

Research Report

Sacramento City College

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

RHN221

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*Working together
Pursuing Excellence
Inspiring Achievement*

Institutional Effectiveness Reports 2012-2013

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for the College Strategic Planning Committee
September 2012

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



<u>FAST FACTS</u>	<u>1</u>
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<u>INDICATORS FOR COLLEGE GOALS</u>	<u>2</u>
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<u>BENCHMARKS REPORT</u>	<u>3</u>
---------------------------------	-----------------

<u>ENROLLMENT REPORT</u>	<u>4</u>
---------------------------------	-----------------

<u>MATRICULATION AND FIRST-YEAR REPORT</u>	<u>5</u>
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<u>BASIC SKILLS REPORT</u>	<u>6</u>
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<u>STUDENT ACHIEVEMENT REPORT</u>	<u>7</u>
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<u>SLO REPORT</u>	<u>8</u>
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<u>STAFF & COLLEGE PROCESSES REPORT</u>	<u>9</u>
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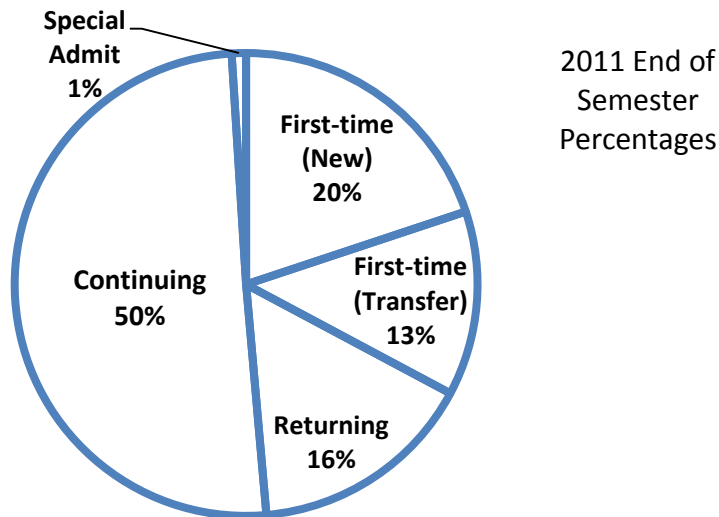
<u>ENVIRONMENTAL SCAN REPORT</u>	<u>10</u>
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Fast Facts Report

Fall 2012

Snapshot of the 2011-12 SCC Student Population

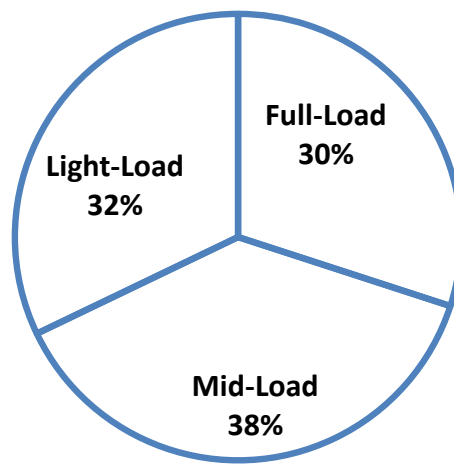
In Fall 2011 the end-of-semester enrollment at SCC was 23,887 students. Half of these were continuing students. There were also substantial numbers of new first-time students, new transfer students and students returning to SCC after a gap in enrollment.



Source: LRCCD, EOS Research Database files

SCC students are primarily taking part-time unit loads, with only 30% taking 12 or more units in Fall 2011.

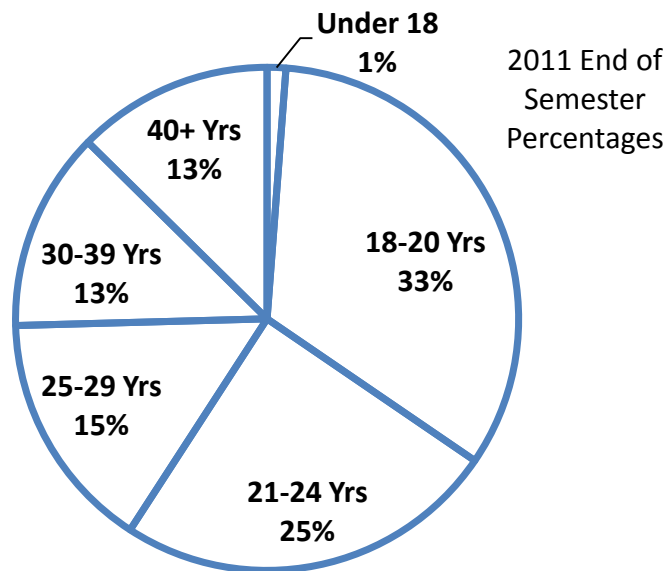
Fall 2011 Student Unit Load



Source: LRCCD, EOS Research Database files

SCC students represent a wide range of ages. The majority of SCC students are over 20 years old, with the 18-20 year old age group making up about a third of all students.

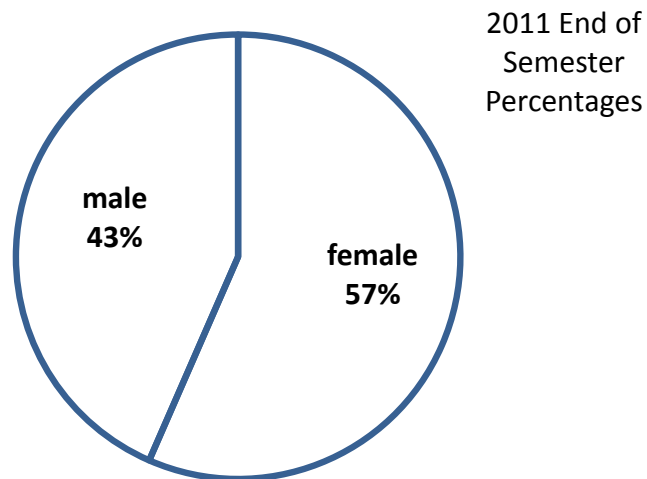
Fall 2011 SCC student age group distribution



Source: LRCCD, EOS Research Database files

Slightly more women than men attend SCC.

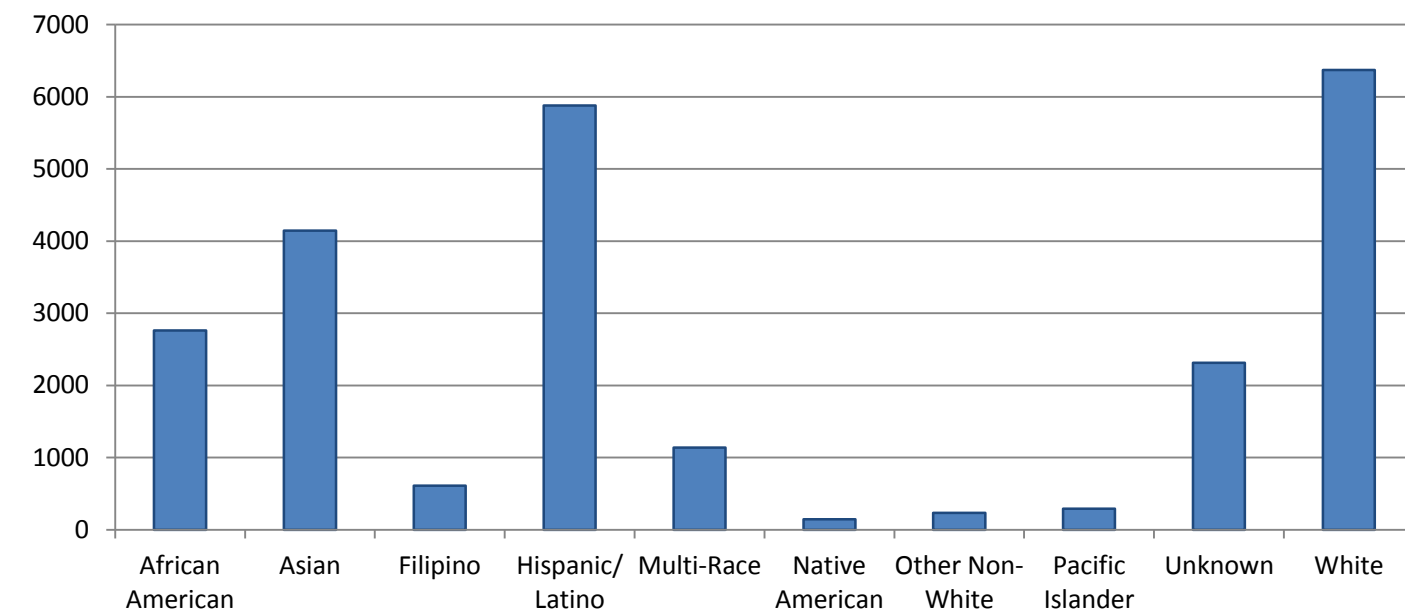
Fall 2011 SCC student gender distribution



Source: EOS Profile Data

SCC has an ethnically diverse student population, with no racial/ethnic group making up over 27% of the student body in Fall 2011.

