Accounting (A.S. Degree)
2.	Accounting	Accounting (Certificate)
3.	Accounting	Accounting Clerk / Bookkeeper - Advanced Level (Certificate)
4.	Accounting	Accounting Clerk / Bookkeeper - Entry Level (Certificate)
5.	~~Administration of Justice~~	~~Private Security Services Management (A.S. Degree)~~
6.	~~Administration of Justice~~	~~Private Security Services Management (Certificate)~~
7.	Art	Fine Arts (A.A. Degree)
8.	Business	Business Administration (A.A. Degree)
9.	Business	Business, General (A.S. Degree)
10.	Business	Business, Insurance (A.S. Degree)
11.	Business	Business, Insurance (Certificate)
12.	Business	Business, Marketing (A.S. Degree)
13.	Business	Business, Marketing, Advertising (A.S. Degree)
14.	Business	Management (A.S. Degree)
15.	Business	Office Administration, Business Operations and Management Technology, Level C (Certificate)
16.	Business	Office Administration, Introduction to Computerized Office Technologies, Level B (Certificate)
17.	Business	Office Administration, Virtual Office and Management Technologies, Level D (A.S. Degree)
18.	Business	Office Administration, Virtual Office and Management Technologies, Level D (Certificate)
19.	Business	Small Business Management (A.S. Degree)
20.	Computer Information Science	Information Processing (A.S. Degree)
21.	Computer Information Science	Information Processing Specialist (Certificate)
22.	Computer Information Science	Information Processing Technician (Certificate)
23.	Computer Information Science	International Computer Driving License (Certificate)
24.	Computer Information Science	PC Support (Certificate)
25.	Computer Information Science	Webmaster, Level 1 (Certificate)
26.	Cosmetology	Art and Science of Nail Technology (Certificate)
27.	Cosmetology	Cosmetology (A.S. Degree)
28.	Cosmetology	Cosmetology (Certificate)
29.	Early Childhood Education	Associate Teacher (Certificate)
30.	Early Childhood Education	Early Childhood Education (A.A. Degree)

31.	Early Childhood Education	Early Childhood Education (Certificate)
32.	Early Childhood Education	Family Child Care (Certificate)
33.	Early Childhood Education	Infant Care and Education (A.A. Degree)
34.	Early Childhood Education	Infant Care and Education Teacher (Certificate)
35.	Early Childhood Education	Master Teacher (A.A. Degree)
36.	Early Childhood Education	Master Teacher (Certificate)
37.	Early Childhood Education	School-Age Care and Education (A.A. Degree)
38.	Early Childhood Education	School-Age Care and Education Teacher (Certificate)
39.	Early Childhood Education	School-Age Master Teacher (Certificate)
40.	Early Childhood Education	School-Age Site Supervisor (A.A. Degree)
41.	Early Childhood Education	Site Supervisor (A.A. Degree)
42.	Early Childhood Education	Teacher (Certificate)
43.	Electronics Technology	Computer Information Science, Microcomputer Technician (A.S. Degree)
44.	Electronics Technology	Computer Information Science: Microcomputer Technician (Certificate)
45.	Electronics Technology	Electronics Technology, Microcomputer Technician (A.S. Degree)
46.	Electronics Technology	Electronics Technology, Microcomputer Technician (Certificate)
47.	English	English (A.A. Degree)
48.	English	Liberal Studies (A.A. Degree)
49.	Family and Consumer Science	Instructional Assisting, Bilingual/Bicultural Emphasis (A.A. Degree)
50.	Family and Consumer Science	Instructional Assisting, General (A.A. Degree)
51.	Family and Consumer Science	Instructional Assisting, General (Certificate)
52.	Family and Consumer Science	Instructional Assisting, Special Education (A.A. Degree)
53.	Family and Consumer Science	Instructional Assisting, Special Education (Certificate)
54.	Graphic Communication	Graphic Communication (A.S. Degree)
55.	Graphic Communication	Graphic Communication (Certificate)
56.	Graphic Communication	Graphic Design Production (Certificate)
57.	Graphic Communication	Image Editing (Certificate)
58.	Graphic Communication	Page Layout (Certificate)
59.	Graphic Communication	Web Design (Certificate)
60.	Graphic Communication	Web Design Basics (Certificate)
61.	Interdisciplinary Studies	Liberal Arts (A.A. Degree)
62.	Journalism	Journalism (A.A. Degree)
63.	Journalism	Publications Specialist (Certificate)
64.	Mathematics & Statistics	Mathematics (A.S. Degree)
65.	Mechanical-Electrical Technology	Mechanical-Electrical Technology (A.S. Degree)
66.	Mechanical-Electrical Technology	Mechanical-Electrical Technology (Certificate)
67.	Mechanical-Electrical Technology	Wastewater Treatment Plant Operation (A.S. Degree)

68.	Mechanical-Electrical Technology	Wastewater Treatment Plant Operation (Certificate)
69.	Motorcycle Maintenance and Repair	Motorcycle Maintenance Technician (A.S. Degree)
70.	Motorcycle Maintenance and Repair	Motorcycle Maintenance Technician (Certificate)
71.	Music	Commercial Music, Audio Production Emphasis (A.A. Degree)
72.	Music	Commercial Music, Audio Production Emphasis (Certificate)
73.	Music	Commercial Music, Music Business Management Emphasis (A.A. Degree)
74.	Music	Commercial Music, Music Business Management Emphasis (Certificate)
75.	Music	Commercial Music, Performance Emphasis (A.A. Degree)
76.	Music	Commercial Music, Performance Emphasis (Certificate)
77.	Music	Commercial Music, Songwriting/Arranging Emphasis (A.A. Degree)
78.	Music	Commercial Music, Songwriting/Arranging Emphasis (Certificate)
79.	Music	Music, General (A.A. Degree)
80.	Occupational Therapy Assisting	Occupational Therapy Assistant (A.S. Degree)
81.	Photography	Commercial Photography (Certificate)
82.	Photography	Fine Art Photography (Certificate)
83.	Photography	Photography (A.A. Degree)
84.	Photography	Photography (Certificate)
85.	Photography	Photojournalism (Certificate)
86.	Photography	Portrait and Wedding Photography (Certificate)
87.	Photography	Stock Photography (Certificate)
88.	Social Science	International Studies (A.A. Degree)
89.	Sociology	Community Studies Program (emphasis on Direct Services) (A.A. Degree)
90.	Sociology	Community Studies Program (emphasis on Direct Services) (Certificate)
91.	Theatre Arts	Theatre Arts: Film (A.A. Degree)
92.	Theatre Arts	Theatre Arts: Film Production (Certificate)
93.	Theatre Arts	Theatre Arts: Film Studies (Certificate)

Goal 6: Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.

Summary of major data points:
Classified staff expressed satisfaction with the new staff orientation.

The 2008 Staff Development survey showed:

- 56% of respondents attend flex workshops.
- 96% of respondents attend convocation and/or division meetings.
- 72% of the respondents attend workshops during the semester.
- 82% of respondents attend through participation in conference and workshop travel (CWT).

The 2008 Accreditation survey showed that most respondents feel that the college demonstrates an understanding of and concern for issues of equity and diversity.

The error rate for administrative processes varies (see data on subsequent pages).

The diversity of the full-time College employee population has been gradually increasing over the last several years.

Conclusions:
Many employees take advantage of staff development opportunities.

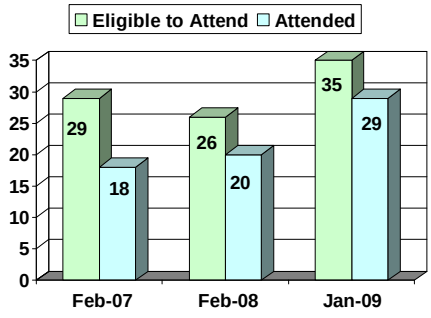
The error rate for administrative processes varies.

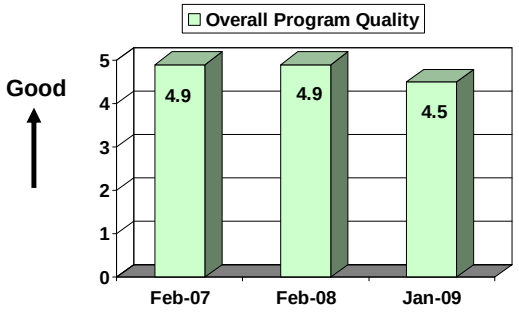
Employees generally feel that the college demonstrates concern for diversity.

The college employee population is gradually becoming more diverse, but does not yet reflect the diversity of the students.

Metrics indicating effectiveness of faculty/staff workshops and orientation:

Classified New Hires Orientation





From the Staff Development 2008 Survey:

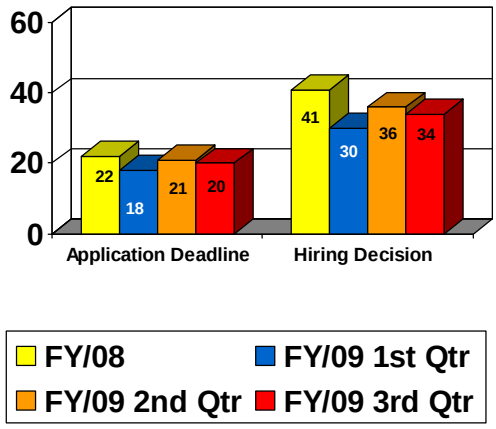
- In 2008, 53% of respondents attended at least one flex day workshop (n=132) & 64% of responders (n=198) attended convocation.
- 56% of respondents fulfill some part of their flex obligation through flex workshops; 96% do so through convocation and division meetings.
- 72% fulfilled some part of flex obligations through participation in workshops during the semester and 82% of respondents fulfill some part of their flex obligation through participation in conference and workshop travel (CWT).
- While 66% received some monies from CWT, 9% of respondents were able to pay off the entire event through CWT.
- 81% of participants used their own funds; 47% paid for 100% of their own travel.
- Other participants utilized Department/Division Funds (70%) or special funding from other college sources (41%).

Metrics indicating the efficiency of college processes:

College Totals
Year to Date 3/31/09

Procedure	Submitted	1st Qtr Errors	2nd Qtr Errors	3rd Qtr Errors	4th Qtr Errors	Error Rate	Error Rate Indicator*
Absence Reports	2,453	48	88	24		7%	
Budget Entries	653	11	10	11		5%	
Intents	76	22	4	13		51%	
Requisitions	1,451	31	19	11		4%	
Travel Authorizations	593	16	47	39		17%	

Classified Hiring
Year to Date 3/31/09

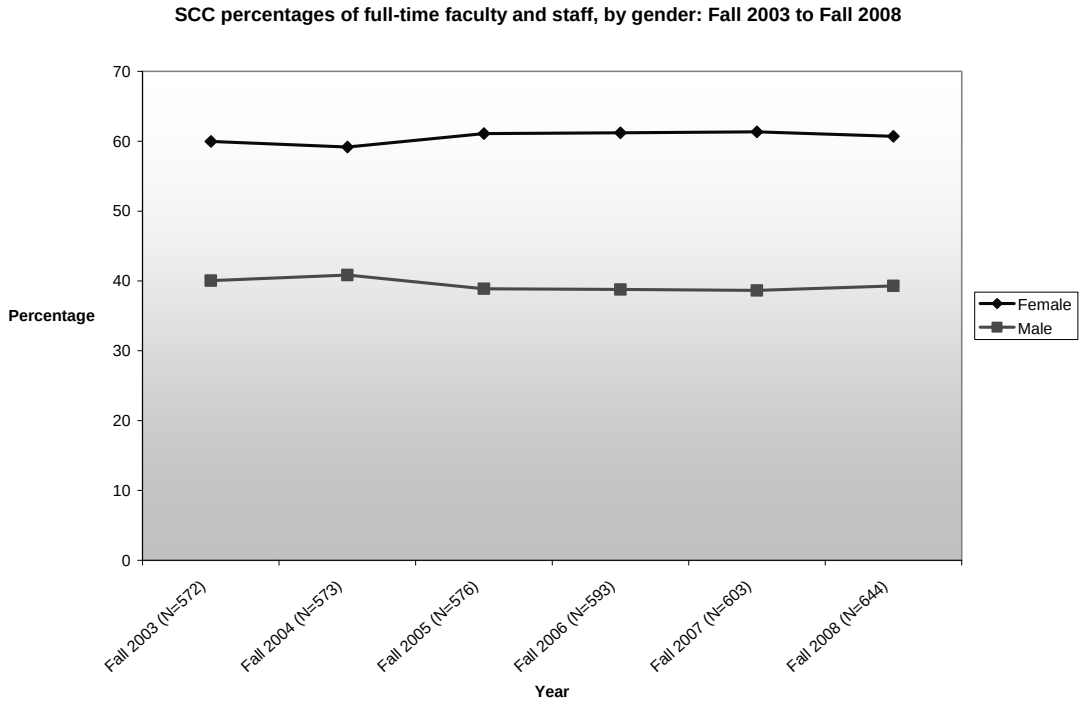


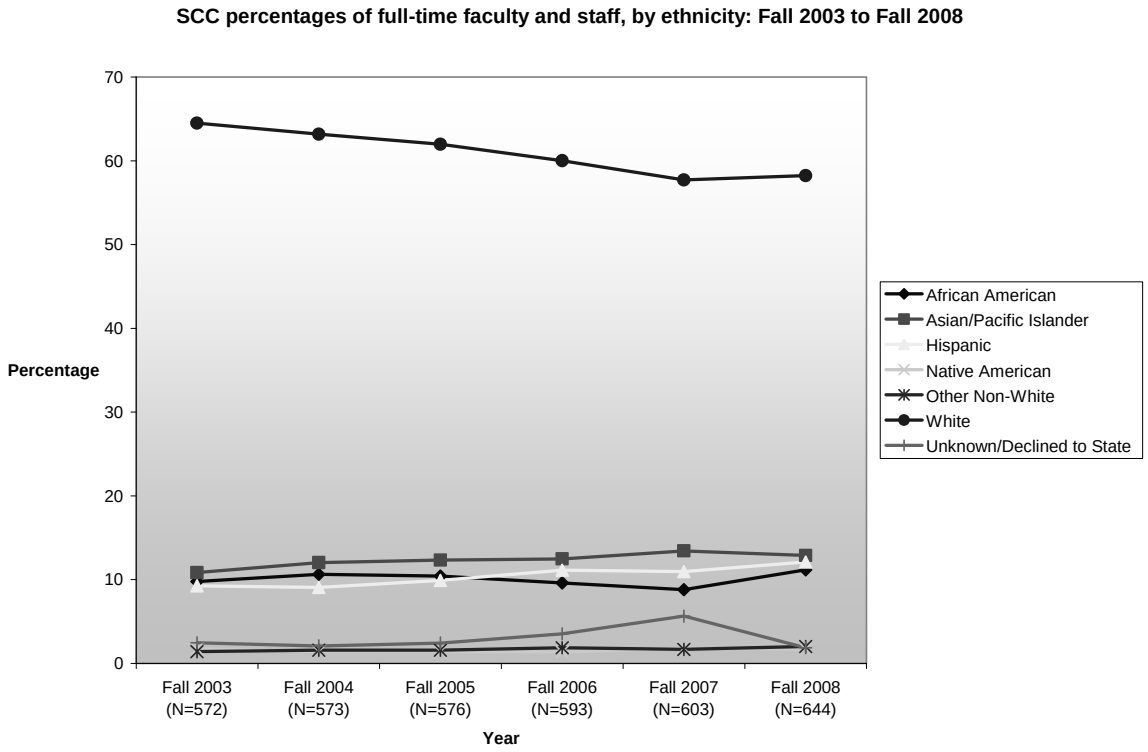
From the 2008 Accreditation Faculty/Staff Survey:

The college demonstrates an understanding of and concern for issues of equity and diversity.

- Strongly Agree 36.2%
- Agree 54.4%
- Disagree 5.3%
- Strongly Disagree 0.9%
- Don't Know 3.2%

Trends in staff diversity




SCC percentages of full-time faculty and staff, by ethnicity: Fall 2003 to Fall 2008
Percentage
70
60
50
40
30
20
10
0
Fall 2003 (N=572)
Fall 2004 (N=573)
Fall 2005 (N=576)
Fall 2006 (N=593)
Fall 2007 (N=603)
Fall 2008 (N=644)
Year
African American
Asian/Pacific Islander
Hispanic
Native American
Other Non-White
White
Unknown/Declined to State

Goal 7: Engage the college community in the accreditation self-study process and in comprehensive unity-based self evaluation.

Summary of major data points:
The College self-study has been completed. Over 140 administrators, faculty, staff and students served on the standards committees. Many other members of the college community also participated.

Conclusion:
The college community was engaged in the self-study process.

Overview of the Accreditation Process:

From: Board of Trustees presentation 6/17/2009

Many individuals at SCC and at the District contributed to the process that resulted in the College's Self Study. Below is a brief chronology that describes these contributions.

To prepare for the mind-set required of the reorganized standards, a Pre-Accreditation Task Group was formed in late December of 2006. This team of administrators, classified, faculty, and students performed an in-depth assessment of our readiness to respond to the standards. The outcome was a comprehensive report that became the starting point in identifying areas needing improvement and areas of strength.

In mid 2007 the Evidence Task Group convened to evaluate our capacity to store and retrieve evidence electronically as well as assess the availability of key evidence required for the accreditation process. Their work led to the creation of InsideSCC, an intranet "Information Central" for campus faculty and staff. This website was launched in fall 2008.

By the fall of 2007, representatives from each constituency (classified, faculty, manager) were appointed to serve as tri-chairs of the Steering Committee. In early 2008 the constituency leaders, supported by the Steering Committee tri-chairs, named tri-chairs for each Standard and team leads for the subsections of Standards II and III. Each standard and subsection was led by a member from each college constituency group - the classified staff, faculty, and administration. Constituency leaders then populated the standards teams in spring 2008. The Steering Committee tri-chairs trained the standards leadership and the standards leadership then trained their respective committees.

The Steering Committee tri-chairs met weekly throughout the process, inviting other stakeholders to the meetings as needed. In late spring 2008, the Self Study Coordinating Committee was convened so the Steering Committee tri-chairs and the executive staff could engage in dialogue about the overall process.

Over 140 administrators, faculty, staff and students served on the standards committees either in a leadership role or by collecting data, conducting interviews, writing portions of their standard, or reviewing and revising the draft. Other members of the college community were called upon to provide assistance first in interviews during the information-gathering phase of the self study and later in the review of the self study draft and planning agendas.

The first draft was submitted in December 2008. After a revision, the draft was posted to InsideSCC in early March for review by the College community. Five feedback sessions were conducted during that month, including one at the Davis Center and one at the West Sacramento Center. Feedback about the self-study was sent to the standards committee chairs and the Steering Committee tri-chairs; some was sent directly to the accreditation feedback mailbox and electronic blog.

Dialogue and updates about the self study occurred on a regular basis as the topic of accreditation was included on governance committee agendas, in college publications, and during convocation.

Faculty and staff participated in accreditation brown-bag lunches as a flex activity held at the start of each of the last several semesters and facilitated by individuals that included district personnel, the College President, and the Steering Committee tri-chairs.

The self study process involved much work done by many people over a long period of time. It heightened our awareness of who we are as a college and what we contribute to the community.

8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.

Summary of major data points:

In Fall 2008, no ethnic group represented more than 33% of the student body. The diversity of SCC students has been changing slowly since 2003 with increases in the percentage of African American and Hispanic students. First-time freshmen are younger and more diverse than the overall student body.

Language diversity within some ethnic groups has also been increasing.

Many activities have been developed on campus in response to issues related to the diversity of the campus community.

Course success rates vary between demographic groups.

- African American students have a relatively low course success rate.
- Hispanic students have a moderate success rate.
- White and Asian students have the highest course success rates.

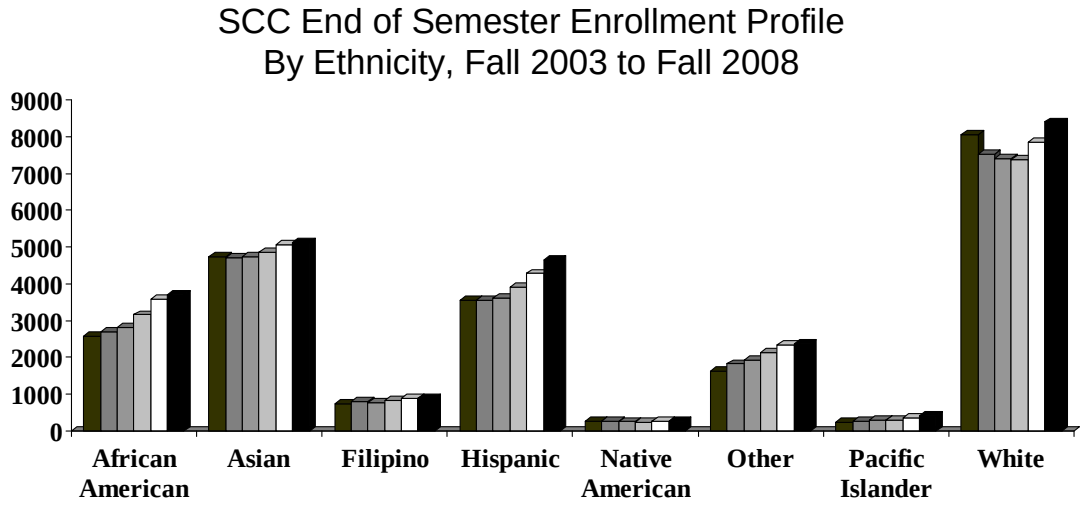
Fall-to-Spring persistence rates are similar across demographic groups. Fall-to-Fall persistence rates are lower for African American and Pacific Islander students than for other demographic groups.

Conclusions:
Many SCC students report that their experiences at the college contribute to their ability to understand people of other racial and ethnic backgrounds.

Language diversity within some demographic groups is increasing.

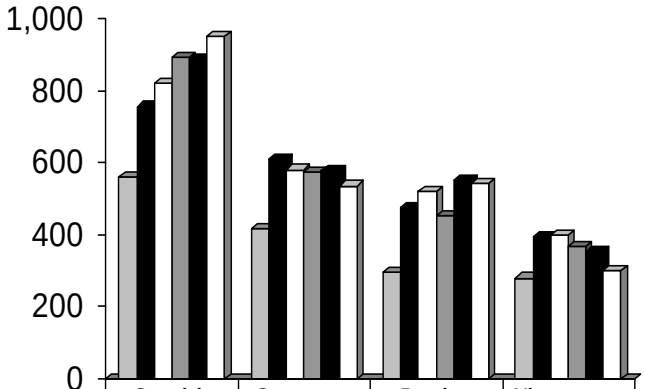
Substantial achievement gaps exist between ethnic groups.

Demographic trends: In Fall 2008, no ethnic group represented more than 33% of the student body. The diversity of SCC students has been changing slowly since 2003 with increases in the percentage of African American and Hispanic students. Language diversity within some ethnic groups has also been increasing. For example, there has been an increase in the number of students speaking Russian; these students count as "white" but are from a distinct cultural and language group.

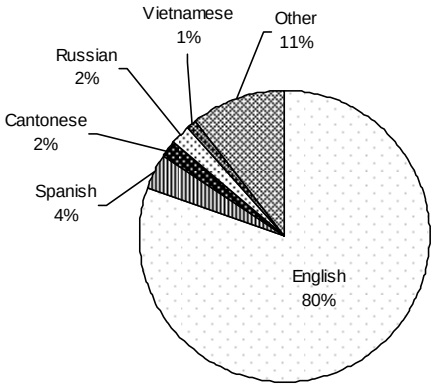


	African American		Asian		Filipino		Hispanic		Native American		Other		Pacific Islander		White		Total
Fall 2003	2,585	11.8%	4,736	21.7%	744	3.4%	3,549	16.3%	270	1.2%	1,639	7.5%	249	1.1%	8,062	36.9%	21,834
Fall 2004	2,688	12.4%	4,717	21.8%	800	3.7%	3,542	16.4%	261	1.2%	1,821	8.4%	260	1.2%	7,520	34.8%	21,609
Fall 2005	2,805	12.9%	4,726	21.7%	756	3.5%	3,604	16.6%	252	1.2%	1,927	8.8%	284	1.3%	7,413	34.1%	21,767
Fall 2006	3,153	13.8%	4,850	21.3%	816	3.6%	3,901	17.1%	248	1.1%	2,134	9.4%	302	1.3%	7,364	32.3%	22,768
Fall 2007	3,584	14.6%	5,074	20.6%	889	3.6%	4,278	17.4%	260	1.1%	2,338	9.5%	348	1.4%	7,831	31.8%	24,602
Fall 2008	3,712	14.4%	5,118	19.8%	878	3.4%	4,647	18.0%	261	1.0%	2,375	9.2%	404	1.6%	8,393	32.5%	25,788

Primary Languages of SCC Students, Fall 2003 to Fall 2008

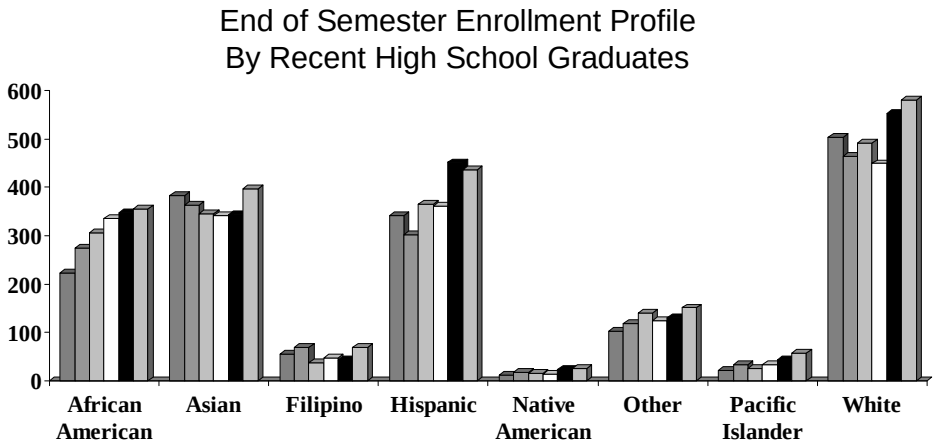


	Spanish	Cantonese	Russian	Vietnamese
Fall 03	559	418	297	280
Fall 04	756	609	474	395
Fall 05	820	581	522	400
Fall 06	894	574	453	369
Fall 07	889	578	553	352
Fall 08	951	536	543	302



2008 Pie Chart

Source: End of Semester Profile



	African American		Asian		Filipino		Hispanic		Native American		Other		Pacific Islander		White		Total
Fall 2003	223	13.6%	382	23.3%	55	3.4%	341	20.8%	11	0.7%	102	6.2%	21	1.3%	504	30.8%	1,639
Fall 2004	275	16.7%	364	22.2%	69	4.2%	302	18.4%	17	1.0%	118	7.2%	34	2.1%	464	28.2%	1,643
Fall 2005	306	17.7%	345	20.0%	38	2.2%	365	21.1%	16	0.9%	141	8.2%	26	1.5%	492	28.5%	1,729
Fall 2006	335	19.6%	342	20.0%	48	2.8%	361	21.2%	13	0.8%	125	7.3%	33	1.9%	449	26.3%	1,706
Fall 2007	348	17.9%	344	17.7%	44	2.3%	451	23.3%	24	1.2%	131	6.8%	44	2.3%	553	28.5%	1,939
Fall 2008	355	17.1%	397	19.2%	69	3.3%	437	21.1%	25	1.2%	151	7.3%	57	2.8%	581	28.0%	2,072

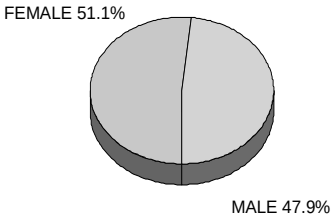
Characteristics of First-Time Freshmen N = 3,770 (15.4% of students)

Fall Census 2008

Age

Under 18	2.0%
18-20	72.8%
21-24	9.9%
25-29	6.2%
30-39	4.5%
40+	4.6%

Average Age: 21.4



Ethnicity

Native American	1.1%
Asian	16.7%
African American	21.1%
White	28.5%
Latino/Hispanic	20.6%
Filipino	2.9%
Pacific Islander	2.5%
Other	6.6%

School and work:

Recent High School Graduates	55.4%
Enrolled Part Time	54.8%
Working full- or part-time	49.6%

First Generation College Student: 41.2%

Source: 4th Week Profile *Sacramento City College*

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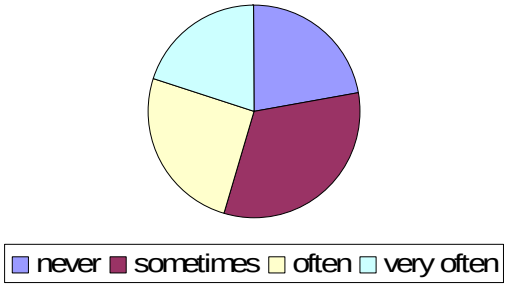
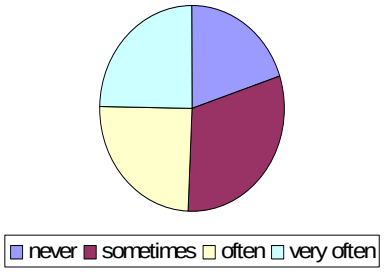
Indicators of student cultural proficiency (from CCSSE data 2008_

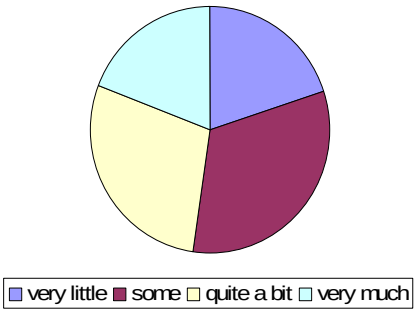
In your experience at SCC how often have you had serious conversations with students who differ from you in their religious beliefs, political opinions, or personal values?



In your experience at SCC how often have you had serious conversations with students of a race or ethnicity other than your own?



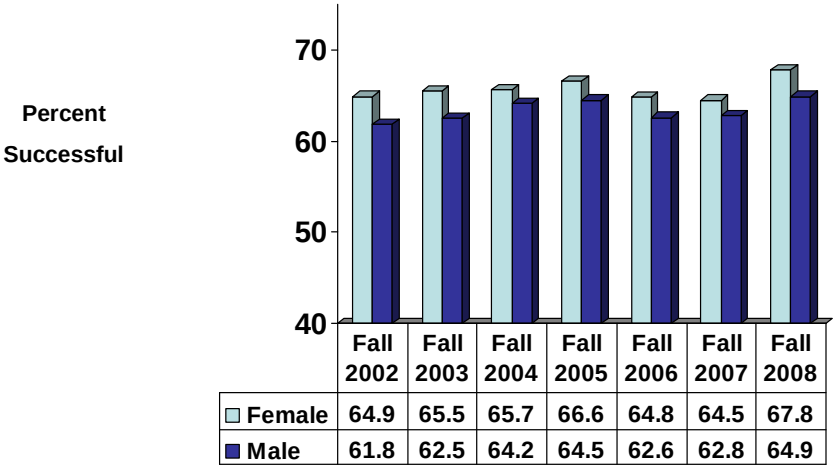
How much has your experience at SCC contributed to your knowledge, skills, and personal development in the area of understanding people of other racial and ethnic backgrounds?



Indicators of student success by demographic group

Achievement gaps in course success rates are apparent for some groups. The resulting picture for persistence rates is complex. Fall-to-Spring persistence rates are similar across demographic groups. Fall-to-Fall persistence rates are lower for African American and Pacific Islander students than for other demographic groups.

