# College Strategic Planning Committee

*SCC Vision Statement Sacramento City College seeks to creat a learning community that celebrates diversity, nurtures personal growth, and inspires academic and economic leadership.*

*SCC Values*
- *Working together*
- *Pursing excellence*
- *Inspiring achievement*

**SACRAMENTO CITY COLLEGE**

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## SACRAMENTO CITY COLLEGE

College Strategic Planning Committee Charge

The College Strategic Planning Committee is the group responsible for developing the first step of the planning process each year. The CSPC meets several times early in the fall semester each year. The CSPC may choose to meet in the spring semester to prepare for the following fall. The CSPC reviews the data including the district strategic plan, environmental scan, college accomplishments from the last planning cycle, and data on student learning outcomes and institutional effectiveness. The group reviews the mission, vision, and values of the college. This group uses the review as the basis for setting the college goals and outcome measures for the next cycle. The membership of this group consists of the leader of each of the four constituent groups, the three vice presidents, the dean of Planning, Research, & Institutional Effectiveness, the chair of the Department Chairs Council, and appointed representatives as follows: three faculty, four classified staff, and four students. Additional resource people will be included as needed.

# CONTENTS

# Fast Facts Fall 2009
# Snapshot of the Student Population

**In Fall 2009 the end-of-semester enrollment at SCC was nearly 27,000 students. Many of these were continuing students. There were also substantial numbers of new first-time students, new transfer students and students returning to SCC after a gap in enrollment.**

## Enrollment status of SCC students Fall 2009
## Total enrollment = 26,957 (end of semester data)
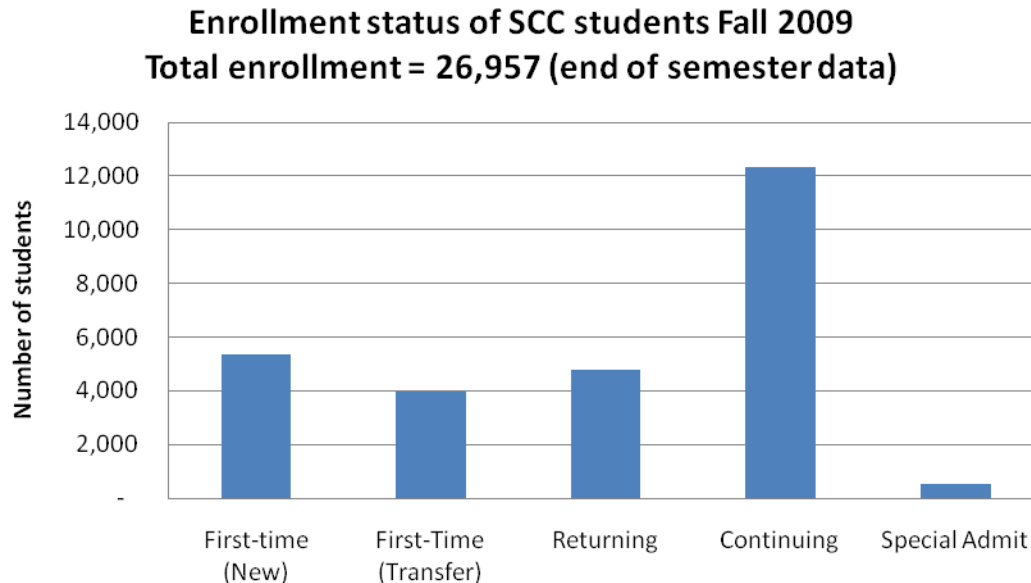


**SCC students represent a wide range of ages, with the 18-20 year old age group having the most students.**

## Age group representation of SCC students Fall 2009
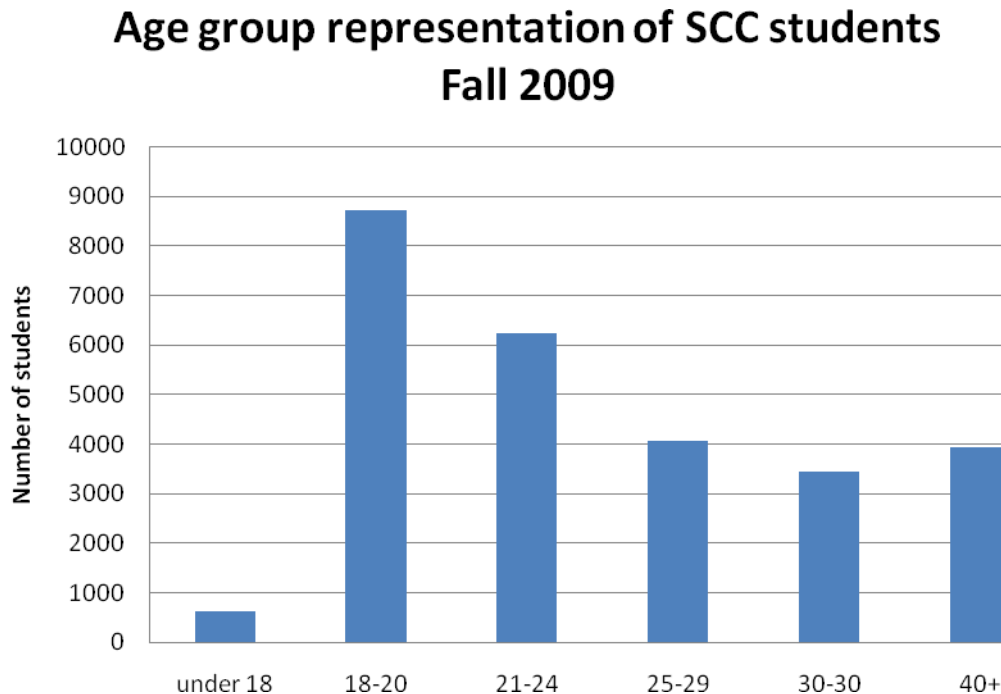
**SCC has a diverse student body, with no ethnic group making up over 33% of the student population.**

## Ethnicity of SCC students Fall 2009
### (percent of total student body)
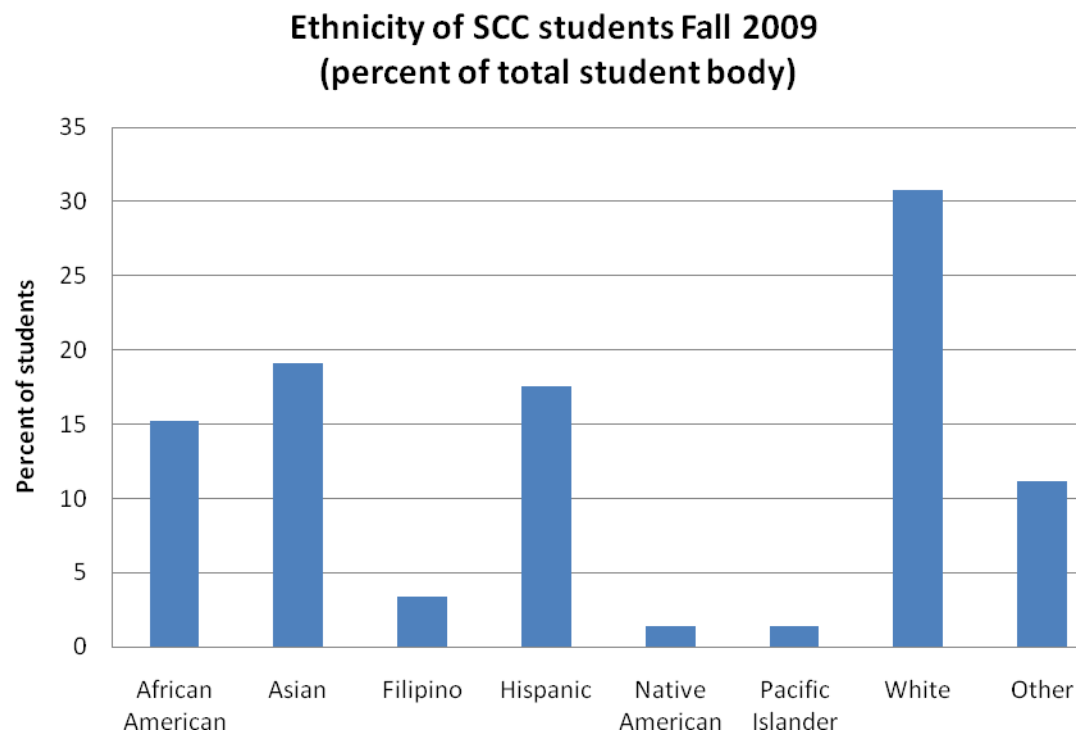


**SCC students speak a wide array of languages. The number of students speaking the top 5 most common primary languages other than English is shown below.**

## Most common primary languages other than English
### spoken by SCC students Fall 09
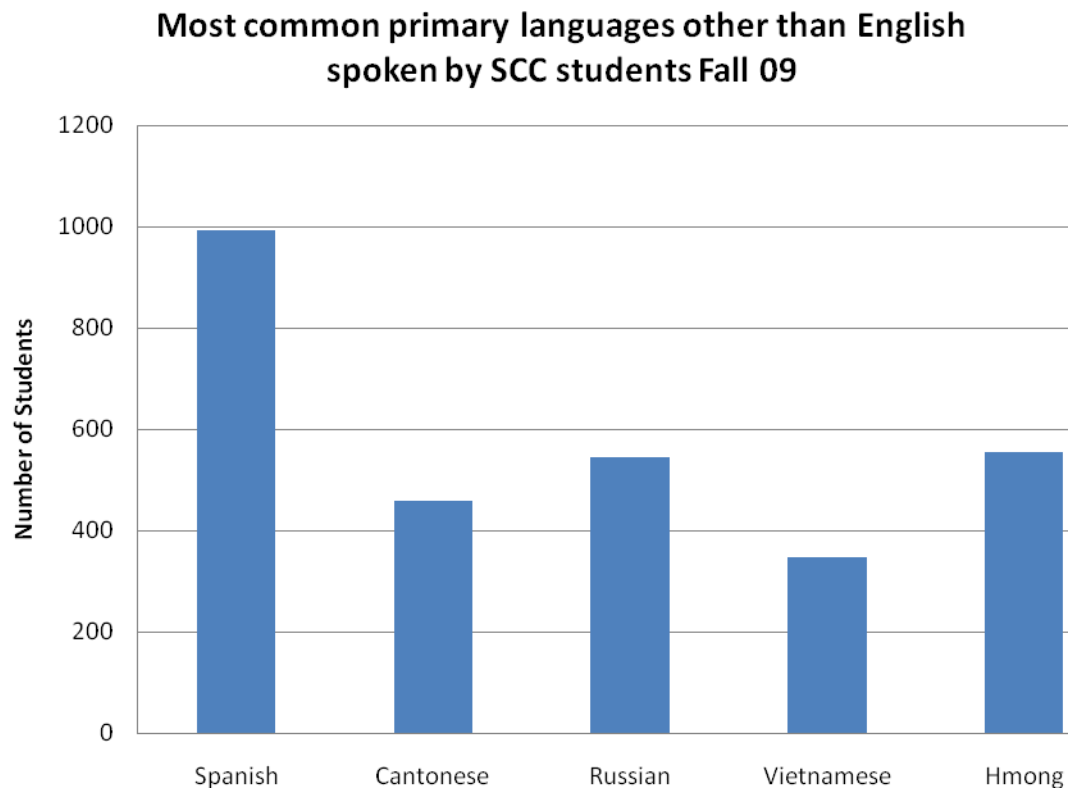
**SCC students are primarily taking part-time unit loads, with fewer than 30% taking 12 or more units in Fall 2009.**
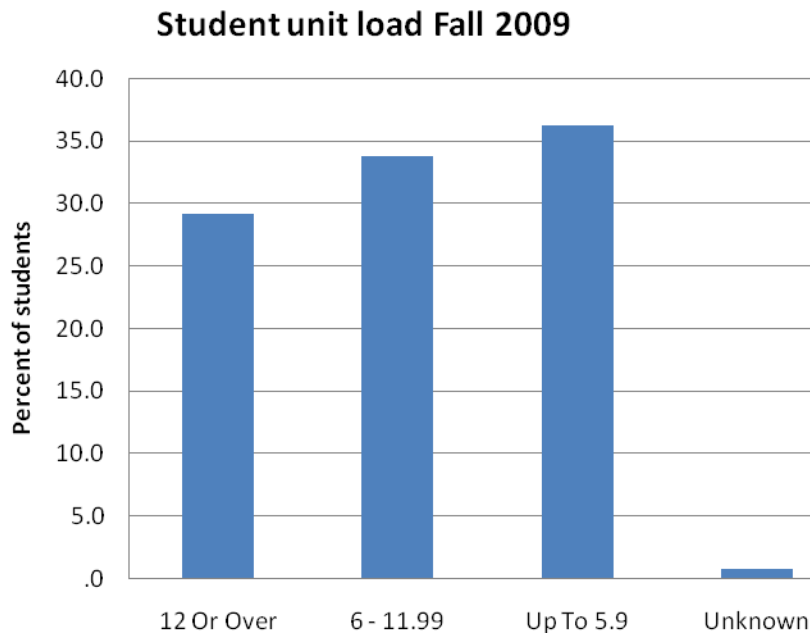
## Student unit load Fall 2009



**SCC students report a wide range of educational goals, with transfer to a four year school being the most widely reported goal.**

## Student educational goals Fall 2009
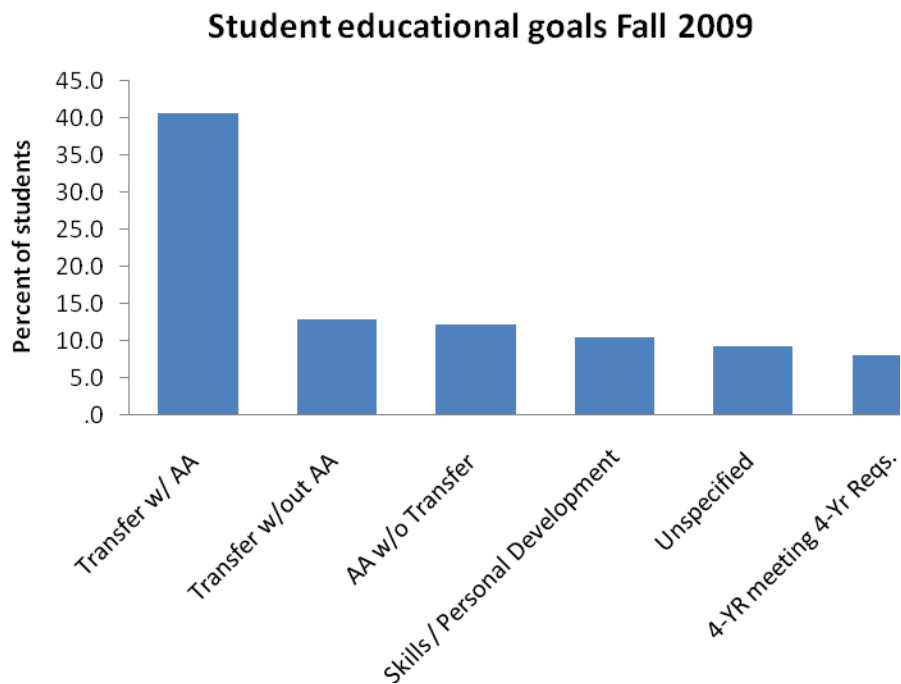
**SCC students are often working with over 15% working full time. Nearly 25% are not employed but are seeking work.**

## Student employment-hours worked per week
## Fall 2009
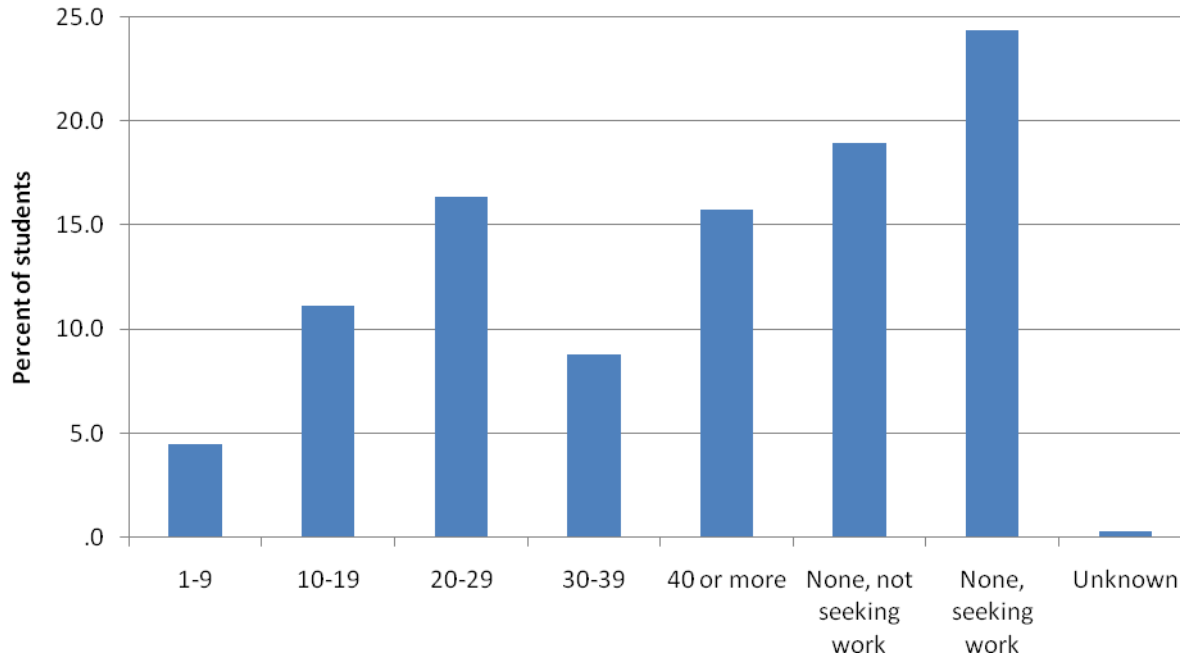


**Over 50% of SCC students have household incomes that are classified as "low income" or "below the poverty line"**

## SCC Student Household Income Level
## Fall 2009



4

**SCC first-time freshmen are generally younger and more diverse than the overall student population. Over 70% of first-time freshmen are 18-20 years old. There are slightly more women than men in this student population. Somewhat over half graduated from high school the semester before coming to SCC. They represent a wide variety of ethnic groups, with no one group including more than 24% of this student po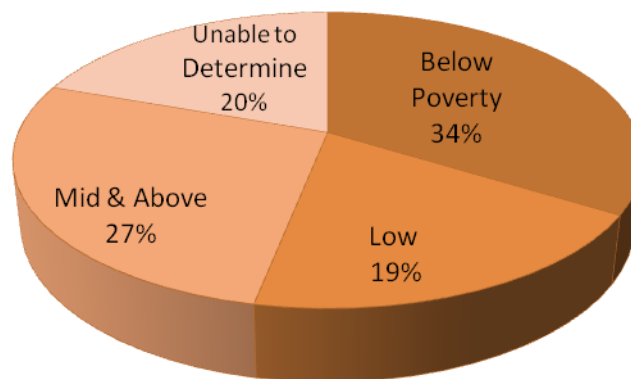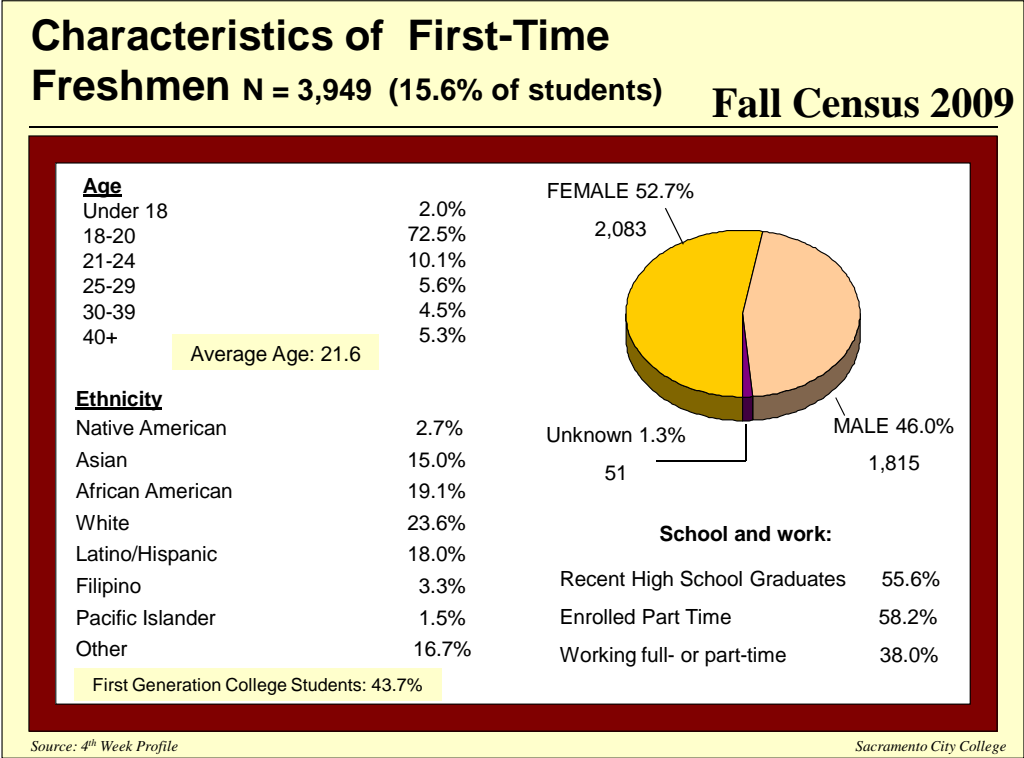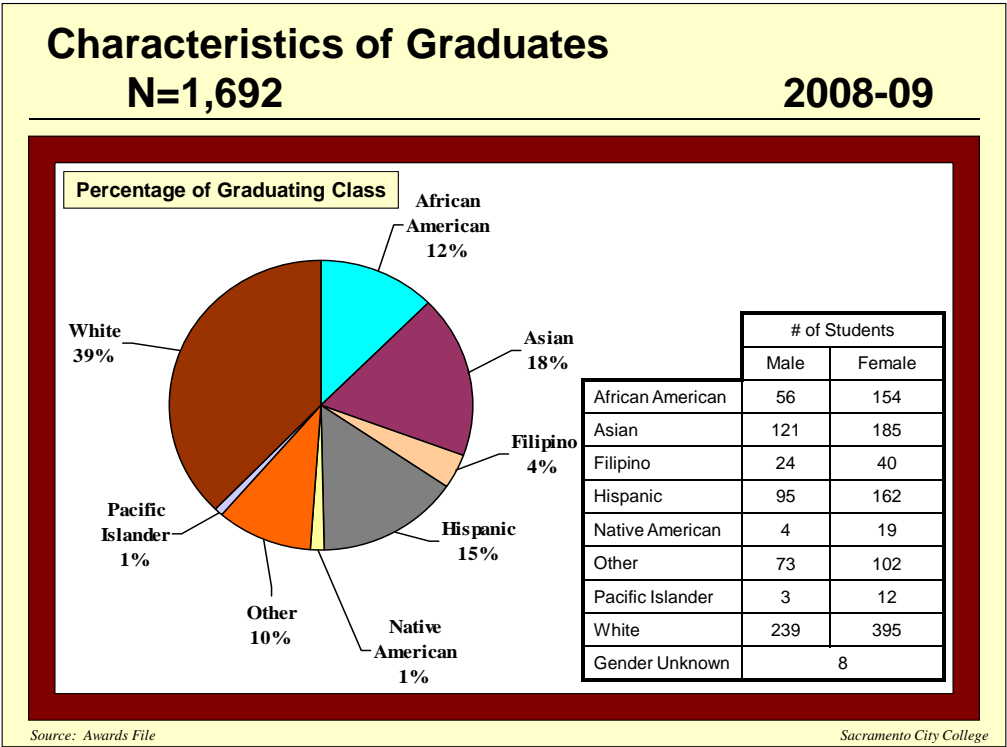pulation. More than half are enrolled part time and over 40% are first generation college students. SCC graduates are also a very diverse group.**

## Characteristics of First-Time Freshmen N = 3,949 (15.6% of students)

### Fall Census 2009

**Age**

| | |
|---|---|
| Under 18 | 2.0% |
| 18-20 | 72.5% |
| 21-24 | 10.1% |
| 25-29 | 5.6% |
| 30-39 | 4.5% |
| 40+ | 5.3% |

Average Age: 21.6

**Ethnicity**

| | |
|---|---|
| Native American | 2.7% |
| Asian | 15.0% |
| African American | 19.1% |
| White | 23.6% |
| Latino/Hispanic | 18.0% |
| Filipino | 3.3% |
| Pacific Islander | 1.5% |
| Other | 16.7% |

First Generation College Students: 43.7%

FEMALE 52.7%
2,083

Unknown 1.3%
51

MALE 46.0%
1,815

**School and work:**

| | |
|---|---|
| Recent High School Graduates | 55.6% |
| Enrolled Part Time | 58.2% |
| Working full- or part-time | 38.0% |

## Characteristics of Graduates
## N=1,692　　　　　　　　　　2008-09

**Percentage of Graduating Class**

African American 12%

White 39%

Asian 18%

Filipino 4%

Hispanic 15%

Pacific Islander 1%

Other 10%

Native American 1%

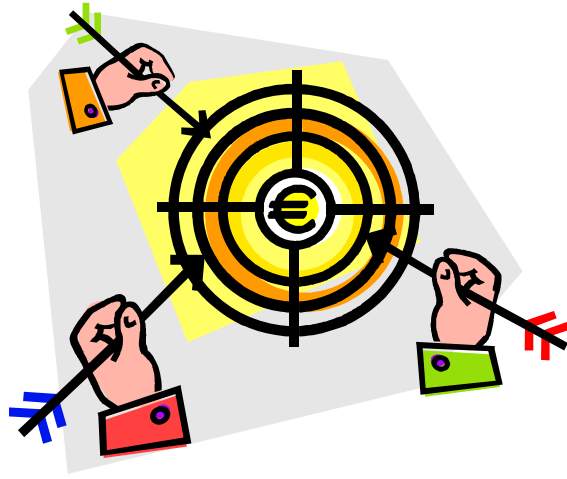| | # of Students | |
|---|---|---|
| | Male | Female |
| African American | 56 | 154 |
| Asian | 121 | 185 |
| Filipino | 24 | 40 |
| Hispanic | 95 | 162 |
| Native American | 4 | 19 |
| Other | 73 | 102 |
| Pacific Islander | 3 | 12 |
| White | 239 | 395 |
| Gender Unknown | 8 | |

# Highlighted Indicators for College Goals

# Goal 1. Promote engagement and success of first-year students.

*Highlighted indicators:*
*Successful course completion:  Course success for first-time freshmen increased from Fall 08 to Fall 09, but decreased from Spring 08 to Spring 09.  Course success for first time freshmen is lower than the college average course success rate of 65%. Over a quarter of first-time freshmen earn no units in their first semester (GPA= 0.0).*

*Persistence rates for first-time freshmen:  Over two-thirds of the first-time freshmen beginning in a fall semester persist to the following spring semester. A substantially smaller percentage of students beginning in a spring semester enroll at SCC the subsequent fall semester.*

Notes: We used the self-reported first time freshmen indicator from the student applications in order to identify the student cohort.  Course success = a grade of A, B, C, or Pass.

**Supporting documentation:**

| Key indicator measures for first-time freshmen | Spring 2008 | Fall 2008 | Spring 2009 | Fall 2009 |
|---|---|---|---|---|
| Course success rate for enrollments by first time freshmen. | 58.0 | 57.0 | 48.9 | 60.3 |
| Percent of first time freshmen earning no grade points in first semester (GPA = 0.0) | 25.9 | 25.3 | 38.0 | 24.3 |
| SCC subsequent semester persistence rate Percent of students who persist from their first semester of enrollment to the next semester at SCC (excludes summer terms). | 56.7 (Sp 08-F08) | 68.0 (F08-Sp 09) | 43.0 (Sp09-F09) | 68.6 (F09-Sp10) |

**Additional data on subsets of first-time freshmen:**
Fall to Spring persistence for first-time freshmen 20 and under has ranged from 66.6 to 73.3 percent over the last 6 years; no steady upward or downward trend is evident.

| Fall to Spring Persistence for Ed Initiative Cohort - First-time freshmen 20 and under. | |
|---|---|
| 2002-2003 | 66.6% |
| 2003-2004 | 71.4% |
| 2004-2005 | 72.4% |
| 2005-2006 | 69.0% |
| 2006-2007 | 70.8% |
| 2007-2008 | 70.5% |
| 2008-2009 | 73.3% |

Course success of recent HS graduates has increased from Fall 07 to Fall 09.

| Course success of new high school grads | | |
|---|---|---|
| Fall 07 | Fall 08 | Fall 09 |
| 60.6 | 62.0 | 64.1 |

**Goal 2. Develop and implement a data-driven enrollment management system that aligns college programs and services to meet the needs of the college and the community.**

*Highlighted indicator:*
*Documentation of a data-based process for schedule planning:  College managers and committees actively engaged data related to enrollment management.  Data indicates that schedule planning in response to economic patterns and guidance from LRCCD resulted in changes in enrollment patterns in the 2009-10 academic year compared to the previous year.*
- *Total faculty FTE at the college decreased by about 7% from Spring 09 to Spring 10. During that same time period, duplicated enrollment per faculty FTE increased by about 17%, indicating that there were very few low enrolled classes.*
- *The college continued to effectively balance evening and day schedule offerings. "Evening only" enrollment remained at about 28-29% of "day only" enrollment (end of term unduplicated enrollment).*
- *The percent of all course sections which were vocational increased from Fall 08 Fall 09 (from 30.8% to 34.9%)*
- *Thirty-seven unit plan objectives from across the college were linked to community outreach.  Seventy-six percent of these objectives were wholly or partly met during the 2009-10 academic year.*

**Supporting documentation:**
Data and discussions for the 2009-2010 academic year related to enrollment planning:
- Weekly updates to division and center deans showing enrollment and waitlist trends graphically by day prior to the start of the term (beginning the first day of enrollment for the term and continuing through the census date).
- Websites (updated daily) showing enrollment and wait list for centers, divisions, departments, and courses and the overall course fill rate for divisions and centers.
- Enrollment report provide to College Strategic Planning Committee from PRIE.
- Enrollment data discussions were common in the Senior Leadership Team and Joint Deans Council.

Enrollment trends over the 2009-2010 academic year represented an unusual increase in demand for classes at a time of reduced funding and significant budget challenges.  As a result of schedule planning some sections were cut, which in turn resulted in wait lists that were larger than usual.  Because of schedule planning in which courses which typically had low enrollment were removed, the number of enrollments per faculty FTE increased. In addition, during Fall 2009 there was a slight increase in the proportion of courses that were "vocational" relative to the number of "academic" courses.

Fall 2009 enrollment grew steadily and reached maximum levels in most divisions by the beginning of classes. Wait lists peaked just before classes began. Enrollment for Spring 2010 grew quickly and neared the maximum value for most divisions about 20 days before classes began. Ten days before classes began there were over 24,000 enrollments on wait lists. A comparison of enrollment and wait list counts ten days before classes begin for Spring 2009 - Spring 2010 shows substantial differences between the two semesters.
- Total duplicated enrollment counted ten days before the start of classes increased approximately 8% from Spring 2009 to Spring 2010.
- The total wait list counted ten days before the start of classes is over five and a half times higher in Spring 2010 than it was in Spring 2009.
- Total faculty FTE at the college decreased from Spring 2009 to Spring 2010. In this same time period, duplicated enrollment per faculty FTE increased by about 17%; i.e. there were somewhat more students per full-time-equivalent professor ten days before the start of classes in Spring 2009 than there were in Spring 2010.

# Goal 3. Improve basic skills competencies in reading, writing, math, and information competency across the curriculum in order to improve student preparedness for degree and certificate courses and for employment.

*Highlighted indicators:*
*Successful course completion:* *the overall course success rate for SCC students has been about 65% for the college past 10 years, with no steady upward or downward trend. However, basic skills disciplines vary in course success; for example in Fall 2009:*

- *Most of the basic skills ESL courses had course success rates that were higher than the overall college rate. The average success rate for these courses was 75.6%.*
- *Over half of the basic skills English courses had course success rate that were higher than the overall college rate. The average success rate for these courses was 65.5%.*
- *All Math basic skills courses had course success rates well below the college average. The average success rate for these courses was39.1%.*

*Differential success rates of academically underprepared students who take /do not take basic skills courses:* *A study of the relationship between basic skill preparation level and success in selected GE courses indicates that higher levels of preparation are associated with substantially greater chances of success in those courses.*

**Supporting documentation:**
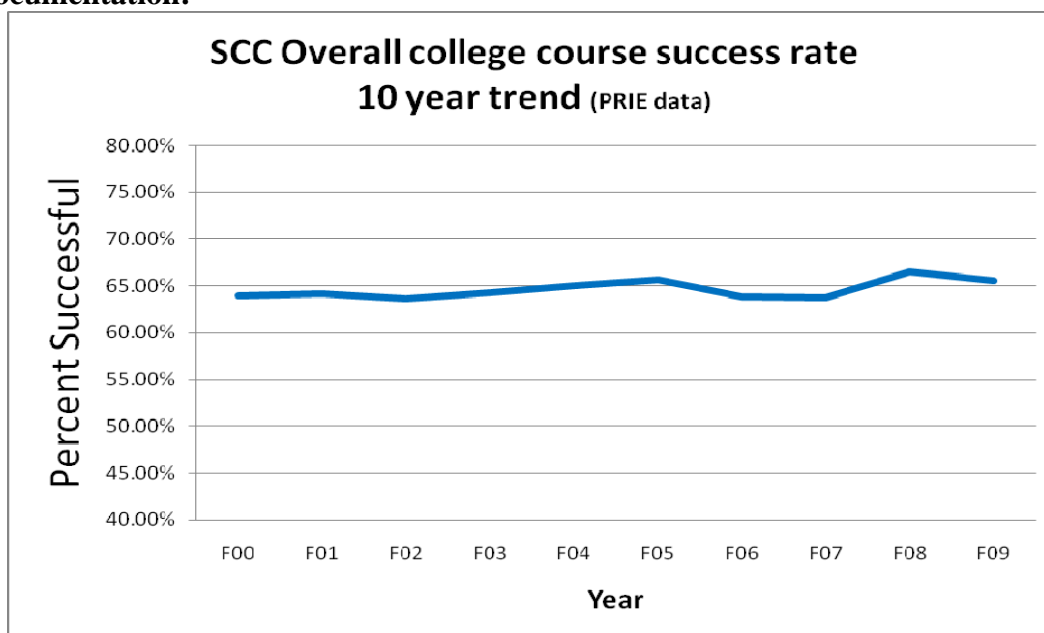


Relationship of basic skill preparation levels on success in selected General Education courses:
Data from a study conducted by PRIE in 2009 provide relevant information about the relationship between students' English or math preparation level and their success in selected GE courses. There were "tipping points" associated with the level of basic skills preparation where the probability of success in the GE course became greater than the probability of not being successful. (see Appendix for additional data).

| "Tipping point" of basic skills preparation = Preparation level at which the probability of success in the subsequent GE course becomes greater than 50% (i.e. probability successful > probability not successful) | | | |
|---|---|---|---|
| | **Math preparation tipping point** | **Reading preparation tipping point** | **Writing preparation tipping point** |
| **History 310** | college-prepared | college-prepared | transfer-prepared |
| **Political Science 301** | 2 levels below college-prepared | college-prepared | transfer-prepared |
| **Psychology 300** | 2 levels below college-prepared | 1 level below college-prepared | No clear tipping point |

**Goal 4. Ensure that processes, services, curriculum, and instructional design result in equivalent student outcomes for all modalities and locations (i.e., off campus sites, distance education, etc.).**

*Highlighted indicators:*
*Successful course completion by modality:  Data from the CCCCO Data Mart indicates that course success rates in online courses are somewhat lower than those in face-to-face courses.  Course success rates in Televised DE courses are considerably lower than for other modalities.*

*Comparison of services offered by location and modality:  Services have expanded at the Centers.*
- *At the West Sacramento Center a Financial Aid advisor is on site weekly; counselors are available 2.5 days per week; a Spanish speaking Outreach Clerk was hired for the weekend program; DSPS provided assessment services and textbooks were sold during the first 10 days of the term.*
- *A Financial Aid advisor is now on site every week for regular hours in Davis.*
- *The SCC library created web pages for library services at West Sac and Davis and conducted instructions sessions and a open library orientation at the Centers.*

**Supporting documentation:**

**All Distance Education Courses Fall 2009 SCC**
**Data from CCCCO Data Mart**

| Dist. Ed. Type | Total Enrollments | Succeeded | Success Rate (%) |
|---|---|---|---|
| Internet - Asynchronous Instruction | 4,439 | 2,608 | 58.75 |
| On demand TV Broadcast; DVD | 254 | 102 | 40.16 |
| TV Broadcast with audio bridge | 261 | 103 | 39.46 |
| Videoconference with audio bridge | 96 | 49 | 51.04 |
| **Grand Total** | **5,050** | **2,862** | **56.67** |

**All Non-Distance Education Courses  Fall 2009 SCC**
**Data from CCCCO Data Mart**

| Total Enrollments | Succeeded | Success Rate (%) |
|---|---|---|
| 66,325 | 41,471 | 62.53 |

**Additional Data:**
- A LRCCD survey showed that…
  - The most common reason that SCC students take online classes are the flexibility of the classes (72.3% of respondents)
  - About 88% of the respondents reported themselves "very satisfied" or "satisfied" with their online experiences.
  - 76.8% reported that they learned as much in my online classes as in similar face-to-face classes
- Eighty of the SCC 2009-2010 unit plan objectives were related to ensuring equivalent student outcomes for all locations and modalities.  Of those, 76% were wholly or partly achieved.

# Goal 5. Revise or develop new courses, programs and services based on assessment of emerging community needs and college resources.

*Highlighted indicators*
   *Unit plan objectives linked to this goal and/or to response to community needs:*
   - *Eighty-four unit plan objectives from across the college were linked with this goal. Seventy-six percent of these objectives were wholly or partly met during the 2009-10 academic year.*
   - *Ninety-four unit plan objectives from across the college were linked with community outreach. Eighty-three percent of these objectives were wholly or partly met during the 2009-10 academic year.*
   *Analysis of external environmental scan indicators in comparison to SCC program offerings:*
   - *New SCC programs include areas with strong local interest, such as Industrial Quality Control, Water and Wastewater Technology, Aircraft Dispatcher (AS/cert.), Air Traffic Control (AS). SCC is developing new programs in "Green Tech" in response to local needs.*
   - *New SC courses include new courses in Russian developed in response to the needs of businesses in local communities with large Russian speaking populations.*
   - *New services developed in response to community needs include expanded Veterans Services, enhanced Heath Services, and the development of a student-focused Crisis Intervention Team.*

**Supporting documentation:**
Information from the California Labor Market and Economic Analysis 2009 (Labor Market Information Division Employment Development Department May 28, 2009):
- "State and federal stimulus spending for infrastructure was expected to bolster construction employment, particularly in heavy construction."
- "In addition, stimulus monies for energy conservation were expected to boost employment in certain specialty trade contracting industries."
- "Educational and health services were expected to continue to be a source of strong job growth into the foreseeable future due to demographic factors such as the aging baby boom population."
- "California appears to be particularly well positioned to take advantage of increased federal investment in fuel efficiency and green technologies."

New SCC degree/certificate programs approved by the CCCCO in 2009-10 or currently at the State Chancellor's Office as part of the approval process:
- Industrial Quality Control, Nondestructive Testing
- Water and Wastewater Technology, Water Treatment Plant Operation
- Applied Photography, Stock Photography
- Applied Photography, Photography
- International Studies, Intercultural Studies
- 3D Character Animation
- Surveying/Geomatics
- Foreign Languages: Spanish
- Aircraft Dispatcher
- Bell Helicopter Training Academy Maintenance Technology
- Air Traffic Control
- Applied Apparel Studies Construction

**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.**

*Highlighted indicators*
*Metrics showing efficiency/effectiveness of processes, e.g. hiring timelines, financial expenditures, error rates, planning timelines, and evaluation timelines:*

- *The error rate was less than 10% college-wide for absence reports, budget entries, requisitions and travel authorizations.*
- *FA achieved a 75% reduction in time spent reviewing files during peak periods.*
- *The percent of classified positions filled, compared to the number of authorized positions, has increased over the last four years, from 89% in 2007 to 95% in 2010.*
- *Expenditures for travel, classified temporary employees, and student help decreased from 2009 to 2010 while services were maintained*

*Data showing level of satisfaction with staff processes and/or customer service feedback (e.g. surveys):*

- *The overall quality of the Classified New Hires Orientation was rated 4.5 out of 5.0, down slightly from 4.9 in previous years.*
- *A RISE assessment of student satisfaction with the Dismissal Workshops showed that overall satisfaction with workshop was 4.34 (max score = 5).*

**Supporting documentation:**

## College Totals
### Year to Date 31 March 2010

| Procedure | Submitted | 1st Qtr Errors | 2nd Qtr Errors | 3rd Qtr Errors | 4th Qtr Errors | Error Rate | Error Rate Indicator* |
|---|---|---|---|---|---|---|---|
| Absence Reports | 2,710 | 21 | 16 | 34 | | 3% | |
| Budget Entries | 671 | 12 | 19 | 3 | | 5% | |
| Intents | 212 | 17 | 3 | 5 | | 12% | |
| Requisitions | 1,250 | 9 | 12 | 5 | | 2% | |
| Travel Authorizations | 396 | 5 | 18 | 13 | | 9% | |

## Expenditure Comparison
### 3rd Qtr 1 July 2009—31 March 2010

| Budget Year | Travel | | Classified Temp | | Student Help | | Total | % Change |
|---|---|---|---|---|---|---|---|---|
| | Fund 11 | Fund 12 | Fund 11 | Fund 12 | Fund 11 | Fund 12 | | |
| 2010 | 63,763 | 87,397 | 180,869 | 299,076 | 289,938 | 269,143 | 1,190,187 | |
| 2009 | 184,419 | 168,211 | 226,025 | 400,294 | 349,162 | 423,779 | 1,751,891 | |
| Increase/(Decrease) | (120,655) | (80,814) | (45,156) | (101,218) | (59,224) | (154,636) | (561,704) | -32% |

## Classified New Hires Orientation
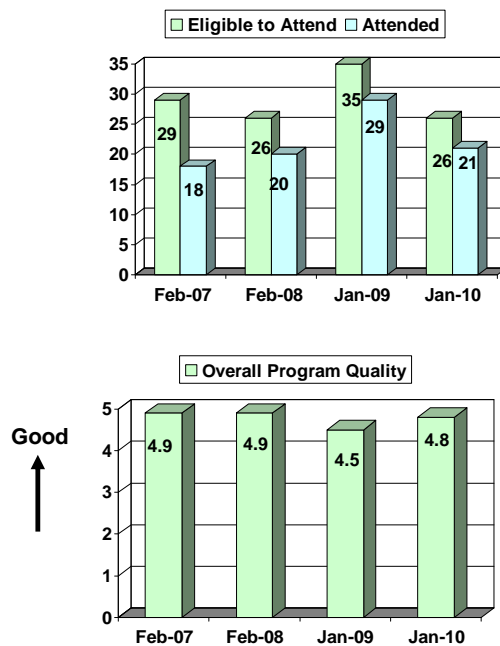
# Goal 7. Engage the college community in the process of ongoing institutional evaluation, continuous improvement, and the analysis and review of data.