SCC student ethnicity profile Fall 2011

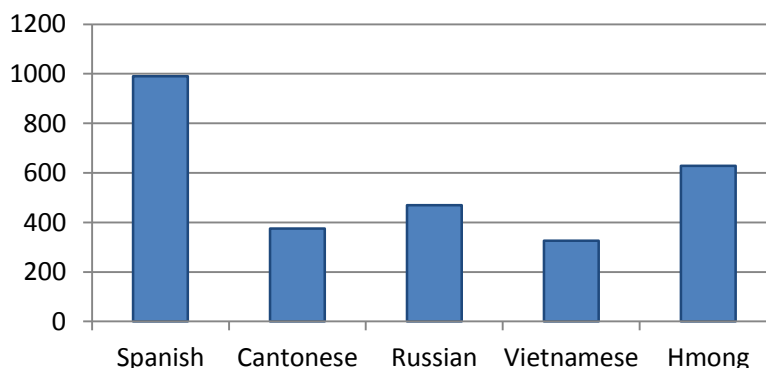


African American		Asian		Filipino		Hispanic/Latino		Multi-Race		Native American		Other Non-White		Pacific Islander		Unknown		White	
2,763	11.6%	4,145	17.4%	610	2.6%	5,877	24.6%	1,136	4.8%	146	0.6%	233	1.0%	289	1.2%	2,315	9.7%	6,373	26.7%

Source: LRCCD, EOS Research Database files

Approximately 20% of SCC students speak a primary language other than English.

Number of students speaking 5 most common primary languages other than English Fall 2011



Source: LRCCD, EOS Research Database files

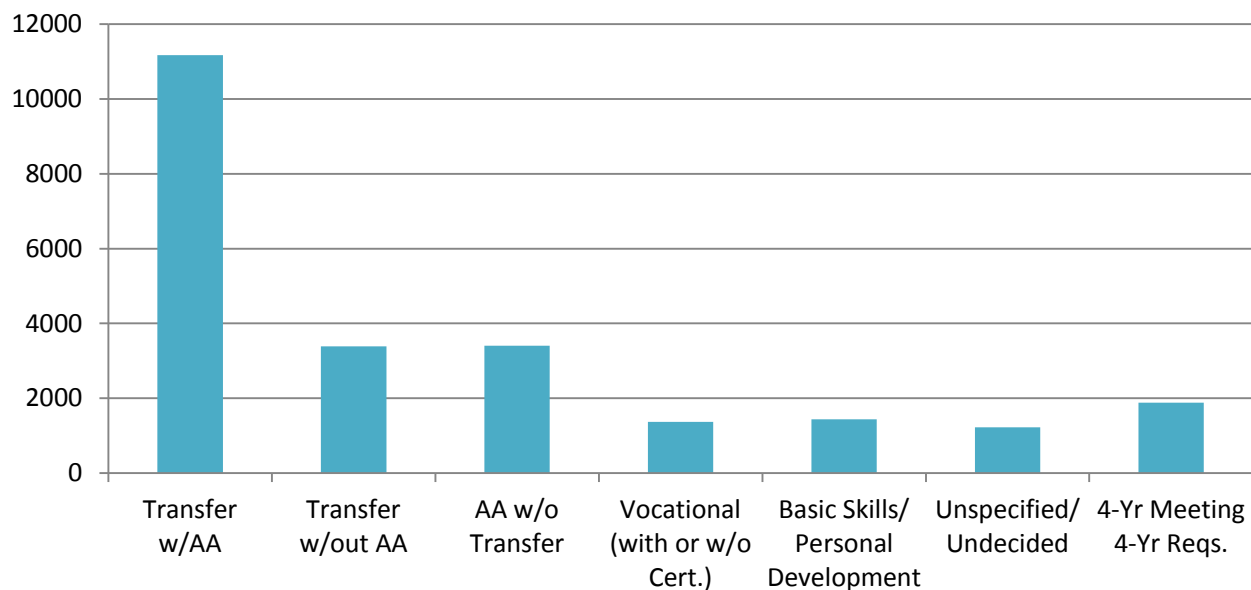
In Fall 2011 the most commonly listed majors for new students were general education transfer, business and nursing.

Top 10 major areas of study for first-time freshmen Fall 2011 (total first time freshmen = 3,428)	
Major area of study	# of first-time freshmen
General Ed/ Transfer	317
Business	237
Nursing (RN)	222
Administration of Justice	139
Psychology	120
Cosmetology	101
Biology	81
Music	77
Art	72
Computer/Mgmt Info Systems	72

Source: SCC PRIE Data, Census Profile

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

SCC students educational goal distribution Fall 2011



Source: LRCCD, EOS Research Database files

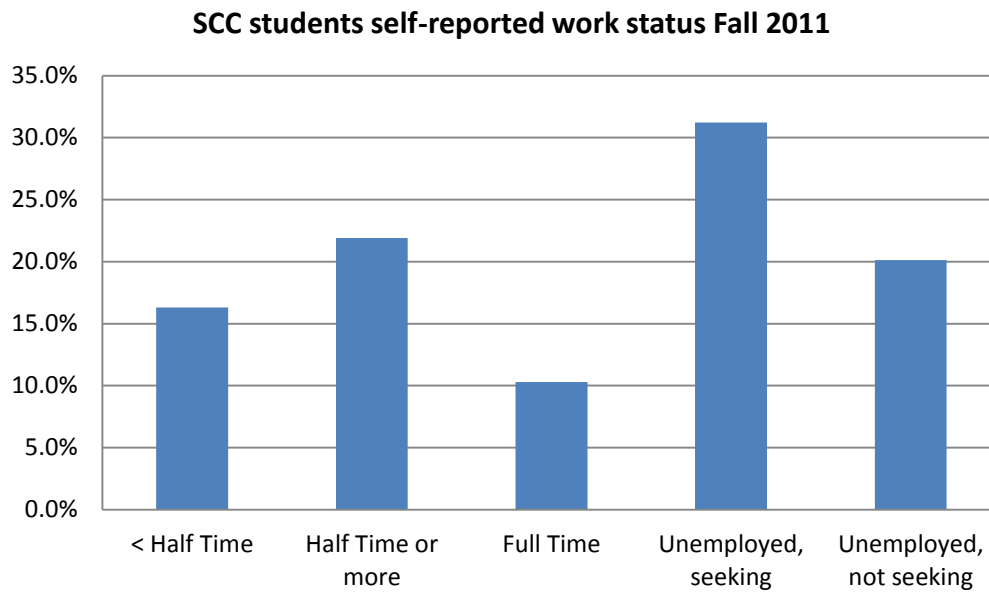
SCC students come from many areas across the Sacramento region with the greatest percentage coming from areas near SCC.

SCC student home zip codes Fall 2011			
Source: EOS Profile Data			
Top Zip Codes	Location	2011	% of Total
95822 / 31	Land Park / Greenhaven	2,815	11.8%
95820 / 24	Colonial / Fruitridge	1,812	7.6%
95823 / 32	Parkway	1,649	6.9%
95605/ 91, 95798	Broderick / West Sac.	1,509	6.3%
95828 / 29 / 30	Florin	1,299	5.4%
95616 / 17 / 18	Davis	1,271	5.3%
95826 / 27	Perkins	1,106	4.6%
95818 / 19	Broadway / Camellia	1,032	4.3%
95814 / 16	Metro / Fort Sutter	852	3.6%
95758 / 59	Elk Grove	784	3.3%
95833	South Natomas	578	2.4%
95817	Oak Park	438	1.8%
Total for the top zips shown above		15,145	63.4%
All others student home zip codes		8,742	36.6%
Total		23,887	100.00%

The SCC students who graduated from high school during the spring just before attending college in the fall (“recent high school graduates”) come from many local high schools.

