Research Report

Working together
Pursuing Excellence
Inspiring Achievement

Institutional Effectiveness Reports 2011-12

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for the College Strategic Planning Committee
August 2011

Sacramento City College seeks to create a learning community
that celebrates diversity, nurtures personal growth and inspires
academic and economic leadership.

Office of Planning, Research and Institutional Effectiveness
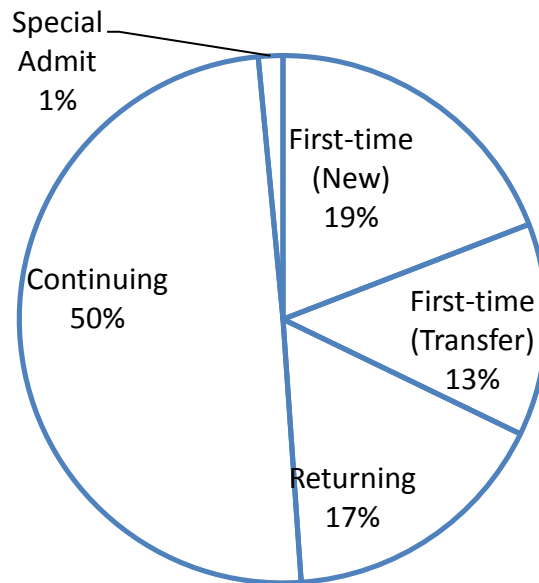
Fast Facts
Snapshot of the 2010-11 Student Population

In Fall 2010 the end-of-semester enrollment at SCC was 24,781 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.

Source: LRCCD, EOS Research Database files

SCC students represent a wide range of ages, with the 18-20 year old age group having the most students.
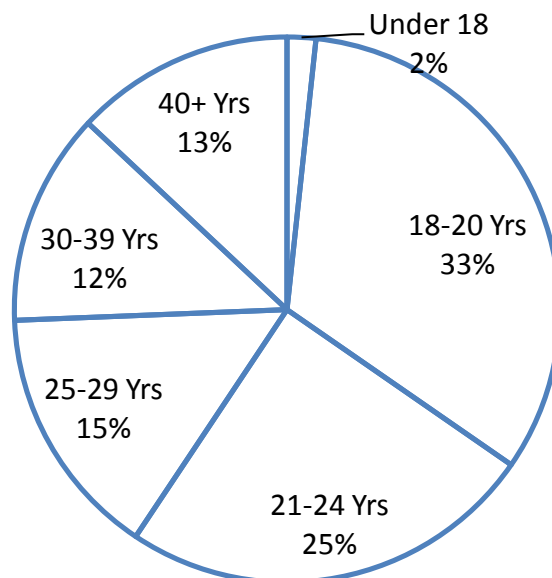
Source: LRCCD, EOS Research Database files

SCC has a diverse student body, with no ethnic group making up over 30% of the student population.

SCC student ethnicity profile Fall 2010
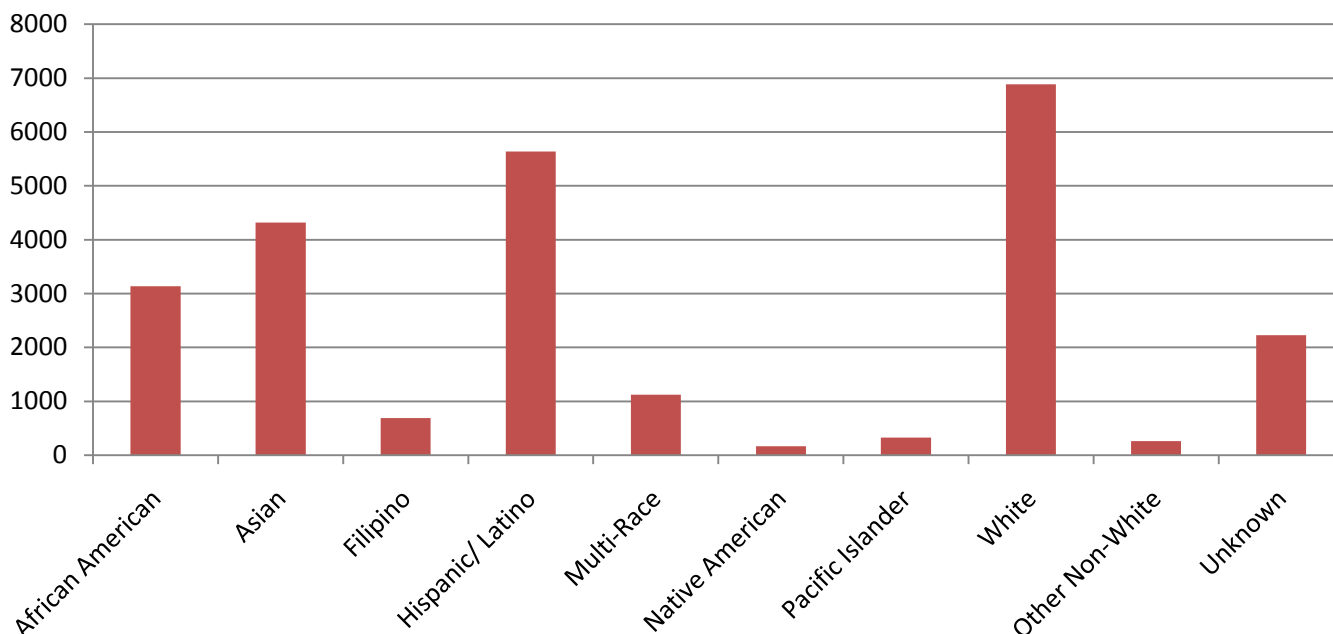
Source: LRCCD, EOS Research Database files

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.

Number of students speaking 5 most common primary languages other than English (Fall 2010)

Source: LRCCD, EOS Research Database files

In fall 2009 the most commonly listed majors for new students were general education tranfer, nursing and business. Data for Fall 2010 is not available because a change in the way that student data were collected temporarily interferred with the collection of this information.
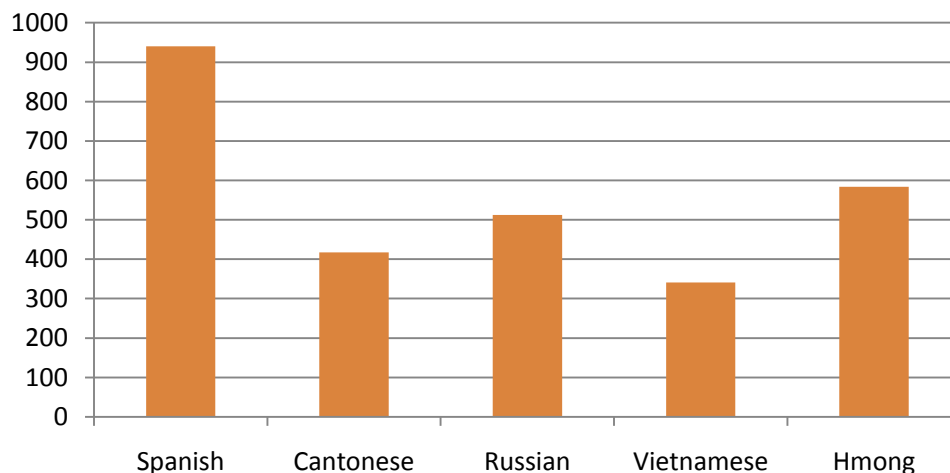
Top 10 Major Areas of Study – New Students
Fall Census 2008 & 2009

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

Note: Because of the "transfer-major" category (also known as SB 1440) that is now required, there was a problem with the way those data were collected on the application and supplemental in Fall 2010; therefore, this slide is not updated.

Source: 4th Week Profile

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

Day classes account for most student enrollment but substantial numbers of students take classes in the evening or in both the day and evening class times.

SCC Day/Evening Enrollment
Fall 2005 to Fall 2010
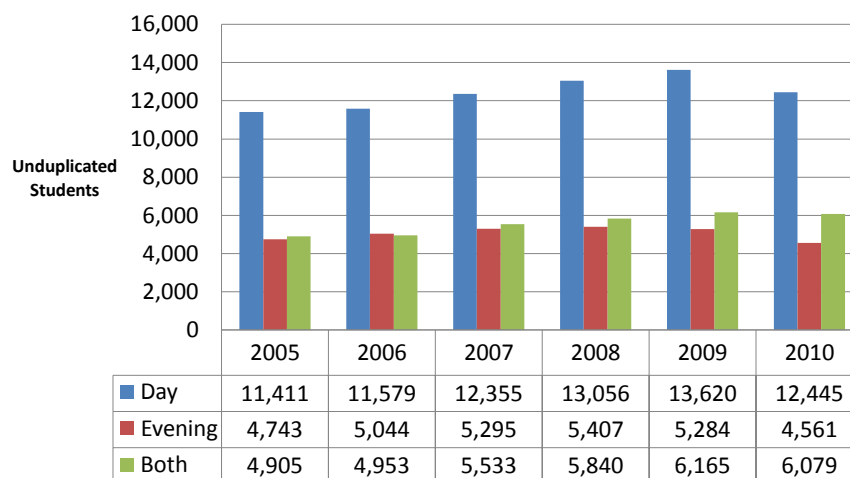
Unduplicated Students

	2005	2006	2007	2008	2009	2010
Day	11,411	11,579	12,355	13,056	13,620	12,445
Evening	4,743	5,044	5,295	5,407	5,284	4,561
Both	4,905	4,953	5,533	5,840	6,165	6,079

NOTE: Evening classes include classes beginning at 4:30pm or later.

Source: LRCCD EOS Research Database Files

SCC students are primarily taking part-time unit loads, with only 30% taking 12 or more units in Fall 2009.

Percentage of SCC students with full, mid, and light unit loads Fall 2010

Full-Load 30%

Light-Load 34%

Mid-Load 36%
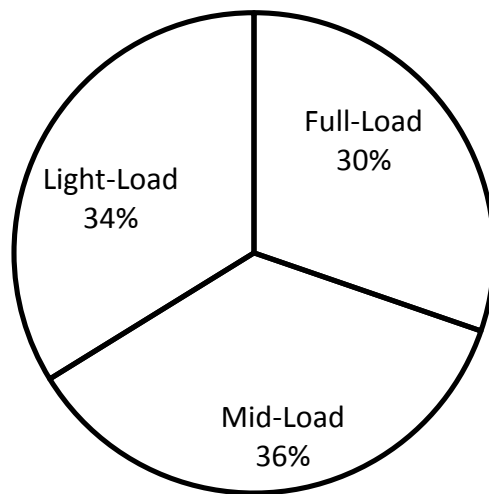
Source: LRCCD, EOS Research Database files

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

SCC Students' Education Goal Distribution Fall 2010
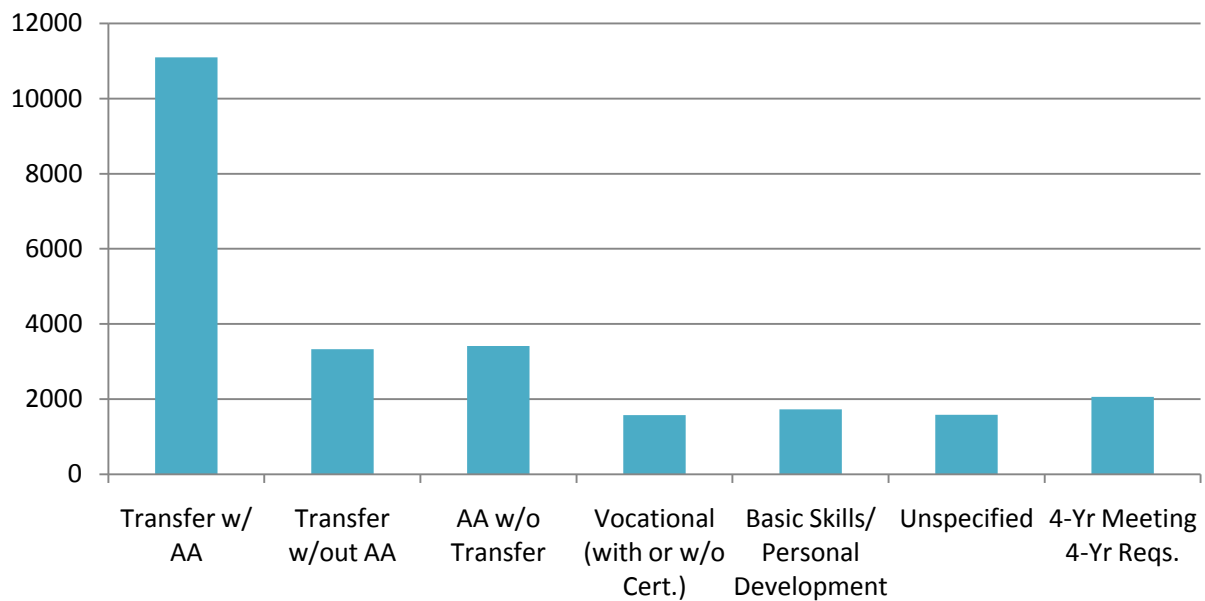
Source: LRCCD, EOS Research Database files

About half of SCC students are employed. Nearly 30% are not employed but are seeking work.

SCC students' work status Fall 2010
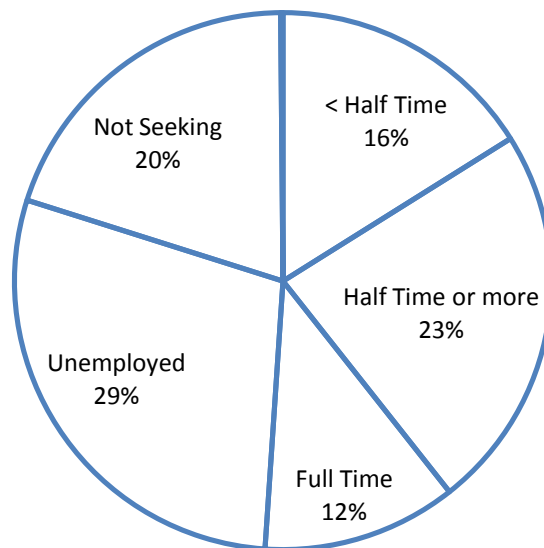
Source: LRCCD, EOS Research Database files

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 2010

Source: LRCCD, EOS Research Database files

Indicators for College Goals

Goal Indicators – Key Points

Goals related to student success and teaching & learning effectiveness (SCC Goals 1, 3, 4, 9):

Mixed news on course success: Course success rates for first time freshmen have been increasing and for some subsets of freshmen (e.g. recent high school graduates) the course success rate meets or exceeds that of other students.

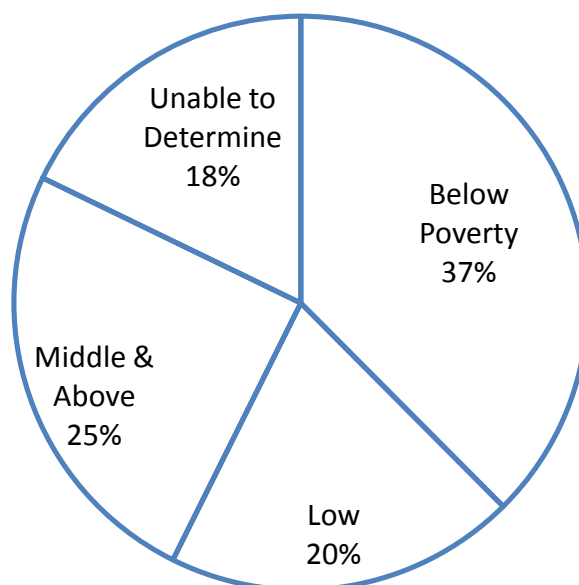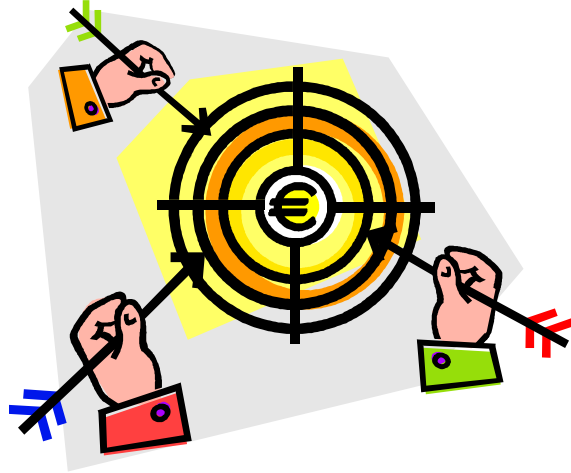Data from the CCCCO Data Mart indicates that course success rates in online courses are somewhat lower than those in face-to-face courses.

The success rates for basic skills reading and writing courses are similar to the overall college average course success rate. The success rates for basic skills mathematic courses are substantially lower than the overall college average. For Fall 2011, many pre-collegiate and pre-transfer basic skills courses were full by the end of the Priority 0 enrollment period.

Good news on ARCC student progress rate: The 2011 ARCC "student progress and achievement rate" for SCC was higher than that of a group of similar colleges analyzed by PRIE.

Progress on SLOs. The first year of reporting included assessment reports from over 90 courses. Many of these reports indentified planned changes to improve teaching and learning effectiveness.

Goals related to student access and enrollment management (SCC Goals 2, 8):

Scheduling is effective. College managers and committees actively engaged data related to enrollment management. Schedule planning in response to economic patterns and guidance from LRCCD resulted in changes in enrollment patterns compared to the previous year.

A variety of new services were developed in response to community needs. Over 70% of the SCC 2010 CCSSE respondents indicated that the college "very much" or "quite a bit" provided the support needed to succeed in college. Many course and program modifications occurred during the 10-11 academic year. This included SB 1440 Transfer degrees and programs in "green" industries.

Some achievement gaps persist. There are substantial gaps between the success rates of some demographic groups. While these gaps seem to be narrowing for age groups, the gaps between students of different racial/ethnic groups are persistent. On the 2010 CCSSE survey over 80% respondents of each race/ethnicity rated their interactions with professors as supportive and providing a sense of belonging (rating 5 or above on a 7 point scale).

Goals related to community & economic development and effective college processes (SCC Goals 5, 6, 7):

Error rates are low. Error rates for administrative processes were low and services were maintained for travel, classified temporary employees, and student help while resources decreased. A survey showed that 70% of respondents had a personal sense of engagement with college decision-making that was moderate to high.

Employees understand college structure. The results of a survey indicated that most college employees understand the overall administrative structure of the college. Although many college employees agree that data (qualitative or quantitative) are used in decision-making at the college there is room for improvement in this measure.

Strategic planning is ongoing. The College Strategic Planning Committee has proposed a revision of college goals for consideration by the college community in preparation for next year's planning cycle.

Goal Indicators – Details

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

Highlighted indicators:

Successful course completion: Course success rates for first-time freshmen, recent high school graduates and Education Initiative students increased steadily from Fall 08 to Fall 10. Currently the first time freshmen course success rate is slightly lower than the college average course success rate. The course success rate for the Education Initiative Cohort is similar to the college average course success rate. The course success rate of recent HS graduates is slightly higher than the average college course success rate.

Nearly a quarter of first-time freshmen earn no units in their first semester (GPA= 0.0); this number has declined slightly over the past 3 years. (Notes: The self-reported first time freshmen indicator from the student applications was used to identify the student cohort. Course success = grade A, B, C, or Pass. GPA does not include Pass/No Pass courses.)

Persistence rates for first-time freshmen: Over 74% of first time students completing 6 or more units in their first fall semester at SCC are still attending college somewhere in the community college system in the next fall semester (ARCC data) This percentage has been increasing over the last three years.

Supporting documentation:

Key success indicators for SCC freshmen	Fall 2008	Fall 2009	Fall 2010
Course success rate for first time freshmen. (PRIE data)	57.0%	60.3%	63.3%
Course success rate for recent HS graduates	62.0%	64.1%	68.1%
Course success rate for Ed. Initiative students	59.8%	61.3%	65.8%
Percent of first-time freshmen with a GPA of 0.0 (PRIE data)	25.3%	24.3%	23.2%
Percent of first time students completing 6 or more units who persist from their first fall semester to the next fall semester anywhere in the community college system. (ARCC data)	70.6%	71.0%	74.3%
Percent of freshmen with a first semester 0.0 GPA (see note)	25.3%	24.3%	23.2%
Notes: • *PRIE data using the self-reported first time freshmen indicator from the student applications in order to identify the student cohort.* • *Recent High School graduates are students who were in high school the semester before attending SCC. Education Initiative students are first-time freshmen age 18-20.* • *Approximately 18% of these students took at least one class on a pass/no pass basis; the results of those classes are not included in the GPA calculations.*			

SCC Successful Course Completion by Recent High School Grad Status, Fall 2004 to Fall 2010 (%)

Percent Successful	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
■ Recent HS Grads	61.1	62.2	60.1	60.6	62	64.1	68.1
■ All Other SCC Students	65.5	66.2	64.3	64.2	67.1	65.7	66.8
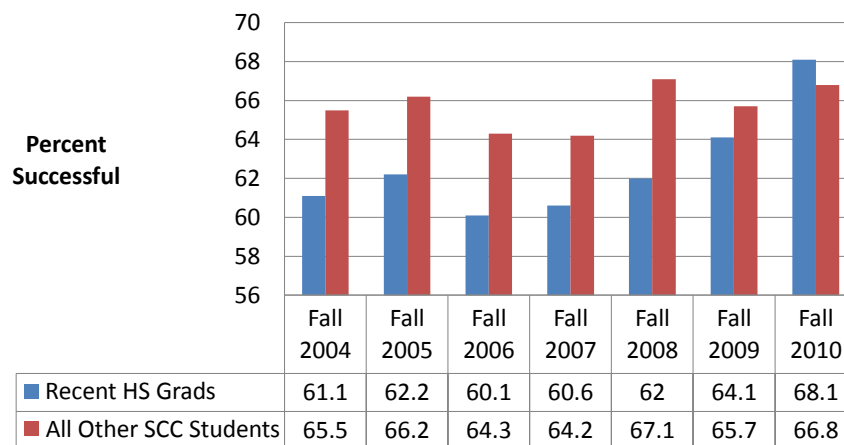
Source: LRCCD, EOS Research Database files

SCC Successful Course Completion by Education Initiative (EI) Cohort, Fall 2004 to Fall 2010 (%)

Percent Successful	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
■ EI Students	59.2	59.4	57.5	57.9	59.8	61.3	65.8
■ All Other SCC Students	66	66.8	64.9	64.8	67.6	66.2	67.1
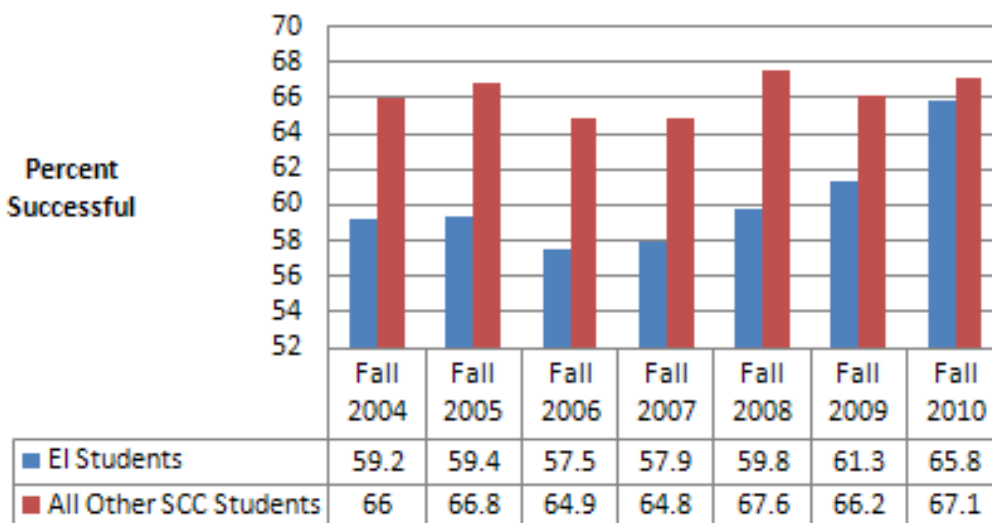
Source: LRCCD, EOS Research Database files

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 indicators:
Documentation of a data-based process for schedule planning: College managers and committees actively engaged data related to enrollment management through the meetings, data websites, etc.

- *An enrollment management charrette was held in April to discuss schedule building and enrollment management.*
- *A PRIE website provided enrollment, fill rate and waiting-list data for divisions, departments, and classes, updated daily from the first day of registration to the census date. Summaries of enrollment data per division were sent to instructional deans each week during this same time period.*

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.

- *The combination of the former Downtown and West Sacramento Centers into one location was accomplished effectively.*
- *The college reduced overall enrollment while maintaining core transfer, career/technical and basic skills programs.*
- *The college continued to effectively balance evening and day schedule offerings.*
- *The percentage of students taking fewer than 6 units has been decreasing.*

Supporting documentation:
Enrollment data and discussions for the 2010-11 academic year:

- 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.
- A Fall 2010 PRIE survey of the impact of changing enrollment trends showed that about 60% of responding faculty reported that they were able to accommodate all or most of the students trying to add classes, up from 26% in the Spring 10 survey.

Overall enrollment trends:

Student unit load (percent of all students)			
Fall term	12 or More Units	6-11.99 Units	Up to 5.9 Units
2006	28.4%	30.7%	40.1%
2007	29.1%	31.6%	38.8%
2008	29.0%	32.1%	38.3%
2009	29.2%	33.8%	36.2%
2010	30.0%	35.6%	33.5%
Source: LRCCD, EOS Research Database files			

Enrollment Trends by End of Semester Headcount
Fall 2005 to Fall 2010
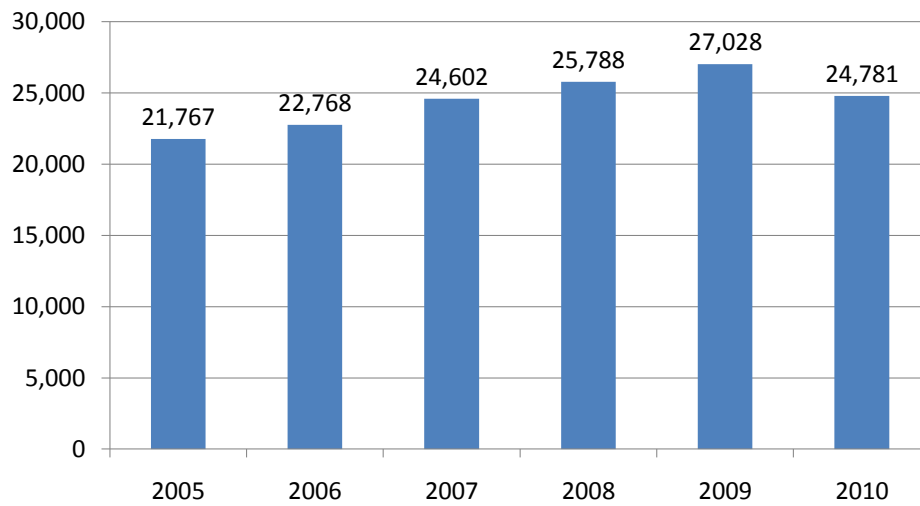
Source: LRCCD EOS Research Data Files

SCC Day/Evening Enrollment
Fall 2005 to Fall 2010
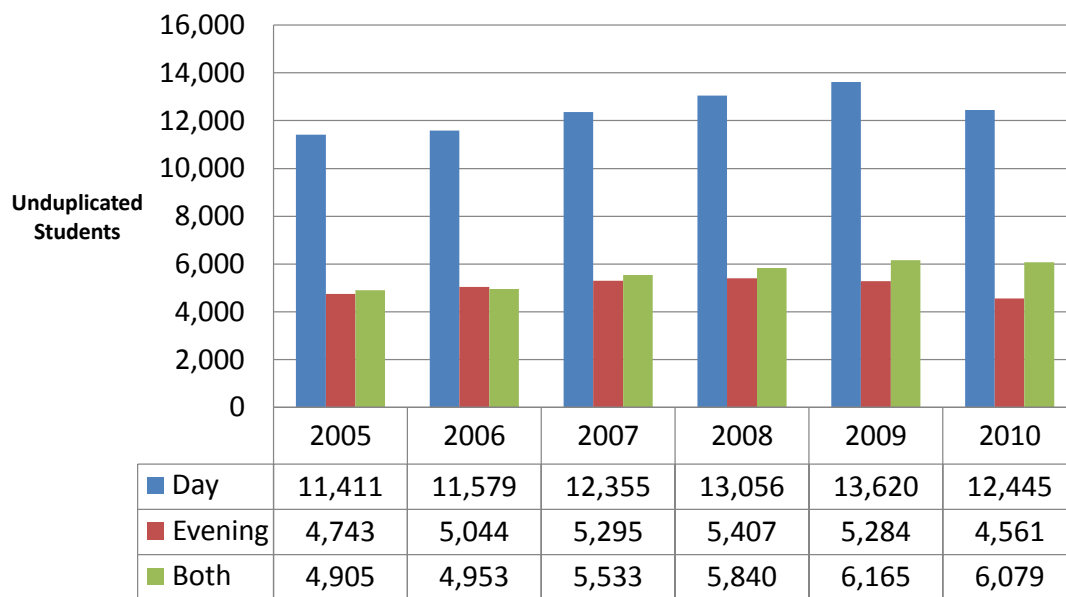
	2005	2006	2007	2008	2009	2010
Day	11,411	11,579	12,355	13,056	13,620	12,445
Evening	4,743	5,044	5,295	5,407	5,284	4,561
Both	4,905	4,953	5,533	5,840	6,165	6,079

NOTE: Evening classes include classes beginning at 4:30pm or later.

Source: LRCCD EOS Research Database Files

Enrollment trends over the 2010-11 academic year represented a continuing high demand for classes at a time of reduced funding and significant budget challenges. Enrollment for Fall 2010 and Spring 2011 grew steadily and reached maximum levels in most divisions well before the beginning of classes. Enrollment for Fall 2011 shows similar trends. Most divisions were at or near a 100% fill rate for fall classes by the end of June 2011.

SCC Fall 2011 enrollment fill-rates by division and days to term: **June 28, 2011**
7 of 10 divisions are more than 90% full

Total College: 94.19%
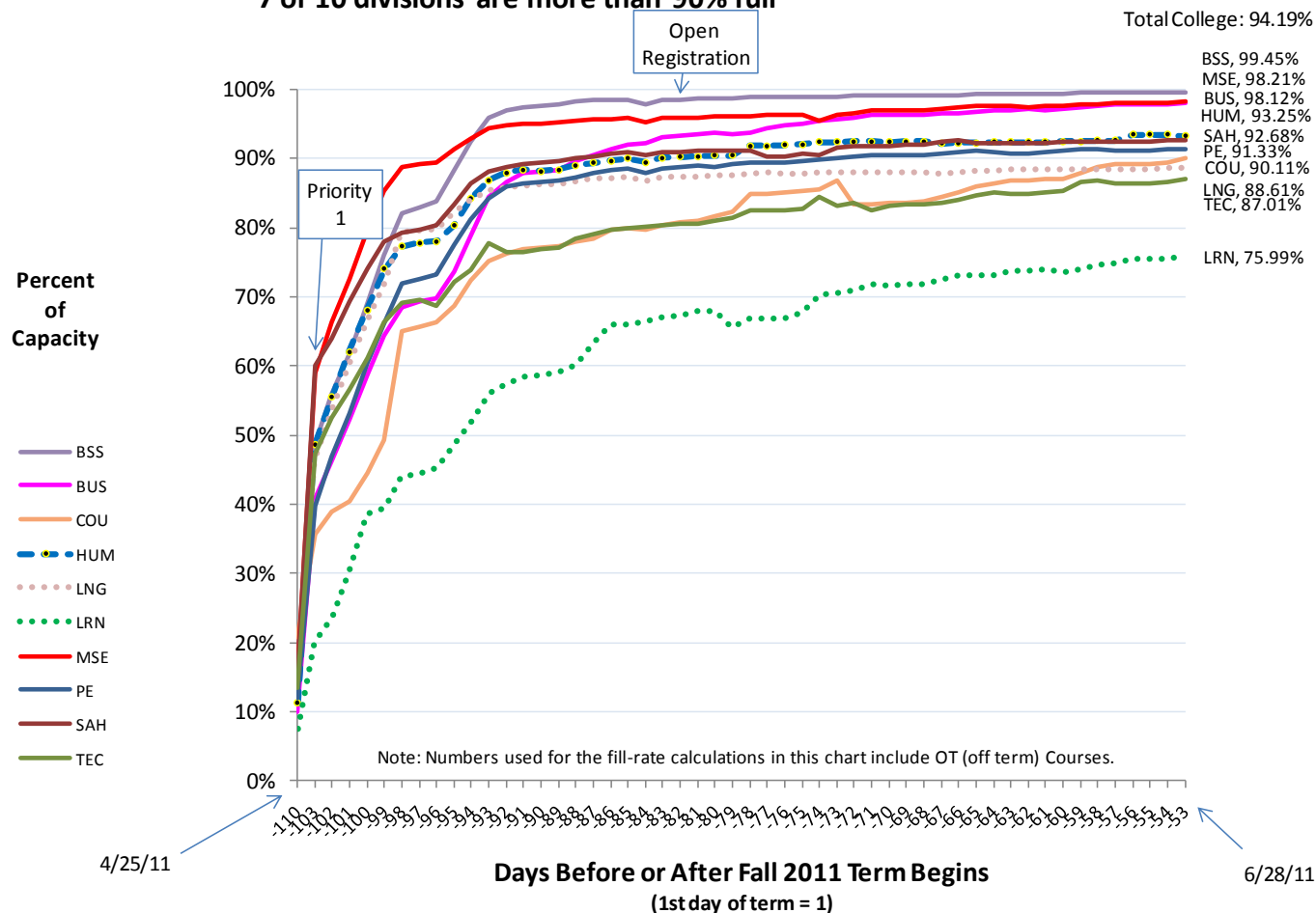
Open Registration

BSS, 99.45%
MSE, 98.21%
BUS, 98.12%
HUM, 93.25%
SAH, 92.68%
PE, 91.33%
COU, 90.11%
LNG, 88.61%
TEC, 87.01%

Priority 1

LRN, 75.99%

Percent of Capacity

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

Note: Numbers used for the fill-rate calculations in this chart include OT (off term) Courses.

4/25/11

6/28/11

Days Before or After Fall 2011 Term Begins
(1st day of term = 1)

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: Basic skills disciplines vary in course success. The success rate for basic skills reading courses is similar to the overall college average course success rate and that for basic skills writing is slightly below the college average. The success rates for basic skills mathematics courses is substantially lower than the overall college average course success rate, but is only slightly lower than that for non-basic skills mathematics courses.

Enrollment in basic skills courses: For Fall 2011, pre-collegiate basic skills courses reached cap enrollment more than 90 days before the start of the semester.

Supporting documentation:

Successful course completion:

SCC Basic Skills Course Success Rates Fall 2010 from the CCCCO Data Mart

SCC Math, Writing, and Reading courses with numbers below 100are considered pre-collegiate basic skills. . CCCCO data define disciplines by TOP code

Sub-Discipline: English (1501) – Writing

	Basic Skills Status	**Enrollments**	**Success Rate (%)**
English Writing	Basic Skills	1,559	60.23
English Writing	Non-Basic-skills	4,052	67.35

Sub-Discipline: English (1520) – Reading

	Basic Skills Status	**Enrollments**	**Success Rate (%)**
English Reading	Basic Skills	889	64.68
English Reading	Non-Basic-skills	893	68.09

Sub-Discipline: Mathematics (1701 and 1702) – Mathematics

	Basic Skills Status	**Enrollments**	**Success Rate (%)**
Mathematics	Basic Skills	1,264	43.91
Mathematics	Non-Basic-skills	5,327	45.17

Fall 2010 SCC college average course success from CCCCO data = 63.45%

Other indicators of course success:
- The West Sacramento Learning Community had a pass rate for MATH 28 of 68% which exceeded the main campus average by 10%. The ENGW 50 and HCD 110 pass rates were 80%.
- The ARCC basic skills improvement rate for SCC is over 5 percentage points above the peer group average.

Enrollment in basic skills courses:
For Fall 2011, pre-collegiate basic skills courses reached cap enrollment more than 90 days before the start of the semester.