*Highlighted indicator:*
- *Unit, program, institutional plans clearly linked to data analysis: 225 2009-2010 unit plan objectives, almost half of all objectives, were linked to current or projected data analyses. Eighty percent of these objectives were wholly or partly accomplished in the 2009-10 academic year.*

**Supporting documentation:**
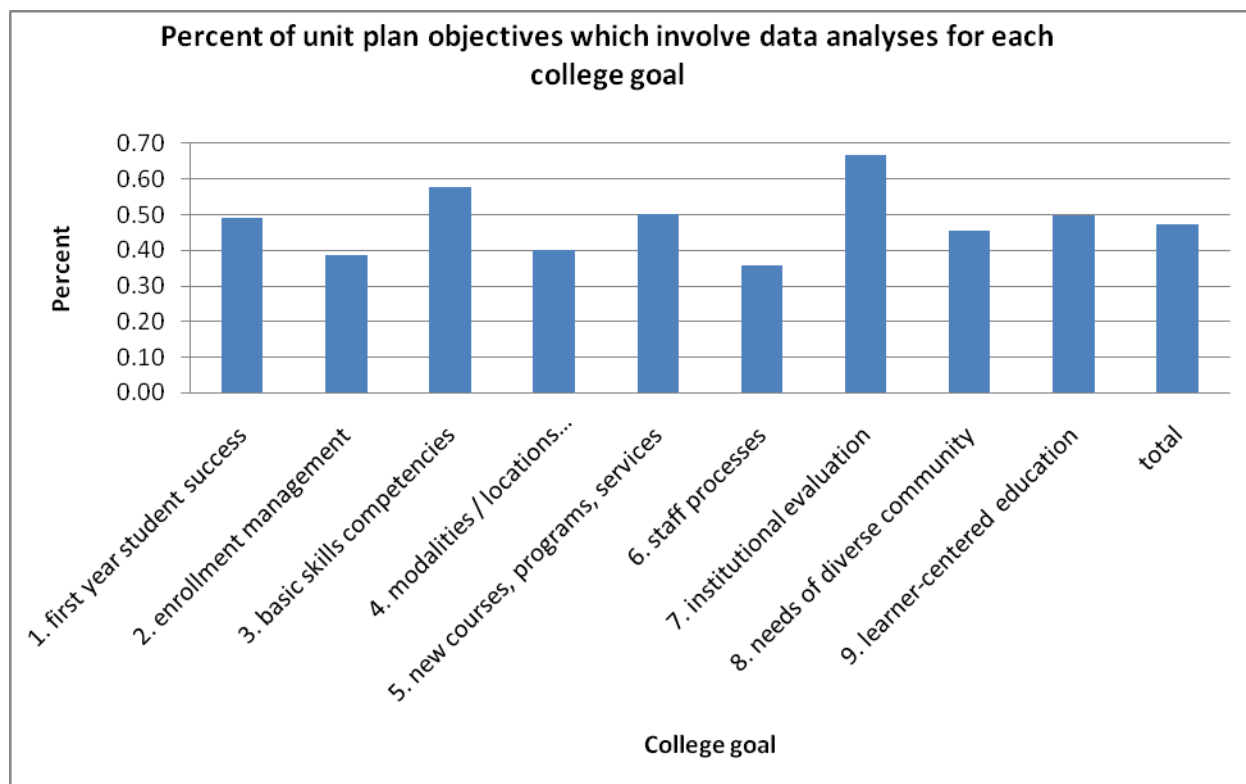


**Additional data:**
- Based on a survey, the most common data areas in which the PRIE office worked with SCC faculty/staff were enrollment data (62% of respondents) and student success data (47% of respondents). In a survey, 86.5% of the respondents strongly agreed or agreed that "the information provided by the PRIE Office was relevant and useful."
- The college developed new Program plans for the Writing Center, Media Productions and Services, Learning Skills and Tutoring, and the Library Book and Media Collection.
- Implementation of the recommendations from the 2009 Accreditation has begun, For example, the College is undertaking activities to increase SLO assessment.

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

*Highlighted Indicators:*
*Participation rates and gaps in access for students compared to the college service area, use of services at the college, etc.: The Sacramento City College student population more diverse and has a greater proportion of African Americans, Asians, and Pacific Islanders than does the County of Sacramento.*

*Successful course completion by demographic group: There are substantial gaps between the success rates of some demographic groups. Hispanic students maintained the improvement in course success rate seen in 2008-09: F07= 60.4, F08= 62.8, F09= 62.9.*

**Supporting documentation:**

| Sacramento City College and Sacramento County Distributions for Race/Ethnicity (* = data not available) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| African American | | Asian | | Hispanic | | Native American | | Other | | Pacific Islander | | White | |
| Sac. Co. | SCC F09 | Sac. Co. | SCC F09 | Sac. Co. | SCC F09 | Sac. Co. | SCC F09 | Sac. Co. | SCC F09 | Sac. Co. | SCC F09 | Sac. Co. | SCC F09 |
| 10.5% | 15.2% | 13.4% | 19.1% | 20.2 % | 17.6% | 1.3% | 1.4% | * | 11.2% | 0.8% | 1.4% | 51.9% | 30.8% |

| Success Rate - 2009 Fall Term – Data from the CCCCO Data Mart (Note: CCCCO Data mart success rates are slightly lower than those calculated by SCC PRIE due to technical differences in calculations) | | |
|---|---|---|
| **Ethnicity** | **Total Enrollments** | **Success Rate (%)** |
| African-American | 9,988 | 47.1 |
| American Indian/Alaskan Native | 560 | 55.5 |
| Asian | 12,180 | 69.2 |
| Filipino | 1,802 | 65.8 |
| Hispanic | 15,823 | 59.0 |
| Pacific Islander | 1,027 | 56.0 |
| Two or More Races | 3,288 | 59.2 |
| Unknown | 6,509 | 63.1 |
| White Non-Hispanic | 20,198 | 68.1 |
| **Age Group** | | |
| 1 - < 18 | 2,087 | 69.2 |
| 18 & 19 | 19,376 | 62.3 |
| 20 to 24 | 24,302 | 59.3 |
| 25 to 29 | 9,738 | 61.7 |
| 30 to 34 | 4,904 | 63.2 |
| 35 to 39 | 3,147 | 64.7 |
| 40 to 49 | 4,218 | 65.2 |
| 50 + | 3,603 | 69.9 |
| **Gender** | | |
| Female | 40,392 | 62.9 |
| Male | 30,309 | 61.3 |
| Unknown | 674 | 53.9 |
| **Grand Total** | **71,375** | **62.1** |

**Additional Data:**
**Sacramento City College – Student Services Data – Orientation Fall 2009.** (CCCCO Data Mart data for students in credit courses.)

| Ethnicity | | | Percent of those directed to orientation who received orientation |
|---|---|---|---|
| African-American | Directed to Orientation | 2,920 | |
| African-American | Exempted from Orientation | 601 | |
| African-American | Received Orientation | 1,061 | 36% |
| African-American | Not Received Orientation | 2,459 | |
| African-American | Refused Orientation | 1 | |
| American Indian/Alaskan Native | Directed to Orientation | 169 | |
| American Indian/Alaskan Native | Exempted from Orientation | 36 | |
| American Indian/Alaskan Native | Received Orientation | 53 | 31% |
| American Indian/Alaskan Native | Not Received Orientation | 152 | |
| Asian | Directed to Orientation | 3,162 | |
| Asian | Exempted from Orientation | 1,630 | |
| Asian | Received Orientation | 1,123 | 36% |
| Asian | Not Received Orientation | 3,669 | |
| Filipino | Directed to Orientation | 536 | |
| Filipino | Exempted from Orientation | 210 | |
| Filipino | Received Orientation | 121 | 23% |
| Filipino | Not Received Orientation | 625 | |
| Hispanic | Directed to Orientation | 4,586 | |
| Hispanic | Exempted from Orientation | 1,345 | |
| Hispanic | Received Orientation | 1,498 | 33% |
| Hispanic | Not Received Orientation | 4,433 | |
| Pacific Islander | Directed to Orientation | 299 | |
| Pacific Islander | Exempted from Orientation | 60 | |
| Pacific Islander | Received Orientation | 96 | 32% |
| Pacific Islander | Not Received Orientation | 263 | |
| Unknown/Non-Respondent | Directed to Orientation | 1,801 | |
| Unknown/Non-Respondent | Exempted from Orientation | 689 | |
| Unknown/Non-Respondent | Received Orientation | 545 | 30% |
| Unknown/Non-Respondent | Not Received Orientation | 1,945 | |
| White Non-Hispanic | Directed to Orientation | 5,468 | |
| White Non-Hispanic | Exempted from Orientation | 2,672 | |
| White Non-Hispanic | Received Orientation | 1,535 | 28% |
| White Non-Hispanic | Not Received Orientation | 6,605 | |
| | **Total Enrolled** | **27,381** | |

**Goal 9. Deliver programs and services that demonstrate a commitment to learner-centered education and institutional effectiveness in supporting student success through the achievement of certificates, degrees, transfers, jobs and other personal goals.**

*Highlighted indicators:*
*Unit plan outcomes related to this goal or to teaching methodologies.*
- *Nearly 30% (175) of the College's unit plan objectives aligned with this goal. Of those, 69% were wholly or partly met.*
- *111 of the Unit Plan objectives related to improved teaching methodologies; of these, 82% were wholly or partly achieved.*

*SLO assessment data*
- *The 2008 CCSSE survey gives indicator data for some GE outcomes. The overall results indicate that the self-assessed level of achievement of SCC students varies across the GELO areas. For five of the seven GELO areas, at least two-thirds of the related items on the CCSSE survey had scores indicating good rates of achievement of the outcome. (see details below).*
- *The Unit Plan Outcome Achievement Reports for 2009-2010 included information on whether SLO assessment data had been used in the development or the measurement of the objectives for each unit. Approximately 20% of all objectives indicated that SLO assessment data was relevant to the objective. All College Goals included objectives related to SLO assessment:*

*Program completion metrics*
*Award counts for 2009-10 not available from LRCCD Research Office as of August 20, 2010.*

**Supporting documentation:**
The 2008 CCSSE survey gives indicator data for some GE outcomes. The overall results indicate that the self-assessed level of achievement of SCC students varies across the GELO areas. In general, we defined that "achievement of the outcome" was indicated if –
- The college helped them "quite a bit" or "very much" with skills or knowledge
- The respondents reported that they "often" or "very often" conducted a desired activity

Note that since many of the students in the CCSSE have not completed their GE program, we would not expect all GE outcomes to be met for this sample of students. If at least 50% of the respondents indicated achievement of the outcome, it was considered an indication of good overall achievement of that outcome at the College.

| GELO Area | Percent of items with greater than 50% of respondents indicating achievement of the outcome. |
|---|---|
| Communication | 67%  (4 of 6 items) |
| Quantitative Reasoning | 100% (1 of 1 item) |
| Depth & Breadth of Understanding | 100% (1 of 1 item) |
| Cultural Competency | 25% (1 of 4 items) |
| Information Competency | 67% (2 of 3 items) |
| Critical Thinking | 88% (7 of 8 items) |
| Life Skills & Personal Development | 26% (7 of 27 items) |

**Implementation metrics for course and programs SLOs** (Data sources - SLO Summary Statistics from SOCRATES, SLO spreadsheets updated by departments/divisions, and Student Services communication).

- College courses with defined Student Learning Outcomes: = 98.4%. Note: Nearly all courses without defined SLOs are "topics in" or "experimental offerings" courses.
- College courses with on-going assessment of learning outcomes = 33%
- College programs with defined Student Learning Outcomes = 89.2%
- Percent of college programs with on-going assessment of learning outcomes = 31%
- Student service units with defined Student Learning Outcomes = 100%
- Student service units with ongoing SLO assessment = 100%

Percent of 2009-10 Unit Plan Objectives which included SLO assessment
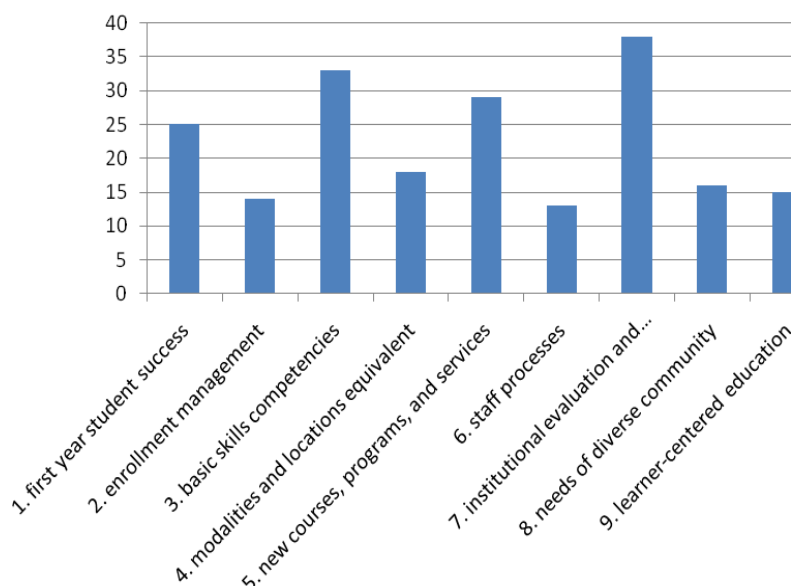


**Additional data:**
- In the 2010 ARCC report SCC scores are above the peer group average for three metrics: Fall-to-fall persistence rates for first-time students, Course success rates in basic skills courses, and Improvement rate for credit ESL courses.
- SCC showed improvement from the 2009 to the 2010 ARCC report in: Percent of Students Who Earned 30+ Units, Fall to Fall Persistence Rate for first time students, Course Success in Vocational Courses, and Course Success in Basic Skills Courses.
- The course success rate for student athletes Fall09 was 73.6%, above the overall college rate. The F 09 to Sp10 student athlete re-enrollment rate was 89.4%
- Student services and student learning support metrics:
  - DSPS completed16% more new intakes than in Fall 2008.
  - Nearly 4 times as many students used the FA lab in 09-10 than in 08-09.
  - The B151 Business Division Open Computer Lab provided 12,232.5 of tutoring during F09, an increase of 35% over F08.
  - The Business Student Center tutored 23% more students in F09 than in F08.
- Adjustments to base budgets to support Maintenance of Effort for 5 departments and one division were ranked among the top 25 funding recommendations by the Budget Committee.

**Appendix 1: Outcome Measures associated with each College Goal. Data related to these measures can be found throughout the institutional effectiveness reports. Highlighted indicators are shown in <u>yellow.</u>**

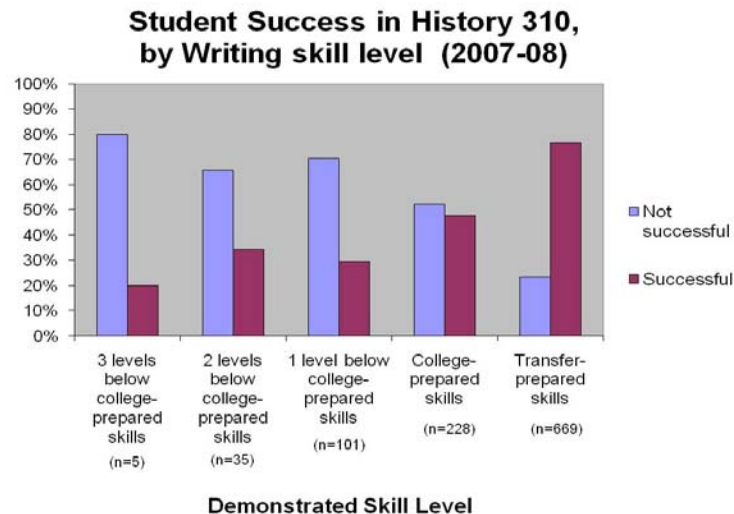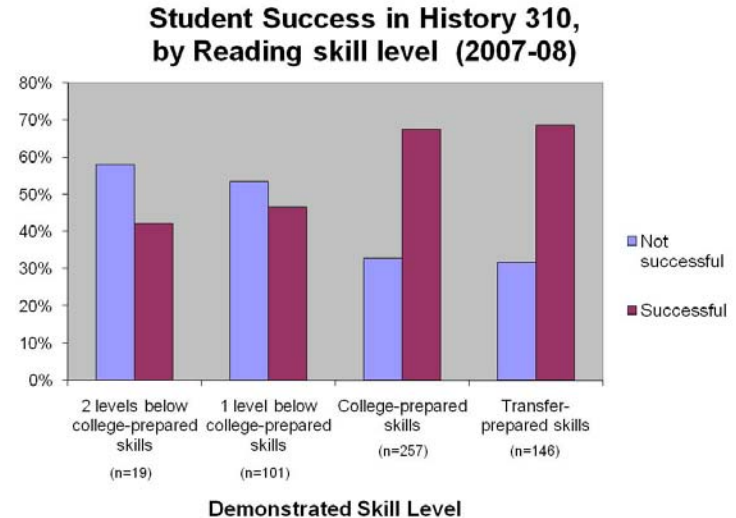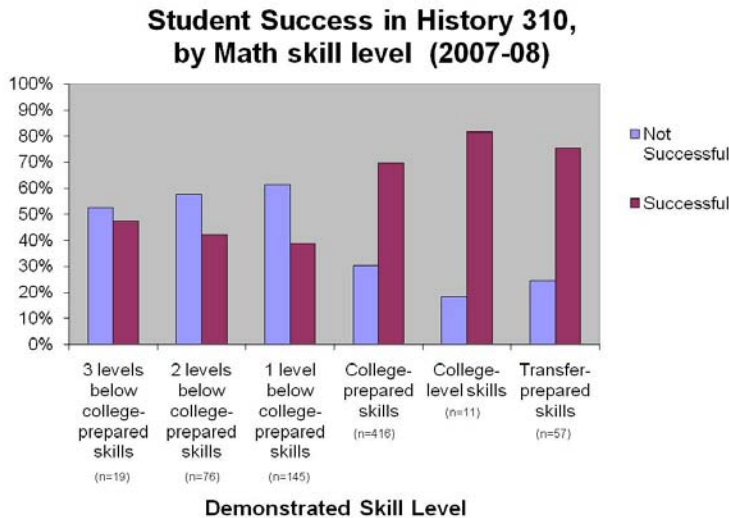| Goal | Outcome Measures / Metrics |
|---|---|
| **1. Promote engagement and success of first-year students.** | Student engagement<br>• Survey data that indicates levels of student engagement (e.g. CCSSE).<br>• Achievement of unit plan objectives linked to this goal and/or related to teaching methods and student services.<br>• Analysis of processes designed to promote student engagement (e.g. student services data).<br><br>Student success: Selected metrics, such as those shown below (calculated for all students and for first-year students):<br>• Attempted units vs. completed units<br>• Course persistence rates<br>• <mark>Successful course completion</mark><br>• <mark>Fall-to-Spring persistence</mark><br>• <mark>Fall-to-Fall persistence for first year students</mark><br>• Analysis of SLO assessment data and the use of this data in program reviews and/or unit plans.<br><br>Unit plan objectives linked to this goal. |
| **2. Develop and implement a data-driven enrollment management system that aligns college programs and services to meet the needs of the college and the community.** | Enrollment management system:<br>• <mark>Documentation of a data-based process for schedule planning</mark><br>• Production of schedule plans<br><br>Alignment of services with needs of college and community:<br>• Enrollment data<br>• Data from surveys showing levels of student satisfaction with scheduling (e.g. Noel-Levitz)<br>• Analysis of the number of students utilizing services.<br>• Data from surveys showing the level of satisfaction with student services.<br>• Unit plan objectives linked to this goal and/or related to student services. |
| **3. Improve basic skills competencies in reading, writing, math, and information competency across the curriculum in order to improve student preparedness for degree and certificate courses and for employment.** | Student success: Selected metrics for students in basic skills courses, such as:<br>• Attempted units vs. completed units.<br>• Course persistence rates.<br>• <mark>Successful course completion.</mark><br>• <mark>Differential success rates of academically underprepared students who take /do not take basic skills courses.</mark><br>• Analysis of SLO assessment data in basic skills courses and programs.<br><br>College-wide patterns in enrollment and courses offered:<br>• Percent of new students enrolled developmental education classes.<br>• Number of developmental education sections offered.<br>• Unit plan objectives linked to this goal and/or to basic skills. |

| 4. Ensure that processes, services, curriculum, and instructional design result in equivalent student outcomes for all modalities and locations (i.e., off campus sites, distance education, etc.). | Student success and outcomes<br>• Comparison of in selected success metrics for students taking classes in different locations and/or different modalities, such as:<br>   o attempted units vs. completed units<br>   o course retention<br>   o <mark>successful course completion</mark><br>   o student learning outcome analyses<br><br>Processes and services data<br>• <mark>Comparison of services offered by location and modality.</mark><br>• Unit plan objectives linked to administrative processes and/or this goal. |
|---|---|
| 5. Revise or develop new courses, programs and services based on assessment of emerging community needs and college resources. | Assessment of emerging community needs:<br>• Program review information indicating responses to community needs.<br>• <mark>Unit plan objectives linked to this goal and/or to response to community needs.</mark><br>• <mark>Analysis of external environmental scan indicators in comparison to SCC program offerings.</mark><br><br>New programs/services offered to meet identified needs:<br>• Enrollment in new courses and use of new services.<br>• Analysis of outcomes measures, for selected SCC programs, such as:<br>   o program completion data<br>   o participation in industry internships<br>   o professional licensing/certification rates<br>   o transfer rates<br>   o employment rates |
| 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:<br>• <mark>Metrics showing efficiency/effectiveness of processes, e.g. hiring timelines, financial expenditures, error rates, planning timelines, and evaluation timelines.</mark><br>• <mark>Data showing level of satisfaction with staff processes and/or customer service feedback (e.g. surveys)</mark><br><br>Measures of the diversity of staff:<br>• Trends in employee demographics<br>• Ongoing assessment of student and community diversity. |
| 7. Engage the college community in the process of ongoing institutional evaluation, continuous improvement, and the analysis and review of data. | Data-based evaluation and planning:<br>• Development and dissemination of data to be used for college decision making and the planning process.<br>• Activities related to dialogue about planning.<br>• Demonstrated responses to accreditation results.<br>• <mark>Unit, program, institutional plans clearly linked to data analysis.</mark><br>• Unit plan outcomes linked to this goal and/or related to data analysis.<br><br>Institutional effectiveness through continuous improvement:<br>• Evaluation of college planning processes.<br>• Evaluation of the effectiveness of governance structures, committees, etc. (e.g. surveys of the college community on these topics).<br>• Demonstration of resource allocation related to unit plans. |

| | |
|---|---|
| **8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.** | Identification of diversity of college community:<br>• Data on demographic trends at SCC (students and employees)<br>• Data on cultural (e.g. language) diversity at SCC<br><br>Response to needs of college community:<br>• ==Participation rates and gaps in access for students compared to the college service area, use of services at the college, etc.==<br>• Participation in activities on issues of diversity (e.g. Cultural Awareness Center programs, SRC activities, flex workshops).<br>• Measures of participant satisfaction with activities on issues of diversity.<br>• Analysis of student success measures, by demographic group, such as:<br>    o ==successful course completion==<br>    o course persistence rates<br>    o student survey data (CCSSE).<br>• Data on use of college services by demographic groups.<br>• Unit plan outcomes linked to this goal. |
| **9. Deliver programs and services that demonstrate a commitment to learner-centered education and institutional effectiveness in supporting student success through the achievement of certificates, degrees, transfers, jobs and other personal goals.** | Learner-centered education:<br>• Participation in staff development activities reflective of student-centered teaching.<br>• ==Unit plan outcomes related to this goal or to teaching methodologies.==<br>• Data from surveys indicating support for students and student-centered education (e.g. CCSSE)<br><br>Student success and outcomes: Data indicating student goal achievement, such as:<br>• Number of degrees and certificates awarded<br>• Job placement data for selected programs<br>• Transfer rates<br>• Transfer ready rates<br>• ==Program and course SLO assessment data==<br>• ==College-wide SLO assessment data (e.g. GE SLO and Student Services SLOs)==<br>• ==Program completion metrics (e.g. degree and certificate awards)==<br>• Program review analyses of data on student success |

**Appendix 2:  Additional data from the study of the relationship between previous basic skills preparation and success in GE classes.**
The full study included GE classes in Science as well as Social Science, however the sample sizes for the Science classes were relatively low, so the Social Science classes are the focus here.  PRIE will provide the full study on request.

*History 310;* "History of the United States" is an introductory, transfer-level course with an advisory of English Writing 100.  There were "tipping points" associated with the level of basic skills preparation where the probability of success in the GE course became greater than the probability of not being successful.  For History 310 this tipping point was at "college-prepared" preparation level for reading and math and at the "transfer-prepared" level for writing.



Student Success in History 310, by Math skill level (2007-08)



Student Success in History 310, by Reading skill level (2007-08)



Student Success in History 310, by Writing skill level (2007-08)

*Political Science 301:* "Introduction to Government: United States" is an introductory, transfer level course with an advisory of English writing 300 with "C" or better.  Again there were "tipping points" where the probability of success in the GE course is greater than the probability of not being successful.  For Political Science 301 the tipping point was at college-prepared preparation level for reading, at the transfer-prepared level for writing, and 2 levels below college-prepared for math.



Student Success in Political Science 301, by Math skill level (2007-08)



Student Success in Political Science 301, by Reading skill level (2007-08)



Student Success in Political Science 301, by Writing skill level (2007-08)
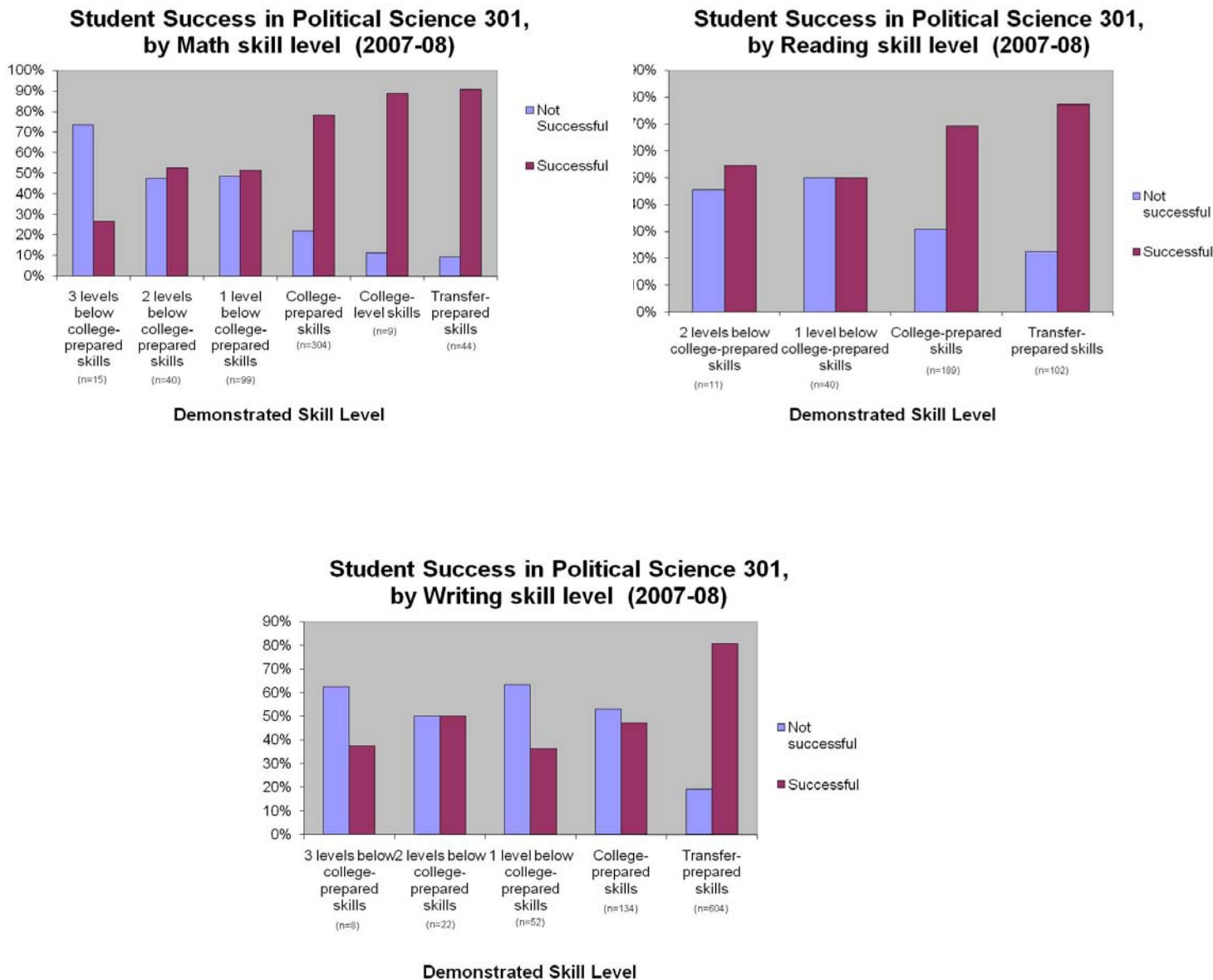
***Psychology 300:*** "General Principles of Psychology" is an introductory, transfer-level course that has multiple advisories (Reading 110, Writing 100, or Library Studies 318). One level below college-prepared in reading is the "tipping point" from being less likely to succeed to being more likely to succeed in Psychology 300. The tipping point is at two levels below college-prepared for math. There is no clear tipping point for writing preparation level, although higher writing preparation levels are generally associated with higher success in Psychology 300.



Student Success in Psychology 300, by Math skill level (2007-08)
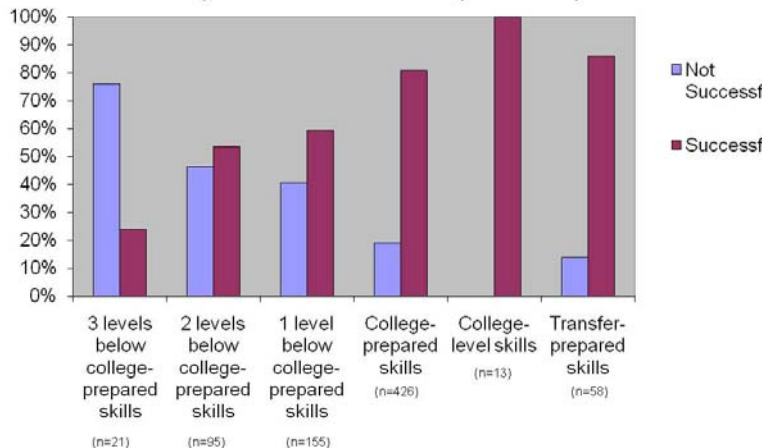


Student Success in Psychology 300, by Reading skill level (2007-08)
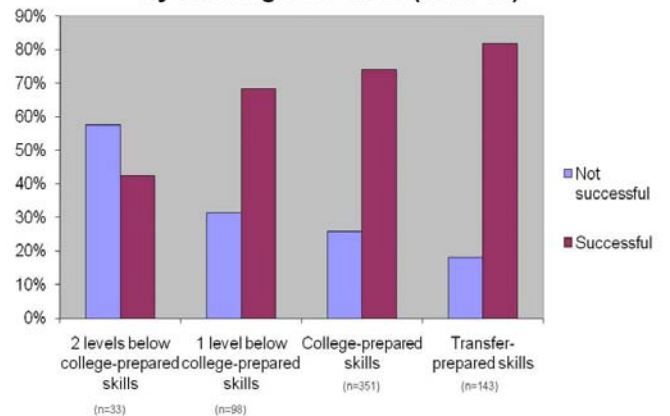


Student Success in Psychology 300, by Writing skill level (2007-08)
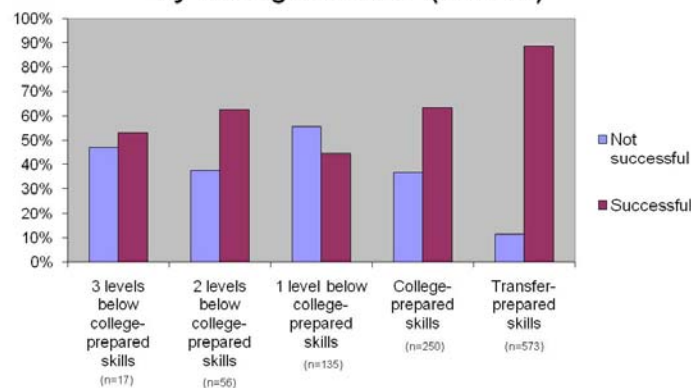
# Benchmarks Report

Overall student course success at SCC has been relatively stable over the past 10 years. There are achievement gaps among groups of students with some groups having consistently higher course success rates than others.

With a few exceptions, our students struggle with their courses somewhat more than average for California Community Colleges. However, SCC is substantially above the 2010 ARCC peer group average improvement rate for ESL courses.

# Benchmarks Report Summary

This report allows the comparison of SCC indicators of student success for different groups of students within SCC and for SCC students compared to students at other community colleges across the state. These comparisons do not provide information about why any differences in success rates exist; the information is intended to be used to open conversations about the success of our students as understood in a broader context.

**ARCC measures:**
The ARCC report provides comparisons for specific metrics between SCC and colleges. 2010 ARCC data shows that:

- SCC scores are <u>above the peer group average</u> for three measures: Fall-to-fall persistence rates for 1st time students, Course success rates in basic skills courses, and Improvement rate for credit ESL courses.
- SCC scores were <u>below the peer group average</u> for four measures: Student Progress and Achievement Rate, Percent of Students Who Earned 30+ Units, Course Success in Vocational Courses, and Improvement Rate in Credit Basic Skills Courses.
- SCC <u>showed improvement</u> in four measures from the 2009 to the 2010 ARCC report: Percent of Students Who Earned 30+ Units, Fall to Fall Persistence Rate for first time students, Course Success in Vocational Courses, and Course Success in Basic Skills Courses.

**Course success rate:**
Course success rate = percent of students getting A, B, C, or P in the courses being analyzed. The California Community College Chancellors Office "Data mart" provides data on student success rates by academic discipline and demographic group using measures that can be compared across the state.

- SCC course success rates are <u>lower than the state average rates</u> for most academic disciplines for Fall 2009.
- Course success rates for most academic disciplines <u>changed only slightly in Fall 2009</u> compared to Fall 2008.
- There are <u>gaps in the success rates</u> of some demographic groups when they are compared to other groups.
- SCC course success rates are <u>below those of the state average</u> for all demographic groups for Fall 2009.
- SCC course success rates for most demographic groups <u>changed only slightly in Fall 09</u> compared to Fall 2008.

**Course retention rate:**
Course retention rate = percent of students getting a grade other than a W in the courses being analyzed. The California Community College Chancellors Office "Data mart" provides data on student retention rates using measure that can be compared for different academic disciplines and demographic group that can be compared across the state.

- SCC course retention rates are <u>slightly lower than the state average</u> rates for most academic disciplines for Fall 2009.
- Course retention rates at SCC <u>were slightly higher in Fall 2009</u> than in Fall 2008 for most academic disciplines.
- There are <u>gaps in the retention rates</u> of some demographic groups when they are compared to other groups.
- SCC course retention rates are <u>lower than the state average</u> for all demographic groups for Fall 2009.
- SCC course retention rates for most demographic groups <u>increased slightly in Fall 2009</u> compared to Fall 2008.

# A. Benchmarks - ARCC measures

The ARCC report provides comparisons for specific metrics between SCC and colleges in peer groups identified by ARCC. These peer groups are defined by examining the state-wide data to find which factors most affect a given measure and then grouping colleges which are similar on those factors. It's also important to note that some of these measures are calculated differently than those we use here on campus; for example, ARCC measures persistence rates by counting students who return to college *anywhere in the community college system*, not just at our campus.

In the 2010 ARCC report SCC scores are above the peer group average for fall-to-fall persistence rates for first-time students and course success for basic skills courses, and well above the peer group average for the improvement rate for credit ESL courses. SCC scores were below the peer group average for Student Progress and Achievement Rate *, Percent of Students Who Earned 30+ Units, Course Success for Vocational Courses and Improvement Rate for Credit Basic Skills Courses**.

SCC showed improvement in four measures from the 2009 to the 2010 ARCC report: Percent of Students Who Earned 30+ Units, Fall to Fall Persistence Rate for first time students, Course Success in Vocational Courses, and Course Success in Basic Skills Courses.

| Benchmarks - ARCC Measures | SCC 2009 ARCC report | SCC 2010 ARCC report | SCC change from the 2009 to the 2010 report | 2010 peer group average | 2010 peer group high | SCC compared to ARCC peer group average 2010 |
|---|---|---|---|---|---|---|
| Student Progress and Achievement Rate * | 57.2 | 52.7 | **-4.5** | 59.7 | 70.5 | **-7.0** |
| Percent of Students Who Earned 30+ Units | 69.9 | 74.3 | **+4.4** | 75.0 | 83.8 | **-0.7** |
| Fall to Fall Persistence Rate anywhere in the community college system (for first time students completing 6+ units) | 70.6 | 71.0 | **+0.4** | 68.8 | 77.3 | **+2.2** |
| Course Success Vocational Courses | 67.2 | 71.2 | **+4.0** | 74.7 | 81.9 | **-3.5** |
| Course Success Basic Skills Courses | 59.4 | 61.7 | **+2.3** | 60.0 | 75.5 | **+1.7** |
| Improvement Rate for Credit Basic Skills Courses** | 50.3 | 44.4 | **-5.9** | 54.2 | 69.5 | **-9.8** |
| Improvement Rate for Credit ESL Courses** | 73.2 | 70.3 | **-3.5** | 59.3 | 78.4 | **+11.0** |

**Notes:**
**\*** Student progress and achievement rate: Percentage of cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer course within six years and who did any of the following: Earned a AA/AS or Certificate, transferred to a four-year institution, became "Transfer Directed" (successfully completed both transfer-level Math AND English courses), or became "Transfer Prepared" (successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

**\*\*** Improvement rate: Students who successfully completed an initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

# B. Benchmarks – Course Success Rate

Course success rate = Percent of students getting a grade of A, B, C, or Pass in the set of courses.

## Trends over time:

Over the last 10 years the overall student course success rate has fluctuated only slightly.

**SCC Overall college course success rate 10 year trend (PRIE data)**

**SCC course success rates by ethnicity (PRIE data)**

There are gaps in course success rates between students from different racial/ethnic groups.

**Overall course success by age group F05-09 (LRCCD data)**

There are gaps in in course success rates between students of different ages.

**Overall course success of recent high school graduates compared to all other students (LRCCD data)**

Course success for recent high school graduates is lower than for other students, but has improved in recent years.

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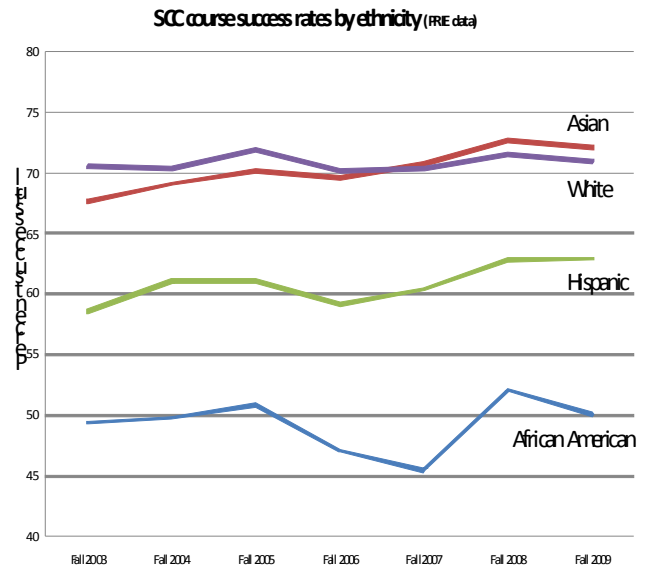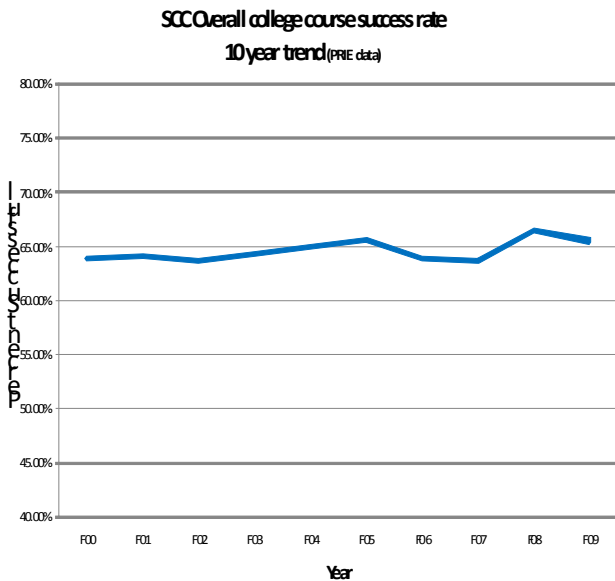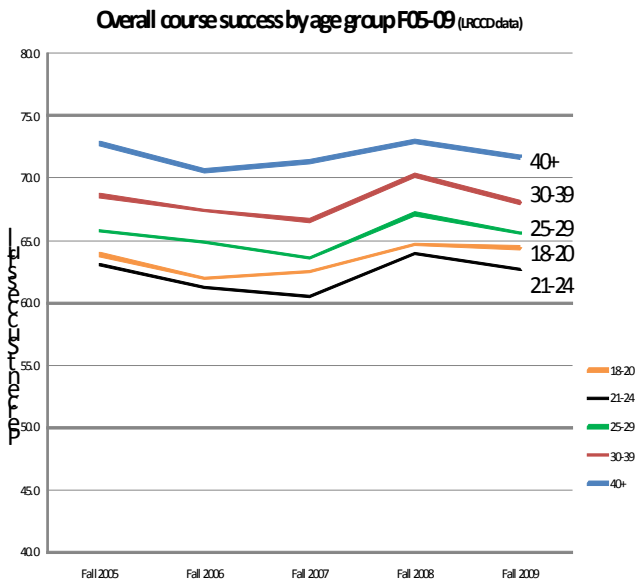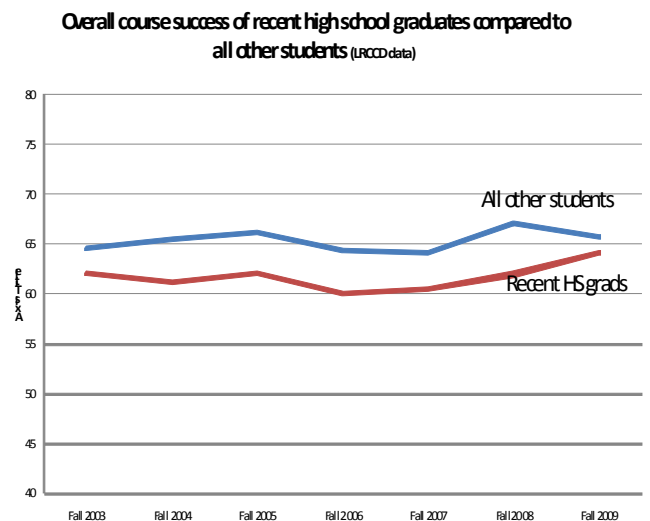
## Course Success by Academic Discipline:

Data from the California Community College Chancellor's Office allow a comparison between SCC and the overall statewide rate for the course success of students in various academic disciplines (as defined by TOP code*). TOP codes don't always align with SCC divisions or departments. The success values calculated by the CCCCO give slightly different numbers than those calculated by PRIE or LRCCD. This occurs because of the way students who drop the course before the W rate are entered into the calculations.