SCC Fall 2011 Top 10 Feeder High Schools		
Source: EOS Profile Data		
High School	Enrollment	Percent
John F. Kennedy	148	7.4%
C. K. McClatchy	125	6.3%
River City	115	5.8%
Luther Burbank	93	4.7%
Hiram Johnson	71	3.6%
Davis	69	3.5%
Rosemont	59	3.0%
Florin	50	2.5%
Franklin	49	2.5%
Sheldon	49	2.5%

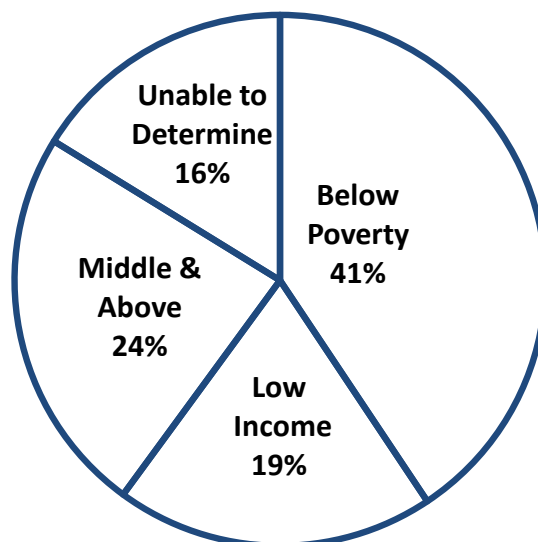
About half of SCC students are employed. Over 30% of SCC students are unemployed and are seeking work.



Source: EOS Profile data

Approximately 60% of SCC students have household incomes that are classified as “low income” or “below the poverty line”. (Note: This measure uses U.S. Department of Health and Human Services definitions for income levels.)

**SCC student self-reported household income level
Fall 2011**

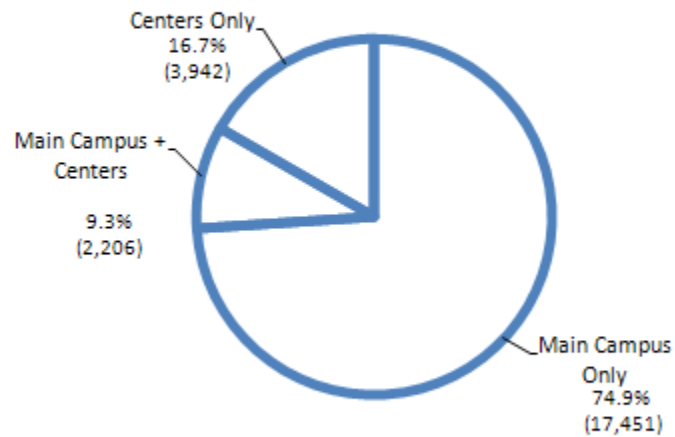


Source: EOS Profile Data

During Fall 2011 most students attended classes at the Main Campus, but about 17% took classes only at the West Sacramento or Davis Centers.

SCC Main Campus and Centers
End of Semester Unduplicated Enrollment – Fall 2011

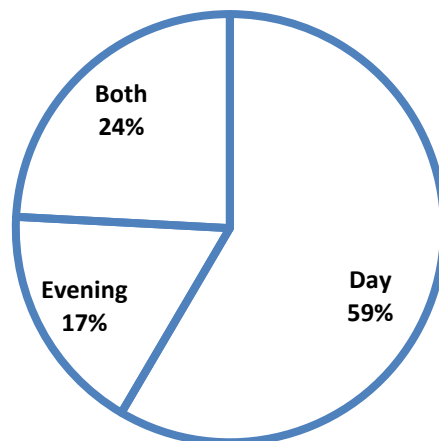
Source: Transcript Snapshot



In Fall 2011, 59% of SCC students took only day classes, 17% took only evening classes and 24% took both day and evening classes.

SCC Day/Evening Enrollment Fall 2011

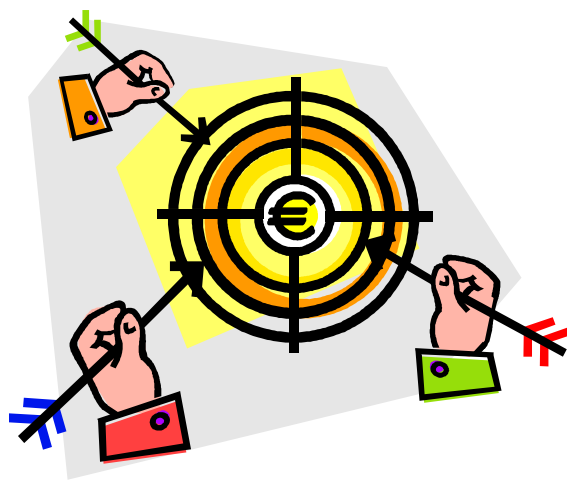
Source LRCCD EOS Research Database Files (Transcript and MSF)



Indicators for College Goals

Fall 2012

Indicators for the 2011-12 College Goals



Indicators for the 2011-12 College Goals

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

(For more information see the 2012 Matriculation and First-year Student Report)

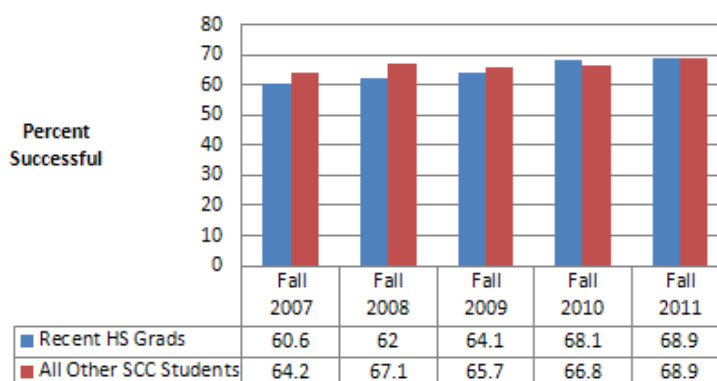
Key Indicators:

- Course success rates for first year students
- College persistence rates for first year students

Course success rates for first year students (also see the Matriculation & First-year Student Report)

- The course success rate for recent HS graduates increased slightly from Fall 10 to Fall 11 and is equivalent to the SCC average course success rate. This appears to be a multi-year upward trend in this metric.
- The Fall 2011 course success rate for all first-time freshmen (64.5%) was lower than the SCC average course success rate.

SCC Successful Course Completion by Recent High School Grad Status, Fall 2007 to Fall 2011 (%)



Source: EOS Research Database Files

3-10

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

Persistence rates for first-year students

- The 2012 ARCC report shows that the Fall to Fall persistence rate for SCC declined slightly compared to last year, but is still above the peer group average.

ARCC Persistence Rate data from the ARCC 2012 Report			
Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the California Community College system.			
ARCC 2012 Report Sacramento City College	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate (Peer Group Average = 71.0)	71.5%	74.2%	72.4%

Other data showing first year student engagement

- The new SCC “411” website for students had over 40,000 hits during the 11-12 academic year.
- The Fall 11 West Sacramento Center 2nd semester Learning Community had a 100% course completion rate in the LC classes: EngWr 100, HCD 310, and Math 34.
- In Fall 2011 2458 people attended an SCC orientation.
- The college conducted a comprehensive review of the SCC orientation program and the recommendations were forwarded to the Matriculation Committee. The College Matriculation Plan is being revised.
- 230 referrals have been made through the new SARS ALRT web based Early Alert Referral System.

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.
(For more information see the 2012 Enrollment Report)

Key indicators:

Use of data related to enrollment management

Pattern of course offerings showing balance of academic, vocational, and basic skills courses

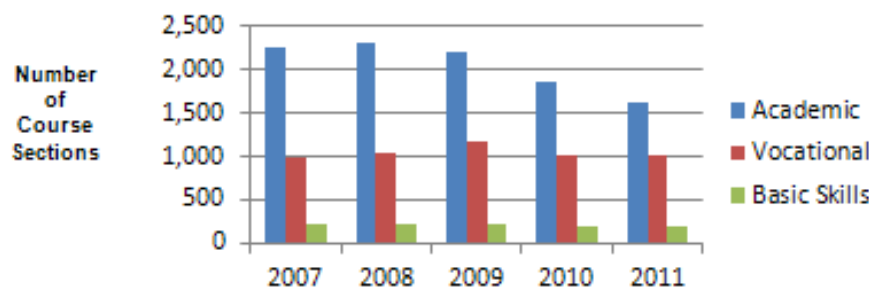
Use of data related to enrollment management by managers, faculty, and staff A review of 2011 assessment data guided the schedule development for the West Sacramento Center classes offered in fall 2012 and spring 2013.

- Some student services areas are utilizing a matriculation data website developed by the PRIE Office.
- The Assessment Center is providing reports to Math and English to assist them in course planning.
- CTE programs have used workforce data and enrollments to realign course and program offerings.
- PRIE maintains a website with enrollment data at the division, department, course, and section level and provides regular enrollment reports to all divisions.

Focus on transfer, career/technical education and basic skills classes:

- The college has maintained a balance of transfer, career/technical and Basic Skills classes while responding to reduced funding.