SCC Pre-Collegiate Basic Skills Duplicated Enrollment Cap, Enrollment, and Waitlist by Days Before or After Term: Fall 2011
(1st day of registration data = 4/25/11)

Days Before or After Term Begins
(1st day of term = 1)
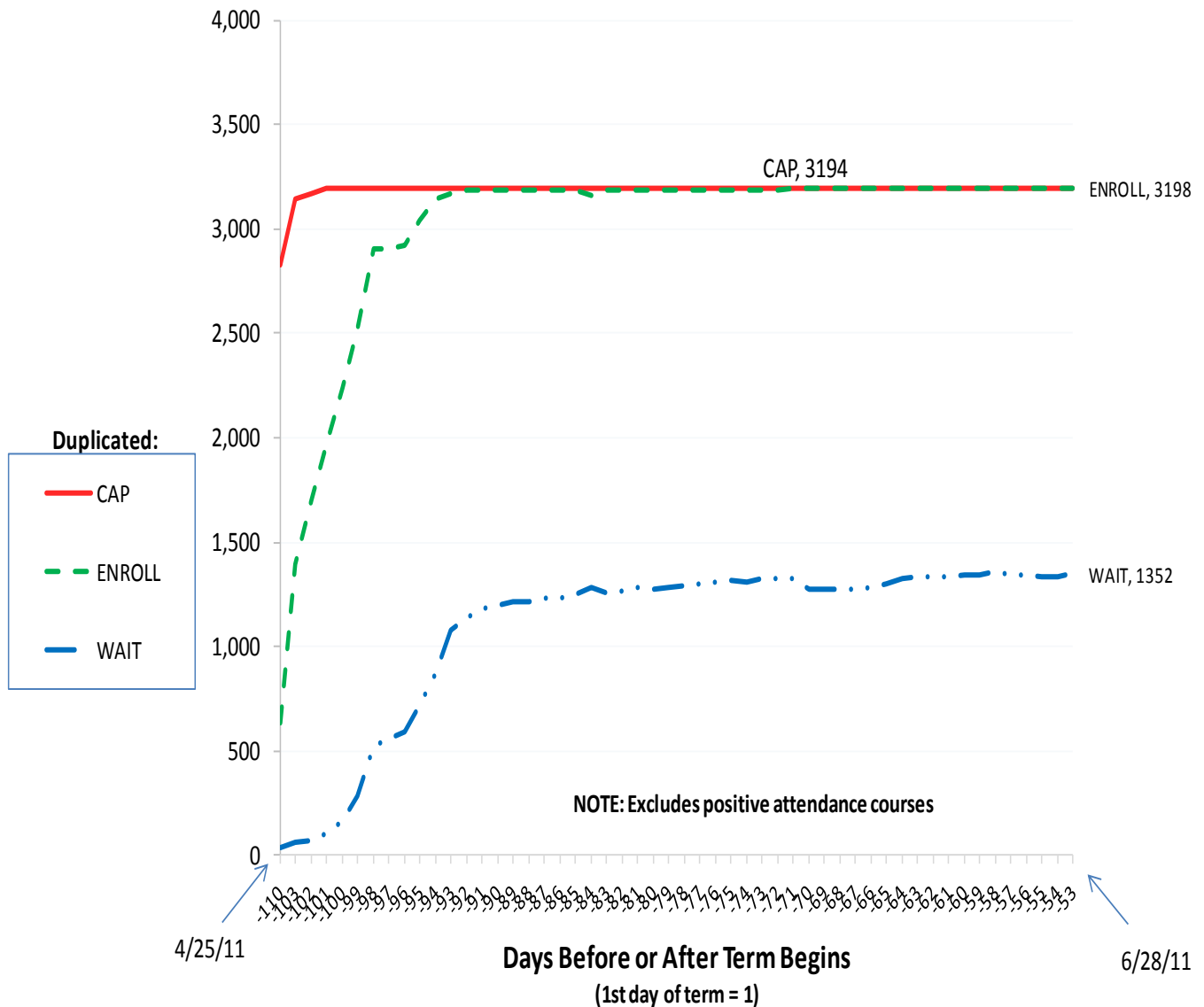
How many students are completing English and Math classes?

PRIE did a brief analysis of how many students take essential skills courses as they move through their studies at SCC. We looked at this for students who were relatively new to their studies (12-15 units completed) and those who were fairly far along in their studies (30-45 units completed). We did this by asking:

- Of all of the students who had completed between 12 and 15 units, how many had completed at least one Math, English, or ESL course at the pre-collegiate level? How many had completed a Math, English, or ESL course above the pre-collegiate level?

- Of all of the students who had completed between 30 and 45 units, how many had completed at least one Math, English, or ESL course at the pre-collegiate level? How many had completed a Math, English, or ESL course above the pre-collegiate level?

Of course, some students do not need to take any pre-collegiate basic skills course. However, since many of the students who take the assessment tests place into pre-collegiate Writing or Math courses, we would expect a substantial number of students to take pre-collegiate basic skills courses. We would expect nearly all students to take at least one English, Math or ESL course, at some level, before completing their studies at SCC.

Results of SCC placement assessment tests (ACCUPLACER Date range 7/1/2009 to 10/15/2010)		
Discipline	**Percent placing into pre-transfer courses** (course numbers 100-299)	**Percent placing into pre-collegiate courses** (course numbers below 100)
Reading	56.2%	25.8%
Writing	70.0%	41.5%
Math	96.2%	51.9%

How many students are completing essential skills classes?	**Fall 2007**	**Fall 2008**	**Fall 2009**	**Fall 2010**
Students who completed 12-15 Units				
Number of students	1892	2014	2087	1894
Percent who completed any pre-collegiate Math, English, or ESL courses (courses numbered below 100)*	26.0%	28.7%	27.8%	26.2%
Percent who completed any college or transfer level Math, English, or ESL courses (courses numbered 100 or above)**	45.9%	47.7%	46.4%	46.8%
Students who completed 30-45 Units				
Number of students	2890	3173	3435	3437
Percent who completed any pre-collegiate Math, English, or ESL courses (courses numbered below 100)*	32.7%	31.6%	35.1%	35.9%
Percent who completed any college or transfer level Math, English, or ESL courses (courses numbered 100 or above)**	64.6%	64.9%	67.5%	69.3%
Notes: *Only SCC courses were included in the analyses. Some students may have taken courses at other colleges.* *Some students do not need to take pre-collegiate basic skills courses.* ***Some students have taken both pre-collegiate and collegiate levels courses and so may be counted in both of those categories. For example, a student may take a transfer level English and a pre-collegiate Math.*				

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, but relatively few students take those courses.

Comparison of services offered by location: Services have expanded at the Centers. Forty percent of the students completing a survey about their experiences at the West Sacramento Center stated that they felt connected to SCC.

Supporting documentation:
Course success by modality

SCC Student Success Rate by Course Modality Fall 2009
Data from CCCCO Data Mart

Dist. Ed. Type	Total Enrollments	Succeeded	Success Rate (%)
Internet - Asynchronous Instruction	5,734	3,430	59.82
On demand TV Broadcast; DVD	291	131	45.02
TV Broadcast with audio bridge	274	118	43.07
Videoconference with audio bridge	34	19	55.88
Non DE (face-to-face) courses	59,095	37,620	63.66

Services by location and modality:
- The Davis Center increased the library reserve collection at this site by more than 15% (the use of reserve books has increased dramatically).
- The LRC has continued to enhance library services to the West Sacramento Outreach Center via a partnership with the Alfred F. Turner (AFT) Community Library located next to the Center.
- Career Center and Job Services staff are available on site at the Davis and West Sacramento Center.
- Health Services identified a need for outreach at the West Sacramento campus and plans to engage the Davis campus.
- DSPS worked with the Centers to streamline the delivery of accommodations (tape recorders, etc.) for students.
- Student Leadership and Development representatives were present at the SCC West Sacramento Center.
- The D2L coordinators held an advanced 4-day intensive institute on May 23-26, 2011 to help faculty "move to the next level in their approach to teaching online."
- SCC implemented an online My City Aid tutorial to assist students through the My City Aid web site.

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

Highlighted indicators:
Evidence of response to emerging community needs:
Revised or new services: Many SCC student service programs have been modified in response to the needs of the community and an assessment of college resources. New services developed in response to community needs include expanded Veterans Services, enhanced Health Services, and the development of a student-focused Crisis Intervention Team. Over 70% of the SCC 2010 CCSSE respondents indicated that the college "very much" or "quite a bit" provided the support needed to succeed in college.

New courses or programs: 393 course modifications and 99 program modifications from SCC were approved during the 10-11 academic year (SOCRATES report). This included SB 1440 transfer degrees in Communication, Mathematics, Psychology, and Sociology. Programs in "green" industries, such as Energy Auditor or HVAC Technician, have been developed or modified in response to emerging community needs.

Supporting documentation:
Services meeting the needs of the college community:
- A & R extended hours of the Veterans Resource Center. Refined processes related to the intake of veteran students, including counselor appointments and course planners.
- DSPS instructor conducted two workshops with English faculty to teach specific techniques to support students with learning disabilities.
- EOPS/CARE and Cal WORKs (CWs) Interface has strengthened to increase access to resources and decrease duplicative efforts.
- HCD: Developed strategy to intervene with dismissed students.
- SLD: student governments district-wide are navigating through a reformation process. SCC was the first student government in the district to ratify their new constitution.
- Transfer Center partnered with Instruction creating 3 Majors/Transfer/Career Gatherings for 6 majors during Spring 2011. This addresses the need for students clarifying their majors, transfer options, and careers. Approximately 500 students attended
- Career Center offers career exploration and job search strategy workshops based on latest trends in the job market.
- EOPS: Open admission of students was approved by the EOPS/CARE Advisory Committee.
- HCD: Coordinated with RISE & AR to configure and staff 13 sections of HCD 116 as a means of beginning to tackle the large number of students who have reached dismissal status and who wish to be readmitted.
- Health Services working with STAND (Sacramento Taking Action Against Nicotine Dependence) of Sac Breathe to evaluate the need for smoking cessation on campus, education on smoking cessation, and how to provide support for our students who want to quit smoking.

Programs meeting the needs of the Sacramento area:
SCC offers programs in some of the fastest growing and high paying jobs in the Sacramento Area. The information below is quoted from EDD 2008 – 2018 Sacramento, Placer, Yolo, and El Dorado Counties Projection Highlights (website - http://www.calmis.ca.gov/file/indproj/sacr$_highlights.pdf).

> Health-related jobs account for almost half of the 50 fastest growing occupations, and range from Home Health Aides that require on-the-job training and earn a median wage of around $10.50 per hour to Registered Nurses that require an associate degree and pay median wages of nearly $45 per hour.

Education, business operations, and computer-related jobs are also among the fastest growing occupations. Most of these positions require a bachelor's degree and pay from $20 to $40 per hour.

The highest paying occupation that does not require a post-secondary education or related work experience is Water and Liquid Waste Treatment Plant and System Operators. This job pays a median wage of almost $30 per hour.

20 Fast Growing Occupations in Sacramento-Arden Arcade-Roseville Metropolitan Area. California Labor Market Info from EDD (at CA.gov) 7/6/2011			
Occupation	**Related SCC program, courses, or major**	**Change**	**%Change**
Financial Examiners	Accounting	60	46.2
Medical Scientists, Except Epidemiologists	Biology	770	46.7
Physical Therapist Aides	Physical Therapist Assistant	120	46.2
Personal and Home Care Aides		9,430	46.2
Occupational/Physical Therapist Assistants/Aides	Physical Therapist Assistant Occupational Therapy Assistant	280	42.4
Home Health Aides		1,260	39.7
Physical Therapist Assistants	Physical Therapist Assistant	90	39.1
Medical Equipment Repairers		70	38.9
Dental Assistants	Dental Assisting	1,000	37.2
Occupational Therapist Assistants	Occupational Therapy Assistant	40	36.4
Dental Hygienists	Dental Hygiene	670	37.6
Self-Enrichment Education Teachers		390	36.8
Medical Assistants		1,010	35.9
Cartographers and Photogrammetrists	Geographic Information Systems	50	35.7
Other Personal Care and Service Workers	Community Studies- Emphasis on Direct Services	11,110	35.2
Skin Care Specialists	Cosmetology	60	33.3
Fitness Trainers and Aerobics Instructors	Kinesiology – Athletic training	760	33.6
Animal Trainers		40	33.3
Surgical Technologists		170	32.7
Physical Therapists	Biology	330	32.7

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:
- *Error rates for absence reports, budget entries, and requisitions were 5% or less.*
- *96% of authorized positions were filled in 2011 Second Quarter and 94% in 2011 Third Quarter.*
- *Expenditures for travel, classified temporary employees, and student help decreased while services were maintained.*

Data showing level of satisfaction with staff processes and/or customer service feedback (e.g. surveys):
- *The January 2011 classified new hires workshops were rated 4.7 out of 5.0 for program quality.*
- *On a survey of college employees with respect to communication and decision-making at the college 70% of the respondents indicated that their personal sense of engagement with college decision-making was moderate to high.*

Selection and retention of staff:
- *The live teaching demo pilot was implemented by two faculty hiring committees in spring 2011 as part of the regular hiring process. Survey feedback from hiring committee participants on the usefulness of the information gained was overwhelmingly positive.*

Supporting documentation:

Classified New Hires Orientation

14

College Totals
Year to Date 31 Mar 2011

Procedure	Submitted	1st Qtr Errors	2nd Qtr Errors	3rd Qtr Errors	4th Qtr Errors	Error Rate	Error Rate Indicator
Absence Reports	2,651	40	28	26		4%	
Budget Entries	399	6	6	5		4%	
Intents	51	3	8	15		51%	
Requisitions	1,103	20	14	17		5%	
Travel Authorizations	326	8	19	13		12%	
					Average all categories	15%	

Classified Staffing Levels
(less Child Development Center)
Year-to-Date 31 Mar 2011

Legend: Authorized FTE — Filled FTE — % Filled Positions

15

Expenditure Comparison
Year-to-Date—31 Mar 2011

Budget Year	Travel		Classified Temp		Student Help		Total	% Change
	Fund 11	Fund 12	Fund 11	Fund 12	Fund 11	Fund 12		
2011	73,334	56,169	285,545	217,391	287,494	165,340	1,085,273	
2010	63,763	87,397	180,869	299,076	289,938	269,143	1,190,187	
Increase/(Decrease) from Prior Year	9,571	-31,228	104,676	-81,685	-2,444	-103,803	-104,914	-9%

From the Communication and Decision-making Survey: Percent of "high" or "moderate" responses on items related to engagement with decision-making
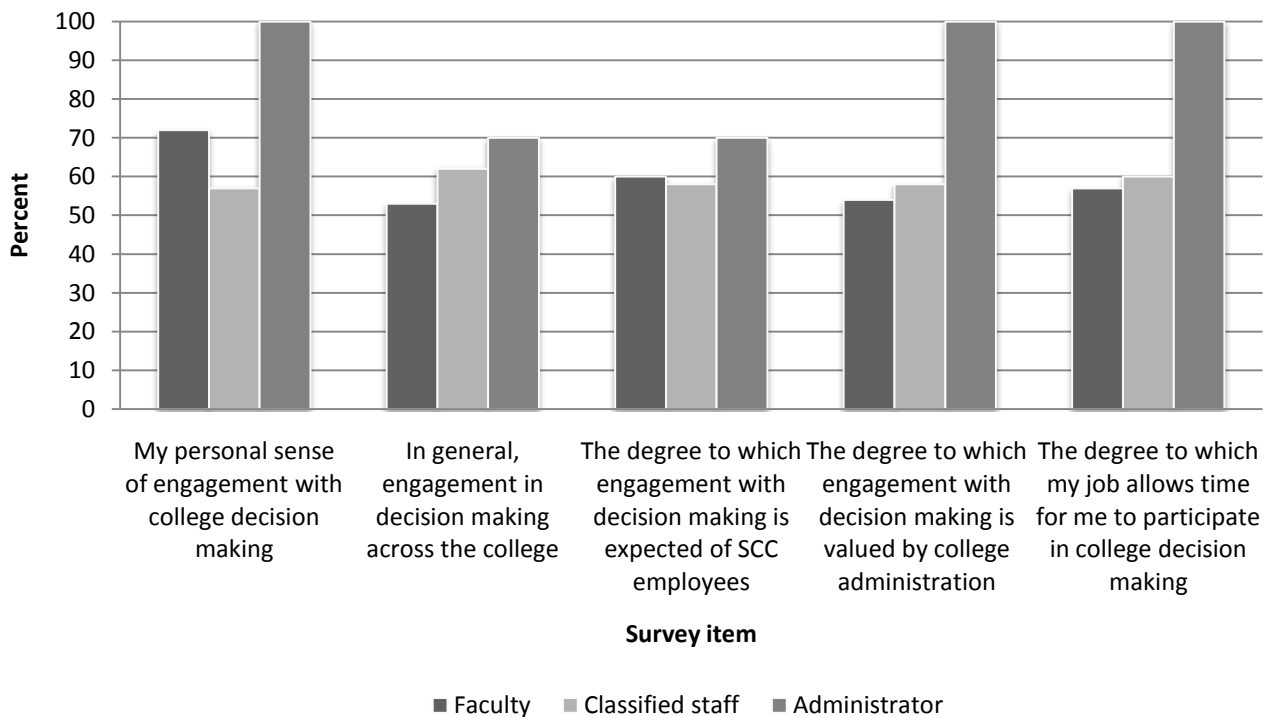
Goal 7. Engage the college community in the process of ongoing institutional evaluation, continuous improvement, and the analysis and review of data.

Highlighted indicator:
<u>*Unit, program, institutional plans clearly linked to data analysis*</u>*: Unit plans objectives from across the college, and linked to all college goals, included the analysis of Student Learning Outcome data.*

<u>*Other continuous improvement work*</u>*: College programs completed SLO assessment plans indicating which course assessments would be reported each semester over 6 years. The first year of reporting included assessment reports from over 90 courses.*

The College conducted a survey of the effectiveness of communication and decision-making at SCC. The results indicated that most college employees understand the overall administrative structure of the college. Although many college employees agree that data (qualitative or quantitative) are used in decision-making at the college there is room for improvement in this measure.

The College Strategic Planning Committee has proposed a revision of college goals for consideration by the college community in preparation for next year's planning cycle.

Supporting documentation:

Percent of objectives linked to SLO assessment for each College Goal
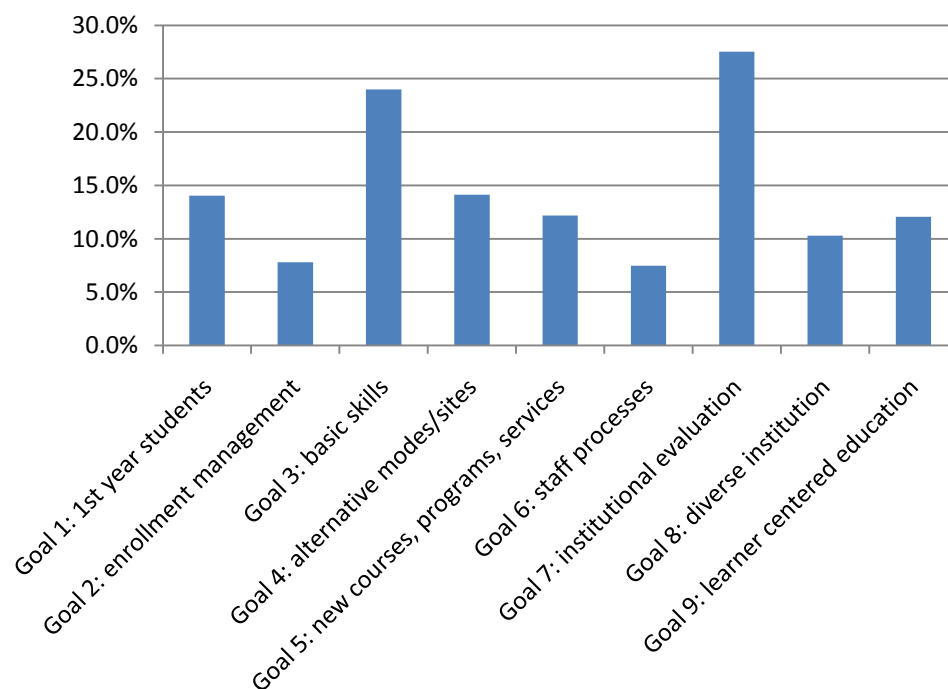
From the Communication and Decision-making Survey: Percent of respondents who agreed or strongly agreed
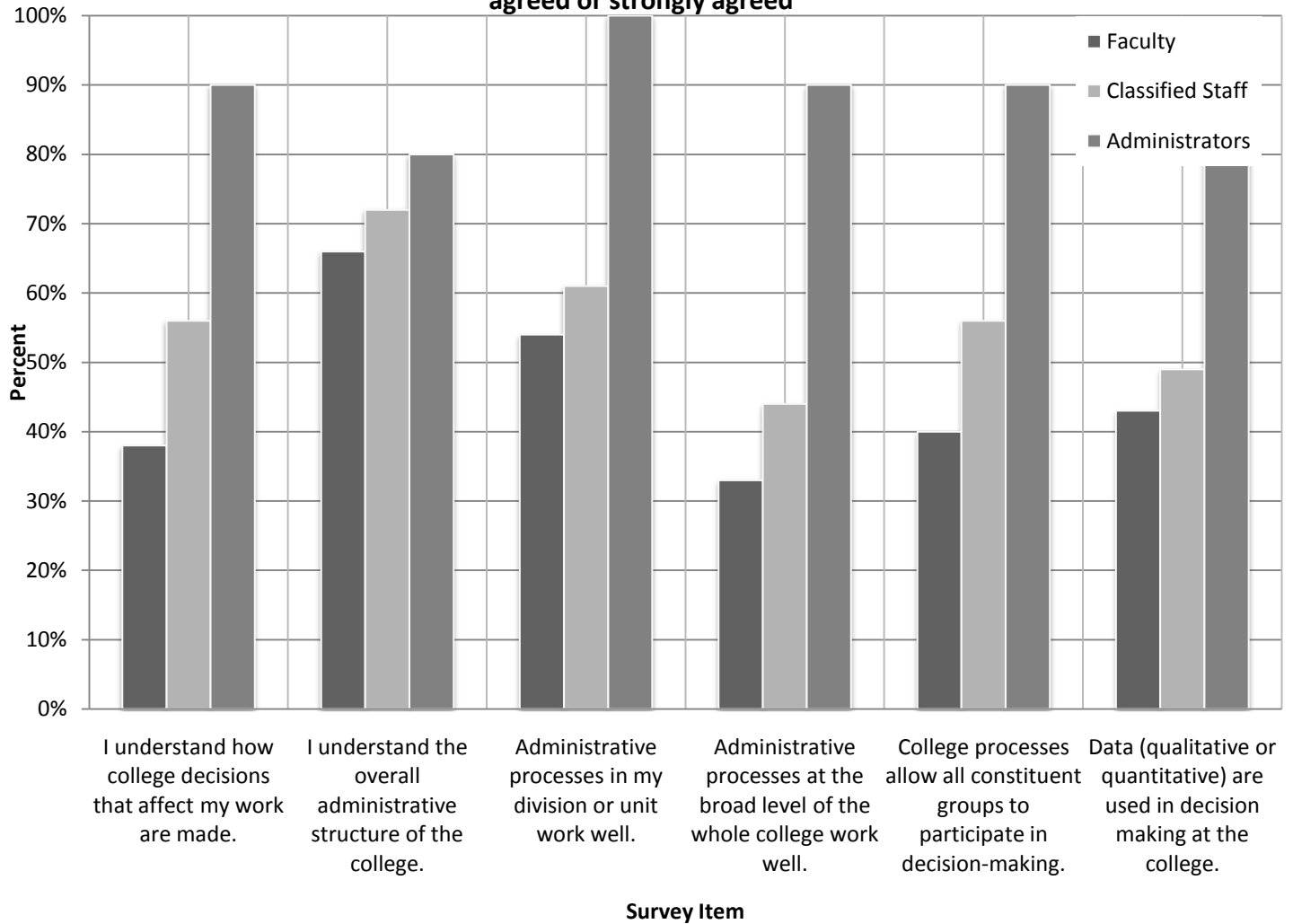
Legend:
- ■ Faculty
- ■ Classified Staff
- ■ Administrators

Y-axis: Percent (0% to 100%)

X-axis (Survey Item):
- I understand how college decisions that affect my work are made.
- I understand the overall administrative structure of the college.
- Administrative processes in my division or unit work well.
- Administrative processes at the broad level of the whole college work well.
- College processes allow all constituent groups to participate in decision-making.
- Data (qualitative or quantitative) are used in decision making at the college.

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 is 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. While these gaps seem to be narrowing for age groups, the gaps between students of different racial/ethnic groups are persistent.

Campus climate: On the 2010 CCSSE survey over 80% respondents of each race/ethnicity rated their interactions with professors as supportive and providing a sense of belonging (rating 5 or above on a 7 point scale).

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
10.4%	15.2%	14.3%	19.1%	21.6 %	17.6%	1.0%	1.4%	*	11.2%	1.0%	1.4%	57.5%	30.8%
SCC data from the SCC fact book. Sacramento County data from 2010 US Census data on the website http://quickfacts.census.gov/qfd/states/06/06067.html													

Course success rates by age group
(Source: LRCCD, EOS Research Database files)

Course success rates by ethnicity
(Source: LRCCD, EOS Research Database files)

Legend:
- African American
- Asian
- Hispanic / Latino
- White
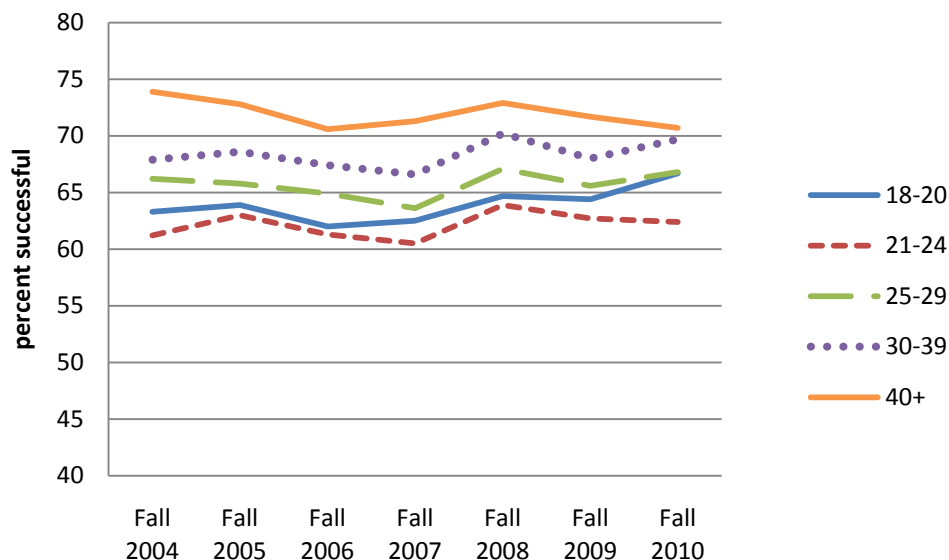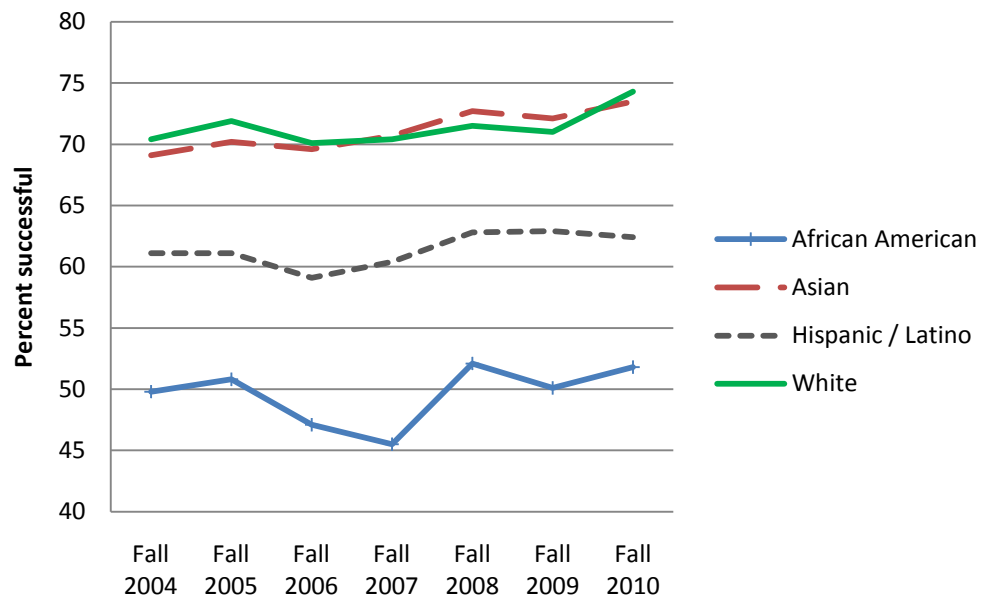
Goal 9. Deliver programs and services that demonstrate a commitment to learner-centered education and institutional effectiveness in supporting student success through the achievement of certificates, degrees, transfers, jobs and other personal goals.

Highlighted indicators:
Unit plan outcomes related to this goal or to teaching methodologies. More 2010-11 unit plan objectives were linked to this goal than to any other college goal; of those, 69% were wholly or partly met.

SLO assessment data: Annual SLO assessment reports were turned in for over 90 courses. Many of these reports indentified planned changes to improve teaching and learning effectiveness.

*CCSSE survey data: Over 70% of the 2010 CCSSE respondents indicated that the college very much or quite a bit encouraged them to spend significant amounts of time studying and provided the support needed to succeed at college.*

Program completion metrics: The 2011 ARCC "student progress and achievement rate" (SPAR) for SCC was up compared to the previous two years. The 2010 SCC SPAR was slightly below the ARCC peer group average but higher than that of a group of similar colleges analyzed by PRIE.   SCC has an IPEDS graduation rate for full-time students within four years of entering the college that is about average when compared to similar colleges (IPEDS = Integrated Post-secondary Educational Data System).

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

Supporting documentation:

Comparison of SCC to ten colleges similar to SCC in size, multi-campus status, urbanicity, diversity, student financial aid and percentage of part-time students			
Note: the "group" high and low measures are for the comparison group not including SCC.			
Measure	**Group low**	**Group high**	**SCC**
Graduation rate within 4 years for full-time students (IPEDS)	16	36	27 (moderate)
Student progress and achievement rate (program completion, transfer and transfer-ready status) (ARCC)	41	57	57 (high)

Implementation metrics for course and program 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%

Appendix 1: Possible outcome measures associated with each College Goal. Data related to many of these measures can be found throughout the institutional effectiveness reports.

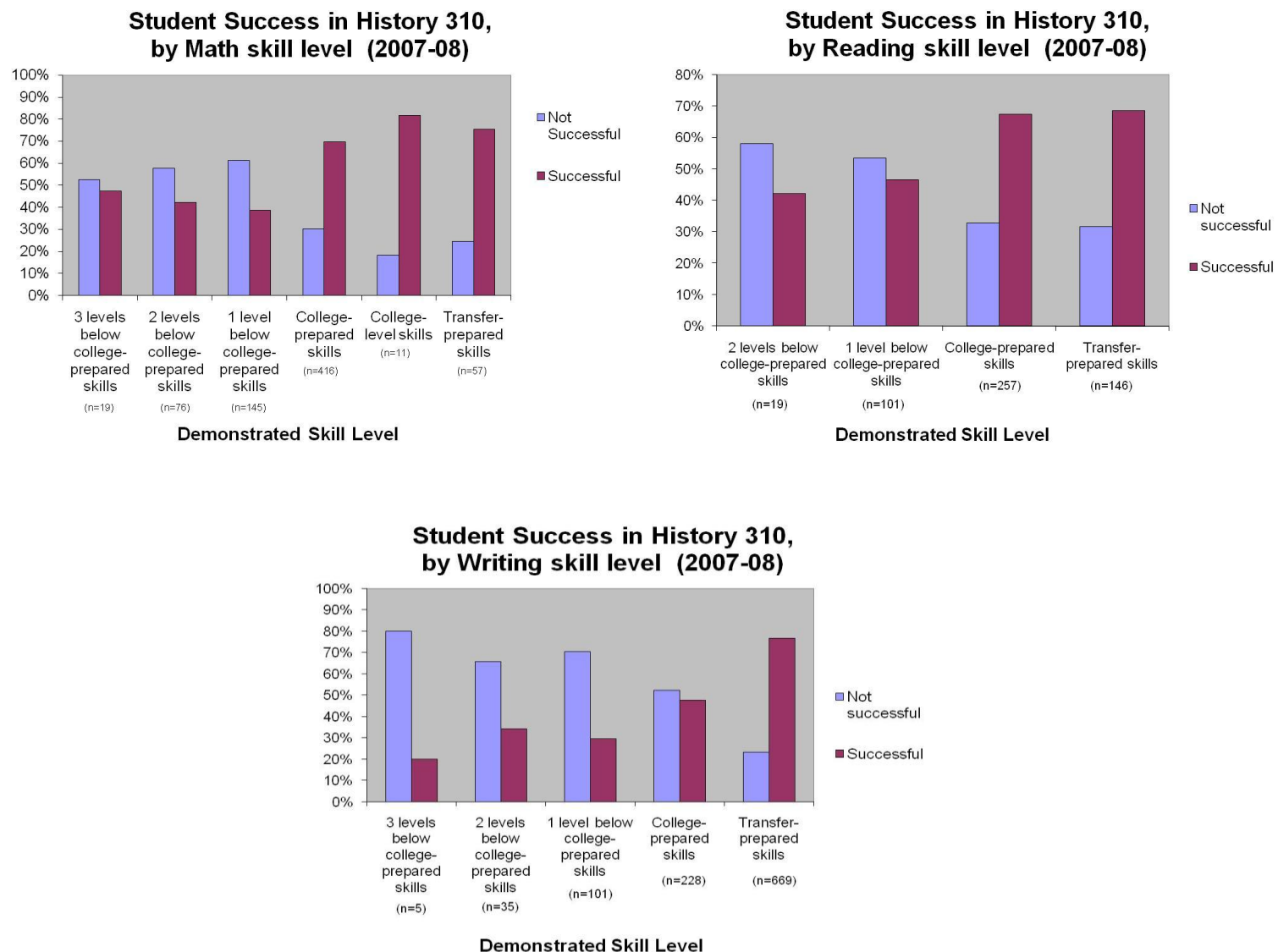| Goal	Outcome Measures / Metrics
1. Promote engagement and success of first-year students.	Student engagement • Survey data that indicates levels of student engagement (e.g. CCSSE). • Achievement of unit plan objectives linked to this goal and/or related to teaching methods and student services. • Analysis of processes designed to promote student engagement (e.g. student services data). Student success: Selected metrics, such as those shown below (calculated for all students and for first-year students): • Attempted units vs. completed units • Course persistence rates • Successful course completion • Fall-to-Spring persistence • Fall-to-Fall persistence for first year students • Analysis of SLO assessment data and the use of this data in program reviews and/or unit plans. 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: • Documentation of a data-based process for schedule planning • Production of schedule plans Alignment of services with needs of college and community: • Enrollment data • Data from surveys showing levels of student satisfaction with scheduling (e.g. Noel-Levitz) • Analysis of the number of students utilizing services. • Data from surveys showing the level of satisfaction with student services. • 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	Student success: Selected metrics for students in basic skills courses, such as: • Attempted units vs. completed units. • Course persistence rates. • Successful course completion. • Differential success rates of academically underprepared students who take /do not take basic skills courses. • Analysis of SLO assessment data in basic skills courses and

employment.	programs.
	College-wide patterns in enrollment and courses offered: • Percent of new students enrolled developmental education classes. • Number of developmental education sections offered. • 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
	• Comparison of in selected success metrics for students taking classes in different locations and/or different modalities, such as:
	   o attempted units vs. completed units
	   o course retention
	   o successful course completion
	   o student learning outcome analyses
	
	Processes and services data
	• Comparison of services offered by location and modality.
	• 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:
	• Program review information indicating responses to community needs.
	• Unit plan objectives linked to this goal and/or to response to community needs.
	• Analysis of external environmental scan indicators in comparison to SCC program offerings.
	