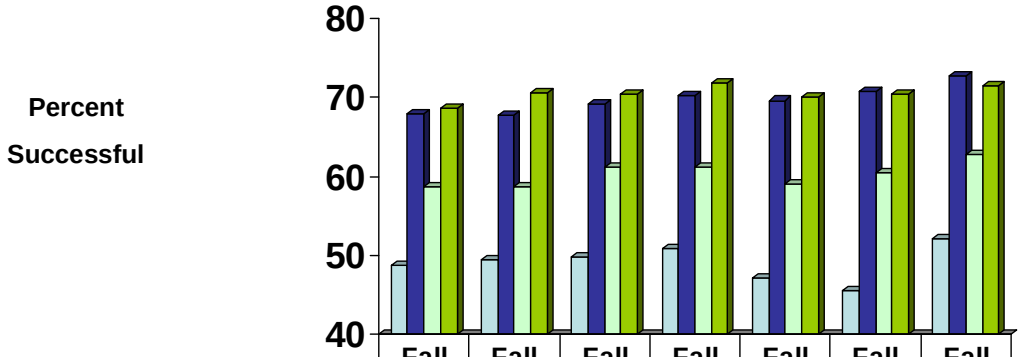
SCC Successful Course Completion by Gender, Fall 2002 to Fall 2008



	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Female	64.9	65.5	65.7	66.6	64.8	64.5	67.8
Male	61.8	62.5	64.2	64.5	62.6	62.8	64.9

Source: LRCCD Research Website

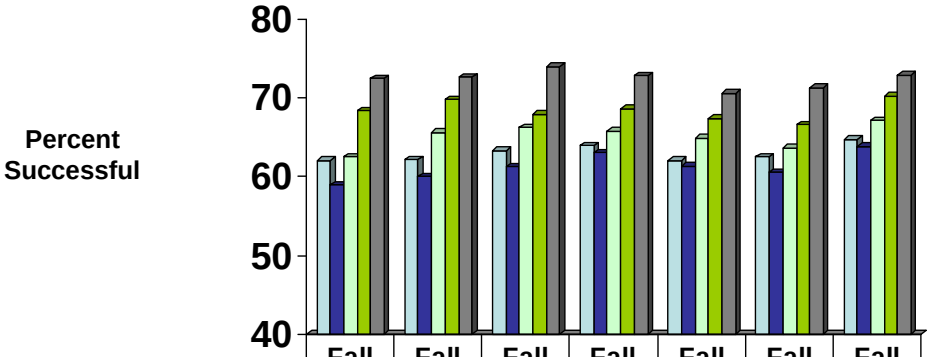
SCC Successful Course Completion by Ethnicity, Fall 2002 to Fall 2008



	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
African American	48.7	49.4	49.8	50.8	47.1	45.5	52.1
Asian	67.9	67.7	69.1	70.2	69.6	70.7	72.7
Hispanic	58.7	58.6	61.1	61.1	59.1	60.4	62.8
White	68.6	70.5	70.4	71.9	70.1	70.4	71.5

Source: LRCCD Research Website

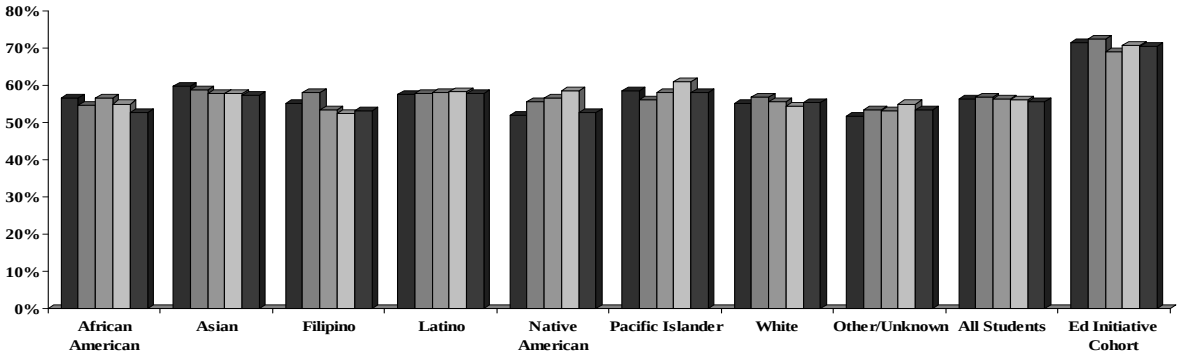
SCC Successful Course Completion by Age, Fall 2002 to Fall 2008



	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
18-20	62	62.1	63.3	63.9	62.0	62.5	64.7
21-24	58.9	60	61.2	63.0	61.3	60.5	63.9
25-29	62.5	65.6	66.2	65.8	64.9	63.6	67.1
30-39	68.3	69.8	67.9	68.6	67.4	66.6	70.2
40+	72.4	72.6	73.9	72.8	70.6	71.3	72.9

Source: LRCCD Research Website

SCC Fall to Spring Persistence by Ethnic Group, 2003-2004 to 2007-2008



Fall to Spring	African American	Asian	Filipino	Latino	Native American	Pacific Islander	White	Other/ Unknown	All Students	Ed Initiative Cohort
2003-2004	56.6%	59.8%	55.2%	57.5%	51.9%	58.6%	55.1%	51.6%	56.4%	71.4%
2004-2005	54.6%	58.7%	58.0%	57.9%	55.6%	56.2%	56.8%	53.5%	56.9%	72.4%
2005-2006	56.5%	57.9%	53.4%	58.0%	56.7%	58.1%	55.7%	53.2%	56.4%	69.0%
2006-2007	55.0%	57.7%	52.5%	58.3%	58.5%	60.9%	54.4%	55.0%	56.0%	70.8%
2007-2008	52.6%	57.4%	53.2%	57.9%	52.7%	58.0%	55.4%	53.4%	55.7%	70.5%

Source: LRCCD Research Website

Availability of and participation in programs/workshops on issues of diversity

- The first Community College Diversity conference was held at SCC, January 14-15, 2009 cosponsored with FACCC.
- The college's first program plan in Cultural Democracy was developed and approved.
- SCC was awarded the John Rice award for Diversity and Equity for its work in Cultural Democracy.
- SCC has sponsored workshops in Culturally Responsive Instruction led by Dr. Noma LeMoine from LAUSD. The workshops have given rise to a series of programs and activities developed by SCC faculty and staff to incorporate CRI into instruction and services.
- The Cultural Awareness Center coordinated approximately 25 programs during Fall 2008 with over 2000 in attendance.
- Faculty and staff have worked to recruit target populations such as former foster youth, potential students that are in rehabilitative programs and shelters, and individuals in the social service system.
- ISP Coordinator, Riad Bahhur, and others are working with Training Source staff and State Department to facilitate the educational opportunities Egyptian students due to visit SCC in Fall 2009.
- SCC's !X Ethnic Theatre Workshop students presented artistic expressions (poetry, music, monologues, dance) as part of "The Art of Living in Oak Park" at Luna's Café on May 9.

Goal 9. Deliver programs and services that demonstrate a commitment to learner-centered education and institutional effectiveness through continuous process improvement.

Summary of major data points:
Students who have taken more units at SCC rate support for learners at SCC more highly compared to those students who have completed fewer units.

Results from the Noel-Levitz survey indicate satisfaction score > 5.2 for several items related to a learner-centered environment.

CCSSE indicates that students are gaining GE skills through their experience at the college

The number of SCC students who are transfer ready at the end of Fall semester has been steadily increasing over the last 5 years in parallel with increasing enrollment.

The number of degrees and certificates awarded each year increased from 1,257 in 2004-2005 to 1,379 in 2007-2008, a time span during which enrollment also increased.

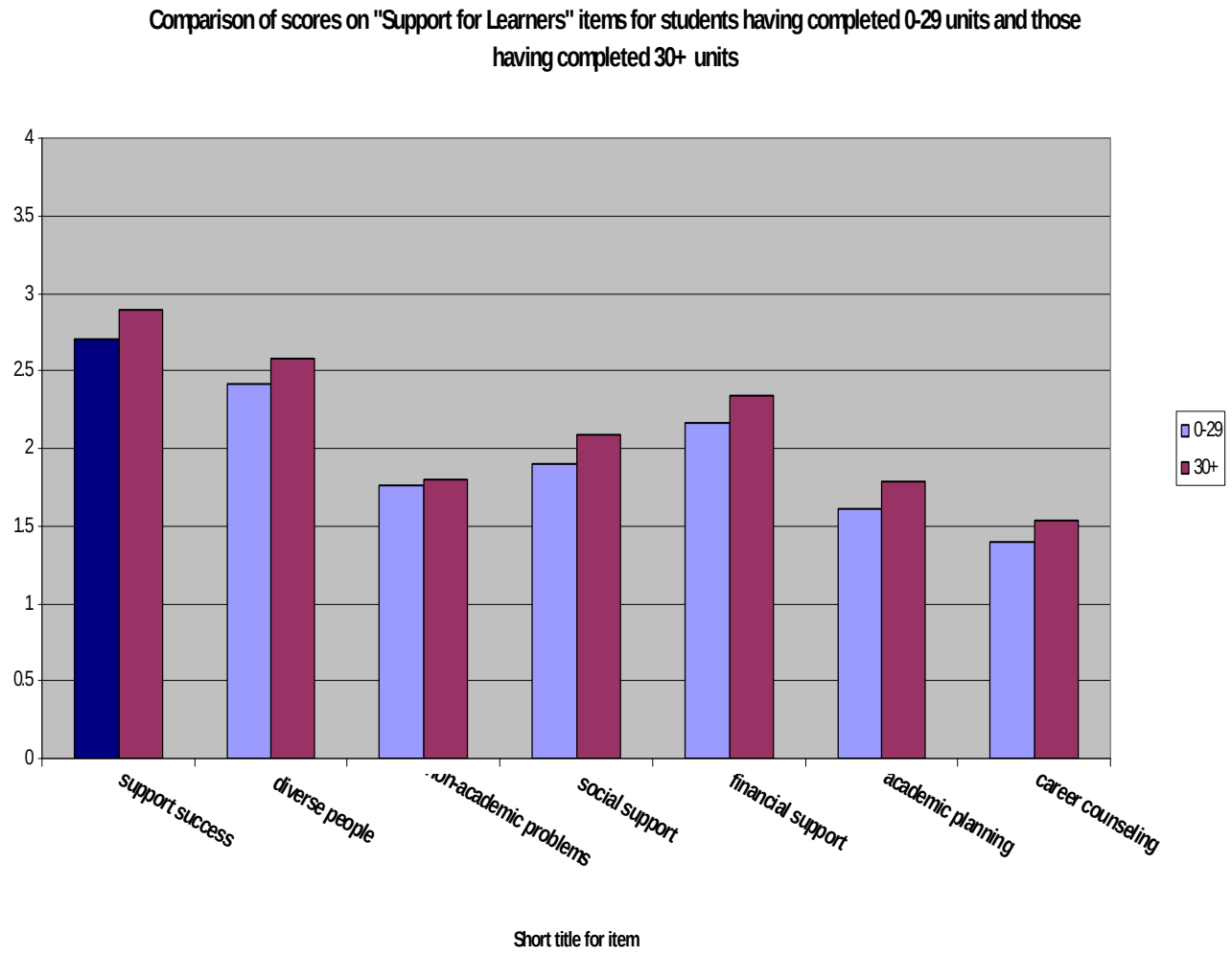
Conclusions:
There is a gap in perceptions of support for learners between students who have taken few units and those who have taken more units at SCC.

CCSSE indicates that students feel intellectually challenged and are gaining GE skills through their experience at the college.

CCSSE data indicate that students do not score high on some measures of student effort.

Indicators of a Learner-Centered Environment

Students who have taken more units at SCC rate their experience more highly on CCSSE survey items related to support for learners compared to those students who have completed fewer units.



Students having completed 30+ units consistently score higher on measures of student engagement than do students with fewer units.

Students with 30+ units have higher mean scores on every benchmark item than do student with 29 units or fewer.

Students with 29 or fewer units are notably below the mean of extra-large colleges on the following:

- Made a class presentation (Active & Collaborative Learning)
- Prepared two or more drafts of a paper or assignment before turning it in (Student Effort)
- Worked on a paper/project that required integrating ideas or information (Student Effort)
- Frequency of use of skills labs (Student Effort)
- Frequency of use of computer lab (Student Effort)
- Number of written papers or reports of any length (Academic Challenge)
- Providing the support you need to help you succeed at this college (Support for Learners)

Results from the Noel-Levitz survey indicate satisfaction score > 5.2 for several items related to a learner-centered environment.

From the Noel-Levitz Survey 2008

	Los Rios Community College-Sacramento City		
Item	Import	Satis / SD	Gap
1. Most students feel a sense of belonging here.	5.13	4.95 / 1.42	0.18
2. Faculty care about me as an individual.	5.80	5.23 / 1.41	0.57
3. The quality of instruction in the vocational/technical programs is excellent.	5.83	5.15 / 1.35	0.68
4. Security staff are helpful.	5.72	4.51 / 1.57	1.21
5. The personnel involved in registration are helpful.	6.05	5.06 / 1.57	0.99
6. My academic advisor is approachable.	6.17	4.88 / 1.72	1.29
7. Adequate financial aid is available for most students.	6.24	4.54 / 1.95	1.70
9. Internships or practical experiences are provided in my degree/certificate program.	5.92	4.52 / 1.52	1.40
10. Child care facilities are available on campus.	4.66	4.85 / 1.44	-0.19
11. Security staff respond quickly in emergencies.	6.21	4.69 / 1.45	1.52
12. My academic advisor helps me set goals to work toward.	6.21	4.66 / 1.83	1.55
13. Financial aid awards are announced to students in time to be helpful in college planning.	6.11	4.52 / 1.76	1.59
16. The college shows concern for students as individuals.	6.04	4.64 / 1.57	1.40
17. Personnel in the Veterans' Services program are helpful.	4.51	4.38 / 1.34	0.13
18. The quality of instruction I receive in most of my classes is excellent.	6.54	5.46 / 1.40	1.08
19. This campus provides effective support services for displaced homemakers.	4.85	4.57 / 1.45	0.28
20. Financial aid counselors are helpful.	6.05	4.58 / 1.69	1.47
21. There are a sufficient number of study areas on campus.	6.07	5.18 / 1.65	0.89
22. People on this campus respect and are supportive of each other.	5.87	4.57 / 1.62	1.30
23. Faculty are understanding of students' unique life circumstances.	6.00	5.04 / 1.52	0.96
25. My academic advisor is concerned about my success as an individual.	6.07	4.53 / 1.70	1.54
26. Library staff are helpful and approachable.	6.07	5.35 / 1.45	0.72
27. The campus staff are caring and helpful.	5.94	5.04 / 1.34	0.90
28. It is an enjoyable experience to be a student on this campus.	6.04	5.12 / 1.52	0.92
29. Faculty are fair and unbiased in their treatment of individual students.	6.30	5.19 / 1.54	1.11
30. The career services office provides students with the help they need to get a job.	5.77	4.64 / 1.45	1.13
32. My academic advisor is knowledgeable about my program requirements.	6.27	4.78 / 1.80	1.49
36. Students are made to feel welcome on this campus.	6.00	5.08 / 1.47	0.92
37. Faculty take into consideration student differences as they teach a course.	5.97	4.96 / 1.55	1.01
38. The student center is a comfortable place for students to spend their leisure time.	5.43	4.61 / 1.54	0.82
39. The amount of student parking space on campus is adequate.	6.29	4.34 / 1.97	1.95
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.38	4.79 / 1.85	1.59
44. I generally know what's happening on campus.	5.14	4.38 / 1.61	0.76
45. This institution has a good reputation within the community.	5.87	5.11 / 1.52	0.76
46. Faculty provide timely feedback about student progress in a course.	6.10	4.81 / 1.56	1.29
47. There are adequate services to help me decide upon a career.	5.99	4.74 / 1.57	1.25
48. Counseling staff care about students as individuals.	6.06	4.71 / 1.64	1.35
49. Admissions counselors respond to prospective students' unique needs and requests.	5.91	4.67 / 1.56	1.24
50. Tutoring services are readily available.	5.96	5.11 / 1.49	0.85

51. There are convenient ways of paying my school bill.	6.09	5.33 / 1.59	0.76
52. This school does whatever it can to help me reach my educational goals.	6.22	4.77 / 1.63	1.45
54. Faculty are interested in my academic problems.	5.94	4.88 / 1.58	1.06
55. Academic support services adequately meet the needs of students.	5.97	4.99 / 1.34	0.98
56. The business office is open during hours which are convenient for most students.	5.99	5.23 / 1.58	0.76
57. Administrators are approachable to students.	6.00	4.69 / 1.63	1.31
58. Nearly all of the faculty are knowledgeable in their fields.	6.38	5.43 / 1.43	0.95
59. New student orientation services help students adjust to college.	5.52	4.75 / 1.63	0.77
60. Billing policies are reasonable.	5.98	5.15 / 1.52	0.83
61. Faculty are usually available after class and during office hours.	6.26	5.49 / 1.42	0.77
62. Bookstore staff are helpful.	5.95	5.37 / 1.46	0.58
63. I seldom get the "run-around" when seeking information on this campus.	5.93	4.64 / 1.74	1.29
64. Nearly all classes deal with practical experiences and applications.	5.87	5.05 / 1.43	0.82
65. Students are notified early in the term if they are doing poorly in a class.	6.21	4.32 / 1.85	1.89
66. Program requirements are clear and reasonable.	6.23	5.13 / 1.51	1.10
67. Channels for expressing student complaints are readily available.	5.80	4.46 / 1.67	1.34
68. On the whole, the campus is well-maintained.	6.05	5.35 / 1.40	0.70
70. I am able to experience intellectual growth here.	6.36	5.48 / 1.50	0.88

CCSSE items related to student effort in their studies:

The PRIE office designed a set of items related to student effort and work ethic. This set of items has substantial overlap with the "Student Effort" items identified by CCSSE, but is not identical.

- Only 6% of students report that they often or very often skip class.
- Students were asked about the extent to which exams challenge them to do their best work. On a scale that ranged from Extremely Easy (score = 1) to Extremely Challenging (Score = 7), over two-thirds (68%) of students rated their exams as moderately to extremely challenging (score of 5-7).
- Nearly half (49%) of students report that they often or very often work harder than they thought that they could in order to meet the standards and expectations of their professors.
- Over one fifth (21%) of students responded that they had never prepared two or more drafts of a paper or assignment before turning it in.
- Nearly half (47%) of students reported that they never discussed ideas from their readings or classes with instructors outside of class
- Most students (76%) spend between 1 and 10 hours per week preparing for class (studying, reading, homework, etc.). Note: Assuming the Carnegie Unit value of 2 hours of outside work for each hour of lecture, 10 hours of preparation per week would be needed for a 5 unit class load.

CCSSE items related to the academic expectation for students at SCC

The PRIE office chose a set of items related to the academic expectations SCC has for students and the academic challenge that students experience. This set of items has substantial overlap with the "Academic Challenge" items identified by CCSSE, but is not identical.

Cognitive tasks such as integrating ideas, memorizing facts, analyzing elements of an idea, synthesizing and organizing information, making judgments, applying theories, or performing a new skill:

- More than 50%, and as many as 68% of students report that their work at SCC emphasized major cognitive skills "very much" or "quite a bit" for the skills below:
    - memorizing facts, ideas, or methods – 64%
    - analyzing basic elements of an idea, experience, or theory – 68%
    - synthesizing and organizing ideas, information or experiences – 56%
    - applying theories or concepts to practical problems or new situations – 53%
    - using information to perform a new skill – 59%
- Faculty, more than students, indicate that coursework "very much" emphasizes some cognitive skills (e.g. synthesizing and organizing ideas, information or experiences in new ways - "very much" for faculty = 43%, "very much" for students = 20%)

The extent to which exams have challenged students and encouragement for significant study:

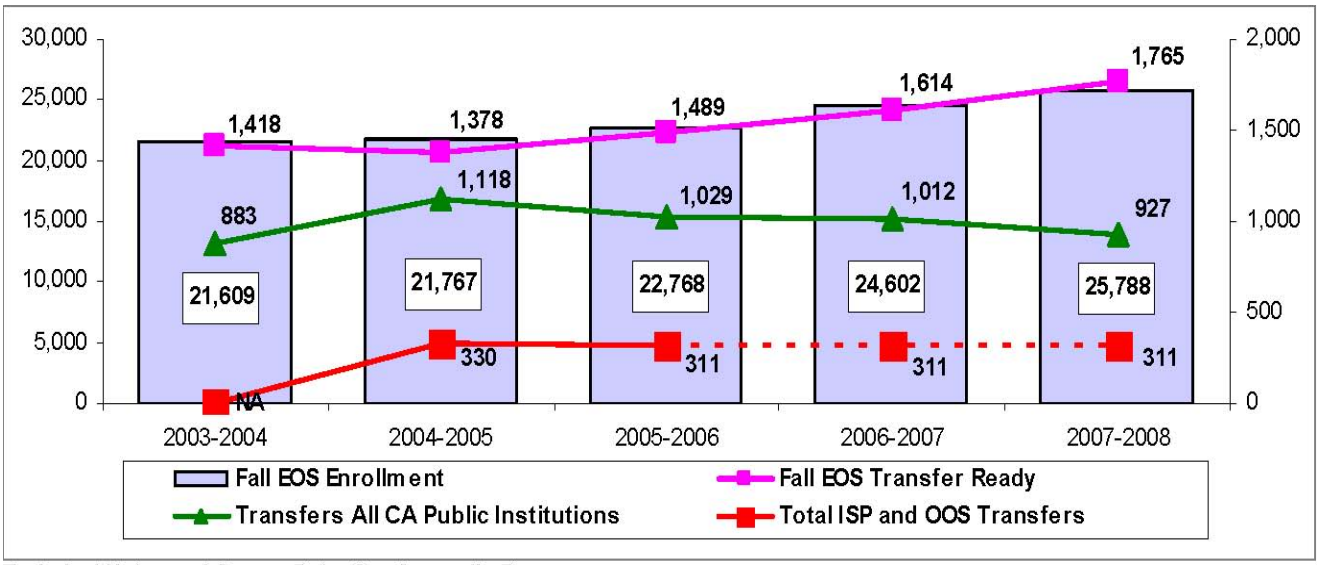
- Most students feel that exams are moderately to very challenging and that they study quite a bit.
- Faculty and student responses to the items related to exams and studying were generally similar.

General education skills such as speaking clearly and effectively, thinking critically, solving numerical problems, using information technology, learning on one's own and developing career skills:

- The general education skills data indicates that students are gaining GE skills through their experience at the college. For example, 90% or more say that their college experiences have contributed "some", "quite a bit", or "very much" to their skills in the following areas:
    - acquiring a broad general education
    - thinking critically and analytically
    - learning effective on their own

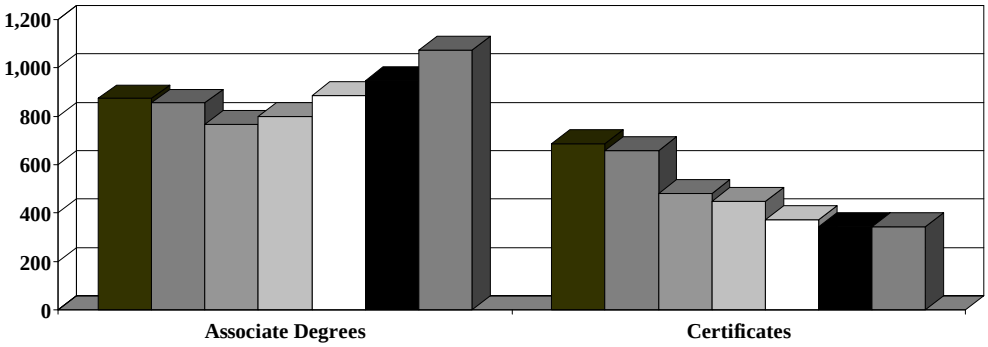
  On some aspects of general education, however, more than 20% of students say that their college experience have helped only "very little".
    - acquiring job or work-related skills
    - speaking clearing and effectively
    - using computing and information technology
- Faculty responses suggest that faculty see a greater emphasis on work-related skills, and a lesser emphasis on solving numerical problems than do the students.

Indicators of Student Success – Transfer and Program Completion



Technical Notes and Source Data: See Appendix B
Source; LRCCD Institutional Research Office, 2009

Degrees & Certificates Awarded
Fiscal Year 2000-01 to Fiscal Year 2006-07



Fall	Associate Degrees		Certificates		Total
FY 2000-01	873	55.9%	688	44.1%	1,561
FY 2001-02	855	56.5%	659	43.5%	1,514
FY 2002-03	767	61.4%	482	38.6%	1,249
FY 2003-04	799	64.0%	449	36.0%	1,248
FY 2004-05	886	70.5%	371	29.5%	1,257
FY 2005-06	948	73.4%	344	26.6%	1,292
FY 2006-07	1,073	75.8%	343	24.2%	1,416

Indicators that College Faculty and Staff engage in data-based planning for continuous improvement (from Accreditation Survey – 2008)

The unit-based planning process is effective in my area or department.

- Strongly Agree = 9.9% 38
- Agree = 46.7% =179
- Disagree 11.0% =42
- Strongly Disagree = 3.9% 15
- Don't Know = 28.5% 109

My area or department uses research and/or evaluation to improve services/programs.

- Strongly Agree = 16.4% 63
- Agree= 54.5% 210
- Disagree = 11.9% 46
- Strongly Disagree = 5.5% 21
- Don't Know =11.7% 45

My department has sufficient access, training, and support for research and data resources to adequately address institutional effectiveness.

- Strongly Agree =7.8% 30
- Agree =40.2% 155
- Disagree =25.4% 98
- Strongly Disagree =7.8% 30
- Don't Know =18.9% 73

Data are regularly evaluated by the college to assess institutional effectiveness and provide insight into actions needed for continuous process improvement.

- Strongly Agree =7.8% 30
- Agree 44.9% 173
- Disagree =11.7% 45
- Strongly Disagree =3.6% 14
- Don't Know =31.9% 123

Data that informs decision making is used as a basis for developing goals and objectives for the college.

- Strongly Agree =9.3% 35
- Agree = 43.4% 164
- Disagree =10.8% 41
- Strongly Disagree =3.2% 12
- Don't Know =33.3% 126

The college relies on research and analysis to identify student learning needs.

- Strongly Agree =8.7% 31
- Agree 48.6% 173
- Disagree =8.7% 31
- Strongly Disagree =2.8% 10
- Don't Know =31.2% 111

Research Report

Sacramento City College

Working together
Pursuing Excellence
Inspiring Achievement

Office of Planning, Research, and Institutional Effectiveness (PRIE)

Marybeth Buechner, Anne Danenberg, Jay Cull, Rose Fassett, Alan Keys

Sacramento City College
Institutional Effectiveness Report
Planning Data

August 2009

This report summarizes data related to Sacramento City College for use in planning and institutional effectiveness

August 18, 2009 Draft

Introduction

This report summarizes a variety of data that can be used for planning and institutional effectiveness at Sacramento City College. The report includes the following sections:

- **External Environment Data**: a very brief summary of data about our local community
- **Enrollment Data:** data about the number of students at the college
- **Course Offering Pattern Data**: an overview of how many courses, in what overall patterns, are offered by the college.
- **Staff and Student Characteristic Data**: data on the demography and other characteristics of students and employees at SCC
- **Student Achievement Data:** data on course success rates, persistence, program completion, academic expectations, student effort, student engagement and basic skills achievement.
- **Institutional Process Data**: data about how SCC planning processes are used

Each section begins with a brief descriptive summary of the information available followed by tables and graphs which contain more detailed data. When possible the data are presented for several years so that trends can be identified.

An overall summary analysis by the PRIE office, with planning implications, can be found at the end of the document.

External Environment Data

External Environment: Brief Overview

Local population

SCC serves the greater Sacramento Region including areas of Sacramento, Yolo, Solano, and San Joaquin counties. The core of the college's enrollment area lies within 5 miles of the main campus. The figure on the next page shows the overall enrollment density of SCC in the local area broken out by zip code. The area served by SCC overlaps with those of the other LRCCD colleges.

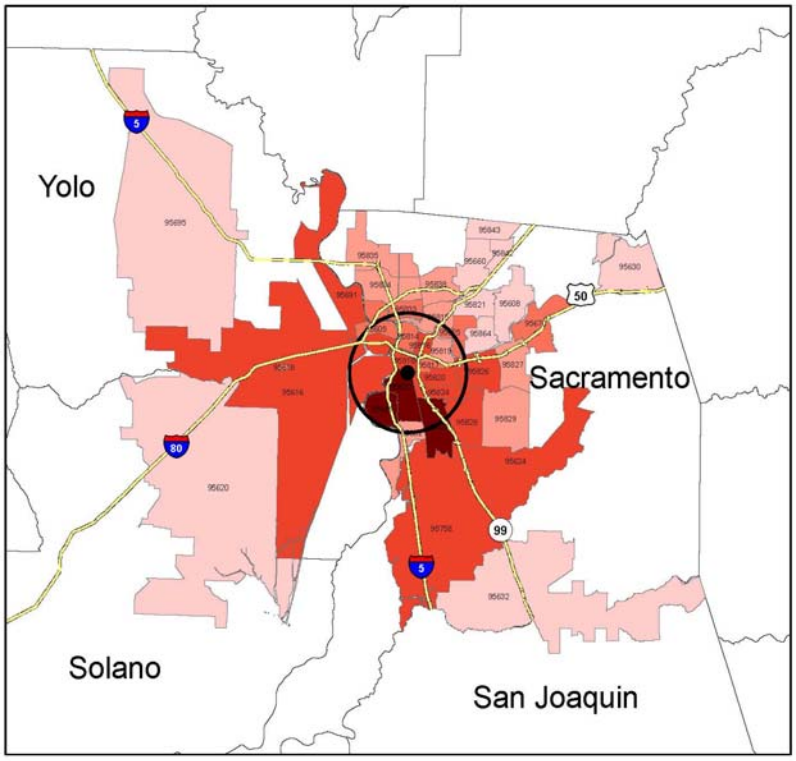
The population of the three-county area served by the Los Rios Community College District, to which SCC belongs, increased by 84% from 1980 to 2008 and is still growing rapidly. The 2008 Environmental Scan conducted by the LRCCD Institutional Research Office projects that several communities in the SCC Service Area will grow in the near future; these areas include:

West Sacramento,
East Sacramento,
Land Park/Pocket,
Downtown,
Vineyard, and
Davis.

SCC Centers in West Sacramento and Davis are planned to expand to meet the needs of the growing population in those areas. As of Fall 2008, over 77% of students took all of their classes at the main campus.

Employment Trends The 2008 LRCCD Environmental Scan also reports job growth trends in several industries in the Greater Sacramento Area: Unsurprisingly, since Sacramento is the state capital, the government sector is a major employer. Projections indicate that a variety of healthcare and personal care jobs, as well as jobs in administrative and office support, are expected to be in demand in the near future. In addition, new jobs in the fledgling green technologies field are expected to increase. (Los Rios Community College District, Office of Institutional Research, External Scan 2008 Environmental Scan of the Greater Sacramento Area January 2009)

SCC Enrollment Data



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Source Infomation:

The Spatial Data for this map was taken from the California Spatial Information Library and consists of U.S. Census Bureau TIGER data.

The SCC enrollment data was compiled by the Los Rios Community College District.