SCC Academic, Vocational & Basic Skills Courses
Fall 2007 to Fall 2011



Fall	Academic		Vocational		Basic Skills		Total
2007	2,245	64.50%	995	28.90%	226	6.50%	3,481
2008	2,308	64.84%	1,029	28.91%	222	6.23%	3,559
2009	2,197	61.24%	1,177	32.81%	213	5.93%	3,587
2010	1,854	60.11%	1,023	33.17%	207	6.71%	3,084
2011	1,631	57.25%	1,017	35.70%	201	7.06%	2,849

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.

(For more information see the 2012 Basic Skills Report)

Key Indicators

Course completion and success rates for Math, English, and ESL courses
Progression through Basic Skills sequences
Data on information competency
Enrollment in Basic Skills courses

Course completion and success rates for pre-collegiate and/or pre-transfer level Math, English, and ESL courses:

- The 2012 ARCC report shows that the SCC annual successful course completion rate for basic skills courses slightly exceeds the peer group average.

ARCC 2012 Report Sacramento City College	2008-2009	2009-2010	2010-2011
Annual Successful Course Completion Rate for Basic Skills Courses (Peer group average = 60.7)	61.7%	61.3%	61.1%

- For Fall 2011 the overall course success rate for all Basic Skills classes combined was equivalent to the SCC average course success rate. Course success rates for Basic Skills English Writing and Reading Courses were similar to the overall college rate. Course success rates for Basic Skill ESL courses were somewhat higher than the overall college rate. However, course success rates for pre-collegiate Math courses were well below the overall college rate. (For more information see the 2012 Basic Skills Report)
- Preliminary data indicate that the use of tutors (SIAs) resulted in student skill improvement in Math courses.
- Course completion and success rates for the learning community classes were higher than for similar classes that were not part of a learning community.

Progression through Basic Skills course sequences - ARCC Basic Skills improvement rates:

- The ARCC ESL improvement rate for SCC increased compared to last year and is above the per group average.
- The ARCC Basic Skills improvement rate for SCC declined slightly compared to previous years but is still above the peer group average.

ARCC 2012 Report Sacramento City College	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011
ESL Improvement Rate (Peer group average =57.9)	57.9%	56.8%	59.0%
Basic Skills Improvement Rate (Peer group average = 58.4)	63.1%	62.2%	60.4%

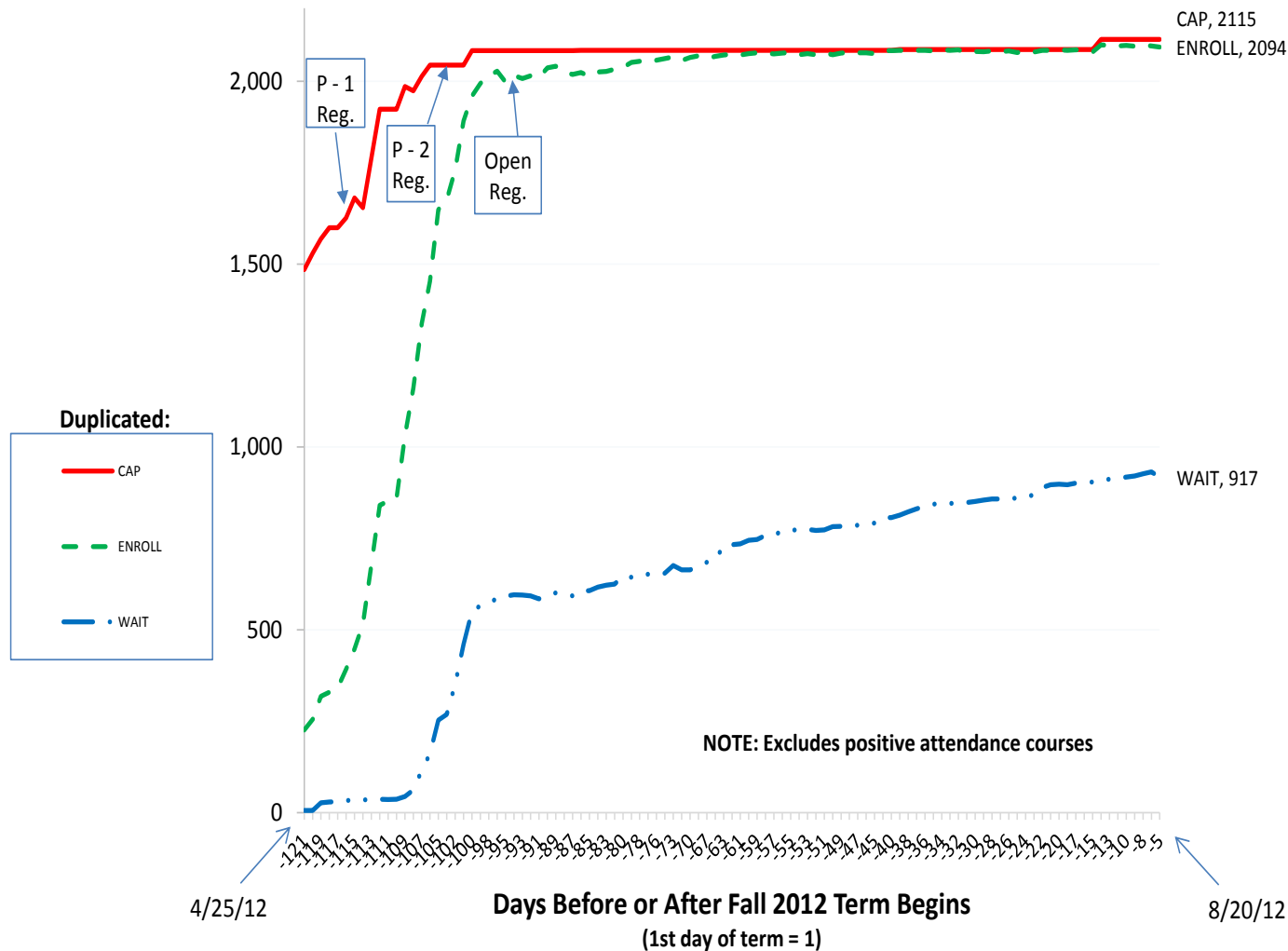
Data on information competency:

- The Library's self-paced interactive tutorial guide was used by students (24/7) to enhance their information literacy skills.

Enrollment patterns in pre-collegiate and/or pre-transfer level Math, English, and ESL courses:

- Basic Skills classes filled very quickly after registration opened for Fall 11 and Spring 12.

**SCC Pre-Collegiate Basic Skills Duplicated Enrollment Cap, Enrollment,
and Waitlist by Days Before or After Term: Fall 2012
(1st day of P-zero registration data = 4/25/12)**



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.).

(For more information see the 2012 Student Achievement Report)

Key Indicators:

- Course success rates by modality and location
- Availability of services by modality and location

Course success rates for all modalities and/or locations.

- Course success rates for the Davis Center, West Sacramento Center, and Main Campus were equivalent.
- When data from all SCC courses for four semesters (F09 - Sp11) are combined, online courses had a slightly higher success rate than face-to-face lecture courses. Hybrid courses had a lower course success rate than face-to-face courses. Course success was greater in face-to-face courses for some disciplines and was greater in online courses for other disciplines.

Table 2: Course success rates for instructional modalities SCC Fall 2009 through Spring 2011	Number successful	Number of enrollments	Course Success
Two Way Live Video & Audio	193	344	56.10%
One Way Live Video & Audio	236	572	41.26%
Taped Cable TV	348	677	51.40%
Hybrid (= some, but less than 50% of instructional time by DE)	1128	1948	57.91%
Online-Unscheduled Interaction	8477	12790	66.28%
Face-to-face Lecture	98566	151557	65.04%

Table 5: SCC Course success rates for disciplines for which the three main instructional modalities had total enrollment of more than 80 students, Fall 2009 through Spring 2011 combined			
Discipline	Hybrid	Face-to-face	Online
BUS	53.49%	61.13%	60.48%
CISA	73.64%	67.29%	72.36%
CISC	68.26%	63.58%	72.62%
CISN	61.11%	78.24%	78.62%
ENGRD	54.55%	66.88%	68.83%
MATH	34.98%	44.85%	32.01%
MGMT	76.28%	70.10%	79.53%
MKT	46.91%	52.85%	59.05%

Services offered at each location and for each modality.