	New programs/services offered to meet identified needs:
	• Enrollment in new courses and use of new services.
	• Analysis of outcomes measures, for selected SCC programs, such as:
	   o program completion data
	   o participation in industry internships
	   o professional licensing/certification rates
	   o transfer rates
	   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	Improve staff processes: • Metrics showing efficiency/effectiveness of processes, e.g. hiring timelines, financial expenditures, error rates, planning timelines, and evaluation timelines. • Data showing level of satisfaction with staff processes and/or customer service feedback (e.g. surveys) Measures of the diversity of staff:

of our students and community.	• Trends in employee demographics • 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: • Development and dissemination of data to be used for college decision making and the planning process. • Activities related to dialogue about planning. • Demonstrated responses to accreditation results. • Unit, program, institutional plans clearly linked to data analysis. • Unit plan outcomes linked to this goal and/or related to data analysis. Institutional effectiveness through continuous improvement: • Evaluation of college planning processes. • Evaluation of the effectiveness of governance structures, committees, etc. (e.g. surveys of the college community on these topics). • 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:
	• Data on demographic trends at SCC (students and employees)
	• Data on cultural (e.g. language) diversity at SCC
	
	Response to needs of college community:
	• Participation rates and gaps in access for students compared to the college service area, use of services at the college, etc.
	• Participation in activities on issues of diversity (e.g. Cultural Awareness Center programs, SRC activities, flex workshops).
	• Measures of participant satisfaction with activities on issues of diversity.
	• Analysis of student success measures, by demographic group, such as:
	    o successful course completion
	    o course persistence rates
	    o student survey data (CCSSE).
	• Data on use of college services by demographic groups.
	• 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,	Learner-centered education: • Participation in staff development activities reflective of student-centered teaching. • Unit plan outcomes related to this goal or to teaching methodologies. • Data from surveys indicating support for students and student-centered education (e.g. CCSSE)

transfers, jobs and other personal goals.	Student success and outcomes: Data indicating student goal achievement, such as: • Number of degrees and certificates awarded • Job placement data for selected programs • Transfer rates • Transfer ready rates • Program and course SLO assessment data • College-wide SLO assessment data (e.g. GE SLO and Student Services SLOs) • Program completion metrics (e.g. degree and certificate awards) • Program review analyses of data on student success

Appendix 2: Additional data from the study of the relationship between previous essential skills preparation and success in GE classes. (The relationship between English or Mathematics academic preparation and selected content-area course success rates: The case of Sacramento City College, PRIE Research Report, Danenberg, et al 2009). 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)
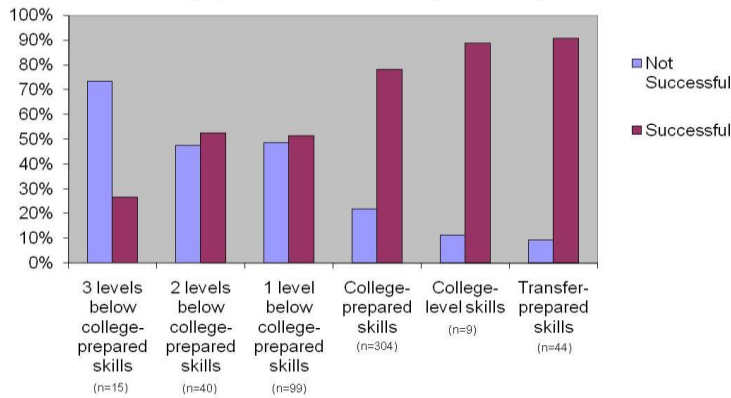
Student Success in Political Science 301, by Reading skill level (2007-08)
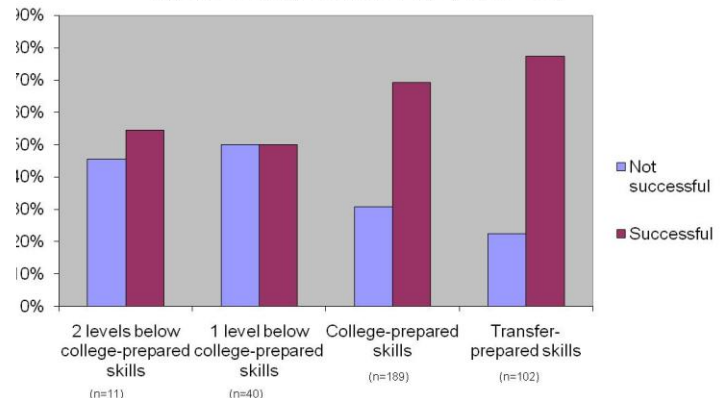
Student Success in Political Science 301, by Writing skill level (2007-08)
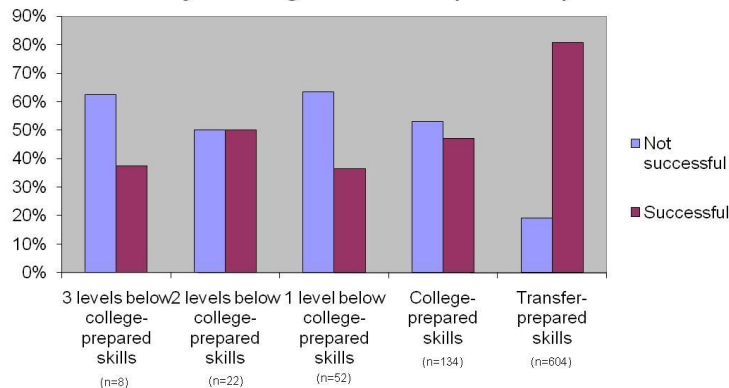
Psychology 300: "General Principles of Psychology" is an introductory, transfer-level course that has multiple advisories (Reading 110, Writing 100, or Library Studies 318). One level below college-prepared in reading is the "tipping point" from being less likely to succeed to being more likely to succeed 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)
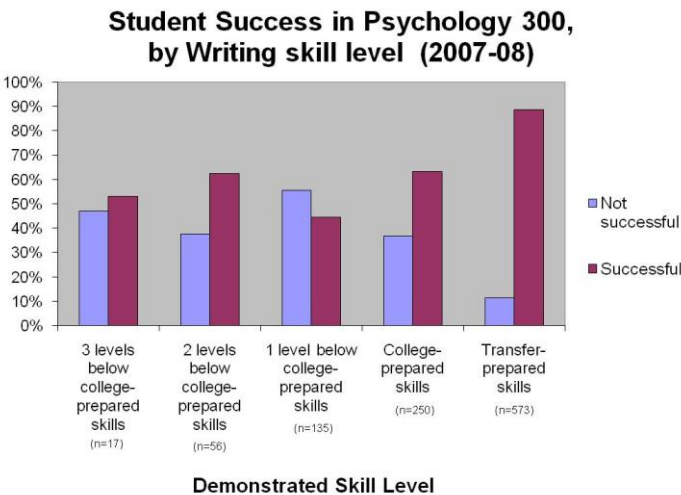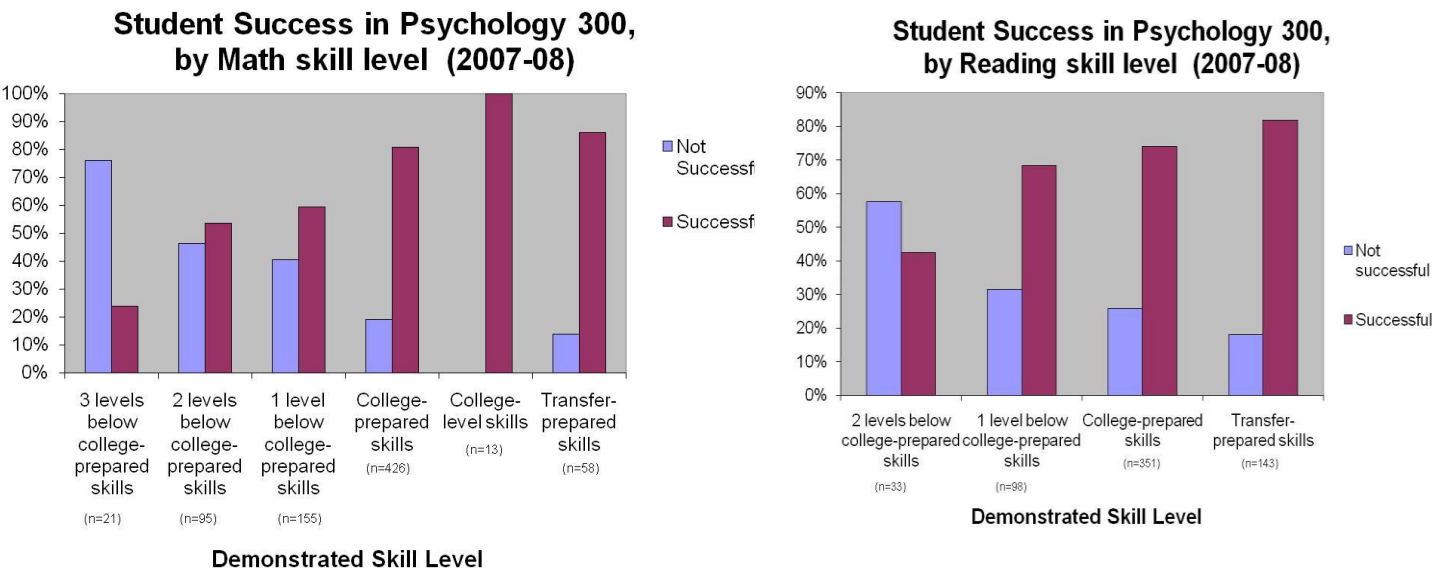
Benchmarks Report

Overall student course success at SCC has been relatively stable for many years.

With a few exceptions, our students struggle with their courses across the academic disciplines more than average for California Community Colleges.

There are substantial achievement gaps between students of different races and ages. The gaps between age groups have been narrowing. The gaps between racial/ethnic groups, however, have not narrowed.

Compared to a set of similar colleges, SCC students have relatively low course success rates but reach milestones (e.g. gradation, transfer-ready status, basic skills progress) at moderate to high rates.

Benchmarks Report – Key Points

Course success: Average course success has been stable for years.

For the past several years the average course success rate at SCC has been fairly stable at around 65%. Course success rates indicate the percent of successful grades, A, B, C, Credit or Pass, out of all grades assigned for a group of students. Grades of D, F, W, I No Pass, or No Credit are not considered successful grades.

Overall course success rates at SCC

(Source: LRCCD, EOS Research Database files **)**
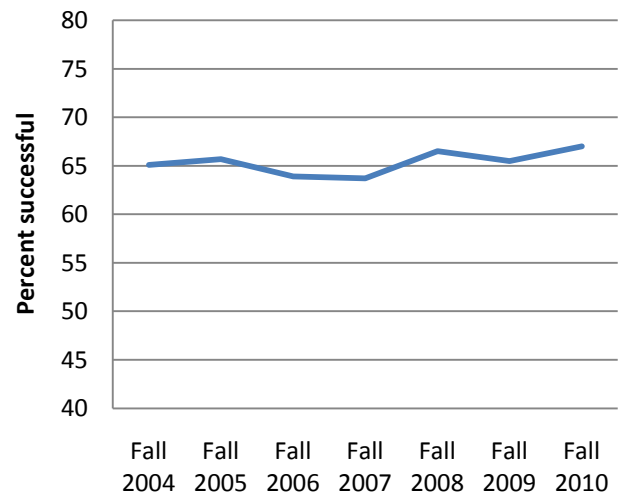
Comparison to similar colleges: SCC students are struggling with their courses but are persisting and reaching milestones.

IPEDS (Integrated Postsecondary Educational Data System) 2009 data was used by PRIE to define a set of colleges that are similar to SCC in size, multi-campus district status, urbanicity, diversity, student financial aid and percentage of part-time students. Compared to these colleges, SCC students have relatively low course success rates and the gaps between racial/ethnic groups are somewhat larger for SCC than for similar colleges.

However, SCC students have moderate to high rates of reaching certain educational milestones. SCC rates for gradation, "student progress and achievement", the basic skills improvement rate, and the percent of students earning 30+ units are all moderate to high compared to similar colleges. And, while SCC students may not stay at SCC from year-to-year, they do tend to stay in school

somewhere in the California Community College system.

Compared to a group of similar colleges SCC has:
- a low average course success rate
- a high achievement gap
- low year to year persistence at SCC
- moderate year to year persistence anywhere in the system
- moderate to high graduation rates
- high student progress and achievement rate (includes program completion and transfer ready status)
- moderate rate of students earning 30+ units

Course success: Some achievement gaps narrowing, others are not.

There are substantial gaps in course success rate between students of different races and ages. African American and Latino students have average course success rates that are consistently lower than White or Asian students and these gaps have not narrowed over the past several years.

Younger students typically have lower success rates than older students. However, the courses success rate of students 18-20 years old has been increasing over the last five years and the gap between these young students and students of other ages has narrowed substantially.

Course success rates by ethnicity
(Source: LRCCD, EOS Research Database files)

Course success rates by age group
(Source: LRCCD, EOS Research Database files)
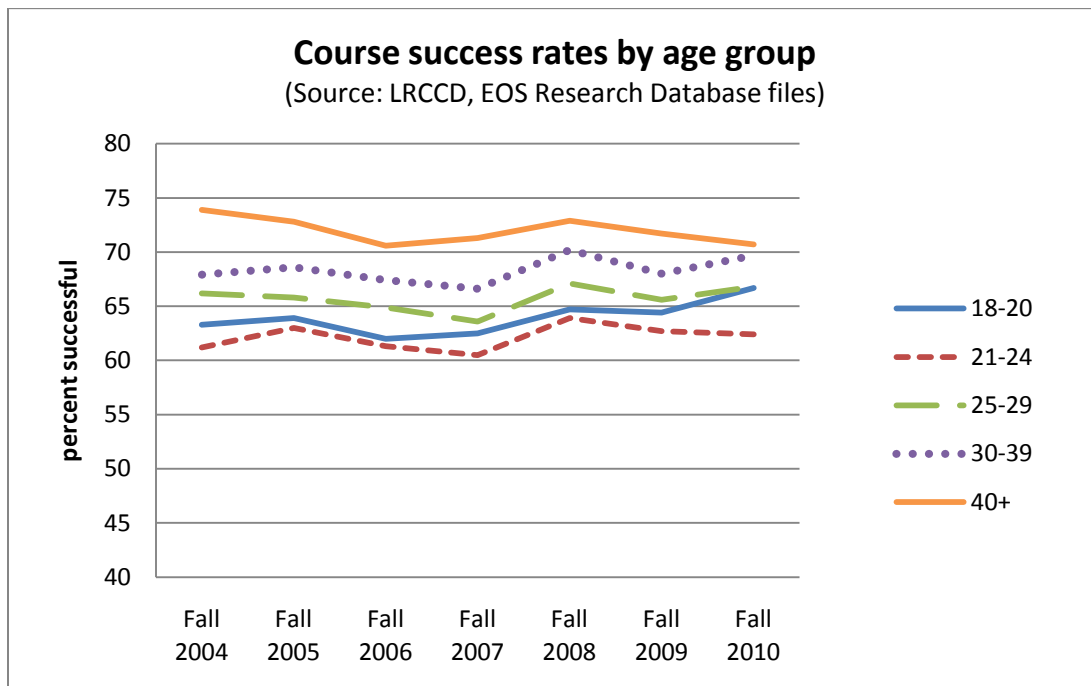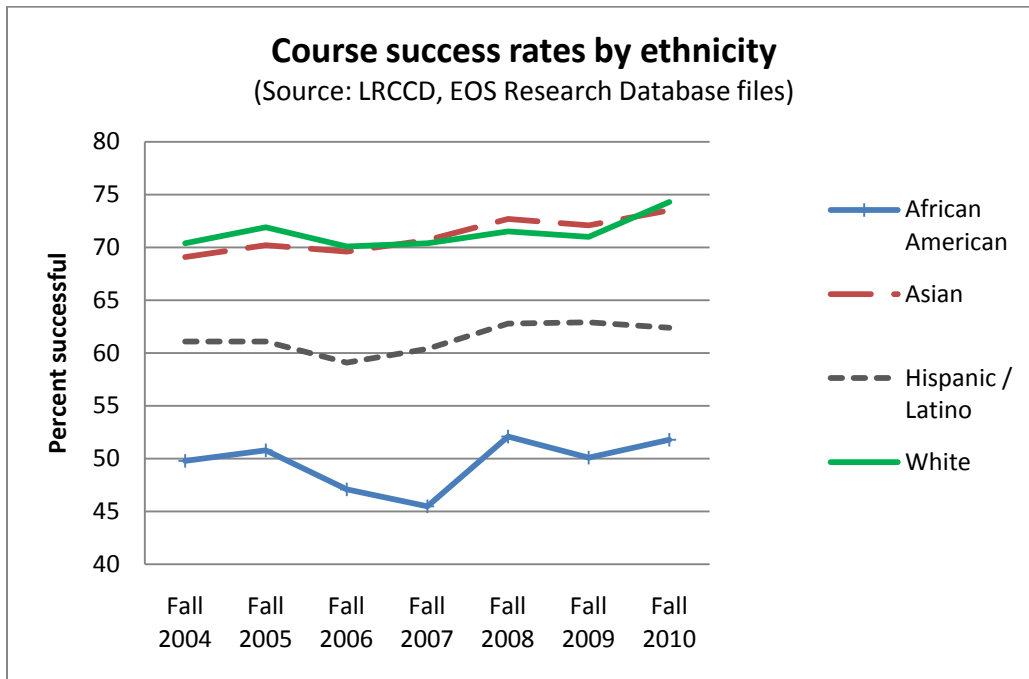
Benchmarks – Detailed Analysis

Trend data on overall college course success

Overall course success rate has been relatively stable at SCC for many years. The vertical line on the graph indicates 1980.

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)

Overall course success rates at SCC
(Source: LRCCD, EOS Research Database files)

Trends in 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 rates F10**	*SCC Change F08-F10*	Fall 10 State average	*SCC compared to state average F10*
Biological Sciences	51	53	58	+7	66	-8
Business and Management	63	59	59	-4	64	-5
Engineering and Industrial Technologies (Engineering, Electronics, Aeronautics, Mechanical Technology, etc.)	74	75	74	0	78	-4
Family and Consumer Sciences (Early Childhood Education, Gerontology, Fashion, Nutrition, etc.)	61	62	63	+2	72	-9
Fine and Applied Arts	63	64	66	+3	72	-6
Foreign Language	62	62	61	-1	68	-7
Health (Allied health fields - OTA, PTA, Nursing, etc.)	83	82	83	0	84	-1
Humanities & Letters (Humanities, English, Philosophy, and Speech, etc.)	66	65	66	0	68	-2
Information Technology	63	63	68	+5	62	+6
Mathematics	44	43	45	+1	55	-10
Media and Communications (Journalism, Film Studies and Digital Media)	61	61	61	0	70	-9
Physical Education	71	68	68	-3	77	-9
Physical Sciences	65	65	67	+2	66	+1
Social Sciences	57	57	59	+2	63	-4
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.

Trends in course success by demographic group: Achievement gaps

Achievement gaps at SCC: There are substantial gaps in course success rate between students of different races and ages. African American and Latino students have average course success rates that are consistently lower than White or Asian students and these gaps have not narrowed over the past several years. Younger students typically have lower success rates than older students. However, the courses success rate of students 18-20 years old has been increasing over the last five years and the gap between these young students and students of other ages has narrowed substantially. (Course success rate = Percent of students getting a grade of A, B, C, or Pass in the set of courses.)
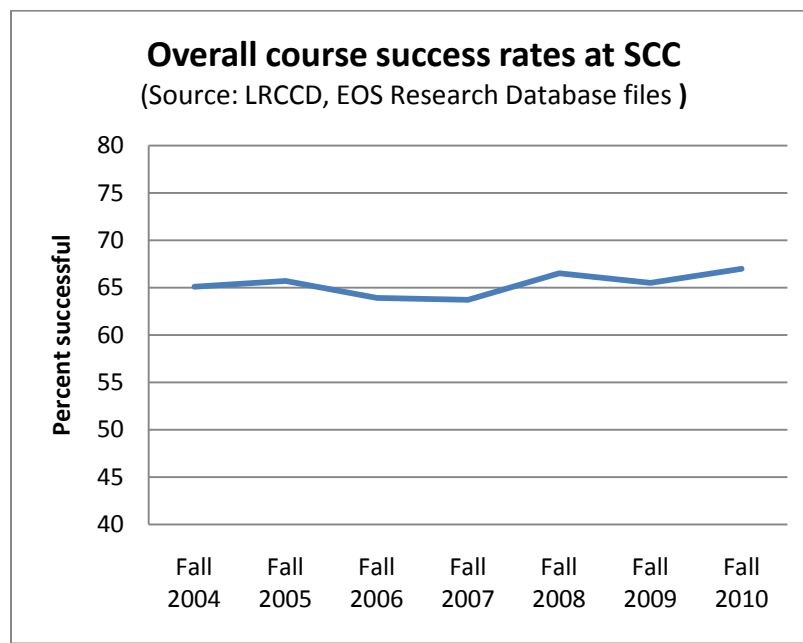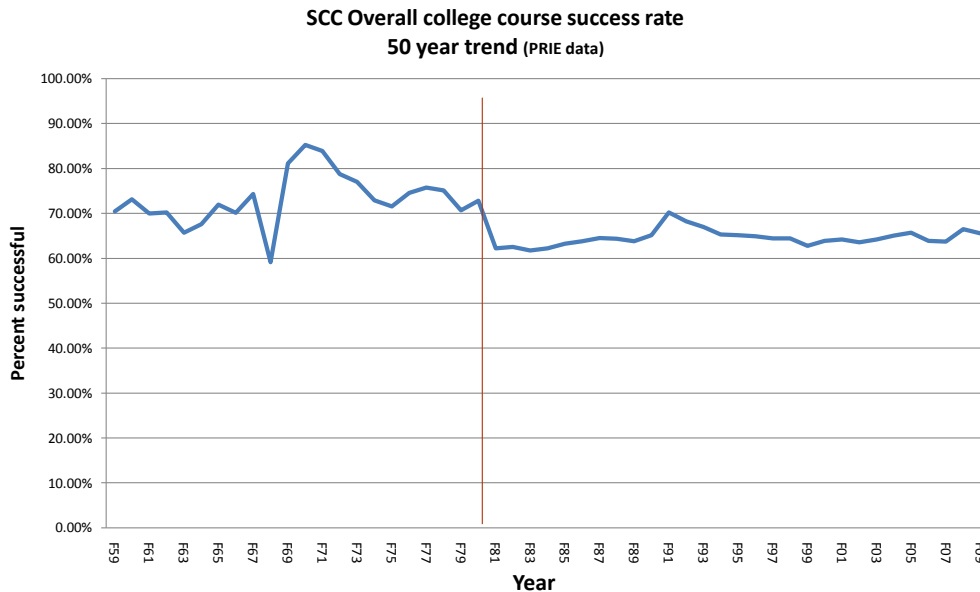

Course success rates by ethnicity
(Source: LRCCD, EOS Research Database files)

Course success rates by age group
(Source: LRCCD, EOS Research Database files)
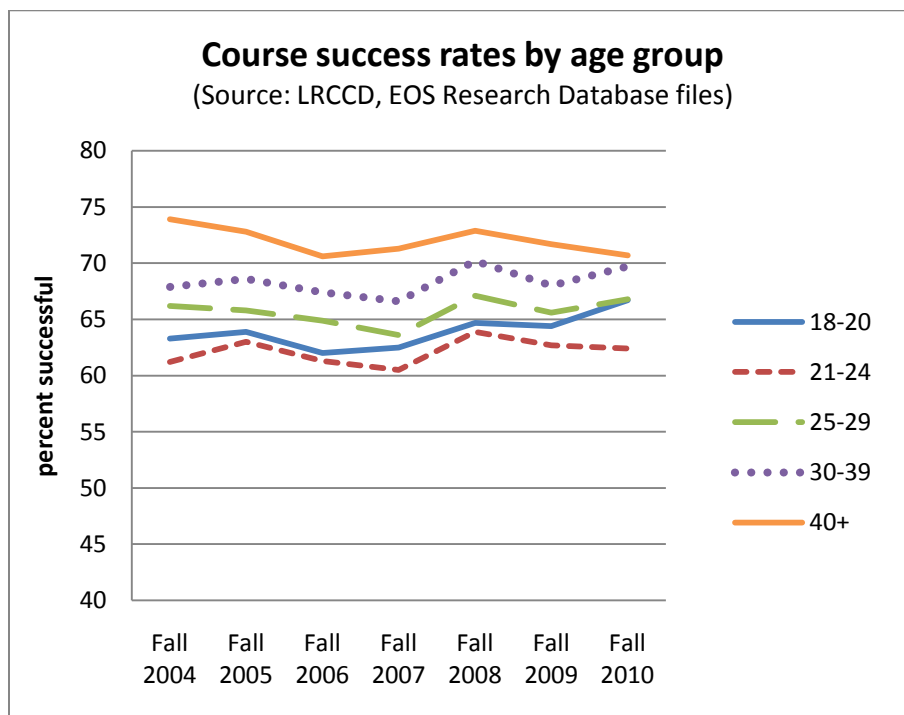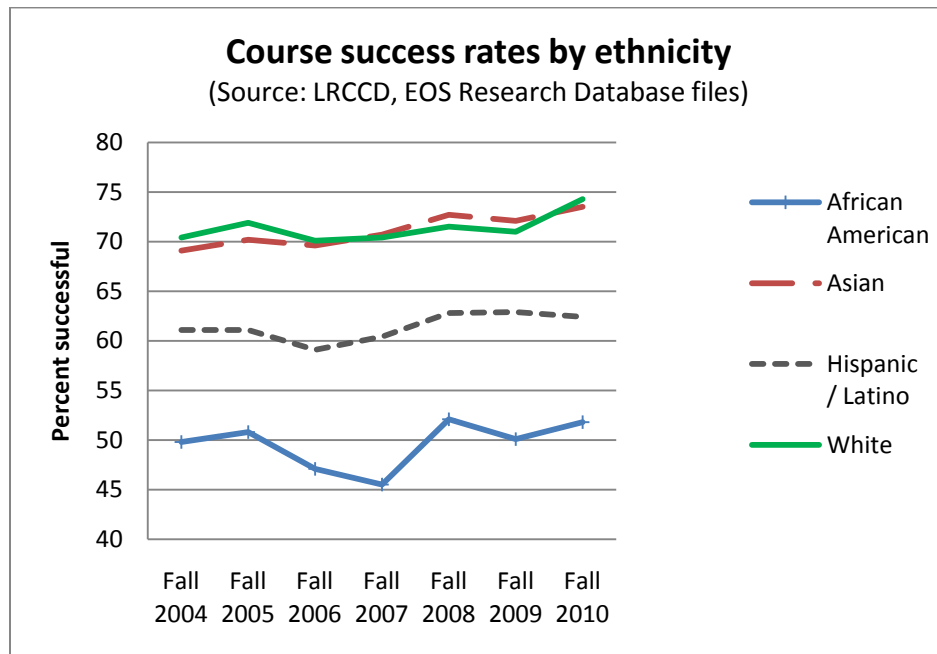
Achievement gaps statewide: Data from the California Community College Chancellor's Office allow a comparison between SCC and the overall statewide rate for the course success of students in specified racial/ethnic groups or age groups. The success values calculated by the CCCCO give slightly different numbers than those calculated by PRIE or LRCCD. This occurs because of the way students who drop the course early in the semester (before the "W date") are entered into the calculations.

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

Course Success rates by demographic group				
(Percent of students getting A, B, C, and Pass grades)				
Ethnicity	**SCC Fall 08**	**SCC Fall 09**	**SCC Fall 10**	**State Average Fall 10**
African-American	47	47	48	56
American Indian/Alaskan Native	56	56	59	65
Hispanic	59	59	59	65
Pacific Islander	61	56	60	63
Unknown	62	59	63	71
Filipino	64	66	66	71
White Non-Hispanic	67	63	70	73
Asian	69	69	70	75
Age Group				
1 - < 18	69	69	71	75
18 & 19	62	62	65	67
20 to 24	59	59	62	65
25 to 29	62	62	62	69
30 to 34	64	63	64	72
35 to 39	66	65	66	74
40 to 49	66	65	63	76
50 +	70	70	67	78
CCCCO Data mart course success rates rounded to nearest percent				

Benchmark Comparison 1: Comparison to colleges similar to SCC (as defined by PRIE)

One way to compare SCC to other colleges is to use publically available data to define a group of colleges that are similar to SCC on selected measures. PRIE used the data available from IPEDS (Integrated Postsecondary Educational Data System) to develop a self-defined peer group for comparison to SCC. The colleges in this group have the following characteristics:

- enrollment category = greater than 10,000
- part of a multi-campus district
- urban setting
- less than 50% white students
- similar to SCC on percent of students on FA (range = 49% to 70%, SCC = 58%)
- similar to SCC on full time to part time ratio for students (range of FT/PT = .34 to .40, SCC = .37)

This comparison suggests that SCC students are making progress toward degrees, certificates and/or transfer but are struggling with their courses and are accumulating units relatively slowly. When the ARCC and IPDES measures are compared for this group of colleges SCC has:

- a low average course success rate
- a high achievement gap
- low year to year persistence at SCC
- moderate year to year persistence anywhere in the system
- moderate to high graduation rates
- high student progress and achievement rate (includes program completion and transfer ready status)
- moderate rate of students earning 30+ units
- high basic skills improvement rate

SCC compared to similar colleges on IPEDS and ARCC measures – Summary			
(See the PRIE Benchmarks Report for more detailed analysis)			
Measure	**Group low**	**Group high**	**SCC**
Average course success rate (IPEDS)	61	71	62 (low)
Achievement gap in course success between racial/ethnic groups (IPEDS)	15	21	22 (high)
Year to year persistence of full time students at SCC (IPEDS).	44	76	44 (low)
Year to year persistence anywhere in the CCC system (ARCC)	57	78	74 (moderate)
Graduation rate within 4 years (IPEDS)	16	36	27 (moderate)
Student progress and achievement rate (includes program completion, transfer and transfer-ready status) (ARCC)	41	57	57 (high)
Rate of students earning 30+ units (ARCC)	67	74	70 (moderate)
Basic skills improvement rate (a measure of movement up the basic skills course sequence) (ARCC)	50	66	62 (moderate)

Course Success:

CA community colleges with enrollment category = greater than 10,000, multi-campus, urban, less than 50% white students, and similar to SCC on percent of students on FA and FT: PT ratio. (IPEDs data for 2009)	Average course success (%)	Achievement gap between racial/ethnic groups (%) = highest success minus lowest success
Cosumnes River College	61	19
Los Angeles City College	62	21
Sacramento City College	**62**	**22**
Los Angeles Mission College	63	15
Long Beach City College	64	21
Los Angeles Valley College	64	16
San Bernardino Valley College	65	19
San Jose City College	66	18
American River College	68	21
Evergreen Valley College	68	14
City College of San Francisco	71	17
*NOTE:The IPDES "retention" rate is the percent of the student cohort from the prior year that re-enrolled at the institution as either full- or part-time in the current year)		

Year to year persistence (called retention in IPEDS)

CA community colleges with enrollment category = greater than 10,000, multi-campus, urban, less than 50% white students, and similar to SCC on percent of students on FA and FT: PT ratio. (IPEDs data for 2009; ARCC data from the 2011ARCC report)	ARCC Fall to Fall persistence anywhere in the CCC system 2011 ARCC report (%)	Full time year to year "retention" rate* (%)	Part time year to year "retention" rate* (%)
Los Angeles Mission College	57	70	38
Los Angeles City College	61	62	34
San Jose City College	65	39	21
Los Angeles Valley College	66	65	41
San Bernardino Valley College	67	44	24
American River College	71	44	22
Sacramento City College	**74**	**44**	**15**
Evergreen Valley College	75	59	32
City College of San Francisco	75	76	40
Cosumnes River College	76	46	25
Long Beach City College	78	49	25
*NOTE:The IPDES "retention" rate is the percent of the student cohort from the prior year that re-enrolled at the institution as either full- or part-time in the current year)			

Graduation rates:

CA community colleges with enrollment category = greater than 10,000, multi-campus, urban, less than 50% white students, and similar to SCC on percent of students on FA and FT: PT ratio. IPEDs data for 2009	Graduation rate (%) – degree certificate within 100% of normal time (2 years)	Graduation rate (%) – degree certificate within 150% of normal time	graduation rate (%) - degree/certificate within 200% of normal time
Los Angeles City College	5	12	16
San Bernardino Valley College	5	13	18
Long Beach City College	5	16	23
Los Angeles Mission College	7	16	23
Cosumnes River College	7	20	25
Los Angeles Valley College	7	19	25
American River College	6	18	26
Sacramento City College	**8**	**20**	**27**
Evergreen Valley College	5	19	28
San Jose City College	10	20	28
City College of San Francisco	9	27	36

Progress rates:

ARCC data for CA community colleges similar to SCC: Enrollment category = greater than 10,000, multi-campus, urban, less than 50% white students, similar to SCC on percent of students on FA and FT: PT ratio (IPEDs 2009). ARCC data from the 2011 ARCC report.	ARCC Student Progress and Achievement Rate (%)	ARCC Students Earning 30+ Units (%)	ARCC Basic Skills Improvement Rate (%)
San Bernardino Valley College	41.0	67.1	52.6
Los Angeles City College	42.0	70.1	49.6
Los Angeles Mission College	43.0	69.9	57.8
Long Beach City College	44.4	73.2	64.2
San Jose City College	48.4	70.2	52.3
Cosumnes River College	48.9	71.7	54.4
American River College	50.2	71.1	53.8
Los Angeles Valley College	51.0	71.7	56.0
City College of San Francisco	52.9	73.6	66.1
Evergreen Valley College	56.6	74.3	61.6
Sacramento City College	**57.1**	**69.5**	**62.2**
Student progress and achievement rate" = Percentage of first-time students who achieved any of the following outcomes within six years: Transferred, earned an AA/AS or certificate, or became "Transfer Directed" status; or "Transfer Prepared") Basic skills improvement rate = Percent of students who successfully completed an initial basic skills course who later successfully completed a higher-level course in the same discipline).			

Some additional information on comparison group	SCC	Comparison Group Median
Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2009		
American Indian or Alaska Native	1	1
Asian/Native Hawaiian/ Pacific Islander	21	16
Black or African American	13	9
Hispanic/Latino	22	36
White	30	23
Two or more races	4	1
Race/ethnicity unknown	9	9
Nonresident alien	1	1
Women	58	56
Unduplicated 12-month headcount (2008-09), total FTE enrollment (2008-09), and full- and part-time fall enrollment (Fall 2009)		
Unduplicated headcount - total	40,601	27,870
Total FTE enrollment	14,243	10,426
Full-time fall enrollment	7,097	4,520
Part-time fall enrollment	20,074	12,875
Percent of all undergraduates receiving aid by type of aid: 2008-09		
Any grant or scholarship aid	48	44
Pell grants	17	18
Federal loans	3	3

Benchmark Comparison 2: SCC in comparison to the ARCC defined peer groups.

Another way to compare SCC student success metrics to other colleges is to use the comparisons provided by the ARCC report. The report includes performance indicators related to student progress through programs of study toward transfer and degree/certificate completion as well as student achievement in vocational and basic skills courses. It also provides comparisons to peer groups as defined by ARCC.

There has been little change in these measures for SCC over the past three time periods. ***The ARCC metrics suggest while they are staying in school, SCC students are accumulating units and moving toward completion or transfer fairly slowly.***

- SCC is below the ARCC peer group mean for the percent of students who complete 30 or more units, but above the peer group average for the percent of students who stay in school somewhere in the community college system (as measured by the Fall to Fall persistence rate anywhere in the system).
- The current ARCC report shows that SCC is somewhat below the ARCC peer group average in course completion rates in vocational courses. However, local data indicate that students completing vocational programs have high success rates on certification/licensure exams.
- Information related to basic skills courses shows areas of promise and areas of concern. College efforts to improve the success of basic skills students may be working – the ARCC basic skills improvement rate for SCC is nearly 5 percentage points above the ARCC peer group average.
- After having been substantially above the peer group mean for the ESL improvement rate in the past, SCC is now slightly below the peer group average for this variable. However, college data indicate that in Fall 2009 ESL courses typically had success rates above the college average.

Items related to student progress through programs:

- **Student Progress and Achievement Rate:** This metric reflects the percent of students who reach major milestones by completing a degree or certificate, transferring, or becoming ready to transfer. We are up slightly compared to the last report but still slightly below our peer group average.
- **Percent of students who earn 30+ units**: This measures the percentage of first time students who showed intent to complete and who earned at least 30 units in the community college system. SCC is down slightly on this metric compared to the last report, and we are below the peer group average.
- **Persistence rate:** This measures the percent of first time students with a minimum of 6 units who persisted (from Fall to Fall) anywhere in the CCC system. For SCC, this number is up and is a little above the peer group average.
- **Improvement rate for ESL courses**: The numbers reported in the 2011 ARCC report show a slight decline for SCC from 2008-09 to 2009-10. We are slightly below the peer group average. Note: A change in the CB21 coding affects this measure and numbers in past ARCC reports should not be compared directly to those in the 2011 report.
- **Improvement rate for credit basic skills courses**: The numbers reported in the 2011 ARCC report show a slight decline for SCC from 2008-09 to 2009-10. However, we are over 5 percentage points above the peer group average. Note: A change in the CB21 coding affects this measure and numbers in past ARCC reports should not be compared directly to those in the 2011 report

Student program progress metrics from the 2011 ARCC report for SCC	SCC 2002-03 to 2007-08	SCC 2003-04 to 2008-09	SCC 2004-05 to 2009-10	Peer average 2004-05 to 2009-10	SCC – Peer group average
Student progress and achievement rate	57.4%	52.6%	57.1%	60.7%	-3.60%
Percent of students who earn 30+ units	69.8%	73.9%	69.5%	75.1%	-5.60%
Persistence rate (anywhere in the CCC system)	71.5%	71.5%	74.3%	70.8%	3.50%
Improvement rate for credit basic skills courses *	63.5%	63.1%	62.2%	57.6%	4.60%
Improvement rate for ESL courses *	54.6%	58.1%	56.6%	58.7%	-2.10%
*Note: These metrics were substantially affected by changes in the CB21 coding					
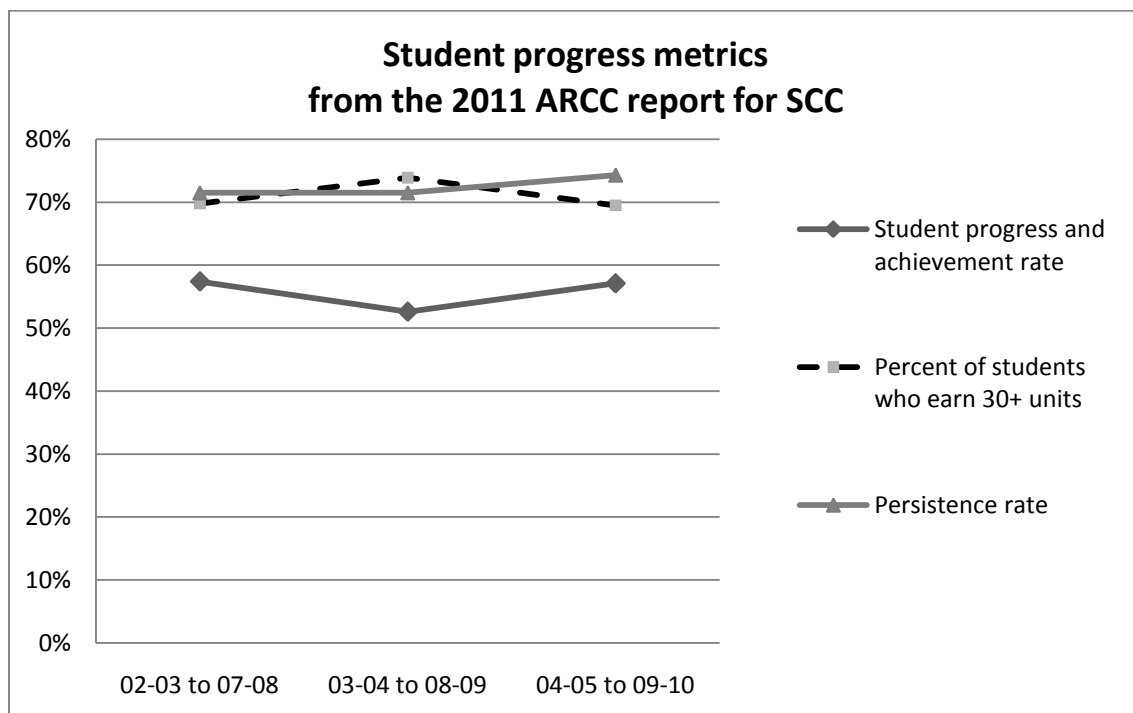
There has been little change in these measures for SCC over the past three cohorts. Taken together, these items suggest while they are staying in school, SCC students are accumulating units and finishing programs fairly slowly. This view is supported by data showing that in Fall 2009 over a third (36%) of SCC students enrolled in less than 6 units. If one third of our students are carrying less than 6 units per semester, we would perhaps not be surprised that their progress toward completion, transfer, or 30+ units would be somewhat low. This may also be related to changing economic conditions in the Sacramento area. College data indicate that the number of students reporting household income below the poverty line increased from Fall 2006 through Fall 2009,

reaching 34% in Fall 2009. During this same time, the percent of students who were unemployed increased substantially.