SCC Enrollment by Zip Code

- 101 - 179
- 179 - 401
- 401 - 598
- 598 - 1045
- 1045 - 1691

- SCC
- SCC - 5 mile buffer

Public High School Participation Rates Fall 2004 to 2008

Percent of Public High School Graduating Class Attending SCC the Following Fall
Top 9 Feeder Schools for Most Recent Year (2008)

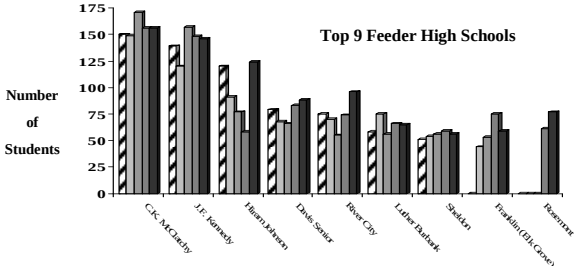
Year	C.K. McClatchy	John F. Kennedy	Davis Senior High	Franklin High	River City Senior High	Luther Burbank High	Rosemont High	Hiram Johnson	Sheldon High
2004	34	29.3	14.7	*	26.9	16.7	*	28.4	8.3
2005	31.7	25.8	12.1	9.3	25.5	18.8	*	21.2	8.7
2006	37.3	33.8	13.1	9.2	20.4	14.7	*	20.7	8.5
2007	37	36.2	15	12.3	27.5	18.7	21.3	26.0	8.4
2008	39.4	35.7	17.5	9.7	32.4	19.9	24.0	37.5	10.5

For the most recent year, 2008, the top 9 feeder schools represent 42% of total enrollment of recent high school graduates attending Sacramento City College

• No HS graduate data for that year.

Source: LRCCD IR Report Card (EOS Profile and CBEDS data) *Sacramento City College*

SCC Enrollment of Recent High School Graduates Fall 2004-2008



	C.K. McClatchy	J.F. Kennedy	Hiram Johnson	Davis Senior	River City	Luther Burbank	Sheldon	Franklin (Elk Grove)	Rosemont
2004	150	139	120	79	75	58	51	*	*
2005	149	120	91	68	70	75	54	44	*
2006	171	157	77	66	55	56	56	53	*
2007	156	148	58	83	74	66	59	75	61
2008	156	146	124	88	96	65	56	59	77

Source: LRCCD IR Report Card * New area high school, no HS graduates for that year.

Employment Data for Greater Sacramento Area 2005-2008

Annual Average Employment by Industry in the Greater Sacramento Area*: Civilian Employment by Industry	2002	2005	2008	Change: 2002 to 2008	% of Total in 2008	3-Year % Change: 2005 to 2008	6-Year % Change: 2002 to 2008
Government	226,800	224,000	237,500	10,700	26.2	6.0	4.7
Professional and Business Services	101,000	108,600	112,300	11,300	12.4	3.4	11.2
Retail Trade	92,700	98,700	97,000	4,300	10.7	-1.7	4.6
Educational and Health Services	78,000	88,200	99,800	21,800	11.0	13.2	27.9
Leisure and Hospitality	75,200	82,100	85,300	10,100	9.4	3.9	13.4
Construction	61,300	73,400	62,400	1,100	6.9	-15.0	1.8
Finance & Insurance	41,300	47,000	45,100	3,800	5.0	-4.0	9.2
Real Estate & Rental/Leasing	13,900	16,400	15,300	1,400	1.7	-6.7	10.1
Manufacturing	42,000	43,100	39,200	-2,800	4.3	-9.0	-6.7
Other Services	28,200	28,500	29,100	900	3.2	2.1	3.2
Wholesale Trade	25,600	26,900	28,000	2,400	3.1	4.1	9.4
Transportation, Warehousing & Utilities	22,400	23,400	25,800	3,400	2.8	10.3	15.2
Information (Publishing, Telecommunications)	23,100	19,900	19,700	-3,400	2.2	-1.0	-14.7
Farming	7,900	7,400	9,100	1,200	1.0	23.0	15.2
Natural Resources and Mining	800	700	800	0	0.1	14.3	0.0
TOTAL	840,200	888,300	906,400	66,200	100.0	2.0	7.9

From: Los Rios Community College District, Office of Institutional Research, External Scan 2008 Environmental Scan of the Greater Sacramento Area January 2009

SCC Top 10 Major Areas Of Study - New Students — Fall Census 2007 and 2008

2007	# of Students	2008	# of Students
General Ed/Transfer	370	General Ed/Transfer	317
Nursing (RN)	238	Business	237
Business	238	Nursing (RN)	222
Administration of Justice	100	Administration of Justice	139
Cosmetology	83	Psychology	120
Early Childhood Education	62	Cosmetology	101
Music	58	Biology	81
Engineering Design Technology	57	Music	77
Computer/Mgmt Info Systems	57	Art	72
Art	54	Computer/Mgmt Info Systems	72

Source: 4th Week Profile — *Sacramento City College*

Enrollment Data

Enrollment

Technical notes:

Enrollment data vary depending on how and when students are counted.

1. "headcount" or "unduplicated students" meaning that each student is counted only once regardless of how many classes he or she is taking,
2. "duplicated" enrollment meaning a student is counted separately in each class that he or she takes, or
3. "full-time equivalent" students meaning that every 12 units taken by students are counted as one "full-time equivalent" student.

Enrollment numbers can be collected at several points during the semester:

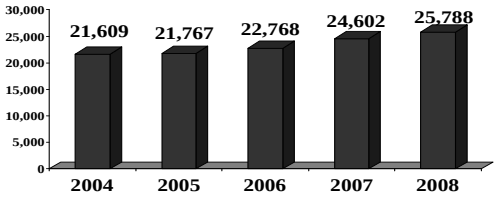
1. At the first day of classes
2. At "census" date, which is about 3 weeks into the semester, after the last day to add the course.
3. At the end of the semester – in this case note that students who receive a W in the course are still counted in the enrollment figures for the course.

Sacramento City College is experiencing growth, as demonstrated by increases in both unduplicated student headcount and Weekly Student Contact Hours (WSCH) over the past years. The college has grown by at least 2.6% in each of the last four years and the rate of growth has been accelerating over that time. The college census headcount grew from 19,726 in 2005 to 24,506 in 2008. WSCH increased by over 19% from 2006 to 2007 and by over 10% the next year. WSCH in 2008 was nearly 35% higher than it was in 2005. Early indicators suggest that enrollment will be up again in Fall 2009 in spite of budget constraints experienced by the college.

Enrollment growth has occurred across the college population over the last 5 years, with a noticeable increase in the number of first time freshmen in the last two years. Both day and evening enrollment has been increasing. The percentage of students taking various unit loads has remained similar with 28-30% of students taking 12 or more units, about 30-32% of students taking 6-11.9 units, and 38-40% of students taking less than 6 units. Enrollment at the West Sacramento and Davis Centers has been growing; enrollment at the Downtown center had been declining but increased over the last year. Enrollment in Distance Education courses, particularly in online courses has been growing rapidly.

Enrollment growth is expected to continue in the near future. Reports from the LRCCD Institutional Research Office project an increase of 52,424 residents in the SCC service area from 2005-2013, with enrollment at the College projected to exceed 31,000 students by 2012 (Los Rios Community College District, Office of Institutional Research, External Scan 2008, Environmental Scan of the Greater Sacramento Area January 2009.)

SCC Enrollment Trends By
End of Semester Headcount Fall 2004 to 2008

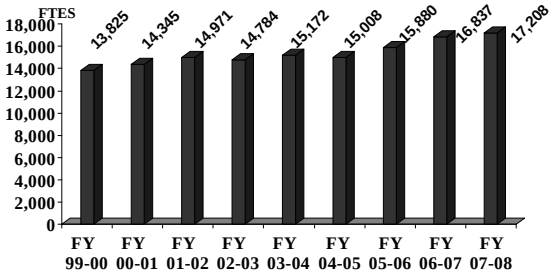


Percent Change Over Previous Year

	Semester Headcount
2004	9.6%
2005	0.7%
2006	4.6%
2007	8.1%
2008	4.8%

Source: LRCCD EOS Research Data Files

SCC Enrollment Trends
By Annual Attendance FY 1999-00 to 2007-08

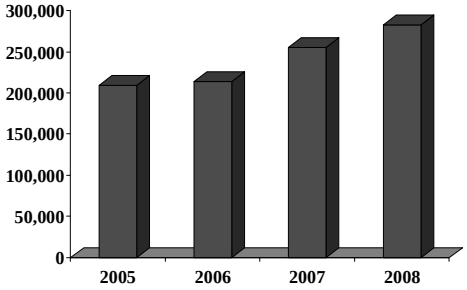


Percent Change Over Previous Year

FY 99-00	FY 00-01	FY 01-02	FY 02-03	FY 03-04	FY 04-05	FY 05-06	FY 06-07	FY 07-08
4%	4%	4%	-1%	2%	-1%	5%	6%	2%

Source: LRCCD Annual Apportionment Attendance Report

Enrollment Trends
By Census WSCH* Fall 2005 to 2008



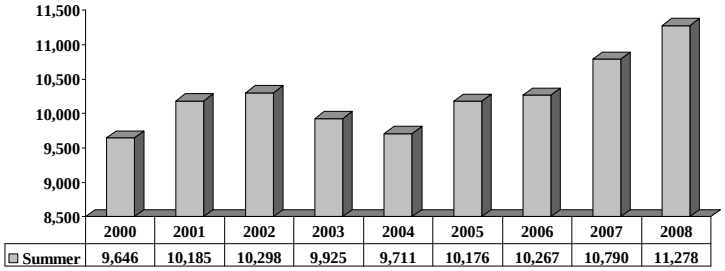
*Projected Weekly Student Contact Hours based on last year

Year	Census WSCH	Change from previous year
2005	209,378	-1.5%
2006	213,839	2.1%
2007	255,679	19.5%
2008	282,594	10.5%

Source: PS Class Size Census Report *Sacramento City College*

1-2

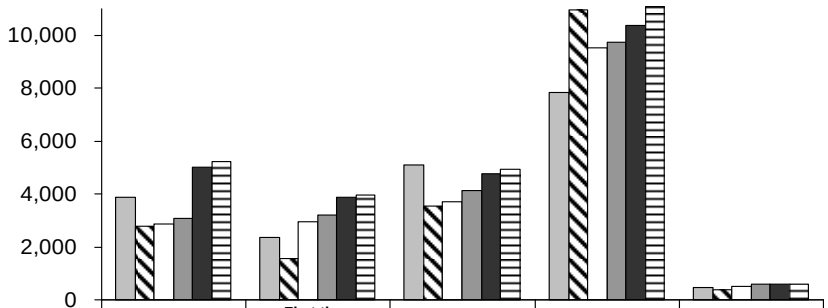
SCC Summer Enrollment (2000 to 2008)



	2000	2001	2002	2003	2004	2005	2006	2007	2008
Summer	9,646	10,185	10,298	9,925	9,711	10,176	10,267	10,790	11,278

Source: CCCCO Data Mart

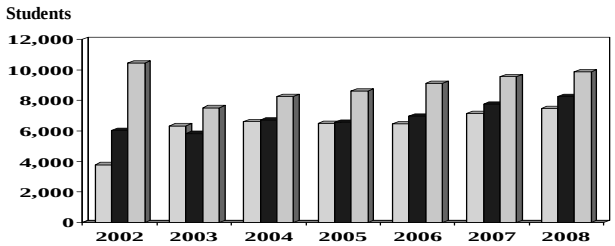
SCC Students by Enrollment Status, Fall 2003 to Fall 2008



	First-time (New)	First time (Transfer)	Returning	Continuing	Special Admit
Fall 03	3,897	2,368	5,087	7,825	478
Fall 04	2,768	1,553	3,539	10,945	389
Fall 05	2,859	2,936	3,695	9,523	498
Fall 06	3,062	3,203	4,134	9,738	611
Fall 07	4,997	3,898	4,755	10,369	591
Fall 08	5209	3951	4935	11066	606

Source: End of Semester Profile

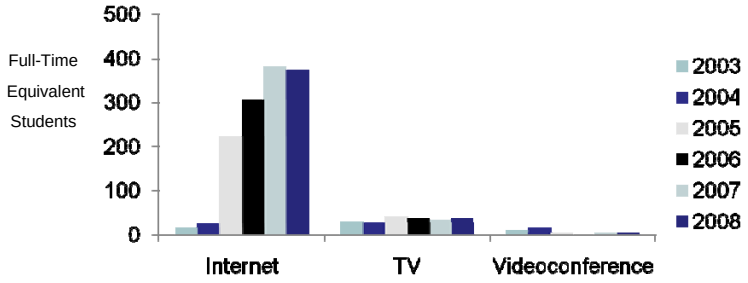
SCC Student Load Fall 2002 to 2008



	2002	2003	2004	2005	2006	2007	2008
Full Load Students (12.0 units or more)	3,790 (18.7%	6,338 (32.1%)	6,602 (30.6%)	6,511 (29.9%)	6,455 (28.4%)	7,164 (29.1%)	7,467 (29.0%)
Mid-Load Students (6.0 to 11.9 units)	6,023 (29.7%	5,842 (29.6%)	6,729 (31.1%)	6,586 (30.3%)	6,982 (30.7%)	7,772 (31.6%)	8,272 (32.1%)
Light-Load Students (up to 5.9)	10,445 (51.6%	7,527 (38.2%)	8,254 38.2%)	8,629 (39.6%)	9,135 (40.1%)	9,550 (38.8%)	9,870 (38.3%)

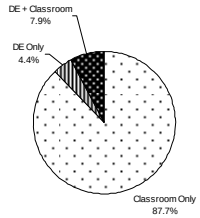
Source: EOS Profile *Sacramento City College*

SCC Distance Education Enrollment



Fall 2008

Enrollment Percentages:



Sources: CCCCO Data Mart Full Time Equivalent Students By Distance Education Status and EOS Transcript File

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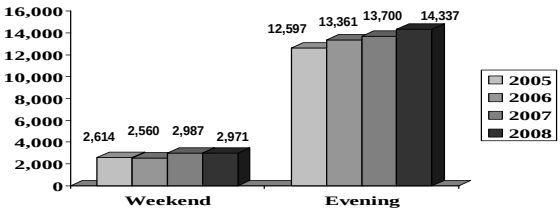
SCC Enrollment Trends
Weekend & Evening Fall 2005 to 2008

End of Semester Duplicated Enrollments

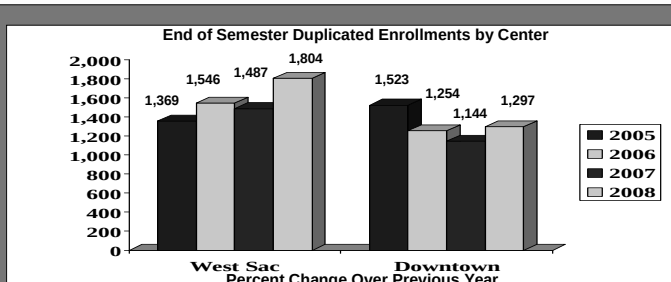


Percent Change Over Previous Year

	Weekend	Evening
2005	- 1%	- 10%
2006	- 2%	6%
2007	17%	3%
2008	- 0.5%	5%

Source: EOS Transcript

SCC Enrollment Trends
West Sac & Downtown Fall 2005 to 2008

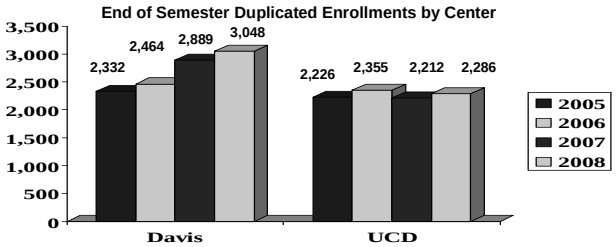


Percent Change Over Previous Year

	West Sac	Downtown
2005	- 15%	33%
2006	13%	- 18%
2007	- 4%	- 9%
2008	21%	13%

Source: EOS Transcript *Sacramento City College*

SCC Enrollment Trends
Davis & UCD Fall 2005 to 2008



Percent Change Over Previous Year

	Davis	UCD
2005	1%	1%
2006	6%	6%
2007	17%	- 6%
2008	6%	3%

Source: EOS Transcript *Sacramento City College*

Course Offering Pattern Data

Course Offering Patterns

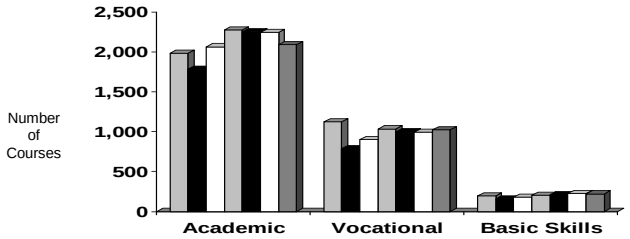
SCC offers a balanced mix of sections across the week at the main campus and patterns that fit local needs at the Centers and Downtown outreach site.

Productivity has been increasing for the College as a whole and for most divisions. Productivity has been increasing slowly for most divisions. Because they have few FTE, the smallest divisions, LRN and COU, see large swings in productivity when a few sections are added or subtracted in the Fall to Spring pattern. Final productivity/access reports for Spring 2009 confirm a 6% increase from the prior year, with main campus productivity at 568 and a college-wide productivity level of 545. Access and productivity increases at the outreach centers in Davis, Downtown, and West Sacramento contributed significantly to the overall improvement

The Noel-Levitz survey indicates how students rank the importance of various items and how satisfied students are with the college in those areas. A number of the items on the Noel-Levitz survey are relevant to enrollment management. Students generally express moderate to good satisfaction with the schedule of course offerings and with student services and policies related to enrollment. Survey results indicate that students rank the importance of enrollment processes fairly highly and are generally moderately satisfied with those processes.

Course Offering Patterns by Day and Time

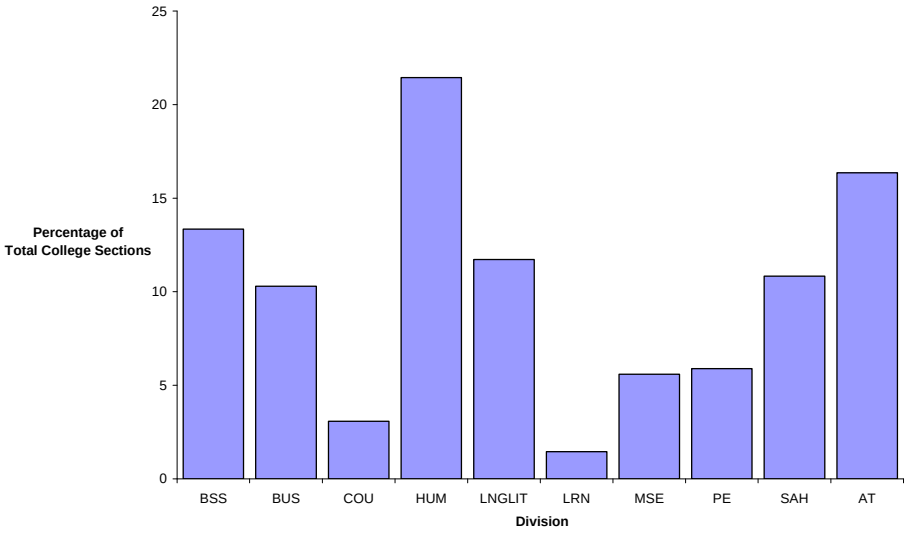
SCC Academic, Vocational & Basic Skills Courses
(Fall 2002 to Fall 2008)



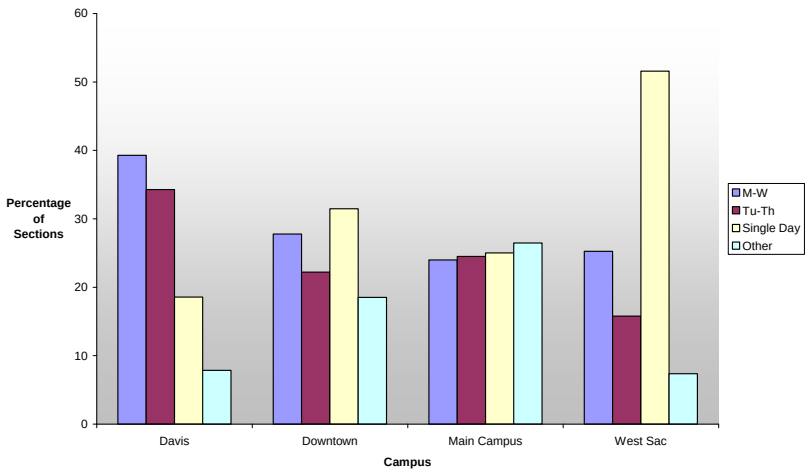
Fall	Academic		Vocational		Basic Skills		Total Courses
2002	1,981	60.00%	1,125	34.00%	198	6.00%	3,304
2003	1,785	65.40%	786	28.80%	160	5.90%	2,731
2004	2,063	65.60%	902	28.70%	181	5.80%	3,146
2005	2,276	64.70%	1,035	29.40%	205	5.80%	3,516
2006	2,248	65.10%	997	28.90%	208	6.00%	3,453
2007	2,245	64.50%	995	28.90%	226	6.50%	3,481
2008	2,087	62.54%	1,026	30.75%	222	6.65%	3,337

Source: EOS MSF

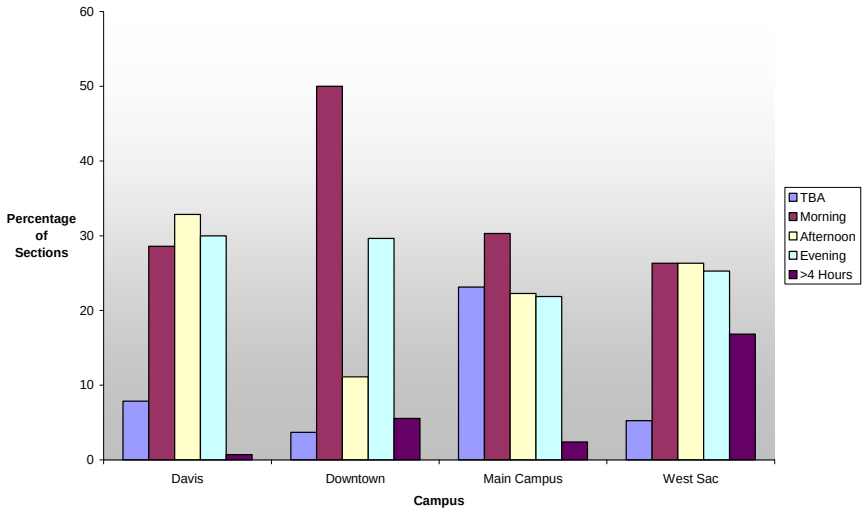
Snapshot
Percentage of Total Sections Offered by Division: Spring 2009
(Source: Census Master Schedule File)



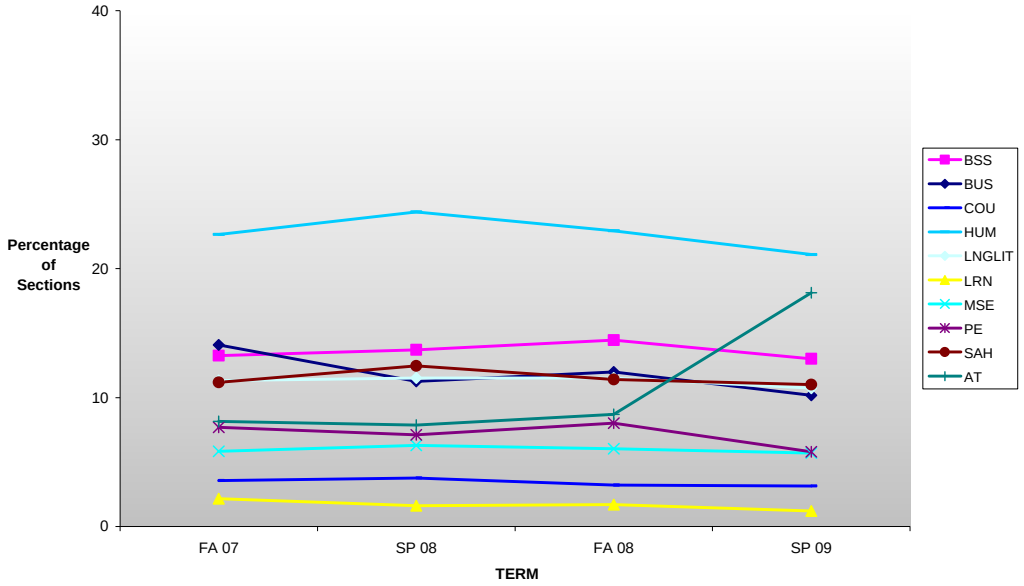
Percentage of SCC Sections by Campus and Day-of-Week Schedule (Spring 2009)
(Source: Census Master Schedule File)



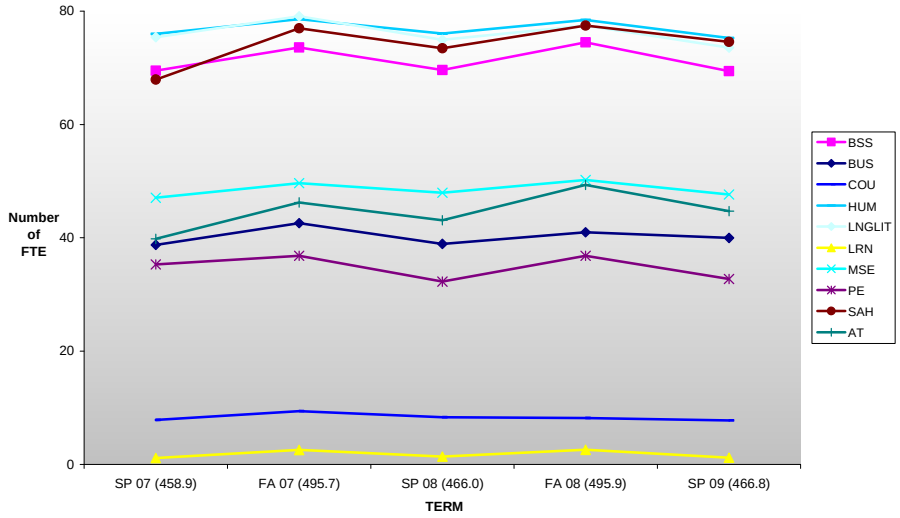
Percentage of SCC Sections by Campus and Time-of-Day Schedule (Spring 2009)
(Source: Census Master Schedule File)



Main Campus Percentage of Sections by Division and Academic Term:
Fall 2007 to Spring 2009
(Source: Master Schedule File)



Number of FTE by Division and Academic Term: Spring 2007 to Spring 2009
(Source: Crystal reports from DO census dates)



20 largest courses by census size (combined sections)

20 largest courses by census size (combined sections)
Spring 07

DIVISION	SUBJECT	COURSE	CEN SIZE	NumSec	AvgCls	Productivity	FTE	SEMWSCH
LRN	HSER	1000	3854	19	202.8	0	0	0
LNGLIT	ENGWR	100	1405	79	17.8	399	15.8	6299
LNGLIT	ENGWR	300	1132	44	25.7	389	8.8	3426
MSE	MATH	120	1056	30	35.2	530	10.0	5298
MSE	MATH	100	882	26	33.9	527	8.3	4395
BSS	PSYC	300	829	18	46.1	667	3.7	2485
LNGLIT	ENGWR	302	790	31	25.5	384	6.2	2382
BSS	HIST	310	790	21	37.6	565	4.2	2371
BSS	HIST	311	668	17	39.3	589	3.4	2004
MSE	STAT	300	664	18	36.9	557	4.8	2673
BSS	POLS	301	654	21	31.1	493	4.0	1974
HUM	COMM	301	624	22	28.4	427	4.4	1881
BSS	FCS	340	552	17	32.5	489	3.4	1662
COU	HCD	310	549	18	30.5	463	3.6	1668
HUM	PHIL	300	544	12	45.3	682	2.4	1638
BSS	SOC	300	532	13	40.9	613	2.6	1593
MSE	MATH	27	531	19	27.9	594	5.2	3081
PE	FITNS	381	513	17	30.2	604	2.6	1539
LNGLIT	ENGWR	50	508	19	26.7	401	3.8	1524
LNGLIT	ENGWR	59	503	20	25.2	377	2.7	1006

20 largest courses by census size (combined sections)
Fall 07

DIVISION	SUBJECT	COURSE	CEN_SIZE	NumSec	AvgCls	Productivity	FTE	SEMWSCH
MSE	MATH	120	1319	31	42.5	619	10.3	6391
LNGLIT	ENGWR	300	1302	49	26.6	416	10.0	4161
BSS	PSYC	300	982	21	46.8	749	4.2	3146
MSE	MATH	100	966	25	38.6	563	8.3	4690
BSS	HIST	310	945	25	37.8	601	5.0	3004
LNGLIT	ENGWR	100	942	79	11.9	193	15.6	3015
BSS	SOC	300	860	20	43	672	4.0	2686
COU	HCD	310	700	20	35	558	4.0	2231
BSS	POLS	301	699	19	36.8	585	3.8	2222
BSS	FCS	340	695	16	43.4	693	3.2	2218
MSE	STAT	300	691	20	34.6	558	5.3	2974
BSS	HIST	311	679	17	39.9	627	3.4	2132
LNGLIT	ENGWR	302	661	24	27.5	441	4.8	2115
MSE	MATH	34	622	17	36.6	643	4.3	2744
BUS	BUS	300	596	14	42.6	671	2.8	1880
MSE	MATH	27	577	19	30.4	647	5.1	3297
HUM	COMM	301	575	21	27.4	442	4.2	1856
LNGLIT	ENGWR	59	572	19	30.1	452	2.5	1144
LNGLIT	ENGWR	50	557	18	30.9	498	3.6	1793
HUM	PHIL	300	554	10	55.4	806	2.2	1773

20 largest courses by census size (combined sections)
Spring 08

DIVISION	SUBJECT	COURSE	CEN_SIZE	NumSec	AvgCls	Productivity	FTE	SEMWSCH
LNGLIT	ENGWR	100	1298	67	19.4	307	13.4	4117
LNGLIT	ENGWR	300	1257	48	26.2	419	9.6	4027
MSE	MATH	120	1248	30	41.6	619	10.0	6189
MSE	MATH	100	920	25	36.8	539	8.3	4491
BSS	SOC	300	790	19	41.6	653	3.8	2482
BSS	PSYC	300	784	18	43.6	685	3.6	2467
BSS	HIST	310	756	19	39.8	620	3.8	2358
BSS	HIST	311	702	18	39	611	3.6	2200
BSS	POLS	301	700	19	36.8	591	3.8	2246
MSE	STAT	300	698	19	36.7	611	5.1	3096
BSS	FCS	340	686	16	42.9	678	3.2	2170
LNGLIT	ENGWR	302	643	25	25.7	414	5.0	2072
HUM	COMM	301	622	21	29.6	473	4.2	1987
MSE	MATH	27	596	21	28.4	626	5.4	3380
PE	FITNS	381	592	17	34.8	750	2.6	1913
MSE	MATH	34	580	16	36.3	688	3.7	2570
COU	HCD	310	568	17	33.4	536	3.4	1823
HUM	PHIL	300	561	12	46.8	688	2.6	1788
BUS	BUS	300	538	14	38.4	615	2.8	1722
LNGLIT	ENGWR	50	522	19	27.5	440	3.8	1673

20 largest courses by census size (combined sections)
Fall 08

DIVISION	SUBJECT	COURSE	CEN_SIZE	NumSec	AvgCls	Productivity	FTE	SEMWSCH
MSE	MATH	120	1434	33	43.5	684	11.0	7526
LNGLIT	ENGWR	300	1187	45	26.4	422	9.0	3800
BSS	HIST	310	1001	25	40	637	5.0	3187
MSE	MATH	100	958	25	38.3	604	8.3	5033
LNGLIT	ENGWR	100	895	76	11.8	191	15.0	2864
BSS	PSYC	300	878	22	39.9	640	4.4	2816
BSS	SOC	300	828	20	41.4	648	4.0	2594
MSE	STAT	300	754	20	37.7	630	5.3	3360
BSS	POLS	301	742	19	39.1	623	3.8	2368
BSS	HIST	311	728	19	38.3	596	3.8	2263
COU	HCD	310	644	16	40.3	644	3.2	2060
LNGLIT	ENGWR	302	626	25	25	401	5.0	2005
MSE	MATH	34	621	16	38.8	642	4.3	2739
MSE	MATH	27	611	20	30.6	647	5.1	3297
HUM	COMM	301	606	21	28.9	463	4.2	1947
LNGLIT	ENGWR	59	550	19	28.9	434	2.5	1100
LNGLIT	ENGLB	55	517	16	32.3	1369	2.4	3284
LNGLIT	ENGWR	50	509	17	29.9	480	3.4	1632
HUM	ART*	300	505	18	28.1	515	5.1	2628
HUM	PHIL	300	425	11	38.6	521	2.6	1355

20 largest courses by census size (combined sections)
Spring 09

DIVISION	SUBJECT	COURSE	CEN_SIZE	NumSec	AvgCls	Productivity	FTE	SEMWSCH
LNGLIT	ENGWR	300	1253	46	27.2	437	9.2	4022
MSE	MATH	120	1228	30	40.9	648	10.0	6476
PE	FITNS	371	1222	1	1222	1049	3.7	3882
LNGLIT	ENGWR	100	1156	58	19.9	318	11.6	3688
MSE	MATH	100	1010	25	40.4	633	8.3	5278
BSS	POLS	301	861	20	43.1	627	4.4	2757
BSS	PSYC	300	836	18	46.4	731	3.6	2630
BSS	HIST	310	818	19	43.1	673	3.8	2559
BSS	SOC	300	811	19	42.7	667	3.8	2533
MSE	STAT	300	760	19	40	670	5.1	3394
HUM	COMM	301	696	22	31.6	507	4.4	2232
BSS	HIST	311	674	16	42.1	671	3.2	2148
LNGLIT	ENGWR	302	666	25	26.6	427	5.0	2134
MSE	MATH	34	627	16	39.2	695	4.0	2780
MSE	MATH	27	626	20	31.3	660	5.1	3364
COU	HCD	310	595	15	39.7	638	3.0	1913
LNGLIT	ENGWR	50	550	18	30.6	490	3.6	1764
HUM	PHIL	300	548	13	42.2	672	2.6	1748
LNGLIT	ENGWR	59	523	18	29.1	436	2.4	1046
HUM	SPAN	401	513	15	34.2	587	4.0	2347

Student Satisfaction with Class Offerings and Related Policies (Noel-Levitz Survey)

Item	Importance	Satisfaction/SD	Gap
8. Classes are scheduled at times that are convenient for me.	6.50	4.96 / 1.67	1.54
15. I am able to register for classes I need with few conflicts.	6.45	5.26 / 1.60	1.19
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.16	5.30 / 1.45	0.86
41. Admissions staff are knowledgeable.	6.14	4.94 / 1.58	1.20
43. Class change (drop/add) policies are reasonable.	6.15	5.29 / 1.55	0.86
53. The assessment and course placement procedures are reasonable.	6.02	5.02 / 1.48	1.00
69. There is a good variety of courses provided on this campus.	6.34	5.47 / 1.52	0.87

(Note: The “gap” indicates the difference between the importance score and the satisfaction score. The “SD” in the satisfaction column gives the sample standard deviation. This measures the variability in the responses.).