- In spring 2012 the students enrolled at the Davis and West Sacramento Outreach Centers had the opportunity to participate in the Student Government elections.
- EOP&S and CalWorks had a presence at the West Sacramento Center in spring 2012.
- SAC sponsored a club awareness program for students at the West Sacramento Center in spring 2012.
- Health Services visits West Sacramento and Davis Center once a month to offer onsite health services.
- Human Career Development is developing a Distant Education component to HCD 310.
- Work Experience/Internship staff provided classroom presentations for students at the Centers.
- The Learning Skills and Tutoring Center and the Writing Center offer tutoring sessions at the Centers.
- Equivalent AV and IT services are offered at the Main Campus and the Davis and West Sacramento Centers.

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

(For more information see the 2012 Staff and College Processes Report)

Key Indicators

Services modified to meet community needs

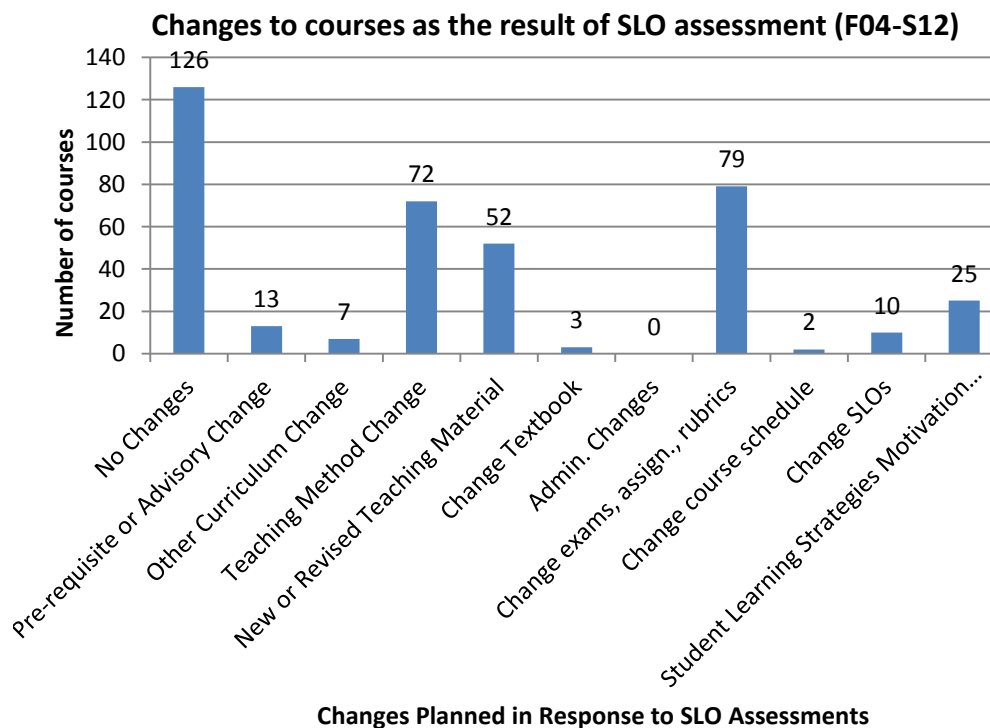
Courses and programs modified to meet community needs

New or revised services developed in response to community needs.

- Health Services is developing a workshop to help students deal with stress as a direct result of seeing an increase in patients seen for mental health needs.
- The Orientation Ad Hoc Taskforce has recommended a set of changes to provide a continuum for students' first year experience.

New or revised courses and programs that meet community needs

- As part of the Program Review, the Business Department is evaluating the market needs for certificate and degree curriculum and plan to adapt them for changes in our industries.
- Survey (Geomatics) and Motorcycle Maintenance certificate and degree programs have been reduced or suspended based on hiring trends and employer needs.
- Changes to curriculum in response to information about community needs for employment have been made by various departments including CIS, Aeronautics, Railroad, and Water/Wastewater Treatment. Many Unit Plan objectives for 2011-12 specified curriculum changes.
- New Transfer Degrees have been developed.
- For the 2011-12 academic year SOCRATES shows over 700 course curriculum actions and over 100 program curriculum actions from SCC.
- 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 2004 and Spring 2012.



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. (For more information see the 2012 Staff and College Processes Report)

Key Indicators

College process metrics

Metrics showing that college processes are effective.

- The Classified Staff Orientation was well attended and highly rated.
- The 2011-12 Budget Plan has been effectively executed.
- SCC Health Services is helping to create policies and procedures for the Health Offices at all LRCCD Colleges.
- A pilot program incorporating a student-centered teaching demonstration as part of the faculty hiring process was conducted. A survey indicated that the new process provided useful information.
- 3rd quarter metrics for 2011-12 show that error rates were less than 5% for absence reports, budget entries, and requisitions.

Procedure	Submitted	1st Qtr Errors	2nd Qtr Errors	3rd Qtr Errors	Error Rate
Absence Reports	2,683	23	37	38	4%
Budget Entries	637	7	8	6	3%
Intents	47	8	2	9	40%
Requisitions	1,138	5	14	14	3%
Travel Authorizations	352	3	16	21	11%

Goal 7: Engage the College community in the process of ongoing institutional evaluation, continuous improvement, and the analysis and review of data.
(For more information see the 2012 Staff and College Processes Report)

Key metrics

Use of data in unit, program, and institutional plans

Unit, Program, and Institutional Plans linked to data:

- The Program Review template has been revised to include substantially more information on the assessment of Program SLOs.
- Unit and Program planning across the College incorporated an analysis of data related to enrollment, student demographics, student success and SLO assessment.
- The Library PFE survey collected data on the use and value of books in the collection.

Other information showing that data was used in decision-making at the College.

- The tutoring programs from across the college are currently piloting methods to measure the impact of tutoring services.
- The Budget Committee used the results of the college planning process and established criteria to review resource requests during spring 2012.
- The PRIE Committee reviewed the Institutional Effectiveness Reports and chose data for college-wide discussion.
- The College Strategic Planning Committee engaged data on institutional effectiveness. The College Goals for 2012-13 were modified based on these discussions.
- The PRIE office provided data analyses for pre-requisite validations, assessment validations, accreditation reports, student success measures, standing committee work, and strategic planning. In addition, data analyses designed for specific department needs were conducted for over 20 departments.
- The CCSSE survey was administered in 69 course sections in Spring 2012.

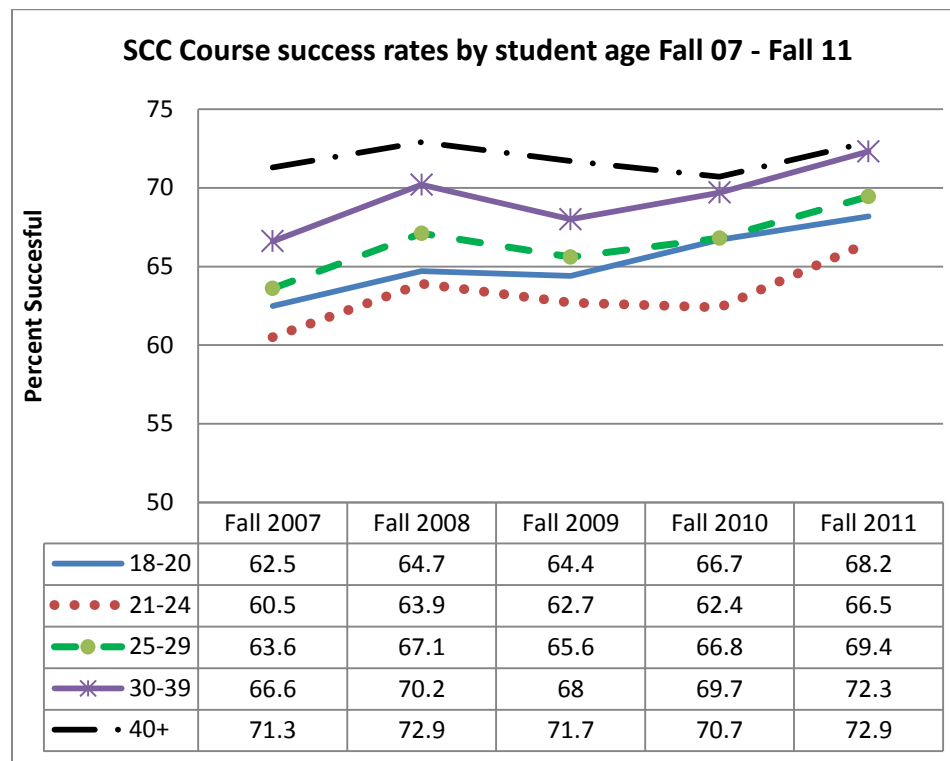
Goal 8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.
 (For more information see the 2012 Student Achievement Report)

Key Indicators

Course success rates for demographic groups

Narrowing gaps in course success rates between demographic groups.