SCC course success rates are lower than the overall state rates for almost all disciplines. Course success rates at SCC changed only slightly from Fall 2008 to Fall 2009.

| Benchmarks – Fall Semester Course Success Rates by General Academic Discipline | | | | | |
|---|---|---|---|---|---|
| (note: A, B, C, and P grades count as course success) | | | | | |
| **General Academic Discipline** (as defined by TOP code*) | SCC rates F08 | SCC rates F09 | *SCC Change F08-F09* | Fall 09 State | *SCC compared to state average F09* |
| Biological Sciences | 51 | 53 | +2 | 65 | -12 |
| Business and Management | 63 | 59 | -4 | 63 | -4 |
| Engineering and Industrial Technologies (Engineering, Electronics, Aeronautics, Mechanical Technology, etc.) | 74 | 75 | +1 | 78 | -3 |
| Family and Consumer Sciences (Early Childhood Education, Gerontology, Fashion, Nutrition, etc.) | 61 | 62 | +1 | 70 | -8 |
| Fine and Applied Arts | 63 | 64 | +1 | 71 | -7 |
| Foreign Language | 62 | 62 | 0 | 67 | -5 |
| Health (Allied health fields - OTA, PTA, Nursing, etc.) | 83 | 82 | -1 | 83 | -1 |
| Humanities & Letters (Humanities, English, Philosophy, and Speech, etc.) | 66 | 65 | -1 | 67 | -2 |
| Information Technology | 63 | 63 | 0 | 61 | +2 |
| Mathematics | 44 | 43 | -1 | 53 | -10 |
| Media and Communications (Journalism, Film Studies and Digital Media) | 61 | 61 | 0 | 69 | -8 |
| Physical Education (P.E. only; not including Health Education & Athletics , which are in the same TOP code) | 71 | 68 | -3 | 73 | -5 |
| Physical Sciences | 65 | 65 | 0 | 65 | 0 |
| Social Sciences | 57 | 57 | 0 | 62 | -5 |
| **CCCCO Data mart course success rates by program (as defined by TOP code*) rounded to nearest percent** | | | | | |

*Definition of TOP code: Taxonomy of Program is a system of numerical codes used at the state level to collect and report information on programs and courses.*

## Course Success by Demographic Group:

Data from the California Community College Chancellor's Office allow a comparison between SCC and the overall statewide rate for the course success of students in specified racial/ethnic groups or age groups. The success values calculated by the CCCCO give slightly different numbers than those calculated by PRIE or LRCCD. This occurs because of the way students who drop the course before the W rate are entered into the calculations.

SCC course success rates are lower than the overall state average rates for students in all ethnic and age groups. Course success rates at SCC changed only slightly from Fall 2008 to Fall 2009.

| Course Success rates by demographic group<br>Percent of students getting A, B, C, and Pass grades | | | | | |
|---|---|---|---|---|---|
| Ethnicity | SCC Fall 08 | SCC Fall 09 | *SCC Change F08 to F09* | State Average Fall 09 | *SCC Compared to State Average F09* |
| African-American | 47 | 47 | 0 | 54 | -7 |
| American Indian/Alaskan Native | 56 | 56 | 0 | 63 | -8 |
| Hispanic | 59 | 59 | 0 | 63 | -4 |
| Pacific Islander | 61 | 56 | -2 | 62 | -6 |
| Unknown | 62 | 59 | -3 | 63 | -4 |
| Filipino | 64 | 66 | 2 | 69 | -4 |
| White Non-Hispanic | 67 | 63 | -4 | 68 | -5 |
| Asian | 69 | 69 | 0 | 74 | -5 |
| **Age Group** | | | | | |
| 1 - < 18 | 69 | 69 | 0 | 73 | -4 |
| 18 & 19 | 62 | 62 | 0 | 65 | -3 |
| 20 to 24 | 59 | 59 | 0 | 64 | -5 |
| 25 to 29 | 62 | 62 | 0 | 69 | -7 |
| 30 to 34 | 64 | 63 | -1 | 71 | -8 |
| 35 to 39 | 66 | 65 | -1 | 74 | -9 |
| 40 to 49 | 66 | 65 | -1 | 76 | -11 |
| 50 + | 70 | 70 | 0 | 78 | -8 |
| **CCCCO Data mart course success rates rounded to nearest percent** | | | | | |

# C. Benchmarks – Course Retention Rate

Course retention rate = percent of students getting a grade other than a W in the set of courses.

## Course Retention by Academic Discipline:

Data from the California Community College Chancellor's Office allow a comparison between SCC and the overall statewide rate for the course retention of students in various academic disciplines (as defined by TOP code*). TOP codes don't always align with SCC divisions or departments.

SCC course retention rates are lower than the overall state rates for almost all disciplines. Course retention rates at SCC changed only slightly from Fall 2008 to Fall 2009 in most disciplines.

| Benchmarks – Fall Semester Course Retention Rates by General Academic Discipline <br> Percent of students getting a grade other than a W <br> (note: A, B, C, D, F, P, NP, and I grades count as course retention) | | | | | |
|---|---|---|---|---|---|
| **General Academic Discipline** (as defined by TOP code) | **SCC rates F08** | **SCC rates F09** | *SCC Change F08-F09* | **Fall 09 State** | *SCC compared to state average F09* |
| Biological Sciences | 70 | 69 | -1 | 81 | -12 |
| Business and Management | 80 | 78 | -2 | 81 | -3 |
| Engineering and Industrial Technologies (Engineering, Electronics, Aeronautics, Mechanical Technology, etc.) | 83 | 84 | +1 | 90 | -6 |
| Family and Consumer Sciences (Early Childhood Education, Gerontology, Fashion, Nutrition, etc.) | 79 | 80 | +1 | 87 | -7 |
| Fine and Applied Arts | 78 | 79 | +1 | 85 | -6 |
| Foreign Language | 73 | 74 | +1 | 82 | -8 |
| Health (Allied health fields - OTA, PTA, Nursing, etc.) | 91 | 89 | -2 | 92 | -3 |
| Humanities & Letters (Humanities, English, Philosophy, and Speech, etc.) | 81 | 82 | +1 | 84 | -2 |
| Information Technology | 77 | 79 | +2 | 81 | -2 |
| Mathematics | 66 | 67 | +1 | 78 | -11 |
| Media and Communications (Journalism, Film Studies and Digital Media) | 76 | 76 | 0 | 85 | -9 |
| Physical Education (P.E. only; not including Health Education & Athletics , which are in the same TOP code) | 79 | 79 | 0 | 85 | -6 |
| Physical Sciences | 81 | 83 | +2 | 82 | +1 |
| Social Sciences | 76 | 78 | +2 | 83 | -5 |
| **Data from CCCCO Data Mart -** CCCCO reported course retention rates rounded to nearest percent | | | | | |

*Definition of TOP code: Taxonomy of Program is a system of numerical codes used at the state level to collect and report information on programs and courses.

## Course Retention by Demographic Group:

Data from the California Community College Chancellor's Office allow a comparison between SCC and the overall statewide rate for the course retention of students in various demographic groups.

There are some gaps in the retention rates of some demographic groups when they are compared to other groups. SCC course retention rates are below those of the state average for all demographic groups for Fall 2009. SCC course retention rates for most demographic groups increased slightly from Fall 08 to Fall 09.

| Course Retention rates by demographic group<br>**Percent of students getting a grade other than a W**<br>(note: A, B, C, D, F, P, NP, and I grades count as course retention) | | | | | |
|---|---|---|---|---|---|
| **Ethnicity** | *SCC Fall 08* | *SCC Fall 09* | *SCC Change F08 to F09* | *State Average Fall 09* | *SCC Compared to State Average F09* |
| African-American | 72 | 74 | +2 | 79 | -5 |
| American Indian/Alaskan Native | 74 | 74 | 0 | 82 | -8 |
| Hispanic | 77 | 78 | +1 | 83 | -5 |
| Pacific Islander | 79 | 75 | -4 | 82 | -7 |
| Unknown | 79 | 80 | +1 | 85 | -5 |
| Filipino | 79 | 80 | +1 | 85 | -5 |
| White Non-Hispanic | 80 | 81 | +1 | 86 | -5 |
| Asian | 82 | 83 | +1 | 87 | -4 |
| **Age Group** | | | | | |
| < 18 | 86 | 88 | +2 | 90 | -2 |
| 18 & 19 | 82 | 83 | +1 | 86 | -3 |
| 20 to 24 | 76 | 77 | +1 | 82 | -5 |
| 25 to 29 | 76 | 77 | +1 | 83 | -6 |
| 30 to 34 | 77 | 78 | +1 | 85 | -7 |
| 35 to 39 | 78 | 79 | +1 | 85 | -6 |
| 40 to 49 | 78 | 79 | +1 | 86 | -7 |
| 50 + | 81 | 82 | +1 | 87 | -5 |
| **\*Data from CCCCO Data Mart -** CCCCO reported course retention rates rounded to nearest percent | | | | | |

# D. Benchmarks – Persistence of first-time students

## All First-time Freshmen:
We used the self-reported first time freshmen indicator from the student applications in order to identify the student cohort.

- Over two-thirds (68%) of the first-time freshmen beginning in a fall semester return to SCC the following spring semester. A substantially smaller percentage of students beginning in a spring semester enroll at SCC the subsequent fall semester.
- Over 70% of the first time freshmen who complete at least 6 units during a Fall Semester at SCC return to a community college (anywhere in California) the next Fall Semester (ARCC fall to fall persistence rate).

| | Spring 2008 to Fall 2008 | Fall 2008 to Spring 2009 | Spring 2009 to Fall 2009 | Fall 2009 to Spring 2010 |
|---|---|---|---|---|
| **SCC subsequent semester persistence rate:** Percent of students who persist from their first semester of enrollment to the next semester <u>at</u> SCC (excludes summer terms). | 56.7 | 68.0 | 43.0 | 68.6 |

| | 2009 ARCC report | 2010 ARCC report |
|---|---|---|
| **ARCC Fall to Fall Persistence Rate** Percent of first time students completing 6 or more units who persist from their first fall semester to the next fall semester <u>anywhere in the community college system</u>. | 70.6 | 71.0 |

## Education Initiative Students:
Fall to Spring persistence for first-time freshmen 20 and under has ranged from 66.6 to 73.3 percent over the last 6 years; no steady upward or downward trend is evident.

| Fall to Spring Persistence for <u>Ed Initiative Cohort</u> - First-time freshmen 20 and under. ( A subset of first-time students) | |
|---|---|
| 2002-2003 | 66.6% |
| 2003-2004 | 71.4% |
| 2004-2005 | 72.4% |
| 2005-2006 | 69.0% |
| 2006-2007 | 70.8% |
| 2007-2008 | 70.5% |
| 2008-2009 | 73.3% |

# Enrollment Report

**Goal 2. Develop and implement a data-driven enrollment management system that aligns college programs and services to meet the needs of the college and the community.**
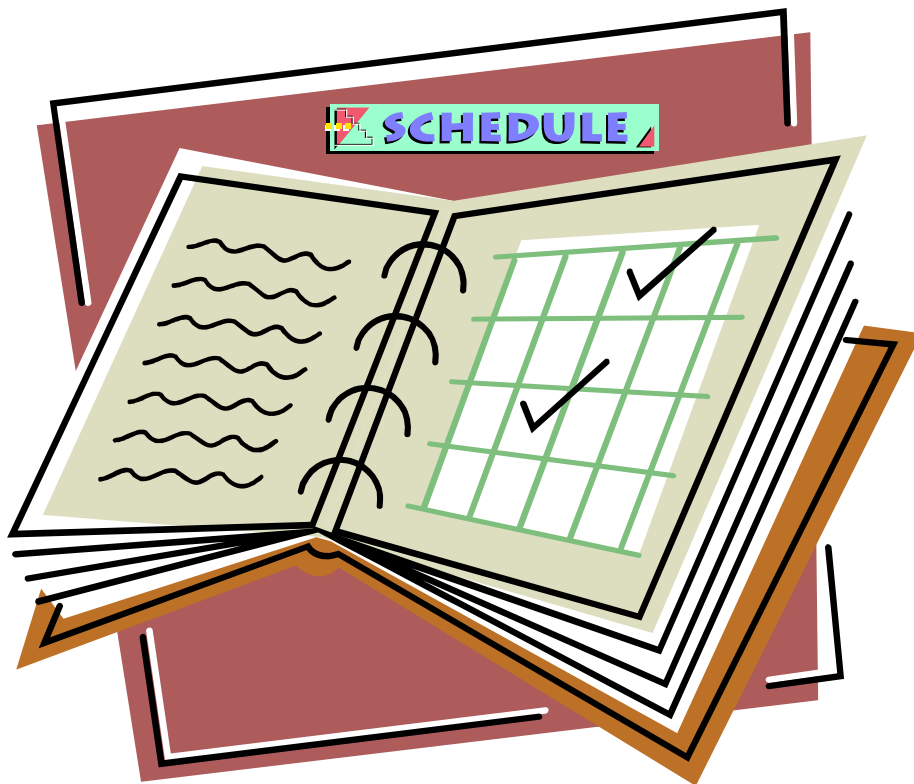
Enrollment trends over the 2009-2010 academic year represented an unusual increase in demand for classes at a time of reduced funding and significant budget challenges.  As a result, some sections were cut, wait lists were larger than usual, and the number of enrollments per faculty FTE increased.

In Fall 2010, enrollment and wait lists grew very quickly in most divisions and 5 days before the beginning of Fall 2010, enrollment in all divisions was more than 88% full, with 6 divisions (BSS, MSE, BUS, LRN, COU and SAH) exceeding 96% full. Due to a reduction in course sections, enrollment one week prior to the semester starting was lower in Fall 2010 than it was in Fall 2009, with about a 5.6% drop in the count of unduplicated students.

The characteristics of SCC students have changed somewhat over the past several years.  The percentage of the student body which is white has gradually declined. The percentage of students living in households with middle income or higher has been declining over the last five years.

In Fall 2010, enrollment and wait lists grew very quickly in most divisions.  Due to a reduction in course sections, enrollment one week prior to the semester starting was lower in Fall 2010 than it was in Fall 2009, with about a 5.6% drop in the count of unduplicated students. 5 days before the beginning of Fall 2010, enrollment in all divisions was more than 88% full, with 6 divisions (BSS, MSE, BUS, LRN, COU and SAH) exceeding 96% full.

# Enrollment Report Summary

**Goal 2. Develop and implement a data-driven enrollment management system that aligns college programs and services to meet the needs of the college and the community.**

Overall enrollment and WSCH have increased steadily over the last 5 years in both academic and vocational areas. Summer enrollment and DE enrollment have also grown.  DE enrollment has grown more rapidly than overall enrollment.

The characteristics of SCC students have changed somewhat over the past several years.  The percentage of the student body which is white has gradually declined. The percentage of students living in households with middle income or higher has been declining over the last five years.

Enrollment trends over the 2009-2010 academic year represented an unusual increase in demand for classes at a time of reduced funding and significant budget challenges.  As a result, some sections were cut, wait lists were larger than usual, and the number of enrollments per faculty FTE increased.

During Fall 2009 there was a slight increase in the proportion of courses that were "vocational" relative to the number of "academic" courses compared to previous fall semesters.

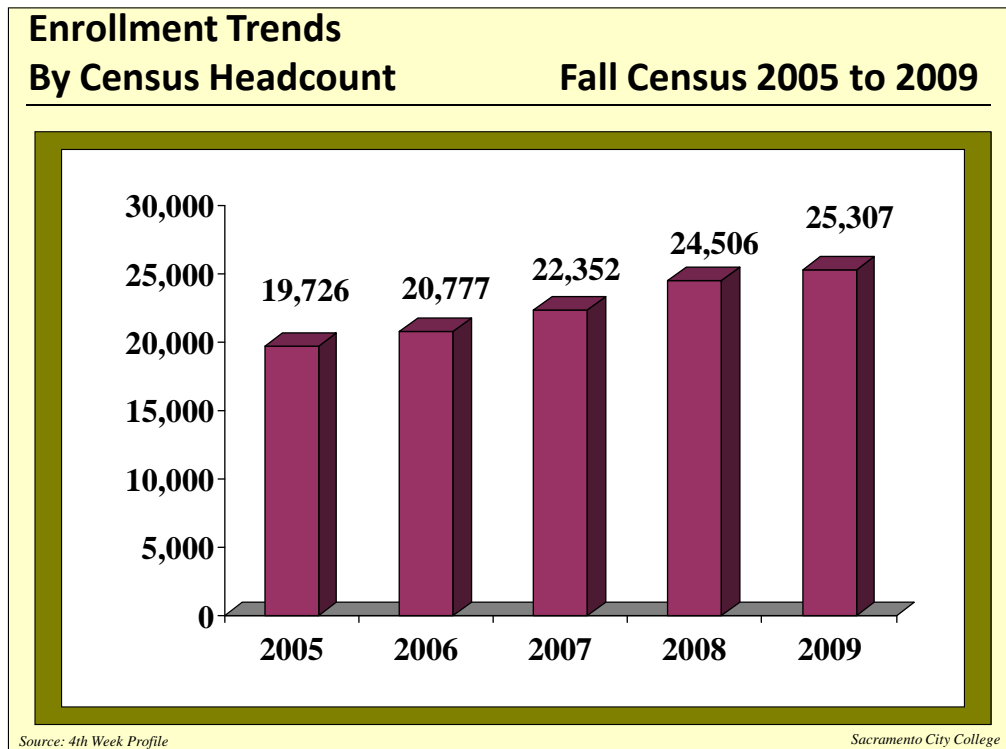A survey conducted by PRIE suggests that in Spring 2010…
- there were fewer "no shows" and more students trying to add classes than in previous semesters
- not all students trying to add classes could be accommodated
- more students asked for assistance from faculty in adding or dropping classes

In Fall 2010, enrollment and wait lists grew very quickly in most divisions.  Due to a reduction in course sections, enrollment one week prior to the semester starting was lower in Fall 2010 than it was in Fall 2009, with about a 5.6% drop in the count of unduplicated students. Enrollment fill-rate analysis for Fall 2010 shows that:
- 90 days before the beginning of Fall 2010, enrollment in all divisions except LRN was over 50% full.
- 75 days before the beginning of Fall 2010, enrollment in MSE and BSS was over 90% full.
- 50 days before the beginning of Fall 2010, enrollment in all division except LRN was over 70% full.
- 30 days before the beginning of Fall 2010, enrollment in four divisions (MSE, BSS, SAH, and HUM) was over 90% full.
- 5 days before the beginning of Fall 2010, enrollment in all divisions was more than 88% full, with 6 divisions (BSS, MSE, BUS, LRN, COU and SAH) exceeding 96% full.

**Overall enrollment and WSCH have increased steadily over the last 5 years.**

In Fall 2009, there were 5,581 more students in the 4th week census headcount than there was during that same time in the Fall of 2005.

**Enrollment Trends
By Census Headcount          Fall Census 2005 to 2009**



Source: 4th Week Profile                                            Sacramento City College

1-1

The PeopleSoft Class Size Census Report shows the census WSCH (Weekly Student Contact Hours) in the Fall of 2009 was 89,919 higher than that same time in the Fall of 2006.
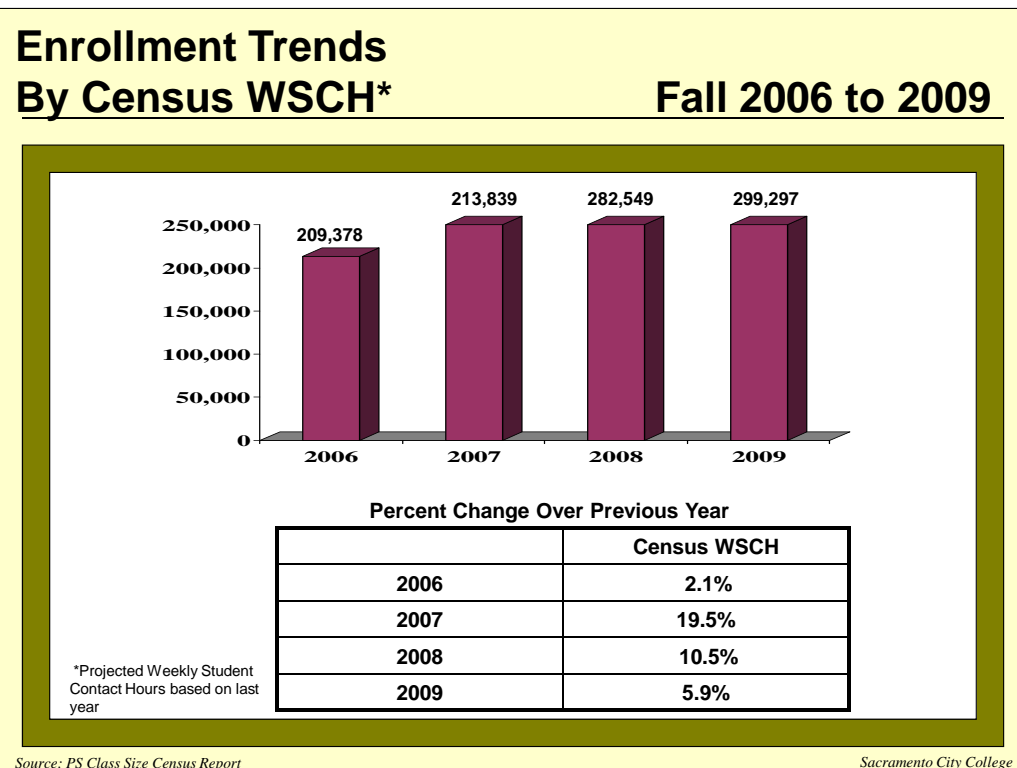
**Enrollment Trends
By Census WSCH*                    Fall 2006 to 2009**



| Percent Change Over Previous Year | |
| --- | --- |
| | Census WSCH |
| 2006 | 2.1% |
| 2007 | 19.5% |
| 2008 | 10.5% |
| 2009 | 5.9% |

*Projected Weekly Student Contact Hours based on last year

Source: PS Class Size Census Report                                Sacramento City College

1-2

3

The characteristics of SCC students have changed somewhat over the past several years.  The percentage of the student body which is white has gradually declined. The percentage of students living in households with middle income or higher has been declining over the last five years.

| | African American | Asian | Filipino | Hispanic | Native American | Other | Pacific Islander | White |
|---|---|---|---|---|---|---|---|---|
| Fall 2004 | 12.4% | 21.8% | 3.7% | 16.4% | 1.2% | 8.4% | 1.2% | 34.8% |
| Fall 2005 | 12.9% | 21.7% | 3.5% | 16.6% | 1.2% | 8.8% | 1.3% | 34.1% |
| Fall 2006 | 13.8% | 21.3% | 3.6% | 17.1% | 1.1% | 9.4% | 1.3% | 32.3% |
| Fall 2007 | 14.6% | 20.6% | 3.6% | 17.4% | 1.1% | 9.5% | 1.4% | 31.8% |
| Fall 2008 | 14.4% | 19.8% | 3.4% | 18.0% | 1.0% | 9.2% | 1.6% | 32.5% |
| Fall 2009 | 15.2% | 19.1% | 3.4% | 17.6% | 1.4% | 11.2% | 1.4% | 30.8% |



SCC Student Household Income Levels (percent of students)

.
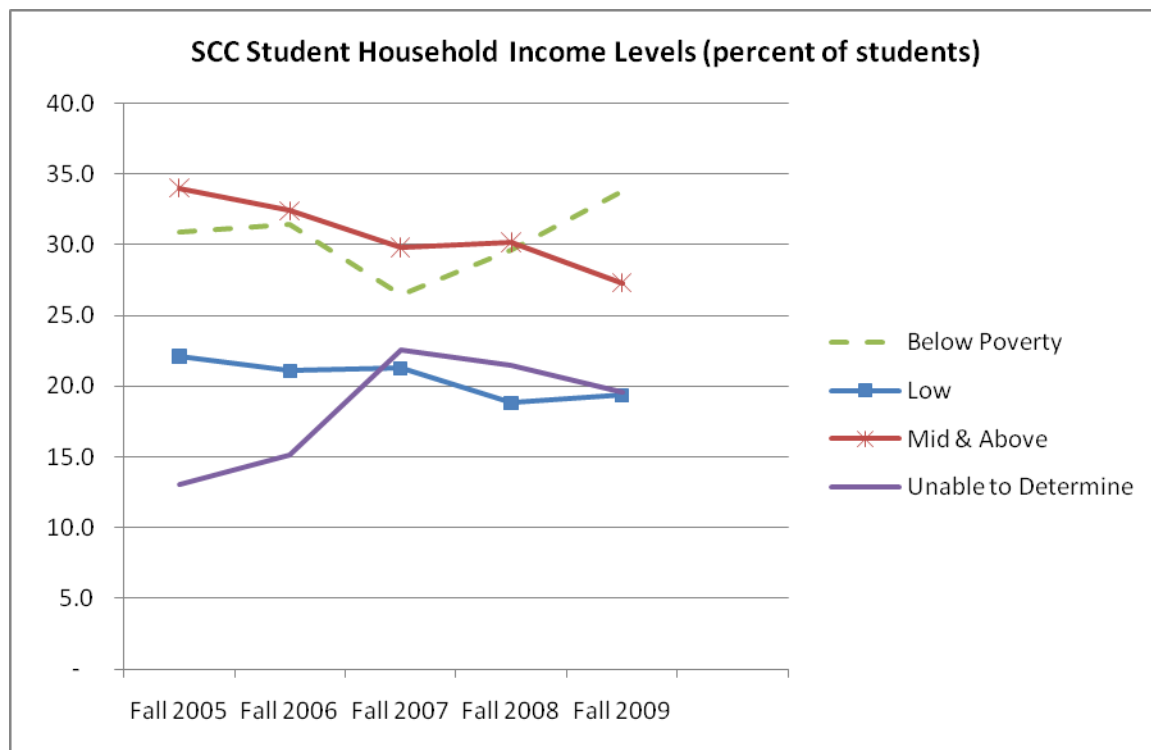
**The number of courses in both academic and vocational areas varied over the past several years.**
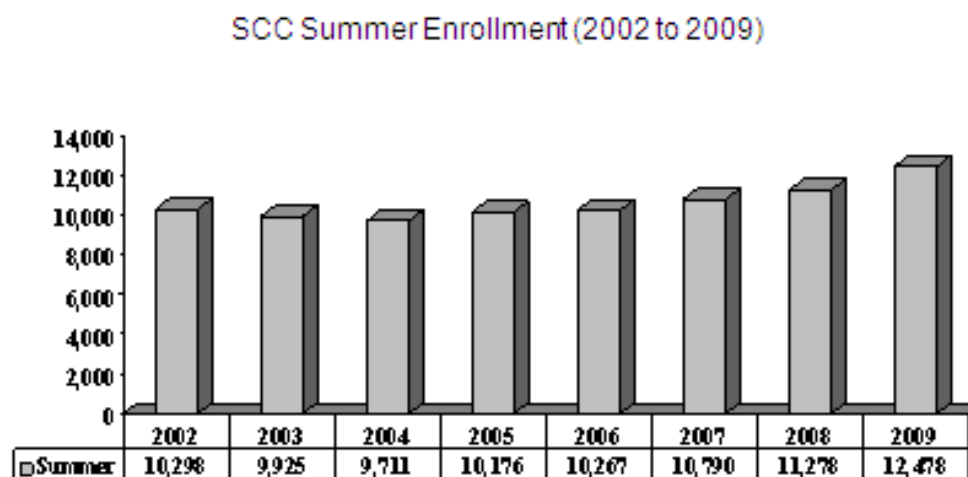In Fall 2009 there were a total of 3,113 combined academic and vocational courses compared to 2,965 in the fall of 2004; a difference of 148 more combined courses in the Fall 2009 semester than the fall 2004 semester.

SCC Academic, Vocational & Basic Skills Courses
(Fall 2004 to Fall 2009)



| Fall | Academic | | Vocational | | Basic Skills | | Total Courses |
|------|----------|--------|------------|--------|--------------|-------|--------|
| 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 |
| 2009 | 2,197 | 65.10% | 1,197 | 34.86% | 213 | 6.31% | 3,376 |
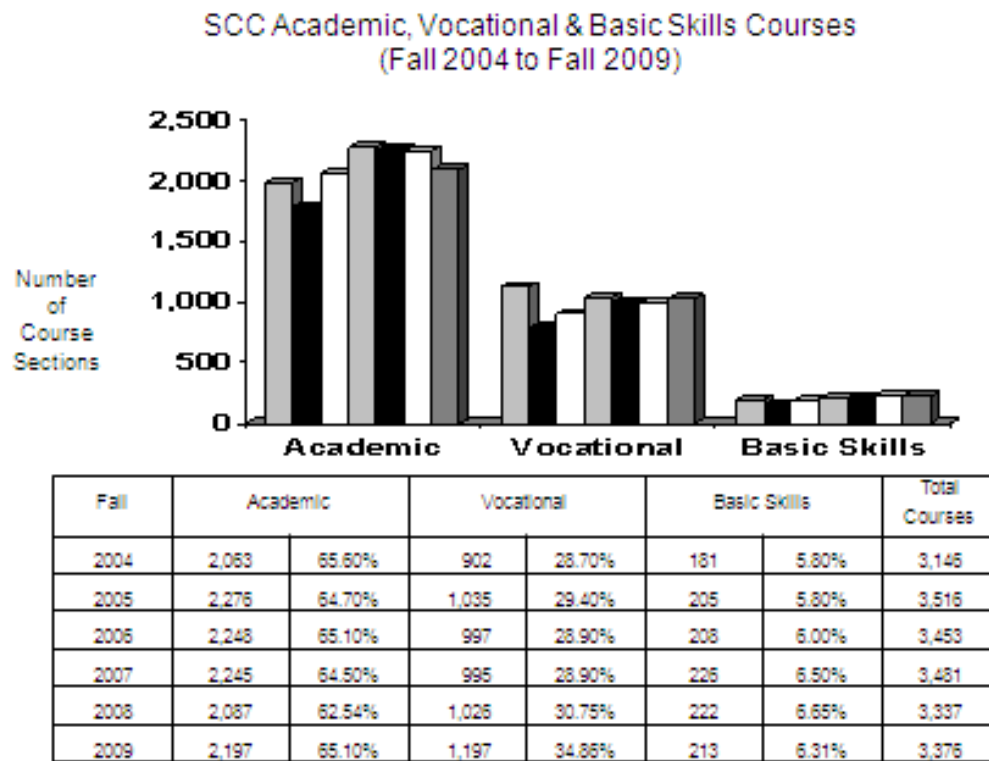
Source: EOS MSF (percentages may not sum to 100 because basic skills courses are also counted as academic courses.)

**Summer enrollment has grown substantially over the last 3 years.**
In fall 2009 summer enrollment was at 12,478 and in 2002 the summer enrollment count was 10,298; a difference of 2,180 more students in 2009 than in 2002.

SCC Summer Enrollment (2002 to 2009)



| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Summer | 10,298 | 9,925 | 9,711 | 10,176 | 10,267 | 10,790 | 11,278 | 12,478 |

Source: CCCCO Data Mart

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**DE enrollment, particularly in online classes has grown more rapidly than overall enrollment.**
In Fall 2009, full time equivalent students taking online courses was 413 compared to the fall 2003 when there was only 15 FTE students taking online courses - a difference of 398 more students in 2009 than 2003.
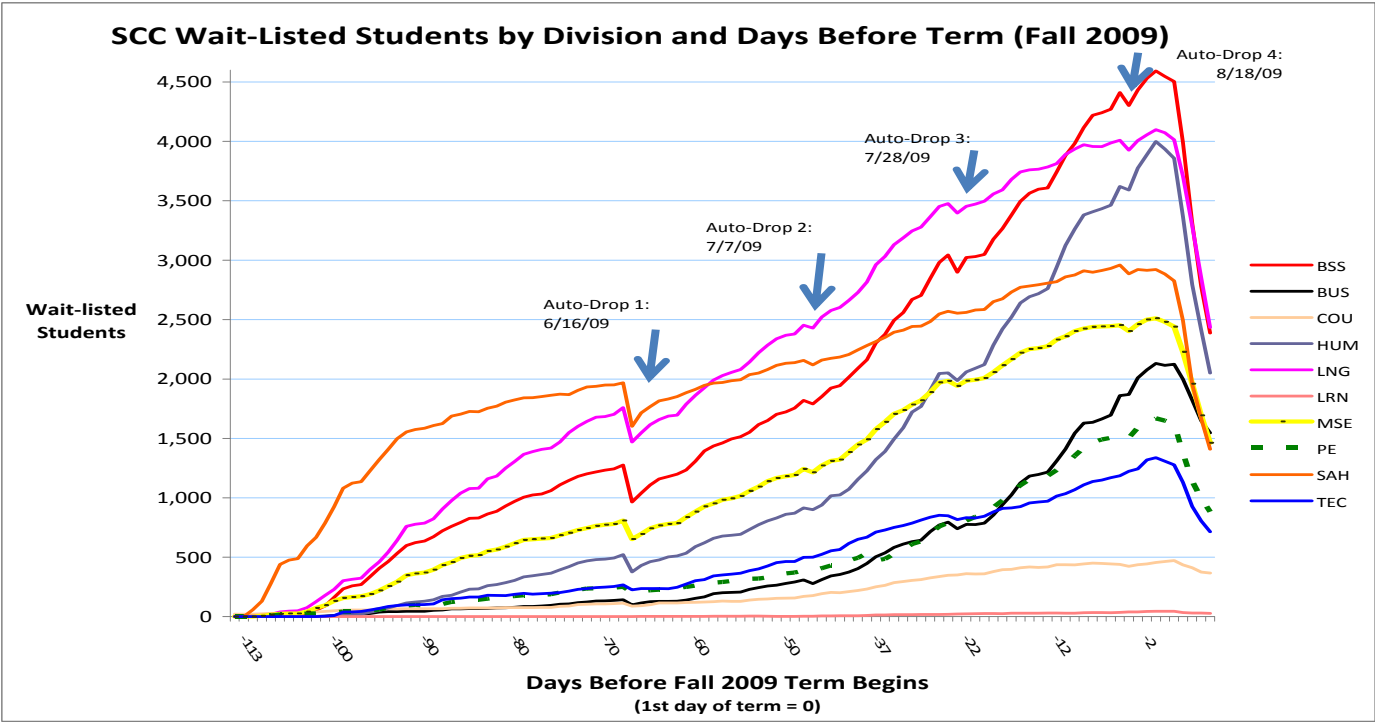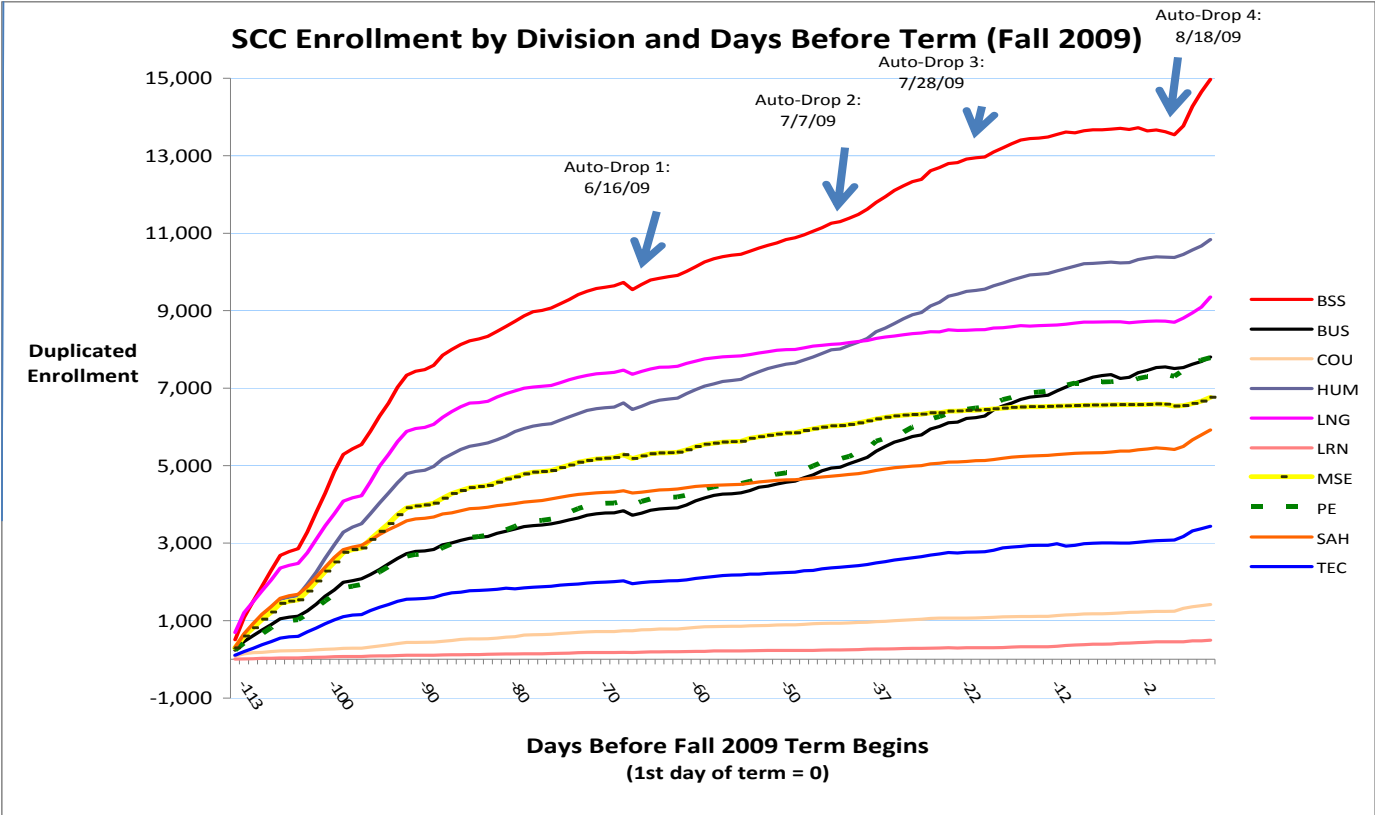
## SCC Distance Education Enrollment
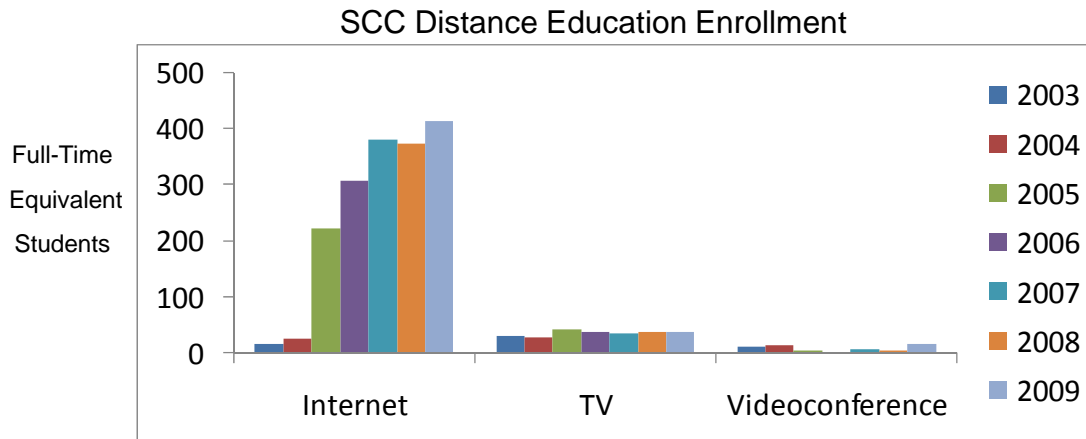