Information related to the 09-10 Budget

Memo from Brice Harris, Chancellor, LRCCD, 6/18/09

Colleagues,

Since I communicated with you a few days ago on our budget situation some significant activities have taken place of which you need to be aware. Of greatest importance is the action taken last evening by our Board of Trustees. In that meeting they reviewed and approved a tentative budget for 2009-2010. As background for that action, they were presented with a three-year plan for dealing with what we expect to be a protracted budget challenge. That three-year approach was developed over the past few weeks based on the Governor's May budget revision, and included input from all our constituent and collective bargaining groups. As I suggested previously, the priorities used in developing the proposal were to minimize the impact on students and employees. I am pleased to report that, although it was impossible to manage this fiscal challenge with no impact on those two groups, we have crafted a three-year approach that will have the least impact possible assuming things do not change drastically.

In developing the multi-year approach, we projected that the total budget cuts and fixed cost increases for the 2009-10 year would be approximately $30.4 million, and we identified three areas of resources we can use to cover that level of need: $11.1 million in available resources; $17.6 million in spending reductions; and $1.7 million from district reserves. Looking out over the following two years and assuming the same funding levels, similar resources and cuts were applied, and we found that the call on district reserves will increase to $7 million in 2010-2011 and to an additional $11.3 million in 2011-12. This means that the Board of Trustees has agreed in concept to allocate nearly $20 million of district reserves over the next three years in order to minimize the impact on students and employees.

Even so all of us will still have to make sacrifices. We will make significant reductions in our discretionary spending, and not replace some of our employees as they resign or retire. We will need to reduce our course offerings by 2% in the 2009-10 academic year and by 4% in the following two academic years. This translates into approximately 315 course sections mainly in the spring of 2010, and about 630 sections in each of the following two years. Additionally we will ask all employees to assume the increased cost of medical premiums in 2009-10 and likely the next two years if funding is not restored. Although it is difficult to project what that will be in the last two years, the increased cost for the base Kaiser plan in the coming year is $91 per month. Because these are actually pre-tax expenses an employee on Kaiser should see approximately $65 dollars less each month in take-home pay. Within the next few days we will communicate the increased expenses for employees for each medical plan.

By calling on our reserves the Board has significantly minimized the impact on employees. We should not have to forgo step and column increases, reduce full-time staffing, institute any furloughs or reduce salaries as many other state-supported organizations are doing. While all the reductions are difficult to manage during a time of increased enrollment pressure and a bad economy, they position us well to weather the financial storm and keep our students and employees with us.

Earlier this week the Legislative Conference Committee approved their version of our budget that could modestly improve our funding. Unfortunately that proposal includes a significant increase to student fees and still has dramatic cuts in our apportionment and categorical programs. The plan I detailed above is what we hope will be the worst case, and we are working daily in the legislature to try to improve our funding. However, this is still a very serious and fluid situation and many expect that we could see further cuts in mid-year if the state's revenues continue to decline.

As this situation continues to develop and the budget is ultimately finalized I will provide you with additional information. Please continue doing a great job teaching and supporting our students secure in the knowledge that those of us managing the finances of the district will continue to work closely with our shared governance and collective bargaining groups to do the very best we can to protect our students and employees.

Student and Student Characteristic Data

Student and Staff characteristics

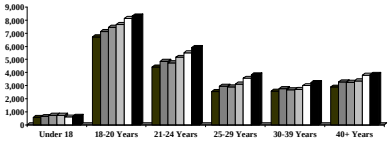
Student Diversity -Trends in Ethnicity and Language:
In Fall 2008, no ethnic group represented more than 33% of the student body. The diversity of SCC students has been changing slowly since 2003 with increases in the percentage of African American and Hispanic students.

Interestingly, language diversity within some ethnic groups has also been increasing. For example, there has been an increase in the number of students speaking Russian; these students count as "white" but are from a distinct cultural and language group.

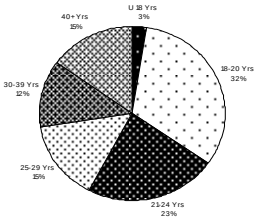
Employ diversity:
SCC employee diversity has increased somewhat over the past 6 years. Numbers of employees in all ethnic groups have increased, however some groups grew disproportionally. For example, from 2003 to 2008 the number of African American employees increased from 74 to 104, an increase of over 40%, while the number of White employees grew by only 7.6%.The result of different growth rates for different employees is a decrease in the percentage of White employees and increases in the percentages of most other groups. The percentage of employees in each ethnic group has changed by as much as 5.6% over this time span.
Because adjunct temporary employees tend to come and go fairly rapidly, we further examined the diversity of full time employees. The full-time employees of SCC have become somewhat more diverse over the last 6 years, as evidenced by the decline in the percentage of the largest ethnic group (White, from 64.5% to 58.2%). The percentage of full-time employees who are Asian/Pacific Islander or Hispanic increased during that time period.

Student Demographic Data: Age, Gender, Ethnicity, and Language

SCC Age Group Distribution (Fall 2003 to Fall 2008)



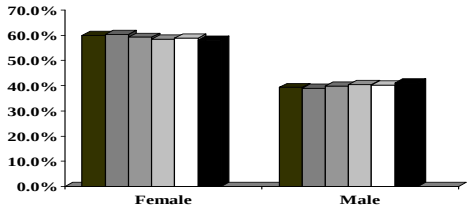
2008 Percentages



Fall	Under 18 Years		18-20 Years		21-24 Years		25-29 Years		30-39 Years		40+ Years		Total
2003	570	2.9%	6,711	34.0%	4,419	22.4%	2,555	13.0%	2,576	13.1%	2,886	14.6%	19,717
2004	639	3.0%	7,132	33.0%	4,862	22.5%	2,947	13.6%	2,757	12.8%	3,272	15.1%	21,609
2005	742	3.4%	7,443	34.2%	4,736	21.8%	2,906	13.4%	2,685	12.3%	3,255	15.0%	21,767
2006	733	3.2%	7,661	33.6%	5,165	22.7%	3,129	13.7%	2,707	11.9%	3,373	14.8%	22,768
2007	610	2.5%	8,134	33.1%	5,505	22.4%	3,563	14.5%	2,995	12.2%	3,795	15.4%	24,602
2008	652	2.5%	8,317	32.3%	5,907	22.9%	3,833	14.9%	3,220	12.5%	3,859	15.0%	25,788

Source: End of Semester Profile

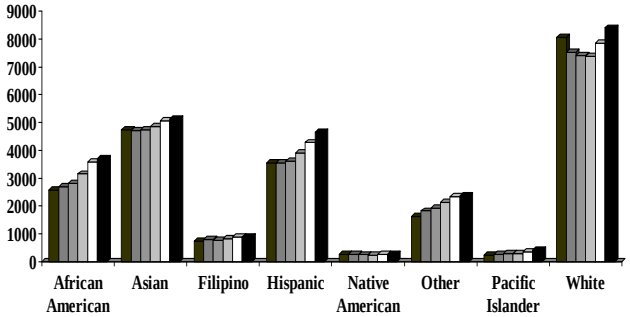
SCC Gender Distribution (Fall 2003 to Fall 2008)



Fall	Female		Male		Total	
2003	11,839	60.0%	7,750	39.3%	19,589	99.3%
2004	13,027	60.3%	8,434	39.0%	21,461	99.3%
2005	12,882	59.2%	8,673	39.8%	21,555	99.0%
2006	13,330	58.5%	9,218	40.5%	22,548	99.0%
2007	14,493	58.9%	9,910	40.3%	24,403	99.2%
2008	14,966	58.0%	10,599	41.1%	25,565	99.1%

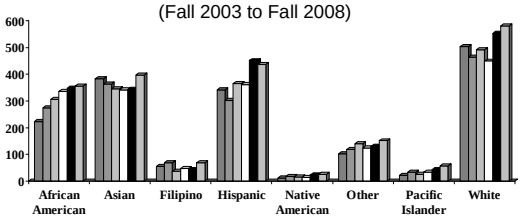
Source: End of Semester Profile

SCC End of Semester Enrollment Profile
By Ethnicity, Fall 2003 to Fall 2008



	African American		Asian		Filipino		Hispanic		Native American		Other		Pacific Islander		White		Total
Fall 2003	2,585	11.8%	4,736	21.7%	744	3.4%	3,549	16.3%	270	1.2%	1,639	7.5%	249	1.1%	8,062	36.9%	21,834
Fall 2004	2,688	12.4%	4,717	21.8%	800	3.7%	3,542	16.4%	261	1.2%	1,821	8.4%	260	1.2%	7,520	34.8%	21,609
Fall 2005	2,805	12.9%	4,726	21.7%	756	3.5%	3,604	16.6%	252	1.2%	1,927	8.8%	284	1.3%	7,413	34.1%	21,767
Fall 2006	3,153	13.8%	4,850	21.3%	816	3.6%	3,901	17.1%	248	1.1%	2,134	9.4%	302	1.3%	7,364	32.3%	22,768
Fall 2007	3,584	14.6%	5,074	20.6%	889	3.6%	4,278	17.4%	260	1.1%	2,338	9.5%	348	1.4%	7,831	31.8%	24,602
Fall 2008	3,712	14.4%	5,118	19.8%	878	3.4%	4,647	18.0%	261	1.0%	2,375	9.2%	404	1.6%	8,393	32.5%	25,788

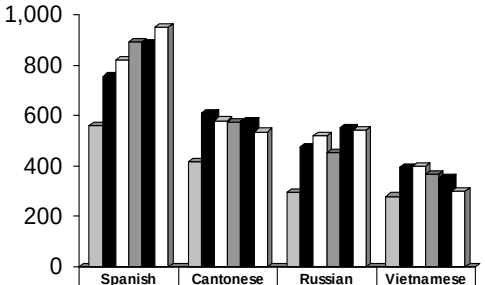
SCC Recent High School Graduates' Ethnicity Profile
(Fall 2003 to Fall 2008)



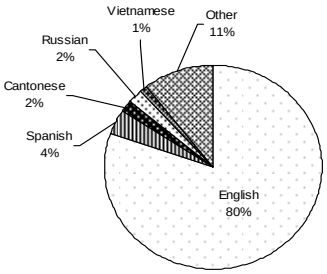
	African American		Asian		Filipino		Hispanic		Native American		Other		Pacific Islander		White		Total
Fall 2003	223	13.6%	382	23.3%	55	3.4%	341	20.8%	11	0.7%	102	6.2%	21	1.3%	504	30.8%	1,639
Fall 2004	275	16.7%	364	22.2%	69	4.2%	302	18.4%	17	1.0%	118	7.2%	34	2.1%	464	28.2%	1,643
Fall 2005	306	17.7%	345	20.0%	38	2.2%	365	21.1%	16	0.9%	141	8.2%	26	1.5%	492	28.5%	1,729
Fall 2006	335	19.6%	342	20.0%	48	2.8%	361	21.2%	13	0.8%	125	7.3%	33	1.9%	449	26.3%	1,706
Fall 2007	348	17.9%	344	17.7%	44	2.3%	451	23.3%	24	1.2%	131	6.8%	44	2.3%	553	28.5%	1,939
Fall 2008	355	17.1%	397	19.2%	69	3.3%	437	21.1%	25	1.2%	151	7.3%	57	2.8%	581	28.0%	2,072

Source: EOS Profile

Primary Languages of SCC Students, Fall 2003 to Fall 2008



	Spanish	Cantonese	Russian	Vietnamese
Fall 03	559	418	297	280
Fall 04	756	609	474	395
Fall 05	820	581	522	400
Fall 06	894	574	453	369
Fall 07	889	578	553	352
Fall 08	951	536	543	302

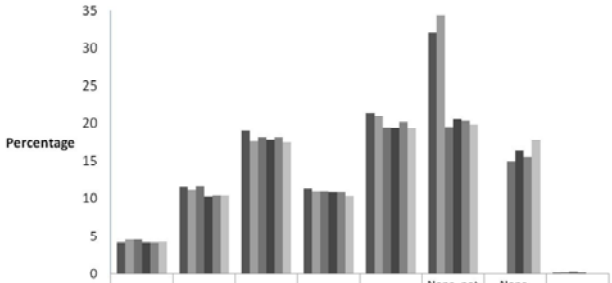


2008 Pie Chart

Source: End of Semester Profile

Student Demographic Data: Workload, Income, First-generation college student, and Educational goal

SCC Students' Work Status (Fall 2003 to Fall 2008)

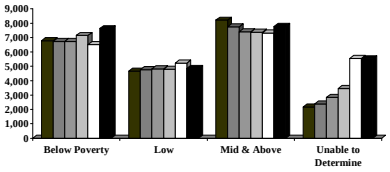


	1-9	10-19	20-29	30-39	40 or more	None, not seeking work	None, seeking work	Unknown
2003	4.2	11.7	19.1	11.3	21.4	32.0	-	0.1
2004	4.6	11.1	17.7	10.9	20.9	34.4	-	0.2
2005	4.6	11.8	18.2	11.0	19.5	19.6	15.0	0.3
2006	4.2	10.4	17.9	10.9	19.4	20.6	16.5	0.1
2007	4.2	10.5	18.2	10.9	20.2	20.4	15.6	0.0
2008	4.3	10.5	17.5	10.5	19.3	19.9	17.8	0.1

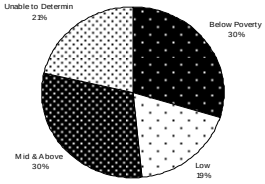
Hours Worked per Week Category

Note: before 2005, the category *NONE* did not distinguish between seeking and not seeking work.
Source: EOS Profile *Sacramento City College*

SCC Student Household Income Level (Fall 2003 to Fall 2008)



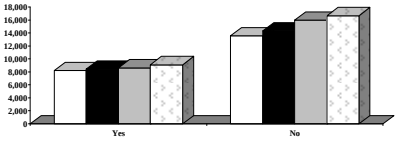
2008 Percentages:

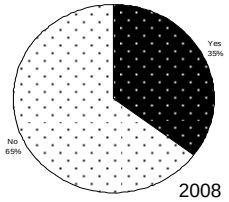


Fall	Below Poverty		Low		Middle & Above		Unable to Determine		Total
2003	6,792	31.1%	4,651	21.3%	8,220	37.6%	2,171	9.9%	21,834
2004	6,722	31.1%	4,759	22.0%	7,744	35.8%	2,384	11.0%	21,609
2005	6,718	30.9%	4,813	22.1%	7,403	34.0%	2,833	13.0%	21,767
2006	7,147	31.4%	4,798	21.1%	7,375	32.4%	3,448	15.1%	22,768
2007	6,504	26.4%	5,229	21.2%	7,328	29.8%	5,541	22.5%	24,602
2008	7,630	29.6%	4,854	18.8%	7,774	30.1%	5,530	21.4%	25,788

Note: This measure uses U.S. Department of Health and Human Services definitions for income levels.
Source: End of Semester Profile

SCC College Students, by First Generation Status (Fall 2005 to Fall 2008)



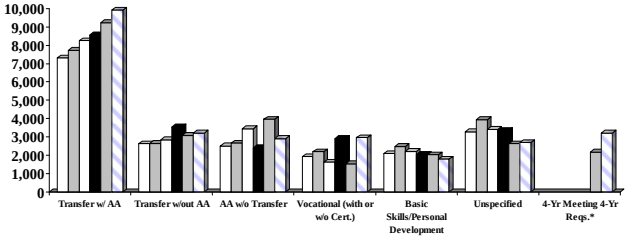


2008
Percentages

Fall	Yes		No		Total
2005	8,198	37.7%	13,569	62.3%	21,767
2006	8,427	37.0%	14,341	63.0%	22,768
2007	8,628	35.1%	15,974	64.9%	24,602
2008	9,116	35.3%	16,672	64.7%	25,788

Source: End of Semester Profile

SCC Students' Educational Goal Distribution (Fall 2003 to Fall 2008)



Fall	Transfer w/ AA	Transfer w/out AA	AA w/o Transfer	Vocational (with or w/o Cert.)	Basic Skills/ Personal Dev.	Unspecified	4-YR meeting 4-Yr Reqs.	Total
2003	37.1%	13.3%	12.7%	9.7%	10.6%	16.6%	*	19,717
2004	35.7%	12.2%	12.3%	10.1%	11.4%	18.2%	*	21,609
2005	37.9%	13.1%	15.8%	7.5%	10.1%	15.6%	*	21,767
2006	37.6%	15.5%	10.5%	12.8%	8.9%	14.7%	*	22,768
2007	37.5%	12.5%	10.7%	12.3%	7.5%	10.7%	8.8%	24,602
2008	38.5%	12.4%	11.3%	11.5%	6.9%	10.4%	9.0%	25,788

** 4-year students meeting 4-year requirements (new category for 2007)*

Source: End of Semester Profile

Staff Demographic Data

SCC – All employees by number	Year/Term						
Ethnicity	**Fall 2003**	**Fall 2004**	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**	**change 03-08**
African American	74	78	82	82	83	104	*30*
Asian/Pacific Islander	101	119	126	132	142	147	*46*
Hispanic	87	86	94	110	109	118	*31*
Native American	18	19	18	19	19	18	*0*
Other Non-White	16	19	23	24	21	24	*8*
White	684	692	702	687	685	736	*52*
Unknown/Declined to State	36	36	68	84	119	45	*9*
Grand Total	1016	1049	1113	1138	1178	1192	*176*

SCC – All employees by percent	Year/Term						
Percent of total SCC employees by ethnicity	**Fall 2003**	**Fall 2004**	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Change in percentage 03 to 08**
African American	7.3%	7.4%	7.4%	7.2%	7.0%	8.7%	*1.4%*
Asian/Pacific Islander	9.9%	11.3%	11.3%	11.6%	12.1%	12.3%	*2.4%*
Hispanic	8.6%	8.2%	8.4%	9.7%	9.3%	9.9%	*1.3%*
Native American	1.8%	1.8%	1.6%	1.7%	1.6%	1.5%	*-0.3%*
Other Non-White	1.6%	1.8%	2.1%	2.1%	1.8%	2.0%	*0.4%*
White	67.3%	66.0%	63.1%	60.4%	58.1%	61.7%	*-5.6%*
Unknown/Declined to State	3.5%	3.4%	6.1%	7.4%	10.1%	3.8%	*0.2%*
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Percentages of full time faculty and staff for each ethnicity	**Fall 2003 (N=572)**	**Fall 2004 (N=573)**	**Fall 2005 (N=576)**	**Fall 2006 (N=593)**	**Fall 2007 (N=603)**	**Fall 2008 (N=644)**
African American	9.8 %	10.6%	10.4%	9.6%	8.8%	11.2%
Asian/Pacific Islander	10.8%	12.4%	12.3%	12.5%	13.4%	12.9%
Hispanic	9.3%	9.1%	9.9%	11.1%	10.9%	12.1%
Native American	1.7%	1.4%	1.4%	1.3%	1.8%	1.7%
Other Non-White	1.4%	1.6%	1.6%	1.8%	1.7%	2.0%
White	64.5%	63.2%	62.0%	60.0%	57.7%	58.2%
Unknown/Declined to State	2.4%	2.1%	2.43	3.54	5.6	1.9
Total Number	**572**	**573**	**576**	**593**	**603**	**644**

Snapshot: Characteristics of Fall 2008 Students

The student body in Fall 2008 was ethnically diverse with no ethnicity making up more than a third of the student population. The majority (over 57%) of students were under 25 years of age, but there were also substantial numbers of older students as well. Women outnumber men roughly 6:4 in the student population. There are many more part time students than full time students and the majority of students work either full or part time.

Many students (52%) state their goal as transferring to a four year school. Another 16% state that they plan to get an Associate's degree or Certificate without plans to transfer. Twenty-two percent have other goals such as personal improvement or job skills upgrading. The remainder are undecided. It is important to note that these are the goals stated by the student on the application or supplemental information form. Students may change their goals without updating these documents.

First-time freshmen are younger and more diverse ethnically than the overall student body. Nearly half of these young first-time freshmen are working full or part-time and over 40% are first generation college students. A somewhat greater proportion of first time freshmen (63%) state their goal as transfer compared to the overall student population (52%)

The CCSSE data suggest that the students at SCC find the diversity of the student body a noticeable part of their lives. Many, but not most, students often engage with others unlike themselves. Almost half (49.5%) of the students reported that they often or very often had serious conversations with students of a different race or ethnicity. Over 45% of students reported that they often or very often had serious conversations with students differing from them in religious beliefs, political opinions, or personal values. Nearly 48% of students report that experiences at the college have helped them quite a bit or very much in understanding people of other racial and ethnic backgrounds. Nearly 48% of students report that experiences at the college have helped them quite a bit or very much in working effectively with others.

Student Characteristics
All Students Fall 2008

AGE	NUMBER	PERCENT
Under 18	652	2.5
18-20	8,317	32.3
21-24	5,907	22.9
25-29	3,833	14.9
30-39	3,220	12.5
40+	3,859	15.0

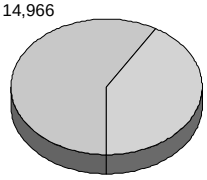
Average Age: 27.4

ETHNICITY	NUMBER	PERCENT
White	8,393	32.5
Asian	5,118	19.9
Latino	4,647	18.0
African American	3,712	14.4
Filipino	878	3.4
Pacific Islander	404	1.6
Native American	261	1.0
Other	2,375	9.2

First Generation College Students: 35.3%

FEMALE 58.0%

14,966



MALE 41.1%

10,599

School and work:

Recent High School Graduates	8.0 %
Enrolled Part Time	70.3 %
Working full- or part-time	62.2 %

Source: EOS Profile *Sacramento City College*

Characteristics of First-Time Freshmen N = 3,770 (15.4% of students) Fall Census 2008

Age

Under 18	2.0%
18-20	72.8%
21-24	9.9%
25-29	6.2%
30-39	4.5%
40+	4.6%

Average Age: 21.4

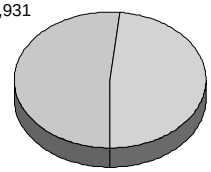
Ethnicity

Native American	1.1%
Asian	16.7%
African American	21.1%
White	28.5%
Latino/Hispanic	20.6%
Filipino	2.9%
Pacific Islander	2.5%
Other	6.6%

First Generation College Students: 41.2%

FEMALE 51.1%

1,931



MALE 47.9%

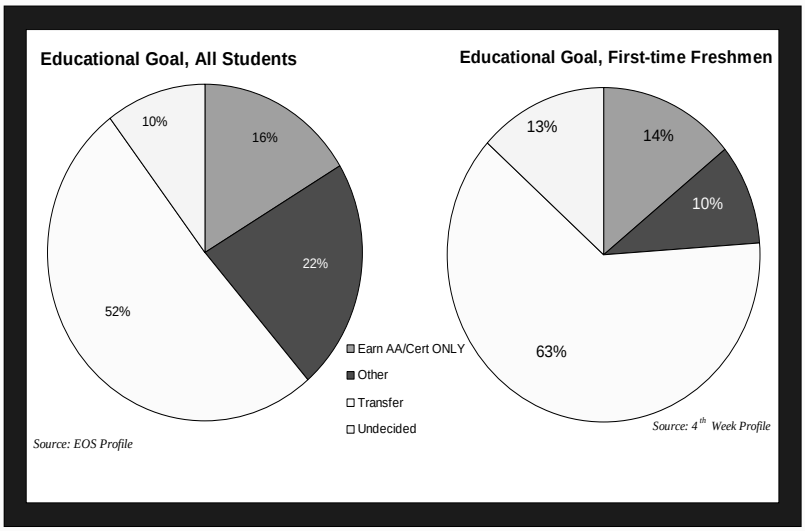
1,805

School and work:

Recent High School Graduates	55.4%
Enrolled Part Time	54.8%
Working full- or part-time	49.6%

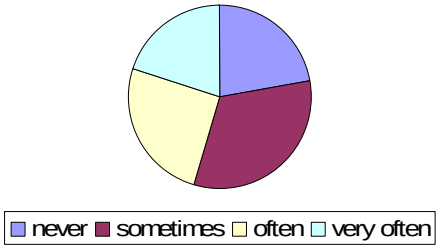
Source: 4th Week Profile *Sacramento City College*

Educational Goals Fall 2008



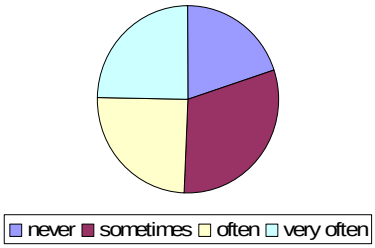
Sacramento City College

In your experience at SCC how often have you had serious conversations with students who differ from you in their religious beliefs, political opinions, or personal values?



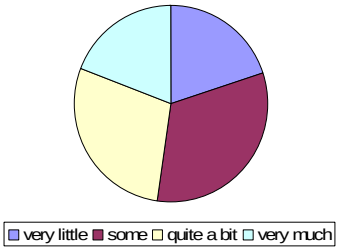
From the Fall 2008 CCSSE Data

In your experience at SCC how often have you had serious conversations with students of a race or ethnicity other than your own?



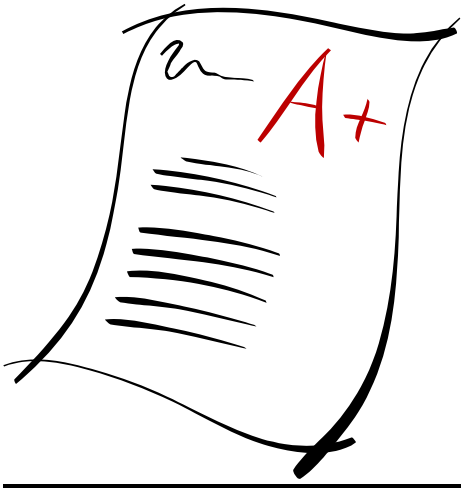
From the Fall 2008 CCSSE Data

How much has your experience at SCC contributed to your knowledge, skills, and personal development in the area of understanding people of other racial and ethnic backgrounds?



From the Fall 2008 CCSSE Data

Student Achievement



Student Achievement

Technical Notes:

- **Course success** rates can be used to measure either of two related things:
  - (1) For a given course or set of courses - the percentage of the total students enrolled in the course at the census date who go on to complete the course with a grade of A,B,C, Pass, or Credit or
  - (2) For a given student or set of students – the percentage of courses in which the student completes the course with a grade of A, B, C, Pass or Credit.
- **Attempted units versus completed units** compares the number of units in which students were enrolled on the first day of the semester to the number of units that they completed at the end of the term.
- **Retention to census** is the percentage of students still enrolled in courses on the census date for the course who were enrolled on the first day of the course.
- **Course drop rate** is the number of W grades in a course divided by the total number of grades (A,B,C,D,F, C, CR, W, NC). Course retention rate is the inverse of the course withdrawal rate. It indicates the percentage of students who stay in the course until the end of the semester rather than withdrawing with a W notation (Students who drop the course before the deadline for a "W" notation are not included in these analyses).
- **Fall-to-Fall persistence** rates measure the number of students enrolled in a Fall semester who are also enrolled the next Fall semester.
- **Fall-to-Spring persistence** rates measure the number of students enrolled in a Fall semester who are also enrolled in the next Spring semester.

Course Success (a key indicator of student success)

Course success rates can be used to measure either of two related things:

- (1) For a given course or set of courses - the percentage of the total students enrolled in the course at the census date who go on to complete the course with a grade of A,B,C, Pass, or Credit or
- (2) For a given student or set of students – the percentage of courses in which the student completes the course with a grade of A, B, C, Pass or Credit.

Course success as a measure is directly relevant to student achievement of the outcomes of their courses. It can be used for all students – e.g. it applies to students who are here for only a single term or for those who are here for several years. For these and other reasons, we have chosen to use course success as a key indicator of student achievement.

Trends by years and location:
Average successful course completion rates have been between 63 and 66.5% over the last six years. Course success increased gradually from Fall 2002 to Fall 2005 and then declined slightly for two years before recovering in Fall 2008. Overall course success rates are similar at all SCC locations.