- Course success for the racial/ethnic group with the lowest success rate (African Americans) increased from Fall 2010 to Fall 2011 but substantial gaps remain.
- Gaps in course success rates between age groups decreased slightly from Fall 2010 to Fall 2011. Course success for the age group with the lowest course success rate (21-24 year olds) improved.



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)

Other data showing the College's response to a diverse community.

- The Cultural Awareness Center (CAC) hosted over 80 events for the Fall/Spring 2011/12 academic year; estimated attendance for these events was 6,000.
- Staff Resource Center presentations aligned with Goal 8 had an overall attendance of 381 individuals. The overall rating of these workshops was excellent (5 out of 5).
- The College hosted a district-wide LGBT conference.
- Ethnic Theatre regularly performs in the community.
- The Library provided access to library services for students with disabilities through hardware, software, signage, and furniture solutions.

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.
(For more information see the 2012 Student Achievement Report)

Key metrics

Overall course success rate
ARCC SPAR rate
Unit plan outcomes
SLO assessment data

Overall course success rates across the College.

- The Fall 2011 overall course success rate for SCC was 68.7%, up slightly from Fall 2010.

ARCC Student Progress and Achievement Rate (SPAR)

- The 2012 ARCC Report showed that the SPAR rate for SCC increased compared to last year and is near the peer group average.

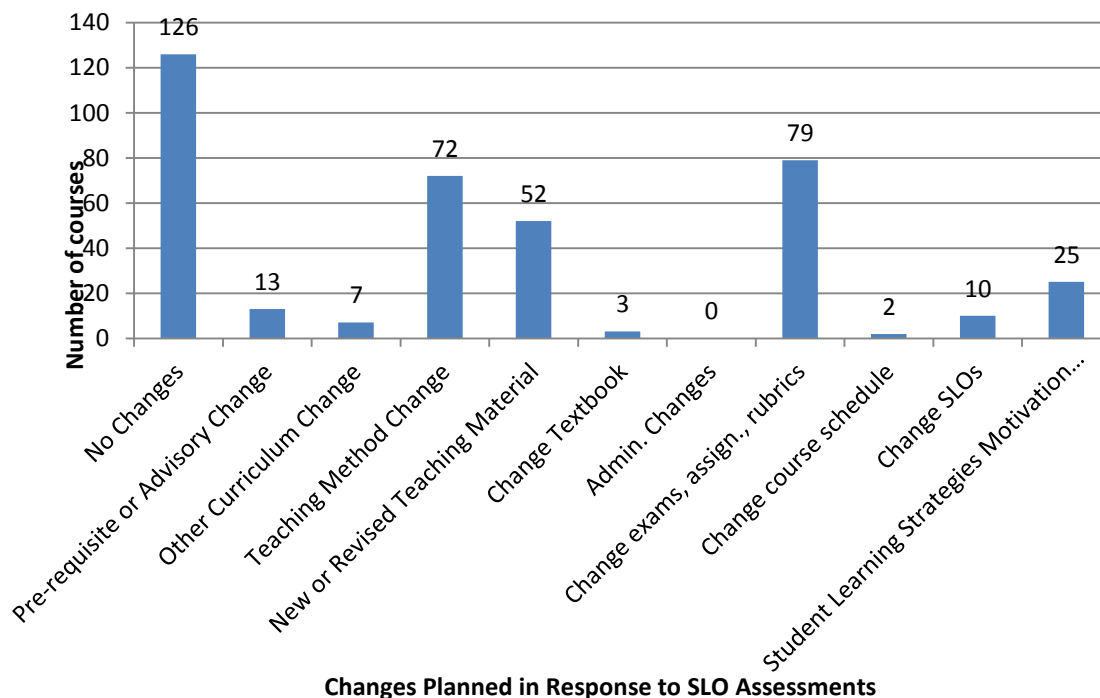
Unit Plan outcomes related to this goal

- Over 200 Unit Plan objectives for the 2011-12 year were related to this goal.
- The potential impact of Unit Plan outcomes related to this goal are exemplified by the impacts of the remodeling of the first floor Tutoring/Writing Center/Academic Lab in the LRC:
 - In HS 92, Prerequisite Skills Assistance, student attendance increased 126% for Fall 2011 compared to the Fall 2010.
 - The number of student visits to the Writing Center increased 13% in Fall of 2011 from the previous semester.

Use of SLO assessment to support teaching and learning effectiveness.

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 2004 and Spring 2012.

Figure 3: Changes to courses as the result of SLO assessment (F04-S12)



Benchmarks Report

Fall 2012

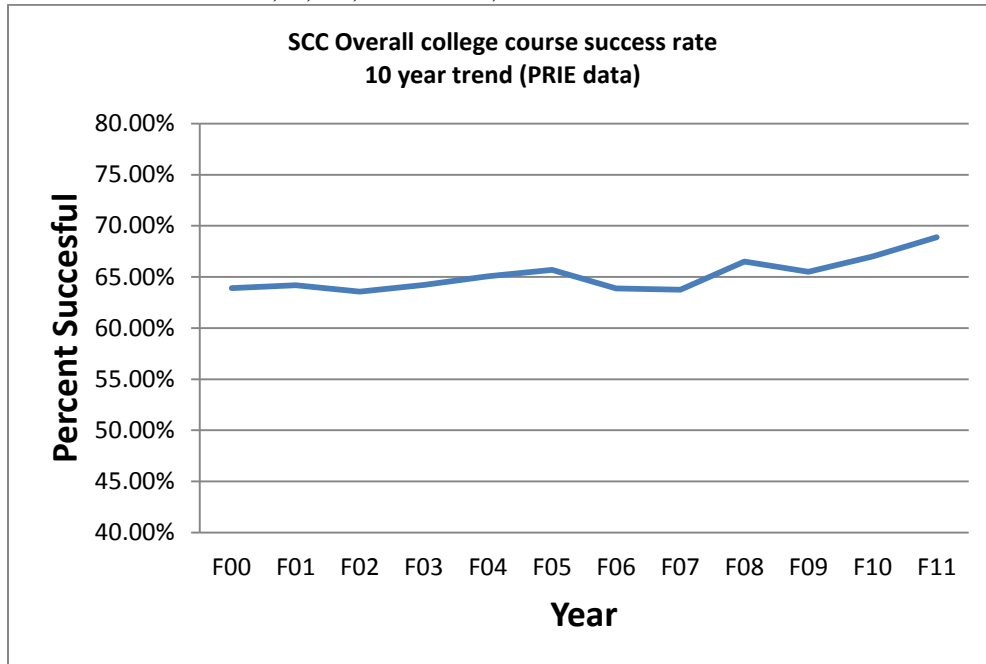
Goal 7. Engage the College community in the process of ongoing institutional evaluation, continuous improvement, and the analysis and review of data.



Benchmarks Report – Key Points

Average course success has been roughly stable for several years; it has gone up slightly in the past two years.

For the past several years, the average course success rate at SCC has been fairly stable at around 65-70%. 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.



Comparison to similar colleges: SCC students stay in school but move toward completion relatively slowly.

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 has

- a low average course success rate
- a moderate achievement gap
- moderate year to year persistence at SCC
- moderate year to year persistence anywhere in the system
- low 3 year graduation rates
- moderate student progress and achievement rate (includes program completion and transfer ready status)
- a low rate of students earning 30+ units
- a moderate basic skills improvement rate

Some achievement gaps persist, others are narrowing.