Items related to course achievement:

- **Annual successful course completion for credit vocational courses**: The SCC number is essentially the same for 2009-10 and 2008-2009. We are slightly below the peer group average.
- **Annual successful course completion for credit basic skills courses**: This variable, as reported in the 2011 ARCC report, did not change much from 2008-09 to 2009-10. We are above the peer group average.

Student course achievement metrics from the 2011 ARCC report for SCC	SCC 2007-08	SCC 2008-09	SCC 2009-10	*Peer average 2009-10*	*SCC – Peer group average*
Successful course completion for credit vocational courses	67.3%	71.1%	69.9%	*73.8%*	-3.90%
Successful course completion for credit basic skills courses	59.4%	61.7%	61.3%	*59.9%*	1.40%

Student course achievement metrics from the 2011 ARCC report for SCC
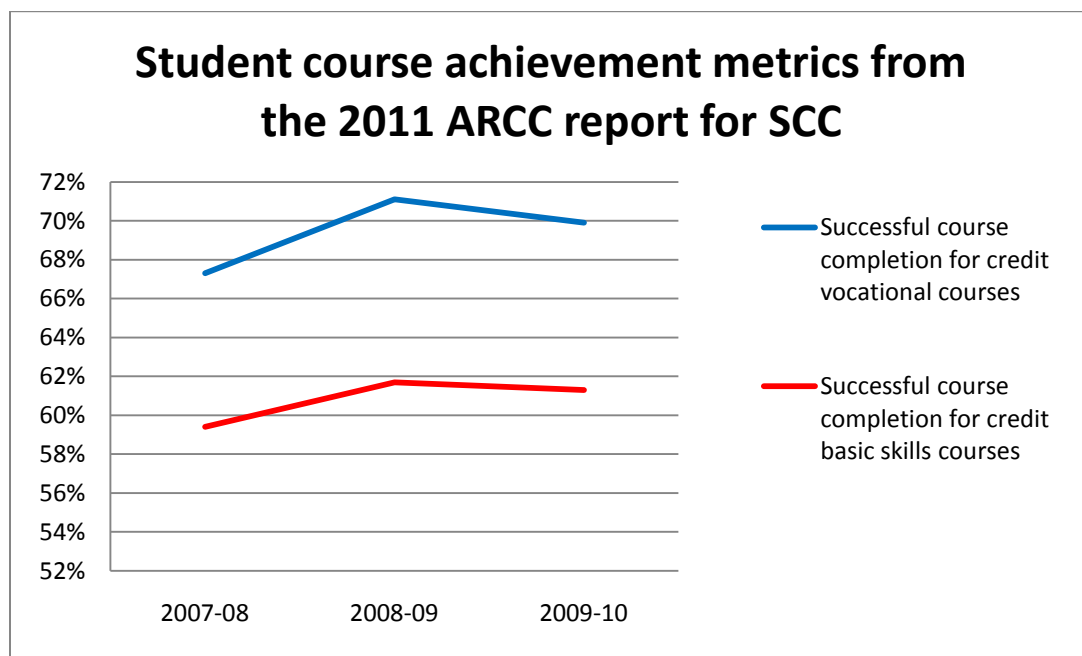
- These data present a complex picture, especially when we consider our own data on student course success. There has been little change in these measures for SCC over the past three time periods.
- The current ARCC report shows that SCC is somewhat below the peer group average in course completion rates in vocational courses. However, local data indicate that students completing vocational programs have high success rates on certification/licensure exams.

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 Report Key Points

Enrollment is down; the overall schedule pattern was maintained.

Changing budget constraints have resulted in a decrease in enrollment at SCC. After increasing for many years, census and end of semester student headcount decreased from Fall 2009 to Fall 2010. Weekly Student Contact Hours (WSCH) also decreased from Fall 2009 to Fall 2010. Summer and Spring enrollments were also down for this academic year compared to last year.

During this period of declining enrollment the college sustained its normal pattern of day and evening enrollment. The balance of academic and vocational courses was similar to previous semesters. Enrollment in online courses increased from Fall 2009 to Fall 2010.

Academic & Vocational Courses   **Fall 2007 to 2010**

Number of Course Sections

	Vocational	Academic
Fall 07	995	2,245
Fall 08	1,029	2,308
Fall 09	1,177	2,197
Fall 10	1,023	1,854

Source: EOS MSF   Sacramento City College
5-1

The SCC student body is very diverse and is mainly part-time, low income, and interested in transfer.

No single racial/ethnic group makes up over 30% of the SCC student population. Ethnically, Sacramento City College is more diverse than Sacramento County. SCC students represent a wide range of age groups but over half of the students are 18-24 years old. Relatively few of them are recent high school graduates.

Many SCC students are working and many are poor. Over half are working full or part time and over 60% have household incomes in the "low income" or "below poverty" range.

Most SCC students are enrolled part time, however the percentage of full time students has increased slightly over the past 5 years.

Over half of SCC students state that they intend to transfer.

Student Characteristics
Age, Gender & Ethnicity (All Students) Fall Census 2010

AGE	NUMBER	PERCENT
Under 18	369	1.6
18-20	6616	28.1
21-24	6201	26.3
25-29	3797	16.1
30-39	3229	13.7
40+	3353	14.2

Average Age: 27.58

RACE / ETH.	NUMBER	PERCENT
African American	3153	13.4
Asian	4418	18.7
Hispanic/Latino	4986	21.2
Multi-Race	1409	6.0
Native American	169	.7
Other Non-White	267	1.1
Pacific Islander	323	1.4
Unknown	2205	9.4
White	6635	28.2
Total	23565	100.0

First Generation College Students: 40.5%

FEMALE 56.7% — 13,361
Unknown 1% — 243
MALE 42.3% — 9,961

School and work:

Recent High School Graduates	8.2%
Enrolled Part Time	67.0%
Working full- or part-time	54.6%
Low Income/ Below Poverty	61.6%

Source: 4th Week Profile   Sacramento City College
2-1

2

Classes filled very quickly, especially basic skills classes.

In Fall 2010 and Spring 2011 courses filled very quickly. As we register students for Fall 2011, courses are filling even more quickly than last year. By the start of open registration, most divisions were more than 80% full. By June 28 the College as a whole had a course fill rate of 94% for Fall 2011 classes and only one division, Learning Resources, had a course fill rate below 87%.

For Fall 2011 pre-collegiate basic skills courses were about three-quarters full before the mid-point of priority 1 registration. This means that students with priority 0 registration (EOPS and DSPS students and veterans) were likely to be able to enroll in pre-collegiate basic skills classes before those classes filled. However, most other students would have found those classes full by the time their registration priority occurred. The graph below shows the fill-rate as of 7/20/11.

SCC Fall 2011 enrollment fill-rates by division and days to term: Capacity was recently increased, but SCC is still over 90% full

Open Registration

Priority 1

Total College: 93.26%

BSS, 98.15%
MSE, 96.93%
BUS, 95.28%
PE, 91.88%
HUM, 92.46%
SAH, 91.21%
TEC, 89.17%
LNG, 88.89%
COU, 84.97%

LRN, 74.14%

Percent of Capacity

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

Note: Numbers used for the fill-rate calculations in this chart include OT (off term) Courses.

4/25/11

Days Before or After Fall 2011 Term Begins
(1st day of term = 1)

7/20/11

3

Enrollment Report: Detailed Analysis

Student Body Characteristics

The SCC student body is very diverse, is mainly part-time, includes many low income students, and many students who intend to transfer. No single racial/ethnic group makes up over 30% of the population. Students represent a wide range of age groups. Relatively are recent high school graduates.   Over half are working full or part time and over 60% have household incomes in the "low income" or "below poverty" range.

Sacramento City College is more diverse than Sacramento County.

Sacramento City College Fall 2010 and Sacramento County 2010 Distributions for Race/Ethnicity (Sacramento County data from: http://quickfacts.census.gov/qfd/states/06/06067.html)													
African Amer.		Asian		Hispanic/Latino		Native Amer.		Other		Pac. Islander		White	
Sac. Co.	SCC F10	Sac Co..	SCC F10	Sac. Co.	SCC F10	Sac. Co.	SCC F10	Sac. Co.	SCC F10	Sac. Co.	SCC F10	Sac. Co.	SCC F10
10.4%	12.7%	14.3%	17.4%	21.6 %	22.7%	1.0%	0.7%	N/A	1.1%	1.0%	1.3%	57.5%	27.8%

Most SCC students are enrolled part time, however the percentage of full time students has increased slightly over the past 5 years and the percentage of students taking fewer than 6 units decreased from Fall 2009 to Fall 2010.

Fall	Full -Load 12 or More Units		Mid-Load 6-11.99 Units		Light-Load Up to 5.9 Units	
	N	%	N	%	N	%
2006	6,455	28.4%	6,982	30.7%	9,135	40.1%
2007	7,164	29.1%	7,772	31.6%	9,550	38.8%
2008	7,467	29.0%	8,272	32.1%	9,870	38.3%
2009	7,897	29.2%	9,129	33.8%	9,795	36.2%
2010	7,422	30.0%	8,821	35.6%	8,291	33.5%

Over half of SCC students indicate that they intend to transfer with or without getting an Associate's degree first. Over a quarter of SCC students intend to get an Associate's degree. About 6% state that they are here for vocational goals. Interestingly, over 8% indicate that they are students at a 4-year school and are meeting the requirements of that school by taking classes at SCC.

SCC Students' Education Goal Distribution
(Fall 2005 to Fall 2010)

Fall	Transfer w/ AA	Transfer w/out AA	AA w/o Transfer	Vocational (with or w/o Cert.)	Basic Skills/ Personal Dev.	Unspecified	* 4-Yr Meeting 4-Yr Reqs.	Total
2006	37.6%	15.5%	10.5%	12.8%	8.9%	14.7%	N/A	22,768
2007	37.5%	12.5%	10.7%	12.3%	7.5%	10.7%	8.8%	24,602
2008	38.5%	12.4%	11.3%	11.5%	6.9%	10.4%	9.0%	25,788
2009	40.7%	12.9%	12.2%	6.4%	10.4%	9.3%	8.1%	27,028
2010	44.8%	13.4%	13.8%	6.4%	7.0%	6.3%	8.3%	24,781

Note: New category as of 2007

Source: EOS Profile

Overall Enrollment

Overall enrollment declined from the 2009-10 to the 2010-11 academic year. Changing budget constraints have resulted in a decrease in enrollment at SCC. After increasing for many years, census and end of semester student headcount decreased from Fall 2009 to Fall 2010. Census headcount reflects the number of students enrolled at the "census date," which is about 3½ weeks into the semester. End of semester headcount is typically a little higher than the census headcount at SCC because late-start classes are not included in the census count. Weekly Student Contact Hours (WSCH) also decreased from Fall 2009 to Fall 2010. Spring and Summer enrollments showed similar decreases from the 2009-10 academic year to the 2010-11 academic year.

Enrollment Trends By Census Headcount — **Fall Census 2004 to 2010**

Year	Census Headcount
2006	20,777
2007	22,352
2008	24,506
2009	25,307
2010	23,565

1-1

Enrollment Trends By End of Semester Headcount — **Fall 2006 to 2010**

Year	End of Semester Headcount
2006	22,786
2007	24,602
2008	25,788
2009	27,028
2010	24,781

Percent Change Over Previous Year

	Semester Headcount
2006	4.6%
2007	8.1%
2008	4.8%
2009	4.8%
2010	-8.3%

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Percent Change Over Previous Year	
2006	2.1%
2007	19.5%
2008	10.5%
2009	5.9%
2010	-10.9%

*Projected Weekly Student Contact Hours based on last year

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

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Enrollment at the Davis Center was also down slightly in Fall 2010 compared to Fall 2009. The former Downtown and West Sacramento Centers combined into one new location; enrollment at the new West Sacramento location was over 4,600 students in Fall 2010 (not shown).

End of Semester Enrollment Trends for Davis & UCD
Fall 2006 to Fall 2010

Source: EOS Transcript

Pattern of Course Offerings

During this period of declining enrollment the college sustained its typical pattern of day and evening enrollment and maintained a balance of academic and vocational courses.

SCC Day/Evening Enrollment
Fall 2005 to Fall 2010

	2005	2006	2007	2008	2009	2010
Day	11,411	11,579	12,355	13,056	13,620	12,445
Evening	4,743	5,044	5,295	5,407	5,284	4,561
Both	4,905	4,953	5,533	5,840	6,165	6,079

NOTE: Evening classes include classes beginning at 4:30pm or later.

Source: LRCCD EOS Research Database Files

Academic & Vocational Courses — Fall 2007 to 2010

Number of Course Sections

Vocational: Fall 07 = 995, Fall 08 = 1,029, Fall 09 = 1,177, Fall 10 = 1,023

Academic: Fall 07 = 2,245, Fall 08 = 2,308, Fall 09 = 2,197, Fall 10 = 1,854

Source: EOS MSF

Sacramento City College

5-1

DE enrollment, particularly in online classes, has grown. In Fall 2003, enrollment in online courses at SCC totaled 15 FTES (full time equivalent students). By Fall 2009, enrollment in online courses was 413 FTES and in Fall 2010 that number increased to 635 FTES as overall enrollment at the college declined. Online courses are the major type of DE course at the college with other DE modalities (e.g. TV broadcast or videoconference) totaling fewer than 10% of the FTES in online courses in Fall 2010. (DE other than online = 57.7 FTES in Fall 2010).

Sacramento City College For 2010 Fall term
All Distance Education Courses (CCCCO Data mart)

District	College	Dist. Ed. Type	Credit FTES	Non-Credit FTES
Los Rios CCD	Sacramento City	Internet - Asynchronous Instruction	635.05	0.00
Los Rios CCD	Sacramento City	On demand TV Broadcast; DVD	16.95	0.00
Los Rios CCD	Sacramento City	TV Broadcast with audio bridge	36.22	0.00
Los Rios CCD	Sacramento City	Videoconference with audio bridge	4.53	0.00

Course Fill Patterns

Courses are filling more quickly than in the past. Fall 2010 enrollment grew quickly and all but one division had fill rates of over 80% by 50 days before the start of classes. Fall 2011 enrollment grew even more quickly. The graph below shows the fill-rate as of 7/20/11.

SCC Fall 2011 enrollment fill-rates by division and days to term: Capacity was recently increased, but SCC is still over 90% full

Total College: 93.26%
BSS, 98.15%
MSE, 96.93%
BUS, 95.28%
PE, 91.88%
HUM, 92.46%
SAH, 91.21%
TEC, 89.17%
LNG, 88.89%
COU, 84.97%
LRN, 74.14%

Note: Numbers used for the fill-rate calculations in this chart include OT (off term) Courses.

Days Before or After Fall 2011 Term Begins
(1st day of term = 1)

4/25/11   7/20/11

Fall 2011 classes were mainly filled months before the term began. Most divisions were more than 80% full by 75 days before the start of the term.

Fill-rate (PRIE data)	100 days before term	75 days before term	50 days before term
Fall 2010	No division over 80% full	5 divisions over 80% full	8 divisions over 80% full
Fall 2011	1 divisions over 80% full	9 divisions over 80% full	9 divisions over 80% full

Pre-collegiate level basic skills courses filled even more quickly than most other courses. For Fall 2011, basic skills courses reached their cap by 90 days before the beginning of the semester. Pre-collegiate basic skills courses were about three-quarters full before the mid-point of priority 1 registration. This means that students with priority 0 registration (EOPS and DSPS students and veterans) were likely to be able to enroll in pre-collegiate basic skills classes before those classes filled. However, most other students would have found those classes full by the time their registration priority occurred. The graph below shows the fill-rate as of 7/20/11.

SCC Pre-Collegiate Basic Skills Duplicated Enrollment Cap, Enrollment, and Waitlist by Days Before or After Term: Fall 2011
(1st day of registration data = 4/25/11)

NOTE: Excludes positive attendance courses

Days Before or After Term Begins
(1st day of term = 1)

10

Results of a 2010 PRIE survey on the impact of enrollment trends: In September 2010, PRIE surveyed SCC faculty regarding the impact of changing enrollment. Over 100 faculty, both full and part time, from every division, responded to the survey.

Number of respondents per division (question 1)

AT	BSS	BUS	COU	HFA	LL	LR	MSE	PEHA	SAH	TOTAL
6	22	9	5	9	22	3	9	5	13	103

The results of the survey suggest that faculty and students have adapted to the changing availability of classes:

- The number of "no shows" was fewer than or about the same as previous fall semesters. (However, about 23% of respondents reported more no-shows.)
- Some or all of the wait-listed students showed up on the first day and tried to add the class.
- Compared to past fall semesters about the same number of students who were trying to add classes were not on the wait list.
- About 60% of responding faculty were able to accommodate all or most of the students trying to add classes.
- Compared to past fall semesters about the same number of students added or dropped classes during the first few weeks of the semester.
- Compared to past fall semesters about the same number of students asked for assistance from professors in adding or dropping classes.
- Most faculty communicated to students that they might not be able to move from the wait list to an actual course enrollment by a verbal announcement in the first class and/or by emails sent in reply to specific inquiries.

First Year Student Report

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

First Year Student Report – Key Points

SCC first year students as a group are very diverse, mostly young, and often poor.

SCC first-time freshmen are generally younger and more diverse than the overall student population. They represent a wide variety of ethnic groups, with no one group including more than 25% of this student population. Over 60% of first time freshmen have household incomes that are considered low income or below the poverty line. More than half are enrolled part time and over 45% are first generation college students.

Freshmen success and persistence: Mostly good news.

Course success rates for first time freshmen have been increasing and for some subsets of freshmen (e.g. recent high school graduates) the course success rate meets or exceeds that of other students.   The percentage of first time freshmen who earn a 0.0 GPA in their first semester has been declining, but is still worrisome.

Nearly three quarters of the first time students who complete 6 units or more at SCC remain in college, somewhere in the CCC system, the subsequent fall semester.

Data on first-time freshmen indicate that over the past four semesters about a quarter of the students enrolled in pre-transfer level English, Math, or ESL are first-time freshmen.

Course success rates of recent high school graduates and all other students
(Source: LRCCD, EOS Research Database files)
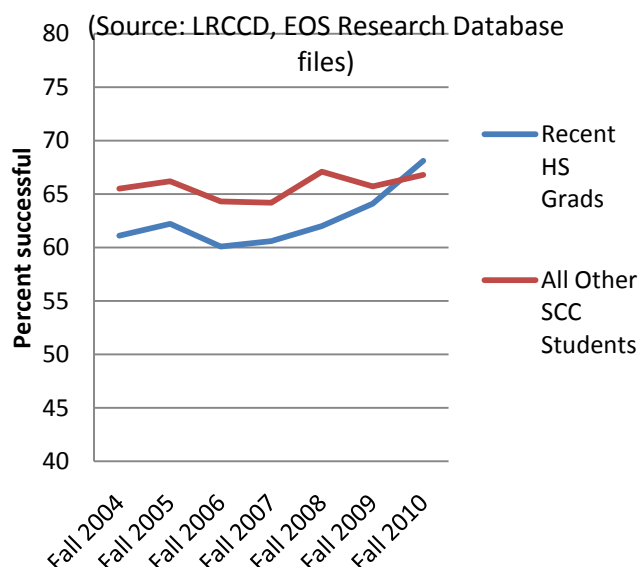
First Year Student Report – Detailed Analysis
Goal 1. Promote engagement and success of first-year students.

Characteristics of First-time Freshmen:

SCC first-time freshmen are generally younger and more diverse than the overall student population. Over 74% 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 25% of this student population. Over 60% of first-time freshmen have household incomes that are considered low income or below the poverty line. More than half are enrolled part time and over 45% are first generation college students.

Characteristics of First-Time Freshmen N = 3,327 (14.1% of students)   Fall Census 2010

Age	Percent
Under 18	1.7
18-20	74.2
21-24	9.4
25-29	4.5
30-39	5.5
40+	4.7

Average Age: 21.44

FEMALE 51.7%
1,721

Unknown.9%
30

MALE 47.4%
1,576

Race/Ethnicity	Percent
African American	14.8
Asian	15.7
Hispanic/Latino	25.0
Multi-Race	7.9
Native American	.6
Other Non-White	.5
Pacific Islander	1.1
Unknown	12.7
White	21.7
Total	100.0

School and work:

Recent High School Graduates	58.0%
Enrolled Part Time	58.5%
Working full- or part-time	30.7%
Low Income/ Below Poverty	62.3%

First Generation College Students: 45.9%

Source: 4th Week Profile   *Sacramento City College*

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3

First-time Freshmen Success and Persistence:

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

- Course success rates for first-time freshmen, recent high school graduates and for Education Initiative students have increased steadily over the last few years. First-time freshmen and Education Initiative students currently have course success rates that are similar to the college average. The course success rate for recent high school graduates is now higher than the average for all other students.
- A substantial percentage of first-time freshmen earn no units in their first semester (GPA= 0.0); the good news is that this number has been falling over the past few years. A closer look at this group is provided later in this report.
- Nearly three quarters of the first-time students who complete 6 units or more at SCC remain in college, somewhere in the CCC system, the subsequent fall semester.

SCC measures for first-time freshmen (The college average course success rate is about 65%)	Fall 2008	Fall 2009	Fall 2010
Course success rate for first time freshmen.	**57.0**	**60.3**	**63.3**
Percent of freshmen with a first semester 0.0 GPA*	**25.3**	**24.3**	**23.2**
Course success rate for recent HS graduates	**62.0**	**64.1**	**68.1**
Course success rate for Ed. Initiative students	**59.8**	**61.3**	**65.8**
PRIE data using the self-reported first-time freshmen indicator from the student applications in order to identify the student cohort. *Note: 18% of the 0.0 GPA freshmen took at least one class on a pass/no pass basis; the results of those classes are not included in the GPA calculations.			

ARCC Fall to Fall Persistence Rate for SCC students	2009 ARCC report	2010 ARCC report	2011 ARCC report
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%	74.3%

First-time Freshmen and Basic Skills Courses:

Data on first-time freshmen indicate that over the past four semesters about a quarter of the students enrolled in pre-transfer level English, Math, or ESL are first-time freshmen. The lower number for Fall 2010 may be due to the fact that these courses fill very early in the registration period. Of course, not all first time freshmen assess into pre-transfer essential skills courses.

Pre-transfer essential skills courses are Math, English, or ESL courses with course numbers below 300.	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Number of students taking pre-transfer essential skills courses	7068	9131	7477	7131
Percent of students taking pre-transfer essential skills courses who were first time freshmen.	26.8%	26.0%	25.9%	20.9%
PRIE data using the self-reported first time freshmen indicator from the student applications in order to identify the student cohort.				

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

Recent High School graduates are students who were in high school the semester before attending SCC. Education Initiative students are first-time freshmen age 18-20. The number of students in both groups decreased from Fall 2009 to Fall 2010 as the overall enrollment of the college decreased.

Course success rates of both recent HS graduates and Education Initiative Cohort students increased from Fall 07 to Fall 10. The course success rate of recent HS grads is now slightly higher than course success for all other students.
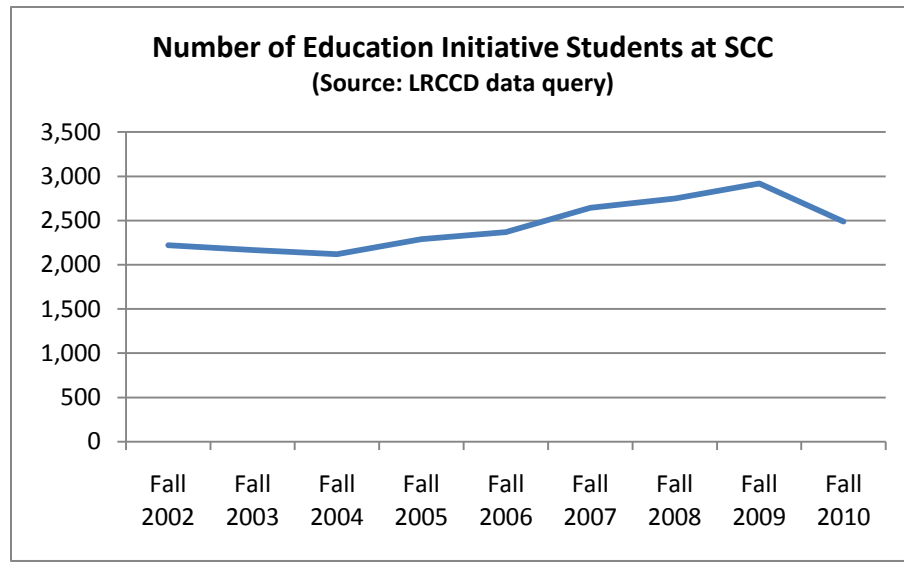
Number of Education Initiative Students at SCC
(Source: LRCCD data query)

SCC Successful Course Completion by Education Initiative (EI) Cohort, Fall 2004 to Fall 2010 (%)

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
EI Students	59.2	59.4	57.5	57.9	59.8	61.3	65.8
All Other SCC Students	66	66.8	64.9	64.8	67.6	66.2	67.1
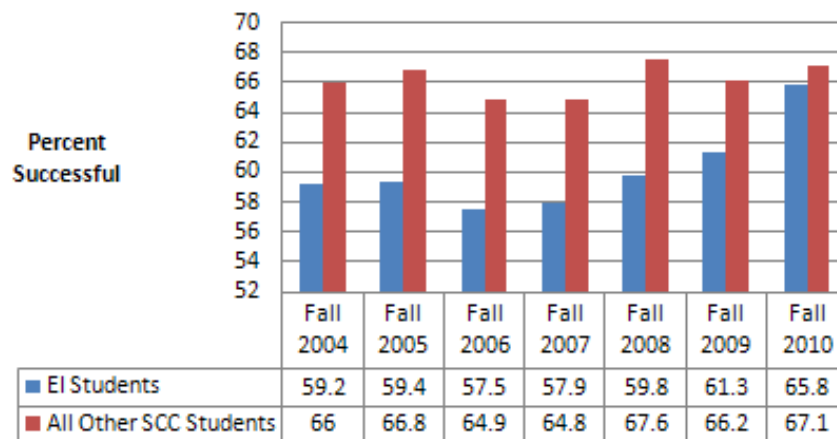
Source: LRCCD, EOS Research Database files

Number of new HS graduates at SCC (End of semester data from LRCCD Institutional Research data website)	
Fall 2006	1,706
Fall 2007	1,939
Fall 2008	2,072
Fall 2009	2,193
Fall 2010	1,944

Course success rates of recent high school graduates and all other students

(Source: LRCCD, EOS Research Database files)
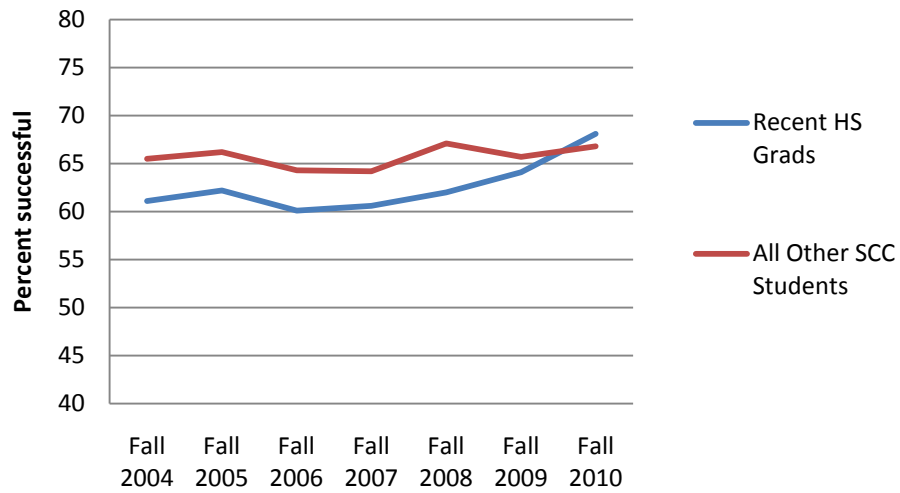
Students who dropped all of their courses prior to the deadline have been
Course success rates reflect the perc

-

A closer look at the 0.0 GPA Freshmen
(All data is from Fall 2010, End-of-semester, unless otherwise noted)

Who are the failing freshmen?
Compared to other freshmen, a smaller percentage of the 0.0 GPA freshmen receive financial aid. This is true even though the 0.0 freshmen have a greater percentage of household incomes below the poverty level than seen in the overall student body at SCC. (Fall 2010 data).

- Percent of 0.0 freshmen who are receiving financial aid = 38%
- Percent of 0.0 freshmen with income below poverty line = 60%

- Percent of other freshmen who are receiving financial aid = 51%
- Percent of other freshmen with income below poverty line = 37%

Data from Fall 2009 provide some additional insights concerning freshmen earning 0.0 GPA in their first term at SCC. Those students were different from our overall student body in several ways (in terms of the percentage of students with the characteristic).
- Almost half of the failing freshmen (49%) were taking fewer than 6 units.
- Close to a third of the failing freshmen (29%) do not have a typical HS completion pattern = have a GED or Cert of HS Equivalency, have no HS diploma, or completed their work at an adult school.
- Over half of the failing freshmen (53%) had household incomes less than 14,000 per year. Over half 56% had household incomes below the poverty line for their household size.
- Almost half of the failing freshmen (49%) were unemployed and seeking work.

Failing freshmen and financial aid.
Compared to other freshmen, a smaller percentage of the 0.0 GPA freshmen receive financial aid. This is true even though the 0.0 freshmen have a greater percentage of household incomes below the poverty level.
- Percent of 0.0 freshmen receiving financial aid = 38%
- Percent of other freshmen receiving financial aid = 51%

Compared to other freshmen who <u>are not</u> receiving financial aid, the 0.0 GPA freshmen who <u>are not</u> receiving financial aid …
   Are much more likely to have incomes below the poverty line:
- Percent of 0.0 freshmen not receiving financial aid who have household incomes below poverty = 56%
- Percent of other freshmen not receiving financial aide who have household incomes below poverty = 20%

   Are much more likely to have small course loads:
- Percent of 0.0 freshmen not receiving financial aid who have a course load of 12 or more units = 7%
- Percent of other freshmen not receiving financial aide who have a course load of 12 or more units = 43%

   Are more likely to be first-generation college students:
- Percent of 0.0 freshmen not receiving financial aid who are first generation college students = 54%
- Percent of other freshmen not receiving financial aide who are first generation college students = 35%

Compared to other freshmen who <u>are</u> receiving financial aid, the 0.0 freshmen who <u>are</u> receiving financial aid…
   Are more likely to have incomes below the poverty line

- Percent of 0.0 freshmen receiving financial aid who have household incomes below poverty = 68%
- Percent of other freshmen receiving financial aid who have household incomes below poverty = 53%

Are much more likely to have small course loads:
- Percent of 0.0 freshmen receiving financial aid who have a course load of 12 or more units = 17%
- Percent of other freshmen receiving financial aid who have a course load of 12 or more units = 57%

Have about the same percentage of first-generation college students:
- Percent of 0.0 freshmen receiving financial aid who are first generation college students = 55%
- Percent of other freshmen receiving financial aid who are first generation college students = 50%

In summary, it appears that many of the students at risk of earning a 0.0 GPA in their first term have one or more of the following characteristics: They…
- Are taking fewer than 6 units.
- Do not have a typical HS completion pattern (e.g. GED, attended adult school, or have no HS diploma)
- Have household incomes below the poverty line and/or are unemployed and seeking work.
- Are poor but not receiving financial aid.

Matriculation Report
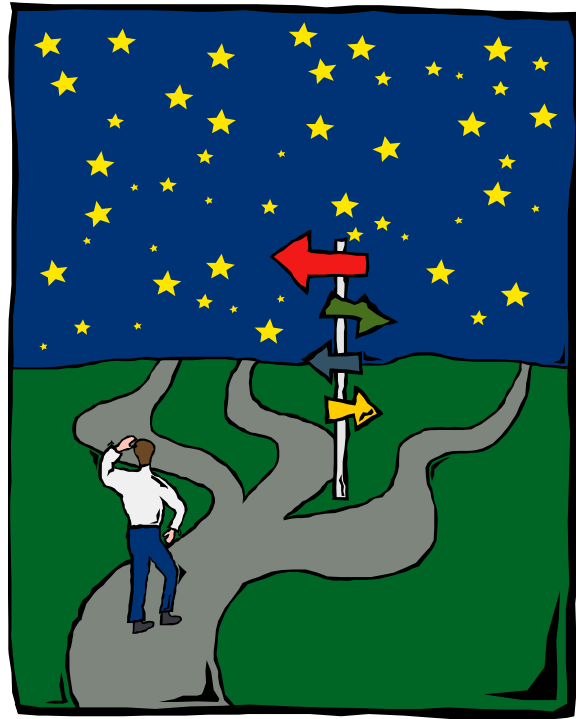
Matriculation Report – Key Points

Nearly 7,000 students received orientation, but many others did not.

According to data from the State Chancellors Office Data-mart, many students who are directed to orientation do not receive orientation.

Orientation	Credit
Directed to Orientation	19,155
Exempted from Orientation	6,080
Total Enrolled	**25,235**
Received Orientation	6,971
Not Received Orientation	18,264
Refused Orientation	0
Total Enrolled	**25,235**
(CCCCO Data mart data for students enrolled at SCC in Fall 2010)	

Most students who take the placement assessment tests place below transfer level.

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 courses numbered lower than 300 are considered pre-transfer level courses. SCC courses numbered lower than 100 are considered pre-collegiate level courses.)

Results of SCC placement assessment tests (ACCUPLACER Date range 7/1/2009 to 10/15/2010)		
Discipline	**Percent placing into pre-transfer courses**	**Percent placing into pre-collegiate courses**
Reading	56.2%	25.8%
Writing	70.0%	41.5%
Math	96.2%	51.9%

SCC first year students as a group are very diverse, mostly young, and often poor.

SCC first-time freshmen are generally younger and more diverse than the overall student population. They represent a wide variety of ethnic groups, with no one group including more than 25% of this student population. Over 60% of first time freshmen have household incomes that are considered low income or below the poverty line. More than half are enrolled part time and over 45% are first generation college students.

Some first-time freshmen fail.

The percent of first-time freshmen who earned a 0.0 GPA has been decreasing slightly over the last three years. In Fall 2010 approximately 23% of first-time freshmen earned a 0.0 GPA in their first term. Many of the students at risk of earning a 0.0 GPA in their first term are taking few units, do not have a typical HS completion pattern, and/or are low income but not receiving financial aid. Over three quarters of these failing freshmen used at least one student service (SARS data). The failing freshmen made an average of about 5 visits per student to student services.

Matriculation Report – Detailed Analysis

Matriculation Services Overview

The tables below show data on the matriculation services provided to students were enrolled at SCC in Fall 2010. The data tables below are from the CCCCO data mart. These services may have been provided at any time during their academic career, up to and including Fall 2010.

Orientation	Credit
Directed to Orientation	19,155
Exempted from Orientation	6,080
Total Enrolled	**25,235**
Received Orientation	6,971
Not Received Orientation	18,264
Refused Orientation	0
Total Enrolled	**25,235**

Placement Assessment Services	Credit
Directed to Assessment Testing	19,155
Exempted from Assessment Testing	6,080
Total Enrolled	**25,235**
Received Placement Services Based on Multiple Measures in Lieu of Assessment Test	0
Received Placement Services Based on Assessment Testing and Multiple Measures	11,747
Did not Participate in Assessment Placement Services	13,488
Refused Placement Testing	0
Total Enrolled	**25,235**

Other Assessment Services	Credit
Participated in Aptitude Assessment During the Term	2,519
Participated in Study Skills Assessment During the Term	3,795
Participated in Career Planning Assessment During the Term	1,448
Total Participated in at Least One (Other Assessment) During the Term	**3,866**
Total Not Participated in Any (Other Assessment) During the Term	**21,369**

Counseling	Credit
Directed to Counseling Services	19,154
Exempted from Counseling Services	6,081
Total Enrolled	**25,235**
Received Student Education Plan (SEP) Counseling During the Term	7,219
Received Counseling/Advisement Services During the Term	1,602
Did Not Participate in Counseling or Advisement Services During the Term	16,414
Refused Counseling and Advisement Services During the Term	0
Total Enrolled	**25,235**

Academic Follow-up	Credit
Received Academic Follow-up Services During the Term	4,543
Not Received Academic Follow-up Services During the Term	20,692
Total	**25,235**

A Focus on Assessment & Essential Skills Courses

The majority of SCC students who take assessment tests place into pre-transfer classes. Substantial numbers of students place into pre-collegiate classes (SCC Placement Assessment Data, ACCUPLACER date range 7/1/2009 to 10/15/2010). SCC courses with numbers lower than 300 are pre-transfer level courses. SCCourses with numbers less than 100 are pre-collegiate level courses.

Placements resulting from SCC assessment tests			
ACCUPLACER Date range 7/1/2009 to 10/15/2010			
(Note: A student may have taken a given assessment test more than once.)			
Reading Placement	**Number**	**Percent**	**Cumulative Percent**
EngRd 10	1435	12.4	12.4
EngRd 11	1555	13.4	25.8
EngRd 110	3110	26.8	52.6
EngRd 310	996	8.6	61.2
Reading Competency Passed	4500	38.8	100.0
Total	11596	100.0	
Percent of placements to pre-collegiate Reading = 25.8%			
Percent of placements to pre-transfer Reading = 52.6%			
Writing Placement	**Number**	**Percent**	**Cumulative Percent**
Undetermined -Take ESL tests	329	4.2	4.2
EngWr 40 and EngWr 49	1261	16.0	20.2
EngWr 50 and EngWr 59	1678	21.3	41.5
EngWr 100	2252	28.6	70.0
EngWr 300	2364	30.0	100.0
Total	7884	100.0	
Percent of placements to pre-collegiate Writing = 41.5%			
Percent of placements to pre-transfer Writing = 70%			
ESL Placement	**Number**	**Percent**	**Cumulative Percent**
ESL-30	368	33.4	33.4
ESL-40	187	17.0	50.3
ESL-50	240	21.8	72.1
ESL-310	277	25.1	97.2
ESL-320	16	1.5	98.6
ESL-340	15	1.4	100.0
Total	1103	100.0	
Percent of placements to to pre-collegiate ESL = 72.1%			
Percent of placements to pre-transfer ESL = 72%			
Math Placement	**Number**	**Percent**	**Cumulative Percent**
Math-27 or Math-28	4763	39.3	39.3
Math-34	1519	12.5	51.9
Math-100	1896	15.7	67.5
Math-120 or Math-110	3474	28.7	96.2
Math-335 or Stat 300 or Math 342	283	2.3	98.5
Math-370 or Math-350	92	.8	99.3
Math-400	84	.7	100.0
Total	12111	100.0	
Percent of placements to pre-collegiate Math = 51.9%			
Percent of placements to pre-transfer Math = 96.2			

The table below shows the assessment count for each assessment instrument for the 2009-2010 academic year (most recent CCCCO data mart data available). Although the counts indicate how many of each assessment were administered, they do not indicate students' final course placements. The volume of tests administered in a given period is an indicator of how busy an assessment center is and can be linked to resource expenditures for a placement assessment process.