Trends by age and ethnicity:
Successful course completion rates vary substantially among age and ethnic groups. Younger students have lower course success rates than do older students and this pattern has persisted for many years. The College has been focusing on the success of young (18-20 year old) students through its Educational Initiative. Course success rates for this group have risen slightly since Fall 2006.

Achievement gaps between students of different ethnicities are a source of concern for the College. For example, African American students have a relatively low course completion rate. Recent initiatives such as the

Basic Skills Initiative, and the Cultural Democracy Initiative, as well as a number of Student Services activities, have been developed in response to this concern.

Trends by instructional modality:
Comparisons of course success by instructional modality show that course success is slightly lower for most Distance Education (DE) modalities than for non-DE courses. One exception is the low success rates in televised or videoconference courses. These are relatively rarely used modalities representing less than 1% of total enrollment.

Further comparisons were conducted for first-time students, a group that is the focus of a variety of college efforts. Data indicate that student success indicators for first time students vary from year to year at different locations and in different modalities. However, the only substantial trend occurs when comparing traditional "seat" classes and distance education classes: First time students are considerably less successful when taking DE classes than when taking "seat" classes.

Basic skills course success:
Course success rates are substantially lower in Study Skills and Basic Skills Math and Reading than the college average. Course success rates for Basic Skills Writing are slightly lower than, but similar to, the College average. Course success rates for ESL classes are higher than the College average.

Data from the ARCC report:
This report compares a number of success measures from SCC to those from other colleges in the "peer groups" defined by the State Chancellor's Office. A brief summary of some relevant ARCC data:

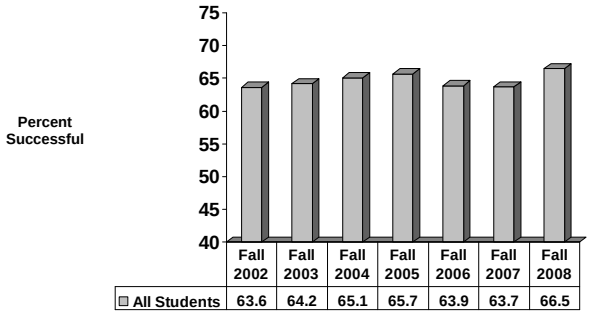
1. Our scores on the Student Progress and Achievement Rate item reflect the percent of students who reach major milestones by completing a degree or certificate, transferring, or becoming ready to transfer (measured in two ways). We are up slightly on this measure but still slightly below our peer group average.

2. The percent of SCC students who have earned 30 or more units has increased slightly from previous years, but we are below the peer group average.

3. Our student persistence from Fall to Fall is down slightly but is still a little above the peer group average.

Taken together, these items suggest that compared to our peer group colleges, our students stick with us a little better than average, but move a little more slowly through their coursework. This could reflect the fact that we have many part-time students - In 2008, roughly 68% of our students were part time and, of them, a little over 33% carried less than 6 units. So, if one third of our students are carrying less than 6 units per semester, we would perhaps not be surprised that their progress toward completion, transfer, or 30+ units would be somewhat low.

SCC Successful Course Completion, Fall 2002 to Fall 2008



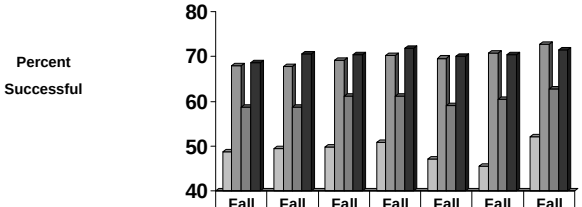
Source: LRCCD Research Website

Course Success Rates: Centers	Fall 2005	Fall 2006	Fall 2007
Davis Center	67.1%	63.3%	64.9%
Down Town	70.5%	69.7%	68.4%
West Sacramento	68.6%	66.1%	69.2%
All Students	65.7%	63.9%	63.7%

SCC Success by Modality Fall 2008, all students	Enrollment	Succeeded	Success Rate (%)
Non-DE total	**64,246**	**39,994**	**62.25**
DE total	**4,613**	**2,692**	**58.36**
• Internet - Asynchronous Instruction	4,186	2,497	59.65
• On demand TV Broadcast; DVD	212	108	50.94
• TV Broadcast with audio bridge	186	72	38.71
• Videoconference with audio bridge	29	15	51.72
All courses	**68,859**	**42,686**	**61.99**

[Note: This data is from the CCCCO data mart; slight differences in methods of calculating course success rate account for the differences between data from the CCCCO data mart and from the College or District]

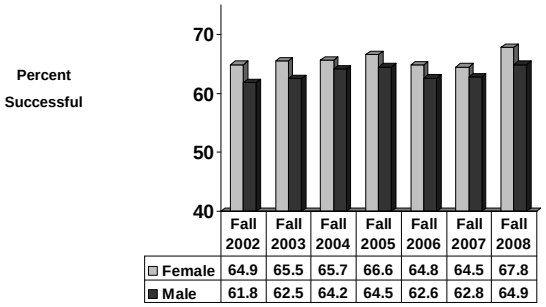
SCC Successful Course Completion by Ethnicity, Fall 2002 to Fall 2008



	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
African American	48.7	49.4	49.8	50.8	47.1	45.5	52.1
Asian	67.9	67.7	69.1	70.2	69.6	70.7	72.7
Hispanic	58.7	58.6	61.1	61.1	59.1	60.4	62.8
White	68.6	70.5	70.4	71.9	70.1	70.4	71.5

Source: LRCCD Research Website

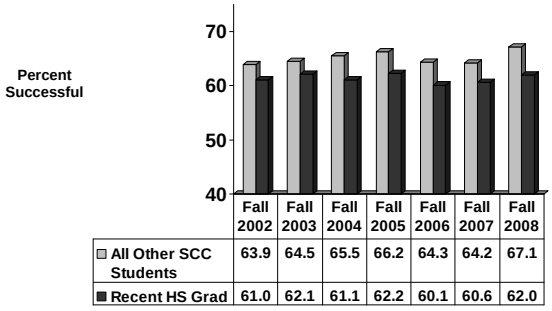
SCC Successful Course Completion by Gender, Fall 2002 to Fall 2008



	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Female	64.9	65.5	65.7	66.6	64.8	64.5	67.8
Male	61.8	62.5	64.2	64.5	62.6	62.8	64.9

Source: LRCCD Research Website

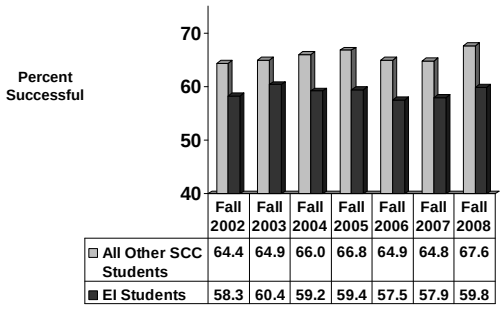
SCC Successful Course Completion by Recent High School Grad Status, Fall 2002 to Fall 2008



	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
All Other SCC Students	63.9	64.5	65.5	66.2	64.3	64.2	67.1
Recent HS Grad	61.0	62.1	61.1	62.2	60.1	60.6	62.0

Source: LRCCD Research Website

SCC Successful Course Completion by Education Initiative (EI) Cohort, Fall 2002 to Fall 2008



Source: LRCCD Research Website

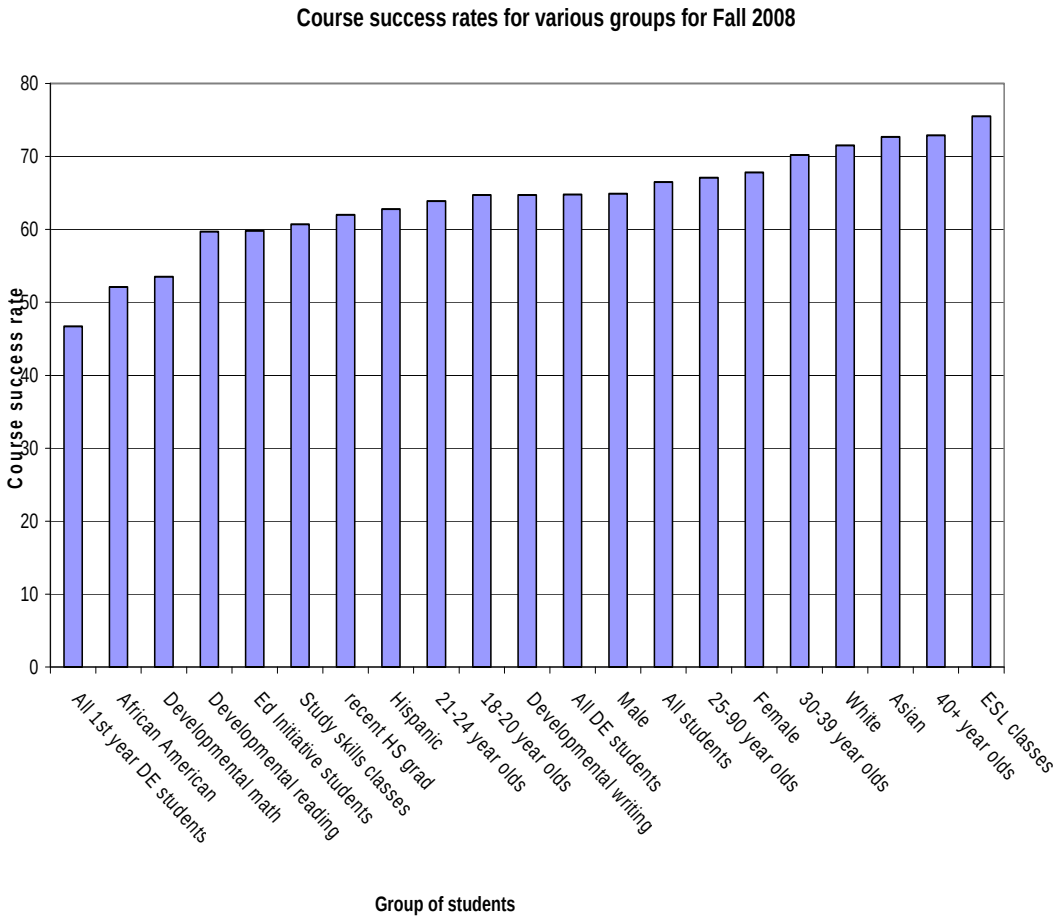
First-time Freshmen DE versus Seat Classes					
Percent of attempted units that were completed	Fall 2006	Fall 2007	Fall 2008	Spring 2007	Spring 2008
Seat Classes	50.1%	52.1%	47.6%	42.4%	46.1%
Distance Ed Classes	26.2%	35.4%	31.8%	20.2%	38.4%
Course drop rate	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Spring 2007**	**Spring 2008**
Seat Classes	19.0%	19.3%	18.4%	20.90%	21.1%
Distance Ed Classes	33.5%	30.7%	25.4%	35.80%	20.0%
Course Success Rates	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Spring 2007**	**Spring 2008**
Seat Classes	57.0%	56.6%	57.2%	51.8%	49.7%
Distance Ed Classes	36.2%	45.5%	43.9%	28.3%	41.9%
Data from SCC transcript analysis					

Data for Developmental Education

Baseline Measures for Developmental Education (DEV) For Selected Fall Term Indicate Term: **Fall 2008**	Levels of Measurement						
	All Develop-mental Education	Optional, Discipline-Specific Developmental Education (DEV) Data					
		Math (DEV)	English (DEV)	Reading (DEV)	Writing (DEV)	ESL (DEV)	Study Skills (DEV)
Percent of New Students (N=3671) who: - Assessed at Dev Ed level (n=) - Enrolled into Dev Ed Courses (N=1157)	31.52%	12.48%	6.29%	7.06%	12.69%	5.64%	1.20%
Number of Developmental Education Sections Offered	219	36	16	15	63	71	17
Percentage of Section Offerings that are Developmental Education	50.11%	22.22%	100.00%	36.59%	28.00%	69.61%	18.68%
Unduplicated Number of Students Enrolled in Developmental Education	3174	1217	589	470	1063	674	203
Student Success Rate in Developmental Education Courses	64.39%	53.53%	59.90%	59.66%	64.67%	75.47%	60.68%
Student Retention Rate in Developmental Education Courses	87.20%	82.43%	96.95%	82.80%	83.79%	91.12%	92.74%
Student Course Repetition Rate in Developmental Education Courses	5.80%	7.89%	0.34%	1.28%	1.03%	10.68%	0.49%
Fall-to-Fall Persistence Rate of Developmental Education Students	Not available until the end of Fall 2009						
Percentage of Developmental Ed. Sections Taught by Full-Time Faculty	60.38%	41.67%	100.00%	86.67%	61.90%	51.56%	70.59%

Source: Basic Skills Initiative Report (EOS data from transcript analysis)

Summary chart: Course success



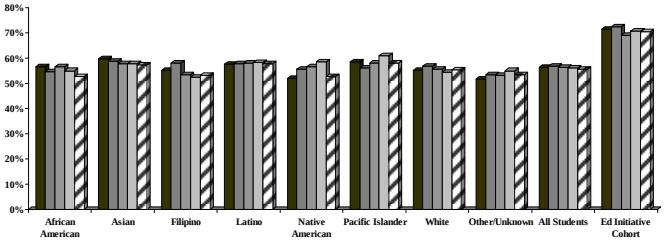
Persistence:
Fall-to-Spring persistence rates measure the number of students enrolled in a Fall semester who are also enrolled in the next Spring semester. Fall-to-Spring persistence rates measure the number of students enrolled in a Fall semester who are also enrolled in the next Spring semester.
These rates don't directly reflect student success in their classes. Persistence rates are difficult to interpret as the interpretation depends on what group of students is being studied. For example, a high Fall-to-Fall persistence rate for students who have been at the College for several years would be a concern as it would suggest that students are not completing their programs of study in a reasonable time period. A high Fall-to-Fall persistence rate for students who are near the beginning of their studies would be welcome as it would suggest that they are continuing to progress toward their goals.

The Fall-to-Spring persistence rate has been relatively stable over time for most demographic groups. The achievement gap between students of different ethnicities that was noticeable for course success rates is not present for the Fall-to-Spring persistence metric.

It is interesting to note that Fall-to-Spring persistence is somewhat higher for the Education Initiative cohort (18-20 year old first time students) than for other students, as these students have relatively low course success rates. Since many first-time freshmen can reasonably be expected to be at the College for at least a year before completing a program of study, the Fall-to-Fall persistence rate is also of interest. This metric calculated for the Education Initiative cohort (young first time freshmen) has been increasing, for the most part, over the last few years.

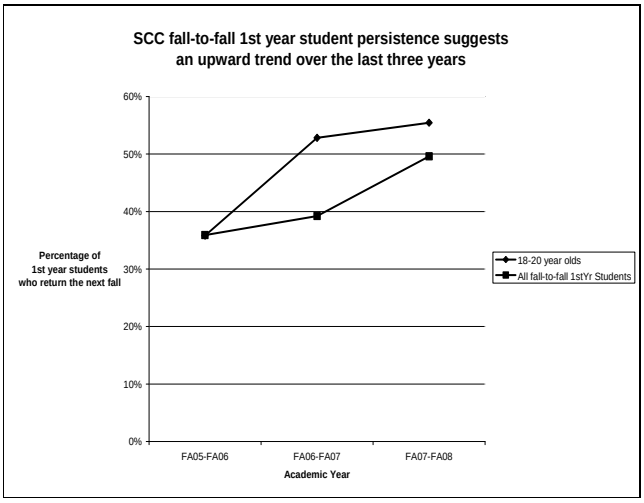
Analysis of first-time freshmen success indicators was also disaggregated by various demographic variables. The resulting picture is a complex one in which Fall-to-Fall persistence rates are increasing for a variety of groups within the first-time freshmen population, but not all.

SCC Fall to Spring Persistence by Ethnic Group, 2003-2004 to 2007-2008



Fall to Spring	African American	Asian	Filipino	Latino	Native American	Pacific Islander	White	Other/ Unknown	All Students	Ed Initiative Cohort
2003-2004	56.6%	59.8%	55.2%	57.5%	51.9%	58.6%	55.1%	51.6%	56.4%	71.4%
2004-2005	54.6%	58.7%	58.0%	57.9%	55.6%	56.2%	56.8%	53.5%	56.9%	72.4%
2005-2006	56.5%	57.9%	53.4%	58.0%	56.7%	58.1%	55.7%	53.2%	56.4%	69.0%
2006-2007	55.0%	57.7%	52.5%	58.3%	58.5%	60.9%	54.4%	55.0%	56.0%	70.8%
2007-2008	52.6%	57.4%	53.2%	57.9%	52.7%	58.0%	55.4%	53.4%	55.7%	70.5%

Source: LRCCD Research Website



Persistence - Fall-to-Fall 1st time Students	FA05-FA06	FA06-FA07	FA07-FA08	% change F06-F08
By ethnicity				
Native American			32.6%	*N/A*
African American	35.4%	40.1%	35.2%	*-0.2%*
Asian	32.2%	47.6%	66.1%	*33.9%*
Filipino			56.9%	*N/A*
Pacific Islander	44.9%	47.9%	38.9%	*-6.0%*
Hispanic	40.1%	44.5%	51.6%	*11.5%*
White	35.8%	40.2%	50.4%	*14.6%*
Other/Unknown	39.0%	23.7%	48.9%	*9.9%*
By primary language status				
Primary Language English	34.1%	40.8%	46.7%	*12.6%*
English-as-a Second-Language	42.2%	35.2%	61.2%	*19.0%*
By age = Ed Initiative Cohort				
18-20 (Ed. Initiative Cohort)	35.8%	52.8%	55.4%	*19.6%*
All Other ages	36.5%	34.6%	32.8%	*-3.7%*
By Gender				
Female	34.9%	42.7%	51.0%	*16.1%*
Male	37.6%	43.1%	48.3%	*10.7%*

Notes:
Data not available for some groups in all years
Primary language groups were coded as English or not English
"Other/Unknown" ethnicity includes other, non-white and "decline to state" responses.

SLO Attainment

- Student services and instruction are both engaged in the implementation of Student Learning Outcomes.
- SLOs are implemented at several levels, including courses, instructional programs, student service programs and General Education.
- At SCC, the GE SLOs in conjunction with the Student Services SLOs make up the institutional-level SLOs for the College.
- SLO's are assessed **in various ways** including course-embedded assessments, surveys, etc.

Percent of courses with SLOs	**98%**
Percent of programs with SLOs	**88%**
Percent of courses with on-going assessment	**29%**
Percent of programs with on-going assessment	**30%**
Percent of student service units with SLOs	**100%**
Percent of student service units assessing SLOs	**71%**

An Excel template and associated tools have been developed by the SLO advisory group to aid departments in their planning for SLO assessments. The templates are meant to be used in a collaborative fashion within a particular department. Each department using the Department SLO Assessment process reports a summary of assessment results for courses and a departmental review of the results including plans for follow-up (Implications, Student impact, Curricular changes, Future Assessments, and Other Modifications). The following Department SLO Plans and assessment data are available on the College SLO Website (http://web.scc.losrios.edu/slo)

Biology Department SLO Plans
Business department 08-09 SLO plan
Chemistry Department SLO Plan
CIS Department Course SLO Plans
Engineering Course SLO Plan
History Department SLO Plans
Photography Department Course SLO Plans
PE Department SLO Plans
Psychology Department SLO Assessment Plan
PTA 130 and 153, Sp08
Reading Department SLO Assessment Plan
Sociology Department SLO Assessment Plan

GE outcomes (GELOs) have been defined by the college. Data from the CCSSE report indicate that more than half of students report that their experience at the college has helped them "quite a bit" or "very much" develop skills related to GE and critical thinking.

Percent of students reporting that experiences at the college helped quite a bit or very much with the following skills: (Fall 08 CCSSE data)	
Acquiring a broad general education	65.9%
Writing clearly and effectively	55.2
Speaking clearly and effectively	49.3
Thinking critically and analytically	64.6
Solving numerical problems	51.4

Academic expectations

SCC students score near the mean of the CCSSE cohort on most of the benchmark items identified by CCSSE as reflecting academic challenge. (However, SCC students are substantially below the mean for "the number of written papers or reports of any length".) Mean scores suggest that SCC students find courses moderately challenging and that the college emphasizes study time quite a bit. On average, SCC students report that they "sometimes" or "often" work harder than they thought they could, and that coursework "sometimes" or "often" emphasizes analysis, synthesis, judgment, application, and new skills. The table below provides more information.

The PRIE office chose a set of items related to the academic expectations SCC has for students and the academic challenge that students experience. This set of items has substantial overlap with the "Academic Challenge" items identified by CCSSE, but is not identical. This data set provides both good news and challenges. Items reflecting three areas were chosen: cognitive tasks, exam challenge, and GE skills.

<u>Cognitive tasks</u> such as integrating ideas, memorizing facts, analyzing elements of an idea, synthesizing and organizing information, making judgments, applying theories, or performing a new skill:

- In general, when asked about how much their coursework emphasizes major cognitive skills, more students responded "very much" than responded "very little".
- More than 50%, and as many as 68% of students report that their work at SCC emphasized major cognitive skills "very much" or "quite a bit" for the skills below:
    - memorizing facts, ideas, or methods – 64%
    - analyzing basic elements of an idea, experience, or theory – 68%
    - synthesizing and organizing ideas, information or experiences – 56%
    - applying theories or concepts to practical problems or new situations – 53%
    - using information to perform a new skill – 59%
- Faculty, more than students, indicate that coursework "very much" emphasizes some cognitive skills (e.g. synthesizing and organizing ideas, information or experiences in new ways - "very much" for faculty = 43%, "very much" for students = 20%)

<u>The extent to which exams have challenged students</u> and encouragement for significant study:

- Most students feel that exams are moderately to very challenging and that they study quite a bit.
- Faculty and student responses to the items related to exams and studying were generally similar, with some differences – see figures on p.4).

<u>General education skills</u> such as speaking clearly and effectively, thinking critically, solving numerical problems, using information technology, learning on one's own and developing career skills:

- The general education skills data indicates that students are gaining GE skills through their experience at the college. For example, 90% or more say that their college experiences have contributed "some", "quite a bit", or "very much" to their skills in the following areas:
    - acquiring a broad general education
    - thinking critically and analytically
    - learning effective on their own
- On some aspects of general education, however, more than 20% of students say that their college experience have helped only "very little".
    - acquiring job or work-related skills
    - speaking clearing and effectively
    - using computing and information technology
- Faculty responses suggest that faculty see a greater emphasis on work-related skills, and a lesser emphasis on solving numerical problems than do the students.

Student Effort

SCC students score near or slightly below the mean of the CCSSE cohort on most of the benchmark items identified by CCSSE as reflecting student effort. SCC students are substantially below the mean for the number of hours students use the computer lab.

The PRIE office designed a set of items related to student effort and work ethic. This set of items has substantial overlap with the "Student Effort" items identified by CCSSE, but is not identical. This data set provides both good news and challenges.

- Only 6% of students report that they often or very often skip class.
- Students were asked about the extent to which exams challenge them to do their best work. On a scale that ranged from Extremely Easy (score = 1) to Extremely Challenging (Score = 7), over two-thirds (68%) of students rated their exams as moderately to extremely challenging (score of 5-7).
- Nearly half (49%) of students report that they often or very often work harder than they thought that they could in order to meet the standards and expectations of their professors.
- Over one fifth (21%) of students responded that they had never prepared two or more drafts of a paper or assignment before turning it in.
- Nearly half (47%) of students reported that they never discussed ideas from their readings or classes with instructors outside of class
- Most students (76%) spend between 1 and 10 hours per week preparing for class (studying, reading, homework, etc.). Note: Assuming the Carnegie Unit value of 2 hours of outside work for each hour of lecture, 10 hours of preparation per week would be needed for a 5 unit class load.

Faculty and student responses to similar items were compared and there appears to be some disagreement between faculty expectations and the responses of students. For example,

- **15%** of students indicate that they often or very often come to class without completing readings or assignments. Faculty reported that they expected that **38%** of students often or very often came to class without completing the work.
- **21%** of students responded that they had never prepared two or more drafts of a paper or assignment before turning it in. Faculty responded that they thought that **41%** of students turned in work without preparing two or more drafts.
- **47%** of students reported that they never discussed ideas from their readings or classes with instructors outside of class. Faculty said that **11%** of students never discuss ideas from reading/class with the professor outside of class time.

Academic engagement and units completed

Data from the CCSSE survey show that students having completed 30+ units consistently score higher on measures of student engagement than do students with fewer units. Students with 30+ units have higher mean scores on every benchmark item than do student with 29 units or fewer. Benchmark deciles are higher for students with 30-or-more units than for 29-or-less fewer units.

Students with 30+ units are below the mean of extra-large colleges for only one item in the benchmark data - "Asked questions in class or contributed to class discussions" (Active & Collaborative Learning)

Students with 29 or fewer units are notably below the mean of extra-large colleges on the following items:

- Made a class presentation (Active & Collaborative Learning)
- Prepared two or more drafts of a paper or assignment before turning it in (Student Effort)
- Worked on a paper/project that required integrating ideas or information (Student Effort)
- Frequency of use of skills labs (Student Effort)
- Frequency of use of computer lab (Student Effort)
- Number of written papers or reports of any length (Academic Challenge)
- Providing the support you need to help you succeed at this college (Support for Learners)

This data suggest that students become more engaged with their studies as they accumulate more units at the college.

Basic skills

Pre-collegiate basic skills courses include courses with numbers from 1-99 in English Reading (ENGRD), English Lab (ENGLB), English Writing (ENGWR), Mathematics, English as a Second Language (ESL). As enrollment has grown, the number of students taking pre-collegiate basic skills classes has increased slightly over the last 3 years. The overall percentage of the total student population enrolled in pre-collegiate basic skills courses has remained relatively stable. It should be noted that these enrollment numbers are of "unduplicated" students, and so are somewhat lower than the combined enrollment of all students in all sections of pre-collegiate basic skills. This is because, using the "unduplicated" measure, a student enrolled in multiple pre-collegiate basic skills courses would only be counted once (e.g. a student taking ESLW, ESLR, and ESLG in the same semester would be counted only once.)

Course success rates measure the percentage of the total students enrolled in the course at the census date who go on to complete the course with a grade of A, B, C, Pass, or Credit. Success rates in Reading and Writing pre-collegiate basic skills courses are generally slightly lower than those for the overall student population. ESL courses have high course success rates compared to the overall student population at the college. Pre-collegiate Math courses tend to have low course success rates, but this metric has been increasing over the last 3 years.

Course retention rate is the inverse of the course withdrawal rate. It indicates the percentage of students who stay in the course until the end of the semester rather than withdrawing with a W notation (Students who drop the course before the deadline for a "W" notation are not included in this analysis). The data indicate that most students in pre-collegiate basic skills classes stay in the course throughout the semester.

Fall-to-Fall persistence rates measure the number of students enrolled in a Fall semester who are also enrolled in the next Fall semester. These rates are somewhat difficult to interpret as some students complete their goals and thus do not return and some skip a semester before continuing their education. Persistence rates for the pre-collegiate basic skills students are generally at the high end of the range for first-time students at the college.

Cumulative percentages of students placing below each level in Math, ENGWR and ENGRD (Feb 2006 to Jan 2009).		
Math 34 or 27 = 46% Math 100 or below = 65% Math 120 or below = 95%	EngWr 50 or below = 44% EngWr 100 or below = 71%	EngRd 10 = 40% EngRd 110 or below = 81%

Assessment results for students taking the assessment tests (Feb 2006 to Jan 2009)		
EngWr placement	number	percent
EngWr 100	2991	18.4
EngWr 300	3331	20.5
EngWr 40	1779	11.0
EngWr 50	3164	19.5
Engwr 53	140	0.9
You must now take the essay portion of the test	4274	26.3
Undetermined - Take ESL Assess Test	559	3.4
Total	16241	100.0

Assessment results for students taking the assessment tests (Feb 2006 to Jan 2009)		
EngRd placement	number	percent
EngRd 10	4452	39.5
EngRd 110	4693	41.7
EngRd 310	2119	18.8
total	11264	100.0

Assessment results for students taking the assessment tests (Feb 2006 to Jan 2009)		
Math placement	***number***	***percent***
Math 100	3119	18.2
Math 120	5188	30.2
Math 27	5596	32.6
Math 334 or Stat 300	408	2.4
Math 34	2392	13.9
Math 370 or 350	133	0.8
Math 400	189	1.1
Undetermined - take Arithmetic Test	155	0.9
Total	17180	100.0

Enrollment numbers for pre-collegiate basic skills courses Fall 2006- 2008			
Pre-collegiate basic skills (1)			
Percent of all new students who enrolled in a basic skills section	**Fall 2006**	**Fall 2007**	**Fall 2008**
Reading	5.7	7.3	7.1
Reading lab	4.6	4.8	6.3
Writing	12.1	13.7	12.7
Math	12.4	12.3	12.5
ESL	7.7	5.5	5.6
All pre-collegiate basic skills	31.6	31.9	31.5
Number of basic skills sections	**Fall 2006**	**Fall 2007**	**Fall 2008**
Reading	14	17	15
Reading lab	13	14	16
Writing	57	63	63
Math	36	35	36
ESL	70	72	71
All pre-collegiate basic skills	190	201	201
Unduplicated enrollment in program (2)	**Fall 2006**	**Fall 2007**	**Fall 2008**
Reading	374	478	470
Reading lab	390	484	589
Writing	887	1050	1063
Math	1091	1110	1217
ESL	762	687	674
All pre-collegiate basic skills	2765	3095	3174

Notes: (1) Pre-collegiate basic skills courses include the following: Basic Skills Reading = ENGRD 10, 11 & ENGLB 55, Basic Skills Writing = ENGWR 40, 49, 50, & 59, Basic Skills Math = MATH 27, 34. (The variable unit, open-entry/exit reading lab course, ENGLB 55, is not included in the Reading figures, but calculated separately.)
(2) Enrollment numbers only count a student once in the program in a semester. A student enrolled in multiple pre-collegiate basic skills courses would only be counted once (e.g. a student taking ESLW, ESLR, and ESLG in the same semester would be counted only once.)

Success metrics for pre-collegiate basic skills students Fall 2006-Fall 2008			
	Fall 2006	**Fall 2007**	**Fall 2008**
Course success (%)			
Reading	52.1	57.5	59.7
Reading lab	60.7	60.6	59.9
Writing	56.9	58.5	64.7
Math	46.9	47.2	53.5
ESL	74.5	77.2	75.5
All SCC students	63.9	63.7	66.5
Course retention (%)			
Reading	74.6	74.5	82.8
Reading lab	97.2	98.1	96.9
Writing	82.1	81.6	83.8
Math	76.5	79.0	82.4
ESL	92.3	91.7	91.1
Fall-to-Fall persistence rate of pre-collegiate basic skills students (%)			
Reading	52.9	51.7	
Reading lab	62.8	63.2	
Writing	57.0	55.3	
Math	51.5	51.0	
ESL	58.7	59.1	

Notes:
1. (1) Pre-collegiate basic skills courses include the following: Basic Skills Reading = ENGRD 10, 11 & ENGLB 55, Basic Skills Writing = ENGWR 40, 49, 50, & 59, Basic Skills Math = MATH 27, 34.