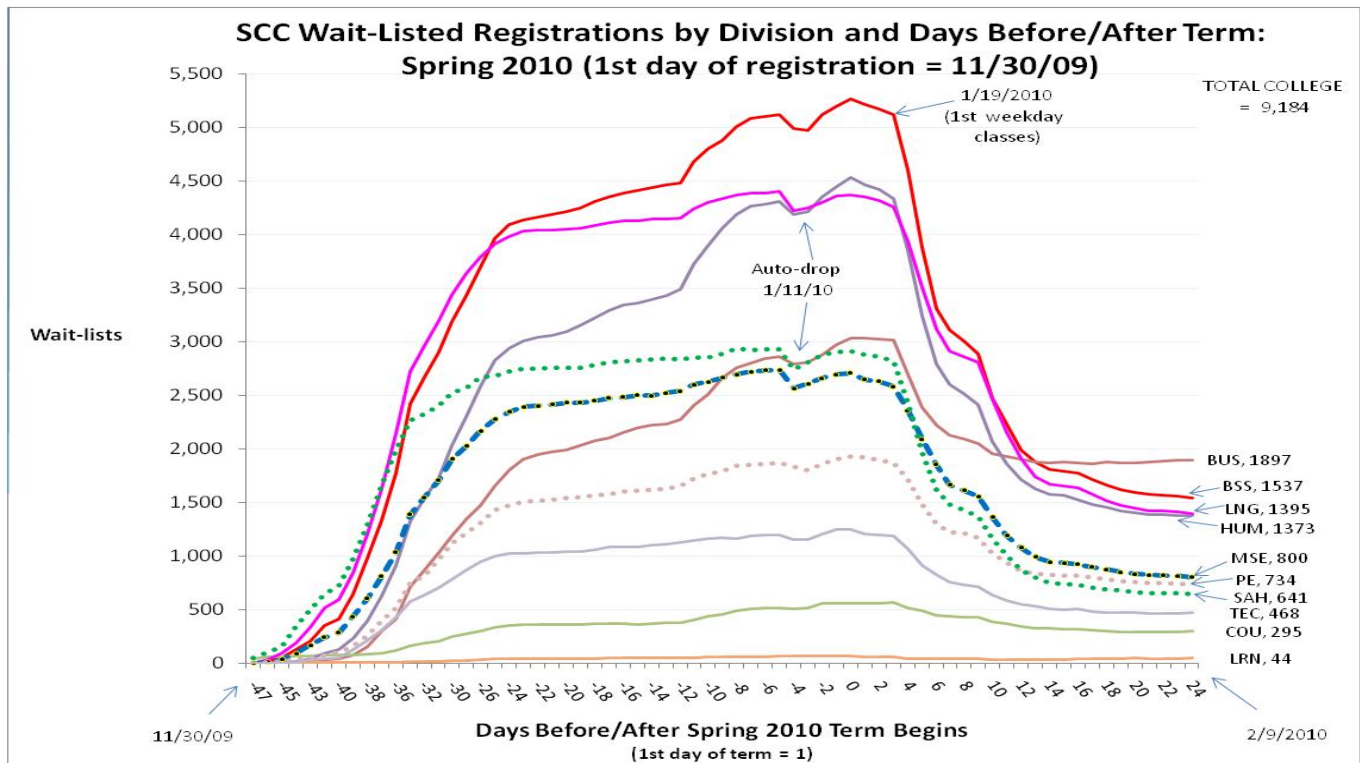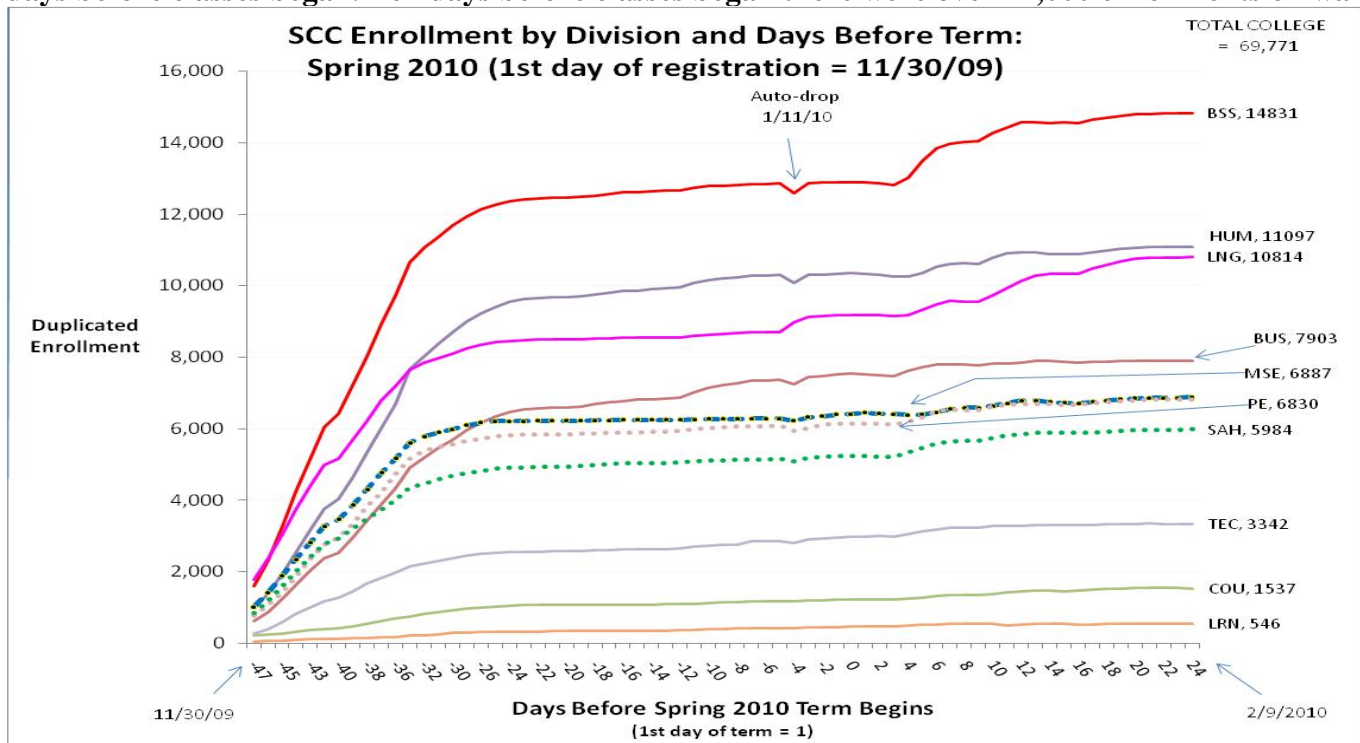
Fall 2009

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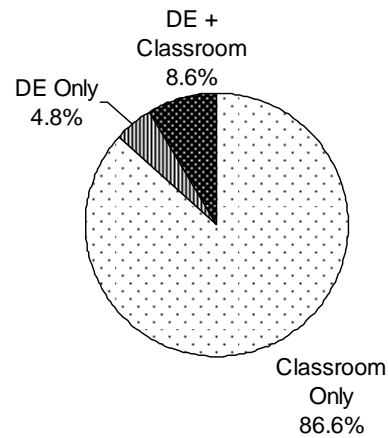
Sources: CCCCO Data Mart Full Time Equivalent Students By Distance Education Status and EOS Transcript File

**Fall 2009 Enrollment grew steadily and reached maximum levels in most divisions by the beginning of classes. Wait lists peaked just before classes began.**

### SCC Enrollment by Division and Days Before Term (Fall 2009)



Auto-Drop 4: 8/18/09
Auto-Drop 3: 7/28/09
Auto-Drop 2: 7/7/09
Auto-Drop 1: 6/16/09

Duplicated Enrollment

Days Before Fall 2009 Term Begins
(1st day of term = 0)

Legend: BSS, BUS, COU, HUM, LNG, LRN, MSE, PE, SAH, TEC

### SCC Wait-Listed Students by Division and Days Before Term (Fall 2009)



Auto-Drop 4: 8/18/09
Auto-Drop 3: 7/28/09
Auto-Drop 2: 7/7/09
Auto-Drop 1: 6/16/09

Wait-listed Students

Days Before Fall 2009 Term Begins
(1st day of term = 0)

Legend: BSS, BUS, COU, HUM, LNG, LRN, MSE, PE, SAH, TEC

Notes:  These numbers may not match Crystal Reports generated the same date. The date on the Crystal Report indicates the date the report was run, not the date of the data extraction.  However, PRIE's date reflects the *data extraction date*. UC Davis enrollment is not shown in the figure.

7

**Enrollment for Spring 2010 grew quickly and neared the maximum value for most divisions about 20 days before classes began. Ten days before classes began there were over 24,000 enrollments on wait lists.**



SCC Enrollment by Division and Days Before Term: Spring 2010 (1st day of registration = 11/30/09)

TOTAL COLLEGE = 69,771

Auto-drop 1/11/10

BSS, 14831
HUM, 11097
LNG, 10814
BUS, 7903
MSE, 6887
PE, 6830
SAH, 5984
TEC, 3342
COU, 1537
LRN, 546

Duplicated Enrollment

Days Before Spring 2010 Term Begins (1st day of term = 1)

11/30/09          2/9/2010



SCC Wait-Listed Registrations by Division and Days Before/After Term: Spring 2010 (1st day of registration = 11/30/09)

TOTAL COLLEGE = 9,184

1/19/2010 (1st weekday classes)

Auto-drop 1/11/10

Wait-lists

BUS, 1897
BSS, 1537
LNG, 1395
HUM, 1373
MSE, 800
PE, 734
SAH, 641
TEC, 468
COU, 295
LRN, 44

Days Before/After Spring 2010 Term Begins (1st day of term = 1)
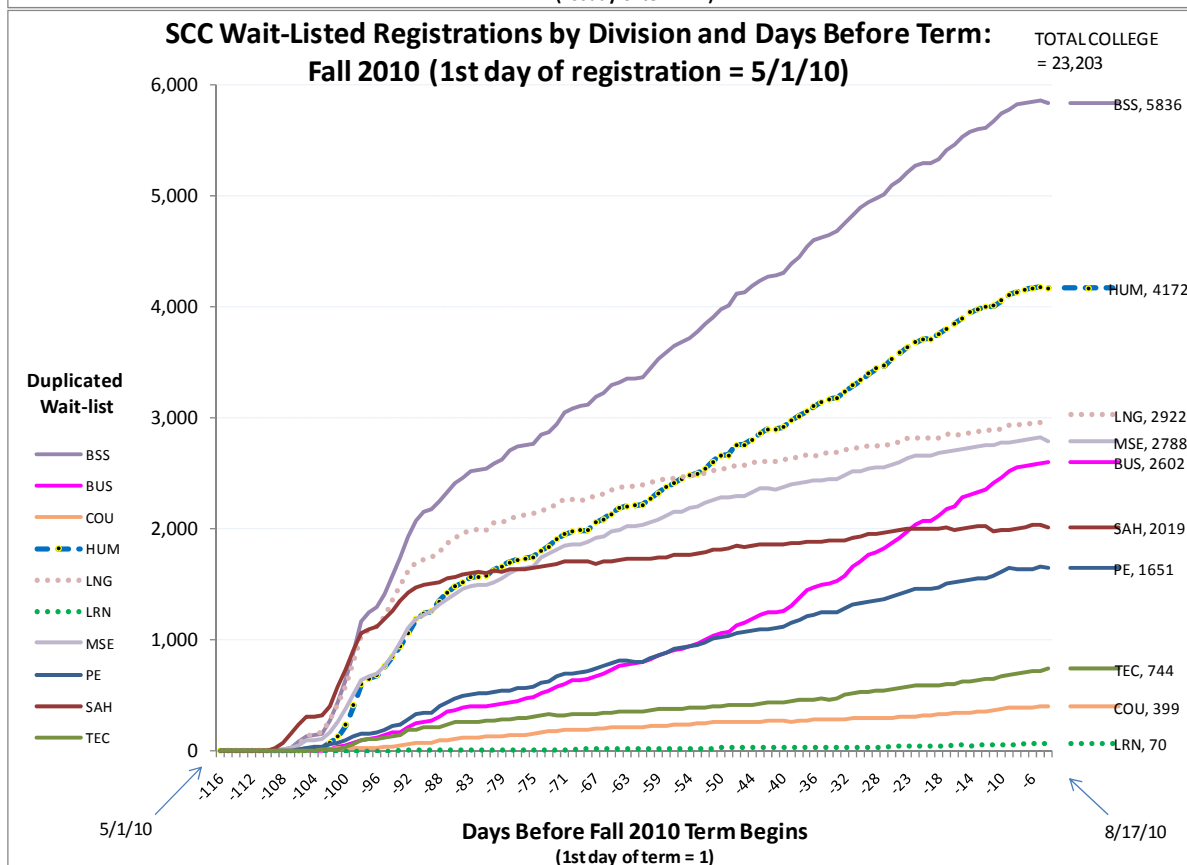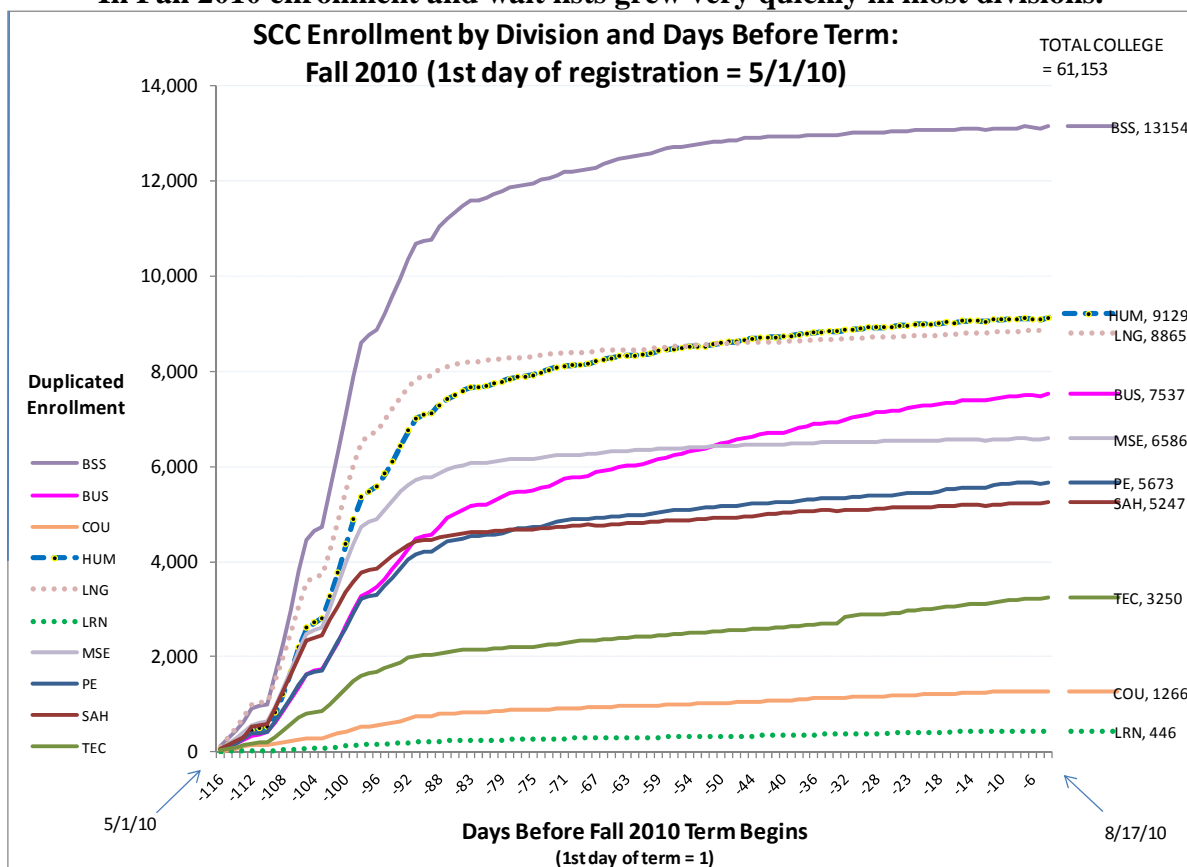
11/30/09          2/9/2010

Notes:  These numbers may not match Crystal Reports generated the same date. The date on the Crystal Report indicates the date the report was run, *not* the date of the data extraction.  However, PRIE's date reflects the *data extraction date*. UC Davis enrollment is not shown in the figure.

**In Fall 2010 enrollment and wait lists grew very quickly in most divisions.**

## SCC Enrollment by Division and Days Before Term: Fall 2010 (1st day of registration = 5/1/10)

TOTAL COLLEGE = 61,153

**Duplicated Enrollment**

- BSS
- BUS
- COU
- HUM
- LNG
- LRN
- MSE
- PE
- SAH
- TEC

BSS, 13154
HUM, 9129
LNG, 8865
BUS, 7537
MSE, 6586
PE, 5673
SAH, 5247
TEC, 3250
COU, 1266
LRN, 446

5/1/10

**Days Before Fall 2010 Term Begins**
(1st day of term = 1)

8/17/10

## SCC Wait-Listed Registrations by Division and Days Before Term: Fall 2010 (1st day of registration = 5/1/10)

TOTAL COLLEGE = 23,203

**Duplicated Wait-list**

- BSS
- BUS
- COU
- HUM
- LNG
- LRN
- MSE
- PE
- SAH
- TEC

BSS, 5836
HUM, 4172
LNG, 2922
MSE, 2788
BUS, 2602
SAH, 2019
PE, 1651
TEC, 744
COU, 399
LRN, 70

5/1/10

**Days Before Fall 2010 Term Begins**
(1st day of term = 1)

8/17/10

NOTES: See http://scc-prieweb.scc.losrios.edu/enroll/enrollmaster.asp for data tables at division, department, and course levels.
See http://scc-prieweb/enroll/enrollnotes.asp for data notes and caveats.
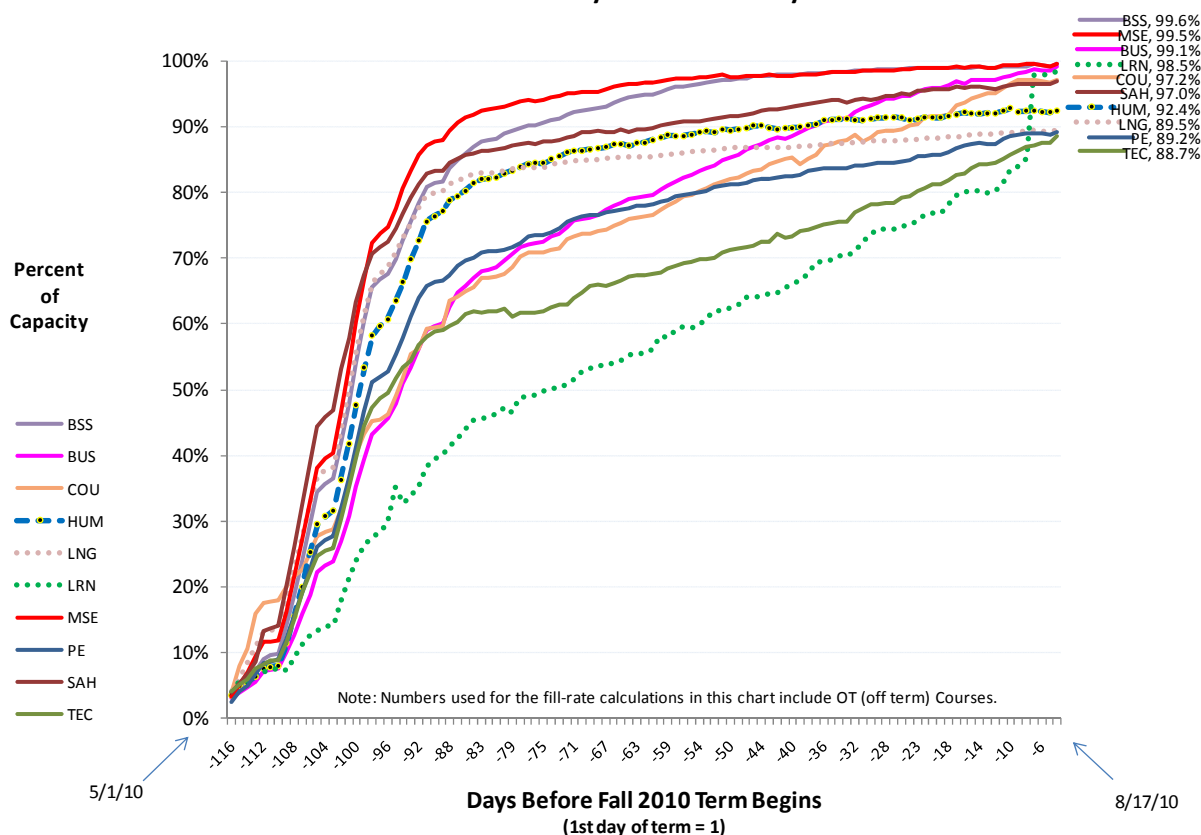
9

**Enrollment one week prior to the semester starting was lower in Fall 2010 than it was in Fall 2009, with about a 5.6% drop in the count of unduplicated students.**

| Sacramento City College Enrollment (LRCCD daily enrollment report) | Fall 2010 - 1 Wk Prior | Fall 2009 - 1 Wk Prior | Percent Change |
|---|---|---|---|
| Weekly Census | **198,283** | **206,346** | **-3.91%** |
| Daily | 23,282 | 25,577 | -8.97% |
| Total WSCH | 236,702 | 247,059 | -4.19% |
| Unduplicated Students | 24,410 | 25,853 | -5.58% |

**Enrollment fill-rate analysis for Fall 2010 shows that:**
- 90 days before the beginning of Fall 2010, enrollment in all divisions except LRN was over 50% full.
- 75 days before the beginning of Fall 2010, enrollment in MSE and BSS was over 90% full.
- 50 days before the beginning of Fall 2010, enrollment in all division except LRN was over 70% full.
- 30 days before the beginning of Fall 2010, enrollment in four divisions, MSE, BSS, SAH, and HUM, was over 90% full.
- 5 days before the beginning of Fall 2010, enrollment in all divisions was more than 88% full, with 6 divisions (BSS, MSE, BUS, LRN, COU and SAH) exceeding 96% full.



SCC Fall 2010 enrollment fill-rates by division and days to term:

NOTES: See http://scc-prieweb.scc.losrios.edu/enroll/enrollmaster.asp for data tables at division, department, and course levels.
See http://scc-prieweb/enroll/enrollnotes.asp for data notes and caveats.

# Enrollment Trends Spring 2009-Spring 2010 Analysis and Survey of Impacts:

**A comparison of enrollment and wait list counts ten days before classes begin for Spring 2009 - Spring 2010 shows substantial differences between the two semesters.**

The graph to the right compares total enrollment and wait list sizes at 10 days before the start of classes for Spring 2009 and Spring 2010. "Duplicated enrollment" means that a student is counted once for each class in which he/she enrolls (e.g. a student enrolled in 3 classes would be counted as 3 enrollments.)

"Total wait list" counts the number of students on waiting lists for classes; a student is counted once for each wait list that he/she is on.

**Enrollment is somewhat higher in Sp10:**
Total duplicated enrollment counted ten days before the start of classes increased approximately 8% from Spring 2009 to Spring 2010 *(*from 55,874 in Sp 2009 to 60, 359 in Sp 2010).
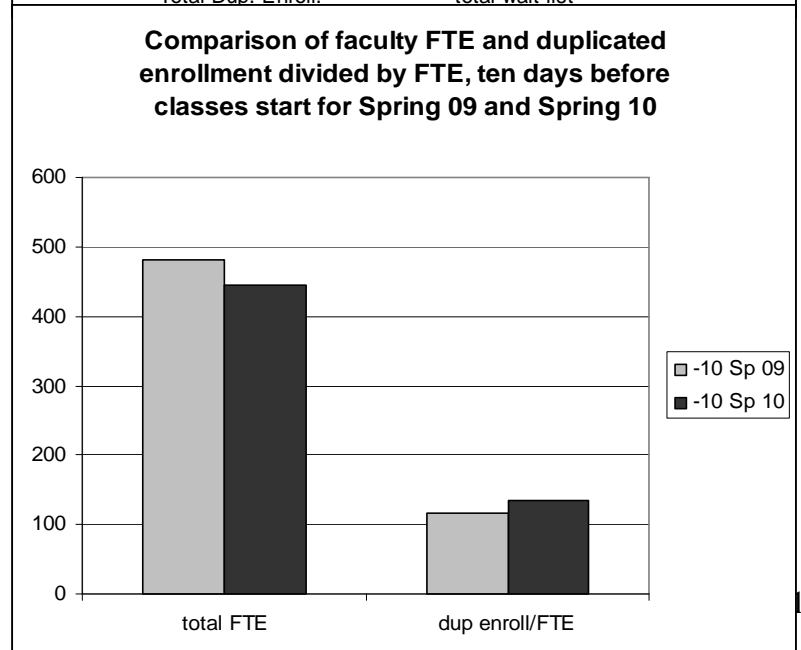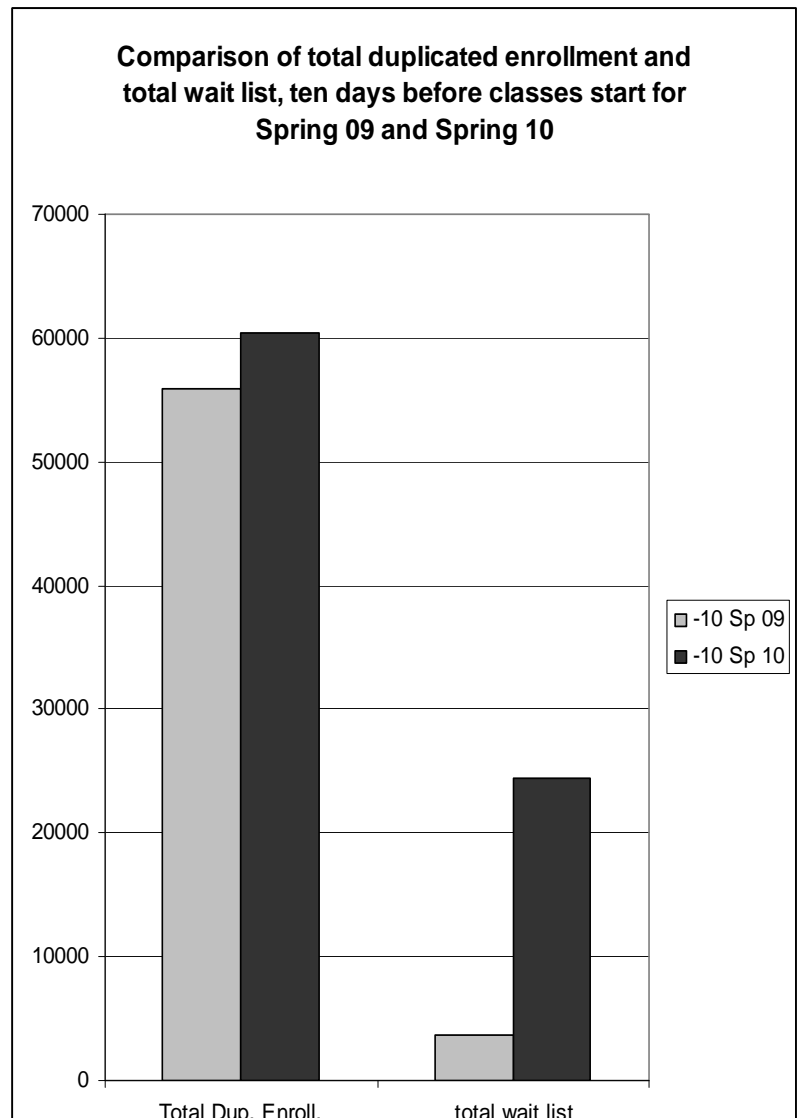
**The total wait list is much larger in Sp10:**
The total wait list counted ten days before the start of classes was over five and a half times higher in Spring 2010 than it was in Spring 2009. The total wait list increased approximately 566% from Spring 2009 to Spring 2010 (from 3660 in Sp 2009 to 24,398 in Sp 2010).

**Faculty FTE is somewhat lower in Sp10:**
The graph at the right shows faculty FTE and FTE/enrollment for Spring 2009 to Spring 2010 ten days before classes begin. Total faculty FTE decreased by about 7% from Spring 2009 to Spring 2010 (from 480.6 in Spring 2009 to 445.5 in Spring 2010).

**Enrollment/faculty FTE is higher in Sp10:**
In this same time period, duplicated enrollment per faculty FTE increased by about 17% (from 116.2 in Sp 2009 to 135.5 in Spring 10). In other words, there were somewhat more students per full-time-equivalent professor ten days before the start of classes in Spring 2009 than there were in Spring 2010.



**Comparison of total duplicated enrollment and total wait list, ten days before classes start for Spring 09 and Spring 10**



**Comparison of faculty FTE and duplicated enrollment divided by FTE, ten days before classes start for Spring 09 and Spring 10**

11

**A PRIE survey indicates some impacts of Spring 2010 enrollment trends**
In early February 2010, Dr. Jeffery asked the PRIE Office to gather some feedback from faculty about the impact of recent enrollment trends at SCC.  A survey was sent to all Department Chairs and Academic Senators on 2/9/10 and information collected over the next two weeks.

**Number of respondents from each division:**
- Advanced Technology = 6
- Behavioral and Social Sciences = 10
- Business = 0
- Counseling = 0
- Humanities and Fine Arts = 4
- Language and Literature = 2
- Learning Resources = 3
- Mathematics, Statistics, and Engineering = 3
- Physical Education, Health, and Athletics = 2
- Science and Allied Health = 9

As not all divisions are represented in the survey responses, conclusions must remain tentative.

The results of this PRIE survey suggest while some classes were able to add all students on the wait list, many were not and that many students trying to add classes could be accommodated.  They also suggest that in Spring 2010, compared to previous semesters…
- there were fewer "no shows" on the first day of classes
- more wait-listed students showed up and tried to add on the first day of classes
- there were more students who were not on the wait list but were trying to add classes
- about the same number of students added or dropped classes in the first few weeks of the semester
- more students asked for assistance from faculty in adding or dropping classes

Narrative comments on the open-ended survey questions suggest that…
- Faculty communicated to students in a variety of ways that they might not be able to move from the wait list into classes, most commonly via email and/or comments to the class on the first day classes met.
- When asked about the impact of enrollment trends on the teaching/learning process faculty indicated that when class sizes were larger, more time was needed for grading and class dynamics were affected.
- Faculty responding to the survey noted that students' response to the enrollment situation tended to be one of frustration.

Detailed results from the survey can be found in the appendix of this section.

# Appendix 1: Detailed survey results

Some students who register for a class are "no shows"; that is, they do not show up for the first day of classes. Compared to past spring semesters, how many "no shows" were there on the first day of your classes?
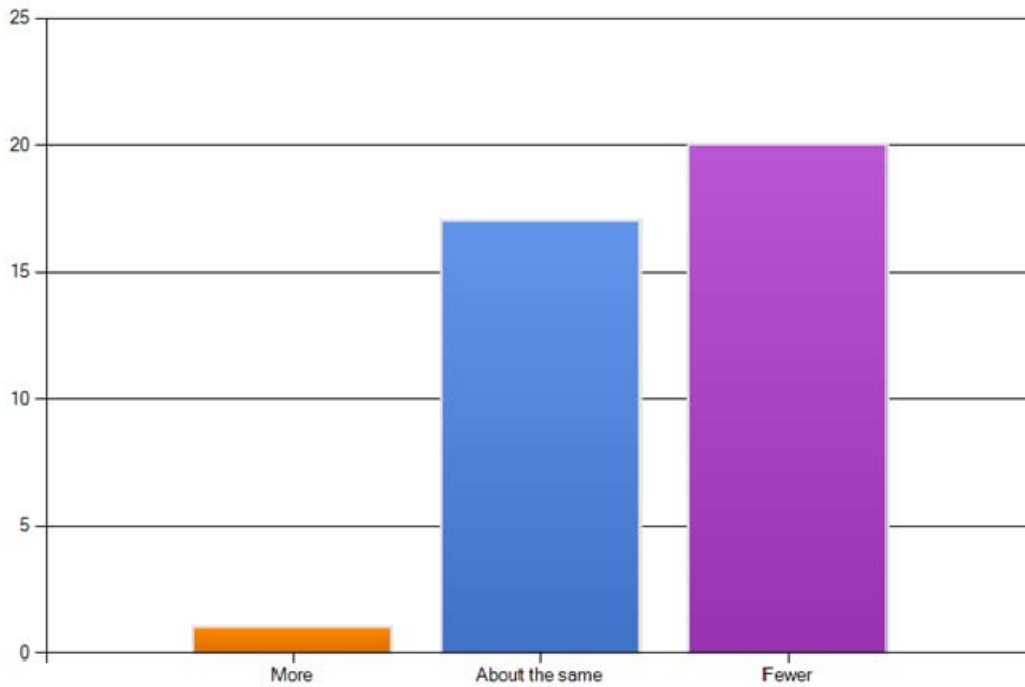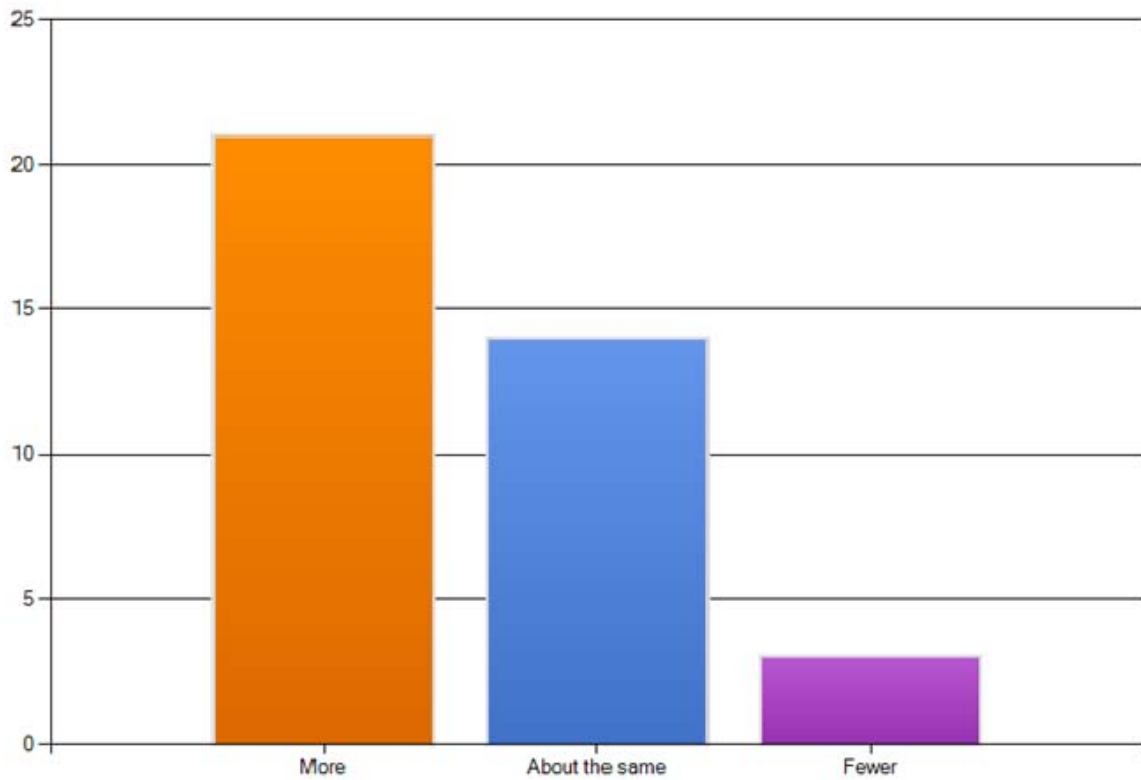


Approximately how many of the wait-listed students in your classes showed up on the first day and tried to add?
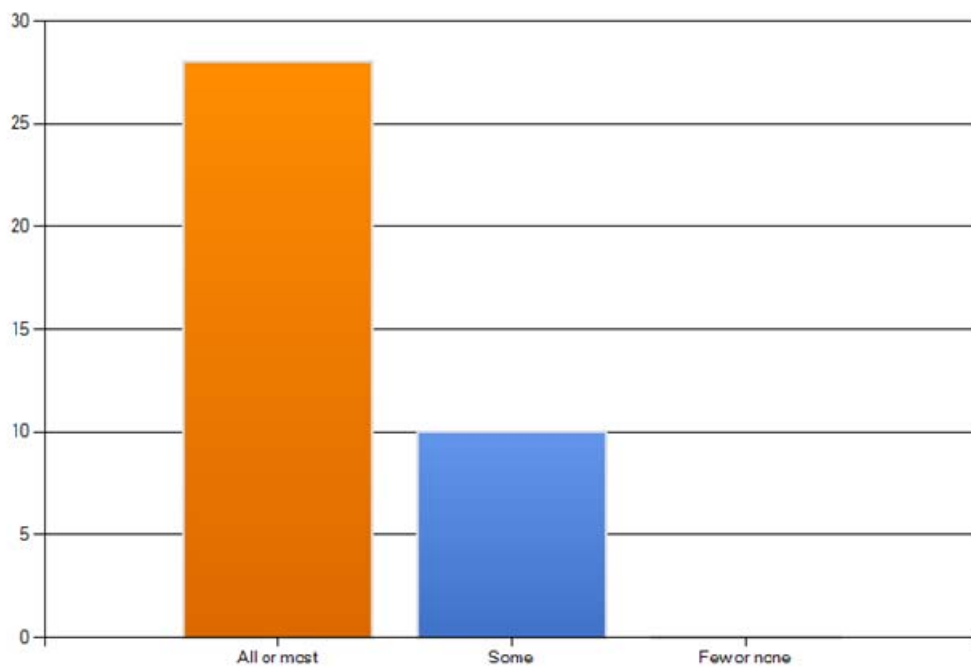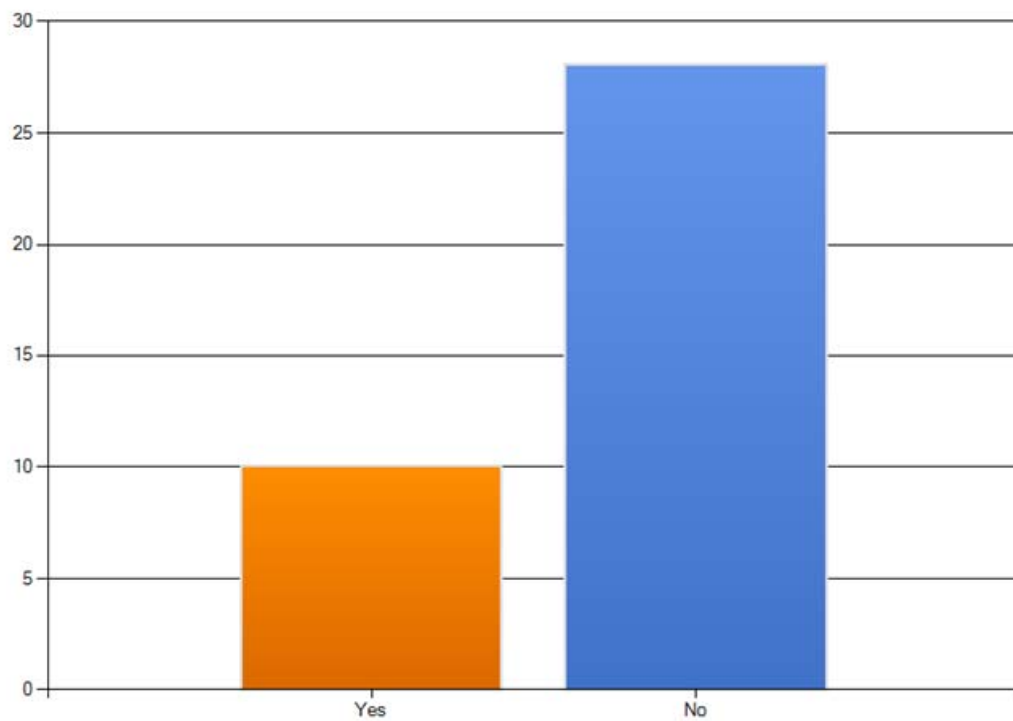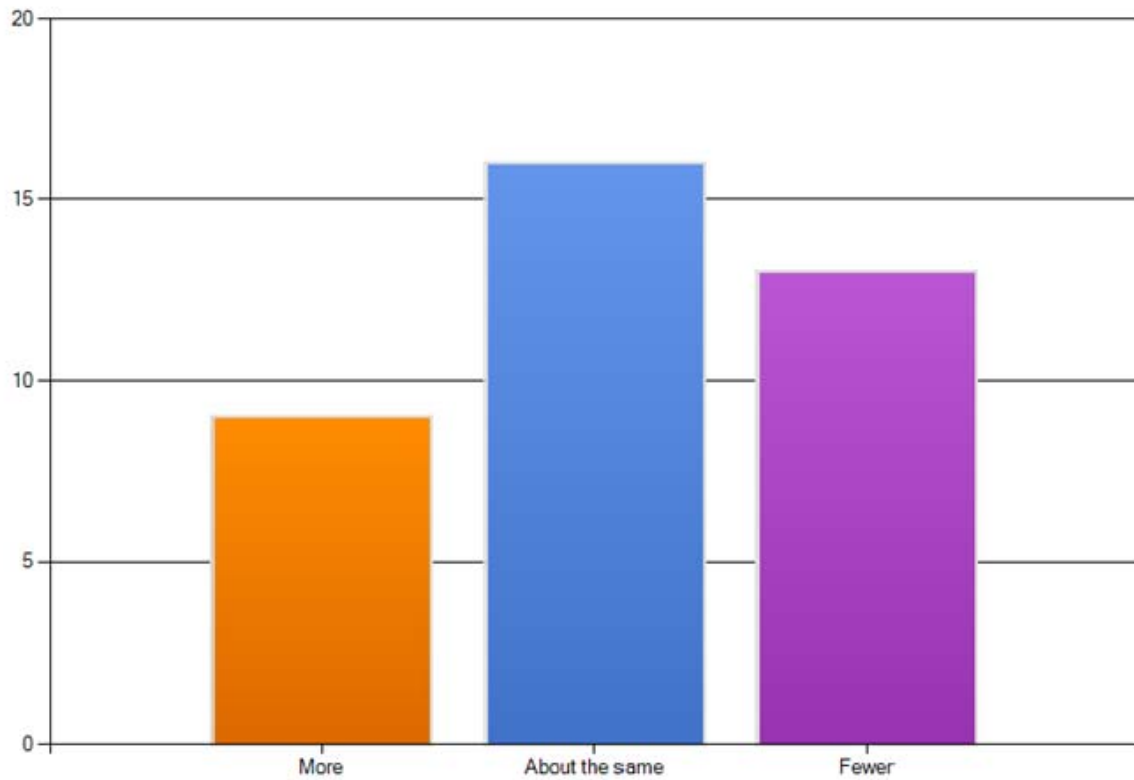
**Compared to past spring semesters, how many students who were trying to add your classes were not on the wait list?**
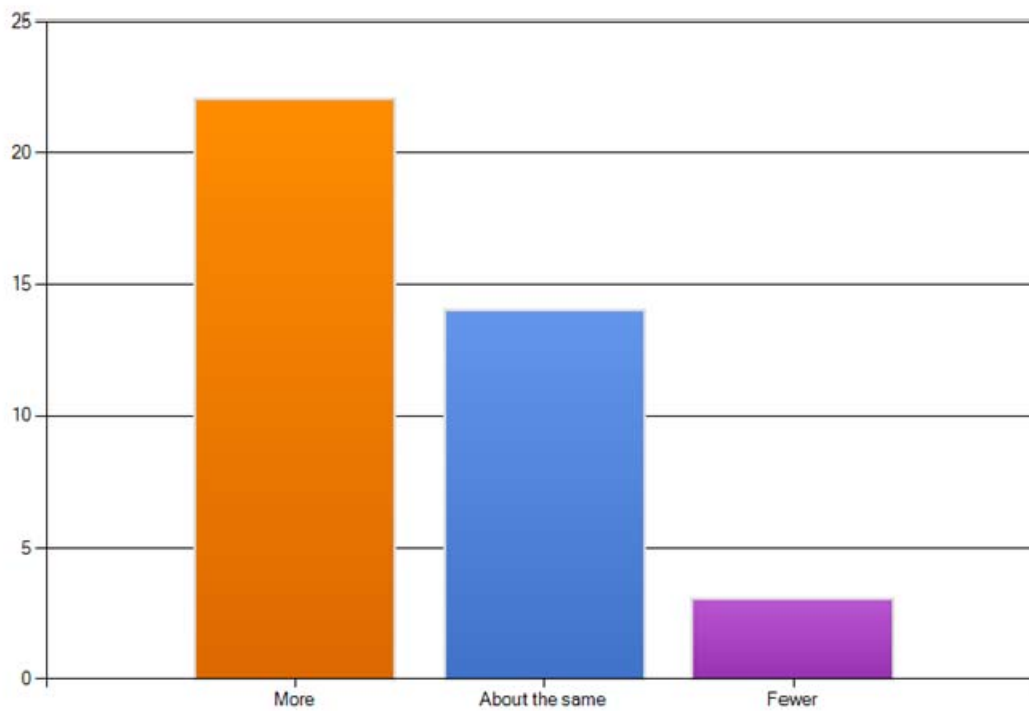


**Were you able to accommodate all or most of the students trying to add classes?**

**Compared to past spring semesters, how many students added or dropped your classes during the first few weeks of the semester?**



**Compared to past spring semesters how many students asked for assistance from you in adding or dropping classes?**

**How did you communicate to students that they might not be able to move from the wait list to an actual course enrollment?**

- Verbally at the first class meeting.
- I used the email function on our roster service to explain the situation of the wait list. I also made my policies clear about no shows and adds.
- I told students that we would base enrollment on the number of desks/seats in the room. I took that number and compared it to the number enrolled on the roster each day for the first two weeks and continued to add students as space opened up. This was the process to move from the waitlist to the actual course, which "communicated to students that they might be able to move from the waitlist to an enrollment." I prefaced this with a discussion of the budget and the fact that we had about 12,000 on the waitlist in the BSS alone. I also recommended B153 for assistance.
- I sent out emails several times before the semester break and during break reminding them of the prereqs and that waitlisted people might not make it into the class. Many emailed me and I responded via email to them.
- I told them that they could wait to see if space became available, but that I could not guarantee anything and they should be prepared to wait it out to no avail.
- I told them that I am limited by the spaces available in the classroom. Because of school funding shortage, the school has to cut down sections.
- I emailed students before the semester started, and told them to be sure to come the first day. I went thru the wait list on first day. I enrolled as many as I could. I suggested other classes to take to use their time wisely.
- By letting them know that the number of students is limited by the maximum available seats in the room.
- We explained that classes were full, but that students from the wait list would be added up the capacity of the class through the first week.
- Direct communication, early and often.
- I informed them of the factors that would determine how many additional enrollments I could accept, and that there probably would not be enough space to enroll everyone.
- Via email and also verbally on the first day of classes.
- I mentioned that, due to high enrollment, spots on the wait list did not automatically lead to enrollment. I also sent them an email before class started, letting them know that I would not add anyone who didn't show up the first day.
- There are only so many seats in the room. Once those are filled, I won't be able to add anyone else. Sorry! Here are the times of the other sections of this class. You are welcome to go and see if there is any room in them.
- Discuss options, suggest they see a counselor, suggest they enroll in elective classes, suggest they take at least one class to help with priority registration in the future.
- I announced at the first class session that I would add from the wait list in the order of the wait list until the roster was up to 40 students, which is the number of students the department has set for the class size. After counting the students in the room, I indicated that some students would likely not get in.
- In classroom I tend to tell them the truth that I m not able to add them to the class from the waiting list if the classroom is full.
- most were accommodated
- Not applicable. I was able to add all requests BECAUSE many of the ENROLLED students did not show up for the first day. This was an unusual phenomenon this year.
- In person
- I gently informed them that I could not add them but was teaching this class in the summer session.
- I talk with them. Our limitations are often related to the number of seats in the biology labs, limitations on the number of students that can be taken on required field learning exercises, or the amount of class time available for semester presentations by the students.
- I e-mailed students from my roster before courses began. I told the wait list students that I would not be able to add any at the first class session, but that I would draw from the wait list after the second class session, which was when I dropped students who were not attending. I also e-mailed and told students who were enrolled that if they did not attend, they would be dropped to make room for students on the full wait lists I had for my classes.
- Verbally the first day of class
- Through email and on the first and second day of class
- I let students know that if they are number 5 or higher they are likely not going to make it off the list.
- We told them that classes are highly impacted and that we can only accept as many students as is safe for fire codes etc...
- I emailed the students. Many who didn't get an email found out on the first day of class. As a department we could have easily started 5 more lab sections of Bio 430 and they would to the max.
- verbally, at the beginning of 1st day of classes
- In person on the first day.
- I have always had a policy in my classes that I will not add until the second day of class and if I have students who have not attended for 2 consecutive days, I drop them and add the other interested students.
- I teach an online course, so was able to add everybody on the wait list who came to the orientation.
- Class announcement

- I told them there was only so much room in the classroom and that if I could I would add everyone because I believe higher education and opportunity and access should be for all students who are interested but unfortunately I cannot add more than the number of seats in a classroom because of fire codes and told them this was due to the budget crisis in California.
- Notified in person on first day of class or by email reply to inquiries.
- in class or in reply to email inquiry
- Via email if the request was via email and via an announcement in class on the very first day and each of the next few meetings.