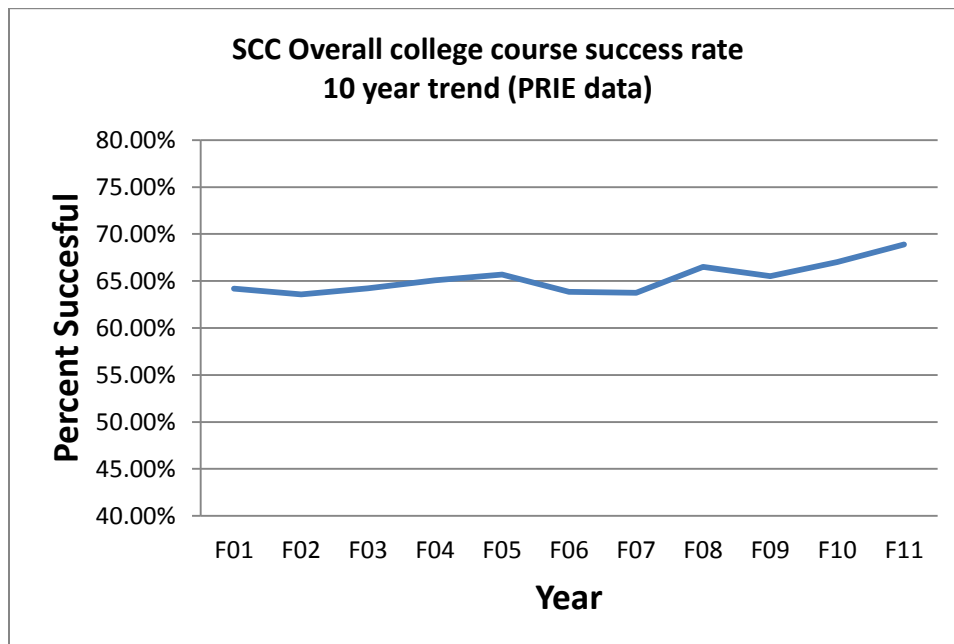
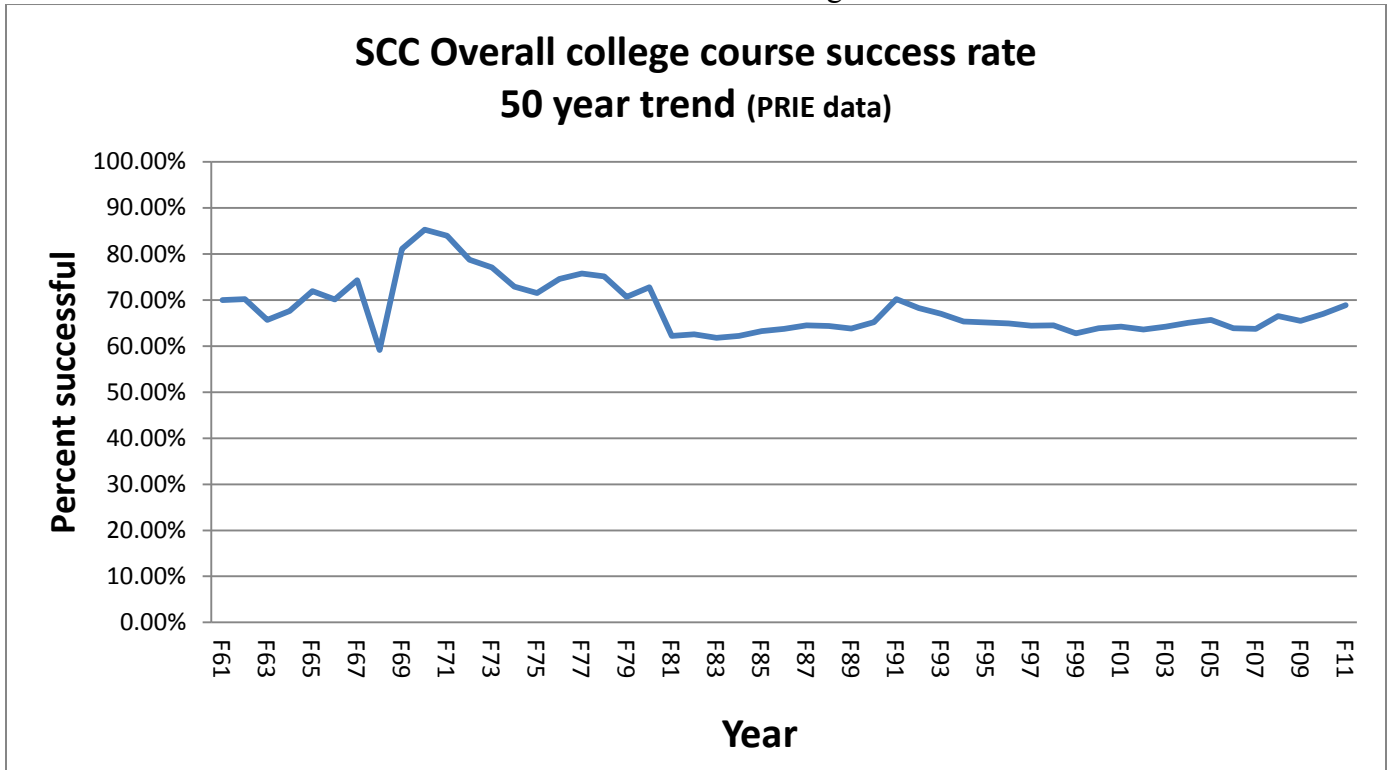
Achievement gaps occur between groups of students. The largest gaps are between students from different racial/ethnic groups. Smaller achievement gaps occur between students from different age groups; these gaps have been narrowing slightly in recent years.

Benchmarks – Detailed Analysis

Trend data on overall college course success

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

Overall student course success at SCC has been in the 60-70% range since the 1980's.

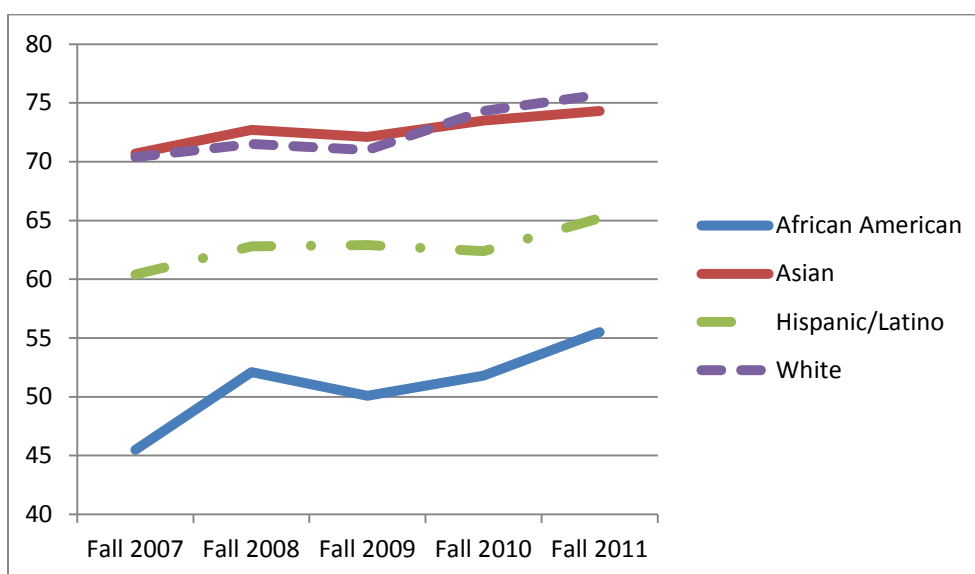


Trends in course success by demographic group: Achievement gaps

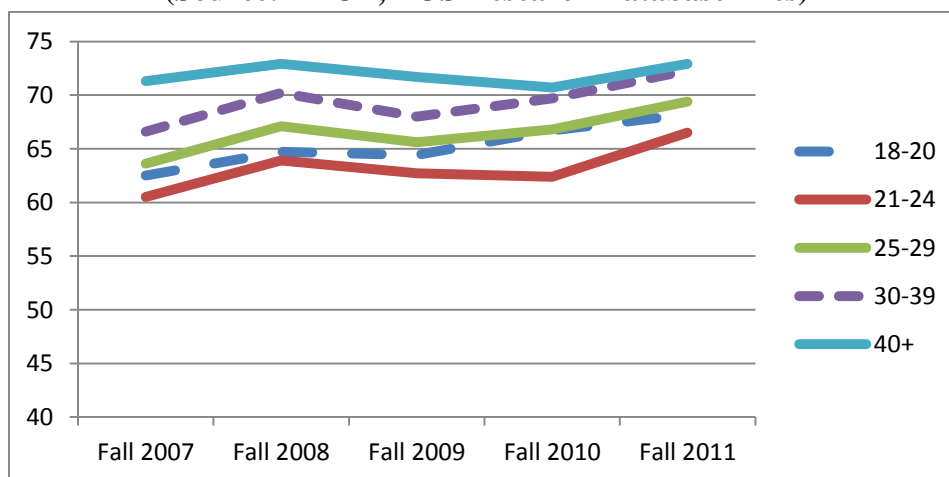
There are gaps in course success rates between students of different races and ages.