CCFSSE Data: Faculty Responses related to perceptions of basic skills courses			
	Count	Percent	***How important is it to you that students participate in:***
Not important	3	4%	English as a second language course
Somewhat important	20	30%	
Very important	44	**66%**	
Not important	5	8%	Developmental/remedial reading course
Somewhat important	12	18%	
Very important	49	**74%**	
Not important	5	8%	Developmental/remedial writing course
Somewhat important	11	17%	
Very important	50	**76%**	
Not important	9	14%	Developmental/remedial math course
Somewhat important	16	24%	
Very important	41	**62%**	
Not important	0	0%	Study skills course
Somewhat important	13	20%	
Very important	*53*	***80%***	

CCSSE Data: Students Responses related to plans to take basic skills courses			
		Count	**Percent**
English as a second language course	I have not done, nor plan to do	794	**82%**
	I plan to do	66	7%
	I have done	112	11%
Developmental/remedial reading course	I have not done, nor plan to do	666	**69%**
	I plan to do	165	17%
	I have done	140	14%
Developmental/remedial writing course	I have not done, nor plan to do	571	**59%**
	I plan to do	207	21%
	I have done	190	20%
Developmental/remedial math course	I have not done, nor plan to do	538	**56%**
	I plan to do	222	23%
	I have done	205	21%
Study skills course	I have not done, nor plan to do	559	**58%**
	I plan to do	252	26%
	I have done	156	16%
College orientation program or course	I have not done, nor plan to do	588	**61%**
	I plan to do	191	20%
	I have done	192	20%
How likely is it that being academically unprepared would cause you to withdraw from class or from this college	Not likely	496	**51%**
	Somewhat likely	252	26%
	Likely	149	15%
	Very likely	81	8%

Program completion and Transfer

Transfer rates

The number of SCC students who are transfer ready at the end of Fall semester has been steadily increasing over the last 5 years in parallel with increasing enrollment. This may be an underestimate because most transfers take place after spring semester and some students presumably complete their remaining transfer requirements during the spring immediately before they transfer.

Data recently developed by the District Office provides information on transfers to out of state schools (OOS) and to in state private institutions (ISP), not just to UC and CSU. The number of transfer students is much higher when theses groups are included. Data from the District Office study also show the end of semester number of students who are "transfer ready". Transfer ready students have passed at least 56 units, have a 2.0or higher GPA and have completed at least one transfer level Math and one transfer level English course. The number of transfer ready students has risen over the last 5 years in pace with the increase in enrollment at the college. (Los Rios Community College District Office of Institutional Research, IN-STATE, OUT-OF-STATE, READY STATE: TOWARD A MORE COMPLETE PICTURE OF TRANSFER, February 2009)

Degrees and certificates awarded

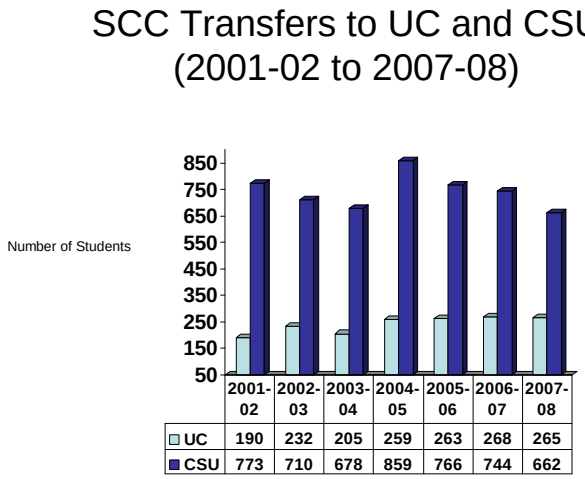
SCC offers certificates of completion, career certificates and associate degree majors in many fields. The number of degrees and certificates awarded each year increased from 1,257 in 2004-2005 to 1,379 in 2007-2008, a time span during which enrollment also increased.

The top majors of SCC graduates include both transfer and career fields. Many of these majors, especially in occupational/vocational areas, reflect local employment trends.

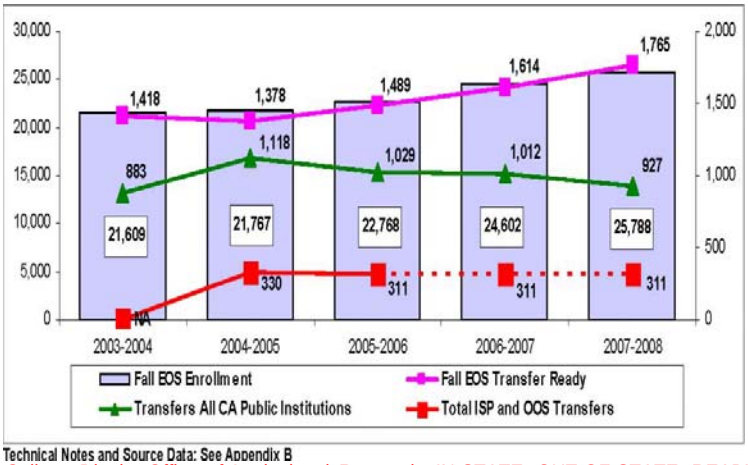
Job placement and licensure

Information on job placement and licensure resides with individual Vocational/Technical programs at the College. Data for this section were supplied by the departments cited.

Transfer Data:



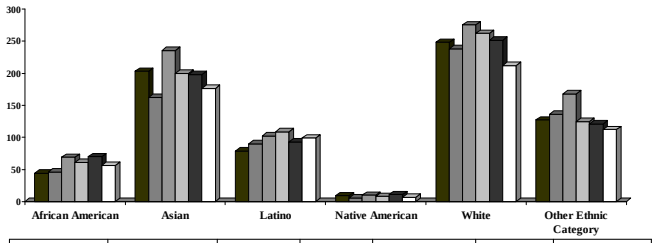
Source: CPEC Transfer Pathways Chart



Technical Notes and Source Data: See Appendix B

(Los Rios Community College District Office of Institutional Research, IN-STATE, OUT-OF-STATE, READY STATE: TOWARD A MORE COMPLETE PICTURE OF TRANSFER, February 2009) (Note the different scales on the graph which allow the parallel trends to be clearly visible).

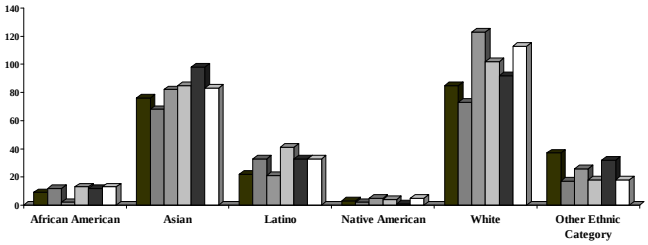
SCC Transfers to CSU Campuses
2002-03 to 2007-08



Fiscal Year	African American	Asian	Latino	Native American	White	Other Ethnic Category
2002-03	44	203	79	9	248	127
2003-04	46	162	90	6	238	136
2004-05	69	235	102	10	275	168
2005-06	61	200	109	8	262	125
2006-07	70	198	93	11	251	121
2007-08	56	176	99	7	212	112

Source: CPEC Full-Year Detailed Transfer Reports

SCC Transfers to UC Campuses
2002-03 to 2007-08



Fiscal Year	African American	Asian	Latino	Native American	White	Other Ethnic Category
2002-03	9	76	22	3	85	37
2003-04	12	68	33	2	73	17
2004-05	2	82	21	5	123	26
2005-06	13	85	41	4	102	18
2006-07	12	98	33	1	92	32
2007-08	13	83	33	5	113	18

Source: CPEC Full-Year Detailed Transfer Reports

Los Rios Community College District Student Transfer Profile
LRCCD Student Transfers to *all* Public Universities of California*
2003-2004 through 2007-08: Based on Full-Year Data

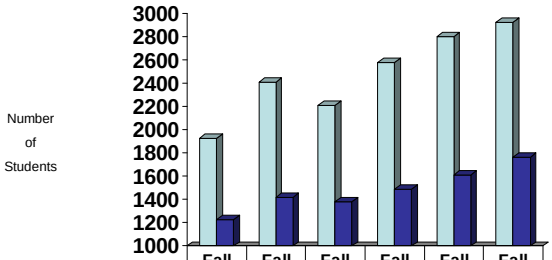
CCD Student ra to UC & CSU	Number of UC & CSU Transfers in 2003-04*	Percent of District Total 2003-04	Number of UC & CSU Transfers in 2004-05*	Percent of District Total 2004-05	One-Year % Change 2003-04 to 2004-05	Number of UC & CSU Transfers in 2005-06	Percent of District Total 2005-06	One-Year % Change 2004-05 to 2005-06	Number of UC & CSU Transfers in 2006-07	Percent of District Total 2006-07	One-Year % Change 2005-06 to 2006-07	Number of UC & CSU Transfers in 2007-08	Percent of District Total 2007-08	One-Year % Change 2006-07 to 2007-08
River College**	1,193	45.0	1,348	42.9	13.0	1,298	43.4	-3.7	1,249	41.2	-3.8	1,154	39.8	-7.6
River College[1]	573	21.6	550	17.5	-4.0	509	17.0	-7.5	519	17.1	2.0	551	19.0	6.2
ke College[1]**	N/A	N/A	128	4.1	N/A	154	5.2	N/A	249	8.2	61.7	267	9.2	7.2
to City College	883	33.3	1,118	35.6	26.6	1,029	34.4	-8.0	1,012	33.4	-1.7	927	32.0	-8.4
tals	2,649	100.0	3,144	100.0	18.7	2,990	100.0	-4.9	3,029	100.0	1.3	2,899	100.0	-4.3
Totals	60,897		66,904		9.9	66,405		-0.7	68,302		2.9	68,934		0.9

CD Student sfers to UC	Number of UC Transfers in 2003-04*	Percent of District Total 2003-04	Number of UC Transfers in 2004-05*	Percent of District Total 2004-05	One-Year % Change 2003-04 to 2004-05	Number of UC Transfers in 2005-06[1]	Percent of District Total 2005-06	One-Year % Change 2004-05 to 2005-06	Number of UC Transfers in 2006-07	Percent of District Total 2006-07	One-Year % Change 2005-06 to 2006-07	Number of UC Transfers in 2007-08	Percent of District Total 2007-08	One-Year % Change 2006-07 to 2007-08
River College	210	43.3	220	39.2	4.8	199	35.2	-9.5	206	34.6	3.5	218	35.0	5.8
River College[1]	70	14.4	82	14.6	17.1	96	17.0	17.1	77	12.9	-19.8	91	14.6	18.2
ke College[1]	N/A	N/A	N/A	N/A	N/A	7	1.2	N/A	44	7.4	528.6	48	7.7	9.1
to City College	205	42.3	259	46.2	26.3	263	46.5	1.5	268	45.0	1.9	265	42.6	-1.1
tals	485	100.0	561	100.0	15.7	565	100.0	0.7	595	100.0	5.3	622	100.0	4.5
Totals	12,580		13,211		5.0	13,765		4.2	13,923		1.1	13,964		0.3

CD Student sfers to CSU	Number of CSU Transfers in 2003-04*	Percent of District Total 2003-04	Number of CSU Transfers in 2004-05*	Percent of District Total 2004-05	One-Year % Change 2003-04 to 2004-05	Number of CSU Transfers in 2005-06[1]	Percent of District Total 2005-06	One-Year % Change 2004-05 to 2005-06	Number of CSU Transfers in 2006-07	Percent of District Total 2006-07	One-Year % Change 2005-06 to 2006-07	Number of CSU Transfers in 2007-08	Percent of District Total 2007-08	One-Year % Change 2006-07 to 2007-08
River College**	983	45.4	1,128	43.7	14.8	1,099	45.3	-2.6	1,043	42.9	-5.1	936	41.1	-10.3
River College[1]	503	23.2	468	18.1	-7.0	413	17.0	-11.8	442	18.2	7.0	460	20.2	4.1
ke College[1]**	N/A	N/A	128	5.0	N/A	147	6.1	N/A	205	8.4	39.5	219	9.6	6.8
to City College	678	31.3	859	33.3	26.7	766	31.6	-10.8	744	30.6	-2.9	662	29.1	-11.0
tals	2,164	100.0	2,583	100.0	19.4	2,425	100.0	-6.1	2,434	100.0	0.4	2,277	100.0	-6.5
Totals	48,317		53,693		11.1	52,640		-2.0	54,379		3.3	54,970		1.1

tes:
ect a new, entering transfer cohort (to the UC, CSU or both, as specified) for each academic year.
clude data for the Folsom and El Dorado centers through 2003-04 for CSU transfers and through 2004-05 for UC transfers; as such, the drop in transfers in 2004-05 for CRC reflects an artificial drop in terms of CSU and total transfers in 2004-05. UC will begin reporting FLC 05-06.
ences between the total transfer counts in CPEC'S system-wide transfers and in the transfer counts by ethnicity from the *Student Profile* reports and 2003-04 *On-Line Data System*, counts prior to 2003-03 that were adjusted/updated are not reflected in these reports. As such, counts by ethnicity do not add up to the total counts for 2002-03 and 2003-04 as reported in these tables.
ata for 2004-05 include 3 transfers from the old Placerville (now El Dorado) Center that have been historically counted in ARC totals, that should now be included in the FLC transfer counts. Because breakdowns by ethnicity or by transfer institution were not reported will remain in the ARC counts, even though they should now be included in the FLC transfer counts. A request to change the reporting structure to reflect that the El Dorado Center is part of FLC has been made to the System Office.

SCC Students' Transfer-preparedness
(Fall 2003 to Fall 2008)

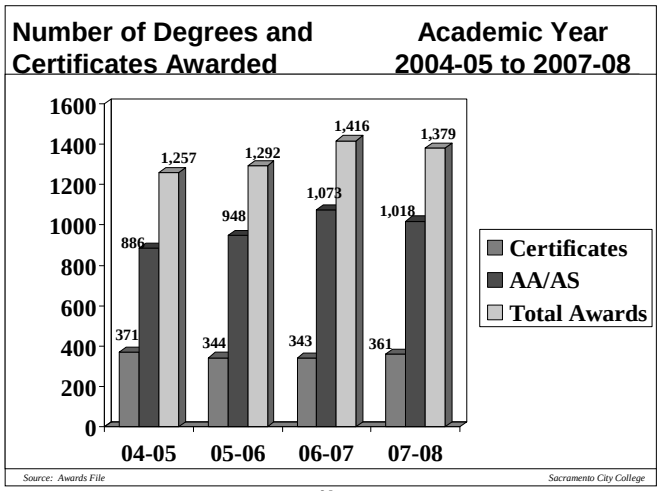


	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Transfer-prepared	1929	2415	2214	2579	2802	2930
Transfer-ready	1228	1418	1378	1489	1614	1765

Note: Transfer Prepared = Completed at least 56 units of transferable courses with a C/CR or better and with a 2.0 GPA.

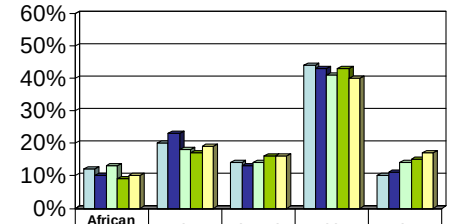
Transfer Ready = Transfer-ready students are Transfer-prepared students that have completed at least one transferable English and at least one transferable Math course.

Source: LRCCD Research EOS Snapshot



3-5

Characteristics of SCC Graduates



	African American	Asian	Hispanic	White	Other
2003-04	12%	20%	14%	44%	10%
2004-05	10%	23%	13%	43%	11%
2005-06	13%	18%	14%	41%	14%
2006-07	9%	17%	16%	43%	15%
2007-08	10%	19%	16%	40%	17%

Source: SCC Fact Book/LRCCD Database-Awards File

Board Exam Pass Rates and Employment for SCC Dental Assisting Graduates 2004-2008

Dental Assisting Program	# GRADS	# PASSING LICENSURE WRITTEN	# PASSING LICENSURE LAB	# EMPLOYED WITHIN 6 MONTHS GRAD
08-09 (to date)	n/a			
07-08	27	25 (92%)	26 (96%)	18 (67%)
06-07	22	21 (95%	22 (100%)	20 (91%)
05-06	27	25 (92%)	25 (925)	22 (81%)
04-05	20	19 (95%)	20 (100%)	18 (90%)

Board Exam Pass Rates and Employment for SCC Dental Hygiene Graduates 2004-2008

Dental Hygiene Program	# GRADS	# PASSING LICENSURE WRITTEN (1st TIME)	# PASSING LICENSURE CLINICAL (1st TIME)	# EMPLOYED WITHIN 6 MONTHS GRAD
08-09 (to date)	n/a			
07-08	17	16	13	16
06-07	24	24	19	24
05-06	14	14		14
04-05	17	17		17

Licensure Rates and Employment for SCC Nursing (RN) Graduates 2004-2008

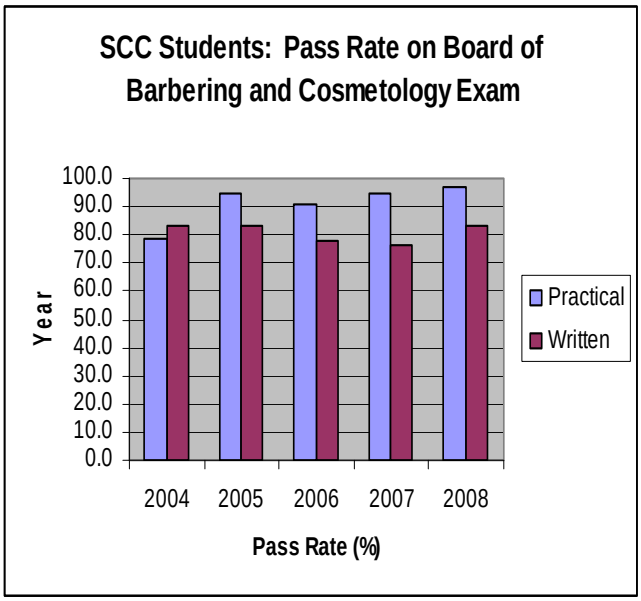
Academic year	# of graduates	# passing licensure exam	# employed w/in 6 months
04-05			
Main Campus	46		
Extended Campus	44		
TOTAL 04-05	**90**	**100%**	**100% (90)**
05-06			
Main Campus	45		
Extended Campus	66		
TOTAL 05-06	**111**	**100%**	**100% (111)**
06-07			
Main Campus	67		
Extended Campus	71		
TOTAL 06-07	**138**	**100%**	**90% (124)**
07-08			
Main Campus	73		
Extended Campus	36		
TOTAL 07-08	**109**	**99%**	**80% (87)**
08-09 to date			
Main Campus	52		
Extended Campus	94		
TOTAL 08-09 to date	**146**	**N/A**	**N/A**

Licensure Rates and Employment for SCC Occupational Therapy Assistant Graduates 2004-2008

Academic year	# of graduates	# passing licensure exam	# employed w/in 6 months
2005-2006	7	7	7
2006-2007	9	9	8
2007-2008	13	13	12
2008-2009 to date	1	6 (5 yet to take the exam)	10 (3 months after graduation)

Licensure Rates and Employment for SCC Physical Therapy Assistant Graduates 2004-2008

Academic year	# of graduates	# passing licensure exam	# employed w/in 6 months
2004-2005	14	13/13	> 90% of survey respondents
2005-2006	15	13/13	> 90% of survey respondents
2006-2007	12	12/12	> 90% of survey respondents
2007-2008	19	15/17	> 90% of survey respondents
2008-2009 to date	17 *	N/A	N/A
* 27 additional grads who are already licensed but didn't have a degree – special temporary expansion program			



Outcomes for SCC Railroad Operations Graduates 2008

	Final enrollment	# qualified students (18 units)	Degrees awarded	Certificates awarded	Students placed in new jobs	Approximate average salary
Class 22-2008	15	8	1	8	6	80,000
Class 23-2008	15	9	2	9	6	$70,000
Total	30	17	3	17	12	$50,000-92,000
Note: a student may earn both a degree and a certificate						

Electronics Technology Placements 2005-2008:

Top Placement:

8 new technicians at the airports locally, and we have three new interns working and studying this year.

Other Placements

Sacramento Municipal utility District (SMUD)	Interns/full time	2	Telecommunications Tech/Line Tech
United States Post Office	Full time	2	Automation Technicians
California State General Services	Interns/full time	2	Computer Technicians
California Department of Motor Vehicles	Interns/full time	2	Computer Technicians
California State Correctional Services (Ione)	Full time	1	Computer Technicians
California Highway Patrol (CHP) (West Sac)	Full time	2	Telecommunications/Computer Tech
California State Water Resources	Full time	3	Telecommunications/Computer Tech
Sacramento County Waste Water Treatment Plant	Interns/full time	2	Computer Tech/Automation Technicians
Sacramento City Communications & Signals	Full time	3	Computer /Electrical/Electronic Tech
INTEL (Folsom)	Full time	2	Design Technicians/ Research Assistants
Kaiser Permanente	Full time	3	Telecommunications/Computer Tech
Misc Casinos	Full time	2	Computer/Automation Technicians
Comcast	Full time	2	Telecommunications Tech
Sure West	Full time	1	Telecommunications Tech
Bay Alarm Co.	Full time	2	Telecommunications Tech

Institutional Processes

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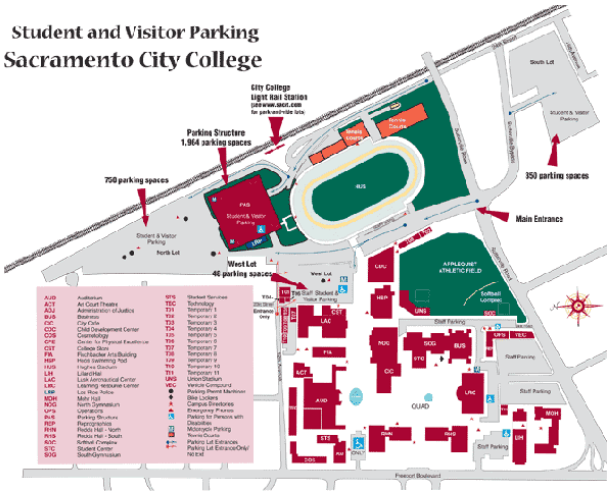
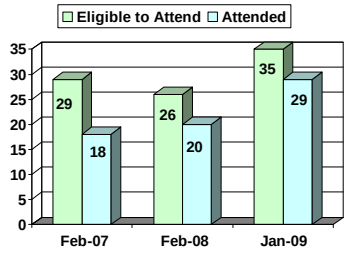


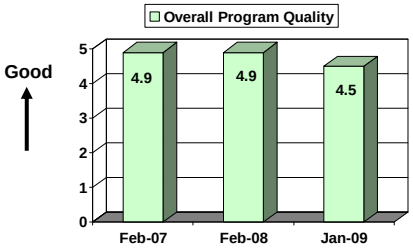
Administrative Processes

Many activities supported improved staff processes (see below).

- A mentoring and guidance program for all classified staff with less than one year of employment was implemented. The quality of these orientations was ranked from a 4.5 to 4.9 out of a possible 5.0 by attendees. The new classified staff orientation program was followed by workshops in the "SCC Declassified" series to continue to build knowledge and connections among staff.
- New Faculty Orientation programs were held for over 32 faculty hires in Fall 2008. The initial orientation activity was followed up with a series of "New Faculty Conversations" to continue the orientation process and build relationships among new faculty.
- A training session for Equity Representatives, including faculty and classified staff, was conducted by the college's Equity Officer (Julia Jolly) in early Spring to maintain and improve hiring processes.
- Adjunct Faculty Orientation sessions were conducted on the evening of Flex day to acquaint new part-time faculty members with Sacramento City College, its resources, and relevant policies and procedures.
- Administrative Services workshops for SCC employees were provided to ensure quality services. Training seminars/workshops to review/discuss business practices and procedures conducted at least once per semester.
- The annual staff development plan was completed and filed with the State Chancellor's office for 09-10.

Classified New Hires Orientation





Professional Development

From the Staff Development 2008 Survey:

- In 2008, 53% of respondents attended at least one flex day workshop (n=132) & 64% of responders (n=198) attended convocation.
- 56% of respondents fulfill some part of their flex obligation through flex workshops; 96% do so through convocation and division meetings.
- 72% fulfilled some part of flex obligations through participation in workshops during the semester and 82% of respondents fulfill some part of their flex obligation through participation in conference and workshop travel (CWT).
- While 66% received some monies from CWT, 9% of respondents were able to pay off the entire event through CWT.
- 81% of participants used their own funds; 47% paid for 100% of their own travel.
- Other participants utilized Department/Division Funds (70%) or special funding from other college sources (41%).

Institutional Planning

Data-driven planning forms the core of both annual Unit Planning and periodic Program Review. Unit Plans include annual objectives linked to college goals, expected outcomes/measures of merit and resource requirements. (College Strategic Master Plan http://www.scc.losrios.edu/x8106.xml). The SCC unit plans for 2009-10 included objectives related to every college goal. Goal 9, concerning learner-centered education, had the most related objectives. The unit plans for 2009-10 included a wide range of proposed actions, from revisions of administrative processes to measurements of student outcomes. Over 200 of the unit plan objectives included the analysis of some type of data.

Instructional Program Reviews ask departments to review the past 6 years with respect to strengths, areas needing improvement, links to Unit Plans, and anticipated implications and resources (budget, staffing, sabbatical, facilities and reassigned time requests; curriculum proposals). (Program Review website - http://www.scc.losrios.edu/x21443.xml). Student Services Program Review occurs every 3 years and is also clearly linked to both Strategic Planning and to Unit Planning. Administrative Programs conduct Program Review on an annual basis. These program reviews are data-based and include metrics indicating the effectiveness of various administrative processes and the error rates associated with those processes.

Unit Plan Objectives

2008-2009 Unit Plan Objectives link to College Goals:

The 2008-2009 unit plan objectives link to all of the College Goals. Goals 5 and 9, which relate to response to emerging community needs and to learner-centered education, had the most linked unit plans objectives.

Most unit plan objectives were achieved in the year covered by the unit plan:

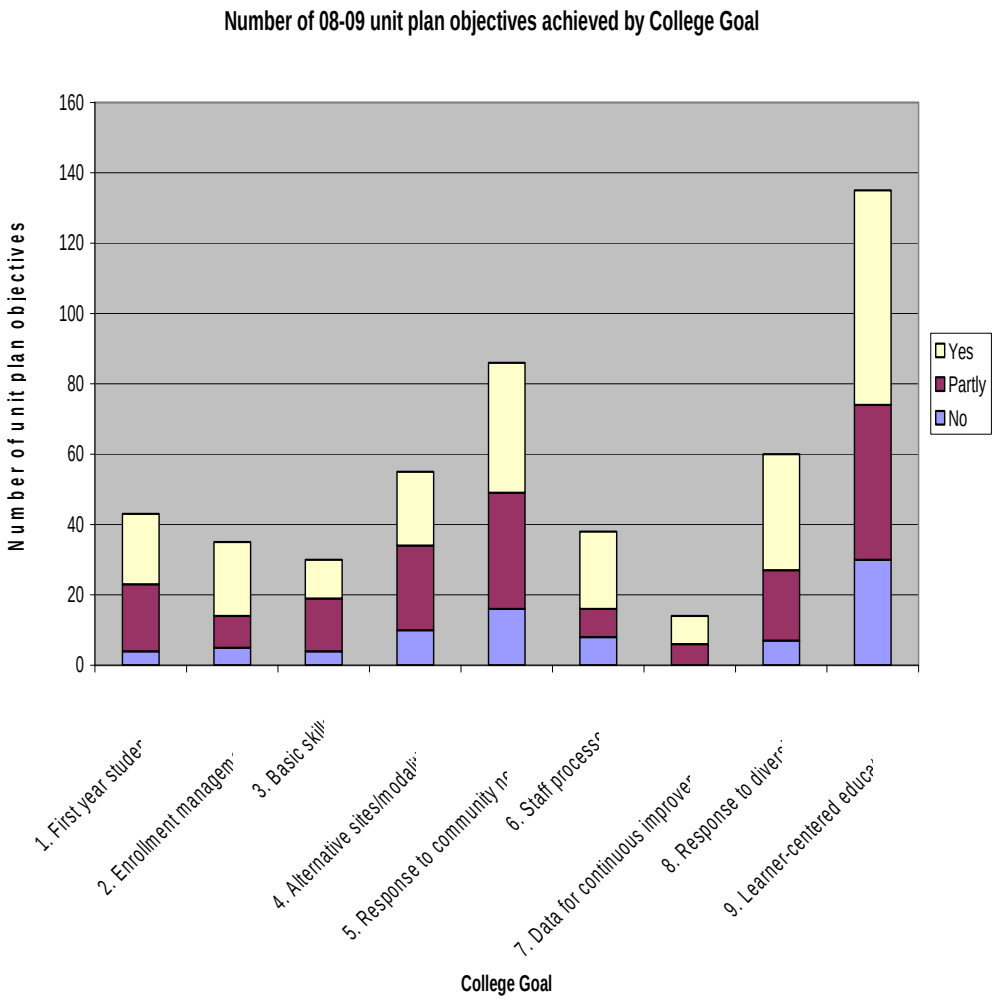
The percent of unit objectives that were wholly or partly achieved or not achieved varies by Goal, but over 75% of objectives were wholly or partly achieved for all goals. Nearly half (over 47%) of all objectives were wholly completed in the year covered by the unit plan. Approximately another 36% were partly completed. Fewer than one fifth (approximately 17%) of the objectives were not achieved, even partly. It is interesting to note that Goal 7 (which is related to using data for continuous improvement) had the fewest objectives linked to it, but all of these objectives were wholly or partly achieved.

Some unit plan objectives may take more than one year to accomplish:

Approximately 37% of all objectives were partly achieved indicating that these objectives may take more than one year to accomplish. The percent of goals partly achieved ranged from 21-50%, with those associated with Goal 3 (related to basic skills) having the most partly completed goals.