**Do you have more students in your class now than you typically do at this point in a spring semester? If so, how is the larger class size affecting the teaching/learning process?**

- About the same number of students, as my classes are usually close to full.
- Yes I do. It is hard to process assignments for the larger classes.
- Some days yes - and other days no. The enrollment is larger, but I'm not noticing a huge increase in the class size except on days that something is due. This increase in size does make it difficult sometimes to create an interactive and dynamic class.
- Yes. We have the greatest number of students in the ECE lab classes we have every had. In the CDC classrooms there are often too many students compared to children. Students registered for 27 hours of lab and my load is to have 6 hours of lab per class. So with 2 labs I am required to be there 12 hours per week. There are so many students at different times that I am doing many more lab hours so that they feel I am working with them.
- Yes, I do. I spend more time grading homework and responding to student queries and other issues. However, I still have to attend meetings, prep for classes, and attend to paperwork, which means that my total work hours over the course of the week have increased. I cannot grade homework as quickly since there is more of it, so students have not been able to receive feedback as promptly.
- I personally teaching the upper division class. I do have less students comparing to other chemistry classes. I don't have more students this semester. I had to turn away a lot of students in the Fall semester. Students have less individual attention in the class. The lab has longer line to wait for usage of instruments. Students gets frustrated waiting.
- I teach lab classes, more time spent walking the room and going over items multiple times for complete understanding.
- Yes. By this time last semester, I had about 29 students in each of my classes. This semester I have 42 in one class and 38 in another. I have to scheduled additional time outside my office hours to help some of them mostly returning students and those who completed their prerequisite long time ago, who are lagging behind.
- Yes. We have two sections of PTA 100 that are very full (50-50 students). AH 100 is similarly enrolled. We also have a full class of students enrolled in the program, with higher fall to spring retention than in the past. We have adapted teaching/learning a little. For example we usually have our students in the Intro to PTA survey course go out and observe in clinical settings for 8 hours... with more than 100 students in the two sections this would be overly burdensome to local clinical settings which are already taking our matriculated students in the program. We have adapted by doing 'video observations' of physical therapy practice.
- I chose not to do this; my courses are right at cap save one.
- No. A surprisingly large number of students have dropped.
- Yes, I have quite a few more students than usual. I am not able to give students as much personal attention. It takes me longer to grade quizzes and exams so feedback for the students is somewhat delayed from what it has been in the past.
- Yes, substantially more students - I took 58 students in a class that normally holds 40. I've had to be very organized in the class and be very diligent in grading the weekly quizzes.
- Yes. I have a number of lecture courses that are larger than usual. My class time isn't much affected, but my prep time has dramatically increased.
- Yes. It is definitely more challenging keeping everyone focused on the task at hand. Not to mention that there is more grading and prep for me.
- It is challenging but not impossible to meet their needs. Much greater workload for faculty. Most of our classes are at night so we are often here until close to midnight.
- Yes. There are more homework questions and more papers to grade. This slows things down a bit; I have to make up for it by lecturing faster. The students say that when lecture comes at them faster they have trouble following it.
- yes, it affects the teaching and learning process. I m using more assignments via D2L to ensure the quality of student learning.
- by far more...less budget yet more materials needed for students....more prep time required also
- More students. However, there seems to be an extremely high drop rate this semester. (Don't know why). I hope it is not linked to obtaining financial aid and then not taking the class. It seems this is a big problem nowadays.
- More students. Much too crowded.
- Yes. I have more names to remember.
- It depends on the class. For lecture only courses, I have more (such as Biology 350), for lecture/lab classes, abut the same (such as Biology 305 or 370). In those classes where I enroll higher numbers (I started with 55 in my largest class) it is highly unlikely that I will get to know many of the students very well. This is a definite detriment to student retention in the cases where performance is initially poor.
- Yes, I added more students from the wait list than I normally would have done. This has increased my workload (more assignments to grade, more questions to answer, etc.) and it has been a challenge. It is manageable for now, but not sustainable over time.

- We have been stripped of FTE, classes, and support in Motorcycle by the simple fiscal realities and by our dean who sent our share of the resources to other departments and by her cutting us 60 percent this semester. We had to turn students away for the first time in some 10 years. We have a history of accommodating all students.
- Yes I have more students. Unfortunately the rooms do not accommodate the larger numbers making the learning environment difficult
- It's challenging to do group work, but I still do it.
- Yes, of course it takes more time and there is changes the dynamics (not as much time for interaction).
- Yes. It is more challenging trying to manage more bodies in the laboratory.
- yes. We have had difficulty with classroom overcrowding
- More students! More students in Lectures are not the problem. The Lab is very difficult and students are not getting enough attention from the instructors.
- No. But last semester I did and the retention was off the charts!
- The class size seems to be similar to past semesters
- Yes - negatively. I can't do enough one on one checking to see if students are getting the information they should be and the burden of grading is intense.
- We are rather insulated due to the type of program we are, with a rigid admissions policy.
- We are serving substantially more students this spring at all service desks. Reference transactions have increased from 1340 questions in the first week of spring 09 to 2791 questions in the first week of spring 10. Circulation of reserve textbooks has increased every semester for the past 2 or 3 years - usage this spring is up about 10% over last spring.
- more students, requiring more grading
- Yes, the room is much more crowded, there is not as much room for students with accommodations, and for group work. It is more difficult to get to know each student.

**What is your sense of the students' response (mood, behavior, etc.) to the current enrollment situation?**
- Many are frustrated, especially with so many classes being closed before their enrollment appointment date.
- They are extremely frustrated. They cannot get the classes they need, in part because of cuts and in part because of the ridiculous lottery system for deciding enrollment appointments. Some students have gotten the last appointments for the last three semesters and getting fed up!
- Some frustration and actually I think I have a few students who are just in my classes because it was the only class available (or I was the only one to let them in). I feel like the students are more strapped for time this semester - less patience.
- They are desperate in some cases. In addition to the fewer classes the ECE workforce is being asked to increase their education. Head Start is now requiring an AA by 2011 so many need the classes to keep their jobs. Over all they have been very respectful and kind. I thought it would be much worse but then the ECE students are great people.
- I know they are frustrated about not being able to enroll in classes, and about parking.
- unhappy. Many of them have to take classes in different colleges.
- They are upset about class sizes, fees and book costs.
- Anxious, especially those of them from UCD and Sac State. I have more of them this semester than any previous semester.
- Students are desperate to be in school. They have been very grateful to be in class and have been flexible with overcrowding in the classroom, more sharing of equipment, restrooms overcrowded, online discussion boards full, and so forth. Our adjunct faculty have also been remarkably tolerant of increased class sizes --- I think everyone knows it is not ideal but they want to help make it work for students.
- Generally, tolerant. But the pleas to be added often came from articulate and clearly career-bound persons.
- The students who e-mailed to ask if there was space seemed desperate and upset. The students who were admitted didn't give a lot of feedback about the enrollment situation. #3: 76% of wait list students showed up. #5: There wasn't an unusual number of people physically turned away, but there was a higher than usual number of people who contacted me by e-mail who I then informed that I would not be able to add them.
- They seem tense.
- Reserved to the situation and coping. Sometimes desperate to get classes - hence I've added everyone since I feel bad for them. I would add that they are pretty much more focused for the class too. Note: Question number 6 actually should be two questions - I have more adds and less drops.
- I sensed some frustration, but they mostly seemed to roll with it.
- So far, everyone seems to be handling it OK, though more people seem moody than usual.
- They tend to be impatient but understanding. Often the classes run later than anticipated so it makes for a long day for the students as well as the faculty.
- Frustrated. They have trouble getting the classes that they need for their requirements.
- frustration
- frustrated ...upset ...just trying to survive
- Students seem to be "more serious" and committed to classes than in previous years.
- Good attitude
- Most seem more interested in the class. They seem more willing to do what the course requires.

- They are not happy with the 1) lack of courses, 2) lack of variety of courses to fulfill GE requirements, and 3) the reduction in different times courses are offered to fit varied student schedules.  They are frustrated.
- This is the first semester ever that I had every single student enrolled in my online class attend the orientation session.   Students are appreciative to get almost any enrollment they can.  This has positive and negative effects.  One of the negative effects is that I have students in some of my classes who do not really belong there (not aligned with a career interest, personal interest, etc.) so it has been interesting dealing with more students who are there to keep their EOPS or Financial Aid funding that they are to become active learners in the course content.
- They are anxious and are resentful of the diminishment of Motorcycle.
- They are frustrated and concerned for their future.
- upset, frustrated and anxious
- frustrated
- Some understanding but a lot of frustration since these are the gateway classes to get into their allied health programs.
- Doing the best they can, but experienced students seem to have a few more "survival" strategies than the new students. Overall, they seem to express both frustration and resignation
- Worried about getting the classes they need in Summer/Fall. I've had a lot emails about the coming Fall schedule and what sections are going offered. The students are worried that they will not get in the courses they need to complete certificates.
- The students I have dealt with seem to be accepting but disappointed.
- It's my sense that students are more tense this semester about trying to access limited resources in the library -- study rooms, reserve books, computers.  This appears to be a carry-over from the general tenseness they feel trying to add impacted courses and sections.
- Students seem to understand the situation.
- They dislike it but hope they can get in and get their degrees.  They believe they are victims and are not being heard in this process.
- Those who are in are grateful and happy; those who did not get were very disappointed.
- Students are much more stressed and tense. This has led to a greater levels of rudeness and difficult interactions between our staff and the students being served.
- anxious, irritable, short, rude, desperate, disappointment are all terms I've heard used to describe this semester
- The students appear to be handling it fairly well, although many have expressed anxiety over their inability to complete their degree requirements and transfer in a timely manner.

# Appendix 2:  Excerpts from a speech by Dr. Jack Scott, CCC Chancellor to the Community College League of California on November 19, 2009.

"Scott Peck begins his well-known book, *The Road Less Traveled*, with these arresting words:

> Life is difficult.  This is a great truth, one of the greatest truths.  It is a great truth because once we truly see this truth, we transcend it. . .  Because once it is accepted, the fact that life is difficult no longer matters. . . . Life is a series of problems.  Do we want to moan about them or solve them?

This statement is not meant to be pessimistic, for Peck would affirm that life has its joys as well as its problems.

Yet, if you have lived very long, you know this truth, that life is difficult.  Most of us have experienced serious difficulties such as the loss of a loved one, harsh financial reversal, a failed marriage, or a chronic illness.  And just as problems occur in our personal lives, so also do problems arise in our professional lives.  That is why I have titled my speech "Living in Difficult Times."

There is no question that 2009-10 is an extremely challenging time for California community colleges.  This year we experienced a huge  8% cut in our state allocation.  My experience in California community colleges dates back to 1973, yet I have never seen a reduction of this magnitude.

Ironically, at the same time our funds have been reduced, our enrollments have surged.  The students still came.  This fall, our enrollment increased by 3% over last fall.  Colleges report that at registration time this fall, 95% or more of their course sections were completely filled, with many students on waiting lists and some—sadly—turned away with no classes at all. "

"And in terms of continued high enrollment, the future looks very bright.  The California Post-Secondary Education Commission (CPEC) recently did a study of future enrollments in California community colleges.  The title of this document is "Ready or Not, Here They Come."  CPEC concluded that community college will grow by an additional 222,000 students in the next decade.  They also warned that as many as 400,000 students could be turned away in the next two years because of our financial crisis.

So the conclusion is clear:  we have more than enough customers.  Not only in California, but also nationally the community colleges are riding a wave of popularity.  President Obama recently announced a $12 billion federal initiative for community colleges. A few months ago, *TIME* magazine published an article suggesting that community colleges may be the key to leading us out of the recession.

Never have I known the community colleges to be held in higher esteem than now.  In a recent statewide survey, released last week by the Public Policy Institute of California, respondents gave community colleges an approval rate of 65%, an approval rate higher than either the University of California or the California State University.

But there is still the indisputable fact that we are woefully short of funds.  I firmly believe that the state of California is making a huge mistake by failing to educate the students that are vital to this state's future.  And, realistically, we cannot hope that 2010-11 will be any better than the present year.  In the last two years, the revenues of the state government have dipped by 18%.  Furthermore, the state revenues in the first quarter of 2009-10 year are one billion dollars below budget projections.   Just last week, Governor Schwarzenegger predicted that the budget deficit in 2010-11 will be fourteen billion dollars. So we must prepare for a tough two years ahead. "

"Let's be honest.  In the past, in our rush to serve the needs of many, we may have initiated classes and programs that we now can get rid of.  We have engaged in what I call "mission creep."  We did some good work, but not essential work.  Now we can use this crisis to better ourselves.  As I have often quoted a statement by Stanford economist Paul Romer:  "A crisis is a terrible thing to waste."

I read where one of college presidents simply explained one of the college's class cuts this way:  "We cannot maintain an aerobics class for seniors and cut transfer classes for recent high school graduates."  I think he is exactly right.  And the public will support us in these reductions.

You recall that last spring in the budget discussions that there was one proposal to reduce funding for all physical education classes to non-credit funding.  We fought that proposal, pointing out that many P.E. classes are transferable, and some are even vocational requirements for such careers as physical therapy and coaching.

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Fortunately, we won that battle, but it may not be over.  For when the legislature granted us the ability to reduce our class sections by 3.39%, a statement of legislative intent was inserted that community colleges should emphasize transfer, career technical, and basic skills courses.

So now is the time to eliminate courses that are primarily avocational, or, in some cases, to move such courses to self-supporting community education.  It is not our job to provide physical exercise for adults who don't want to pay the fees to join an athletic club or provide a course for those who want to learn quilting.

In other words, prioritize.  Explain to disappointed constituents or unhappy staff that we have no choice because of this fiscal crisis.  If one is ever going to downsize to essential classes and services, now is the perfect time to seize this opportunity.

Second, we should aggressively seek funds to supplement state dollars.  This is an ideal time to become entrepreneurial.   In 2008, the Osher foundation gave California community colleges the largest gift in the history of community colleges.  That donation was $25 million for scholarships for needy students.  Furthermore, the Osher Foundation has promised an additional $25 million to our colleges if we raise $50 million by June 30, 2011.  Recently I attended a fund-raising event at El Camino College that raised over $600,000 for this cause, simply meaning that this sum will immediately increase to $900,000 as a result of Osher's generosity.  If we as a system succeed in fully meeting the Osher foundation challenge, we will have established a $100 million endowment that will provide over 5,000 scholarships to community college students each year, in perpetuity. "


"For one, I believe that there are many ways that technology could improve instruction, counseling, and other student services.  Too often in the past, computerized instruction was used only as an add-on to classroom instruction.  This addition may have enriched instruction, but rather than decreasing costs, it simply increased expense.  Now we have on-line courses; such courses need to be further developed since our on-campus facilities are often stretched to the max."

# Student Achievement Report

- **Goal 4. Ensure that processes, services, curriculum, and instructional design result in equivalent student outcomes for all 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 institutional effectiveness in supporting student success through the achievement of certificates, degrees, transfers, jobs and other personal goals.**

*Note: For additional information on some subgroups of students see the First-year Student Report or the Basic Skills Report.*

Overall course success rate at SCC has been relatively steady for many years, with minor flucuations. However, an analysis of data from the several five years shows that there are achievement gaps between student groups. Comparisons across programs indicate that SCC students' course success rate is very different in different disciplines.

SCC course retention rates are lower than the overall state rates for almost all disciplines. Course retention rates at SCC changed only slightly from Fall 2008 to Fall 2009 in most disciplines.

The number of SCC students who become transfer-prepared (passed 60+ tranfer units) or transfer-ready (60+ transfer units including English and Math courses) has increased as overall college enrollment has increased over the last five years. There are gaps between the percent of students who are transfer ready and the percent of that ethnicity in the student body.

Total tranfers to CSU and UC from Sacramento City college have been declining since the 2004-2005 academic year. This may be because more students are transfering to private schools and out of state schools.

# Student Achievement Report

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SCC students report a wide range of educational goals, with transfer to a four year school being the most common goal.

Overall course success rate at SCC has been relatively steady for many years, with minor flucuations. However, an analysis of data from the several five years shows that there are achievement gaps between student groups:

- The average course success rate across all students has remained fairly steady for many years.
- The youngest students (under 18 years old) and the oldest students (over 40 years old) have the highest course success rates. Students 18-24 years old have the lowest success rates.
- Female students have slightly higher success rates than male students.
- Students from some ethnic groups have substantially lower course success rates than do students from other groups.
- Students carrying 6 to just under 12 units have somewhat lower success rates than students carrying either lighter or greater unit loads.
- Course success rate increases as student household income increases.

Comparisons across programs indicate that SCC students' course success rate is very different in different disciplines (as defined by TOP code) with the lowest success rate for Math courses and the highest for Commercial Services (e.g. cosmetology) courses. Data on student course success rates in online classes indicates that success in online classes varies by discipline. Students in courses which fit the TOP codes for Engineering & Industrial Technology, Humanities, and Mathematics have success rates in online classes that are substantially below that of face-to-face classes. Students in courses with TOP codes in Education, Psychology, and Public & Protective Services have higher success rates in online classes than in face-to-face classes.

Comparisons to ARCC Benchmarks indicate that SCC metrics were lower than the peer group average score for some metrics and higher than the peer group average for other metrics.

Total tranfers to CSU and UC from Sacramento City College have been declining since the 2002-2005 academic year. Data from the LRCCD Institititional Research Office suggest that this may be because more students are transfering to privite schools and to out of state schools. In addition, data from the LRCCD Institititional Research Office show that the number of students who are transfer ready increased from Fall 2008 to Fall 2009. These students are apparently not all tranferring to the UC or CSU systems.

# Education Goals

SCC students report a wide range of educational goals, with transfer to a four year school being the most common goal.
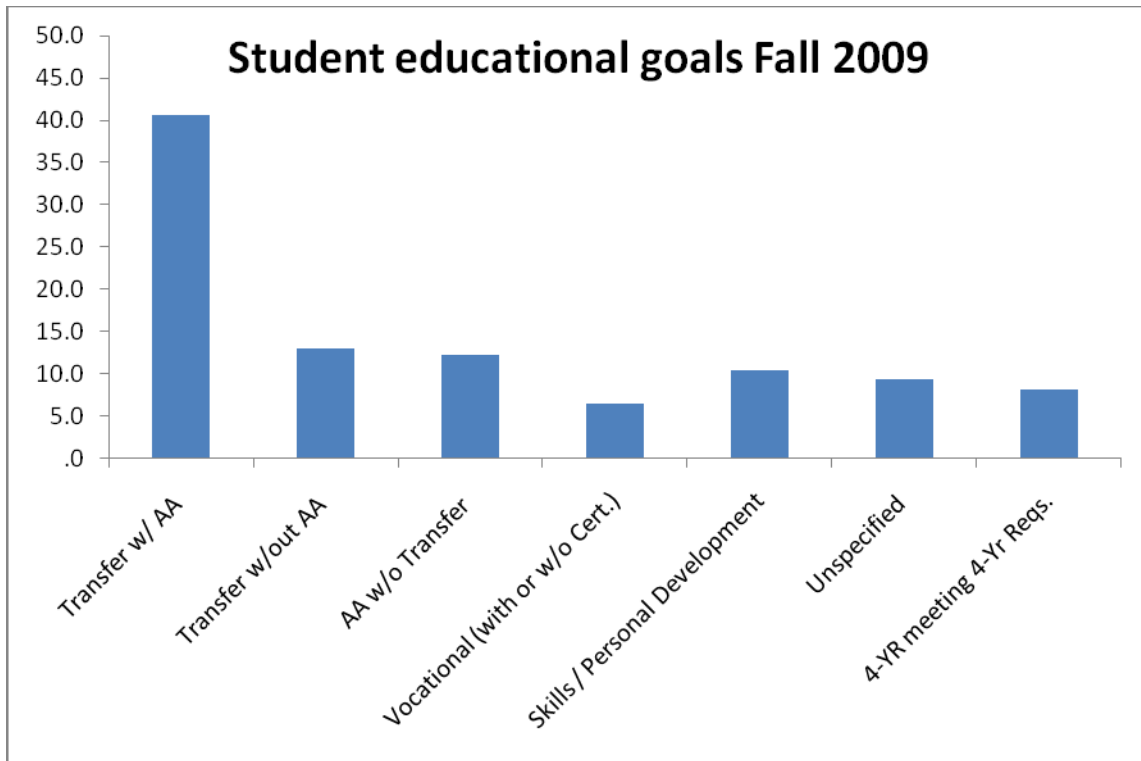


The number of degrees and certificates awarded has increased over the last five years as enrollment has increased. (data not available for 2009-2010 as of August 24, 2010)
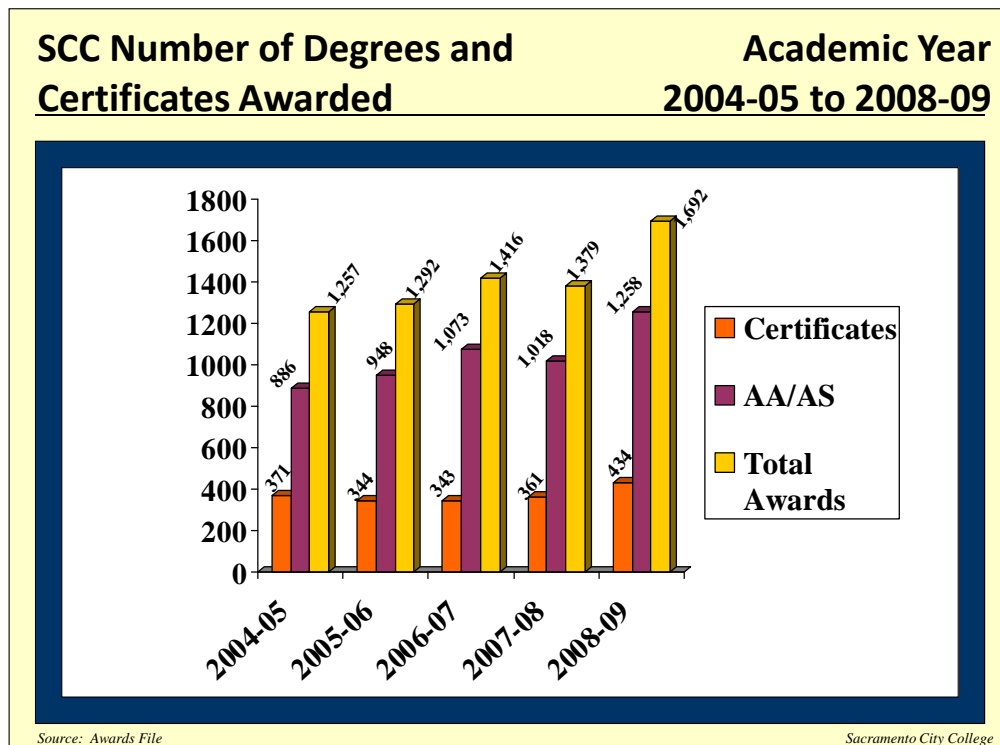
# Course Success Rates

**Trends over time:**

Overall course success rate at SCC has been relatively steady for many years, with minor flucuations.

(Course success rates reflect the percent of student enrollments that are successful in courses by earning grades A, B, C or Pass/Credit)

Since the 1970's  the overall the student course success rate has mostly been between 60% - 70%
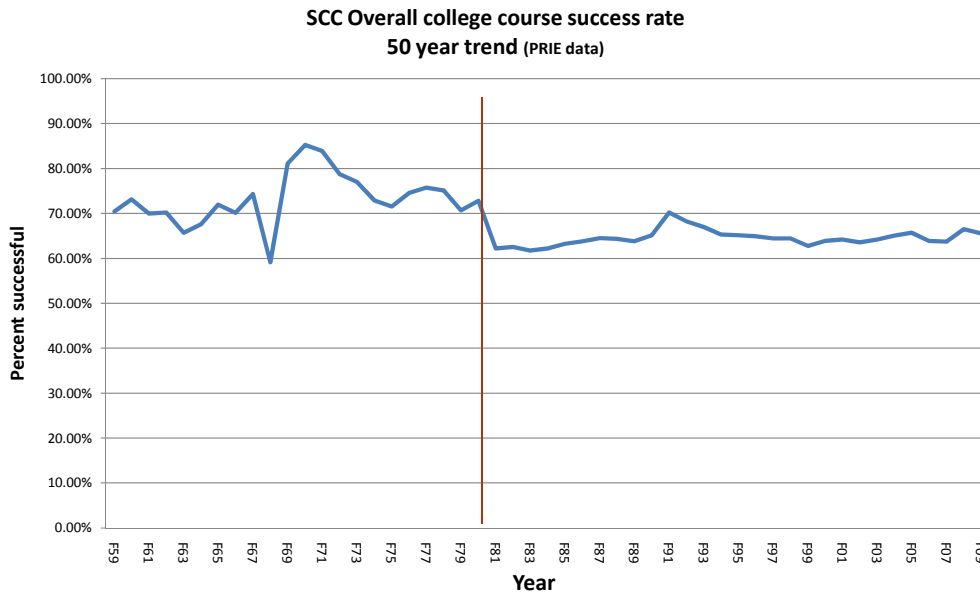
**SCC Overall college course success rate**
**50 year trend** (PRIE data)



Over the last 10 years the overall student course success rate has fluctuated only slightly.

**SCC Overall college course success rate**
**10 year trend** (PRIE data)



Source: Los Rios Community College District Research Database as reported in PRIE planning data files.

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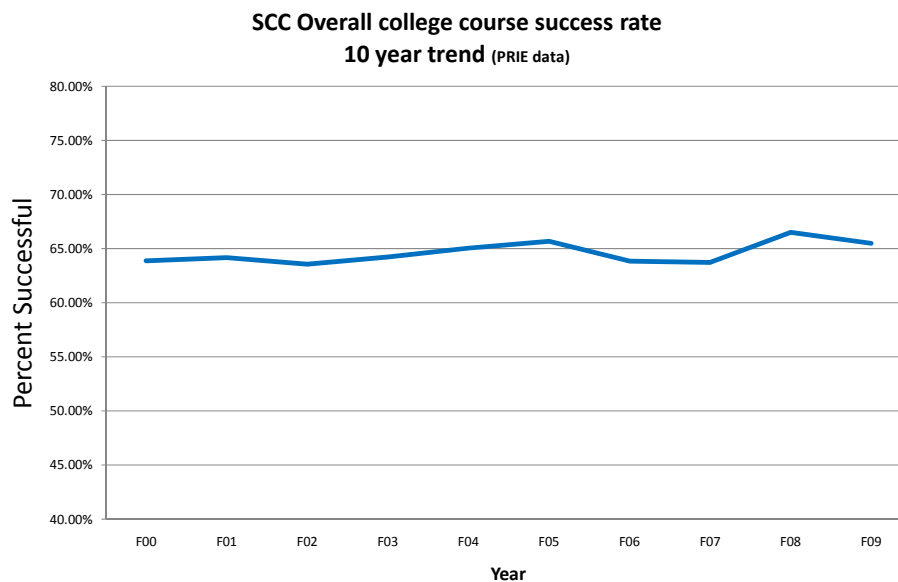
## By student characteristic:

The youngest students (under 18 years old) and the oldest students (over 40 years old) have the highest course success rates. Students 18-24 years old have the lowest success rates.

**Overall course success by age group F05-09** (LRCCD data)



There are gaps in in course success rates between students of different ages.

**Overall course success of recent high school graduates compared to all other students** (LRCCD data)
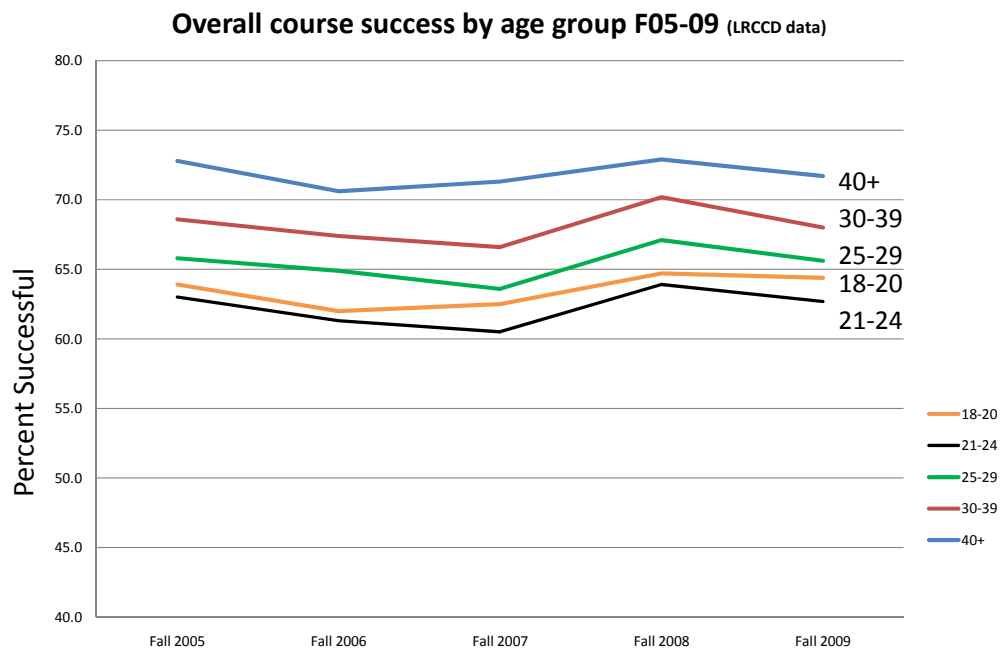


Course success for recent high school graduates is lower than for other students, but has improved in recent years.

Source: Los Rios Community College District Research Database as reported in PRIE planning data files.

Female students have slightly higher success rates than male students. Students from some ethnic groups have substantially lower course success rates than do students from other groups.

**Overall course success by gender F05-09** (LRCCD data)
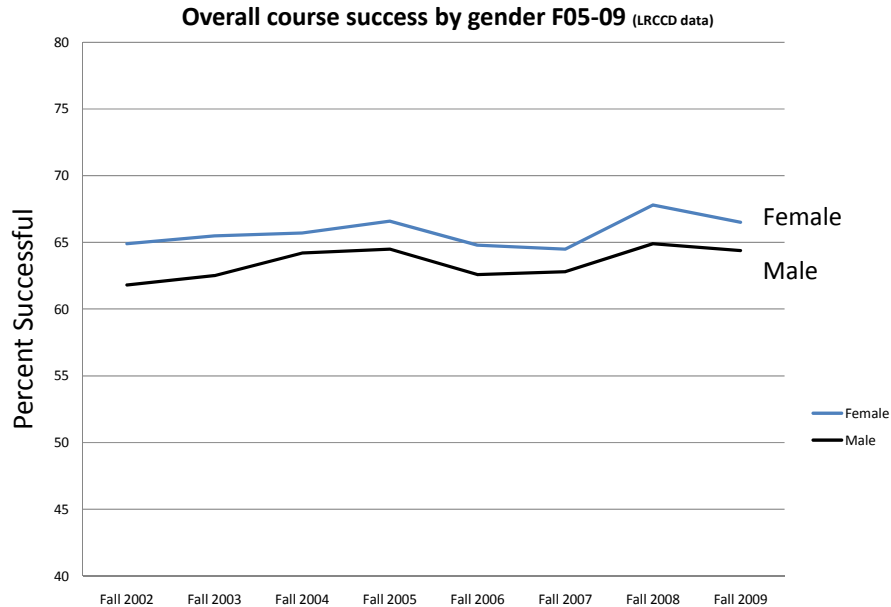


There is a slight gap in course success rate between male and female students.
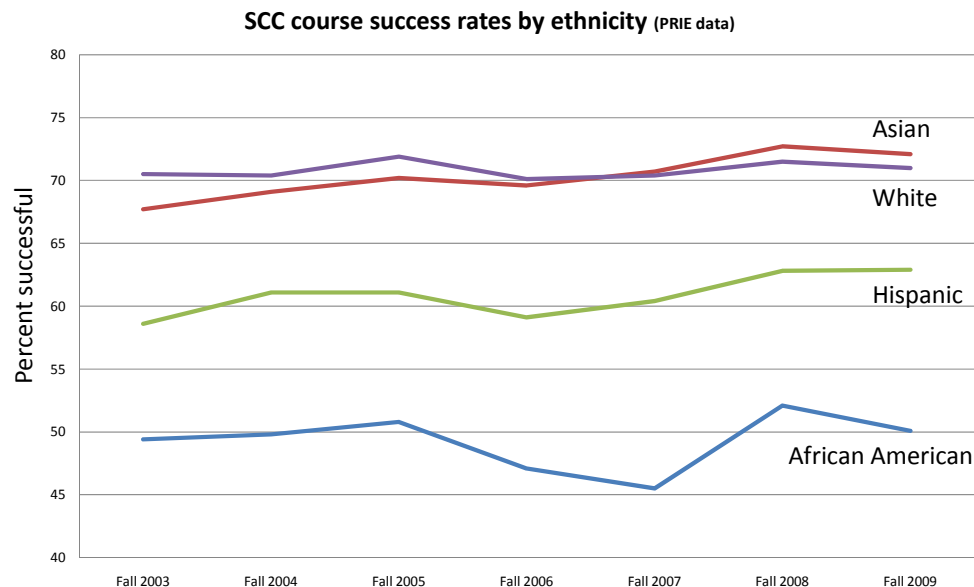
**SCC course success rates by ethnicity** (PRIE data)



There are gaps in course success rates between students from different racial/ethnic groups.
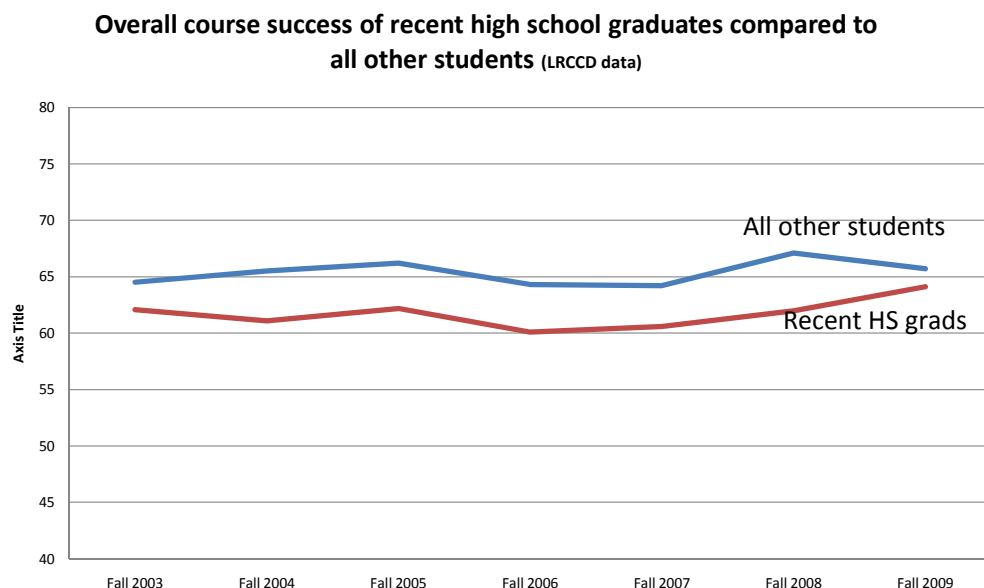
Source: Los Rios Community College District Research Database as reported in PRIE planning data files.

Students carrying 6 to just under 12 units have somewhat lower success rates than students carrying either lighter or greater unit loads.

**SCC % Successful by Unit Load F05-F09** (LRCCD data)



There are gaps in course success rates between students carrying different unit loads.
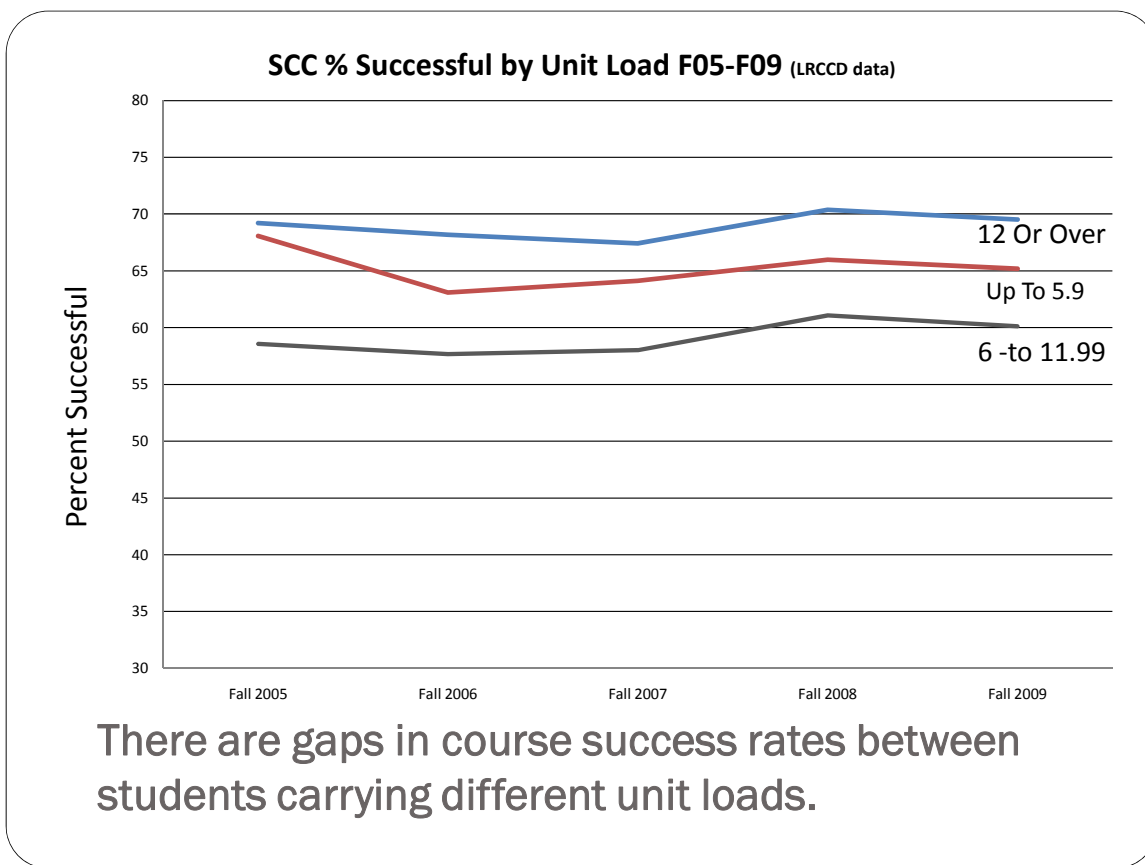
Source: Los Rios Community College District Research Database as reported in PRIE planning data files.