Sacramento City College
Assessment Count By Instruments
For 2009-2010
From the CCCCO Data mart
Data Current As Of   August 26, 2011   03:38:35

Instrument Id	Instrument Description	Headcount
1059	ACCUPLACER-ESL LANGUAGE USE	940
1058	ACCUPLACER-ESL READING SKILLS	939
1055	CPT ARITHMETIC	7,036
1046	CPT COLLEGE LEVEL MATH	2,722
1056	CPT ELEMENTARY ALGEBRA	6,759
1053	CPT READING COMPREHENSION	10,235
1054	CPT SENTENCE SKILLS	9,538
5162	ESL WRITING SAMPLE	935
5328	WRITING SAMPLE	4,983
Grand Total		**44,087**

A note on registration patterns for pre-collegiate basic skills courses

By June 28, 2011 the College as a whole had a course fill rate of 94% for Fall 2011 classes and only one division, Learning Resources, had a course fill rate below 87%. For Fall 2011 pre-collegiate basic skills courses were about three-quarters full before the mid-point of priority 1 registration. This means that students with priority 0 registration (EOPS and DSPS students and veterans) were likely to be able to enroll in pre-collegiate basic skills classes before those classes filled. However, most other students would have found those classes full by the time their registration priority occurred.

First-time Freshmen Overview

SCC Goal 1 states "Promote engagement and success for first-year students". Attention to this goal included a look at first-time freshmen across the college this year.

Characteristics of First-time Freshmen:

SCC first-time freshmen are generally younger and more diverse than the overall student population. Over 74% 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 25% of this student population. Over 60% of first time freshmen have household incomes that are considered low income or below the poverty line. More than half are enrolled part time and over 45% are first generation college students.

Characteristics of First-Time Freshmen N = 3,327 (14.1% of students)   Fall Census 2010

Age	Percent
Under 18	1.7
18-20	74.2
21-24	9.4
25-29	4.5
30-39	5.5
40+	4.7

Average Age: 21.44

Race/Ethnicity	Percent
African American	14.8
Asian	15.7
Hispanic/Latino	25.0
Multi-Race	7.9
Native American	.6
Other Non-White	.5
Pacific Islander	1.1
Unknown	12.7
White	21.7
Total	100.0

First Generation College Students: 45.9%
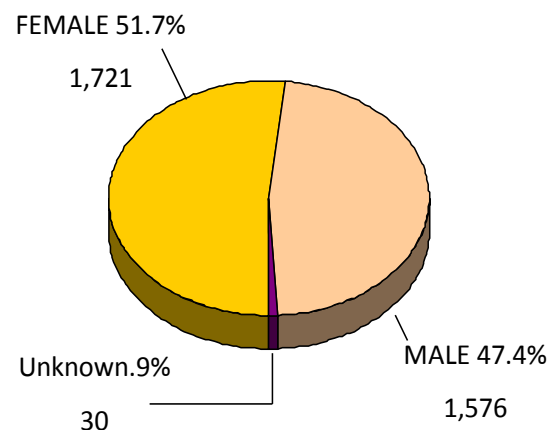
FEMALE 51.7%
1,721

Unknown .9%
30

MALE 47.4%
1,576

School and work:

Recent High School Graduates	58.0%
Enrolled Part Time	58.5%
Working full- or part-time	30.7%
Low Income/ Below Poverty	62.3%

Source: 4th Week Profile   *Sacramento City College*

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Data developed by the SCC PRIE Office show that over the past three years…

- First time freshmen have course success rates have been increasing but are still somewhat lower that the college average (about 65%). However, the course success rate for recent high school graduates, a subset of first-time freshmen, have been increasing and is now slightly above that of all other students.

- A substantial percentage of first-time freshmen earn no units in their first semester (GPA= 0.0). A closer look at this group is provided later in this report. (Note: 18% of these students took at least one class on a pass/no pass basis; the results of those classes are not included in the GPA calculations.)
- 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.

SCC measures for first-time freshmen	Fall 2008	Fall 2009	Fall 2010
Course success rate for first time freshmen.	57.0	60.3	63.3
Percent of freshmen with a first semester 0.0 GPA*	25.3	24.3	23.2
Course success rate for recent HS graduates	62.0	64.1	68.1
Course success rate for Ed. Initiative students	59.8	61.3	65.8
Notes: PRIE data using the self-reported first time freshmen indicator from the student applications in order to identify the student cohort. *Note: 18% of these students took at least one class on a pass/no pass basis; the results of those classes are not included in the GPA calculations.			

ARCC Fall to Fall Persistence Rate for SCC students	2009 ARCC report	2010 ARCC report	2011 ARCC report
Percent of first time students completing 6 or more units who persist from their first fall semester to the next fall semester anywhere in the community college system.	70.6%	71.0%	74.3%

Course success rates of recent high school graduates and all other students
(Source: LRCCD, EOS Research Database files)

A Focus on Failing Freshmen

The focus on failing freshmen was developed based on a research request to PRIE from Student Services and interest in the issue by the Planning, Research and Institutional Effectiveness Committee.

Characteristics of failing freshmen (freshmen who earned a 0.0 GPA in their first term):

Most first time freshmen at SCC succeed in some or all of their classes. Unfortunately at the end of Fall 2010, approximately 24% of first time freshmen had earned 0.0 grade points. Note that classes which are taken on a Pass-No Pass basis are not included in a student's GPA; since 18% of the 0.0 GPA freshmen took at least one Pass-No Pass class it is possible that some of these students passed a class and still had a 0.0 GPA. It is clear, however, that the 0.0 freshmen are not doing well in their classes.

Number of first time freshmen = 3918; number of recent high school graduates = 2193; number of 0.0 GPA first time freshmen = 953.

Compared to all first time freshmen, the 0.0 GPA first time freshmen are less likely to be recent high school graduates.
- Percent of *all* first time freshmen who are recent high school graduates = 56%
- Percent of 0.0 GPA freshmen who are recent high school graduates = 39%

Almost half of the first time freshmen are 20 or older.
- Percent of 0.0 freshmen who are 17 or 18 years old = 34%
- Percent of 0.0 freshmen who are 19 years old = 19%
- Percent of 0.0 freshmen who are 20 or older = 48%

Compared to the overall student population failing freshmen are more likely to be taking fewer than 6 units.

Unit Load: freshmen earning 0.0 GPA in their first semester compared to all students Fall 09
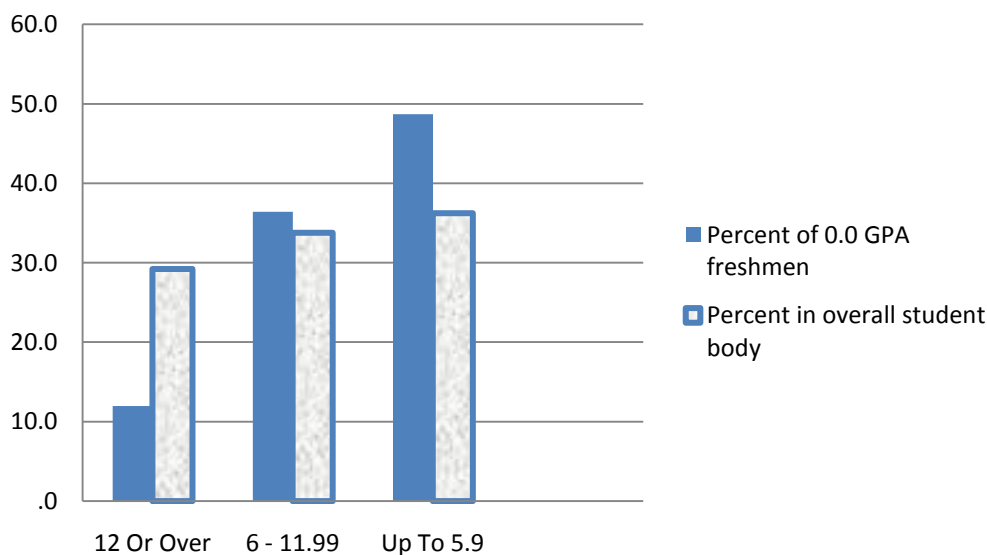
Compared to the overall student population, failing freshmen are more likely to have no high school diploma, have a GED or HS certificate of equivalency, or have attended adult school.

Some aspects of previous education: freshmen earning 0.0

GPA in their first semester compared to all students Fall 09

(note: Approximately 69% of each group have a HS diploma)
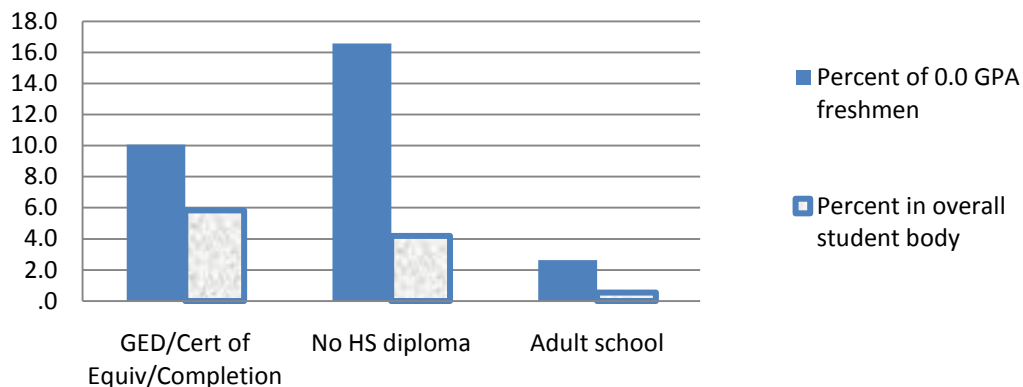
Compared to the overall student population, failing freshmen have a greater percentage of students who are unemployed and seeking work.

Employment: freshmen earning 0.0 GPA in their first semester compared to all students Fall 09
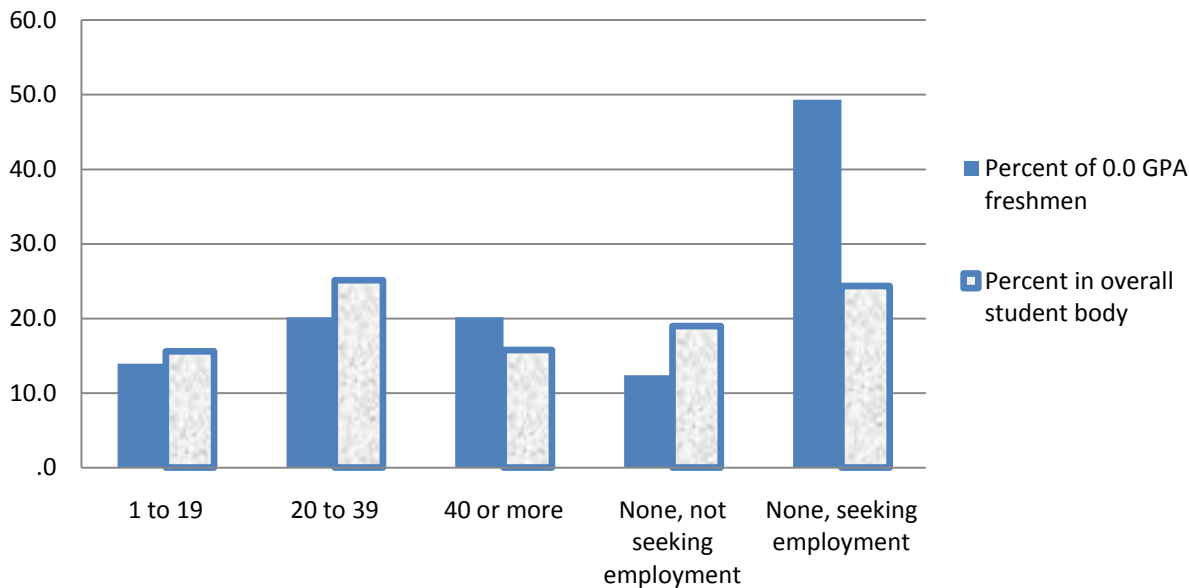
Failing freshmen are more likely to have household incomes below the poverty line and to have very low incomes.

Household Income: freshmen earning 0.0 GPA in their first semester compared to all students Fall 09
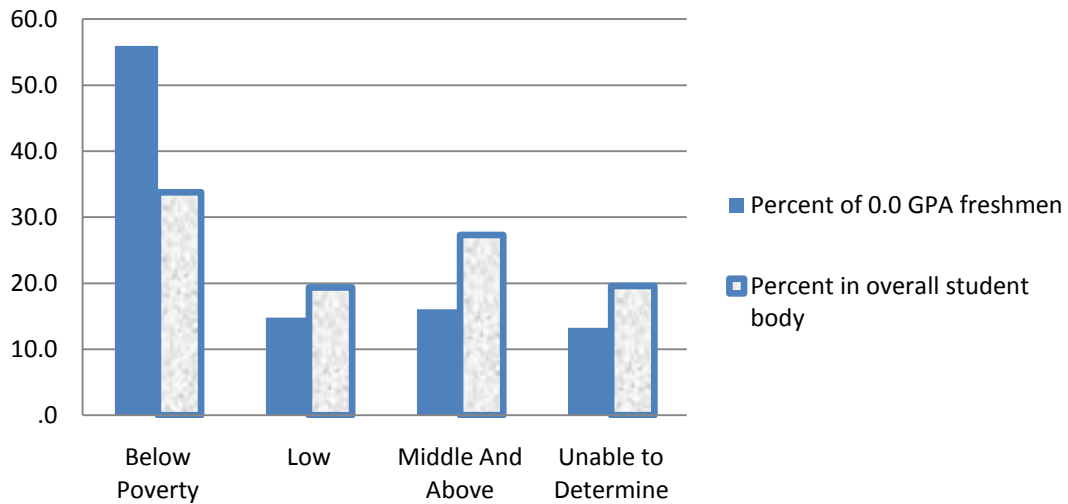
Household Income: freshmen earning 0.0 GPA in their first semester compared to all students Fall 09
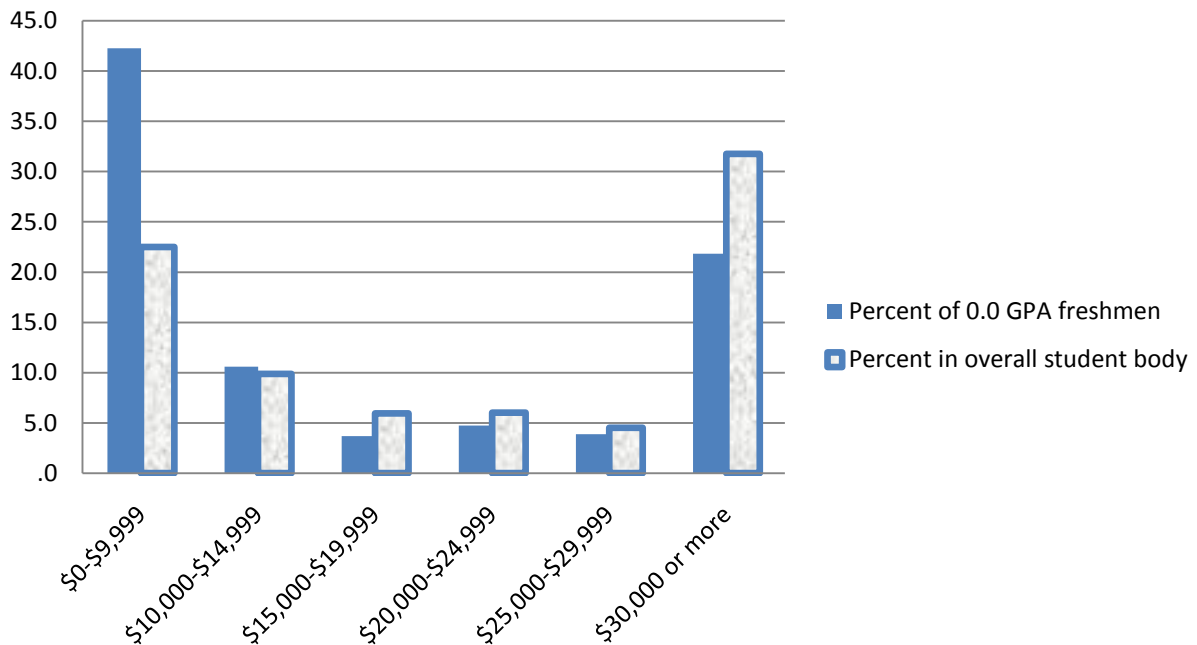
Failing Freshmen and financial aid:

(all data is from Fall 2010, End-of-semester, unless otherwise noted)

PRIE was asked to examine the degree to which failing freshmen received financial aid. This allowed us to test the hypothesis that, in these difficult economic times, the failing freshmen might be attending college mainly for the financial aid they could collect. We were asked to examine if their use of financial aid exceeded that of other students.

Compared to other freshmen, a smaller percentage of the 0.0 GPA freshmen receive financial aid. This is true even though the 0.0 freshmen have a greater percentage of household incomes below the poverty level. Percent of 0.0 freshmen receiving financial aid = 38%

- Percent of other freshmen receiving financial aid = 51%

Compared to other freshmen who <u>are not</u> receiving financial aid, the 0.0 GPA freshmen who <u>are not</u> receiving financial aid …

Are much more likely to have incomes below the poverty line:
- Percent of 0.0 freshmen not receiving financial aid who have household incomes below poverty = 56%
- Percent of other freshmen not receiving financial aid who have household incomes below poverty = 20%

Are much more likely to have small course loads:
- Percent of 0.0 freshmen not receiving financial aid who have a course load of 12 or more units = 7%
- Percent of other freshmen not receiving financial aid who have a course load of 12 or more units = 43%

Are more likely to be first-generation college students:
- Percent of 0.0 freshmen not receiving financial aid who are 1st generation college students = 54%
- Percent of other freshmen not receiving financial aid who are 1st generation college students = 35%

Compared to other freshmen who are receiving financial aid, the 0.0 freshmen who are receiving financial aid …

Are more likely to have incomes below the poverty line
- Percent of 0.0 freshmen receiving financial aid who have household incomes below poverty = 68%
- Percent of other freshmen receiving financial aid who have household incomes below poverty = 53%

Are much more likely to have small course loads:
- Percent of 0.0 freshmen receiving financial aid who have a course load of 12 or more units = 17%
- Percent of other freshmen receiving financial aid who have a course load of 12 or more units = 57%

Have about the same percentage of first-generation college students:
- Percent of 0.0 freshmen receiving financial aid who are first generation college students = 55%
- Percent of other freshmen receiving financial aid who are first generation college students = 50%

Failing Freshmen use of services:

Student Services asked PRIE to explore the use of services by the failing freshmen. This allowed us to examine the hypothesis that the failing freshmen might be using few services to students. In Fall 2010 754 freshmen earned a 0.0 GPA in their first term. Over three quarters (75.6%) of these freshmen used at least one service (N = 570, SARS data). Those 570 freshmen made a total of 2831 visits to services (SARS data), an average of about 5 visits per student.

A.   Most used services identified by a single SARS code

N = number of visits based on SARS records for Fall 2010. Parenthetical information shows the SARS locations using this code. Total = **2328 visits** = 82% of visits recorded in SARS for 0.0 freshmen in Fall 2010

- ACADEMIC = **568** (Counseling Center, RISE, Transfer Center, International Student Center, West Sac, Davis, Puente)
- CPT = **497** (Assessment)
- PL = **350** (Assessment)
- ENGLISH ESSAY = **298** (Assessment)
- 1 ST TIME = **241** (Counseling Center, RISE, Transfer Center, and Puente)
- ORIENTATION = **197** (Orientation)
- ONLINE = **114** (Orientation)
- ED PLAN = **63** (Counseling Center, RISE, Transfer Center, Disability Resource Center, International Student Center, CalWorks, EOPS, West Sac, Davis, Puente)

B.   Analysis by grouped SARS codes

N = number of visits from SARS records for Fall 2010. Parenthetical information shows the SARS locations using this code.

Placement assessment: 1,188 visits = 42% of visits recorded in SARS for 0.0 freshmen in Fall 2010

- CPT = 497(Assessment)
- PL = 350 (Assessment)
- ENGLISH ESSAY = 298 (Assessment)
- NEWSTUDFRI = 49 (Assessment)
- ESL ESSAY = 20 (Assessment)
- ATB = 42 (Assessment)
- SENIOR SAT = 41 (Assessment)
- CHEMISTRY = 2 (Assessment)
- SAC = 1 (Assessment)
- DISTANT = 1(Assessment)
- MATH = 1 (Assessment)

Academic Counseling: 638 visits = 23% of visits recorded in SARS for 0.0 freshmen in Fall 2010

- ACADEMIC = 568 (Counseling Center, RISE, Transfer Center, International Student Center, West Sac, Davis, Puente)
- ED PLAN = 63 (Counseling Center, RISE, Transfer Center, Disability Resource Center, International Student Center, CalWorks, EOPS, West Sac, Davis, Puente)
- AA (degree audit) = 4 (Counseling Center, Transfer Center, International Student Center)
- EARLY (early alert) = 3 (Counseling Center)

Orientation: 294 visits = 10% of visits recorded in SARS for 0.0 freshmen in Fall 2010

- ORIENTATION = 197 (Orientation)

- ONLINE = 114 (Orientation)
- FULLMATRIC = 1 (Orientation)

First-time Contact or Intake: 264 visits = 9% of visits recorded in SARS for 0.0 freshmen in Fall 2010
- 1 INTAKE = 5 (Work Experience/Internship, EOPS)
- 1 CONTACT = 8 (Work Experience/Internship, EOPS)
- 1 ST TIME = 241 (Counseling Center, RISE, Transfer Center, and Puente)
- INTAKE = 10 (CalWorks)

Career-related Services: 93 visits = 3% of all visits recorded in SARS for 0.0 freshmen in Fall 2010
- 2CAREER = 1 (Work Experience/Internship, EOPS)
- 4 PLACEMENT = 1 (Work Experience/Internship)
- A.WEX = 8 (Work Experience/Internship)
- B.INTERNSHIP = 6 (Work Experience/Internship)
- CAREER = 14 (Counseling Center, RISE, Transfer Center, Puente, CalWorks, West SAC, Davis)
- INTERNSHIP = 2 (Work Experience/Internship)
- JOB = 41 (?)
- RESUME = 4 (Career and Job Development, CalWorks)
- WORKSHOP = 16 (Career and Job Development)

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.

READING

WRITING

MATH

STUDY SKILLS

Basic Skills Report – Key Points

Most students who take the placement assessment tests place into pre-transfer courses.

Courses with numbers lower than 300 are pre-transfer level courses. Courses with numbers less than 100 are pre-collegiate level courses. 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.

Results of SCC placement assessment tests (ACCUPLACER Date range 7/1/2009 to 10/15/2010)		
Discipline	**Percent placing into pre-transfer courses**	**Percent placing into pre-collegiate courses**
Reading	56.2%	25.8%
Writing	70.0%	41.5%
Math	96.2%	51.9%

Success rates in pre-transfer courses: students struggle with Math.

SCC student success rates in HCD courses related to basic skills vary substantially. Course success rates in English essential skills courses are generally similar to overall average course success rate at the College (approximately 65%). Success rates are above the college average for many ESL courses. Essential skills courses in Math have success rates well below the college average and often below 50%.

Discipline	**Number of essential skills courses analyzed**	**Courses with success rates below 50% in F10**
English - reading	3	0 (0%)
English - writing	5	0 (0%)
ESL	22	1 (4.5%)
Mathematics	11	8 (73%)

Basic skills classes fill up fast, but students are making progress.

For Fall 2011 pre-collegiate basic skills courses were about three-quarters full before the mid-point of priority 1 registration. This means that students with priority 0 registration (EOPS and DSPS students and veterans) were likely to be able to enroll in pre-collegiate basic skills classes before those classes filled. However, most other students would have found those classes full by the time their registration priority occurred.

The percentage of students who have completed essential skills courses increases as student complete more units overall. By the time they have completed 30-45 units about two thirds of students have completed at least one Math, English or ESL course at the college or transfer level.

Percent of students who have completed at least one college level essential skills course Fall 2010
(couses numbered 100 or above)
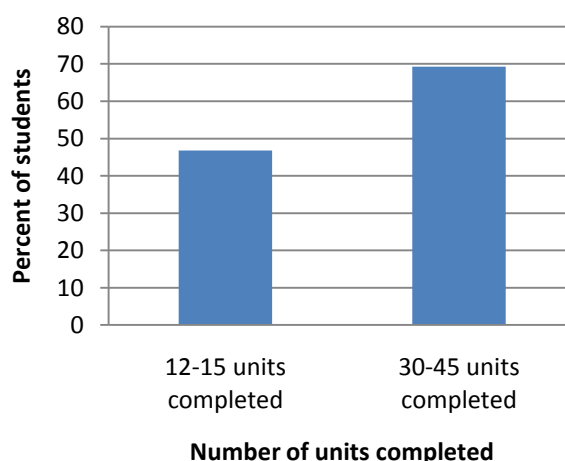
Basic Skills Report

Note: The term "basic skills" as used in statewide data refers to only pre-collegiate courses.   In this report, we use the term "essential skills" to include pre-transfer as well as pre-collegiate courses.

Assessment

SCC courses with numbers lower than 300 are pre-transfer level courses. Courses with numbers less than 100 are pre-collegiate level courses. The majority of SCC students who take assessment tests place into pre-transfer classes; substantial percentages place into pre-collegiate classes (SCC Placement Assessment Data, ACCUPLACER date range 7/1/2009 to 10/15/2010).

Placements resulting from SCC assessment tests			
ACCUPLACER Date range 7/1/2009 to 10/15/2010			
(Note: A student may have taken a given assessment test more than once.)			
Reading Placement	**Number**	**Percent**	**Cumulative Percent**
EngRd 10	1435	12.4	12.4
EngRd 11	1555	13.4	25.8
EngRd 110	3110	26.8	52.6
EngRd 310	996	8.6	61.2
Reading Competency Passed	4500	38.8	100.0
Total	11596	100.0	
Percent of placements to pre-collegiate Reading = 25.8%			
Percent of placements to pre-transfer Reading = 52.6%			
Writing Placement	**Number**	**Percent**	**Cumulative Percent**
Undetermined -Take ESL tests	329	4.2	4.2
EngWr 40 and EngWr 49	1261	16.0	20.2
EngWr 50 and EngWr 59	1678	21.3	41.5
EngWr 100	2252	28.6	70.0
EngWr 300	2364	30.0	100.0
Total	7884	100.0	
Percent of placements to pre-collegiate Writing = 41.5%			
Percent of placements to pre-transfer Writing = 70%			
ESL Placement	**Number**	**Percent**	**Cumulative Percent**
ESL-30	368	33.4	33.4
ESL-40	187	17.0	50.3
ESL-50	240	21.8	72.1
ESL-310	277	25.1	97.2
ESL-320	16	1.5	98.6
ESL-340	15	1.4	100.0
Total	1103	100.0	
Percent of placements to to pre-collegiate ESL = 72.1%			
Percent of placements to pre-transfer ESL = 72%			
Math Placement	**Number**	**Percent**	**Cumulative Percent**
Math-27 or Math-28	4763	39.3	39.3
Math-34	1519	12.5	51.9
Math-100	1896	15.7	67.5
Math-120 or Math-110	3474	28.7	96.2
Math-335 or Stat 300 or Math 342	283	2.3	98.5
Math-370 or Math-350	92	.8	99.3
Math-400	84	.7	100.0
Total	12111	100.0	
Percent of placements to pre-collegiate Math = 51.9%			
Percent of placements to pre-transfer Math = 96.2			

Essential Skills Success Rates

Note: The term "basic skills" as used in statewide data refers to only pre-collegiate courses. In this report, we use the term "essential skills" to include pre-transfer as well as pre-collegiate courses.

ARCC Metrics

The ARCC report provides summary information on some success measures for basics skills students. This data shows that the success rate for SCC students in credit English and Math basic skills courses slightly above the ARCC peer group average for this metric. The improvement rate indicates student progress through a course sequence. SCC is higher than the ARCC peer group average for the improvement rate for English and Math basic skills courses but slightly below the peer group average for ESL courses.

Metrics from the 2011 ARCC report for SCC that relate to basic skills.	SCC 2007-08	SCC 2008-09	SCC 2009-10	*Peer average 2009-10*	*SCC – Peer group average*
Successful course completion for credit basic skills courses	59.4%	61.7%	61.3%	*59.9%*	1.40%
Improvement rate for credit basic skills courses *	63.5%	63.1%	62.2%	*57.6%*	4.60%
Improvement rate for ESL courses *	54.6%	58.1%	56.6%	*58.7%*	-2.10%
*Notes: Improvement rates: 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. This metric was substantially affected by changes in the CB21 coding in 2011 and these numbers cannot be directly compared to the numbers in past ARCC reports.					

Success rates for specific pre-transfer essential skills courses at SCC

SCC student success rates in HCD courses related to basic skills vary substantially. Course success rates in English essential skills courses are generally similar to overall average course success rate at the College (approximately 65%). Success rates are above the college average for many ESL courses. Essential skills courses in Math have success rates well below the college average and often below 50%.

Discipline	Number of essential skills courses analyzed	Percent of those courses with success rates below 50% in F10
English - reading	3	0 (0%)
English - writing	5	0 (0%)
ESL	22	1 (4.5%)
Mathematics	11	8 (73%)

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.

ENGLISH Note: The "N" shown is the total number of students, successful + unsuccessful, in the course.	N F09	N F10	F 09 success	F 10 success
ENGLB 55 Individualized reading skills	639	576	59.5%	55.6%
ENGRD10 Basic reading skill development	129	140	65.9%	71.4%
ENGRD 11 Reading skill development	286	240	67.5%	61.3%
ENGRD 110 Comp. strat. vocab. dev.	485	450	69.9%	66.4%
ENGWR 40 Writing skills	306	249	61.8%	63.9%
ENGWR 49 Developmental English skills	407	344	62.9%	61.9%
ENGWR 50 Developmental writing	486	407	55.8%	59.7%
ENGWR 59 Intermediate English skills	541	475	72.8%	68.0%
ENGWR 100 College writing	1728	1660	73.1%	71.8%

ESL listening/speaking, reading, & writing Note: The "N" shown is the total number of students, successful + unsuccessful, in the course	N F09	N F10	F 09 success	F 10 success
ESL 40 ESL through computer technology	30	16	**86.67%**	62.5%
ESL 92 ESL Center - Intermediate independent lab	76	66	**47.37%**	**53.0%**
ESL 93 ESL Center - Advanced independent lab	14	7	57.14%	**28.6%**
ESL 114 Career communication skills -intermediate	20	20	**85.00%**	**100.0%**
ESLG 50 Intermediate-mid grammar	111	114	67.57%	**74.6%**
ESLL 30 Novice-high listening and speaking	83	115	73.49%	70.4%
ESLL 40 Intermediate-low listening and speaking	74	83	74.32%	73.5%
ESLL 50 Intermediate-mid listening and speaking	71	58	73.24%	**75.9%**
ESLL 90 ESL Center - Intermediate-low listening	76	90	**77.63%**	**76.7%**
ESLL 91 ESL Center - Intermediate-mid listening	64	64	**81.25%**	**81.3%**
ESLR 30 Novice-high reading	92	112	**77.17%**	67.9%
ESLR 40 Intermediate-low reading	97	92	71.13%	73.9%
ESLR 50 Intermediate-mid reading	124	118	74.19%	72.0%
ESLR 90 ESL Center: Intermediate-low reading	90	92	**78.89%**	**81.5%**
ESLR 91 ESL Center: Intermediate-mid reading	118	109	**88.98%**	**81.7%**
ESLR 92 ESL Center: Intermediate-high reading	115	109	**83.48%**	**84.4%**
ESLR 93 ESL Center: Advanced-low reading	76	57	**96.05%**	73.7%
ESLW 30 Novice-high writing	101	122	59.41%	59.8%
ESLW 40 Intermediate-low writing	115	119	74.78%	62.2%
ESLW 50 Intermediate-mid writing	128	121	57.81%	68.6%
ESLW 85 Parts of speech	21	24	**85.71%**	**83.3%**
ESLW 86 Spelling	22	22	**90.91%**	**95.5%**

MATH Note: The "N" shown is the total number of students, successful + unsuccessful, in the course	N F09	N F10	F 09 success	F 10 success
MATH 27 Self paced basic skills	556	482	**50.90%**	**49.6%**
MATH 28 Basic skills mathematics	N/A	140	N/A	58.6%
MATH 34 Pre-algebra	650	533	**46.00%**	**43.9%**
MATH 80 Math study skills	38	20	**36.84%**	60.0%
MATH 100 Elementary algebra	995	932	**33.87%**	**39.9%**
MATH 103 Elementary algebra – part 1	272	265	**34.93%**	**34.7%**
MATH 104 Elementary algebra – part 2	151	133	**51.66%**	**39.1%**
MATH 110 Elementary geometry	110	81	**40.91%**	**45.7%**
MATH 120 Intermediate algebra	1312	1227	**40.85%**	**43.5%**
MATH 123 Intermediate algebra – part 1	238	181	**28.57%**	**28.2%**
MATH 124 Intermediate algebra – part 2	97	116	**26.80%**	**54.3%**

Course success rates in pre-transfer level study skills classes
Pre-transfer level HCD courses support student success in essential skills disciplines as well as in other disciplines at the College. Success rates in most pre-transfer HCD courses are at or above the college average.

HSER 92 is an open-entry/open-exit courses that offers individualized work to help students with basic English and Math skills. The success rate in this course is below 50%.

HCD and HSER study skills courses	N F09	N F10	F 09 success	F 10 success
HCD 83 Diagnostic learning in English	39	32	**84.6%**	**93.6%**
HCD 84 Adv diagnostic learning in English	20	19	60.0%	73.7%
HCD 85 Diagnostic learning in Math	100	86	**79.0%**	**86.0%**
HCD 89 Study strategies lab	25	18	**80.0%**	66.7%
HCD 110 Building foundations for success	117	119	70.1%	70.6%
HCD 116 Orientation to college	87	128	**80.5%**	70.3%
HSER 92 Prerequisite skills assistance	128	70	**39.1%**	**48.6%**

Enrollment patterns and essential skills courses

Freshmen enrollment in pre-transfer essential skills courses

Pre-transfer essential skills courses are Math, English, or ESL courses with course numbers below 300.	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Number of students taking pre-transfer essential skills courses	7068	9131	7477	7131
Percent of students taking pre-transfer essential skills courses who were first time freshmen.	26.8%	26.0%	25.9%	20.9%
PRIE data using the self-reported first time freshmen indicator from the student applications in order to identify the student cohort.				

In Fall 2011 pre-collegiate basic skills courses reached their cap by 90 days before the beginning of the semester. Pre-collegiate basic skills courses were about three-quarters full before the mid-point of priority 1 registration. This means that students with priority 0 registration (EOPS and DSPS students and veterans) were likely to be able to enroll in pre-collegiate basic skills classes before those classes filled. However, most other students would have found those classes full by the time their registration priority occurred.

SCC Pre-Collegiate Basic Skills Duplicated Enrollment Cap, Enrollment, and Waitlist by Days Before or After Term: Fall 2011 (1st day of registration data = 4/25/11)

7
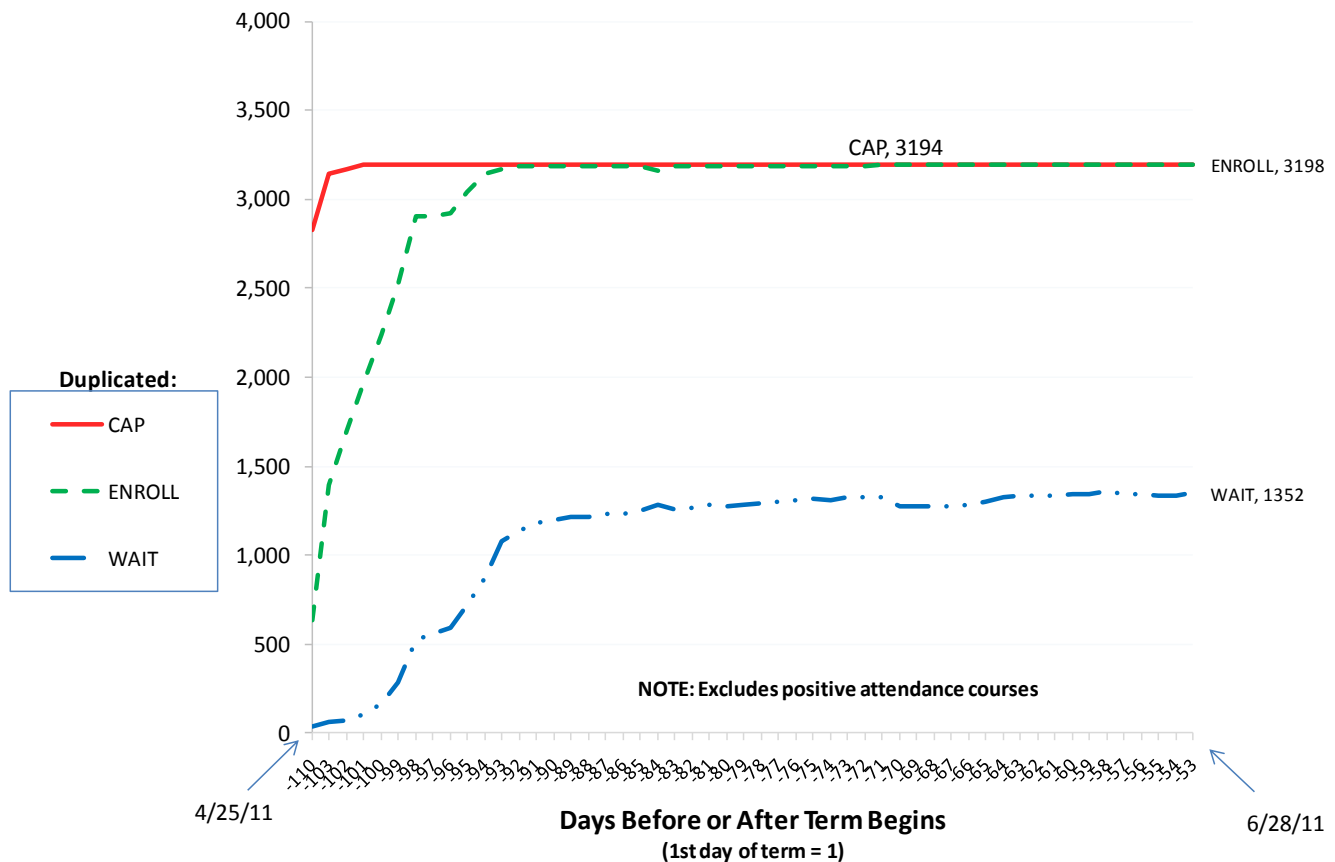
Completion of English, Math and ESL courses

The percentage of students who have completed essential skills courses increases as student complete more units overall. By the time they have completed 30-45 units about two thirds of students have completed at least one Math, English or ESL course at the college or transfer level.