	Number of Objectives Achieved			
College Goal	**No**	**Partly**	**Wholly**	**Total**
1. First year students	4	19	20	43
2. Enrollment management	5	9	21	35
3. Basic skills	4	15	11	30
4. Alternative sites/modalities	10	24	21	55
5. Response to community needs	16	33	37	86
6. Staff processes	8	8	22	38
7. Data for continuous improvement	0	6	8	14
8. Response to diversity	7	20	33	60
9. Learner-centered education	30	44	61	135
Total	84	178	234	496

	Percent of Objectives Achieved		
College Goal	**No**	**Partly**	**Wholly**
1. First year students	9.3	44.2	46.5
2. Enrollment management	14.3	25.7	60.0
3. Basic skills	13.3	50.0	36.7
4. Alternative sites/modalities	18.2	43.6	38.2
5. Response to community needs	18.6	38.4	43.0
6. Staff processes	21.1	21.1	57.9
7. Data for continuous improvement	0.0	42.9	57.1
8. Response to diversity	11.7	33.3	55.0
9. Learner-centered education	22.2	32.6	45.2
Total	16.9	35.9	47.2


Number of 08-09 unit plan objectives achieved by College Goal
Number of unit plan objectives
160
140
120
100
80
60
40
20
0
Yes
Partly
No
1. First year studen
2. Enrollment managem
3. Basic skill
4. Alternative sites/modali
5. Response to community n
6. Staff process
7. Data for continuous improve
8. Response to diver
9. Learner-centered educa
College Goal

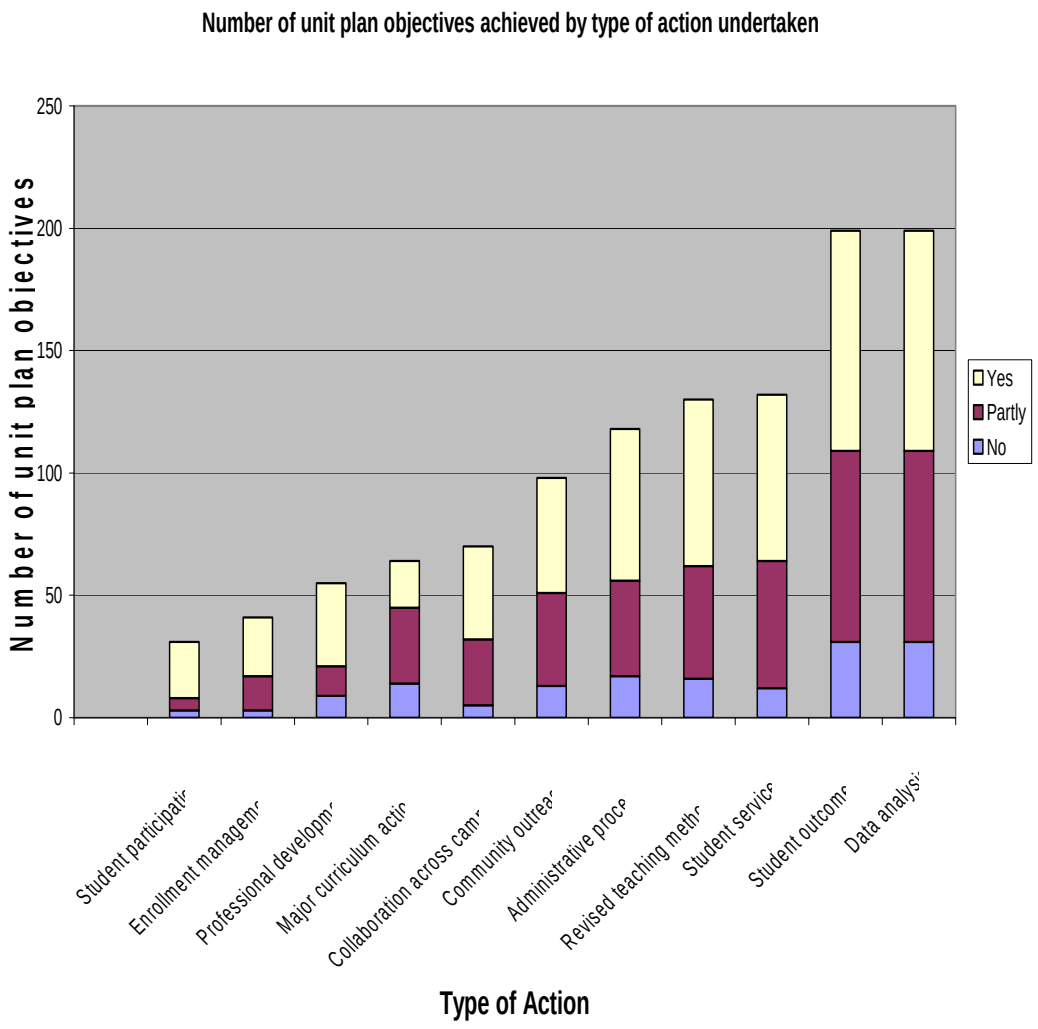
2008-2009 Unit plan objectives link to a variety of activities. The 2008-2009 unit plan objectives covered a wide range of college activities from actions related to student participation in campus events to revised administrative processes. The greatest number of objectives included various types of data analysis and the evaluation of student outcomes. Activities which link directly to students, such as changes to student services and revised teaching methods were also commonly found in the objectives.

Most unit plan objectives were achieved in the year covered by the unit plan. At least 78% of the unit plan objectives were accomplished for each type of action included in the unit plans.

Some unit plan objectives may take more than one year to accomplish. Some objectives were only partly achieved suggesting that these objectives may take more than one year to accomplish. The highest percentage of partly achieved objectives were associated with curriculum actions; given the preparation time and steps in the curriculum approval process it is not unusual for substantial revisions to curriculum to take more than one year to complete.

	Number of objectives achieved			
Type of action	**No**	**Partly**	**Yes**	**Total**
Student participation - internships, events, clubs, etc.	3	5	23	31
Professional development	9	12	34	55
Enrollment management	3	14	24	41
Student outcomes analysis - SLOs, license rates, etc.	31	78	90	199
Collaboration across campus	5	27	38	70
Major curriculum actions - new courses, new programs, etc.	14	31	19	64
Community outreach, response to community needs, etc.	13	38	47	98
Administrative process changes	17	39	62	118
Revised teaching methods (classroom, workshop, etc.)	16	46	68	130
Student services	12	52	68	132
Data analysis	31	78	90	199

Type of action	Percent of objectives achieved		
Note: Percents total to more than 100% because some objectives linked to more than one action.	**No**	**Partly**	**Yes**
Student participation - internships, events, clubs, etc.	9.7	16.1	74.2
Professional development	16.4	21.8	61.8
Enrollment management	7.3	34.1	58.5
Student outcomes analysis - SLOs, license rates, etc.	15.6	39.2	45.2
Collaboration across campus	7.1	38.6	54.3
Major curriculum actions - new courses, new programs, etc.	21.9	48.4	29.7
Community outreach, response to community needs, etc.	13.3	38.8	48.0
Administrative process changes	14.4	33.1	52.5
Revised teaching methods (classroom, workshop, etc.)	12.3	35.4	52.3
Student services	9.1	39.4	51.5
Data analysis	15.6	39.2	45.2

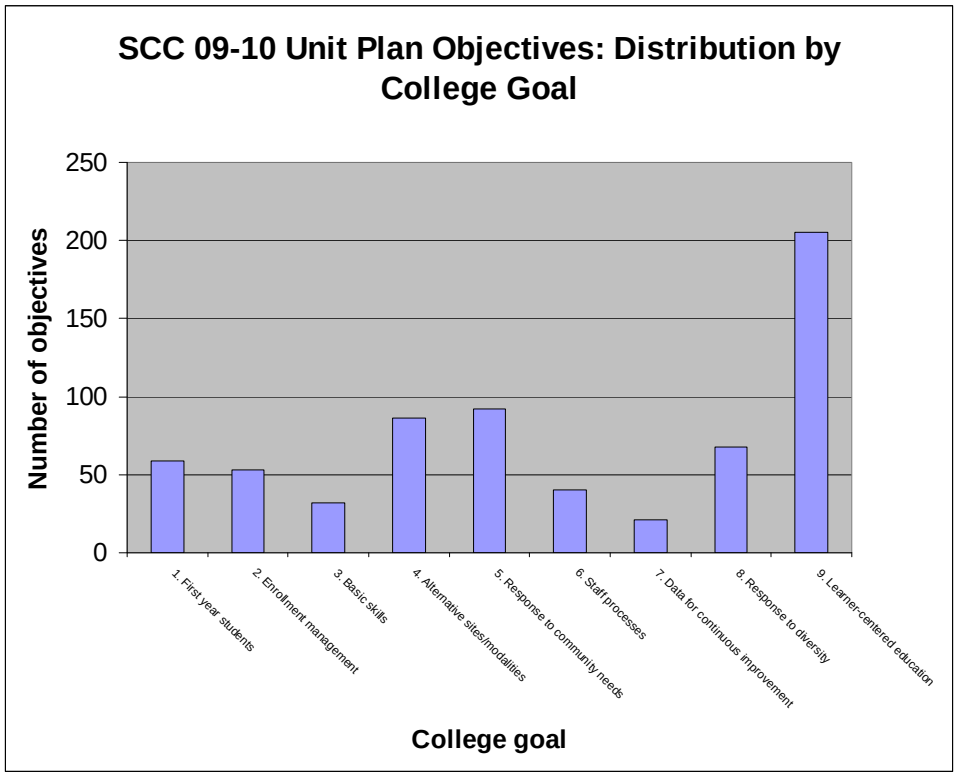

Number of unit plan objectives achieved by type of action undertaken
Number of unit plan objectives
250
200
150
100
50
0
Yes
Partly
No
Student participati
Enrollment managem
Professional developm
Major curriculum acti
Collaboration across cam
Community outrea
Administrative proce
Revised teaching meth
Student servic
Student outcom
Data analys
Type of Action

Unit plans for 2009-10 included objectives related to every college goal. Goal 9, concerning learner-centered education, and Goal 5, related to the College response to emerging community needs, had the most related objectives and Goal 7, related to data analysis had the fewest. This is interesting since many objectives included reference to data analysis (see below). This seems to be because the 2009-2010 allowed each objective to link to only one goal. Thus, when data analysis was part of an objective directed toward meeting another goal (e.g. student centered learning) the data-driven part of the objective was not captured. In the future, unit plans will allow an objective to link to more than one goal.

College Goal	number of related objectives
1. (First year students)	59
2. (Enrollment management)	53
3. (Basic skills)	32
4. (Alternative sites/modalities)	86
5. (Response to community needs)	92
6. (Staff processes)	40
7. (Data for continuous improvement)	21
8. (Response to diversity	68
9. (Learner-centered education)	205

SCC 2009-2010 College Goals

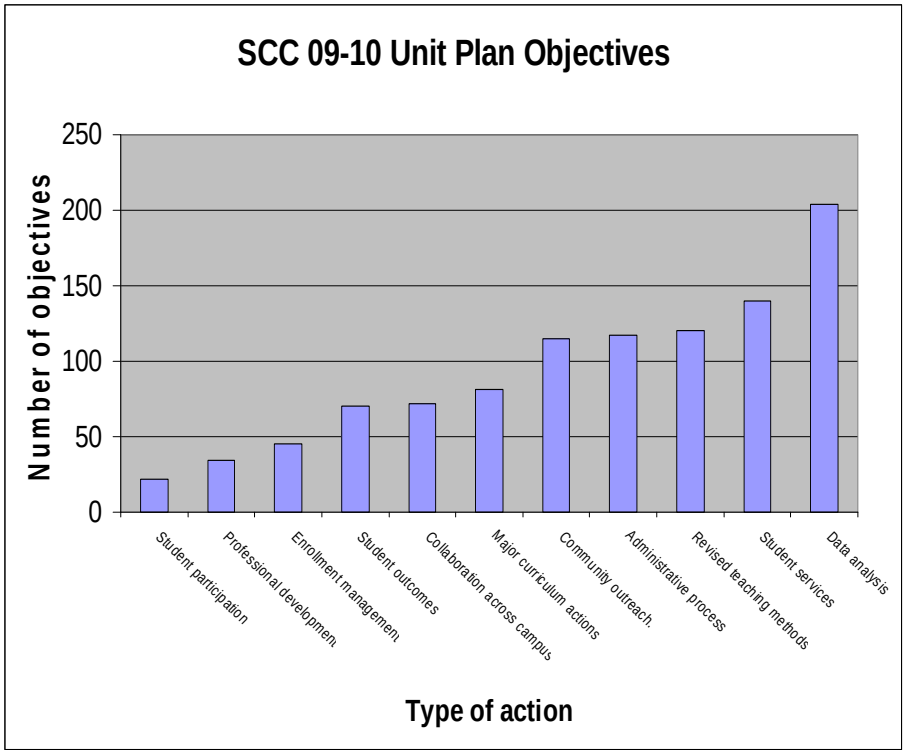
1. Develop and implement processes to promote engagement and success of first-year students.
2. Implement a systematic enrollment management process that aligns student outreach and recruitment with scheduling of classes, programs, and services based on student interest, demand, time, convenience, and culture.
3. Improve basic skills competencies in reading, writing, and math and improve preparedness for degree applicable courses through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college.
4. Improve processes, services, curriculum, and instructional design to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.).
5. Revise or develop new courses, programs and services based on assessment of emerging community needs.
6. Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.
7. Engage the college community in the process of ongoing institutional evaluation and continuous improvement, in the analysis and review of data, and in ongoing activities related to accreditation.
8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.
9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.


SCC 09-10 Unit Plan Objectives: Distribution by College Goal
Number of objectives
250
200
150
100
50
0
1. First year students
2. Enrollment management
3. Basic skills
4. Alternative sites/modalities
5. Response to community needs
6. Staff processes
7. Data for continuous improvement
8. Response to diversity
9. Learner-centered education
College goal

.

The unit plans for 2009-10 included a wide range of proposed actions, from revisions of administrative processes to measurements of student outcomes. Over 200 of the unit plan objectives included the analysis of some type of data. This is especially interesting since relatively few unit objectives were directly linked to Goal 7, which references the use of data. This seems to be because the 2009-2010 allowed each objective to link to only one goal. Thus, when data analysis was part of an objective directed toward meeting another goal (e.g. student centered learning) the data-driven part of the objective was not captured. In the future, unit plans will allow an objective to link to more than one goal.

Type of proposed action (note: some objectives related to more than one type of action)	**Number of related unit plan objectives**
Student participation in campus activities	22
Professional development	34
Enrollment management	45
Student outcomes analysis - SLOs, industry exam pass rates, etc.	70
Collaboration between groups across campus	72
Major curriculum actions - new courses, new programs, etc.	81
Community outreach, response to community needs, partnerships, etc.	115
Administrative process changes	117
Revised teaching methods (classroom, workshop, etc.)	120
Student services processes	140
Data analysis	204



Indicators that College Faculty and Staff engage in data-based planning

Unit Plan Objectives: Over 200 of the 2009-1010 unit plan objectives included the analysis of some type of data.

Accreditation Survey – 2008

The unit-based planning process is effective in my area or department.

Strongly Agree = 9.9%
Agree = 46.7%
Disagree = 11.0% =
Strongly Disagree = 3.9%
Don't Know = 28.5%

My area or department uses research and/or evaluation to improve services/programs.

Strongly Agree = 16.4%
Agree= 54.5%
Disagree = 11.9%
Strongly Disagree = 5.5%
Don't Know =11.7%

My department has sufficient access, training, and support for research and data resources to adequately address institutional effectiveness.

Strongly Agree =7.8%
Agree =40.2%
Disagree =25.4%
Strongly Disagree =7.8%
Don't Know =18.9%

Data are regularly evaluated by the college to assess institutional effectiveness and provide insight into actions needed for continuous process improvement.

Strongly Agree =7.8%
Agree 44.9%
Disagree =11.7%
Strongly Disagree =3.6%
Don't Know =31.9%

Data that informs decision making is used as a basis for developing goals and objectives for the college.

Strongly Agree =9.3%
Agree = 43.4%
Disagree =10.8%
Strongly Disagree =3.2%
Don't Know =33.3%

The college relies on research and analysis to identify student learning needs.

Strongly Agree =8.7%
Agree 48.6%
Disagree =8.7%
Strongly Disagree =2.8%
Don't Know =31.2%

This data indicates both strengths and challenges. For example, over 70% agreed or strongly agreed that "My area or department uses research and/or evaluation to improve services/programs" and few respondents strongly disagreed with any of the items. However, over 30% of those surveyed didn't know if…

- Data are regularly evaluated by the college to assess institutional effectiveness and provide insight into actions needed for continuous process improvement.
- Data that informs decision making is used as a basis for developing goals and objectives for the college.
- The college relies on research and analysis to identify student learning needs.

This data, together with indications that unit plan objectives often include data analysis, suggests that data-based planning is occurring in a widespread way across the individual units of the college, but that the use of this data in a coordinated fashion across the college is still a work in progress.

PRIE Office Analysis of SCC Institutional Planning Data: Summary and Planning implications of the Data

Provision of classes and services:

See Enrollment Data and Course Offering Pattern Data

Related College Goals:

- *Goal 2. Implement a systematic enrollment management process that aligns student outreach and recruitment with scheduling of activities, programs, and services based on student interest, demand, time, convenience, and culture.*
- *Goal 5. Revise or develop new activities, programs and services based on assessment of emerging community needs.*
- *Goal 7. Engage the college community in the process of ongoing institutional evaluation and continuous improvement, in the analysis and review of data, and in ongoing activities related to accreditation.*
- *Goal 9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.*

SCC offers a wide range of classes scheduled throughout the day and at various locations. New programs and courses are developed in response to community needs. Enrollment has been growing and is expected to continue to grow in the near future. Recent changes in the statewide budget picture mean that growth in the number of course sections is unlikely in the near future. Data indicate that…

- SCC offers a balance of course times, days, and locations. Students are moderately satisfied with course scheduling.
- Productivity has been increasing across the College.
- Many students use campus services only rarely, but between 30-60% of students report that services are very important.
- SCC develops new courses and programs based on assessment of emerging community needs. The top majors of SCC graduates include both transfer and career fields. Many of these majors, especially in occupational/vocational areas, reflect local employment trends.
- Enrollment has been growing across the college in both DE and non-DE classes. Enrollment growth is expected to continue in the near future.
- Recent budget constraints may impact the ability of the College to increase course offerings.

Planning Implications: In spite of balanced course offering patterns, increases in enrollment and decreases in funding will stress the system. Enrollment management may become a greater priority for planning.

Academic expectations:

See Student Achievement Data

Related College Goals:

- *Goal 1. Develop and implement processes to promote engagement and success of first-year students.*
- *Goal 3: Improve basic skills competencies in reading, writing, and math and improve preparedness for degree applicable activities through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college.*
- *Goal 4. Improve processes, services, curriculum, and instructional design to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.).*
- *Goal 8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.*
- *Goal 9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional* effectiveness through continuous process improvement.

Many SCC students arrive at the colleges underprepared in terms of basic skills and SCC students do not score high on measures of student effort. Nonetheless, students report that while at the College they gain important general education and critical thinking skills. Students who have taken relatively few units perceive less support for their learning than those that have completed more units, suggesting that the transition to college-level work takes time. Data indicate that…

- There is a gap in perceptions of support for learners between students who have taken few units and those who have taken more units at SCC.
- CCSSE data indicate that students score low on some measures of student effort.
- ESL classes have high success rates.
- Large percentages of SCC students taking the assessment test place into pre-transfer level developmental Math, Writing, and Reading courses.
- Faculty perceptions of the importance of basic skills courses may be higher than student perceptions.
- Data from the CCSSE report indicate that more than half of students report that their experience at the college has helped them “quite a bit” or “very much” develop skills related to GE and critical thinking.
- Mean scores suggest that SCC students find courses moderately challenging and that the college emphasizes study time quite a bit.
- Many unit plan objectives relate to student-centered learning, student services, and teaching methodologies.

Planning Implications: Data indicate that many students are underprepared when they arrive at the College, that they have low scores on some measures of student effort, and that those students with few completed units rate support for learning relatively low. Taken together this data suggests that attention to students early in their academic careers is very important for our student population.

Student Success and Achievement Gaps:

See Student Achievement Data

Related College Goals:

- *Goal 1. Develop and implement processes to promote engagement and success of first-year students.*
- *Goal 3: Improve basic skills competencies in reading, writing, and math and improve preparedness for degree applicable activities through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college.*
- *Goal 4. Improve processes, services, curriculum, and instructional design to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.).*
- *Goal 7. Engage the college community in the process of ongoing* ***institutional evaluation*** *and continuous improvement, in the analysis and review of data, and in ongoing activities related to accreditation.*
- *Goal 8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.*
- *Goal 9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.*

Overall Student Success

A variety of measures are used to assess student outcomes at SCC. These include course success rates, persistence rates, program completion and transfer rates, etc.

- Average course success rates have been between 63 and 66.5% over the last six years with no steady trend either upward or downward.
- Overall course success rates are similar across locations and modalities.
- The Fall-to-Spring persistence rate has been relatively stable over time for most demographic groups, but is somewhat higher for the Education Initiative cohort (18-20 year old first time students) than for other students.
- Transfer numbers have been rising as enrollment rises.
- Students in career/vocational programs for which data are available have high pass rates on licensure exams and high rates of placement in employment.

Planning implications: Data indicate that students feel that SCC courses are moderately challenging and that they gain critical thinking skills while at the College. Course success rates are moderate. SCC career/vocational students have high rates of employment following completion of their studies. Many unit plan objectives relate to student-centered learning, student services, and teaching methodologies. Support for those efforts will be important.

Achievement Gaps:

Many indicators of student success vary between groups of students. We have chosen to focus on course success rate as a key indicator. This data shows achievement gaps for some groups. Course success for the overall student population is approximately 66%. The data indicate that…

- There are small achievement gaps (course success rates 60-65%) for:
    - male students
    - young students (under 24)
    - recent high school graduates
    - students in developmental Writing classes
    - students in study skills courses
    - Hispanic students

- There are substantial achievement gaps (course success rates under 50-60%) for:

    - students in developmental Mathematics courses
    - students in developmental Reading courses
    - first-time college students
    - African American students

- There is a severe achievement gap (course success rates under 50%) for:
    - first-time college students in DE classes

The achievement gaps between students of different ethnicities that are noticeable for course success rates are not present for the Fall-to-Spring persistence metric.

Planning implications: Activities that address these achievement gaps, especially those that are substantial or severe, will be very important for the success of SCC students.

Staff processes:

See Institutional Process Data

Related College Goals:

- *Goal 5. Revise or develop new activities, programs and services based on assessment of emerging community needs.*
- *Goal 6. Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.*
- *Goal 7. Engage the college community in the process of ongoing institutional evaluation and continuous improvement, in the analysis and review of data, and in ongoing activities related to accreditation.*
- *Goal 9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.*

Overall, employees at SCC take advantage of opportunities for personal and professional development. The College successfully engaged in major college-wide process in producing the Accreditation Self-Study. However, the error rate for administrative processes varies, with room for improvement in some areas. The College Strategic Planning System has been implemented and data-based planning is occurring. The data indicate that…

- Many employees take advantage of staff development opportunities.
- The error rate for administrative processes varies.
- The college community was engaged in the self-study process.
- Most unit plan objectives are accomplished in the year covered by the plan.
- Over 200 of the 2009-2010 unit plan objectives included the analysis of some type of data.
- Survey data indicate that over 70% agreed or strongly agreed that "My area or department uses research and/or evaluation to improve services/programs." However, over 30% of respondents replied "don't know" to items related to the coordinated college wide use of planning data.

Planning implications: Data-based planning is occurring in individual units of the college, but the use of this data in a coordinated fashion across the college is still a work in progress. Communication about planning efforts and dissemination of information are important actions for the near future.

Diversity:

See Staff and Student Characteristic Data

Related College Goals:

- *Goal 6. Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.*
- *Goal 8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.*
- *Goal 9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.*

The diversity of the student population at SCC is complex and our students come from many different ethnicities, backgrounds, and cultures. There is an overall interest in, and concern for, issues related to the diversity of the college. The diversity of the College employees is gradually increasing but does not mirror the diversity of the student population. The data indicate that…

- Employees generally feel that the college demonstrates concern for diversity.
- The SCC student population is a very diverse group; e.g. no one ethnicity includes more than a third of the student body.
- Language diversity within some demographic groups is increasing.
- Many students attend SCC part-time students and many are working.
- The college employee population is gradually becoming more diverse, but does not yet reflect the diversity of the students.
- Many SCC students report that their experiences at the college contribute to their ability to understand people of other racial and ethnic backgrounds.

Planning implications: Efforts to respond to challenges and opportunities arising from the great diversity of the student population at SCC will continue to be important.

Sacramento City College Goals 2009-10

Mapping to Related Instructional Issues and Practices

Goal	Examples of Related Instructional Issues and Practices
Goal 1. Develop and implement processes to promote engagement and success of first-year students.	***<u>Engage and promote success of first year students.</u>*** First-year students are found in many classes; thus, effective instructional practices in many classes relate strongly to this goal. Some classes (e.g. some GE classes) may have an especially high number of first-year students and so may be of special interest. The following support this goal: • Efforts to support current teaching methods that work well. • Identification and use of innovations that help increase the effectiveness of instruction. • Staff development activities related to "best practices" for teaching, particularly when focused on students who are new to college. • Approaches that provide academic support for first-year students (e.g. study skills centers, tutoring, etc.). • Support for practices shown to be effective in engaging first-year students, such as active learning in the classroom, connections with professors outside of the classroom (e.g. during office hours), etc. ***"What works to help new students transition to college and do well in our classrooms?"***
Goal 2. Implement a systematic enrollment management process that aligns student outreach and recruitment with scheduling of classes, programs, and services based on student interest, demand, time, convenience, and culture.	***<u>Implement an enrollment management process that is driven by student factors.</u>*** The development and scheduling of courses in response to demands and constraints are related to this goal. The input of instructional faculty is important in this process. The following support this goal: • Scheduling classes that meet the needs of students and programs. • The development of courses and programs in responses to community needs. • Curriculum revisions (e.g. approval for Distance Education) that

	affect enrollment patterns. • Efforts to increase enrollment – e.g. outreach materials and activities that help explain the curriculum of specific degrees or certificates. ***"How can we best schedule classes to meet demand, work within constraints, support our campus culture, and plan for the future?"***
Goal 3. Improve basic skills competencies in reading, writing, and math and improve preparedness for degree applicable courses through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college.	***<u>Improve basic skills competencies via programs across the curriculum.</u>*** Students who are underprepared in basic skills area are found in many classes across the college, not just in basic skills classes. Thus, effective instructional practices in many classes relate strongly to this goal. The following support this goal: • Efforts to identify and support current teaching methods that are working well, especially methods that help students develop their basic skills (in any class). • Identification and use of innovations that increase the effectiveness of instructional programs. • Staff development related to "best practices" for teaching, particularly when focused on working with students' development of reading, writing, math, and information competency skills. • Analysis of SLO's in ways that indicate what basic skills are necessary to succeed in a class (e.g. rubrics that include analysis of writing skills). • The development, validation, and enforcement of advisories and pre-requisites for courses. ***"How can we all help students develop skills in reading, writing, math, and information competency?"***

Goal 4. Improve processes, services, curriculum, and instructional design to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.).	***<u>Ensure equivalent student outcomes no matter where or how students are taking a course.</u>*** "Alternative delivery modalities" refers to how the class is delivered – i.e. is it offered on-line, televised, a traditional in person class, etc. "Alternative locations" refer to where the students take a course (e.g. at the Davis Center). Efforts to ensure that students achieve the same outcomes regardless of how or where they take the course support this goal. The following support this goal: • The curriculum process by which courses are approved for DE status. • Staff development in best practices for DE. • Dialogue among faculty teaching in different modalities or different locations. • The development and assessment of Student Learning Outcomes that are the same for all offerings of the course. ***"How do we make sure that students are getting equivalent education no matter where or how they take a course?"***
Goal 5. Revise or develop new courses, programs and services based on assessment of emerging community needs.	***<u>Develop community-driven programs, courses, and services</u>*** SCC is constantly revising courses and programs to ensure effective instruction and meet community needs. The following support this goal: • Curriculum actions that revise courses and/or programs based on changing community needs (e.g. changing demographics, changing job opportunities, etc.) • The development of new courses and programs. • Work with advisory committees to identify emerging employment trends. • Work with transfer institutions to identify trends and needs. • Resource development for new or revised courses or programs. ***"How do we meet local needs for new courses, programs, and services?"***

Goal 6. Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.	***Improve staff processes, giving special attention to the diversity in our college staff and faculty.*** SCC faculty are involved in many of the processes related to this goal, such as the faculty evaluation process, hiring of faculty and staff, mentoring of new faculty, etc. The following support this goal: • Efforts to improve hiring or evaluation processes. • The mentoring of new faculty/staff. • Support for an understanding and valuing of diversity among faculty, staff, and administration. • Changes in staff processes within a department. ***"What processes do we uses that build and support our diverse group of faculty, staff, and managers?"***
Goal 7. Engage the college community in the process of ongoing institutional evaluation and continuous improvement, in the analysis and review of data, and in ongoing activities related to accreditation.	***Review and analyze data to identify effective practices and improve college processes.*** When SCC faculty and staff reflect on information about what works well and ask what innovations would be helpful, they are engaging this goal. The following support this goal: • Work with data (e.g. from the PRIE office) in support of effective instruction. • Classroom-based inquiry to identify effective instructional practices or factors affecting student success. • Involvement in the accreditation process. • Involvement in the College Strategic Planning Process (e.g. Unit Plans, Program Plans, Institutional Plans, College Goals) • The assessment of Student Learning Outcomes, and the use of that assessment to keep what works and change what doesn't. ***"How can we best use information to figure out what we're doing that works (and keep doing it) and to find better ways to do our jobs?"***
Goal 8. Identify and	***Identify and respond to the changing demography and cultures of our***

respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.	***students.*** The diversity of students in terms of age, background, race, ethnicity, culture, etc. is a factor affecting many aspects of instruction. The following support this goal: • Identification of trends in student success for different groups of students, and efforts to ensure that success gaps are reduced. • Staff development related to teaching diverse groups. • The identification of instructional practices that work well in our diverse classrooms. • Approaches that provide academic support for students (e.g. study skills centers, tutoring, etc.). • Support for an understanding and valuing of diversity among faculty, staff, and administration. ***"What works for students of many ages, cultures, ethnicities, learning styles, experiences, etc. in our very diverse classrooms?"***
Goal 9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.	**Develop and deliver learner-centered programs and services.** A commitment to learner-centered education aligns with many instructional issues and practices. The following support this goal: • Self-reflective practices that identify effective teaching practices. • The identification and use of innovative instructional practices. • The assessment of Student Learning Outcomes, and the use of that assessment to keep what works and change what doesn't. • Curriculum revisions that focus on effective instruction. • Staff development related to teaching best practices or the scholarship of teaching and learning. • Staff development that increases disciplinary expertise and/or instructional effectiveness in the classroom. ***"How can we teach so that they will learn?"***

Sacramento City College Goals 2009-10

Mapping to Related Student Services Issues and Practices

Goal	Examples of Related Student Services Programs and Practices
Goal 1. Develop and implement processes to promote engagement and success of first-year students. ***"What works to help new students transition to college and do well at SCC?"***	***<u>Engage and promote success of first year students.</u>*** First-year students make up a substantial portion of the student body and many aspects of student services help them transition to, and succeed in, college. Many student service programs and activities have a high impact on first-year students. • "Front-door" programs targeted to first year students (e.g. Matriculation, Summer Success Academy, Assessment, Orientation, Counseling visits, etc.) • Approaches that provide academic support for first-year students (e.g. study skills centers, tutoring, etc.). • Programs and practices that help students transition to college (e.g. SOS, Orientation, etc.). • Staff development activities related to "best practices" focused on working with students who are new to college. Academic support programs which serve substantial numbers of first year students (e.g. International Student Center, Learning Skills and Tutoring Program, EOPS, etc.)
Goal 2. Implement a systematic enrollment management process that aligns student outreach and recruitment with scheduling of activities, programs, and services based on student interest, demand, time, convenience, and culture. ***"How can we help students find a class schedule that meets their needs?"*** ***How can we best schedule activities and services to work within constraints and meet student needs?"***	***<u>Implement an enrollment management process that is driven by student factors.</u>*** The development and scheduling of activities in response to demands and constraints are related to this goal. • Student outreach and recruitment efforts that help explain the curriculum of specific degrees or certificates. (e.g. College Information Center, High School Outreach). • Working with students to develop Student Education Plans. • Working with data (e.g. SARS information) to schedule student service activities that meet the needs of students. • Scheduling of courses (e.g. HCD) in order to meet constraints and demand. • Activities and programs scheduled in responses to community needs (e.g. SOS, work with homeless students, etc.)
Goal 3. Improve basic skills	

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competencies in reading, writing, and math and improve preparedness for degree applicable activities through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college. ***"How can we all help students develop skills in reading, writing, math, and information competency?"***	***<u>Improve basic skills competencies via programs across the curriculum.</u>*** Effective practices in many activities relate strongly to this goal. For example, • Assessment processes that place students appropriately in basic skills courses. • Academic support programs which help students develop their reading, writing, or math skills (e.g. tutoring, EOPS, International Student Center, MESA, Learning Skills and Tutoring Program, Learning Resource Center, etc.). • Practices that help students take classes in a sequence that enhances their success (e.g. development of Student Education Plans that include basic skills courses) • Programs or activities that help students have clear expectations about what is expected in college course with respect to math, reading, or writing skills (e.g., HS Outreach that provides this information)
Goal 4. Improve processes, services, curriculum, and instructional design to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.). ***"How do we make sure that students are getting equivalent services no matter where or how they take a course?"***	***<u>Ensure equivalent student outcomes no matter where or how students are taking a course.</u>*** "<u>Alternative delivery modalities</u>" refers to how the class is delivered – i.e. is it offered on-line, televised, a traditional in person class, etc. "<u>Alternative locations</u>" refer to where the students take a course (e.g. at the Davis Center). Efforts to ensure that students achieve the same outcomes, supported by the same level of services, regardless of how or where they take the course support this goal. • Programs and processes that assist students who are taking DE classes (e.g. Disability Resource Center, Self-assessment for web-based courses, Computer Labs, eServices for Online Services, etc.) • Staff development in best practices for providing services to student in programs that are mostly or all DE. • Planning or supporting student services for students at the Centers. • The development and assessment of Student Learning Outcomes that are applicable for students regardless of location or modality.
Goal 5. Revise or develop new activities, programs and	***<u>Develop community-driven programs, activities, and services</u>***

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services based on assessment of emerging community needs. ***"How do we meet the needs of our many communities for activities, programs, and services?"***	SCC works with many other communities: our local neighbors, the High Schools from which our students come to us, the transfer institutions which our students attend, the Sacramento business community, etc. SCC is constantly revising activities and programs to ensure effective instruction and meet community needs. : • Activities that respond to the needs of transfer institutions and our students with transfer goals. (Transfer Center, etc.). • Activities that respond to the needs of our local businesses, neighborhoods and community groups (e.g. Internships, Health Center programs, Career Center programs, Job Services, Help for homeless students, Service Learning, etc.) • Curriculum actions (e.g. for HCD or WEXP courses) that revise activities and/or programs based on changing community needs (e.g. changing demographics, changing job opportunities, etc.) • Assessment of student needs for services and modification of service delivery based on that assessment (e.g. SLO assessments in many Student Service programs).
Goal 6. Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community. ***"What processes do we use that help us work together more effectively and support our diverse group of faculty, staff, and managers?"***	***Improve staff processes, giving special attention to the diversity in our college staff and faculty.*** SCC faculty and staff are involved in many of the processes related to this goal, such as the faculty evaluation process, hiring of faculty and staff, mentoring of new faculty, etc. The following support this goal: • Efforts to improve hiring or evaluation processes. • The mentoring of new faculty/staff. • Changes in staff processes within a department. • Staff development or campus events that supports and understanding and valuing of diversity (e.g. Cultural Awareness Center)
Goal 7. Engage the college community in the process of ongoing institutional evaluation and continuous	***Review and analyze data to identify effective practices and improve college processes.*** When SCC faculty and staff reflect on information about what works well and

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improvement, in the analysis and review of data, and in ongoing activities related to accreditation. ***"How can we best use information to figure out what works (and keep doing it) and to find better ways to do our jobs?"***	ask what innovations would be helpful, they are engaging this goal. • Work with data (e.g. SARS data) in support of effective student services. • Involvement in the accreditation process. • Involvement in the College Strategic Planning Process (e.g. Unit Plans, Program Plans, Institutional Plans, College Goals) • The assessment of Student Learning Outcomes, and the use of that assessment to keep what works and change what doesn't.
Goal 8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture. ***"What works for the students of many ages, cultures, ethnicities, learning styles, experiences, etc. who use our services?"***	***Identify and respond to the changing demography and cultures of our students.*** The services provided to students provide support for students of many ages, backgrounds, races, ethnicities, cultures, etc. This goal is central to many Student Service activities: • Identification of trends in student success for different groups of students, and efforts to ensure that success gaps are reduced. • Staff development related to working with diverse groups. • Approaches that provide academic support for students (e.g. Puente, Athletic Advising, International Student Center, etc.). • Activities that provide life support for students (e.g. Financial Aid, EOPS & CARE, CalWorks & TANF, etc.) • Support for an understanding and valuing of diversity among faculty, staff, and administration (e.g. Cultural Awareness Center,.).
Goal 9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement. ***"How can provide learner-centered services that help our students and our college?"***	**Develop and deliver learner-centered programs and services.** A commitment to learner-centered education aligns with many instructional issues and practices. • Learner-centered programs and services (e.g. .WorkAbility III, Disability Resource Center, International Student Center, Learning Skills and Tutoring Program, Learning Resource Center, etc. • The assessment of Student Learning Outcomes, and the use of that assessment to keep what works and change what doesn't. • Curriculum revisions that focus on effective instruction (e.g. HCD or WEXP courses).