For Fall 2009 course success rates increased with student income level.
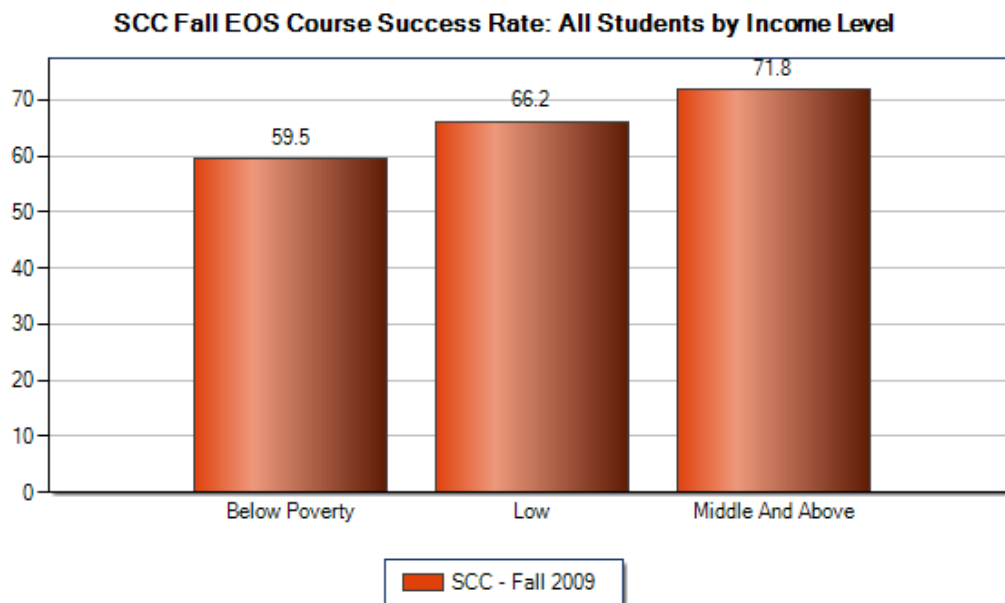


Source: Los Rios Community College District Research Database files - OLAP cube data website.

## By Academic Discipline:

Data from the California Community College Chancellor's Office allow a comparison between SCC and overall the Statewide rate for the course success of students in various academic disciplines (as defined by TOP code). SCC course success rates are lower than the overall state rates for almost all disciplines. Course success rates at SCC changed only slightly from Fall 2008 to Fall 2009.

Comparisons across programs indicate that SCC students' course success rates are very different in different disciplines (as defined by TOP code); the lowest success rate occurs in Math courses and the highest rates in Commercial Services and Health courses.

| Fall Semester Course Success Rates by Academic Discipline (as defined by TOP code) CCCCO reported course success rates by program rounded to nearest percent | SCC rates F08 | SCC rates F09 | SCC Change F08-F09 | Fall 09 State | SCC compared to State Fall 09 |
|---|---|---|---|---|---|
| Biological Sciences | 51 | 53 | **+2** | 65 | -12 |
| Business and Management | 63 | 59 | -4 | 63 | -4 |
| Engineering and Industrial Technologies (Engineering, Electronics, Aeronautics, Mechanical Technology, etc.) | 74 | 75 | **+1** | 78 | -3 |
| Family and Consumer Sciences (Early Childhood Education, Gerontology, Fashion, Nutrition, etc.) | 61 | 62 | **+1** | 70 | -8 |
| Fine and Applied Arts | 63 | 64 | **+1** | 71 | -7 |
| Foreign Language | 62 | 62 | 0 | 67 | -5 |
| Health (Allied health fields - OTA, PTA, Nursing, etc.) | 83 | 82 | -1 | 83 | -1 |
| Humanities & Letters (Humanities, English, Philosophy, and Speech, etc.) | 66 | 65 | -1 | 67 | -2 |
| Information Technology | 63 | 63 | 0 | 61 | **2** |
| Mathematics | 44 | 43 | -1 | 53 | -10 |
| Media and Communications (Journalism, Film Studies and Digital Media) | 61 | 61 | 0 | 69 | -8 |
| Physical Education | 71 | 68 | -3 | 73 | -5 |
| Physical Sciences | 65 | 65 | 0 | 65 | 0 |
| Social Sciences | 57 | 57 | 0 | 62 | -5 |

*Definition of TOP code: Taxonomy of Program is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes.

**Distance Education Course Success by Discipline:**

Data indicates that success in online classes varies by discipline. Students in courses which fit the TOP codes for Health, Humanities & Mathematics have success rates in online classes that are substantially below that of face-to-face classes. Students in courses with TOP codes in Physical Sciences & Psychology have higher success rates in online classes than in face-to-face classes.

| Success in Online Classes for the Academic Disciplines with the Greatest Online Enrollment (by TOP Code*) | Online F2005 | Online F2006 | Online F2007 | Online F2008 | Online F2009 | Face to Face 2009 | Fall 2009 Difference Online – Face to Face |
|---|---|---|---|---|---|---|---|
| Business and Management | -- | 64 | 55 | 66 | 61 | 59 | **+2** |
| Family and Consumer Sciences | 53 | 58 | 50 | 53 | 57 | 63 | **-6** |
| Fine and Applied Arts | 65 | 56 | 51 | 58 | 54 | 64 | **-10** |
| Health (Includes health professions, Dental & Nursing, etc.) | -- | -- | 78 | 77 | 69 | 83 | **-14** |
| Humanities & Letters (Humanities, English, Philosophy, etc.) | 61 | 59 | 51 | 52 | 51 | 66 | **-15** |
| Information Technology | 57 | 60 | 55 | 62 | 66 | 61 | **+5** |
| Interdisciplinary Studies (general studies) | -- | 73 | 50 | 61 | 64 | 64 | **0** |
| Mathematics | 22 | 23 | -- | 27 | 25 | 44 | **-19** |
| Physical Sciences | -- | -- | -- | -- | 76 | 65 | **+11** |
| Psychology | -- | -- | -- | -- | 79 | 65 | **+14** |
| Social Sciences | 59 | 59 | 41 | 53 | 50 | 58 | **-8** |

Source: CCCCO Data Mart Note: If no online courses for a discipline (TOP Code) or enrollment is less than 100, no information is shown above for that particular discipline.

*Definition of TOP Code: Taxonomy of Program is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes.

# Course Retention Rate

**By Academic Discipline**:
Data from the California Community College Chancellor's Office allow a comparison between SCC and the overall statewide rate for the course retention of students in various academic disciplines (as defined by TOP code*). SCC course retention rates are lower than the overall state rates for almost all disciplines. Course retention rates at SCC changed only slightly from Fall 2008 to Fall 2009 in most disciplines.

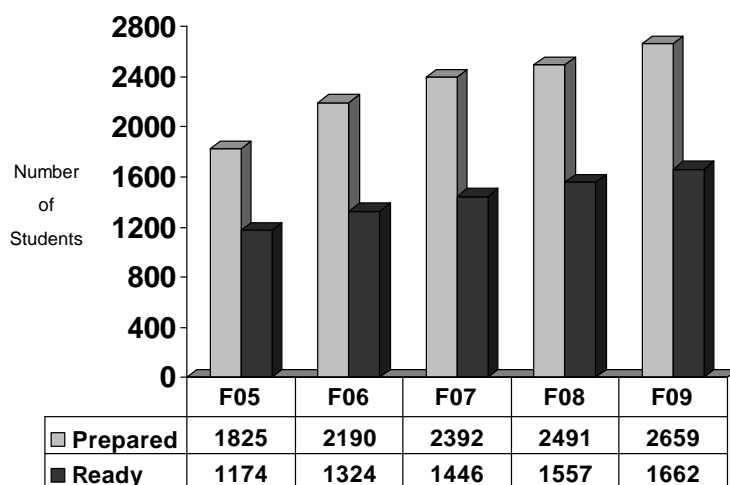| **Fall Semester Course Retention Rates by General Academic Discipline** CCCCO reported course retention rates by program (as defined by TOP code) rounded to nearest percent | SCC rates F08 | SCC rates F09 | *SCC Change F08-F09* | Fall 09 State | *SCC compared to state average F09* |
|---|---|---|---|---|---|
| Biological Sciences | 70 | 69 | **-1** | 81 | **-12** |
| Business and Management | 80 | 78 | **-2** | 81 | **-3** |
| Engineering and Industrial Technologies (Engineering, Electronics, Aeronautics, Mechanical Technology, etc.) | 83 | 84 | **+1** | 90 | **-6** |
| Family and Consumer Sciences (Early Childhood Education, Gerontology, Fashion, Nutrition, etc.) | 79 | 80 | **+1** | 87 | **-7** |
| Fine and Applied Arts | 78 | 79 | **+1** | 85 | **-6** |
| Foreign Language | 73 | 74 | **+1** | 82 | **-8** |
| Health (Allied health fields - OTA, PTA, Nursing, etc.) | 91 | 89 | **-2** | 92 | **-3** |
| Humanities & Letters (Humanities, English, Philosophy, and Speech, etc.) | 81 | 82 | **+1** | 84 | **-2** |
| Information Technology | 77 | 79 | **+2** | 81 | **-2** |
| Mathematics | 66 | 67 | **+1** | 78 | **-11** |
| Media and Communications (Journalism, Film Studies and Digital Media) | 76 | 76 | **0** | 85 | **-9** |
| Physical Education (P.E. only; not including Heath Education, Athletics) | 79 | 79 | **0** | 85 | **-6** |
| Physical Sciences | 81 | 83 | **+2** | 82 | **+1** |
| Social Sciences | 76 | 78 | **+2** | 83 | **-5** |

*Definition of TOP code: Taxonomy of Program is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes.

# Transfer

**Transfer-prepared and transfer-ready status:**

The number of SCC students who become transfer-prepared (passed 60+ tranfer units) or transfer-ready (60+ transfer units including English and Math courses) has increased as overall college enrollment has increased over the last five years.

### SCC Students' Transfer-preparedness (Fall 2005 to Fall 2009)

| | F05 | F06 | F07 | F08 | F09 |
|---|---|---|---|---|---|
| Prepared | 1825 | 2190 | 2392 | 2491 | 2659 |
| Ready | 1174 | 1324 | 1446 | 1557 | 1662 |

Technical Notes: Transfer Prepared = Completed at least 60 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 who have completed at least one transferable English and at least one transferable Math course.

*Source: LRCCD Transcript File*

There are gaps between the percent of students who are transfer ready and the percent of that ethnicity in the student body. For Asian students the percentage of students who are transfer ready is substantially greater than the percent in the overall student body. For African American students the percent who are transfer ready is substantially lower than the percent in the student body.

### Percent of students who are transfer-ready compared to percent of ethnicity in the student body



11
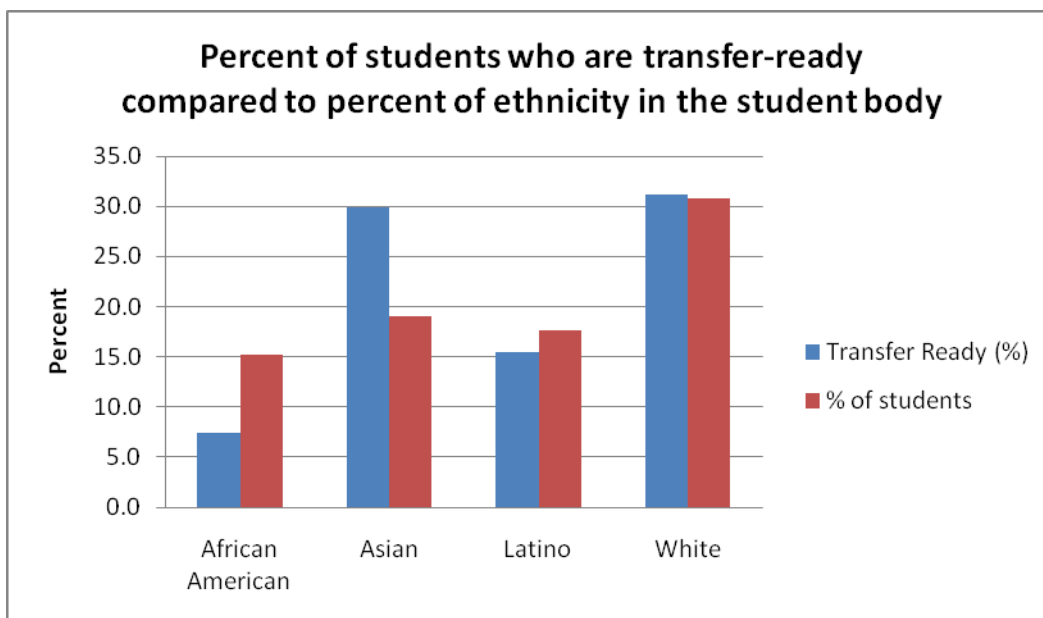
**Transfers to UC and CSU:**

Total tranfers to CSU and UC from Sacramento City college have been declining since the 2004-2005 academic year. Data from the LRCCD Instititional Research Office suggest that this may be because more students are transfering to privite schools and to out of state schools (Toward a More Complete Picture of Transfer, LRCCD brief, March 2009). In addition, data from the LRCCD Instititional Research Office show that the number of students who are transfer ready increased from Fall 2008 to Fall 2009. These students are apparently not all tranferring to the UC or CSU systems.



A study, "THE TRANSFER DYNAMIC: LRCCD STUDENTS WHO TRANSFER TO A CALIFORNIA PUBLIC UNIVERSITY" (May 2010, Betty Glyer-Culver, Research Analyst, Office of Institutional Research) is available from the District IR website. That report notes:

**One Year Transfer Trends to UC and CSU: 2007-08 to 2008-09**
- There was a 4.7% decrease SCC students who transferred to a UC or CSU, decreasing from 927 to 883.
- SCC transfers to a UC decreased by 15.8%, to 223 students.
- Annual transfers from SCC to a CSU remained relatively unchanged during the one year time frame.
- The number of SCC students who transferred to CSU, Sacramento increased 5.8% annually, from 497 to 526.
- Comparatively, fewer SCC students transferred to Chico, Humboldt, San Francisco and San Jose while there was an increase in those who transferred to the East Bay campus.
- SCC students who transferred to UC, Davis decreased by a significant 30.6% annually in 2008-09.
- SCC students who transferred to UC, Berkeley increased by 38.2%, from 34 to the 47 who did so in 2008-09.
- The proportion of SCC transfer students attending CSUS increased from 75.1% to almost 80% in the current year.
- In contrast, the proportions of SCC students attending UC, Davis decreased from 67.9 % of all UC transfers in the prior year to 56.1% in 2008-09.
- The data seem to suggest that some SCC students who may have, in the past, attended UC, Davis, are choosing the other local option, CSU, Sacramento.
- The decrease in the number of SCC students who transferred to UC Davis is of particular concern as there is a partnership between the two colleges, including the opening of a new Los Rios center located in the heart of the Davis community.

# First Year Student Report
**Goal 1. Promote engagement and success of first-year students.**



SCC first-time freshmen are generally younger and more diverse than the overall student population.

First time freshmen have course success rates that are somewhat lower that the college average. A substantial percentage of first-time freshmen earn no units in their first semester (GPA= 0.0).

For Fall 2009, only a small percentage of students who assessed into pre-transfer level English, Math, or ESL also enrolled in those courses in their first semester on campus.

Most first time freshmen beginning in a Fall semester enroll at SCC the subsequent Spring Semester.

# First Year Student Report Summary

### Goal 1. Promote engagement and success of first-year students.

## First-time Freshmen:

- SCC first-time freshmen are generally younger and more diverse than the overall student population. Over 70% of first-time freshmen are 18-20 years old. There are slightly more women than men in this student population. Somewhat over half graduated from high school the semester before coming to SCC. They represent a wide variety of ethnic groups, with no one group including more than 24% of this student population.  More than half are enrolled part time and over 40% are first generation college students.
- First time freshmen have course success rates that are somewhat lower that the college average. A substantial percentage of first-time freshmen earn no units in their first semester (GPA= 0.0).
- For Fall 2009, only a small percentage of students who assessed into pre-transfer level English, Math, or ESL also enrolled in those courses in their first semester on campus. This may be due to the difficulty of enrolling in these courses which fill early in the registration period.
- Most first time freshmen beginning in a Fall semester enroll <u>at SCC</u> the subsequent Spring Semester. A substantially smaller percentage of students beginning in a Spring semester enroll at SCC the subsequent Fall semester.
- Over 70% of first-time students with minimum of six units earned in their first Fall term at SCC return and enroll the subsequent Fall term <u>anywhere in the CCC system</u> (ARCC data).
- Education Initiative students, first-time freshmen who are 18-20 years old, are a subset of first-time freshmen. Fall to Spring persistence for Ed Initiative students has ranged from 66.6 to 73.3 percent over the last 6 years; no steady upward or downward trend is evident.
- The number of new HS graduates enrolling at SCC has grown over the years as the overall college enrollment has increased. The course success of new HS graduates in their Fall term at SCC has varied slightly over the past 5 years and is currently at about 64%.

# First Year Student Report

**Goal 1. Promote engagement and success of first-year students.**

## Characteristics of First-time Freshmen:

SCC first-time freshmen are generally younger and more diverse than the overall student population. Over 70% of first-time freshmen are 18-20 years old. There are slightly more women than men in this student population. Somewhat over half graduated from high school the semester before coming to SCC. They represent a wide variety of ethnic groups, with no one group including more than 24% of this student population. More than half are enrolled part time and over 40% are first generation college students.

## Characteristics of First-Time Freshmen N = 3,949 (15.6% of students)

### Fall Census 2009

**Age**

| | |
|---|---|
| Under 18 | 2.0% |
| 18-20 | 72.5% |
| 21-24 | 10.1% |
| 25-29 | 5.6% |
| 30-39 | 4.5% |
| 40+ | 5.3% |

Average Age: 21.6

**Ethnicity**

| | |
|---|---|
| Native American | 2.7% |
| Asian | 15.0% |
| African American | 19.1% |
| White | 23.6% |
| Latino/Hispanic | 18.0% |
| Filipino | 3.3% |
| Pacific Islander | 1.5% |
| Other | 16.7% |

First Generation College Students: 43.7%

FEMALE 52.7%
2,083

Unknown 1.3%
51

MALE 46.0%
1,815

**School and work:**

| | |
|---|---|
| Recent High School Graduates | 55.6% |
| Enrolled Part Time | 58.2% |
| Working full- or part-time | 38.0% |

2-4

3

## First-time Freshmen Success and Persistence:

Data developed by the SCC PRIE Office show that over the past four semesters:

- First time freshmen have course success rates that are somewhat lower that the college average.
- A substantial percentage of first-time freshmen earn no units in their first semester (GPA= 0.0)
- Most students beginning in a Fall semester enroll at SCC the subsequent Spring Semester. A substantially smaller percentage of students beginning in a Spring semester enroll at SCC the subsequent Fall semester.

| Measure | Spring 2008 | Fall2008 | Spring 2009 | Fall 2009 |
|---|---|---|---|---|
| Course success rate for first time freshmen.* | **58.0** | **57.0** | **48.9** | **60.3** |
| Percent of first time <u>freshmen earning no grade points</u> in first semester (e.g. GPA = 0.0) | **25.9** | **25.3** | **38.0** | **24.3** |
| SCC subsequent semester persistence rate = Percent of students who persist from their first semester of enrollment to the next semester <u>at SCC</u> (excludes summer terms). | **19.2** (Sp08-F08) | **68.0** (F08-Sp 09) | **43.0** (Sp09-F09) | Data not yet available (F09-Sp10) |
| PRIE data using the self-reported first time freshmen indicator from the student applications in order to identify the student cohort. | | | | |

## First-time Freshmen and Basic Skills Courses:

Data on first-time freshmen indicate that over the past four semesters:

- Most students enrolled in pre-transfer level English, Math, or ESL are not first-time freshmen. The low numbers may be due to first-time freshmen having difficulty enrolling in basic skills courses since these courses fill early in the registration period.
- For Fall 2009, only a small percentage of students who assessed into pre-transfer level English, Math, or ESL also enrolled in those courses in their first semester on campus. Again, this may be due to the difficulty of enrolling in these courses which fill early in the registration period.

| Measure | Spring 2008 | Fall 2008 | Spring 2009 | Fall 2009 | Spring 2010 |
|---|---|---|---|---|---|
| Percent of students enrolled in pre-transfer basic skills courses who were first time freshmen. | **24.4** | **27.4** | **8.9** | **10.9** | **13.1** |
| Percent of first time freshmen assessing into pre-transfer basic skills in English, ESL, or Math who also enrolled in those courses during their first semester at SCC. (Date range of assessment scores used: Fall semesters from July 1 to Oct 1; spring semesters from Dec 1 to March 1). | Data not available | Data not available | Data not available | **12.2** | **19.7** |
| PRIE data using the self-reported first time freshmen indicator from the student applications in order to identify the student cohort. | | | | | |

## Comparison to ARCC Benchmarks:

The ARCC report includes data on the percentage first-time students with minimum of six units earned in their first Fall term at SCC who return and enroll in the subsequent Fall term <u>anywhere in the CCC system</u>.  This measure for SCC is about 71%, somewhat higher than the average for other colleges with similar characteristics.

The ARCC student progress and achievement rate measures the percentage of the cohort of first-time students with minimum of 12 units earned who attempted a degree/certificate/transfer course within six years and who did any of the following: Earned a AA/AS or Certificate, transferred to a four-year institution, became "Transfer Directed" (successfully completed both transfer-level Math AND English courses), or became "Transfer Prepared" (successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

| ARCC Benchmark | 2008 ARCC report for SCC | 2009 ARCC report for SCC | 2010 ARCC report for SCC | 2010 ARCC peer group average |
|---|---|---|---|---|
| **ARCC fall-to-fall persistence rate =** percent of first time students with at least 6 units in fall who enroll the subsequent fall anywhere in the community college system. | 71.6 | 70.6 | 71.0 | 68.8 |
| **ARCC student progress and achievement rate** Percent of  first-time students who completed 12+ units who  went on to do any of the following within 6 years: <br> A.   earned a AA/AS or Certificate <br> B.   transferred to a four-year institution <br> C.   became "Transfer Directed" , or <br> D.   became "Transfer Prepared" | 54.1 | 57.2 | 52.7 | 59.7 |

## Focus on Subsets of First-time Freshmen:  Education Initiative Students and recent High School Graduates

### A.  Education Initiative Students:

Education Initiative students are those first-time freshmen who are 18-20 years old.  Over the past several years, the number of students in this group has increased as the overall enrollment of the college has grown.



Number of Education Initiative Students at SCC (18-20 year old first-time freshmen)
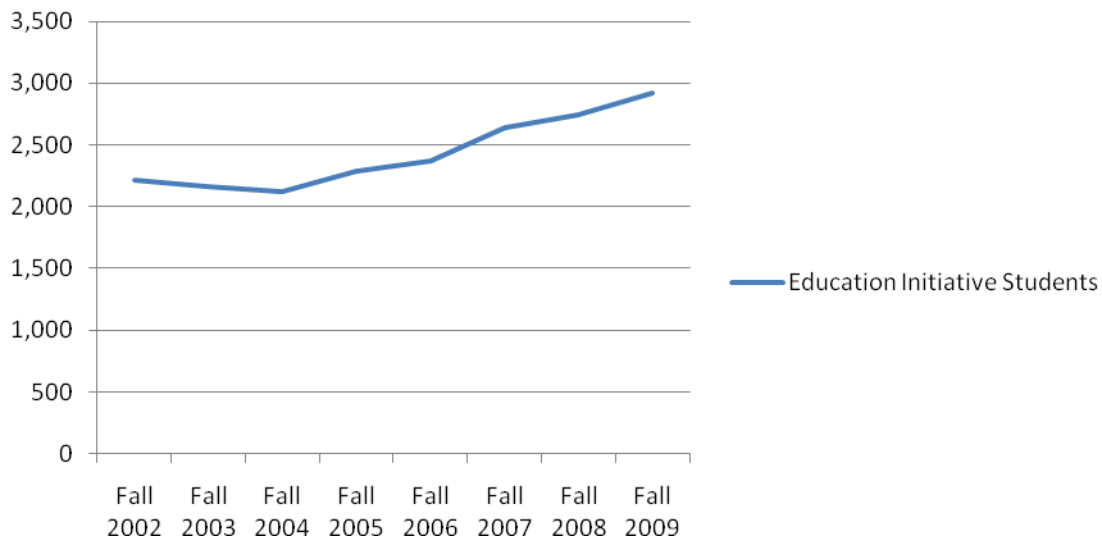
Fall to spring persistence for Ed Initiative students has varied somewhat over the past six years.  In general, about 70% of this cohort who enroll in the Fall Semester return to take courses at SCC  in the subsequent Spring Semester.



Fall to Spring Persistence of Ed Initiative Cohort Students at SCC

**Source: LRCCD IR website**

### B. New High School Graduates:

The number of new HS graduates enrolling at SCC has grown over the years as the overall college enrollment has increased.

**Fall 2009 EOS New HS Grad Enrollment**

The course success of new HS graduates in their Fall term at SCC has been increasing slightly for the past few years and is currently at about 64%.



**Overall course success of recent high school graduates compared to all other students** (LRCCD data)

Course success for recent high school graduates is lower than for other students, but has improved in recent years.

# Basic Skills Report

**Goal 3. Improve basic skills competencies in reading, writing, math, and information competency across the curriculum in order to improve student preparedness for degree and certificate courses and for employment.**



The majority of SCC students taking the assessment test place into pre-transfer basic skills classes. Substantial percentages place into pre-collegiate basic skills classes.

SCC student success rates in HCD courses related to basic skills vary substantially. English pre-transfer basic skills courses have success rates that are generally in the same range as overall course success rates at the College (approximately 65%). All Math basic skills courses have success rates well below the college average. Success rates are above the college average for many ESL courses.

SCC scores on the 2010 ARCC Benchmarks report are higher than the peer group average for ESL courses and lower than the peer group average for the "improvement rate" for basic skills courses other than ESL. SCC students are similar to the peer group average for overall course success rate in basic skills courses

# Basic Skills Report

Goal 3. Improve basic skills competencies in reading, writing, math, and information competency across the curriculum in order to improve student preparedness for degree and certificate courses and for employment**.**

## Assessment

Note on definitions used below: Courses with numbers lower than 300 are pre-transfer courses. Courses with numbers less than 100 are pre-collegiate courses. (See appendix for more information.)

The majority of SCC students taking the assessment test place into pre-transfer basic skills classes. Substantial percentages place into pre-collegiate basic skills classes (SCC Math and Writing Placement Assessment Data, Feb 2006 to Dec 2008, provided by the Assessment Office).

| **ESL Placement** | **number** | **percent** | **cumulative percent** |
|---|---|---|---|
| ESL 30 | 488 | 26 | 26 |
| ESL 40 | 300 | 16 | 42 |
| ESL 50 | 358 | 19 | 61 |
| ESL 310 | 593 | 32 | 93 |
| ESL 320 | 59 | 3 | 96 |
| ESL 340 OR 341 | 47 | 3 | 99* |
| total | 1845 | 100 | |

*Total not 100% due to rounding

| **MATH Placement** | **number** | **percent** | **cumulative percent** |
|---|---|---|---|
| Undetermined - take Arithmetic Test | 155 | 1 | **1** |
| Math 27 | 5596 | 33 | 34 |
| Math 34 | 2392 | 14 | 47 |
| Math 100 | 3119 | 18 | 66 |
| Math 120 | 5188 | 30 | 96 |
| Math 334 or Stat 300 | 408 | 2 | 98 |
| Math 370 or 350 | 133 | 1 | 99 |
| Math 400 | 189 | 1 | 100 |
| total | 17180 | 100.0 | |

| **ENGRD Placement (Reading A)** | **number** | **percent** | **Cumulative percent** |
|---|---|---|---|
| EngRd 10 | 4452 | 39.5 | 39.5 |
| EngRd 110 | 4693 | 41.7 | 81.2 |
| EngRd 310 | 2119 | 18.8 | 100 |
| total | 11264 | 100.0 | |

| **ENGWR Placement** | **number** | **percent** | **Cumulative percent** |
|---|---|---|---|
| Undetermined - Take ESL Assess Test | 559 | 4.7 | 4.7 |
| EngWr 40 | 1779 | 14.9 | 19.6 |
| EngWr 50 | 3164 | 26.4 | 46.0 |
| EngWr 100 | 2991 | 25.0 | 71.0 |
| EngWr 300 | 3471 | 29.0 | 100 |
| total | 11964 | 100.0 | |

# Course Success

**Success rates for pre-transfer courses in basic skills area:**

SCC student success rates in HCD courses related to basic skills vary substantially. English pre-transfer basic skills course success rates are generally in the same range as overall course success rates at the College (approximately 65%). All Math basic skills courses have success rates well below the college average. Success rates are above the college average for many ESL courses. Success rates which are substantially different from the overall course success rate (below 55% or above 75%) are noted in color and bold font in the table below.

| HCD | N Sp 09 | N F09 | Sp 09 success | F 09 success |
|---|---|---|---|---|
| HCD  83  Diagnostic learning in English | 25 | 39 | 72.00% | **84.62%** |
| HCD  84  Adv diagnostic learning in English | 19 | 20 | **84.21%** | 60.00% |
| HCD  85 Diagnostic learning in Math | 86 | 100 | **82.56%** | **79.00%** |
| HCD  89 Study strategies lab | 16 | 25 | 56.25% | **80.00%** |
| HCD  110  Building foundations for success | 190 | 117 | **54.21%** | 70.09% |
| HCD  116 Orientation to college | 93 | 87 | 70.97% | **80.46%** |
| HSER  92 Prerequisite skills assistance | 109 | 128 | **20.18%** | **39.06%** |
| *Average of course success numbers* | | | *62.91%* | *70.46%* |

| | | | | |
|---|---|---|---|---|
| ENGLISH | N Sp 09 | N F09 | Sp 09 success | F 09 success |
| ENGLB 55 Individualized reading skills | 567 | 639 | 60.67% | 59.47% |
| ENGRD  10 Basic reading skill development | 164 | 129 | **52.44%** | 65.89% |
| ENGRD  11 Reading skill development | 221 | 286 | 58.37% | 67.48% |
| ENGRD  110 Comp. strat. vocab. dev. | 354 | 485 | 64.69% | 69.90% |
| ENGWR  40 Writing skills | 303 | 306 | **50.50%** | 61.76% |
| ENGWR  49 Developmental English skills | 310 | 407 | 60.97% | 62.90% |
| ENGWR  50 Developmental writing | 523 | 486 | **49.52%** | 55.76% |
| ENGWR  59 Intermediate English skills | 497 | 541 | 69.82% | 72.83% |
| ENGWR  100 College writing | 1314 | 1728 | 65.53% | 73.09% |
| *Average of course success numbers* | | | *59.17%* | *65.45%* |

| | | | | |
|---|---|---|---|---|
| MATH | N Sp 09 | N F09 | Sp 09 success | F 09 success |
| MATH  27  Self paced basic skills | 629 | 556 | **51.03%** | **50.90%** |
| MATH  34 Pre-algebra | 589 | 650 | **42.44%** | **46.00%** |
| MATH  80 Math study skills | 11 | 38 | **18.18%** | **36.84%** |
| MATH  100 Elementary algebra | 928 | 995 | **35.24%** | **33.87%** |
| MATH  103 Elementary algebra – part 1 | 237 | 272 | **29.96%** | **34.93%** |
| MATH  104 Elementary algebra – part 2 | 142 | 151 | **52.11%** | **51.66%** |
| MATH  110 Elementary geometry | 91 | 110 | **43.96%** | **40.91%** |
| MATH  120 Intermediate algebra | 1130 | 1312 | **31.15%** | **40.85%** |
| MATH  123 Intermediate algebra – part 1 | 186 | 238 | **24.19%** | **28.57%** |
| MATH  124 Intermediate algebra – part 2 | 78 | 97 | **38.46%** | **26.80%** |
| *Average of course success numbers* | | | *36.67%* | *39.13%* |

| ESL | | N Sp 09 | N F09 | Sp 09 success | F 09 success |
|---|---|---|---|---|---|
| ESL | 40 | 28 | 30 | 53.57% | 86.67% |
| ESL | 92 | 38 | 76 | 50.00% | 47.37% |
| ESL | 93 | 26 | 14 | 46.15% | 57.14% |
| ESL | 114 | 26 | 20 | 92.31% | 85.00% |
| ESLG | 50 | 136 | 111 | 67.65% | 67.57% |
| ESLL | 30 | 77 | 83 | 54.55% | 73.49% |
| ESLL | 40 | 81 | 74 | 72.84% | 74.32% |
| ESLL | 50 | 58 | 71 | 70.69% | 73.24% |
| ESLL | 90 | 83 | 76 | 86.75% | 77.63% |
| ESLL | 91 | 56 | 64 | 83.93% | 81.25% |
| ESLR | 30 | 80 | 92 | 62.50% | 77.17% |
| ESLR | 40 | 105 | 97 | 59.05% | 71.13% |
| ESLR | 50 | 95 | 124 | 81.05% | 74.19% |
| ESLR | 90 | 100 | 90 | 80.00% | 78.89% |
| ESLR | 91 | 89 | 118 | 84.27% | 88.98% |
| ESLR | 92 | 124 | 115 | 86.29% | 83.48% |
| ESLR | 93 | 66 | 76 | 87.88% | 96.05% |
| ESLW | 30 | 91 | 101 | 47.25% | 59.41% |
| ESLW | 40 | 97 | 115 | 80.41% | 74.78% |
| ESLW | 50 | 130 | 128 | 67.69% | 57.81% |
| ESLW | 85 Parts of speech | 24 | 21 | 75.00% | 85.71% |
| ESLW | 86 Spelling | 31 | 22 | 87.10% | 90.91% |
| *Average of course success numbers* | | | | *71.7* | *75.6* |

# ARCC Metrics

SCC scores on the 2010 ARCC Benchmarks report are higher than the peer group average for ESL courses and lower than the peer group average for the "improvement rate" for basic skills courses other than ESL. SCC students are similar to the peer group average for overall course success rate in basic skills courses.

| Benchmarks - ARCC Measures | SCC 2009 ARCC report | SCC 2010 ARCC report | SCC change from the 2009 to the 2010 report | 2010 peer group average | 2010 peer group high | SCC compared to ARCC peer group average 2010 |
|---|---|---|---|---|---|---|
| Course Success Basic Skills Courses | 59.4 | 61.7 | **+2.3** | 60.0 | 75.5 | **+1.7** |
| Improvement Rate for Credit Basic Skills Courses (other than ESL) | 50.3 | 44.4 | **-5.9** | 54.2 | 69.5 | **-9.8** |
| Improvement Rate for Credit ESL Courses | 73.2 | 70.3 | **-3.5** | 59.3 | 78.4 | **+11.0** |
| **Notes:** Improvement rate: Students who successfully completed an initial basic skills course were followed across three academic years (including the year and term of the initial course). The outcome of interest was that group of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course. | | | | | | |

# Appendix: Some definitions of the term "Basic Skills" relevant to SCC

## SCC Course Numbering System
From the SCC Catalog
"Courses numbered 1 through 99 are credit courses that are considered developmental or basic skills and are not acceptable for the Associate Degree or transfer credit."

## Basic Skill Initiative, California Community Colleges System Office and the Research and Planning Group for the California Community Colleges (RP Group).
"Basic skills are those foundation skills in reading, writing, mathematics, learning skills, study skills, and English as a Second Language1 which are necessary for students to succeed in college-level work."
 *www.cccbsi.org/Websites/basicskills/Images/Summary_Lit_Review.doc*

## Accountability Reporting for the Community Colleges (ARCC)
From the ARCC 2008 final report
Basic Skills: "Courses designed to develop reading or writing skills at or below the level required for enrollment in English courses one level below freshman composition, computational skills required in mathematics courses below Algebra, and ESL courses at levels consistent with those defined for English."
www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc_2008_final.pdf

## Academic Senate California Community Colleges and Title 5
From: ASCCC The State of Basic Skills Instruction in California Community Colleges, April 2000, Basic Skills Ad Hoc Committee, 1997-2000, Mark Snowhite, Chair, Crafton Hills College
### Precollegiate Basic Skills
The most frequently applied definition of basic skills courses appears in Title 5, '55502 (d), which specifies precollegiate basic skills courses as courses in reading, writing, computation, and English as a second Language which are designated by the local]district as nondegree credit courses. So whether a course is classified as precollegiate basic skills depends on how the local district, on the advice of the curriculum committee, classifies it. For this reason there are some inconsistencies regarding what level of coursework is designated as basic skills. Also included as precollegiate basic skills are occupational courses designed to provide students with foundation skills necessary for college-level occupational course work (Title 5, '55002 (1) c& d).
### Credit/Noncredit Mode
Basic skills courses can be offered in either credit (non-degree applicable) or noncredit modes. Courses described above are offered in the credit mode.
Noncredit basic skills classes include the following skills areas: English as a Second Language (ESL), elementary and secondary basic skills, literacy, General Education Diploma (GED) preparation, and occupational/vocational basic skills/ESL.

## United States Department of Education
Remedial education courses are those "reading, writing and mathematics courses for college students lacking those skills necessary to perform college-level work at the level required by the institution."
Cited by the ASCCC at the website www.asccc.org/Publications/Papers/BasicSkills.htm#defined

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[1] The inclusion of English as a Second Language in this definition recognizes that all ESL is not, by definition, subsumed under basic skills. To the extent that a student is unable to succeed in college-level coursework due to inability to write, speak, read, or comprehend English, ESL skills may be considered as foundation skills in accordance with the definition.

# Student Learning Outcomes Report



Implementation of SLO's at the College has progressed over the past few years, with nearly all courses and programs having written SLOs. SLO assessment is not as far along in instructional areas, with only about a third of courses having active SLO assessment. Student service units have all implemented SLO assessment.

The Unit Plan Outcome Achievement Reports for 2009-2010 indicated that approximately 20% of all unit plan objectives indicated that SLO assessment data was relevant to the objective. All College Goals included objectives related to SLO assessment:

The CCSSE survey was used to provide a partial assessment of GELO's. The overall results indicate that the self-assessed level of achievement by SCC students varies across the GELO areas. All GELO areas had the majority of items at or above a PRIE-defined "adequate" level except for the "Life Skills and Personal Development" area

# Student Learning Outcomes Report Summary

Implementation of SLO's at the College has progressed over the past few years, with nearly all courses and programs having written SLOs. SLO assessment is not as far along in instructional areas, with only about a third of courses having active SLO assessment. Student service units have all implemented SLO assessment.

- Percent of all college courses with defined Student Learning Outcomes: = 98.4% Note: Nearly all courses without defined SLOs are "topics in" or "experimental offerings" courses.
- Percent of all college courses with on-going assessment of learning outcomes = 33%
- Percent of all college programs with defined Student Learning Outcomes = 89.2%
- Percent of college programs with on-going assessment of learning outcomes = 31%
- Student service units with defined Student Learning Outcomes = 100%
- Student service units with ongoing SLO assessment = 100%

The Unit Plan Outcome Achievement Reports for 2009-2010 included information on whether SLO assessment data had been used in the development or the measurement of the objectives for each unit. Approximately 20% of all objectives indicated that SLO assessment data was relevant to the objective. All College Goals included objectives related to SLO assessment:

The CCSSE survey was used to provide a partial assessment of GELO's. In general, we defined that "achievement of the outcome" was indicated if –

- The college helped them "quite a bit" or "very much" with skills or knowledge
- The respondents reported that they "often" or "very often" conducted a desired activity

The overall results indicate that the self-assessed level of achievement of SCC students varies across the GELO areas. For all GELO areas, at least 25% of the related items on the CCSSE survey had half or more of the respondents report a self-assessment indicating achievement of the outcome.

| GELO | Percent of items with 50% or more of respondents indicating achievement of the outcome. |
|---|---|
| Communication | 67%  (4 of 6 items) |
| Quantitative Reasoning | 100% (1 of 1 item) |
| Depth & Breadth of Understanding | 100% (1 of 1 item) |
| Cultural Competency | 25% (1 of 4 items) |
| Information Competency | 67% (2 of 3 items) |
| Critical Thinking | 88% (7 of 8 items) |
| Life Skills & Personal Development | 26% (7 of 27 items) |

# Implementation metrics for course and programs SLOs

- College courses with defined Student Learning Outcomes: = 98.4%. Note: Nearly all courses without defined SLOs are "topics in" or "experimental offerings" courses. (Data source - Course-Level SLO Summary Statistics from SOCRATES)
- College courses with on-going assessment of learning outcomes = 33% (Data source – SLO spreadsheets updated by departments/divisions).
- College programs with defined Student Learning Outcomes = 89.2% (Data source = Program-Level SLO Summary Statistics from SOCRATES)
- Percent of college programs with on-going assessment of learning outcomes = 31% (Data source – SLO spreadsheets updated by departments/divisions).
- Student service units with defined Student Learning Outcomes = 100%
- Student service units with ongoing SLO assessment = 100%

The table and chart below are based on the information provided on the SLO spreadsheets in June 2010. This information was also used to report a college total % of courses with active SLO assessment in the ACCJC Annual Report.