Percentage of students who have completed Math, English, or ESL courses	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Students who completed 12-15 Units				
Number	1892	2014	2087	1894
Percent who completed any pre-collegiate Math, English, or ESL courses (courses numbered below 100)*	26.0%	28.7%	27.8%	26.2%
Percent who completed any college or transfer level Math, English, or ESL courses (courses numbered 100 or above)**	45.9%	47.7%	46.4%	46.8%
Students who completed 30-45 Units				
Number	2890	3173	3435	3437
Percent who completed any pre-collegiate Math, English, or ESL courses (courses numbered below 100)*	32.7%	31.6%	35.1%	35.9%
Percent who completed any college or transfer level Math, English, or ESL courses (courses numbered 100 or above)**	64.6%	64.9%	67.5%	69.3%
Notes: *Only SCC courses were included in the analyses. Some students may have taken courses at other colleges.* **Some students do not need to take pre-collegiate basic skills courses.* ***Some students have taken both pre-collegiate and collegiate levels courses and so may be counted in both of those categories.*				

Percent of students who have completed at least one college level essential skills course Fall 2010
(couses numbered 100 or above)

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 Language 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

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.

Student Achievement Report - Key Points

Some achievement gaps persist, others are narrowing.

Course success rates by ethnicity
(Source: LRCCD, EOS Research Database files)
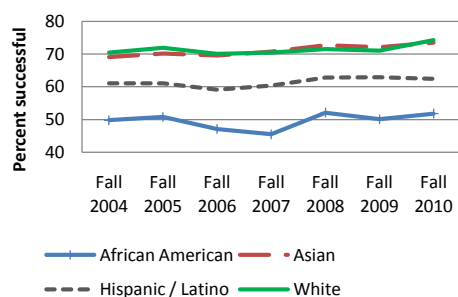
Achievement gaps occur between groups of students. The largest gaps are between students from different racial/ethnic groups**.** These gaps have not narrowed over recent years. Smaller achievement gaps occur between students from different age groups; these gaps have been narrowing in recent years.

A different sort of achievement gap exists between success of students in DE course and those in face-to-face courses. For example, online courses typically have lower success rates than face to face courses and success in online classes varies by discipline

.

Mixed news on basic skills – Some low course success rates.

Basic skills disciplines vary in course success. The success rate for basic skills reading and writing courses are similar to the overall college average course success rate. The success rates for basic skills mathematics courses is substantially lower than the overall college average course success rate.

College efforts to improve the success of basic skills students may be working – the ARCC basic skills improvement rate for SCC is over 5 percentage points above the ARCC peer group average; SCC also fairs well when compared to a group of similar colleges defined by PRIE.

SCC compared to similar colleges: Students stay in school but move toward completion relatively slowly.

Compared to our ARCC peer group SCC is below average for the percent of students who complete 30 or more units. However we are above the ARCC peer group average for the percent of students who stay in school *somewhere* in the community college system.

We also compared SCC to a group of colleges similar to SCC in size, multi-campus district status, urbanicity, demographic diversity, student financial aid and percentage of part-time students. This comparison suggests that SCC students are making progress toward degrees, certificates and/or transfer but are struggling with their courses and are accumulating units relatively slowly (see insert at right).

When compared to a group of similar colleges, SCC has…
- a low average course success rate
- a high achievement gap
- low year to year persistence at SCC
- moderate year to year persistence anywhere in the system
- moderate to high graduation rates
- high student progress and achievement rate (includes program completion and transfer ready status)
- a moderate rate of students earning 30+ units
- a high basic skills improvement rate

Student Achievement Report – Details

Trends over time in overall course success rate:

The overall course success rate at SCC has been relatively steady for many years, with minor flucuations.   The vertical line on the graph below indicates the year 1980; the overall course success rate has been relatively stable since 1981. Currently the overall course success rate is approximately 65%.
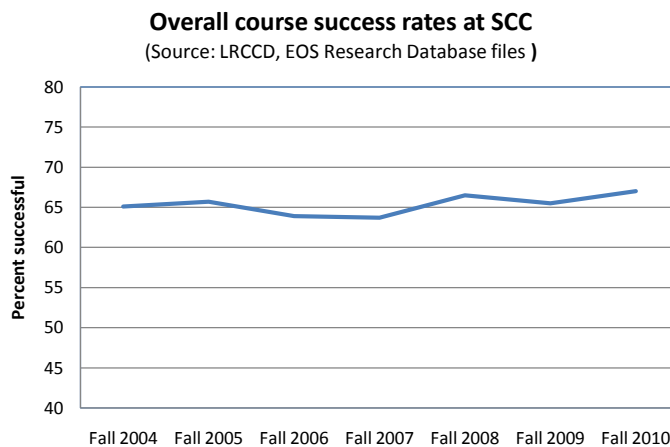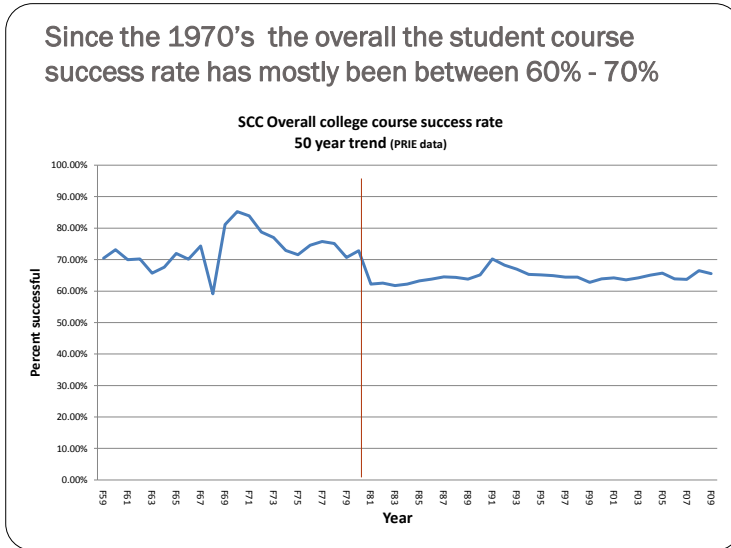
Since the 1970's the overall the student course success rate has mostly been between 60% - 70%

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

Overall course success rates at SCC
(Source: LRCCD, EOS Research Database files **)**

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

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

Success by student characteristic: Achievement Gaps

Achievement gaps between groups of students have been of concern for some time. There are large and persistent gaps in course success between students from different racial/ethnic groupsStudents from some racial/ethnic groups have substantially lower course success rates than do students from other groups. These gaps have shown no signs of decreasing over the past several years.

Course success rates by ethnicity

(Source: LRCCD, EOS Research Database files)

Source: Los Rios Community College District Research Database as reported in PRIE planning data files.
(Course success rates reflect the percent of student enrollments that are successful in courses by earning grades A, B, C or Pass/Credit)

Smaller achievement gaps occur between students from different age groups; some of those gaps seem to be narrowing somewhat in recent years. The youngest students (under 18 years old) and the oldest students (over 40 years old) have the highest course success rates. Except for the 21-24 year old age group, the achievement gaps between students of different ages have been decreasing. In particular, students aged 18-20 have demonstrated increasing course success rates over the past several years. The success rate of recent high school graduates has also been increasing and now exceeds that of all other students.

Course success rates by age group

(Source: LRCCD, EOS Research Database files)

Source: Los Rios Community College District Research Database as reported in PRIE planning data files.
(Course success rates reflect the percent of student enrollments that are successful in courses by earning grades A, B, C or Pass/Credit)

4

Course success rates of recent high school graduates and all other students
(Source: LRCCD, EOS Research Database files)

Female students have slightly higher success rates than male students but the gap is small.

SCC Fall EOS Course Success Rate: All Students by Gender

	F	M
SCC - Fall 2006	64.8	62.6
SCC - Fall 2010	67.8	65.9

Technical Notes:
Cource: Los Rios Community College District Research Database files. Students who dropped all of their courses prior to the deadline have been excluded. ** Outcome data for less than five students will not be reported.
Course success rates reflect the percent of student enrollments that are successful in courses by earning grades A, B, C or Credit.
Average units completed are based on units for which grades A-D and Credit (Cr) are awarded.

It is possible that some of the achievement gaps seen between students from different demographic groups may be related to socio-economic factors. Course success rates increase with student income level. Students of middle or above income have much higher course success rates than students with income below the poverty line. In addition, first-generation college students have a slightly lower course success rate than students who are not the first in their family to attend college. Full time students (those carrying 12 or more units) have somewhat higher course success rates than part time students. Among part time students, those carrying fewer than 6 units have slightly higher course success rates than those carrying 6 to 11.9 units.
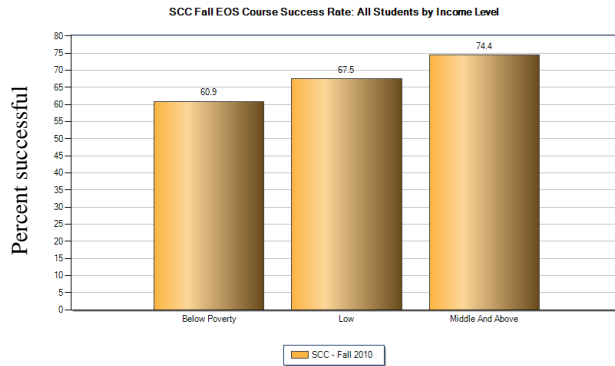
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SCC Fall EOS Course Success Rate: All Students by Income Level

Percent successful

Below Poverty	Low	Middle And Above
60.9	67.5	74.4

SCC - Fall 2010

SCC Fall EOS Course Success Rate: All Students by 1st Generation

Percent successful

	N	Y
SCC - Fall 2006	64.7	62.4
SCC - Fall 2010	68.5	64.5

SCC - Fall 2006   SCC - Fall 2010

SCC Fall EOS Course Success Rate: All Students by Unit Load

Percent successful

	12 Or Over	6 - 11.99	Up To 5.9
SCC - Fall 2006	68.2	57.7	63.1
SCC - Fall 2010	71.8	61.5	64.5

SCC - Fall 2006   SCC - Fall 2010
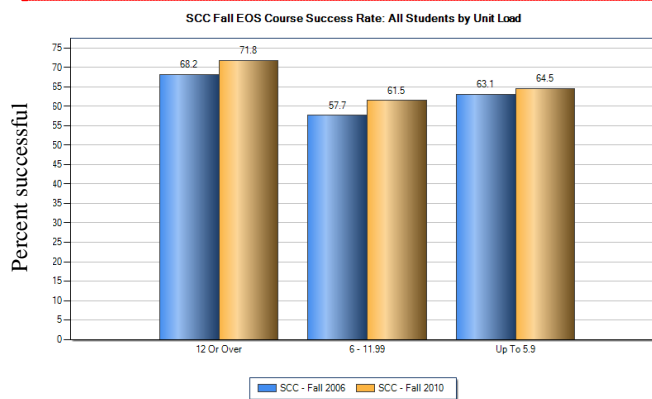
Technical Notes: Source: Los Rios Community College District Research Database files. Students who dropped all of their courses prior to the deadline have been excluded. ** Outcome data for less than five students will not be reported.
Course success rates reflect the percent of student enrollments that are successful in courses by earning grades A, B, C or Credit.
Average units completed are based on units for which grades A-D and Credit (Cr) are awarded.
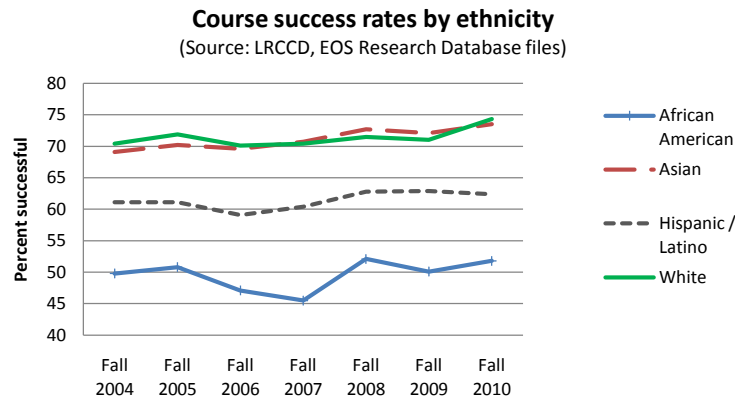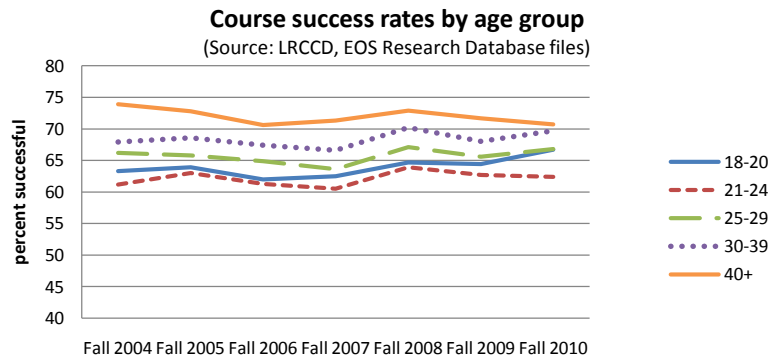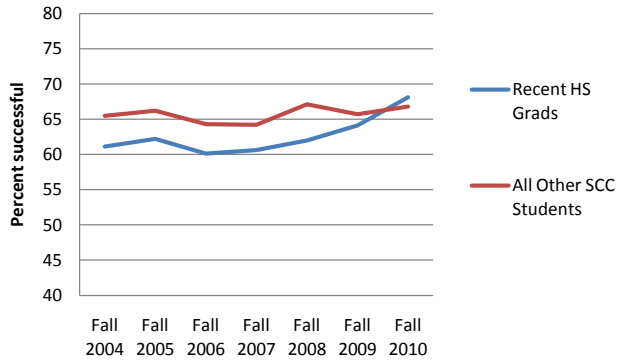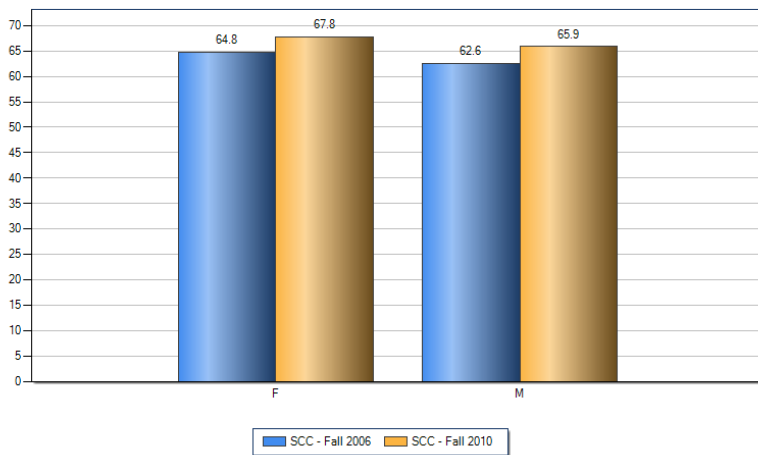Source: Los Rios Community College District Research Database as reported in PRIE planning data files.

Success by course characteristics: Academic Discipline, modality and basic skills status

Course success rates vary by general academic discipline. For most disciplines the course success rate has not changed substantially over the past 3 years. However, over that time period, course success has increased by 5 or more percentage points for Biological Sciences and Information Technology.

Fall Semester Course Success Rates by General Academic Discipline (note: A, B, C, and Pass grades count as course success)				
General Academic Discipline (as defined by TOP code*)	SCC rates F08	SCC rates F09	*SCC rates F10*	*SCC Change F08-F10*
Biological Sciences	51	53	58	+7
Business and Management	63	59	59	-4
Engineering and Industrial Technologies	74	75	74	0
Family and Consumer Sciences	61	62	63	+2
Fine and Applied Arts	63	64	66	+3
Foreign Language	62	62	61	-1
Health (Allied health fields)	83	82	83	0
Humanities & Letters	66	65	66	0
Information Technology	63	63	68	+5
Mathematics	44	43	45	+1
Media and Communications	61	61	61	0
Physical Education	71	68	68	-3
Physical Sciences	65	65	67	+2
Social Sciences	57	57	59	+2
CCCCO Data mart course success rates by program (as defined by TOP code) rounded to nearest percent. *TOP codes are numerical codes used at the state level to collect and report information on programs and courses. 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.)*				

Success rates are somewhat higher in non-basic skills courses in reading, writing, and math than in basic skills course in those disciplines. The s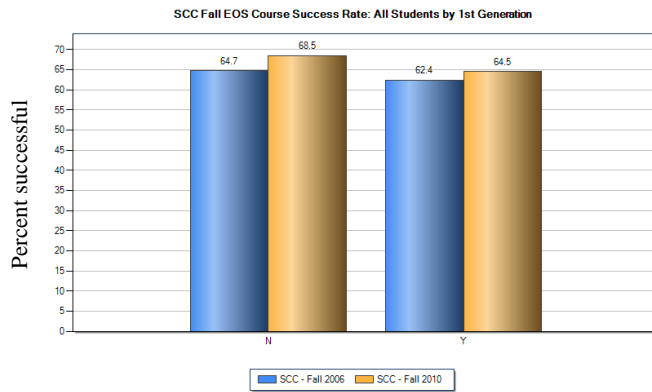uccess rate for basic skills reading courses is similar to the overall college average course success rate and that for basic skills writing is slightly below the college average. The success rate for basic skills mathematics courses is substantially lower than the overall college average course success rate, but is only slightly lower than that for non-basic skills mathematics courses.

Fall 2010 Semester Course Success Rates by Basic Skills Status SCC Math, Writing, and Reading courses with numbers below 100 are considered pre-collegiate "basic skills" by CCCCO definitions. CCCCO data define disciplines by TOP code.			
		Enrollments	**Success Rate (%)**
English Writing	Basic Skills	1,559	60.23
English Writing	Non-Basic-skills	4,052	67.35
English Reading	Basic Skills	889	64.68
English Reading	Non-Basic-skills	893	68.09
Mathematics Skills (Math 27, 28, 34)	Basic Skills	1,264	43.91
Mathematics, General	Non-Basic-skills	5,327	45.17
(Data source: CCCCO Data mart, data for Fall 2010)			

Online courses typically have lower success rates than face to face courses and success in online classes varies by discipline. Fall 2010 data show that students in online courses in Family and Consumer Science, Humanities, and Mathematics courses have success rates that are ten or more percentage points below those of face-to-face classes in the same discipline. For Fall 2010, students in online courses in Physical Sciences have higher success rates in online classes than in face-to-face classes. The following table shows the percent of student who were successful in face-to-face and in online courses by academic discipline (success = grades A, B, C, or Pass).

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	Online F2010	Face to Face 2010	Fall 2010 Difference Online – Face to Face
Business and Management	--	64	55	66	61	62	58	**+3**
Family and Consumer Sciences	53	58	50	53	57	52	65	**-13**
Fine and Applied Arts	65	56	51	58	54	63	65	**-2**
Health (Includes health professions, Dental & Nursing, etc.)	--	--	78	77	69	78	83	**-5**
Humanities & Letters (Humanities, English, Philosophy, etc.)	61	59	51	52	51	52	66	**-14**
Information Technology	57	60	55	62	66	69	64	**+5**
Interdisciplinary Studies (general studies)	--	73	50	61	64	68	65	**+3**
Mathematics	22	23	--	27	25	35	45	**-10**
Physical Sciences	--	--	--	--	76	75	67	**+8**
Psychology	--	--	--	--	79	62	64	**-2**
Social Sciences	59	59	41	53	50	51	60	**-9**
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 success rates reflect the percent of student enrollments that are successful = grades C or Pass/Credit)								

ARCC and IPEDS measures of student achievement

The report includes performance indicators related to student progress through programs of study toward transfer and degree/certificate completion as well as student achievement in vocational and basic skills courses. There has been little change in these measures for SCC over the past three time periods. *The ARCC metrics suggest that, although they are staying in school, SCC students are accumulating units and moving toward completion or transfer fairly slowly.*

Items related to student progress through programs:

- Student Progress and Achievement Rate: This metric reflects the percent of students who reach major milestones by completing a degree or certificate, transferring, or becoming ready to transfer. SCC is up slightly over the last few years.
- Percent of students who earn 30+ units: This measures the percentage of first time students who showed intent to complete and who earned at least 30 units in the community college system. SCC is down slightly over the last few years.
- Persistence rate: This measures the percent of first time students with a minimum of 6 units who persisted (from Fall to Fall) anywhere in the CCC system. For SCC, this number has increased slightly over the last few years.
- Improvement rate for ESL courses: The numbers reported in the 2011 ARCC report show a slight decline for SCC over the last few years.
- Improvement rate for credit basic skills courses: The numbers reported in the 2011 ARCC report show a slight decline for SCC over the last few years.
- Annual successful course completion for credit vocational courses: The SCC number is essentially the same for 2009-10 and 2008-2009.
- Annual successful course completion for credit basic skills courses: This variable, as reported for SCC in the 2011 ARCC report, did not change much from 2008-09 to 2009-10.

Student program progress metrics from the 2011 ARCC report for SCC	SCC 2007-08	SCC 2008-09	*SCC 2009-10*
Student progress and achievement rate	57.4%	52.6%	*57.1%*
Percent of students who earn 30+ units	69.8%	73.9%	*69.5%*
Persistence rate (in the CCC system)	71.5%	71.5%	*74.3%*
Improvement rate for credit basic skills courses	63.5%	63.1%	62.2%
Improvement rate for ESL courses	54.6%	58.1%	56.6%
Successful course completion for credit vocational courses	67.3%	71.1%	69.9%
Successful course completion for credit basic skills courses	59.4%	61.7%	61.3%
Improvement rates were substantially affected by changes in the CB21 coding			

There has been little change in most of the ARCC measures for SCC over the past three cohorts. Taken together, these items suggest that, although they are staying in school, SCC students are accumulating units and finishing programs fairly slowly. This view is supported by data showing that in Fall 2009 over a third (36%) of SCC students enrolled in less than 6 units. If one third of our students are carrying less than 6 units per semester it would be unsurprising that their progress toward completion, transfer, or 30+ units would be somewhat low. This may also be related to changing economic conditions in the Sacramento area. College data indicate that the number of students reporting household income below the poverty line increased from Fall 2006 through Fall 2009, reaching 34% in Fall 2009. During this same time, the percent of students who were unemployed increased substantially.

**Student progress metrics
from the 2011 ARCC report for SCC**

- Student progress and achievement rate
- Percent of students who earn 30+ units
- Persistence rate

02-03 to 07-08   03-04 to 08-09   04-05 to 09-10

**Student course achievement metrics from the 2011 ARCC
report for SCC**

- Successful course completion for credit vocational courses
- Successful course completion for credit basic skills courses
- Improvement rate for ESL courses *
- Improvement rate for credit basic skills courses *

2007-08   2008-09   2009-10

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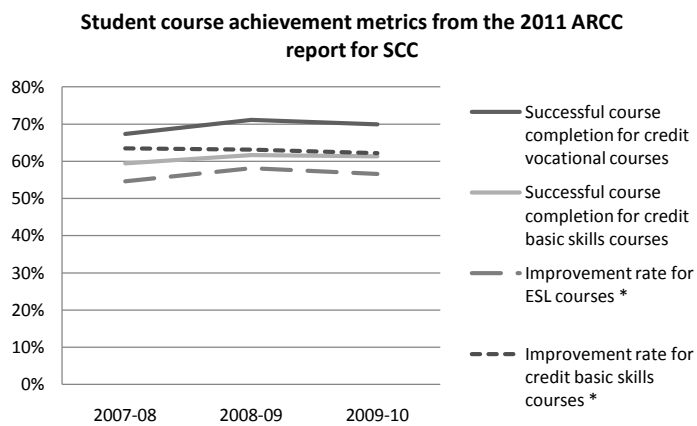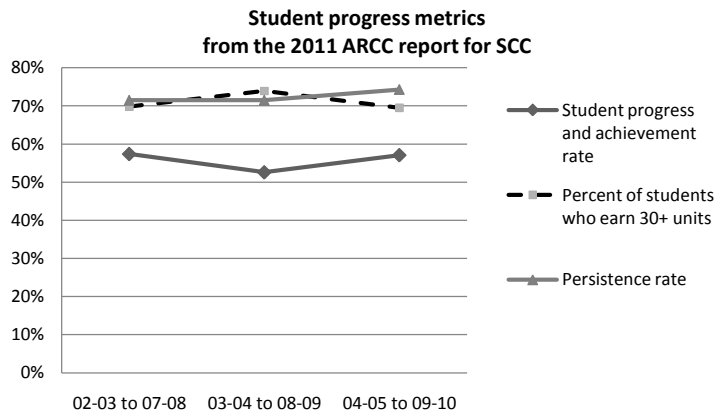
Student achievement of degrees and certificates

Student education goal: SCC students report a wide range of educational goals, with transfer to a four year school being the most common goal. The graph below shows the percent of students with various educational

SCC Students' Education Goal Distribution
(Fall 2005 to Fall 2010)

Fall	Transfer w/ AA	Transfer w/out AA	AA w/o Transfer	Vocational (with or w/o Cert.)	Basic Skills/ Personal Dev.	Unspecified	* 4-Yr Meeting 4-Yr Reqs.	Total
2006	37.6%	15.5%	10.5%	12.8%	8.9%	14.7%	N/A	22,768
2007	37.5%	12.5%	10.7%	12.3%	7.5%	10.7%	8.8%	24,602
2008	38.5%	12.4%	11.3%	11.5%	6.9%	10.4%	9.0%	25,788
2009	40.7%	12.9%	12.2%	6.4%	10.4%	9.3%	8.1%	27,028
2010	44.8%	13.4%	13.8%	6.4%	7.0%	6.3%	8.3%	24,781
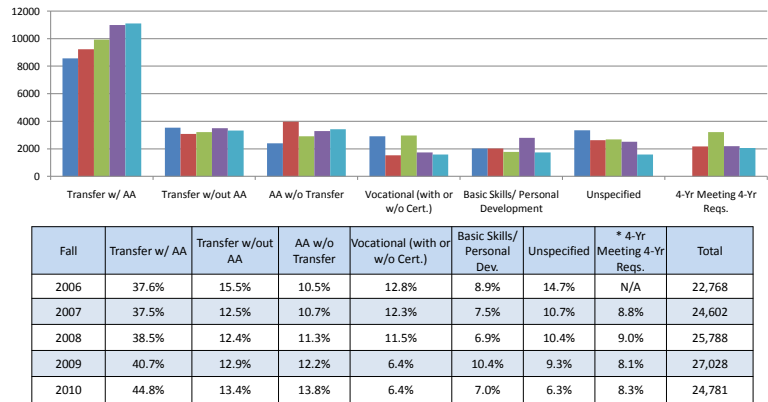
Note: New category as of 2007

Source: EOS Profile

goals in Fall 2009.

Degrees and certificates awarded:

The number of degrees and certificates awarded increased as enrollment increased from 2005 to 2009 and then decreased slightly in 2010. (Data not available for 2010-11 as of August 25, 2011)

SCC Degrees & Certificates Awarded
Academic Year 2004-05 to Academic Year 2009-10

	Associate Degrees		Certificates		
	Number	Percent	Number	Percent	Total
FY 2004-05	886	70.5%	371	29.5%	1,257
FY 2005-06	948	73.4%	344	26.6%	1,292
FY 2006-07	1,073	75.8%	343	24.2%	1,416
FY 2007-08	1,018	73.8%	361	26.2%	1,379
FY 2008-09	1,258	74.3%	434	25.7%	1,692
FY 2009-10	1,244	77.8%	354	22.2%	1,598
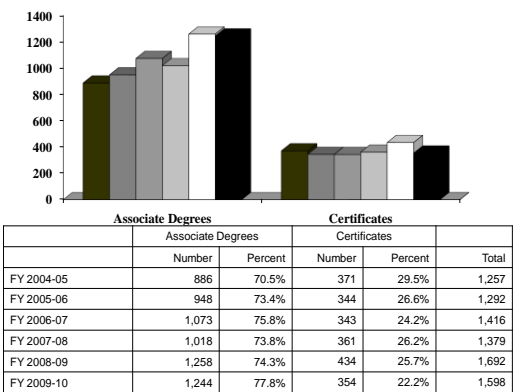
Note: graduates may receive more than one degree or certificate.

Source: Awards File

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

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Transfer

Total tranfers to CSU and UC from Sacramento City college have been declining since the 2004-2005 academic year. Data from the LRCCD Institutitional Research Office suggest that this may be because more students are transfering to privite schools and to out of state schools.

Tranfers from SCC to CSU and UC
(CPEC transfer pathways data)
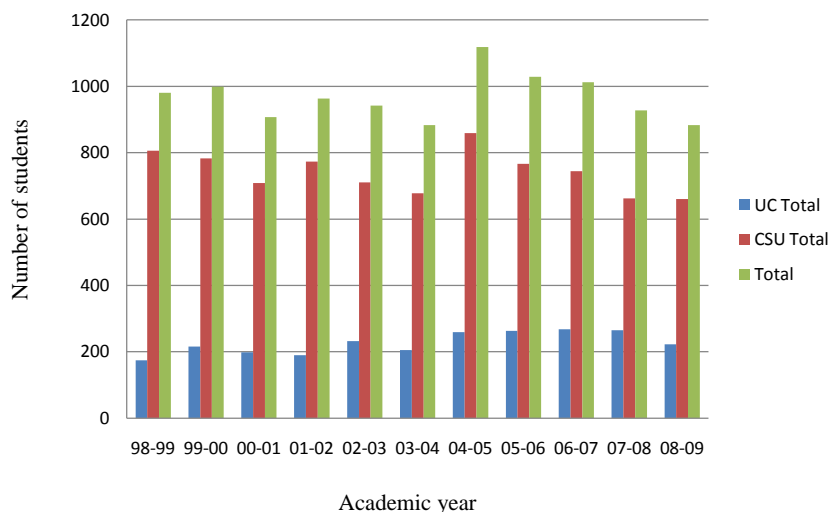
A study by the LRCCD Office of Institutional Research showed that an increasing number of students appear to be transferring to institutions other than CSU and UC universities. That research notes that (quoted from the study):

Over the three year period, LRCCD transfers to all UC and CSU campuses declined by 23.3%, from 2,899 to 2,222. Seventy-five percent of Los Rios students transfer to a California State University campus; this decline is mainly attributable to the decrease in CSU transfers. Comparatively, LRCCD students transferring to a University of California campus remains relatively steady, decreasing by 24 students across all UC campuses.

Los Rios colleges continue to prepare students for transfer; the 3,974 students meeting transfer ready criteria in Fall 2008 (60 transferable units including math and English) increased by 15.7% to 4,597 in Fall 2009. The most recent 5,012 Fall 2010 transfer ready students show the numbers continue to increase.

Many Los Rios students are seeking alternative transfer and enrollment options to meet their educational goals; in just three years the numbers of LRCCD students enrolling in an in-state-private or out-of-state public or private college or university has increased by 25.3%, from 2,564 in 2007-08 to 3,213 students in 2009-10.

Los Rios students enrolling in University of Phoenix continue to increase; by 28.5% from 1,108 in 2007-08 to 1,424 in 2009-10.

(The Transfer Collective: Los Rios Community College District Students Find Their Way, July 2011, Betty Glyer-Culver, Research Analyst, Office of Institutional Research.

The Transfer Velocity project from the State Chancellor's Office provides data that tell us something about transfer time lines (data accessible on the CCCCO data mart). The Transfer Velocity project tracks students who have shown intent to transfer by completing at least 12 units and attempting transfer level Math or English. These students' transfer outcomes are calculated for a variety of time after initial enrollment at the college. Data are available for students starting at SCC in 2004-05 or earlier. The data shows that for students starting at SCC between 2000-01 and 2004-05 only a small percentage transfer after 1 or 2 years. However, the number increases over time, and after 7 years following initial enrollment at SCC, about 50% have transferred. After 10 years the number is close to 60%.

Percent of those students who completed at least 12 units and attempted transfer level math or English who tranferred within "X" years of starting at SCC (CCCCO Transfer Velocity Project data)
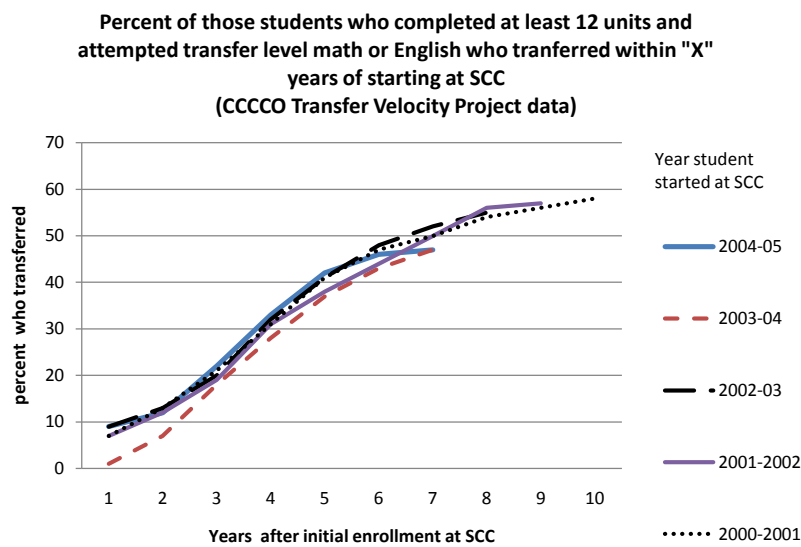
Student Achievement - SCC compared to other community colleges

In this section we compare various measures of student achievement for SCC, our ARCC defined peer group, a PRIE defined peer group of colleges similar to SCC, and the state average for all California Community Colleges.

A. Comparison to the ARCC defined peer groups:

One of the ways to compare our numbers to those of other colleges is to use the peer groups defined by ARCC. The comparison to the ARCC defined peer group is shown in the table below.

Student program progress metrics from the 2011 ARCC report for SCC	SCC 2009-10	ARCC peer average 2009-10	SCC – ARCC peer group average
Student progress and achievement rate	57.1%	60.7%	-3.60%
Percent of students who earn 30+ units	69.5%	75.1%	-5.60%
Persistence rate (in the CCC system)	74.3%	70.8%	3.50%
Improvement rate for credit basic skills courses	62.2%	57.6%	4.60%
Improvement rate for ESL courses	56.6%	58.7%	-2.10%
Successful course completion for credit vocational courses	69.9%	73.8%	-3.90%
Successful course completion for credit basic skills courses	61.3%	59.9%	1.40%
Note: Improvement rates were substantially affected by changes in the CB21 coding			

Information related to basic skills courses shows areas of promise and areas of concern. College efforts to improve the success of basic skills students may be working – the ARCC basic skills improvement rate for SCC is over 5 percentage points above the peer group average. After having been substantially above the peer group mean for the ESL improvement rate in the past, SCC is now slightly below the peer group average for this variable. However, college data indicate that in Fall 2009 ESL courses typically had success rates above the college average.

B. Comparison to a group of colleges similar to SCC on selected characteristics:

In the section above we compared SCC's ARCC measures to those of other colleges using peer groups defined by ARCC. PRIE developed another comparison group based on IPEDS (the Integrated Post-secondary Education Data System) data. This comparison allows us to select the characteristics we feel are most appropriate for comparison purposes. It also allows us to compare a broader range of variables. IPEDS data was used to develop a self-defined peer group for comparison to SCC (all data from IPEDs for 2009). The colleges in this group have the following characteristics:

- enrollment category = greater than 10,000
- part of a multi-campus district
- urban setting
- less than 50% white students
- similar to SCC on percent of students on financial aid (range = 49% to 70%, SCC = 58%)
- similar to SCC on full time to part time ratio for students (range of FT/PT = .34 to .40, SCC = .37)

When the ARCC and IPEDS measures are compared for this group of colleges SCC has:

- a low average course success rate
- a high achievement gap
- low year to year persistence at SCC
- moderate year to year persistence anywhere in the system
- moderate to high graduation rates
- high student progress and achievement rate (includes program completion and transfer ready status)
- a moderate rate of students earning 30+ units
- a high basic skills improvement rate

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This comparison suggests that SCC students are making progress toward degrees, certificates and/or transfer but are struggling with their courses and are accumulating units relatively slowly.