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Guide to Data links on the Planning Process Data page:

College Goals Measures 2009-10
Links to the tables for goals 1, 3, 4, and 8 that we used to develop the midterm report for Dr. Jeffery.

LRCCD Strategic Plan
Links to the DO website for the 06 Strategic Plan

Internal Environmental Scan
Links to the DO "Environmental Scan Report Card" webpage

External Environmental Scan
Links to the DO "External Environmental Scan"

Operational Definitions
In house, and not especially complete list…replace with the RP group list?

Student Demographic Data
Links to an SCC web page with the following further links:

- Students' Work Status Fall 2003 to Fall 2008
- Gender Distribution – Fall 2003 to Fall 2008
- Age Group Distribution - Fall 2003 to Fall 2008
- Student Ethnicity Profile - Fall 2003 to Fall 2008
- Income Level - Fall 2003 to Fall 2008
- Educational Goal Distribution - Fall 2003 to Fall 2008
- First Generation College Student - Fall 2005 to Fall 2008
- Students Primary Languages - Fall 2003 to Fall 2008
- Students by Enrollment Status - Fall 2003 to Fall 2008
- Number of Education Initiative Students - Fall 2003 to Fall 2008
- Student Load – Fall 2002 to Fall 2008
- SCC Enrollment of Recent High School Graduates Fall 2004-2008
- Public High School Participation Rates Fall 2004-2008
- Recent High School Grad Ethnicity Profile - Fall 2003 to Fall 2008
- SCC Student Home Zip Codes - Fall 2005-2008

SCC Enrollment Data
Links to an SCC web page with the following further links:

- Enrollment Trends by Annual Attendance - FY 2000 to FY 2008
- Enrollment Trends by End Of Semester Headcount - Fall 2004 to Fall 2008
- Enrollment Trends West Sac & Downtown - Fall 2005 to Fall 2008
- Enrollment Trends Davis & UCD - Fall 2005 to Fall 2008
- Enrollment Trends Weekend & Evening - Fall 2005 to Fall 2008
- Main Campus & Center Students - Fall 20078
- Day/Evening Enrollment - Fall 2003 to Fall 2008
- Distance Education Enrollment - Fall 2002 to Fall 2007
- Summer Enrollment - 2000 to 2008
- Academic, Vocational & Basic Skills Courses - Fall 2002 to Fall 2008

Student Achievement Data

Links to an SCC web page with the following further links:

- Successful Course Completion - Fall 2002 to Fall 2008
- Successful Course Completion by Gender - Fall 2002 to Fall 2008
- Successful Course Completion by Ethnicity - Fall 2002 to Fall 2008
- Successful Course Completion by Age - Fall 2002 to Fall 2008
- Successful Course Completion by Recent High School Grad - Fall 2002 to Fall 2008
- Successful Course Completion by Education Initiative Cohort - Fall 2002 to Fall 2008
- Persistence by Ethnic Group - Fall to Spring - 2003-04 to 2007-08
- Degrees & Certificates Awarded – 2002-03 to 2007-08
- Characteristics of Graduates - 2003-04 to 2007-08
- Transfers to UC & CSU - 2001-02 to 2007-08
- Transfers from SCC to UC Campuses - 2002-03 to 2007-08
- Transfers From SCC to CSU Campuses - 2002-03 to 2007-08
- Transfer Prepared – Fall 2003 to Fall 2008
- Student Transfers to all Public Universities of California - 2003-04 to 2007-08

SCC Survey Data

Links to an SCC web page with the following further links:

- Noel-Levitz Student Satisfaction Survey - 2008
  Noel-Levitz Final Summary Report
  Noel-Levitz Individual Reports
  Noel-Levitz Comparative Reports
- Community College Survey of Student Engagement (CCSSE) - 2008
  Using CCSSE Results - 2008
  CCSSE Accreditation Toolkit
  CCSSE Benchmark Report Summary - 2008
  CCSSE Benchmark Reports - 2008
  High Expectations, High Support
  Executive Summary & Essential Elements of Engagement
- SCC Faculty and Staff Accreditation Surveys
  Alignment of Accreditation Standards with Faculty/Staff Survey Questions-2008
  Faculty/Staff Accreditation Survey Results–2008
  Analysis of Faculty/Staff Accreditation Survey-2008
  Faculty/Staff Accreditation Survey Results–2002
  Mapping the New Standards to the Old Standards (Crosswalk)
- SCC Student Accreditation Survey
  Student Accreditation Survey Results-2008
  Student Accreditation Survey Comparison 2002-2008

Transfer Data

Links to a recent DO Research Brief on a fuller picture of transfer

Accountability Data

Links to the 2008 ARCC Report (full report) and the 2008 ARCC SCC Data Analysis

Analysis of the 2008-2009 Unit Plan Objective Achievement Reports

PRIE Office, July 2009

2008-2009 Unit plan objectives link broadly to all College Goals:

The 2008-2009 unit plan objectives link to all of the College Goals. Goals 5 and 9, which relate to the College's response to emerging community needs and to the improvement of learner-centered education at the College, had the most unit plans objectives associated with them.

Most unit plan objectives were achieved in the year covered by the unit plan:

The percent of unit objectives that were wholly or partly achieved or not achieved varies by Goal, but across all goals over 75% of all objectives were wholly or partly achieved. Nearly half (over 47%) of all objectives were wholly completed in the year covered by the unit plan. Approximately another 36% were partly completed. Fewer than one fifth (approximately 17%) of the objectives were not achieved. It is interesting to note that Goal 7 (which is related to using data for continuous improvement) had the fewest objectives linked to it, but all of these objectives were either wholly or partly achieved.

Some unit plan objectives may take more than one year to accomplish:

Approximately 37% of all objectives were partly achieved; these objectives may take more than one year to accomplish. The percent of goals partly achieved ranged from 21% to 50%. Goal 3 (related to basic skills) had the highest percentage of partly completed goals.

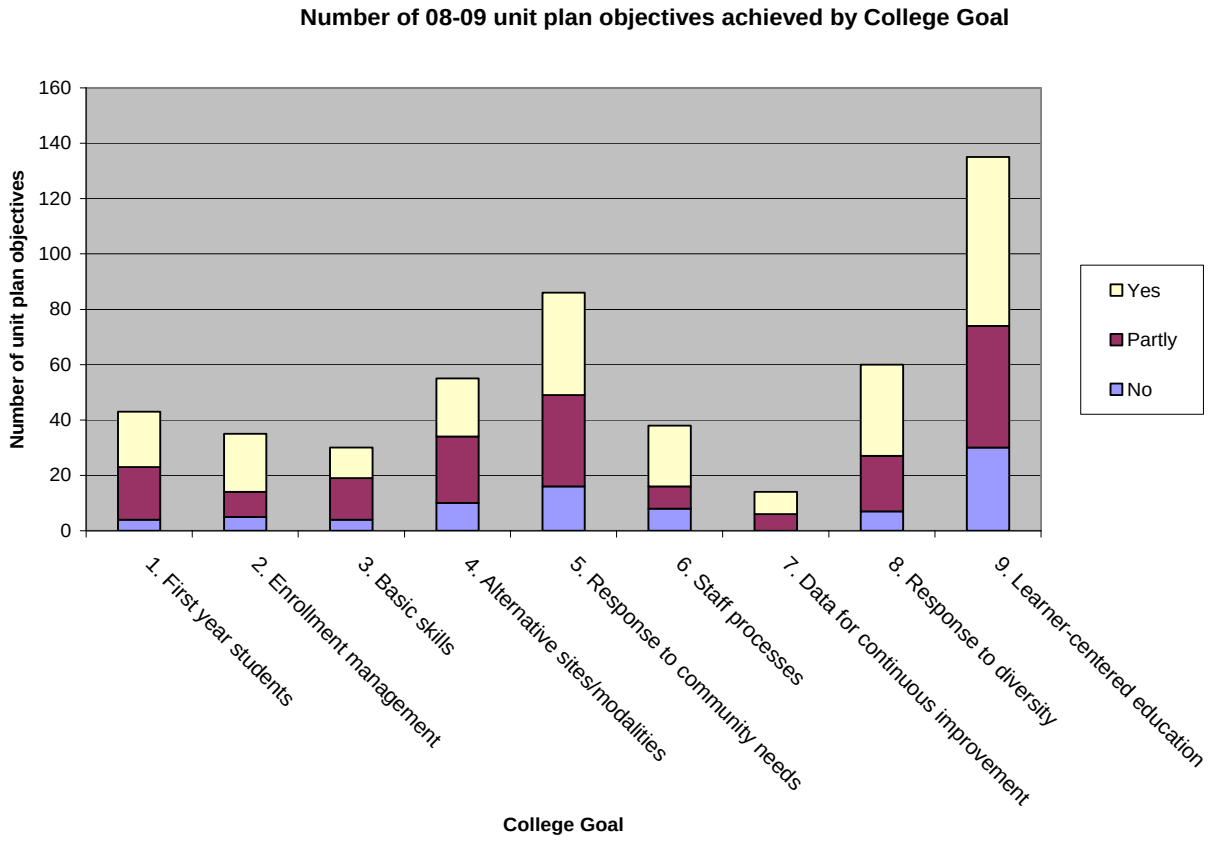
	Number of Objectives Achieved			
College Goal	**No**	**Partly**	**Wholly**	**Total**
1. First year students	4	19	20	43
2. Enrollment management	5	9	21	35
3. Basic skills	4	15	11	30
4. Alternative sites/modalities	10	24	21	55
5. Response to community needs	16	33	37	86
6. Staff processes	8	8	22	40
7. Data for continuous improvement	0	6	8	14
8. Response to diversity	7	20	33	60
9. Learner-centered education	30	44	61	135

	Percent of Objectives Achieved		
College Goal	**No**	**Partly**	**Wholly**
1. First year students	9.3	44.2	46.5
2. Enrollment management	14.3	25.7	60.0
3. Basic skills	13.3	50.0	36.7
4. Alternative sites/modalities	18.2	43.6	38.2
5. Response to community needs	18.6	38.4	43.0
6. Staff processes	21.1	21.1	57.9

7. Data for continuous improvement	0.0	42.9	57.1
8. Response to diversity	11.7	33.3	55.0
9. Learner-centered education	22.2	32.6	45.2
Total	16.9	35.9	47.2

SCC 2008-2009 College Goals

1. Develop and implement processes to promote engagement and success of **first-year students.**
2. Implement a systematic **enrollment management** process that aligns student outreach and recruitment with scheduling of classes, programs, and services based on student interest, demand, time, convenience, and culture.
3. Improve **basic skills** competencies in reading, writing, and math and improve preparedness for degree applicable courses through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college.
4. Improve processes, services, curriculum, and instructional design to ensure equivalent student outcomes for **alternative modalities and locations** (i.e., off campus sites, distance education, etc.).
5. Develop new courses, programs and services based on assessment of emerging **community needs.**
6. Improve **staff processes** for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.
7. Engage the college community in the accreditation self-study process and in comprehensive unit-based **self evaluation**.
8. Identify and respond to the needs of the college community that is growing increasingly **diverse** in terms of demographics and culture.
9. Deliver programs and services that demonstrate a commitment to **learner-centered education** and institutional effectiveness through continuous process improvement.


Number of 08-09 unit plan objectives achieved by College Goal
Number of unit plan objectives
160
140
120
100
80
60
40
20
0
1. First year students
2. Enrollment management
3. Basic skills
4. Alternative sites/modalities
5. Response to community needs
6. Staff processes
7. Data for continuous improvement
8. Response to diversity
9. Learner-centered education
College Goal
Yes
Partly
No

2008-2009 Unit plan objectives link to a variety of activities.

The 2008-2009 unit plan objectives covered a wide range of college activities from actions related to student participation in campus events to revised administrative processes. The actions with the greatest number of objectives included various types of data analysis and the evaluation of student outcomes. Activities that link directly to students, such as changes to student services and revised teaching methods, were also commonly found in the objectives.

Most unit plan objectives were achieved in the year covered by the unit plan:

At least 78% of the unit plan objectives were wholly or partly accomplished for each type of action included in the unit plans.

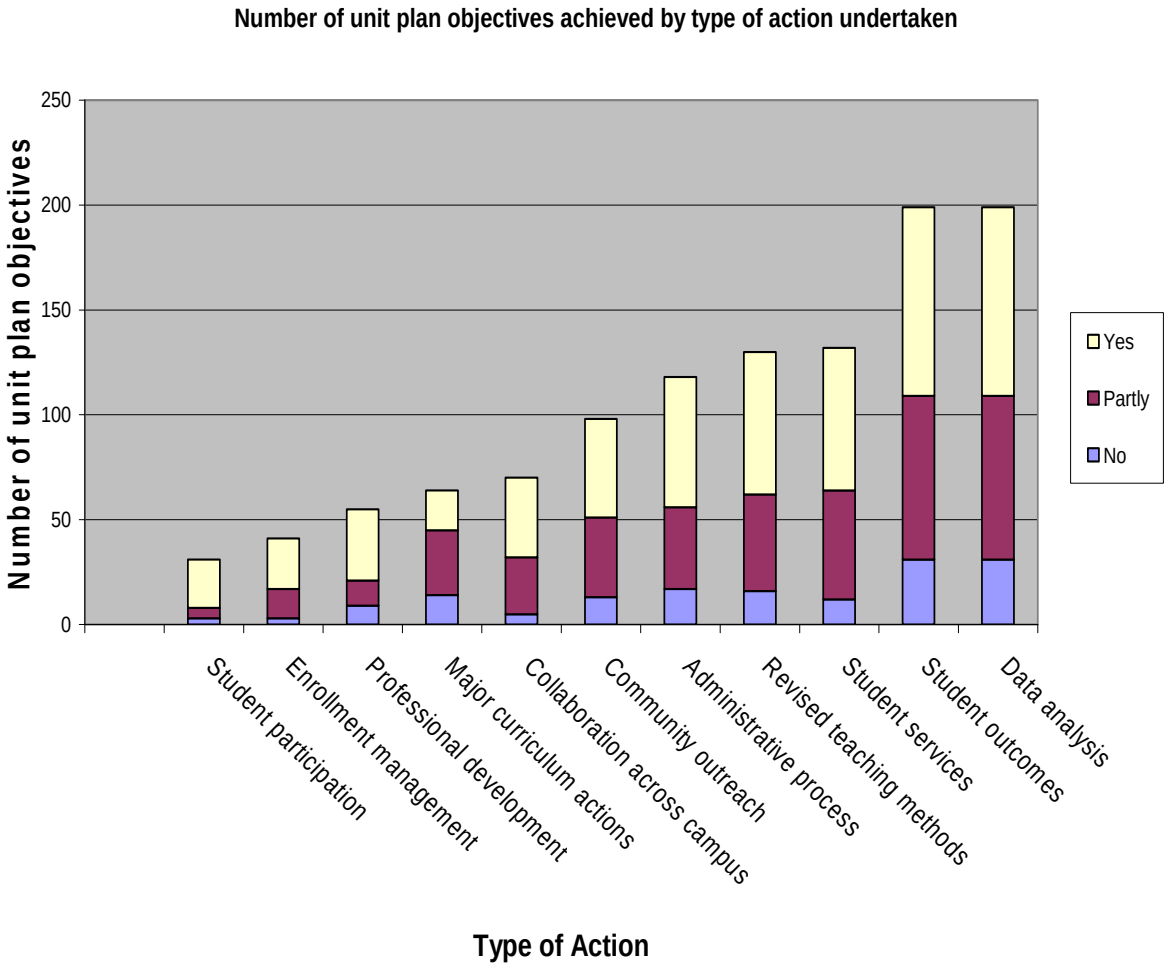
Some unit plan objectives may take more than one year to accomplish:

Some objectives were only partly achieved, these objectives may take more than one year to accomplish. The highest percentage of partly achieved objectives was associated with major curriculum actions; given the preparation time and steps in the curriculum approval process it is not unusual for substantial revisions to curriculum to take more than one year to complete.

	Number of objectives achieved			
Type of action	**No**	**Partly**	**Yes**	**Total**
Student participation - internships, events, clubs, etc.	3	5	23	31
Professional development	9	12	34	55
Enrollment management	3	14	24	41
Student outcomes analysis - SLOs, license rates, etc.	31	78	90	199
Collaboration across campus	5	27	38	70
Major curriculum actions - new courses, new programs, etc.	14	31	19	64
Community outreach, response to community needs, etc.	13	38	47	98
Administrative process changes	17	39	62	118
Revised teaching methods (classroom, workshop, etc.)	16	46	68	130
Student services	12	52	68	132
Data analysis	31	78	90	199

Type of action	**Percent of objectives achieved**		
Note: Percents total to more than 100% because some objectives linked to more than one action.	**No**	**Partly**	**Yes**
Student participation - internships, events, clubs, etc.	9.7	16.1	74.2
Professional development	16.4	21.8	61.8
Enrollment management	7.3	34.1	58.5
Student outcomes analysis - SLOs, license rates, etc.	15.6	39.2	45.2
Collaboration across campus	7.1	38.6	54.3
Major curriculum actions - new courses, new programs, etc.	21.9	48.4	29.7
Community outreach, response to community needs, etc.	13.3	38.8	48.0
Administrative process changes	14.4	33.1	52.5

Revised teaching methods (classroom, workshop, etc.)	12.3	35.4	52.3
Student services	9.1	39.4	51.5
Data analysis	15.6	39.2	45.2



Analysis of the 2009-2010 Unit Plan Objectives

PRIE Office, August 2009

The SCC unit plans for 2009-10 included objectives related to every college goal.

Goal 9, concerning learner-centered education, and Goal 5, related to the College response to emerging community needs, had the most related objectives and Goal 7, related to data analysis had the fewest. This is interesting since many objectives included reference to data analysis (see below). This seems to be because the 2009-2010 allowed each objective to link to only one goal. Thus, when data analysis was part of an objective directed toward meeting another goal (e.g. student centered learning) the data-driven part of the objective was not captured. In the future, unit plans will allow an objective to link to more than one goal.

College Goal	number of related objectives
1. (First year students)	59
2. (Enrollment management)	53
3. (Basic skills)	32
4. (Alternative sites/modalities)	86
5. (Response to community needs)	92
6. (Staff processes)	40
7. (Data for continuous improvement)	21
8. (Response to diversity	68
9. (Learner-centered education)	205

SCC 2009-2010 College Goals

1. Develop and implement processes to promote engagement and success of first-year students.
2. Implement a systematic enrollment management process that aligns student outreach and recruitment with scheduling of classes, programs, and services based on student interest, demand, time, convenience, and culture.
3. Improve basic skills competencies in reading, writing, and math and improve preparedness for degree applicable courses through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college.
4. Improve processes, services, curriculum, and instructional design to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.).
5. Revise or develop new courses, programs and services based on assessment of emerging community needs.
6. Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.
7. Engage the college community in the process of ongoing institutional evaluation and continuous improvement, in the analysis and review of data, and in ongoing activities related to accreditation.

8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.
9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.

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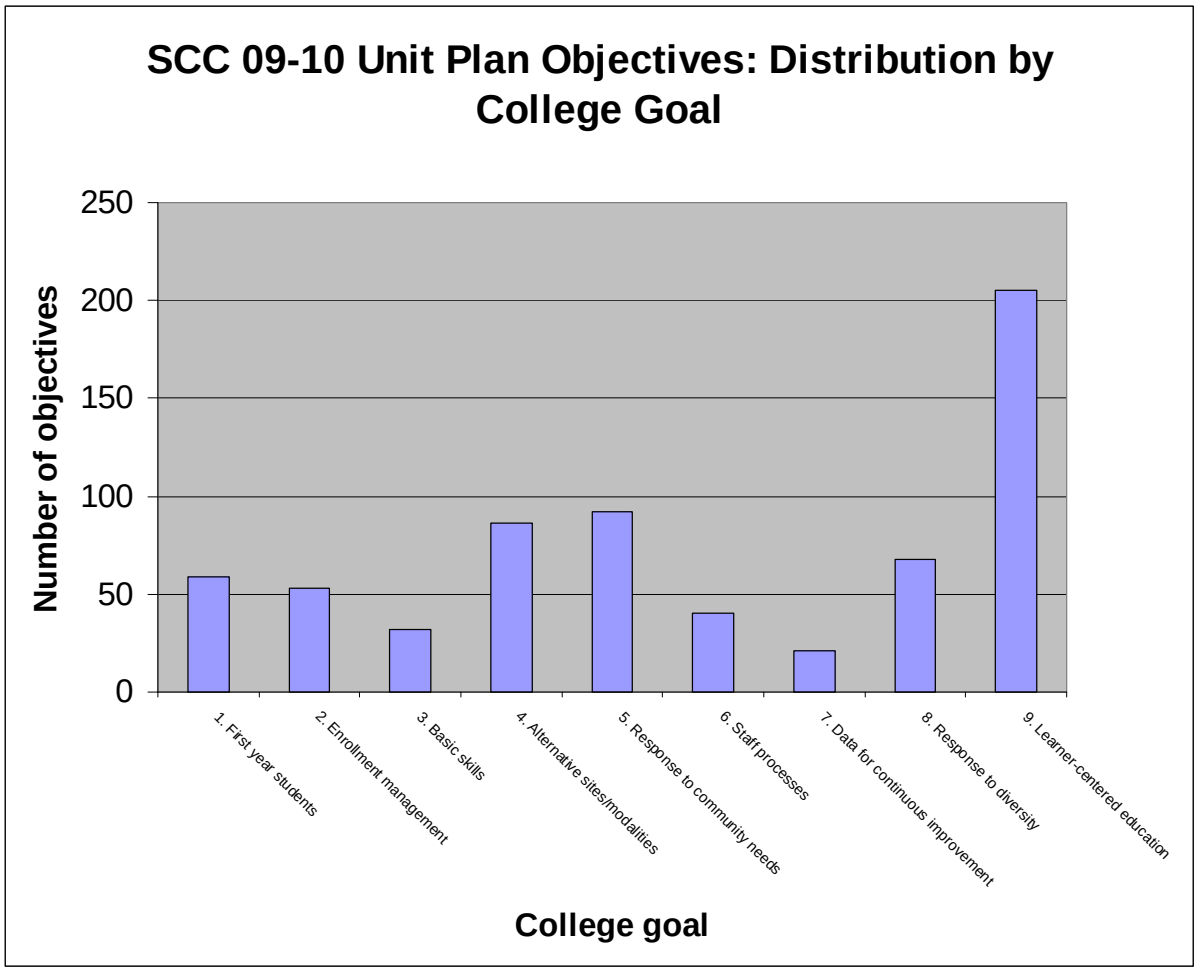
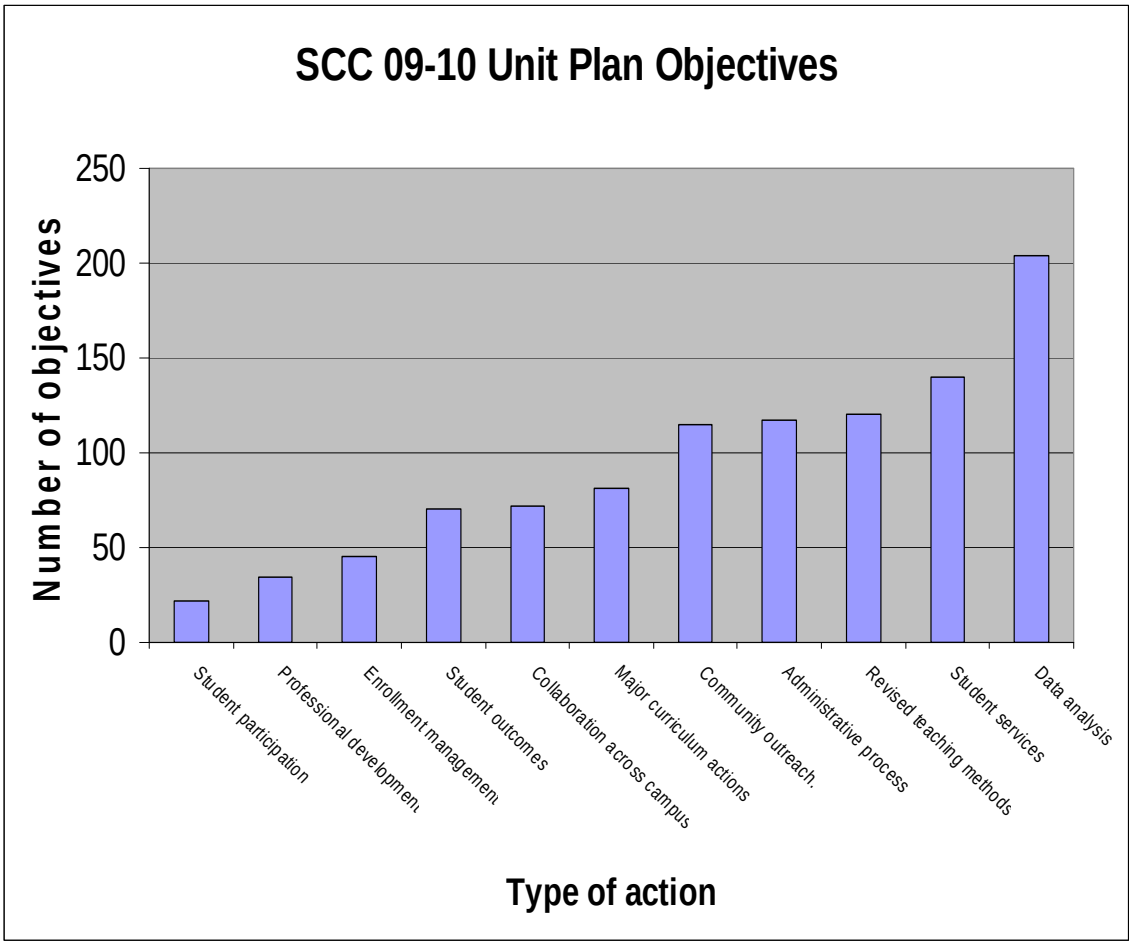


The unit plans for 2009-10 included a wide range of proposed actions, from revisions of administrative processes to measurements of student outcomes. Over 200 of the unit plan objectives included the analysis of some type of data. This is especially interesting since relatively few unit objectives were directly linked to Goal 7, which references the use of data. This seems to be because the 2009-2010 allowed each objective to link to only one goal. Thus, when data analysis was part of an objective directed toward meeting another goal (e.g. student centered learning) the data-driven part of the objective was not captured. In the future, unit plans will allow an objective to link to more than one goal.

Type of proposed action (note: some objectives related to more than one type of action)	**Number of related unit plan objectives**
Student participation in campus activities	22
Professional development	34
Enrollment management	45
Student outcomes analysis - SLOs, industry exam pass rates, etc.	70
Collaboration between groups across campus	72
Major curriculum actions - new courses, new programs, etc.	81
Community outreach, response to community needs, partnerships, etc.	115
Administrative process changes	117
Revised teaching methods (classroom, workshop, etc.)	120
Student services processes	140
Data analysis	204


SCC 09-10 Unit Plan Objectives
Number of objectives
250
200
150
100
50
0
Student participation
Professional developmen
Enrollment managemen
Student outcomes
Collaboration across campus
Major curriculum actions
Community outreach
Administrative process
Revised teaching methods
Student services
Data analysis
Type of action