Percent of division courses with SLO active assessment (as reported on the 09-10 SLO spreadsheets)
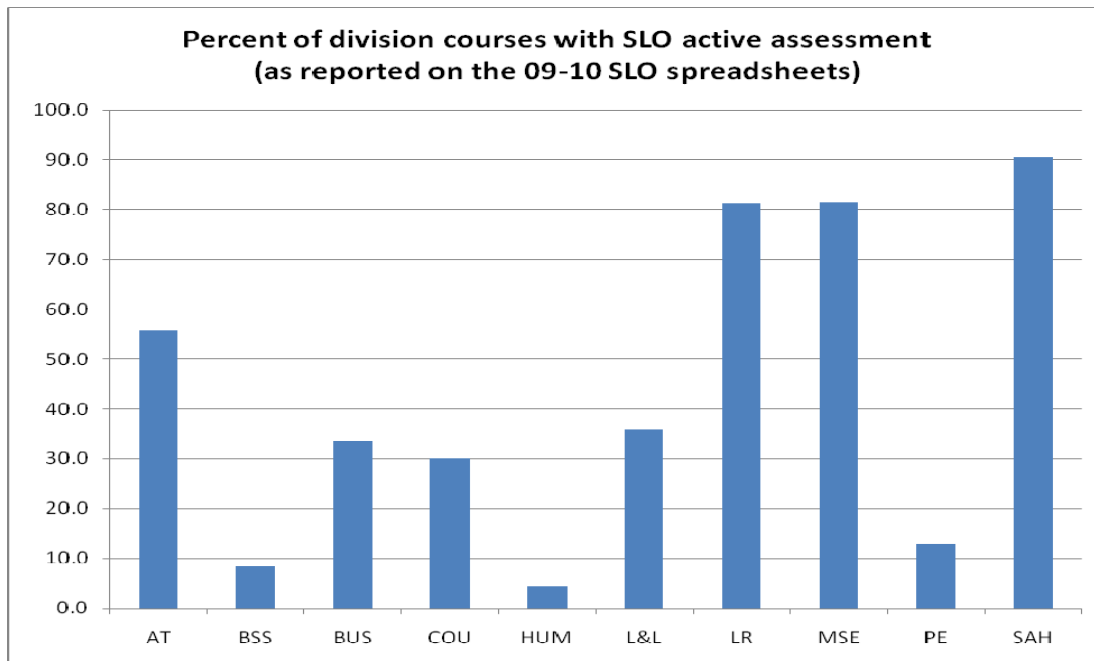
| Division | Total number of courses | % of division courses with SLO assessment (09-10 spreadsheets) |
|---|---|---|
| AT | 232 | 55.8 |
| BSS | 263 | 8.4 |
| BUS | 175 | 33.5 |
| COU | 21 | 30.0 |
| HUM | 324 | 4.3 |
| L&L | 95 | 36.0 |
| LR | 21 | 81.3 |
| MSE | 30 | 81.5 |
| PE | 77 | 13.0 |
| SAH | 147 | 90.5 |

Note: Some (34) courses were excluded from the analysis because it was noted on the spreadsheets that they were not offered.

# SLOs assessment noted in planning documents

**Summary:**
The Unit Plan Outcome Achievement Reports for 2009-2010 included information on whether SLO assessment data had been used in the development or the measurement of the objectives for each unit. Approximately 20% of all objectives indicated that SLO assessment data was relevant to the objective. All College Goals included objectives related to SLO assessment:

## Percent of 2009-10 Unit Plan Objectives which included SLO assessment
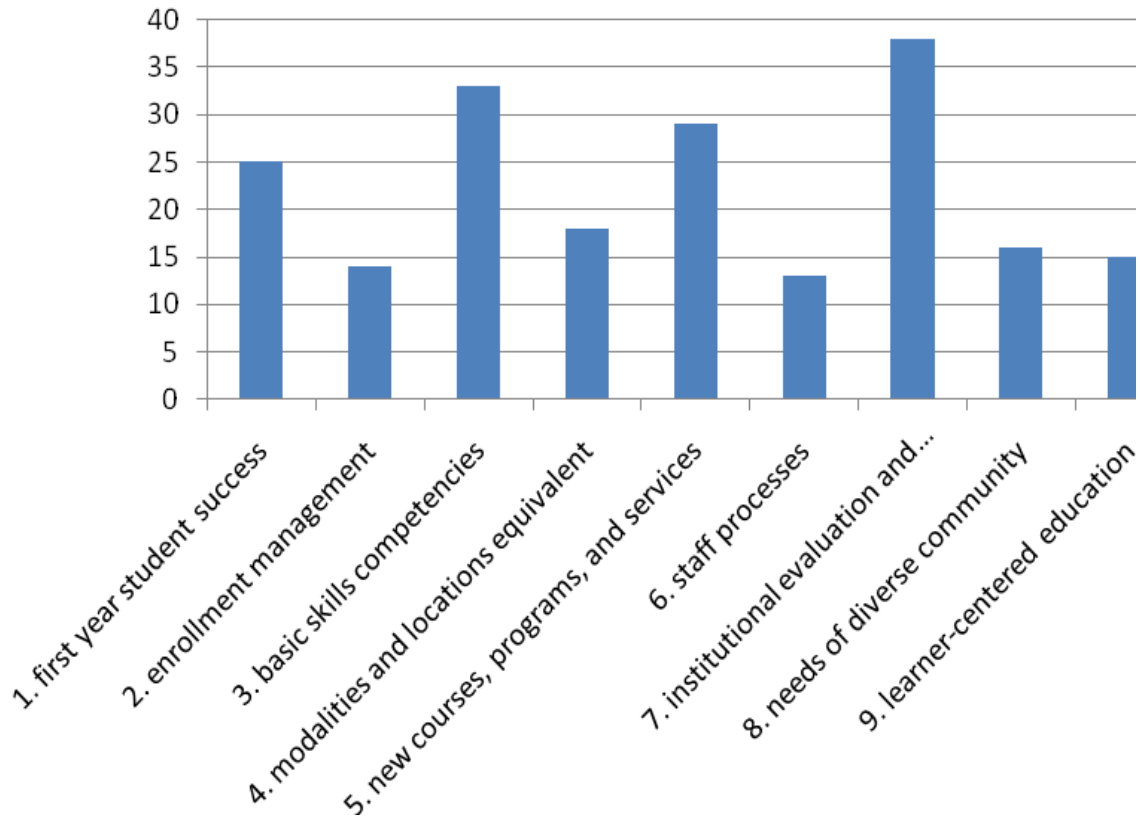


**Breakdown by Goal:**
**Goal 1. Develop and implement processes to promote engagement and success of first-year students.**
14 unit plan objectives involved SLO assessment data
Examples of how SLO data was used:

- SLO assessment in HCD 110 will help us determine if this objective has been effective.
- New SLO's will be developed and current tools utilized to measure outcomes.
- The changes made through this objective were developed in order to increase student achievement of course outcomes. SLO assessment data will be used to evaluate impact of changes made in response to this objective.

**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.**

7 unit plan objectives involved SLO assessment data

Examples of how SLO data was used:

- Student ability to navigate the process for readmission after dismissal is an SLO for ESS. The need to assist students in achieving this outcome was part of the reason for developing this objective. Records of students successfully navigating the process are evidence of achievement of this outcome.
- This objective as designed to improve course outcomes for (1) older students and those returning to school to change careers and (2) younger students just beginning a first career. Future SLO assessments will help evaluate the effectiveness of changes implemented based on analysis of the N-L inventory data.

**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.**

11 unit plan objectives involved SLO assessment data

Examples of how SLO data was used:

- Using SLO's we update information that is issued to address career day and counseling.
- The pre and post surveys provide information relevant to SLO assessment.
- Improved student performance is expected to result in greater achievement of course SLOs.

**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.).**

14 unit plan objectives involved SLO assessment data

Examples of how SLO data was used:

- SLO assessment was a measure of students understanding options for Appeal, how to access Request Forms for optional services, knowing the Priority Processing Deadline, and how to apply for a student loan.
- Improve success rate and help students better understand the complex components in our industry. This understanding will be reflected in achievement of course SLOs.
- Several courses were evaluated based on SLO assessment results. This helps us evaluate the new teaching techniques and formats.

**Goal 5. Revise or develop new courses, programs and services based on assessment of emerging community needs.**

24 unit plan objectives involved SLO assessment data

Examples of how SLO data was used:

- SLO assessment of student verbalizing an understanding of referral/follow up instruction.
- Faculty developed a detailed table matching all SLO's for all PTA courses to corresponding assessment measures. 2) Each full-time and adjunct PTA faculty member identified one SLO for targeted assessment during the next academic year.
- I-clickers allow us to assess student progress on course outcomes and objectives.
- Through SLO assessment of PHOTO 350 - Photojournalism. Learning Outcomes were measured for the students understanding of Ethical practices. Faculty felt students should be producing work for publication to stress the importance of these ethical industry practices, rather than just course work. Thus, we began merging our programs and this course with the JOUR department.

**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.**
5 unit plan objectives involved SLO assessment data
Examples of how SLO data was used:
- The impetus of the objective was to improve the student learning outcomes for the PTA students in clinical experience activities.
- Improved course success rates are anticipated to be the result of increased achievement of course SLOs.

**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.**
8 unit plan objectives involved SLO assessment data
Examples of how SLO data was used:
- The self-study report included data on student learning outcomes as demonstrated by program retention and completion rates, licensure exam scores, student surveys, graduate surveys, and employer surveys.
- Assessment was conducted using exam results from Fall 2009.
- SLO assessment will allow us to determine if the new teaching techniques have resulted in increased student learning.

**Goal 8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.**
9 unit plan objectives involved SLO assessment data
Examples of how SLO data was used:
- SLO assessment is a tool to examine the achievement gaps that we are trying to close.
- 22 new international students completed F-1 Contract and all enrolled full-time first month (within15-30 day) SEVP reporting status .Ensured Spring 2010 F-1/SEVIS learning objectives by highlighting regulations requiring full-time enrollment-reporting, visual, printed materials and overview of college culture/support services followed by quiz game reinforced with new "*F-1 Student Mutual Responsibility Agreement*" on maintaining status; completion of self-responsibility contract stressed taking action to discuss academic, personal, and SEVIS advising situations with International Student Center Counselor.

**Goal 9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.**
27 unit plan objectives involved SLO assessment data
Examples of how SLO data was used
- Improvement in personal behavior with respect to student discipline is an SLO for ESS. The need to assist students in achieving this outcome was part of the reason for developing this objective.
- The use of new microscopes were associated with greater SLO achievement.
- The activities conducted as part of this objective were developed in order to increase student achievement of course outcomes. One of the activities implemented as part of this objective was a workshop on sharing and discussion of SLO assessments. SLO assessment data will be one source of information used to evaluate impact of these activities.
- Consideration of SLO data from COMM 311 was used in developing this objective and SLO assessment from 311 and 316 will help us evaluate the effect of changes intended to enhance instruction and to benefit students.
- The effectiveness of this change will be measured through students achievement of course SLOs related to the understanding of water and wastewater treatment and a program level achievement indicator - career placement.

# General Education Outcome (GELO) achievement as assessed by the 2008 CCSSE survey

**Summary:**
Note:  Analysis of data from the Spring 2010 CCSSE survey is not available (as of August 24, 2010). This section presents a summary of items for each GEL. In general, we defined that "achievement of the outcome" was indicated if a respondent replied that –

- The college helped them "quite a bit" or "very much" with skills or knowledge
- The respondents reported that they "often" or "very often" conducted a desired activity

Since the students responding to the survey have not completed their GE courses, it is to be expected that not all students will have achieved all GE outcomes.  With this in mind the following criteria were developed:

    Adequate = Greater than 40% of respondents indicating achievement of outcomes.
    Good = Greater than 50% of respondents indicating achievement of outcomes
    Excellent = Greater than 65% of respondents indicating achievement of outcomes

The table below shows the items in each GE area for which more than 50% and more than 65% respondents indicated achievement of the outcome.  The overall results indicate that the self-assessed level of achievement of SCC students varies across the GELO areas.  All GELO areas had the majority of items at or above the adequate level except for the "Life Skills and Personal Development" area.

| GELO Area<br><br>*Note:  many respondents had not completed their GE studies when they took the survey.* | Adequate<br>Greater than 40% of respondents indicating achievement of the outcome. | Good<br>Greater than 50% of respondents indicating achievement of the outcome. | Excellent:<br>Greater than 65% of respondents indicating achievement of the outcome. |
|---|---|---|---|
| Communication | 83% (5 of 6 items) | 67%  (4 of 6 items) | 0 |
| Quantitative Reasoning | 100% (1 of 1 item) | 100% (1 of 1 item) | 0 |
| Depth & Breadth of Understanding | 100% (1 of 1 item) | 100% (1 of 1 item) | 100% (1 of 1 item) |
| Cultural Competency | 100% (1 of 1 item) | 25% (1 of 4 items) | 0 |
| Information Competency | 100% (1 of 1 item) | 67% (2 of 3 items) | 0 |
| Critical Thinking | 100% (1 of 1 item) | 88% (7 of 8 items) | 12% (1 of 8 items) |
| Life Skills & Personal Development | 41% (11 of 27 items) | 26% (7 of 27 items) | 4% (1 of 27 items) |

**Breakdown by GELO Area:**
<u>Communication GELO</u> - Upon completion of the AA or AS degree students will be able to demonstrate effective reading, writing, and speaking skills.

    Items for which 50-65 % of the students provided responses indicating achievement of the outcome:
- 55% report that experience at the college helped them "quite a bit" or "very much" with writing skills.
- 50% report that they wrote 5 or more papers or reports during the academic year.
- 51% often or very often discussed reading with others outside of class
- 50% read 1-4 books that were not assigned during the academic year

    Items for which fewer than 50% of the students provided responses indicating achievement of the outcome
- 49% report that experience at the college has helped "very much" or "quite a bit" with speaking skills.

- 20% made class presentations "very often" or "often" during the academic year

Quantitative Reasoning GELO - Upon completion of the AA or AS degree students will be able to demonstrate knowledge of quantitative methods and skills in quantitative reasoning.

Items for which 50-65% of the students provided responses indicating achievement of the outcome:
- 55% report that experience at the college helped them "quite a bit" or "very much" with solving numerical problems.

Depth and Breadth of Understanding GELO - Upon completion of the AA or AS degree students will be able to demonstrate content knowledge and fluency with the fundamental principles of the natural sciences, social sciences, and humanities.

Items for which more than 65% of the students provided responses indicating achievement of the outcome
- 66% report that experience at the college helped them "quite a bit" or "very much" with skills related to a broad general education.

Cultural Competency GELO - Upon completion of the AA or AS degree students will be able to demonstrate awareness of the various ways that culture and ethnicity shape and impact individual experience and society as a whole.

Items for which 50-65% of the students provided responses indicating achievement of the outcome:
- 50% report that the very often or often had serious conversations with students of a different race or ethnicity

Items for which fewer than 50% of the students provided responses indicating achievement of the outcome.
- 46% report that the very often or often had serious conversations with students of different religious beliefs, political opinions or personal values.
- 48% report that the college very much or quite a bit encourages contact among students for different economic, social, and racial or ethnic backgrounds.
- 48% report that experience at this college contributed very much or quite a bit to knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds

Information Competency GELO - Upon completion of the AA or AS degree students will be able to demonstrate knowledge of information needs and resources and the necessary skills to use these resources effectively.

Items for which 50-65% of the students provided responses indicating achievement of the outcome:
- 55% report that they have often used the internet or instant messaging to work on an assignment during the academic year.
- 63% report that the college very much or quite a bit emphasizes the use of computers in academic work

Items for which fewer than 50% of the students provided responses indicating achievement of the outcome
- 48% report that experience at the college contributed to knowledge, skills, and personal development in using computing and information technology

<u>Critical Thinking GELO</u> - upon completion of the AA or AS degree students will be able to demonstrate skills in problem solving, critical reasoning and the examination of how personal ways of thinking influence these abilities.

Items for which more than 65% of the students provided responses indicating achievement of the outcome
- 68% report that coursework emphasizes analysis of ideas, experience of theory

Items for which 50-65 % of the students provided responses indicating achievement of the outcome:
- 64% report that coursework very much or quite a bit emphasizes memorizing material
- 64% report that experience at the college contributed to thinking critically and analytically
- 59% report that coursework very much or quite a bit emphasizes using information to perform a new skill
- 56% report that coursework very much or quite a bit emphasizes synthesizing and organizing material in new ways.
- 53% report that coursework very much or quite a bit emphasizes application of theories or concepts
- 51% report that they often or very often do work that requires integration of ideas or information

Items for which fewer than 50% of the students provided responses indicating achievement of the outcome
- 49% report that coursework very much or quite a bit emphasizes making judgments about the value or soundness of information, arguments, or methods.


<u>Life Skills and Personal Development GELO</u> - Upon completion of the AA or AS degree, students will be able to demonstrate growth and lifelong learning skills in the personal, academic, and social domains of their lives.

Items for which more than 65% of the students provided responses indicating achievement of the outcome
- 70% report that the college very much or quite a bit emphasizes significant amounts of studying

Items for which 50-65 % of the students provided responses indicating achievement of the outcome:
- 52% report that during the academic year they often or very often asked questions or contributed to class discussions
- 59% have taken or plan to take an internship, field course, co-op experience, or clinical assignment
- 62% report that the college very much or quite a bit emphasizes providing support to help succeed at college
- 66% report that experience at the college contributed very much or quite a bit to learning effectively on one's own.
- 52% report that experience at the college contributed very much or quite a bit to understanding oneself.
- 51% report that experience at the college contributed very much or quite a bit to developing clearer career goals.

Items for which 40-50% of the students provided responses indicating achievement of the outcome:
- 44% report that during the academic year they often or very often worked on projects with other students during class
- 45% report that during the academic year they often or very often used email to communicate with an instructor
- 42% have taken or plan to take a study skills course
- 40% have taken or plan to take a college orientation course or program

- 47% report that experience at the college contributed very much or quite a bit to learning to work effectively with others.
- 41% report that experience at the college contributed very much or quite a bit to developing a personal code of ethics.
- 42% report that experience at the college contributed very much or quite a bit to gaining information about career opportunities.

Items for which less than 40% of the students provided responses indicating achievement of the outcome
- 24% report that during the academic year they never came to class without completing reading or assignments
- 21% report that during the academic year they often or very often worked on class assignments with other students outside of class
- 8% report that during the academic year they often or very often tutored other students
- 5% report that during the academic year they often or very often participated in a community-based project as part of a course
- 38% report that during the academic year they often or very often discussed grades or assignments with an instructor
- 17% report that during the academic year they often or very often talked about career plans with an instructor or advisor
- 5% report that during the academic year they often or very often worked with instructors on activities other than coursework
- 42% have taken or plan to take a study skills course
- 19% report that the college very much or quite a bit emphasizes help with coping with non-academic responsibilities (work, family, etc.)
- 27% report that the college very much or quite a bit emphasizes providing support to thrive socially
- 39% report that the college very much or quite a bit emphasizes providing financial support for education
- 25% report spending 11 or more hours per week preparing for classes
- 13 % report spending any time participating in college-sponsored activities in a typical week
- 24% report that experience at the college contributed very much or quite a bit to learning to contribute to the welfare of the community.

# Staff and College Processes Report

**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, continuous improvement, and the analysis and review of data.**



Metrics developed by Administrative Services indicate that many staff processes are working effectively. For example, in 2009 the error rate was less than 10% college-wide for absence reports, budget entries, requisitions and travel authorizations. Burn rates for College funds indicate effective budget management.

On May 3, 2010 a draft survey of the effectiveness of governance at Sacramento City College was developed and sent to leaders of the participatory decision-making processes.  Results suggest that while overall the respondents rated the effectiveness of most decision-making processes moderate to high, there is room for improvement.

Data is used at the departmental level to make changes based on data analyses. Almost half of the SCC 2009-10 unit plan objectives included current or projected data analyses; 80% of these objectives were wholly or partly accomplished.

Data indicates that schedule planning resulted in changes in enrollment patterns in the 2009-10 academic year compared to the previous year. The most common data areas in which the PRIE office worked with SCC faculty and staff  were enrollment data and student success data .

# Staff and College Processes Report

**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.**

## Administrative Services Metrics:

Metrics developed by Administrative Services indicate that many staff processes are working effectively:

- The percent of classified positions filled, compared to the number of authorized positions, has increased over the last four years, from 89% in 2007 to 95% in 2010.
- A variety of Administrative Services "how-to" workshops were offered. In 2009, the error rate was less than 10% college-wide for absence reports, budget entries, requisitions and travel authorizations. The overall quality of the Classified New Hires Orientation was rated 4.5 out of 5.0, down slightly from 4.9 in previous years.
- Error rates are 12% or below for many college processes.
- Third quarter "burn rates" for college funds indicate careful expenditures across the college.



**Classified Staffing Levels**
**(less Child Development Center)**
**As of 12/31/09**
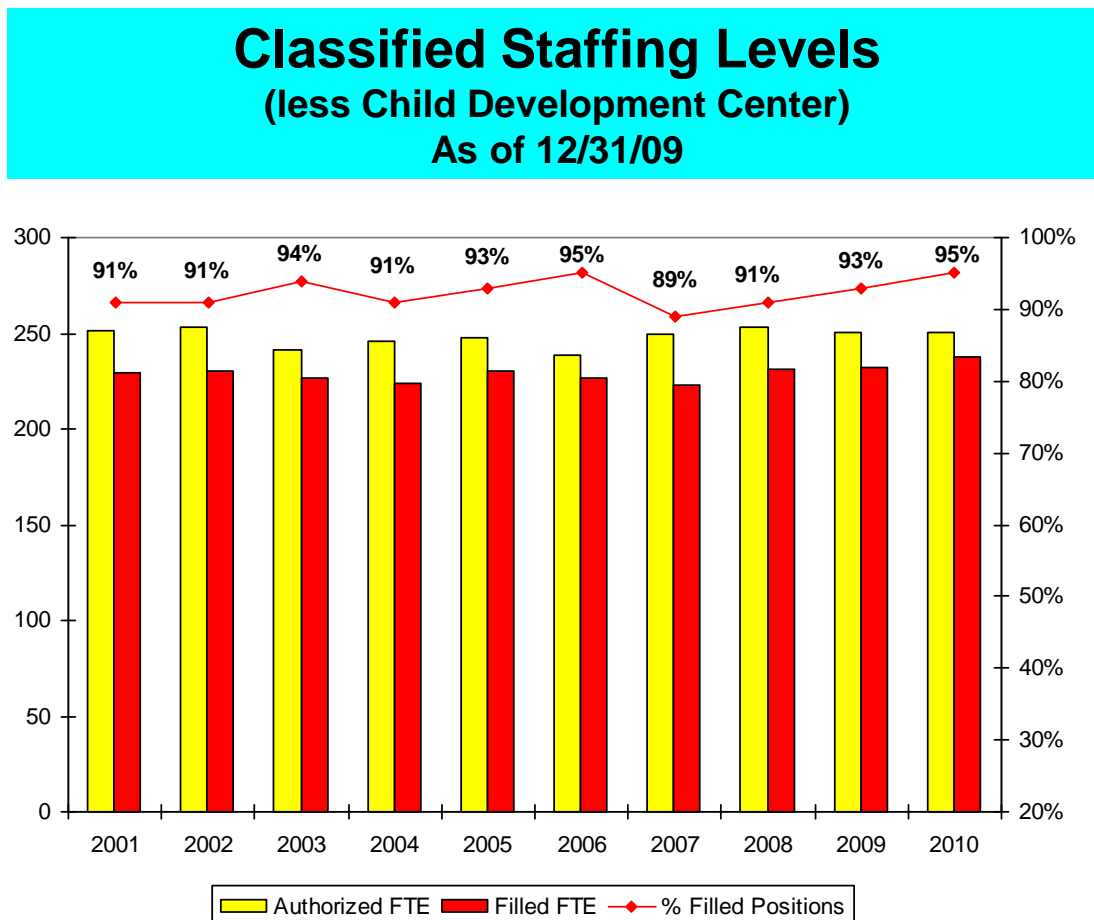
# Administrative Services Workshops
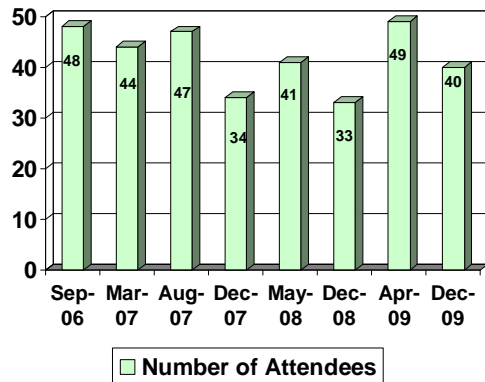


**Apr 09 Topics**
- **End of Year Program Close-Out**
- **Budget Carry-Overs**
- **White Paper Requisition Process**
- **New Postal Service Procedures**
- **Classified Evaluations**

**Dec 09 Topics**
- **Budget**
- **Construction Update**
- **Fund Types**
- **Facilities Use**
- **Evaluations**
- **White Paper**

# Classified New Hires Orientation

## College Totals
### Year to Date 31 March 2010

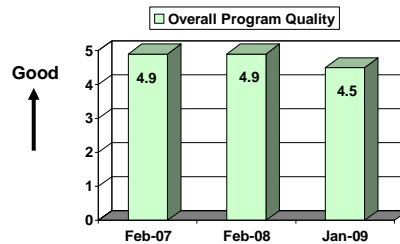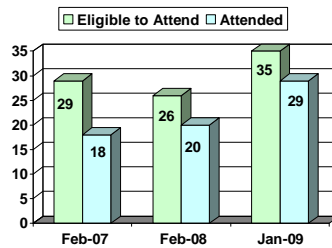| Procedure | Submitted | 1st Qtr Errors | 2nd Qtr Errors | 3rd Qtr Errors | 4th Qtr Errors | Error Rate | Error Rate Indicator* |
|---|---|---|---|---|---|---|---|
| Absence Reports | 2,710 | 21 | 16 | 34 | | 3% | |
| Budget Entries | 671 | 12 | 19 | 3 | | 5% | |
| Intents | 212 | 17 | 3 | 5 | | 12% | |
| Requisitions | 1,250 | 9 | 12 | 5 | | 2% | |
| Travel Authorizations | 396 | 5 | 18 | 13 | | 9% | |

## Classified Evaluations
### 1 July 2009—31 March 2010

| Division / Unit | FY 2009 Evals on Time* | # Evals Due FY 10 / 1st Quarter | # Evals Due FY 10 / 2nd Quarter | # Evals Due FY 10 / 3rd Quarter | # Evals Due FY 10 / 4th Quarter | Evals on Time* Number | Evals on Time* Percentage |
|---|---|---|---|---|---|---|---|
| President | 100% | 1 | 1 | | | 1 | 50% |
| PIO | 100% | 0 | 0 | | | 0 | 100% |
| PRIE | 100% | 2 | 1 | | | 3 | 100% |
| IT | 89% | 5 | 4 | | | 4 | 44% |
| CCR | 100% | 1 | 1 | | | 2 | 100% |
| VPA | 100% | 0 | 0 | | | 0 | 100% |
| Business Office | 100% | 4 | 1 | 1 | | 5 | 83% |
| Operations | 10% | 6 | 6 | 6 | | 14 | 78% |
| Bookstore | 100% | 1 | 1 | 1 | | 3 | 100% |
| City Café | 100% | 1 | 1 | 1 | | 0 | 0% |
| VPI | 50% | 1 | 1 | | | 2 | 100% |
| Davis Center | 100% | 1 | 0 | | | 1 | 100% |
| Downtown & W. Sac | 100% | 2 | 2 | 1 | | 5 | 100% |
| AVP- Rick Ida | 100% | 0 | 0 | | | 0 | 100% |
| AT | 83% | 3 | 2 | 3 | | 3 | 38% |
| BSS | 86% | 2 | 2 | 3 | | 6 | 86% |
| Business | 100% | 1 | 3 | 1 | | 5 | 100% |
| LRC | 93% | 5 | 10 | 2 | | 17 | 100% |
| SAH | 0% | 4 | 4 | 1 | | 7 | 78% |
| AVP- Julia Jolly | 100% | 0 | 0 | | | 0 | 100% |
| HFA | 80% | 2 | 3 | | | 0 | 0% |
| L&L | 100% | 0 | 3 | 1 | | 4 | 100% |
| MSE | 100% | 1 | 2 | 2 | | 5 | 100% |
| P.E., Health & Athletics | 100% | 1 | 2 | 1 | | 4 | 100% |
| VPSS | 100% | 0 | 0 | 3 | | 0 | 100% |
| Counseling & Student Success | 88% | 2 | 1 | 3 | | 4 | 67% |
| Matric. & Student Development | 48% | 4 | 3 | | | 2 | 29% |
| Student Services & Enrollment | 48% | 7 | 11 | 6 | | 13 | 54% |

*On Time= Close-Out + 25 days
 90-100%= green
 70-89%= yellow
 69% or below= red

# College Discretionary Fund (CDF) Burn Rate
## 3rd Quarter: 1 July 2009 – 31 Mar 2010

| Division / Unit | Appropriations | Expenditures | Percentage | Burn Rate Indicator* | Division Burn Rate |
|---|---|---|---|---|---|
| **President** | 37,134 | 15,593 | 42% | | 75% |
| PIO | 10,923 | 6,084 | 56% | | 75% |
| PRIE | 17,231 | 6,401 | 37% | | 78% |
| IT | 22,730 | 15,239 | 67% | | 80% |
| CCR | 7,335 | 1,933 | 26% | | 77% |
| **VPA** | 13,628 | 5,825 | 43% | | 65% |
| Operations | 272,696 | 183,569 | 67% | | 80% |
| **VPI** | 25,128 | 7,964 | 32% | | 75% |
| Downtown | 13,507 | 12,598 | 93% | Red | 80% |
| West Sacramento Ctr | 30,244 | 20,586 | 68% | | 75% |
| Davis Center | 28,977 | 17,965 | 62% | | 80% |
| **AVP- Rick Ida** | 20,996 | 5,500 | 26% | | 75% |
| AT | 72,833 | 41,162 | 57% | | 75% |
| Business | 21,758 | 8,770 | 40% | | 75% |
| LRC | 196,395 | 107,888 | 55% | | 65% |
| Allied Health | 35,888 | 17,785 | 50% | | 75% |
| Science | 70,480 | 31,670 | 45% | | 90% |
| BSS | 44,610 | 15,241 | 34% | | 70% |
| **AVP- Julia Jolly** | 11,348 | 8,676 | 76% | Green | 75% |
| MSE | 27,271 | 10,459 | 38% | | 75% |
| HFA | 84,587 | 54,320 | 64% | | 80% |
| L&L | 31,055 | 13,189 | 42% | | 60% |
| P.E., Health & Athletics | 111,487 | 84,063 | 75% | Green | 75% |
| **VPS** | 8,866 | 3,551 | 40% | | 75% |
| Counseling & Student Success | 43,575 | 25,408 | 58% | | 75% |
| Matric. & Student Development - Matric Office | 70,044 | 22,098 | 32% | | 75% |
| Matric. & Student Development - Cultural Awareness | 12,064 | 2,023 | 17% | | 65% |
| Matric. & Student Development - Campus Life | 9,446 | 3,953 | 42% | | 75% |
| Matric. & Student Development - RISE | 750 | 680 | 91% | Red | 75% |
| Matric. & Student Development - Voter Registration | 5,961 | 6,794 | 114% | Red | 75% |
| **AVP** | 7,485 | 3,726 | 50% | | 75% |
| Admissions & Records | 45,169 | 25,131 | 56% | | 75% |
| Financial Aid | 23,024 | 3,556 | 15% | | 75% |

*Expected burn rate varies by division
+/- 5% = Green
> 5% and < 10% = Yellow
> 10% = Red
< - 5% = Blue

# Instructionally-Related Fund (IR) Burn Rate
## 3rd Quarter: 1 July 2009 – 31 Mar 2010

| Division/Unit | 2010 Approp. | Prior Year Carryover | 2010 Total Budget | Expenditures | Percentage | Division Burn Rate | Burn Rate Indicator* |
|---|---|---|---|---|---|---|---|
| Counseling | 6,285 | 3 | 6,288 | 3,750 | 60% | 75% | Red |
| Davis Outreach | 300 | 6 | 306 | 195 | 64% | 100% | Red |
| Downtown Outreach | 0 | 0 | 0 | 0 | 0% | 0% | Gray |
| Campus Development | 2,000 | 3,885 | 5,885 | 0 | 0% | 0% | Green |
| Financial Aid | 434 | 0 | 434 | 0 | 0% | 100% | Red |
| Humanities & Fine Arts | 31,834 | 3,255 | 35,089 | 20,346 | 58% | 80% | Red |
| Language & Literature | 16,407 | 0 | 16,407 | 3,045 | 19% | 80% | Red |
| Math Science Engineering | 218 | 94 | 312 | 0 | 0% | 0% | Gray |
| Multicultural Activities | 23,931 | 2 | 23,933 | 11,529 | 48% | 70% | Red |
| P.E., Health, & Athletics | 76,395 | 453 | 76,848 | 68,589 | 89% | 75% | Red |
| Science & Allied Health | 0 | 0 | 0 | 0 | 0% | 0% | Gray |
| Student Development | 11,696 | 0 | 11,696 | 1,113 | 10% | 40% | Red |
| West Sacramento Outreach | 500 | (30) | 470 | 138 | 29% | 80% | Red |
| **Totals** | 170,000 | 7,668 | 177,668 | 108,705 | 61% | 64% | Green |

+/- 5% = Green
+/- 10% = Yellow
+/- > 10% = Red

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# Lottery Burn Rate
## 3rd Quarter: 1 July 2009—31 March 2010

| Division | Appropriations | Expenditures | Percentage | Burn Rate Indicator* | Division Burn Rate |
|---|---|---|---|---|---|
| AT | 45,839 | 13,384 | 29% | | 75% |
| BSS | 10,281 | 2,973 | 29% | | 75% |
| Business | 8 | 0 | 0% | | 75% |
| Downtown Ctr | 1,502 | 0 | 0% | | 75% |
| HFA | 28,762 | 21,988 | 76% | | 75% |
| IT | 7,563 | 6,931 | 92% | | 75% |
| L & L | 7,450 | 4,644 | 62% | | 75% |
| MSE | 66 | 0 | 0% | | 75% |
| P.E., Health & Athletics | 80,067 | 79,608 | 99% | | 75% |
| Science | 42,132 | 24,661 | 59% | | 75% |
| West Sacramento Ctr | 1,928 | 197 | 10% | | 75% |
| | | | | | |
| *Expected burn rate varies by division | | | | | |
| +/- 5% = Green | | | | | |
| > 5% and < 10% = Yellow | | | | | |
| > 10% = Red | | | | | |
| < - 5% = Blue | | | | | |

# Categorical Program Burn Rate
## 3rd Quarter: 1 July 2009 – 31 Mar 201010

| Categorical | OPR | Appropriations | Expenditures | Percentage | Burn Rate Indicator* | Division Burn Rate | Actual vs Burn |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| Basic Skills 08-09 | AVPI | 277,849 | 146,402 | 53% | | 75% | -22% |
| VTEA | AVPI | 1,114,630 | 644,029 | 58% | | 75% | -17% |
| CalWORKs/TANF/TANF Augment | MSD | 842,310 | 454,526 | 54% | | 75% | -21% |
| DSPS | MSD | 1,143,054 | 885,697 | 77% | | 75% | 2% |
| Matriculation | MSD | 798,059 | 585,678 | 73% | | 75% | -2% |
| BOG BFAP | SSE | 846,031 | 567,071 | 67% | | 75% | -8% |
| CARE | SSE | 178,888 | 92,611 | 52% | | 75% | -23% |
| EOPS | SSE | 1,084,065 | 869,432 | 80% | | 75% | 5% |

*Expected burn rate varies by division

+/- 5% = Green

> 5% and < 10% = Yellow

> 10% = Red

< - 5% = Blue

# Survey of the effectiveness of decision-making and governance processes

On May 3, 2010 a draft survey of the effectiveness of governance at Sacramento City College was developed and discussed at College Constituency Councils and Senates. (Note: Items from the fall 2008 Faculty/Staff Self-Study Survey were incorporated into the current survey.) The survey was sent to Standing-Committee Tri-chairs, Department Chairs, Deans, Executive Council, Administrative Assistants, and to the Academic Senate, Classified Senate and Associated Student Government presidents for distribution to those groups.

Thirty-nine individuals responded by May 18th, 2010 including 6 students, 18 faculty, 11 classified staff, and 4 administrators. Most (77%) of the respondents had been at SCC for 4 or more years. A summary of the results is shown below. Results suggest that while overall the respondents rated the effectiveness of most decision-making processes moderate to high, there is room for improvement. This is especially true when considering that the respondents may be assumed to be among those most engaged with college decision-making.

**Engagement with governance**

- Most respondents (79%) indicated moderate to high personal engagement with decision-making processes. However, since the groups to which the survey was sent are include those most active in decision-making processes it is interesting to note that some of the respondents (18%) indicated a low level of engagement.
- More than half those responding (54%) expressed the perception that people across the college show moderate levels of engagement in decision-making processes. More faculty respondents, compared to other groups, expressed the perception that people across the college were showed low levels of engagement.
- Most respondents (69%) perceived a moderate to high degree of expectation by the college of engagement in decision-making processes.
- Most respondents (78%) felt that engagement in decision-making processes is moderately to highly valued by the college administration.
- Most respondents (69%) indicated that their job allowed time for high to moderate participation in governance activities. However, responses varied between employee groups - administrators indicated a high degree of time for participation, classified staff a moderate level, and faculty low to moderate levels; students' responses ranged widely.

**Effectiveness of administrative processes**

- Most respondents agreed or strongly agreed that they understand how policy and procedure decisions are made (74%) and they understand the overall administrative structure of the college (85%).
- About half (51%) of respondents agree or strongly agree that administrative processes work effectively in their area of the college. However, the distribution of this response varied by employee group. Agree/strongly agree for Students = 1/6, Faculty = 10/18, Classified staff = 5/11, Administrators = 4/4.
- Most respondents (64%) agreed or strongly agreed that college processes allowed all constituent groups to participate in decision-making. However, classified staff were relatively more likely to be neutral or to disagree than were respondents from other groups.
- Most respondents (67%) agreed or strongly agreed that data are used in decision making at the college.

**Governance climate and communication**

- Most respondents (62%) agreed or strongly agreed that the college effectively communicates information about college governance processes. Students were more likely to disagree than other groups.
- Most respondents (67%) agreed or strongly agreed that governance processes support student success.
- Most respondents (69%) agreed or strongly agreed that governance processes occur in a positive climate.
- Over half (53%) of the respondents agreed or strongly agreed that the college president communicates effectively with the college community.
- Most of the respondents of the respondents (61%) agreed or strongly agreed that the college is moving in the right direction with respect to campus climate and communication.

**Effectiveness of college administration**
- Most respondents (69%) agreed or strongly agreed that governance structures effectively support the mission and functions of the college. Students were relatively less likely to agree than other groups.
- Most respondents (64%) agreed or strongly agreed that senates or representative councils have sufficient opportunities to provide input into college decisions. Classified staff were relatively less likely to agree than other groups.
- Most respondents (62%) agreed or strongly agreed that college administration provides effective leadership that supports all constituency groups.
- Fewer than half of respondents (44 %) agreed or strongly agreed that constituency leadership groups (AS, CS, ASG, SLT) have the time and means to consult with the broader college community. Faculty were relatively less likely to agree than other groups.

**Effectiveness of constituency leadership groups**
- Most respondents (67%) respondents rated the effectiveness of the academic senate as good. Most faculty rated it as good. Students were less likely to rate it as good than were other groups.
- Only 23% of respondents rated the effectiveness of the classified senate as good; however, only one respondent rated it as poor. Most classified staff rated it as good or fair. Most other respondents, especially faculty, indicated that they didn't know the effectiveness of classified senate.
- Fewer than half (41%) of respondents rated the effectiveness of the SLT as good; however none rated it as poor. Administrators rated it as good or fair. Most classified staff rated it as good. Students and faculty were more likely than other groups to indicate that they didn't know the effectiveness of the SLT.
- Only 25% of respondents rated the effectiveness of the ASG as good; however, few rated it as poor. Students rated it as good or fair. Most other respondents, especially faculty, indicated that they didn't know the effectiveness of the ASG.
- A third of respondents (33%), but most of the classified staff and administrators, rated the effectiveness of the executive council as good; however, none rated it as poor. Faculty and students were more likely than other groups to indicate that they didn't know the effectiveness of the executive council.
- Fewer than half (41%) of respondents rated the effectiveness of the department chairs' council as good; however, none rated it as poor. Most faculty rated it as good; students and classified staff were more likely than other groups to indicate that they didn't know the effectiveness of the DCC.

**Importance of standing committees**

(Notes:  Due to the design of the question, involving multiple drop-down menus, these responses are not broken out by employee category.  In calculating the average ratings, a rating of "don't know" was excluded from the calculations.)

- For all committees the most common rating for the importance of committees was 4 or 5 on a five point scale.
- All committees had an average importance rating above 3.8.
- The Budget Committee and the Curriculum had the highest average importance ratings.
- The Campus Development Committee had the most "don't know" importance ratings.

**Effectiveness of standing committees**

(Notes:  Due to the design of the question, involving multiple drop-down menus, these responses are not broken out by employee category. In calculating the average ratings, a rating of "don't know" was excluded from the calculations.)

- Seven of the fifteen committees the most common effectiveness rating was "don't know". For the other committees the most common rating ranged from 3-5 on a five point scale.
- All committees had an average effectiveness rating above 3.1.
- The PRIE Committee and the Curriculum Committee and had the highest average effectiveness ratings.
- The Campus Development Committee had the most "don't know" effectiveness ratings.

**How well understood are the standing committees**

(Notes:  Due to the design of the question, involving multiple drop-down menus, these responses are not broken out by employee category. In calculating the average ratings, a rating of "don't know" was excluded from the calculations.)

- For six of the fifteen committees the most common rating of how well understood the standing committees are was "don't know". For the other committees the most common rating ranged from 2-4 on a five point scale.
- All committees had an average "well understood" rating above 2.6.
- The Honors and Awards Committee and the Staff Development Committee and had the highest average "well understood" ratings.
- The Campus Development Committee had the most "don't know" effectiveness ratings.