SCC compared to similar colleges on IPEDS and ARCC measures – Summary (See the PRIE Benchmarks Report for more detailed analysis)			
Measure	**Group low**	**Group high**	**SCC**
Average course success rate (IPEDS)	61	71	62 (low)
Achievement gap in course success between racial/ethnic groups (IPEDS)	15	21	22 (high)
Year to year persistence of full time students at SCC (IPEDS).	44	76	44 (low)
Year to year persistence anywhere in the CCC system (ARCC)	57	78	74 (moderate)
Graduation rate within 4 years (IPEDS)	16	36	27 (moderate)
Student progress and achievement rate (includes program completion, transfer and transfer-ready status) (ARCC)	41	57	57 (high)
Rate of students earning 30+ units (ARCC)	67	74	70 (moderate)
Basic skills improvement rate (a measure of movement up the basic skills course sequence) (ARCC)	50	66	62 (moderate)

C. Comparison to the state average:

Data from the California Community College Chancellor's Office allow a comparison between SCC and the overall statewide rate. The results show that:

- SCC course success rates are lower than the state average for students in all ethnic and age groups.
- SCC course success rates are lower than the state for almost all academic disciplines.

Fall Course Success Rates by Demographic Group - SCC Compared to State Average			
Ethnicity	**SCC Fall 10**	**State Average Fall 10**	***SCC Compared to State Average F10***
African-American	48	56	-8
American Indian/Alaskan Native	59	65	-6
Hispanic	59	65	-6
Pacific Islander	60	63	-3
Unknown	63	71	-8
Filipino	66	71	-5
White Non-Hispanic	70	73	-3
Asian	70	75	-5
Age Group			
1 - < 18	71	75	-4
18 & 19	65	67	-2
20 to 24	62	65	-4
25 to 29	62	69	-7
30 to 34	64	72	-8
35 to 39	66	74	-8
40 to 49	63	76	-13
50 +	67	78	-11
CCCCO Data mart course success rates rounded to nearest percent			

Fall Semester Course Success Rates by Academic Discipline - SCC Compared to State Average			
General Academic Discipline (as defined by TOP code*)	*SCC rates F10*	Fall 10 State	*SCC compared to state average F10*
Biological Sciences	58	66	-8
Business and Management	59	64	-5
Engineering and Industrial Technologies	74	78	-4
Family and Consumer Sciences	63	72	-9
Fine and Applied Arts	66	72	-6
Foreign Language	61	68	-7
Health (Allied health fields)	83	84	-1
Humanities & Letters	66	68	-2
Information Technology	68	32	+4
Mathematics	45	55	-10
Media and Communications	61	70	-9
Physical Education	68	77	-9
Physical Sciences	67	66	+1
Social Sciences	59	63	-4
CCCCO Data mart course success rates by program (as defined by TOP code) rounded to nearest percent *TOP codes are numerical codes used at the state level to collect and report information on programs and courses.*			

Student Learning Outcomes Report

Student Learning Outcomes Report – Key Points

SLOs are being widely assessed and changes are planned in response to SLO assessment results.

College programs completed SLO assessment plans indicating which course assessments would be reported each semester over 6 years. Departments began work on the revised SLO annual reporting forms including types of assessments, the assessment results, and planned changes. The first year of assessment reporting included information from over 100 courses, although not all were received in time to be analyzed for this report. A wide range of methods were used to assess SLOs across the college. The most commonly used assessment methods were: exams and quizzes occurring throughout the course; final exams and projects; and homework, essays, papers, reports and other assignments. As a result of the assessment of SLOs, faculty reported a variety of planned changes to their courses. Plans to modify teaching methods and changes in exams or assignments were commonly reported. Changes in teaching methods are planned for over 50 courses in response to the assessment of SLOs.

Change planned in response to SLO assessment
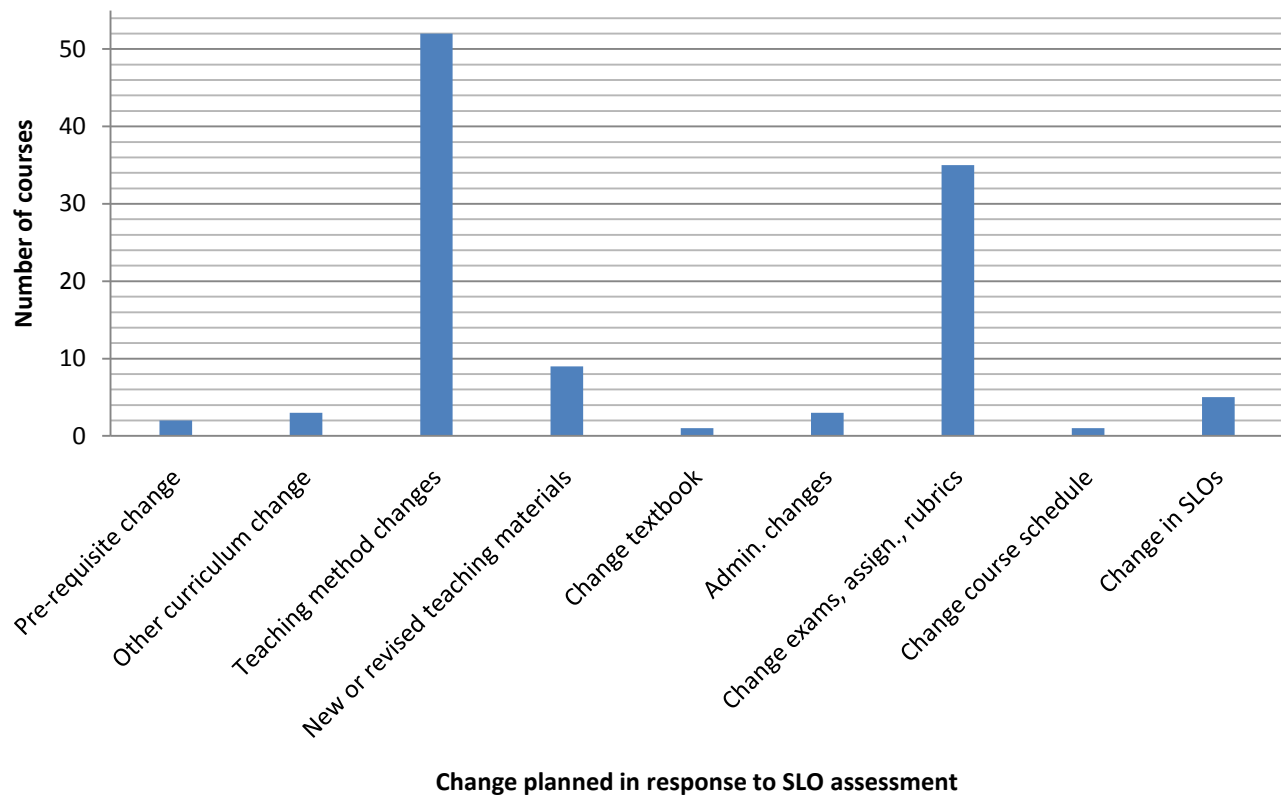
Student Learning Outcomes Report – Detailed Analysis

Student Learning Outcomes Planning and Reporting Processes

Each year the College must submit a summary of SLO data to ACCJC (the accrediting body for SCC). Data for that report is gathered from each department across the college. The 2011 report showed the following:

- 98% of all college courses have defined Student Learning Outcomes (same as 2009).
  Note: Nearly all courses without defined SLOs are "topics in" or "experimental offerings" courses.
- 55% of all college courses have on-going assessment of learning outcomes (up from 33% in 2009).
- 95% percent of all college programs have defined Student Learning Outcomes (up from 89% in 2009).
- 49% percent of college programs have on-going assessment of learning outcomes (up from 31% in 2009).
- 100% of student service units have defined Student Learning Outcomes.
- 100% of student service units have ongoing SLO assessment.

(Data sources - Course-Level SLO Summary Statistics from SOCRATES and spreadsheets completed by all departments)

A variety of SLO planning and reporting activities occurred during the 2010-11 academic year.

Fall 2010
- Convocation kicked off renewed SLO implementation activities.

- A new process for department planning for course SLO assessment reporting was disseminated.

- The SLO coordinator and SLO analyst set office hours to work with faculty on SLO implementation.

- College programs completed SLO assessment plans indicating which course assessments would be reported each semester over 6 years.

- Departments began work on the revised SLO annual reporting forms including types of assessments, the assessment results, and planned changes.

- Math and CIS provided exemplary models for the departmental analysis of course SLO assessment.

- Course SLO assessment planning forms were completed by instructional departments.

Spring 2011
- Formal course SLO reports were collected based on the course SLO planning forms filed in Fall 2010. Course SLOs were widely assessed across the colleges. The results of the assessments were used by the departments to plan changes to improve student learning.

- The SLO subcommittee began work on how to evaluate and analyze the results of the SLO assessment report for dissemination, dialogue, and strategic planning.

- The SLO subcommittee discussed the use of CCSSE data as indicators of General Education Learning Outcomes at the college.

- SCC departments completed a mapping of GE courses to GE learning outcomes. The SLO subcommittee discusses models of using course-embedded assessment for GE learning outcomes.

The figure below shows a summary of the SLO assessment methods used in 2010-11 in the 87 courses for which SLO assessment reports were filed between Fall 2010 and Summer 2011. (The first year of assessment reporting included reports from over 100 courses, but not all were received in time to be analyzed for this paper.) A wide range of methods were used to assess SLOs across the college. The most commonly used assessment methods used were: exams and quizzes occurring throughout the course; final exams and projects; and homework, essays, papers, reports and other assignments.

SLO Assessment Method
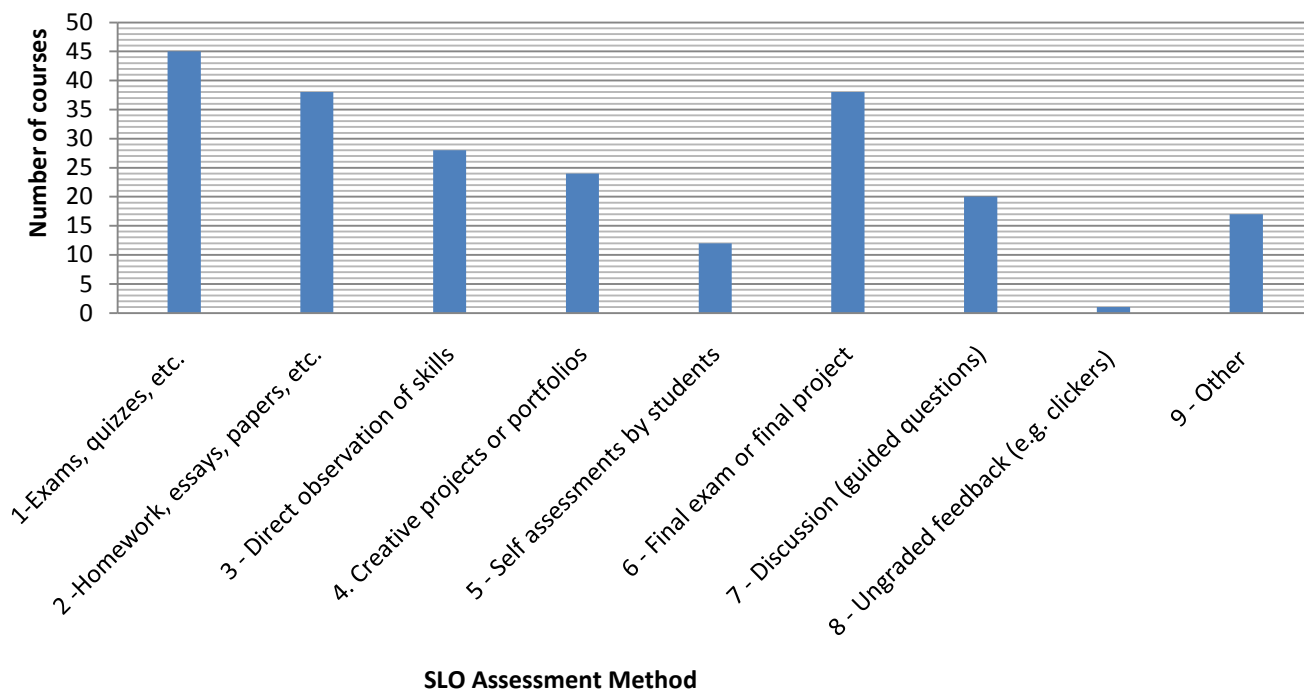
As a result of the assessment of SLOs, faculty reported a variety of planned changes to their courses. The figure below shows a summary of the changes planned in response to SLO assessment in courses for which SLO assessment reports were filed between Fall 2010 and Summer 2011 (87 courses). Plans to modify teaching methods and changes in exams or assignments were widely reported.

Change planned in response to SLO assessment
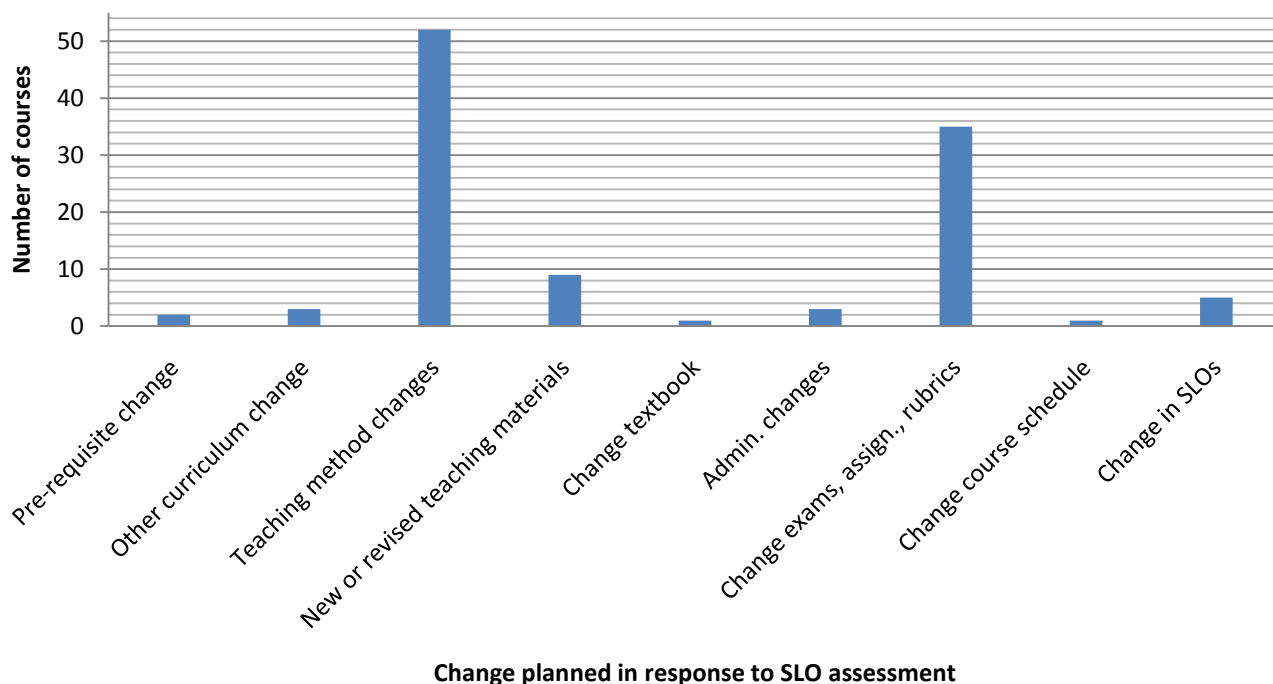
Unit plan objectives linked to SLOs assessment

The Unit Plan Outcome Achievement Reports for 2010-11 included information on whether SLO assessment data had been used in the development or the measurement of the objectives for each unit. Approximately 13% (down from 20% in the previous year) of all objectives indicated that SLO assessment data was relevant to the objective. All College Goals included objectives related to SLO assessment:

Percent of objectives linked to SLO assessment for each College Goal
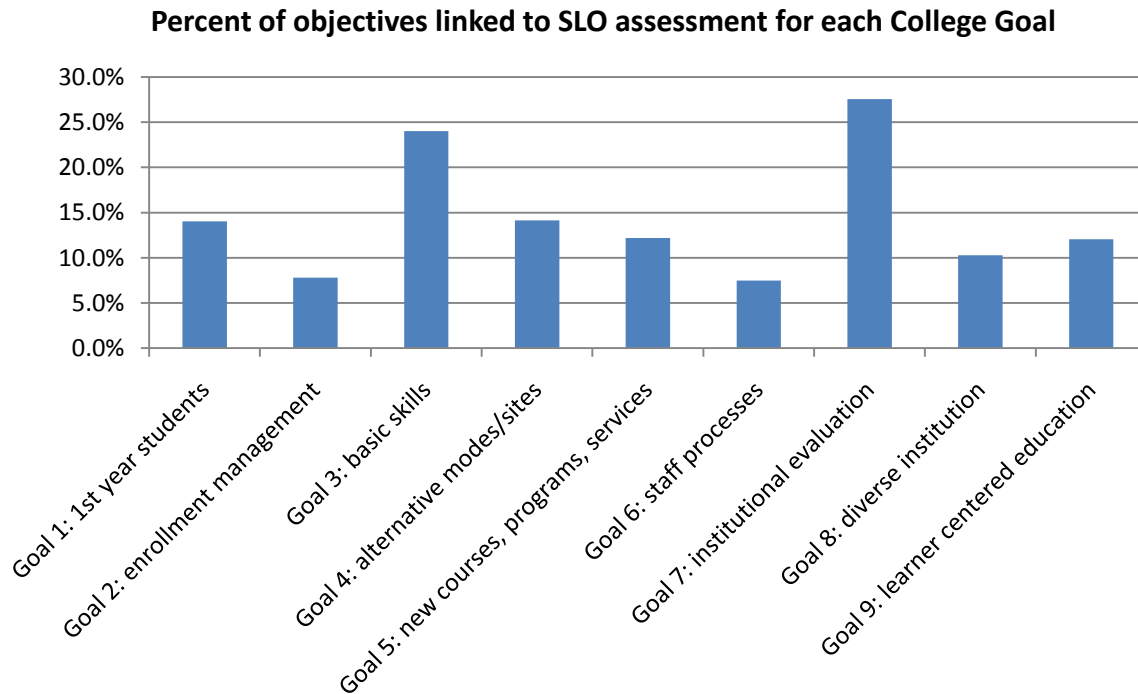
General Education Outcomes (GELOs)

The 2008 CCSSE survey was used to provide a partial assessment of GELO's. 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 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)

The SLO subcommittee of the Academic Senate is in the process of determining procedures for assessing GELOs in the future. Those future GELO assessments will include course-embedded measures, which are currently being piloted by some departments.

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.

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 increased from 89% in 2007 to 96% in the 2nd quarter of 2011; in the 3rd quarter of 2011we saw that number decrease by 2% to 94%.
- A variety of Administrative Services "how-to" workshops were offered. The overall quality of the Classified New Hires Orientation was rated 4.7 out of 5.0, down slightly from 4.8 in the previous year.
- In 2010, the error rate was 5% or less college-wide for absence reports, budget entries, and requisitions. Unfortunately, the error rate for intents was over 50%.
- Third quarter "burn rates" for college funds indicate careful expenditures across the college.

Classified Staffing Levels
(less Child Development Center)
Year-to-Date 31 Mar 2011
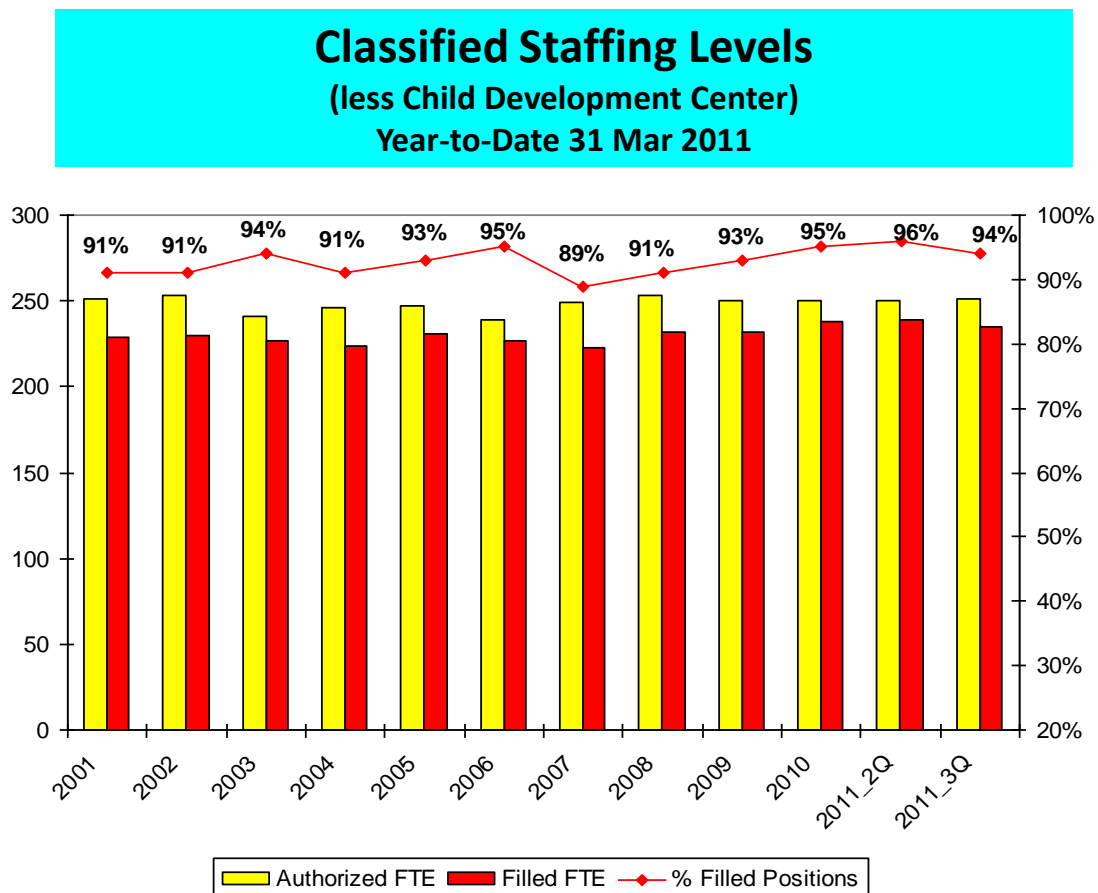
Administrative Services Workshops
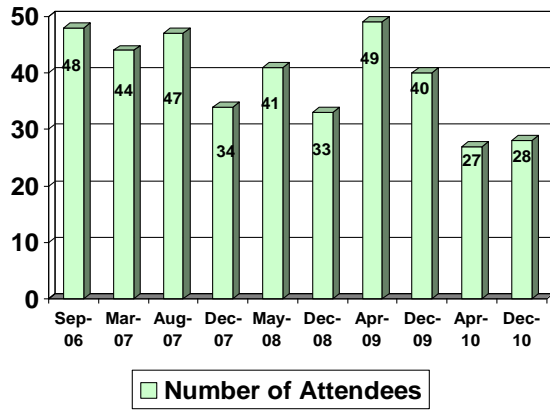
December 10 Workshop Topics
- Budget update
- Financial Services
- Facilities Master Plan
- Fantasy Football Picks
- Other topics??
- Q & A

Next Workshop April 14, 2011 2-3pm, RHN 258
- Budget Update
- Fiscal Close-Out
- Paperwork Processing
- Modernization Project Update

Classified New Hires Orientation

College Totals
Year to Date 31 Mar 2011

Procedure	Submitted	1st Qtr Errors	2nd Qtr Errors	3rd Qtr Errors	4th Qtr Errors	Error Rate	Error Rate Indicator
Absence Reports	2,651	40	28	26		4%	🟩
Budget Entries	399	6	6	5		4%	🟩
Intents	51	3	8	15		51%	🟥
Requisitions	1,103	20	14	17		5%	🟩
Travel Authorizations	326	8	19	13		12%	🟨
					Average all categories	15%	

Classified Evaluations
FY 2011 3rd Quarter

Division / Unit	FY 2010 Evals on Time*	# Evals Due FY 11 / 1st Quarter	# Evals Due FY 11 / 2nd Quarter	# Evals Due FY 11 / 3rd Quarter	# Evals Due FY 11 / 4th Quarter	Evals on Time* Number	Evals on Time* Percentage
President	50%			1		1	100%
PIO	100%						
PRIE	100%			2		2	100%
IT	44%	2	1	3		3	50%
CCR	100%						
VPA	100%			2		2	100%
Business Office	83%			1		1	100%
Operations	86%	8	6	4		11	61%
Bookstore	100%	1				1	100%
City Café	0%			3		2	67%
VPI	100%						
Davis Center	100%			1		1	100%
Downtown & W. Sac	100%	3	2	1		4	67%
AVP- Rick Ida	100%		1			1	100%
AT	27%	2	2	1		1	20%
BSS	89%		2	6		7	88%
Business	100%	1	1	1		3	100%
LRC	100%	2	1	3		6	100%
SAH	78%		2	3		3	60%
AVP- Julia Jolly	100%	2				2	100%
HFA	0%	1	2	1		1	25%
L&L	100%		1			1	100%
MSE	100%		1	1		2	100%
P.E., Health & Athletics	100%	1	2	2		5	100%
VPSS	100%						
Counseling & Student Success	71%	4	1	4		8	89%
Matric. & Student Development	29%	2	2	2		4	67%
Student Services & Enrollment	68%	10	3	3		8	50%

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

College Discretionary Fund (CDF) Burn Rate
Year-to-Date 31 Mar 2011

Division / Unit	Appropriations	Expenditures	Percentage	Burn Rate Indicator*	Division Burn Rate
President	39,377	19,763	50%		75%
PIO	7,890	6,035	76%		60%
PRIE	16,894	11,765	70%		90%
IT	22,120	14,490	66%		80%
CCR	7,317	3,080	42%		77%
VPA	12,368	2,734	22%		65%
Operations	261,272	179,514	69%		73%
VPI	24,556	7,049	29%		60%
West Sacramento Ctr	27,953	19,781	71%		75%
Davis Center	24,898	8,661	35%		85%
AVP- Rick Ida	20,396	4,735	23%		75%
AT	112,346	72,270	64%		50%
Business	16,389	5,222	32%		75%
LRC	172,093	125,251	73%		65%
Allied Health	27,736	15,491	56%		80%
Science	69,958	27,582	39%		75%
BSS	33,248	7,872	24%		75%
AVP- Julia Jolly	12,210	2,705	22%		75%
MSE	28,906	14,666	51%		65%
HFA	77,792	45,577	59%		80%
L&L	25,042	10,524	42%		60%
P.E., Health & Athletics	117,036	113,847	97%		75%
VPS	5,665	5,664	100%		75%
AVP	8,103	29	0%		60%
Counseling & Student Success	39,499	22,941	58%		75%
Matric. & Student Development - Matric Office	68,651	35,140	51%		70%
Matric. & Student Development - Cultural Awareness	11,721	841	7%		50%
Matric. & Student Development - Campus Life	9,446	4,404	47%		75%
Matric. & Student Development - RISE	500	0	0%		75%
Matric. & Student Development - Voter Registration	7,528	3,576	48%		75%
Admissions & Records	50,144	33,491	67%		80%
Financial Aid	12,841	6,309	49%		75%

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

Instructionally-Related Fund (IR) Burn Rate
Year-to-Date 31 Mar 2011

Division/Unit	2011 Approp.	Prior Year Carryover	2011 Total Budget	Expenditures	Expenditure Percentage	Division Burn Rate	Burn Rate Indicator*
Counseling	6,285	0	6,285	2,509	40%	75%	
Davis Center	300	0	300	205	68%	60%	
Campus Development	2,000	2,942	4,942	0	0%	0%	
Financial Aid	434	0	434	1,078	248%	75%	
Humanities & Fine Arts	31,834	5,274	37,108	21,918	59%	70%	
Language & Literature	16,407	2,155	18,562	5,335	29%	60%	
Math Science Engineering	218	156	374	0	0%	75%	
Multicultural Activities	23,931	822	24,753	13,198	53%	80%	
P.E., Health, & Athletics	80,795	0	80,795	85,537	106%	75%	
Student Development	11,696	1,557	13,253	1,265	10%	75%	
West Sacramento Center	500	30	530	0	0%	80%	
Totals	174,400	12,936	187,336	131,046	70%	66%	

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

Lottery Burn Rate
Year-to-Date 31 Mar 2011

Division	Appropriations	Expenditures	Percentage	Burn Rate Indicator*	Division Burn Rate
AT	37,208	11,165	30%		50%
BSS	6,170	3,010	49%		75%
HFA	31,273	14,092	45%		75%
IT	3,207	2,500	78%		100%
L & L	146	0	0%		75%
MSE	33	0	0%		75%
P.E., Health & Athletics	80,500	51,953	65%		75%
Science	61,694	49,826	81%		100%
West Sacramento Ctr	1,174	0	0%		75%

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

Categorical Program Burn Rate
Year-to-Date 31 Mar 2011

Categorical	Project Grant	OPR	Appropriations	Expenditures	Percentage	Burn Rate Indicator*	Division Burn Rate
DOL GreenForce Initiative	340A	AT	339,531	125,220	37%	Red	24%
Basic Skills 09-10	575x	AVPI	255,903	94,368	37%		75%
Basic Skills 10-11	576x	AVPI	154,326	0	0%		75%
Regional Cons VTEA IB	334A	AVPI	11,715	8,058	69%		75%
VTEA	316x	AVPI	1,016,213	596,781	59%		75%
Local Tech Prep	329A	SSE	34,000	1,419	4%		75%
Matriculation	597C	SSE	680,576	505,165	74%	Green	75%
Child Development Instructor Agmt	331A	BSS	16,250	6,098	38%		50%
Child Development Coordinator Agmt	331E	BSS	6,900	3,450	50%	Green	50%
CA Early Childhood Mentor Program	332D	BSS	775	0	0%		50%
ARRA-SETA-HS Career Pathways	365C	BSS	37,608	9,393	25%		100%
TANF Child Dev Careers Program	381M	BSS	16,700	4,228	25%		75%
CAHSEE Prep Year 3	454R	LR	42,243	42,243	100%	Green	100%
MESA/CCP	589A	MSE	50,500	25,358	50%		75%
MESA/CCP Extension	589D	MSE	25,523	25,523	100%	Green	100%
Natl Science Fdn - STEM Scholarship	390M	MSE	21,150	20,327	96%	Red	75%
ARRA - Dental Hygiene	370H	SAH	250,017	184,568	74%		75%
Health Occup Prep & Ed (HOPE) Yr 2	462B	SAH	64,054	64,054	100%	Green	100%
Health Occup Prep & Ed (HOPE) Yr 3	462A	SAH	275,862	188,308	68%		75%
Nursing Enrollment Growth Yr 1	453C	SAH	75,437	4,591	6%		75%
Nursing Retention Yr 2	453H	SAH	43,023	43,023	100%	Green	100%
Responsive Training Fund	450X	SAH	365,217	247,519	68%		100%
BOG BFAP	438A	SSE	849,739	655,652	77%	Green	80%
BOG BFAP Extension	438B	SSE	59,291	59,291	100%	Green	100%
CalWORKs	592x	SSE	525,320	287,159	55%		75%
CARE	411A	SSE	156,285	95,335	61%		71%
CARE Extension	411D	SSE	2,684	2,684	100%	Green	100%
DSPS	428A/B/H	SSE	930,193	689,808	74%	Green	75%
DSPS Extension	428D/E/I	SSE	11,722	11,722	100%	Green	100%
EOPS	408A/B	SSE	942,892	712,016	76%	Green	81%
EOPS Extension	408E	SSE	21,978	21,978	100%	Green	100%
TANF	590A	SSE	64,000	11,400	18%		75%
WorkAbility	381F	SSE	211,465	144,134	68%		75%
ARRA - Workability	381H	SSE	41,860	15,145	36%		100%

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

Effectiveness of Decision-Making at Sacramento City College: Governance Structures and Communication Survey

Decision making at Sacramento City College includes a wide range of organizations and processes. This work takes a lot of time and effort and involves numerous avenues of communication. The PRIE Office and the PIO are jointly conducted a survey about how decision-making and communication venues work at Sacramento City College. The results of the survey show that overall most college employees feel moderately knowledgeable about and engaged with decision-making at the college. However, there is evidence of a lack of shared knowledge about college decision-making. Managers generally express a more positive view of college decision-making than do faculty or classified staff

Over 160 SCC employees responded to the survey including 105 faculty, 42 classified staff and 10 administrators. Most survey respondents have been at SCC for more than 3 years. About half of the respondents have been at SCC for 10 or more years. Many of the respondents have been active in the decision-making processes of the college including standing committees, senates and councils, the campus issues process, and division/unit planning discussions. Involvement in these activities was greatest for administrators and lowest for classified staff.

Number of respondents from employee groups		
Faculty	Classified staff	Administrator
105	42	10

. **Percent of respondents who…**	**Faculty**	**Classified Staff**	**Administrators**
served on standing committees	81%	57%	100%
member of senate or representative council	46%	29%	80%
used the campus issues process	20%	7%	40%
are active in planning discussions in division or unit	86%	60%	100%

Engagement with college decision-making: Overall, most college employees feel moderately knowledgeable about and engaged with decision-making at the college. However, about a third of employees report low levels of engagement on the survey items related to decision-making at the college. Administrators were generally more engaged in decision-making than other groups, while classified staff indicated the least engagement with decision making.

Engagement in college decision-making: Most common response for each group (Percent giving modal response)	**Faculty**	**Classified Staff**	**Administrators**
Respondent's personal sense of engagement with college decision-making	Moderate (44%)	Low (40%)	High (80%)
The level of engagement seen across the college	Moderate (49%)	Moderate (43%)	Moderate (70%)
The extent to which engagement is expected at SCC	Moderate (60%)	Low (35%)	Moderate (60%)
Degree to which engagement is valued by administration	Moderate (38%)	Moderate (33%)	High (60%)
Extent to which the respondent's job allows time for participation in decision-making	Moderate (48%)	Low (40%)	High (60%)

College communication: Overall, SCC employees feel knowledgeable about the effectiveness of college communication and rate college communication as fairly effective. Administrators rated communication as more effective than did other groups. Information about the respondents' divisions is apparently more effectively provided than is information about the broader college. Email is the most common means of learning about the college and meetings are also a common communication venue. Conversations and interactions with the Dean or VP are common communication venues for some types of college communication.

Percent of respondents who agreed or strongly agreed

Survey Item	Faculty	Classified Staff	Administrators
College communication processes share information effectively across the college.	42%	48%	90%
Information about major college processes is readily available to me.	48%	58%	100%
Information about the work of my division is readily available to me.	61%	78%	100%
Overall, the college is moving in the right direction with respect to campus climate and communication.	47%	63%	100%
My senate or representative council had sufficient opportunities to communicate about college decisions.	56%	53%	90%

Administrative structures and processes: Overall, college employees understand the administrative structure of the college. However, agreement about the degree to which administrative processes work effectively varies widely across the college. The overall pattern in the percent of respondents who agreed or strongly agreed with statements indicating understanding of administrative structures and processes was Administrators > Classified staff > Faculty. The administration of the respondents' divisions is rated more highly by respondents than is the administration of the broader college.

Percent of respondents who agreed or strongly agreed.

Survey Item	Faculty	Classified Staff	Administrators
I understand how college decisions that affect my work are made.	38%	56%	90%
I understand the overall administrative structure of the college.	65%	72%	80%
Administrative processes in my division or unit work well.	53%	61%	100%
Administrative processes at the broad level of the whole college work well.	33%	45%	90%
College processes allow all constituent groups to participate in decision-making.	39%	56%	90%
Data (qualitative or quantitative) are used in decision making at the college.	42%	49%	80%

8

Effectiveness of constituency groups and committees: It appears that college employees are not generally knowledgeable about the effectiveness of the constituency leadership groups or college standing committees. Typically each employee group was knowledgeable about its own constituency leadership group. Of the employee groups, administrators were most knowledgeable about the effectiveness of the constituency leadership groups. For respondents who did not mark "don't know" the ratings of the effectiveness of the constituency groups varied. Of the employee groups, administrators were most knowledgeable about the effectiveness of the constituency leadership groups.

Constituency Leadership: Most common response (Percent giving modal response)	**Faculty**	**Classified Staff**	**Administrators**
Academic Senate	Good (47%)	Don't know (52%)	Good (50%)
Classified Senate	Don't know **(78%)**	Good (41%)	Good, Fair (40% each)
Senior Leadership Team	Don't know **(62%)**	Don't know (56%)	Good (60%)
Associated Student Government	Don't know (55%)	Don't know (56%)	Fair (60%)
Executive Council	Don't know **(67%)**	Don't know **(72%)**	Fair (50%)
Department Chairs Council	Don't know (45%)	Don't know **(69%)**	Good (70%)

Committees and Campus Issues Process: Most common responses. (Percent giving modal response)	**Faculty**	**Classified Staff**	**Administrators**
Budget Committee	Don't know (33%)	Don't know (53%)	Good (70%)
Campus Development Committee	Don't know **(62%)**	Good **(81%)**	Good (40%)
Campus Safety Committee	Don't know (49%)	Don't know (59%)	Good (40%)
Curriculum Committee	Good **(63%)**	Don't know (51%)	Good (80%)
Educational and Information Technology Committee	Don't know (48%)	Don't know **(79%)**	Good (50%)
Learning Resources Committee	Don't know (47%)	Don't know **(79%)**	Good (50%)
Matriculation Committee	Don't know **(64%)**	Don't know **(79%)**	Good (50%)
Planning, Research & Institutional Effectiveness Committee	Don't know (47%)	Don't know **(68%)**	Good (80%)
Recognition & Events Committee	Good (39%)	Don't know (44%)	Good (50%)
Staff Development Committee	Good (38%)	Don't know (46%)	Good (50%)
Staff Diversity & Equity Committee	Don't know (57%)	Don't know (59%)	Good (70%)
Student Equity Committee	Don't know **(69%)**	Don't know **(77%)**	Good (60%)
Campus Issues Process	Don't know **(62%)**	Don't know **(72%)**	Good (50%)

Use of Data in College Processes – A focus on SLOs and Enrollment

Due to (1) the emphasis from ACCJC on the use of SLO assessment data and (2) recent budget impacts on enrollment management, we have chose to focus on those two items when examining the use of data at the college over the past year.

SLOs:

Unit plan objectives from across the college, and linked to all college goals, included the analysis of Student Learning Outcome data. College programs completed SLO assessment plans indicating which course assessments would be reported each semester over 6 years. The first year of reporting included assessment reports from over 90 courses.

Percent of objectives linked to SLO assessment for each College Goal
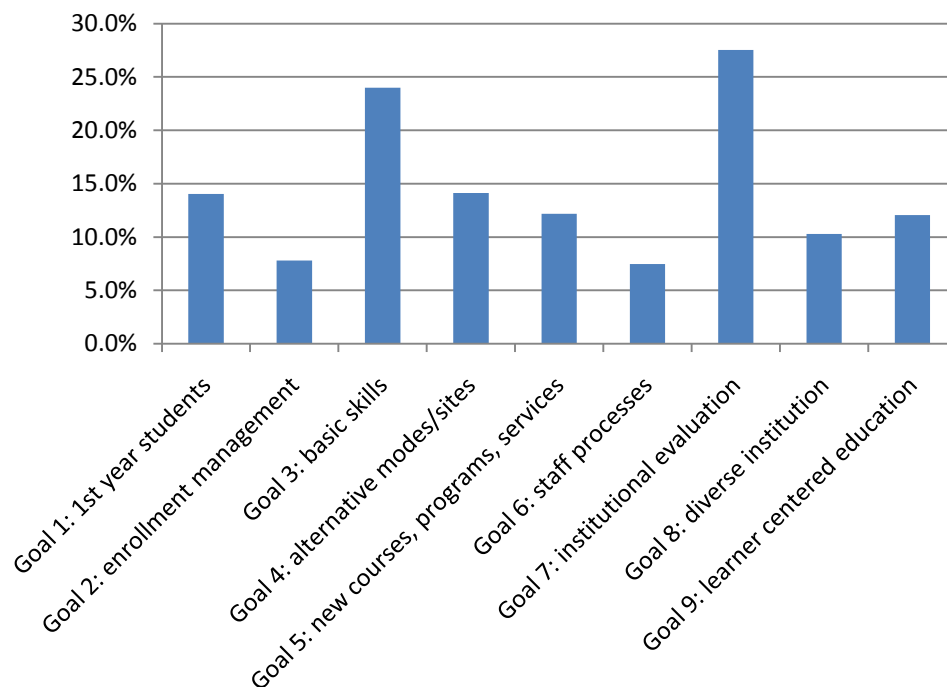
Enrollment management:

College managers and committees actively engaged data related to enrollment management through the meetings, data websites, etc.

- An enrollment management "charrette" was held in April to discuss schedule building and enrollment management.
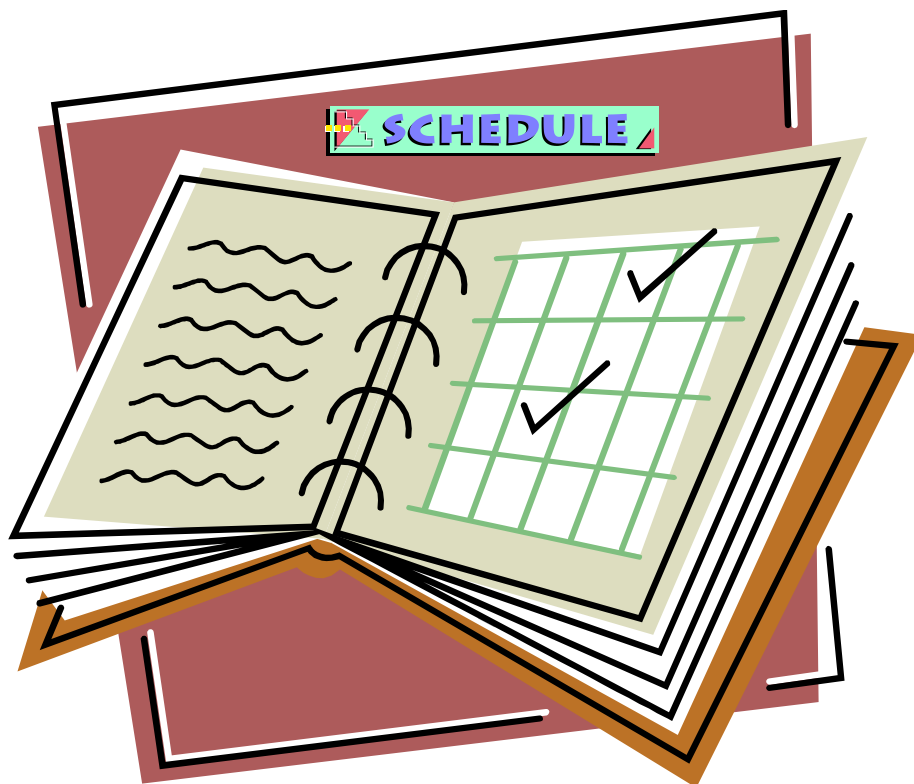- A PRIE website provided enrollment, fill rate and waiting-list data for divisions, departments, and classes, updated daily from the first day of registration to the census date. Summaries of enrollment data per division were sent to instructional deans each week during this same time period.
- Weekly 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.

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.

- The combination of the former Downtown and West Sacramento Centers into one location was accomplished effectively.
- The college reduced overall enrollment while maintaining core transfer, career/technical and basic skills programs.
- The college continued to effectively balance evening and day schedule offerings.
- The percentage of students taking fewer than 6 units has been decreasing.
- A Fall 2010 PRIE survey of the impact of changing enrollment trends showed that about 60% of responding faculty reported that they were able to accommodate all or most of the students trying to add classes, up from 26% in the Spring 10 survey.

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.
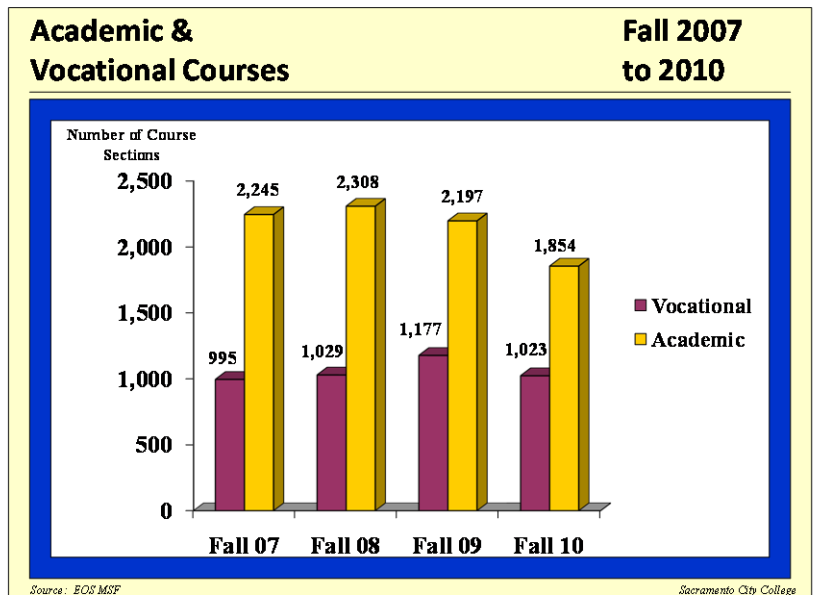
Enrollment Report Key Points

Enrollment is down; the overall schedule pattern was maintained.

Changing budget constraints have resulted in a decrease in enrollment at SCC. After increasing for many years, census and end of semester student headcount decreased from Fall 2009 to Fall 2010. Weekly Student Contact Hours (WSCH) also decreased from Fall 2009 to Fall 2010. Summer and Spring enrollments were also down for this academic year compared to last year.

During this period of declining enrollment the college sustained its normal pattern of day and evening enrollment. The balance of academic and vocational courses was similar to previous semesters. Enrollment in online courses increased from Fall 2009 to Fall 2010.

Academic & Vocational Courses — **Fall 2007 to 2010**

Number of Course Sections

	Fall 07	Fall 08	Fall 09	Fall 10
Vocational	995	1,029	1,177	1,023
Academic	2,245	2,308	2,197	1,854

Source: EOS MSF — Sacramento City College
5-1

The SCC student body is very diverse and is mainly part-time, low income, and interested in transfer.

No single racial/ethnic group makes up over 30% of the SCC student population. Ethnically, Sacramento City College is more diverse than Sacramento County. SCC students represent a wide range of age groups but over half of the students are 18-24 years old. Relatively few of them are recent high school graduates.

Many SCC students are working and many are poor. Over half are working full or part time and over 60% have household incomes in the "low income" or "below poverty" range.

Most SCC students are enrolled part time, however the percentage of full time students has increased slightly over the past 5 years.

Over half of SCC students state that they intend to transfer.

Student Characteristics
Age, Gender & Ethnicity (All Students) Fall Census 2010

AGE	NUMBER	PERCENT
Under 18	369	1.6
18-20	6616	28.1
21-24	6201	26.3
25-29	3797	16.1
30-39	3229	13.7
40+	3353	14.2

Average Age: 27.58

RACE / ETH.	NUMBER	PERCENT
African American	3153	13.4
Asian	4418	18.7
Hispanic/Latino	4986	21.2
Multi-Race	1409	6.0
Native American	169	.7
Other Non-White	267	1.1
Pacific Islander	323	1.4
Unknown	2205	9.4
White	6635	28.2
Total	23565	100.0

First Generation College Students: 40.5%

FEMALE 56.7% — 13,361
Unknown 1% — 243
MALE 42.3% — 9,961

School and work:	
Recent High School Graduates	8.2%
Enrolled Part Time	67.0%
Working full- or part-time	54.6%
Low Income/ Below Poverty	61.6%

Source: 4th Week Profile — Sacramento City College
2-1

2

Classes filled very quickly, especially basic skills classes.

In Fall 2010 and Spring 2011 courses filled very quickly. As we register students for Fall 2011, courses are filling even more quickly than last year. By the start of open registration, most divisions were more than 80% full. By June 28 the College as a whole had a course fill rate of 94% for Fall 2011 classes and only one division, Learning Resources, had a course fill rate below 87%.

For Fall 2011 pre-collegiate basic skills courses were about three-quarters full before the mid-point of priority 1 registration. This means that students with priority 0 registration (EOPS and DSPS students and veterans) were likely to be able to enroll in pre-collegiate basic skills classes before those classes filled. However, most other students would have found those classes full by the time their registration priority occurred. The graph below shows the fill-rate as of 7/20/11.

SCC Fall 2011 enrollment fill-rates by division and days to term: Capacity was recently increased, but SCC is still over 90% full

Total College: 93.26%

BSS, 98.15%
MSE, 96.93%
BUS, 95.28%
PE, 91.88%
HUM, 92.46%
SAH, 91.21%
TEC, 89.17%
LNG, 88.89%
COU, 84.97%
LRN, 74.14%

Open Registration

Priority 1

Percent of Capacity

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

Note: Numbers used for the fill-rate calculations in this chart include OT (off term) Courses.

4/25/11

7/20/11

Days Before or After Fall 2011 Term Begins
(1st day of term = 1)

3

Enrollment Report: Detailed Analysis

Student Body Characteristics

The SCC student body is very diverse, is mainly part-time, includes many low income students, and many students who intend to transfer**.** No single racial/ethnic group makes up over 30% of the population. Students represent a wide range of age groups. Relatively are recent high school graduates.   Over half are working full or part time and over 60% have household incomes in the "low income" or "below poverty" range.

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Student Characteristics
Age, Gender & Ethnicity(All Students) **Fall Census 2010**

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AGE	NUMBER	PERCENT
Under 18	369	1.6
18-20	6616	28.1
21-24	6201	26.3
25-29	3797	16.1
30-39	3229	13.7
40+	3353	14.2

Average Age: 27.58

RACE / ETH.	NUMBER	PERCENT
African American	3153	13.4
Asian	4418	18.7
Hispanic/Latino	4986	21.2
Multi-Race	1409	6.0
Native American	169	.7
Other Non-White	267	1.1
Pacific Islander	323	1.4
Unknown	2205	9.4
White	6635	28.2
Total	23565	100.0

First Generation College Students: 40.5%

</td><td>

FEMALE 56.7%
13,361

Unknown 1%
243

MALE 42.3%
9,961

School and work:
Recent High School Graduates	8.2%
Enrolled Part Time	67.0%
Working full- or part-time	54.6%
Low Income/ Below Poverty	61.6%

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Source:4th Week Profile   *Sacramento City College*

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2-1

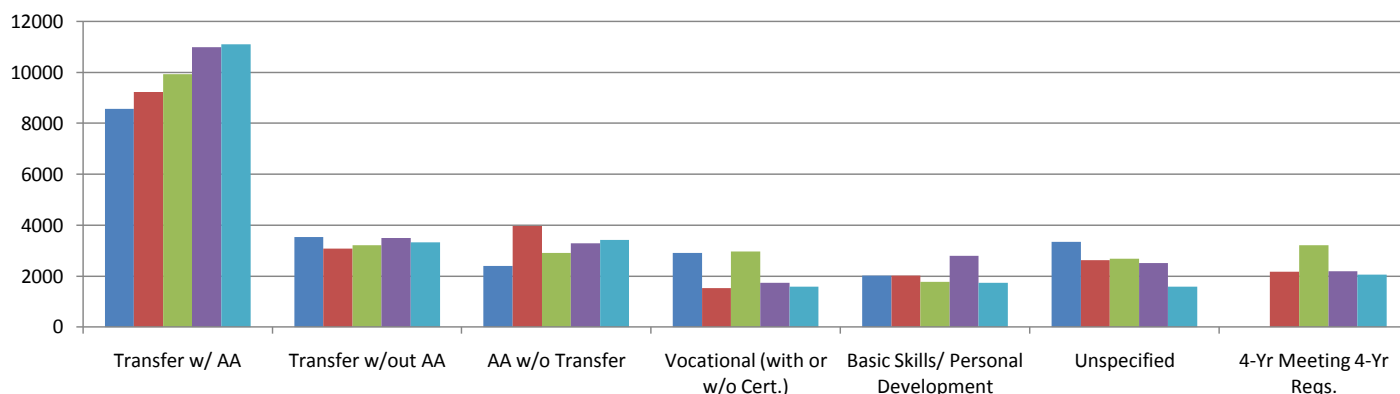Sacramento City College is more diverse than Sacramento County.

Sacramento City College Fall 2010 and Sacramento County 2010 Distributions for Race/Ethnicity
(Sacramento County data from: http://quickfacts.census.gov/qfd/states/06/06067.html)

African Amer.		Asian		Hispanic/Latino		Native Amer.		Other		Pac. Islander		White	
Sac. Co.	SCC F10	Sac Co..	SCC F10	Sac. Co.	SCC F10	Sac. Co.	SCC F10	Sac. Co.	SCC F10	Sac. Co.	SCC F10	Sac. Co.	SCC F10
10.4%	12.7%	14.3%	17.4%	21.6 %	22.7%	1.0%	0.7%	N/A	1.1%	1.0%	1.3%	57.5%	27.8%

Most SCC students are enrolled part time, however the percentage of full time students has increased slightly over the past 5 years and the percentage of students taking fewer than 6 units decreased from Fall 2009 to Fall 2010.

Fall	Full -Load 12 or More Units		Mid-Load 6-11.99 Units		Light-Load Up to 5.9 Units	
	N	%	N	%	N	%
2006	6,455	28.4%	6,982	30.7%	9,135	40.1%
2007	7,164	29.1%	7,772	31.6%	9,550	38.8%
2008	7,467	29.0%	8,272	32.1%	9,870	38.3%
2009	7,897	29.2%	9,129	33.8%	9,795	36.2%
2010	7,422	30.0%	8,821	35.6%	8,291	33.5%

Over half of SCC students indicate that they intend to transfer with or without getting an Associate's degree first. Over a quarter of SCC students intend to get an Associate's degree. About 6% state that they are here for vocational goals. Interestingly, over 8% indicate that they are students at a 4-year school and are meeting the requirements of that school by taking classes at SCC.

SCC Students' Education Goal Distribution
(Fall 2005 to Fall 2010)

Fall	Transfer w/ AA	Transfer w/out AA	AA w/o Transfer	Vocational (with or w/o Cert.)	Basic Skills/ Personal Dev.	Unspecified	* 4-Yr Meeting 4-Yr Reqs.	Total
2006	37.6%	15.5%	10.5%	12.8%	8.9%	14.7%	N/A	22,768
2007	37.5%	12.5%	10.7%	12.3%	7.5%	10.7%	8.8%	24,602
2008	38.5%	12.4%	11.3%	11.5%	6.9%	10.4%	9.0%	25,788
2009	40.7%	12.9%	12.2%	6.4%	10.4%	9.3%	8.1%	27,028
2010	44.8%	13.4%	13.8%	6.4%	7.0%	6.3%	8.3%	24,781

Note: New category as of 2007
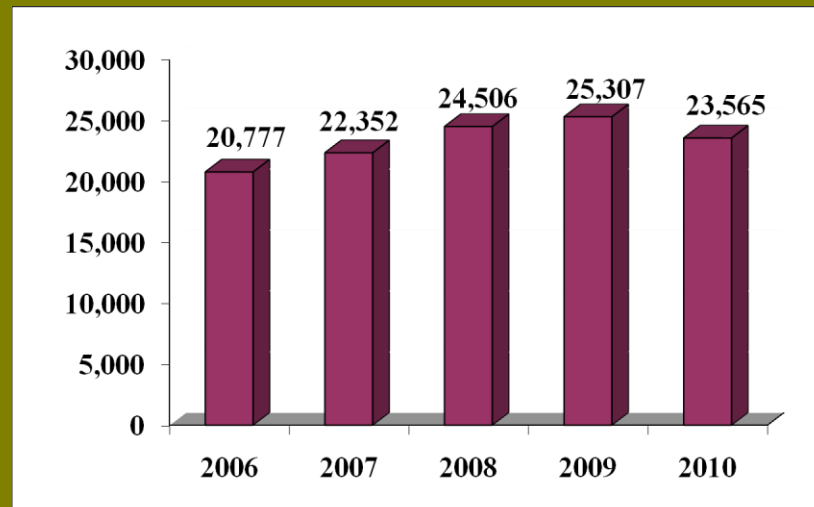
Source: EOS Profile

Overall Enrollment

Overall enrollment declined from the 2009-10 to the 2010-11 academic year. Changing budget constraints have resulted in a decrease in enrollment at SCC. After increasing for many years, census and end of semester student headcount decreased from Fall 2009 to Fall 2010. Census headcount reflects the number of students enrolled at the "census date," which is about 3½ weeks into the semester. End of semester headcount is typically a little higher than the census headcount at SCC because late-start classes are not included in the census count. Weekly Student Contact Hours (WSCH) also decreased from Fall 2009 to Fall 2010. Spring and Summer enrollments showed similar decreases from the 2009-10 academic year to the 2010-11 academic year.

Enrollment Trends
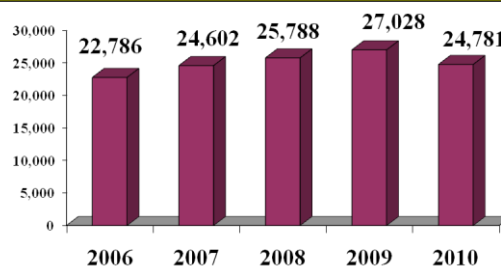**By Census Headcount**   **Fall Census 2004 to 2010**

Year	Census Headcount
2006	20,777
2007	22,352
2008	24,506
2009	25,307
2010	23,565

1-1

Enrollment Trends By
End of Semester Headcount   **Fall 2006 to 2010**

Year	End of Semester Headcount
2006	22,786
2007	24,602
2008	25,788
2009	27,028
2010	24,781

Percent Change Over Previous Year

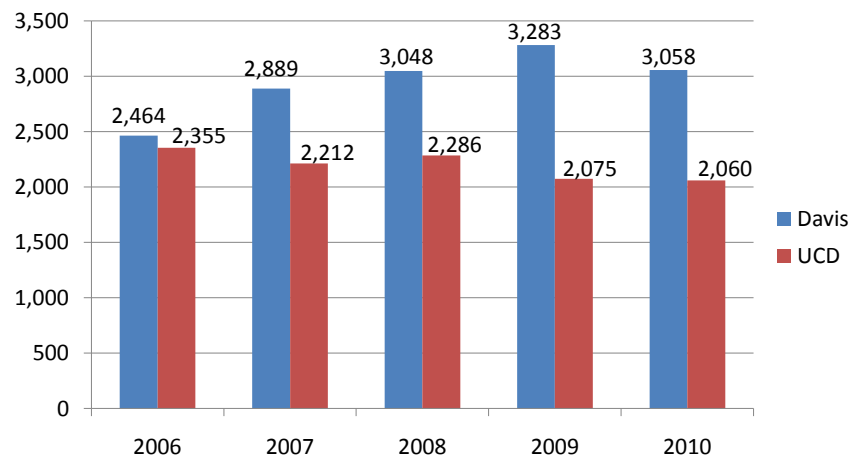|	Semester Headcount
2006	4.6%
2007	8.1%
2008	4.8%
2009	4.8%
2010	-8.3%

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Enrollment at the Davis Center was also down slightly in Fall 2010 compared to Fall 2009. The former Downtown and West Sacramento Centers combined into one new location; enrollment at the new West Sacramento location was over 4,600 students in Fall 2010 (not shown).

End of Semester Enrollment Trends for Davis & UCD
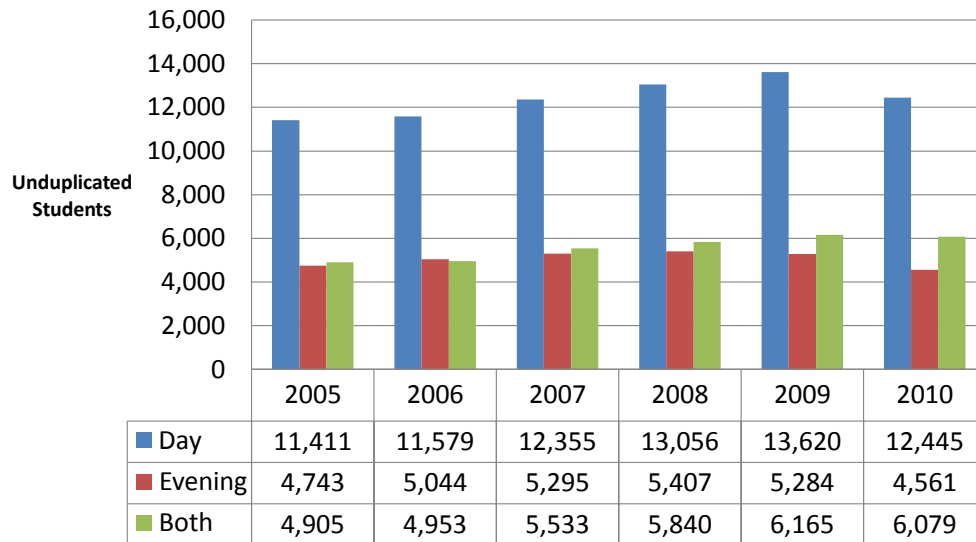## Fall 2006 to Fall 2010

Source: EOS Transcript

Pattern of Course Offerings
During this period of declining enrollment the college sustained its typical pattern of day and evening enrollment and maintained a balance of academic and vocational courses.
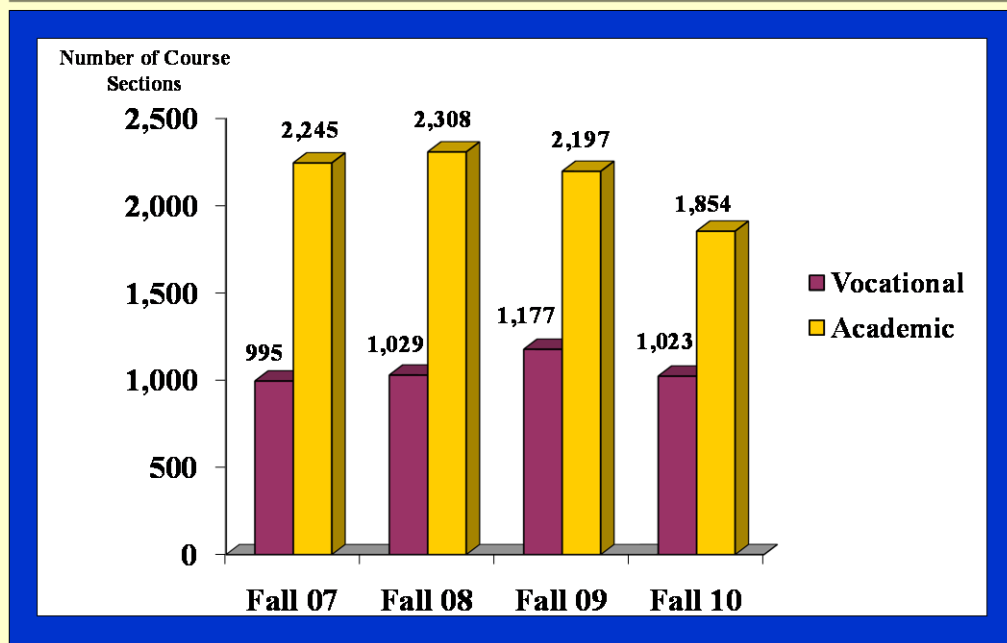
SCC Day/Evening Enrollment
Fall 2005 to Fall 2010

Unduplicated Students

	2005	2006	2007	2008	2009	2010
Day	11,411	11,579	12,355	13,056	13,620	12,445
Evening	4,743	5,044	5,295	5,407	5,284	4,561
Both	4,905	4,953	5,533	5,840	6,165	6,079

NOTE: Evening classes include classes beginning at 4:30pm or later.

Source: LRCCD EOS Research Database Files

Academic & Vocational Courses   Fall 2007 to 2010

Number of Course Sections

	Fall 07	Fall 08	Fall 09	Fall 10
Vocational	995	1,029	1,177	1,023
Academic	2,245	2,308	2,197	1,854

Source: EOS MSF

Sacramento City College

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DE enrollment, particularly in online classes, has grown. In Fall 2003, enrollment in online courses at SCC totaled 15 FTES (full time equivalent students). By Fall 2009, enrollment in online courses was 413 FTES and in Fall 2010 that number increased to 635 FTES as overall enrollment at the college declined. Online courses are the major type of DE course at the college with other DE modalities (e.g. TV broadcast or videoconference) totaling fewer than 10% of the FTES in online courses in Fall 2010. (DE other than online = 57.7 FTES in Fall 2010).
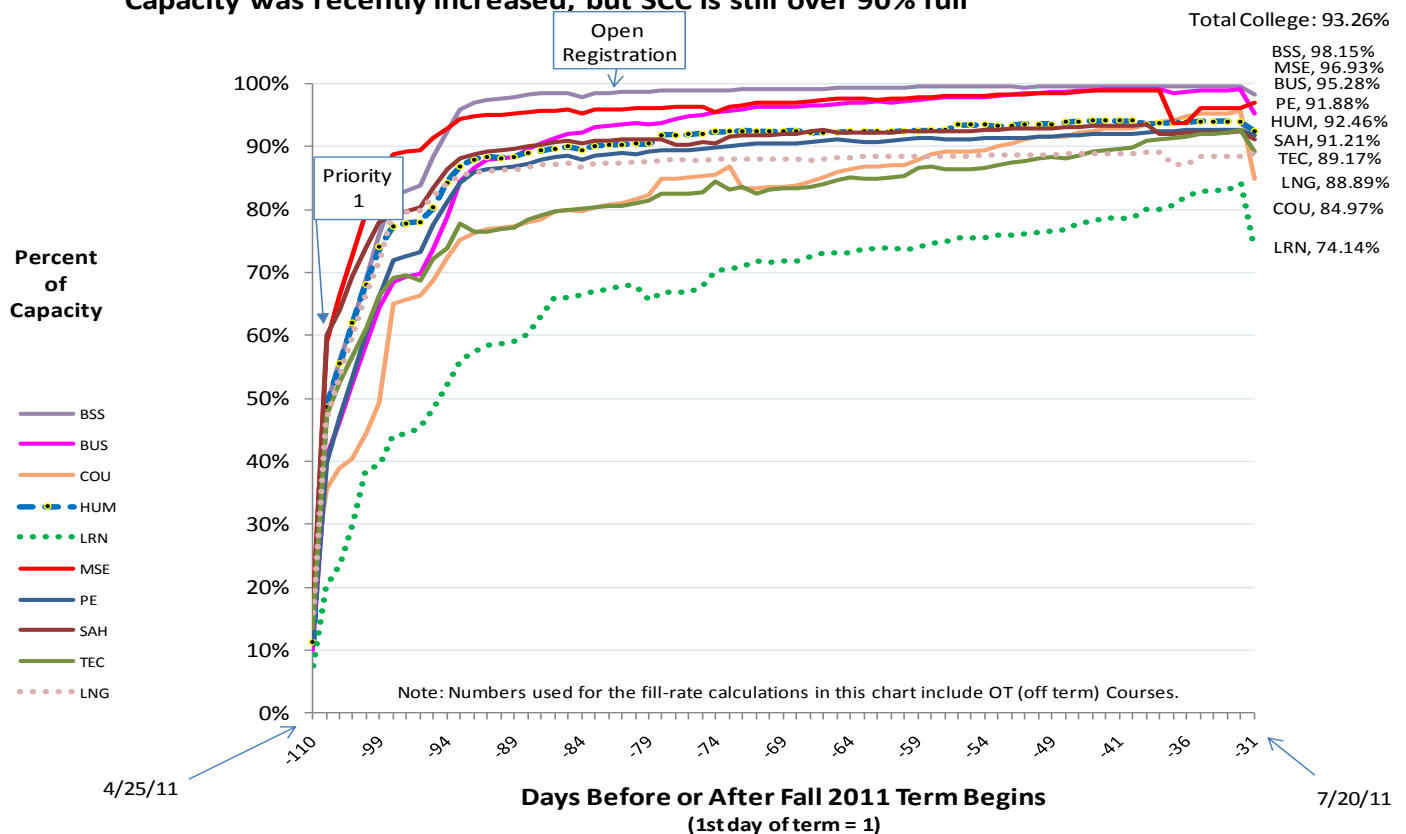
Sacramento City College For 2010 Fall term
All Distance Education Courses (CCCCO Data mart)

District	College	Dist. Ed. Type	Credit FTES	Non-Credit FTES
Los Rios CCD	Sacramento City	Internet - Asynchronous Instruction	635.05	0.00
Los Rios CCD	Sacramento City	On demand TV Broadcast; DVD	16.95	0.00
Los Rios CCD	Sacramento City	TV Broadcast with audio bridge	36.22	0.00
Los Rios CCD	Sacramento City	Videoconference with audio bridge	4.53	0.00

Course Fill Patterns

Courses are filling more quickly than in the past. Fall 2010 enrollment grew quickly and all but one division had fill rates of over 80% by 50 days before the start of classes. Fall 2011 enrollment grew even more quickly. The graph below shows the fill-rate as of 7/20/11.

SCC Fall 2011 enrollment fill-rates by division and days to term: Capacity was recently increased, but SCC is still over 90% full
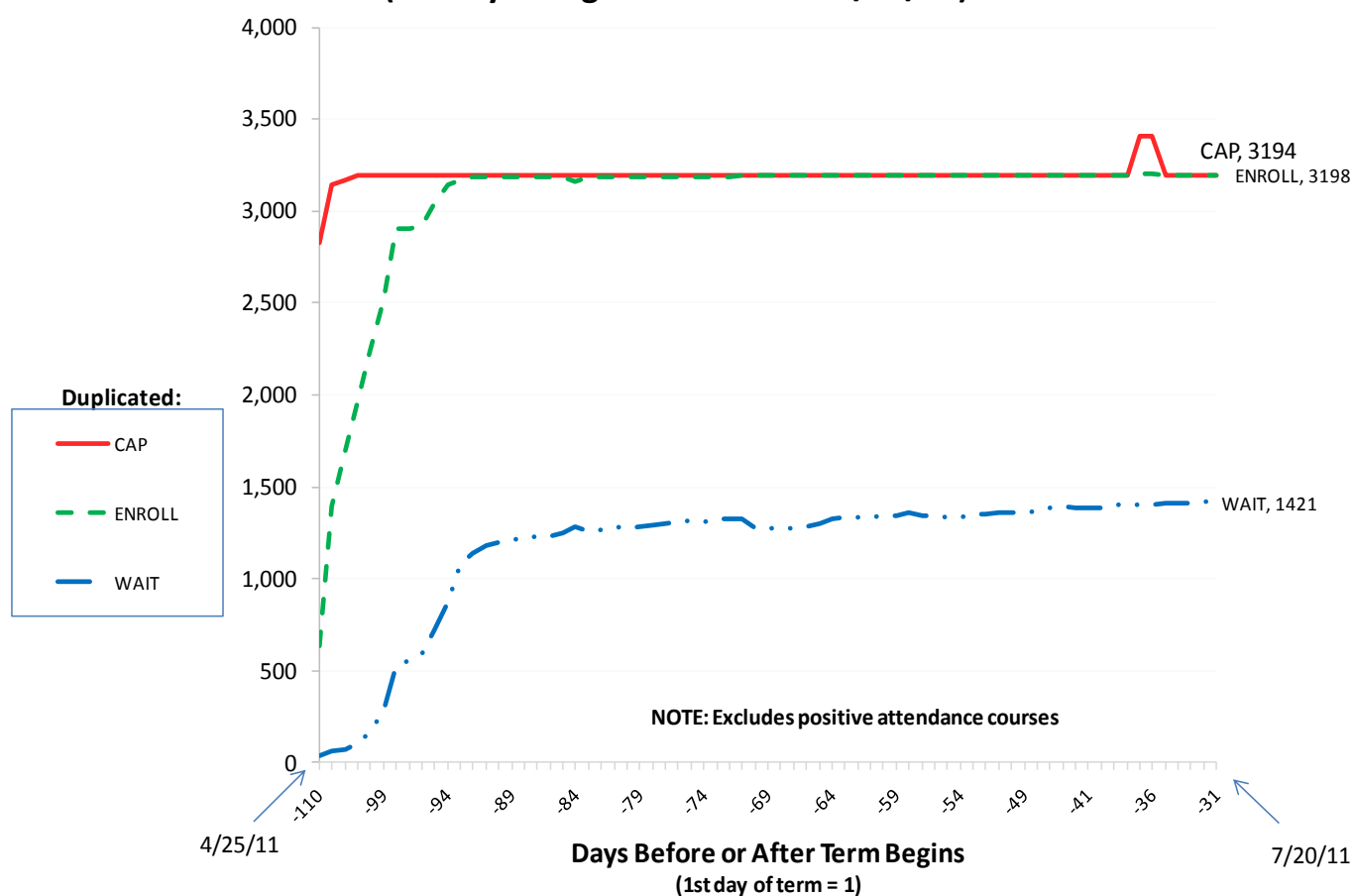
Total College: 93.26%

BSS, 98.15%
MSE, 96.93%
BUS, 95.28%
PE, 91.88%
HUM, 92.46%
SAH, 91.21%
TEC, 89.17%
LNG, 88.89%
COU, 84.97%
LRN, 74.14%

Note: Numbers used for the fill-rate calculations in this chart include OT (off term) Courses.

Days Before or After Fall 2011 Term Begins
(1st day of term = 1)

4/25/11   7/20/11

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Fall 2011 classes were mainly filled months before the term began. Most divisions were more than 80% full by 75 days before the start of the term.

Fill-rate (PRIE data)	100 days before term	75 days before term	50 days before term
Fall 2010	No division over 80% full	5 divisions over 80% full	8 divisions over 80% full
Fall 2011	1 divisions over 80% full	9 divisions over 80% full	9 divisions over 80% full

Pre-collegiate level basic skills courses filled even more quickly than most other courses. For Fall 2011, basic skills courses reached their cap by 90 days before the beginning of the semester. Pre-collegiate basic skills courses were about three-quarters full before the mid-point of priority 1 registration. This means that students with priority 0 registration (EOPS and DSPS students and veterans) were likely to be able to enroll in pre-collegiate basic skills classes before those classes filled. However, most other students would have found those classes full by the time their registration priority occurred. The graph below shows the fill-rate as of 7/20/11.

SCC Pre-Collegiate Basic Skills Duplicated Enrollment Cap, Enrollment, and Waitlist by Days Before or After Term: Fall 2011
(1st day of registration data = 4/25/11)

NOTE: Excludes positive attendance courses

Days Before or After Term Begins
(1st day of term = 1)

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Results of a 2010 PRIE survey on the impact of enrollment trends: In September 2010, PRIE surveyed SCC faculty regarding the impact of changing enrollment. Over 100 faculty, both full and part time, from every division, responded to the survey.

Number of respondents per division (question 1)

AT	BSS	BUS	COU	HFA	LL	LR	MSE	PEHA	SAH	TOTAL
6	22	9	5	9	22	3	9	5	13	103

The results of the survey suggest that faculty and students have adapted to the changing availability of classes:

- The number of "no shows" was fewer than or about the same as previous fall semesters. (However, about 23% of respondents reported more no-shows.)
- Some or all of the wait-listed students showed up on the first day and tried to add the class.
- Compared to past fall semesters about the same number of students who were trying to add classes were not on the wait list.
- About 60% of responding faculty were able to accommodate all or most of the students trying to add classes.
- Compared to past fall semesters about the same number of students added or dropped classes during the first few weeks of the semester.
- Compared to past fall semesters about the same number of students asked for assistance from professors in adding or dropping classes.
- Most faculty communicated to students that they might not be able to move from the wait list to an actual course enrollment by a verbal announcement in the first class and/or by emails sent in reply to specific inquiries.