# Use of Data in College Processes

**Accreditation results:**
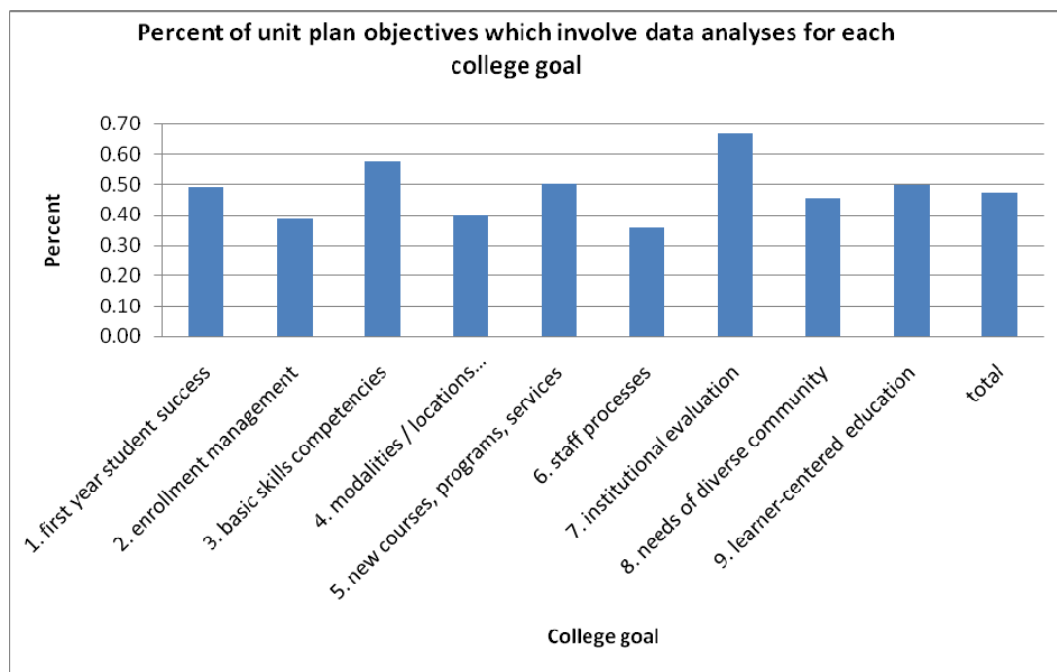The 2009 Accreditation resulted in commendations to…

*… " the college for the development of a well-integrated planning process that involves the broad-based participation of all academic, student services, and administrative units, linking resource prioritization to college goals."*

*… "The Planning, Research, and Institutional Effectiveness Office as a valuable resource to the College Strategic Planning Committee and other faculty and leadership groups by providing needed data and initiating conversations about how to interpret and use a range of outcomes and effectiveness indicators"*

*… "the college for implementation of facilities planning for SCC that students and faculty are now enjoying*

**Unit plan analysis:**
Data is used at the departmental level to make changes based on data analyses. Almost half of the SCC 2009-10 unit plan objectives included current or projected data analyses; 80% of these objectives were wholly or partly accomplished.



**Documentation of a data-based process for schedule planning**:
College managers and committees actively engaged data related to enrollment management. Data indicates that schedule planning resulted in changes in enrollment patterns in the 2009-10 academic year compared to the previous year.

- Total faculty FTE at the college decreased by about 7% from Spring 09 to Spring 10. During that same time period, duplicated enrollment per faculty FTE increased by about 17%, indicating that there were very few low enrolled classes.
- The college continued to effectively balance evening and day schedule offerings. From Fall 08 to Fall 09, "evening only" enrollment remained at about 28-29% of "day only" enrollment (end of term unduplicated enrollment).
- The percent of all course sections which were vocational increased from 30.8% in Fall 08 to 34.9% in Fall 09.
- Thirty-seven unit plan objectives from across the college were linked with community outreach. Seventy-six percent of these objectives were wholly or partly met during the 2009-10 academic year.

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Data and discussions for the 2009-2010 academic year related to enrollment planning:
- Weekly updates to division and center deans showing enrollment and waitlist trends graphically by day prior to the start of the term (beginning the first day of enrollment for the term and continuing through the census date).
- Websites (updated daily) showing enrollment and wait list for centers, divisions, departments, and courses and the overall course fill rate for divisions and centers.
- Enrollment report provide to College Strategic Planning Committee from PRIE.
- Enrollment data discussions were common in the Senior Leadership Team and Joint Deans Council.
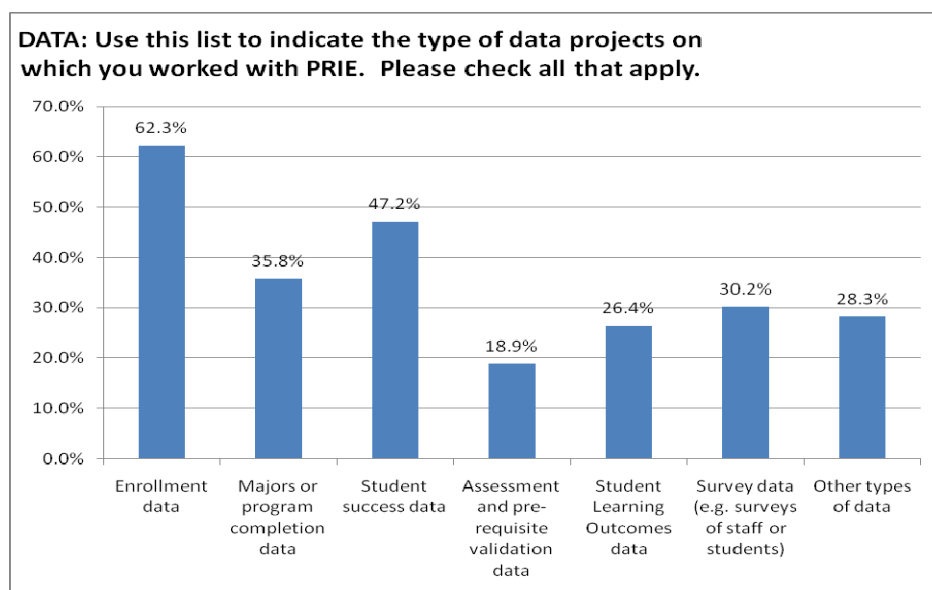
Enrollment trends over the 2009-2010 academic year represented an unusual increase in demand for classes at a time of reduced funding and significant budget challenges. As a result of schedule planning some sections were cut, which in turn resulted in wait lists that were larger than usual. Because of schedule planning in which courses which typically had low enrollment were removed, the number of enrollments per faculty FTE increased. In addition, during Fall 2009 there was a slight increase in the proportion of courses that were "vocational" relative to the number of "academic" courses.

Fall 2009 enrollment grew steadily and reached maximum levels in most divisions by the beginning of classes. Wait lists peaked just before classes began. Enrollment for Spring 2010 grew quickly and neared the maximum value for most divisions about 20 days before classes began. Ten days before classes began there were over 24,000 enrollments on wait lists. A comparison of enrollment and wait list counts ten days before classes begin for Spring 2009 - Spring 2010 shows substantial differences between the two semesters.
- Total duplicated enrollment counted ten days before the start of classes increased approximately 8% from Spring 2009 to Spring 2010.
- The total wait list counted ten days before the start of classes is over five and a half times higher in Spring 2010 than it was in Spring 2009.
- Total faculty FTE at the college decreased from Spring 2009 to Spring 2010. In this same time period, duplicated enrollment per faculty FTE increased by about 17%; i.e. there were somewhat more students per full-time-equivalent professor ten days before the start of classes in Spring 2009 than there were in Spring 2010.

**Survey of Work with PRIE:**
The most common data areas in which the PRIE office worked with SCC faculty/staff were enrollment data (62% of respondents) and student success data (47% of respondents). SCC employees also worked with PRIE on a variety of tasks related to Institutional Effectiveness and Planning.



DATA: Use this list to indicate the type of data projects on which you worked with PRIE. Please check all that apply.

INSTITUTIONAL EFFECTIVENESS: Use the list to indicate the type of institutional effectiveness projects on which you worked with PRIE. Please check all that apply.
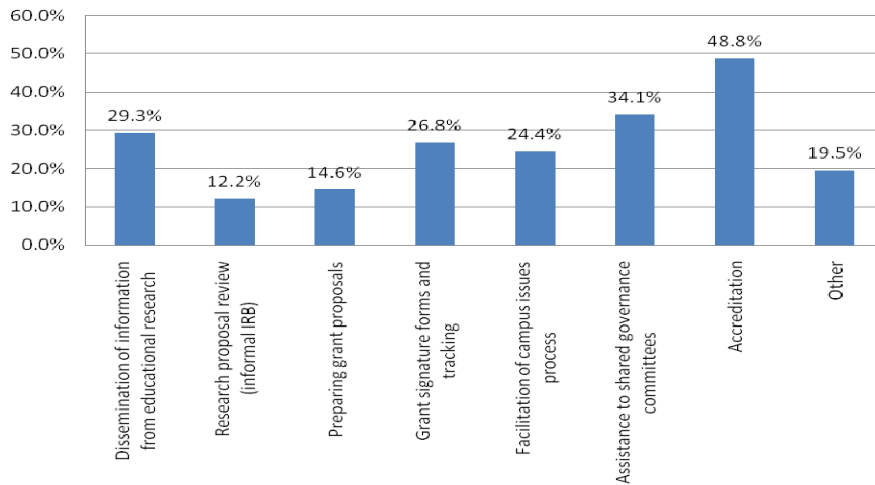


PLANNING: Use this list to indicate the type of planning projects on which you worked with PRIE. Please check all that apply.
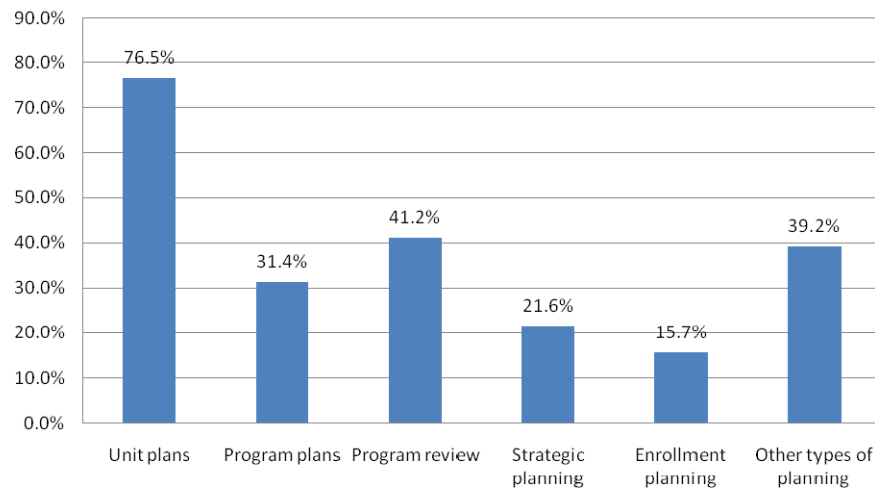
Satisfaction with the work of the PRIE Office was generally strong with over 70% of respondents agreeing or strongly agreeing with the items indicating high quality work from PRIE.

| Satisfaction with the work of the PRIE Office – Survey Results for 2009 work. | Strongly Agree or Agree | |
|---|---|---|
| Question | Number | Percent |
| The process of working with the PRIE Office was straightforward. | 46 | 87 |
| PRIE staff members demonstrated expertise. | 48 | 91 |
| PRIE staff members were helpful and friendly. | 48 | 91 |
| PRIE staff members helped me develop an effective approach to my inquiry. | 39 | 74 |
| The information provided by the PRIE Office was accurate. | 42 | 79 |
| The information provided by the PRIE Office was relevant and useful. | 45 | 85 |
| PRIE staff members supplied clear explanations and analyses. | 43 | 81 |

# Environmental Scan Report
## (Brief Internal and External Scans)

**Goal 5. Revise or develop new courses, programs and services based on assessment of emerging community needs and college resources.**



The top areas of study at SCC in 2008 and 2009 include GE/Transfer and a wide range of specific disciplines from across the college in both transfer and career technical areas. The top 10 major areas of study for new SCC students include Nursing, Business, and Computer fields, which are among those fields expected to hire California in the near future. New programs in green technologies at the College are also in areas of expected job growth.

In Fall 2009 (census data) about 55% of SCC students were 24 years old or younger. Most were continuing students (46%). There were also substantial numbers of new first-time students, new transfer students and students returning to SCC after a gap in enrollment. In Fall 2009 the majority of SCC students (70%) were taking less than 12 units at the college.

The High Schools that provide the greatest number of new freshmen to the College vary dramatically on a number of socio-economic, demographic, and achievement metrics. The population of recent high graduates attending SCC has changed somewhat demographically over the past several years with a slowly decreasing percentage of white students. Currently less than 25% of recent HS graduates attending SCC are white.

For most of the SCC feeder High Schools fewer than half of students scored at the "proficient or above" levels for English language arts, math, science or history-social science.

The local employment situation indicates that jobs in the counties around SCC declined from Feb 09 to Feb 10 and is employment expected to remain low for at least another 2 years. Areas of potential job growth, however, included energy conservation and green technologies, education and health services, and some CIS or business areas.

# Internal Environment – Majors

The top areas of study at SCC in 2008 and 2009 include GE/Transfer and a wide range of specific disciplines from across the college in both transfer and career technical areas. For 2008 and 2009 the Fall Census shows general education/transfer being the top major area of study for new students. In 2009 Nursing came in as the 2nd major area of study with 283 students (only 42 fewer students than the top major). The top 10 major areas of study for new SCC students include Nursing, Business, and Computer fields, which are among those fields expected to hire California in the near future.

## Top 10 Major Areas Of Study - New Students        Fall Census 2008 and 2009

| 2008 | # of Students | 2009 | # of Students |
|---|---|---|---|
| General Ed/ Transfer | 317 | General Ed/ Transfer | 325 |
| Business | 237 | Nursing (RN) | 283 |
| Nursing (RN) | 222 | Business | 238 |
| Administration of Justice | 139 | Administration of Justice | 126 |
| Psychology | 120 | Psychology | 113 |
| Cosmetology | 101 | Cosmetology | 108 |
| Biology | 81 | Biology | 85 |
| Music | 77 | Music | 74 |
| Art | 72 | English | 66 |
| Computer/Mgmt Info Systems | 72 | Computer/Mgmt Info Systems | 65 |

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

2-2

The top major area of study for the 2008-09 graduating class was Social Sciences with 342 students earning a degree. Nursing was 2nd with 188 fewer students and 154 earning a degree. (data not available for 2009-10 awards as of August 24, 2010).

## Top Majors of SCC Graduates        2008-09

| Major Program | # of Graduates |
|---|---|
| Social Sciences | 342 |
| Nursing, Registered | 154 |
| General Education, Transfer | 82 |
| Cosmetology | 78 |
| Administration of Justice | 58 |
| Biology | 54 |
| Graphic Communication | 44 |
| Business, Transfer | 39 |
| Liberal Arts: Soc/Behavioral | 36 |
| Physical Therapist Assistant | 31 |
| Nursing, Vocational | 30 |
| Psychology | 28 |

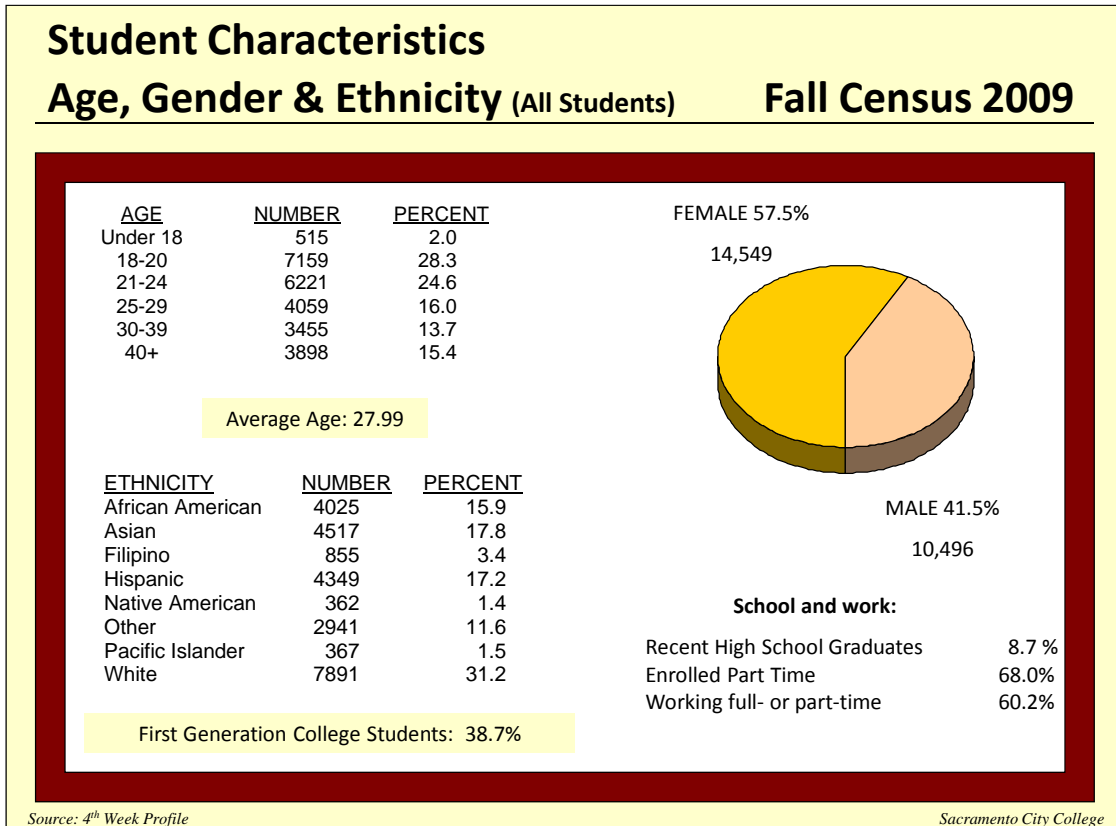*Source: Awards File*                                              *Sacramento City College*

3-4

# Internal Environment – Student Characteristics

In Fall 2009 (census data) about 55% of SCC students were 24 years old or younger. The largest age group of students at SCC was 18-20 (7,159 students) followed by the 21 to 24 year olds (6,221 students). Females made up 57.5% of the student population. SCC has a very diverse student population with no one ethnic group including more than 32% of the student body. White students made up the highest percentage (31.2%) followed by Asian (17.8%) and Hispanic (17.2%) students.

## Student Characteristics
## Age, Gender & Ethnicity (All Students)    Fall Census 2009

| AGE | NUMBER | PERCENT |
|-----|--------|---------|
| Under 18 | 515 | 2.0 |
| 18-20 | 7159 | 28.3 |
| 21-24 | 6221 | 24.6 |
| 25-29 | 4059 | 16.0 |
| 30-39 | 3455 | 13.7 |
| 40+ | 3898 | 15.4 |

Average Age: 27.99

| ETHNICITY | NUMBER | PERCENT |
|-----------|--------|---------|
| African American | 4025 | 15.9 |
| Asian | 4517 | 17.8 |
| Filipino | 855 | 3.4 |
| Hispanic | 4349 | 17.2 |
| Native American | 362 | 1.4 |
| Other | 2941 | 11.6 |
| Pacific Islander | 367 | 1.5 |
| White | 7891 | 31.2 |

First Generation College Students: 38.7%

FEMALE 57.5%
14,549



MALE 41.5%
10,496

**School and work:**

| | |
|---|---|
| Recent High School Graduates | 8.7 % |
| Enrolled Part Time | 68.0% |
| Working full- or part-time | 60.2% |

Source: 4th Week Profile                    Sacramento City College

2-1

In Fall 2009 the end-of –semester enrollment at SCC was slightly over 27,000 students. Most were continuing students (46%). There were also substantial numbers of new first-time students, new transfer students and students returning to SCC after a gap in enrollment.



Fall 2009 Enrollment Status (percent of students)
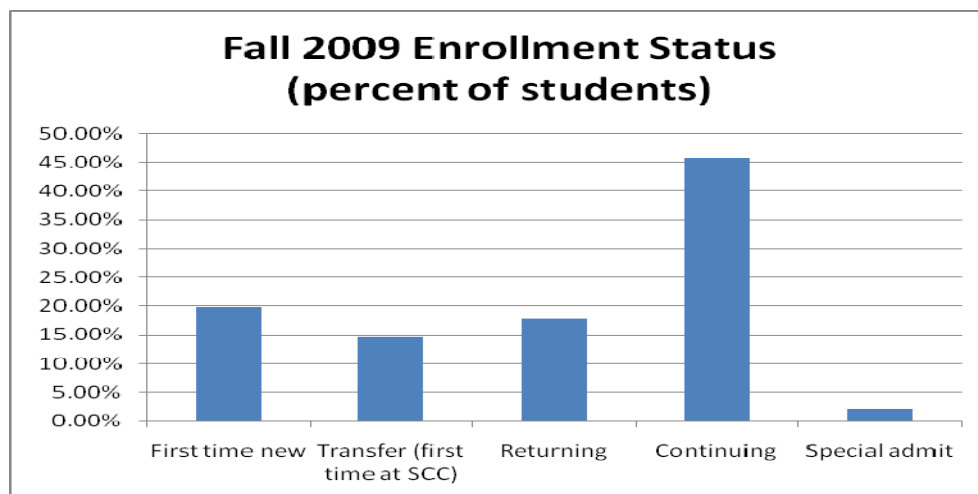
In Fall 2009 the majority of SCC students (70%) were attending the college part-time. Over a third (36%) of the students at SCC were taking less than 6 units; 34% were taking 6 to under 12 units and 29% were taking more than 12 units.
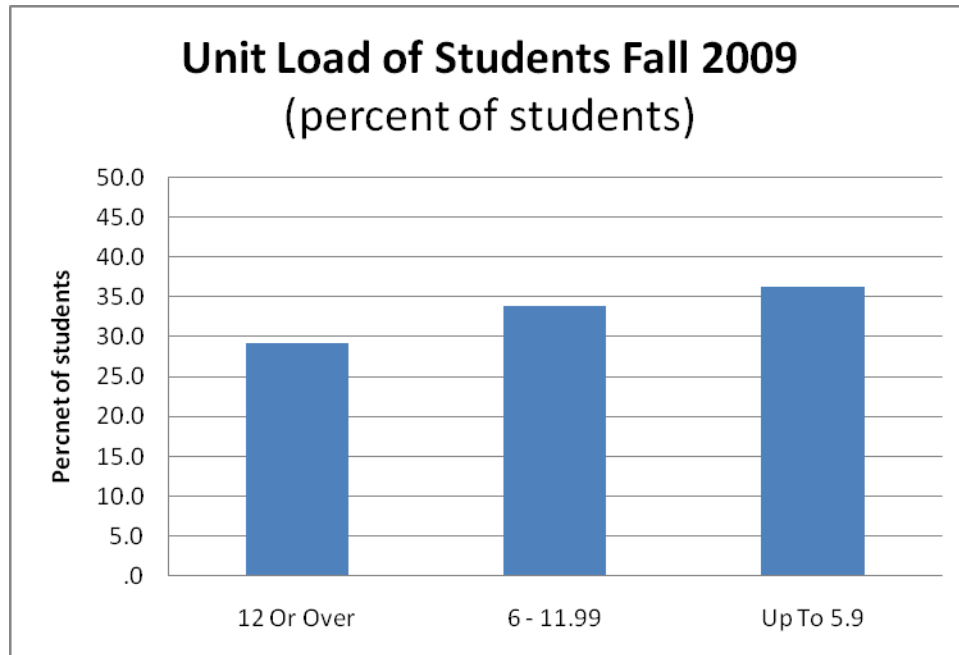


Over 61% of the students in Fall 2009 semester at SCC had university-related goals in mind and over 17% intended to earn a degree or certificate without transferring.
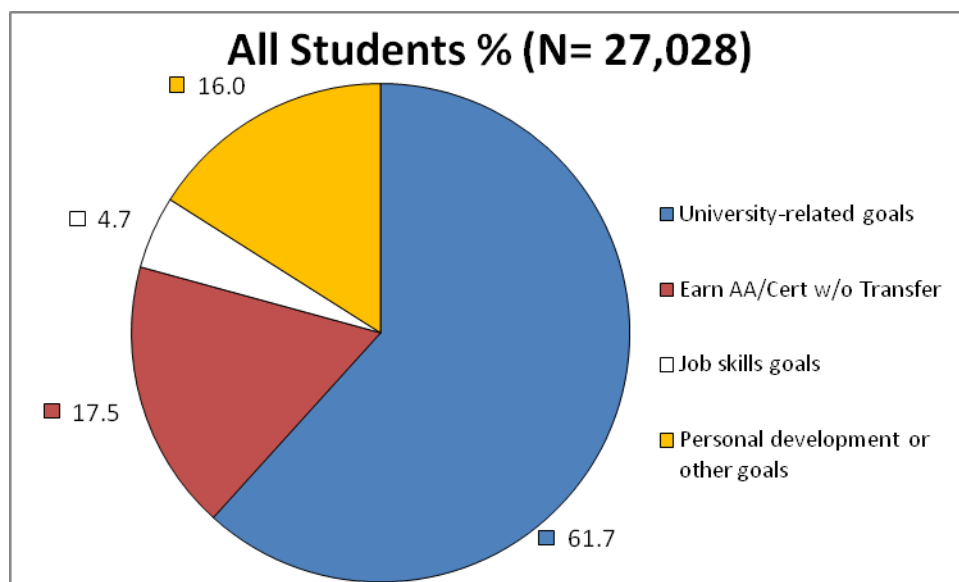


- University-related goals: Transfer w/ AA, Transfer w/out AA , 4-yr student meeting 4-Yr requirements

- Degree/Cert without transfer: AA/AS degree no transfer, Vocational degree no transfer, Earn a certificate.

- Job skills goals: Acquire Job Skills Only, Update Job Skills Only, Maintain Certificate/License

- Personal Development / Other goals: Discover Career Interests, Educational Development, Improve Basic Skills, Complete High School/GED, Undecided on Goal, Uncollected/Unreported

# Internal Environment - Student Income and Employment

The percentage of students living in households with middle income or higher has been declining over the last five years. The percentage of students living below the poverty line has increased over the last two years. In the last two years, the percent of students working 20-39 or 40+ hours per week has declined and the percent of students not working but looking for work has increased.



SCC student house hold income (percent of students in each income category)



SCC students' employment
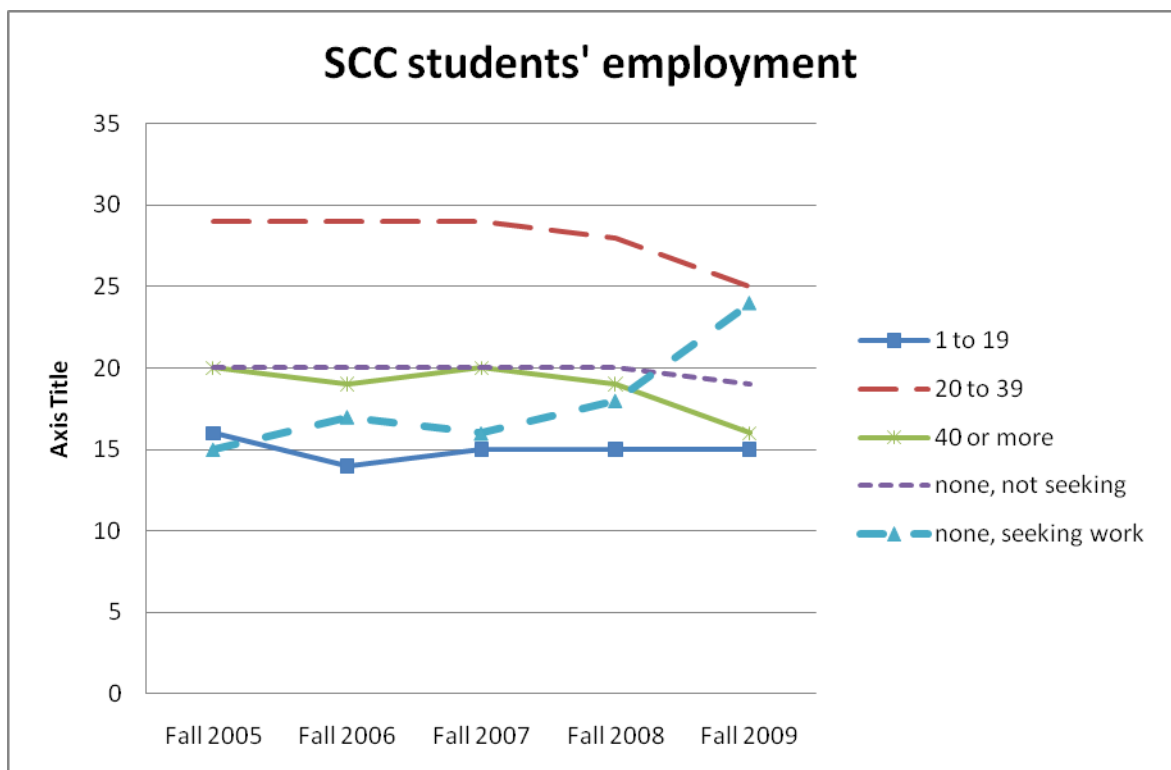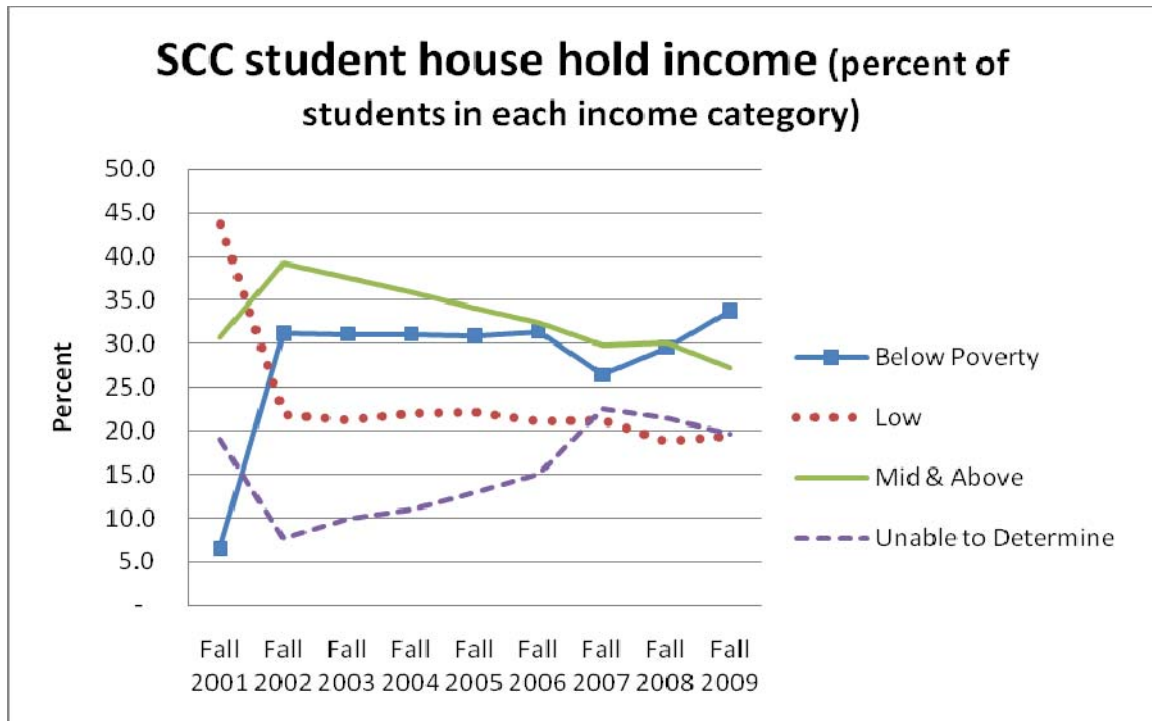
# External Environment: SCC Feeder High Schools:

**SCC feeder High Schools are a very diverse group of schools.**
The High Schools that provide the greatest number of new freshmen to the College vary dramatically on a number of socio-economic, demographic, and achievement metrics.

| CPEC data for feeder High Schools 2007-2008 academic year (most recent available as of June 2010) | | | | | |
|---|---|---|---|---|---|
| High School | % white | % free or reduced price lunch | % English language learner | % of seniors taking the SAT | State API rank |
| Luther Burbank | 5 | 76 | 48 | 40 | 2 |
| Hiram Johnson | 12 | 61 | 38 | 20 | 2 |
| River City | 37 | 50 | 14 | 31 | 5 |
| Rosemont | 44 | 42 | 13 | 32 | 4 |
| McClatchy | 26 | 39 | 21 | 44 | 6 |
| Kennedy | 17 | 36 | 17 | 40 | 7 |
| Davis | 63 | 10 | 5 | 81 | 10 |

Local feeder High Schools also vary greatly in the percent of student who are proficient at various basic skills tested on California Standard Tests. At sme of the SCC feeder High Schools the majority of students did not score at the proficient or above levels for English language arts, math, science or history-social science on the California Standards tests for 2008-2009. Scores were lowest for math; only one feeder high school had more than 45% of students score proficient or above in math in the 2008-2009 School Accountability Report Card.

| School Accountability Report Card information for feeder High Schools, 2008-09 Percent of Students Proficient and Above on California Standards Tests | | | | | | | |
|---|---|---|---|---|---|---|---|
| Subject | McClatchy | Hiram Johnson | Kennedy | Burbank | Rosemont | River City | Davis |
| English-Language Arts | 55% | 24% | 55% | 24% | 45% | 48% | 72% |
| Mathematics | 26% | 14% | 29% | 10% | 12% | 51% | 45% |
| Science | 51% | 23% | 49% | 20% | 46% | 34% | 83% |
| History-Social Science | 51% | 18% | 49% | 20% | 39% | 45% | 76% |

**Recent HS graduates attending SCC are a demographically diverse group:**
The diversity of the student populations in our feeder High Schools SCC is reflected in those students who enroll at the college. In Fall 2009 no one ethnic group made up more than 23% of the population of recent High School graduates coming to SCC. (The relatively large percentage of students in the "other" category reflects the new data collection method used on the student application, which allows students to indicate two or more racial/ethnic categories.)
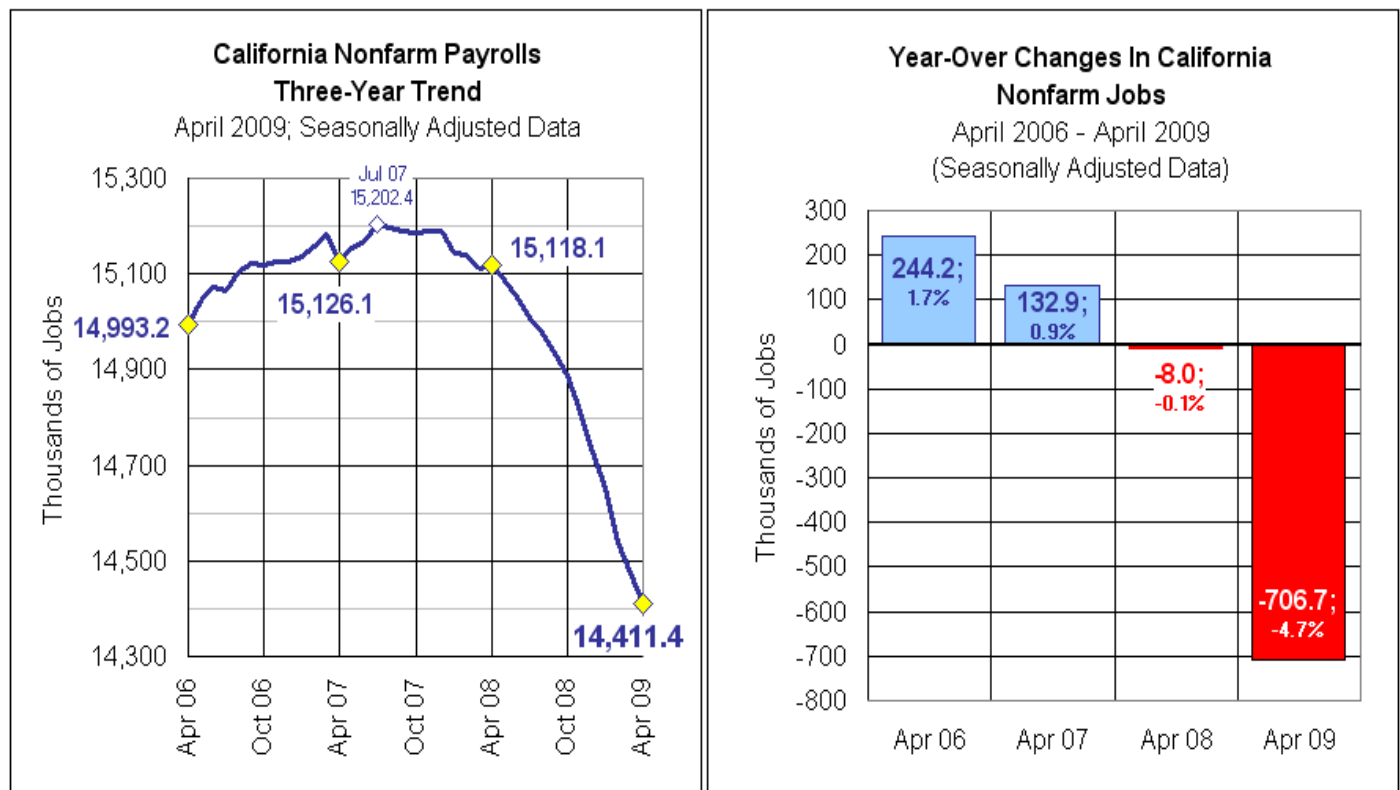


Recent High School graduates enrolling at SCC in Fall 2009 by ethnicity
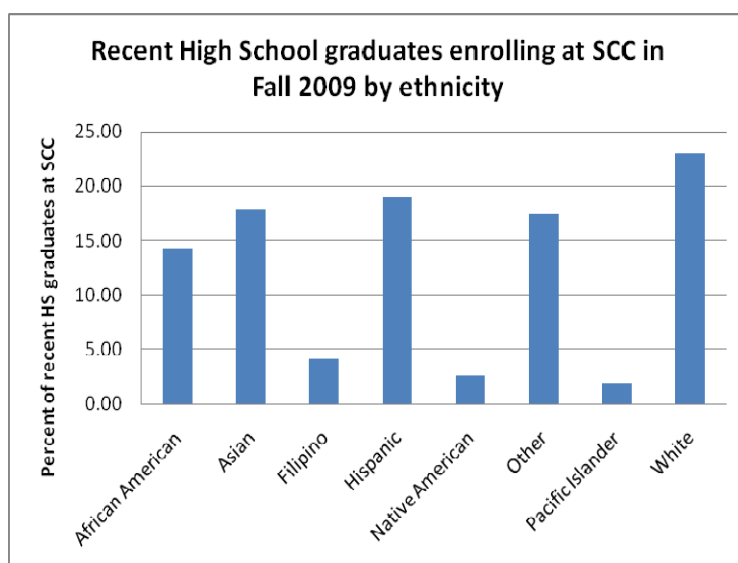
# External Environment – Employment Trends

California's unemployment rate has increased over the past two years.



**Three-Year Trend in California and U.S. Unemployment Rates**
March 2010; Seasonally Adjusted Data

From the California Employment Development Department Labor Market Overview



**California Nonfarm Payrolls Three-Year Trend**
April 2009; Seasonally Adjusted Data

**Year-Over Changes In California Nonfarm Jobs**
April 2006 – April 2009 (Seasonally Adjusted Data)

From the publication California Labor Market and Economic Analysis 2009 (Prepared by: Labor Market Information Division, Employment Development Department, May 28, 2009)

The local employment situation indicates that jobs in the counties around SCC declined from Feb 09 to Feb 10. Areas of potential job growth, however, included energy conservation and green technologies, education and health services, and some CIS or business areas.

**From California Employment Development Department websites:**
From February 2009 to February 2010, the total number of jobs in the combined El Dorado, Placer, Sacramento, and Yolo county area fell by 30,600 (3.6%). To quote EDD:
- Construction lost 9,300 jobs, mostly in specialty trade contractors (down 6,300 jobs).
- Professional and business services declined by 6,300 jobs, primarily due to losses in professional, scientific, and technical services (down 3,400 jobs) and administrative and support and waste management and remediation services (down 2,600 jobs).
- Trade, transportation, and utilities and financial activities each lost 4,200 jobs.

**From: California Labor Market and Economic Analysis 2009, Labor Market Information Division Employment Development Department May 28, 2009.**
Job losses in California's hard hit construction industry were expected to begin abating in the second half of 2009 and into 2010 as the State's housing markets finally hit bottom and began to recover gradually. On the positive side, State and federal stimulus spending for infrastructure was expected to bolster construction employment, particularly in heavy construction. In addition, stimulus monies for energy conservation were expected to boost employment in certain specialty trade contracting industries. However, commercial construction was expected to remain weak through much of 2010.

Educational and health services were expected to continue to be a source of strong job growth into the foreseeable future due to demographic factors such as the aging baby boom population. State and federal investments in education and health care were expected to further bolster job growth.

Over the longer term, it is important to note that the current economic downturn, although severe, is a cyclical event. California's comparative economic advantage, primarily its entrepreneurial and innovative spirit and highly skilled and educated workforce, remains strong but must be nurtured and expanded over the long run. Also, California appears to be particularly well positioned to take advantage of increased federal investment in fuel efficiency and green technologies.

**Top 10 Occupations in California with the Most Job Openings listed by major online job sits. Last 90 Days ending April 13, 2009.**
*(Source: WANTED Technologies cited in California Labor Market and Economic Analysis 2009, Labor Market Information Division Employment Development Department May 28, 2009.)*

1. Registered Nurses
2. Computer Specialists
3. Computer Software Engineers, Applications
4. Executive Secretaries and Administrative Assistants
5. Computer Systems Analysts
6. Sales Managers
7. Customer Service Representatives
8. Marketing Managers
9. Financial Managers
10. Accountants

**The top 10 major areas of study for new SCC students include Nursing, Business, and Computer fields, which are among those fields expected to hire California in the near future. New programs in green technologies at the College are also in areas of expected job growth.**

The Sacramento area is not expected to return to normal levels with respect to employment for at least another 2 years.

**From:  <u>Sacramento's Labor Market & Regional Economy</u>: 2010 Outlook,** Brian M. Leu, CFA, Investment Officer, CalPERS, Yang Sun, Ph.D., Professor, College of Business Administration, Sacramento State , Sacramento Business Review

> "Given the magnitude of the job losses, we do not expect the number of jobs in Sacramento to return to pre-recession peak levels until at least 2013"

> "In its latest fiscal outlook, the nonpartisan Legislative Analyst's Office (LAO) estimated a $20.7 billion operating deficit over the next 18 months, including a $6.3 billion shortfall for the current fiscal year ending June 30. Furthermore, without dramatic corrective action, the budget woes are expected to continue well beyond 2011, with an average of $20 billion in annual shortfall over the next 5 years."

> "The <u>healthcare and private education</u> sectors have been the lone bright spot in the local labor market, adding 2,800 wage and salary jobs (+2.8% growth) over the last year when the region lost 43,800 jobs (-4.4% decline)."