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 course 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 somewhat. (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: LRCD, EOS Research Database Files)



SCC Successful Course Completion by Age Group
(Source: LRCD, EOS Research Database Files)



Benchmark Comparisons to Other Colleges:

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 defined comparison group:

PRIE used the data available from IPEDS (Integrated Postsecondary Educational Data System) to develop a group for comparison to SCC. The colleges in the comparison 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)

Compared to CCCCCO, ARCC, and IPEDS measures for this group of colleges SCC has:

- a low average course success rate
- a moderate achievement gap
- moderate year to year persistence at SCC
- moderate year to year persistence anywhere in the system
- low 3 year graduation rates
- moderate student progress and achievement rate (includes program completion and transfer ready status)
- a low rate of students earning 30+ units
- a moderate basic skills improvement rate

SCC compared to similar colleges on CCCCCO, IPEDS, and ARCC measures – Summary (Sources in parentheses)			
Measure	Group low	Group high	SCC
Course success rate (CCCCO Data Mart 2.0: credit courses, Fall 2011)	61	70	65 (low)
Achievement gap in course success between highest and lowest racial/ethnic groups (CCCCO Data Mart 2.0: credit courses, Fall 2011)	17	29	20 (moderate)
Year to year persistence of full time students at SCC (IPEDS Fall 2010).	44	76	66 (moderate)
Year to year persistence anywhere in the CCC system (ARCC)	57	81	72 (moderate)
Graduation rate within 150% of time to normal completion (3 year rate, IPEDS 2010)	16	36	20 (low)
Student progress and achievement rate (includes program completion, transfer and transfer-ready status) (ARCC)	50	69	60 (moderate)
Rate of students earning 30+ units (ARCC)	71	86	72 (low)
Basic skills improvement rate (a measure of movement up the basic skills course sequence) (ARCC)	34	77	60 (moderate)

Course Success (credit courses):

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.	Average course success (%)	Achievement gap between racial/ethnic groups (%) = highest success rate minus lowest success rate
American River College	70	18
City College of San Francisco	69	21
Cosumnes River College	66	20
Evergreen Valley College	70	24
Long Beach City College	67	19
Los Angeles City College	61	29
Los Angeles Mission College	65	19
Los Angeles Valley College	66	18
Sacramento City College	65	20
San Bernardino Valley College	68	22
San Jose City College	66	17
<i>Source: CCCCCO DataMart 2.0</i>		

Year to year persistence (called retention in IPEDS, 2010)

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 2012ARCC report)	ARCC Fall to Fall persistence anywhere in the CCC system 2012 ARCC report (%)	Full time year to year “retention” rate* (%)	Part time year to year “retention” rate* (%)
American River College	71	67	39
City College of San Francisco	80	72	51
Cosumnes River College	74	71	40
Evergreen Valley College	77	74	32
Long Beach City College	69	66	39
Los Angeles City College	65	61	35
Los Angeles Mission College	65	69	41
Los Angeles Valley College	70	75	42
Sacramento City College	72	66	24
San Bernardino Valley College	65	65	40
San Jose City College	65	59	31
*NOTE: The IPEDS “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
American River College	6	20	31
City College of San Francisco	9	27	39
Cosumnes River College	6	18	25
Evergreen Valley College	7	26	35
Long Beach City College	5	16	25
Los Angeles City College	5	15	23
Los Angeles Mission College	4	14	25
Los Angeles Valley College	7	17	26
Sacramento City College	7	22	32
San Bernardino Valley College	4	13	20
San Jose City College	12	20	30

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 (%)
American River College	48.4	71.2	55.8
City College of San Francisco	54.3	75.0	64.4
Cosumnes River College	52.2	73.4	57.7
Evergreen Valley College	58.4	70.6	61.3
Long Beach City College	45.0	74.2	66.7
Los Angeles City College	37.4	68.9	50.7
Los Angeles Mission College	43.4	71.1	52.0
Los Angeles Valley College	50.4	71.8	53.8
Sacramento City College	59.8	71.8	60.4
San Bernardino Valley College	41.2	67.3	50.0
San Jose City College	53.2	71.1	52.8
<p>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")</p> <p>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).</p>			

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 (2009-10), total FTE enrollment (2009-10), 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: 2009-10		
Any grant or scholarship aid	48	44
Pell grants	17	18
Federal loans	3	3

Note: Comparison group was defined in 2010 using this 2009 IPEDS data. Although the indicators on the preceding pages are updated annually, the comparison group of colleges is based on 2009-10 criteria.

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.

Student program progress metrics from the 2012 ARCC report for SCC Indicators compared to ARCC peer groups.

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	59.8	61.0	49.8	68.8	A2
B	Percent of Students Who Earned at Least 30 Units	71.8	76.0	70.8	85.9	B4
C	Persistence Rate	72.4	71.0	57.3	80.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.9	73.3	62.6	81.3	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.1	60.7	50.8	73.1	E2
F	Improvement Rate for Credit Basic Skills Courses	60.4	58.4	38.8	76.9	F2
G	Improvement Rate for Credit ESL Courses	59.0	57.9	40.8	69.2	G5

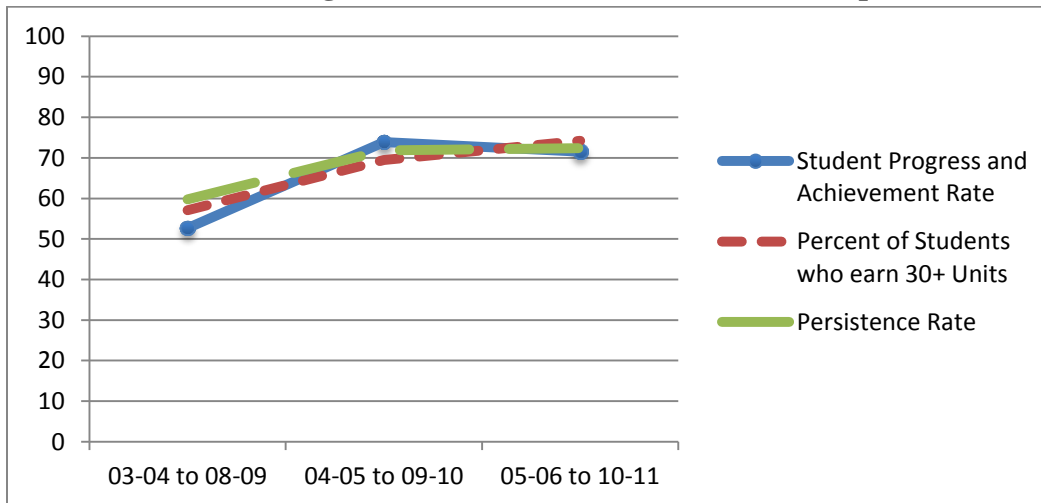
Items related to overall student progress through programs:

- **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.
- **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.
- **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.

There has been little change in these measures for SCC over the past two 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 2011 almost a third (32%) of SCC students enrolled in less than 6 units. We might expect the proportion of students with fewer than 6 units to somewhat reduce

SCC's progress rate toward completion, transfer, or 30+ units. Economic conditions in the Sacramento area may also be affecting progression rates. College data indicate that the number of students reporting household income below the poverty line increased from Fall 2006 through Fall 2011, reaching 41% in Fall 2011. During this same time, the percent of students who were unemployed increased substantially.

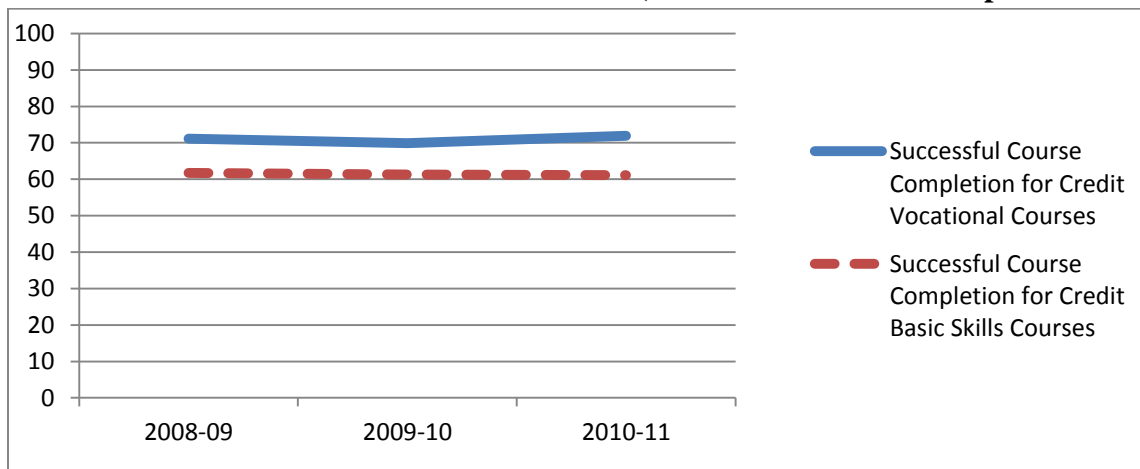
Trends in Student Progress Metrics (From the 2012 ARCC report for SCC)



Items related to course achievement:

- **Annual successful course completion for credit vocational courses:** The SCC number is essentially the same for 2009-10 and 2010-11 and is slightly below the peer group average.
- **Annual successful course completion for credit basic skills courses:** This variable, as reported in the 2012 ARCC report, did not change much from 2009-10 to 2010-11 and is slightly above the peer group average.

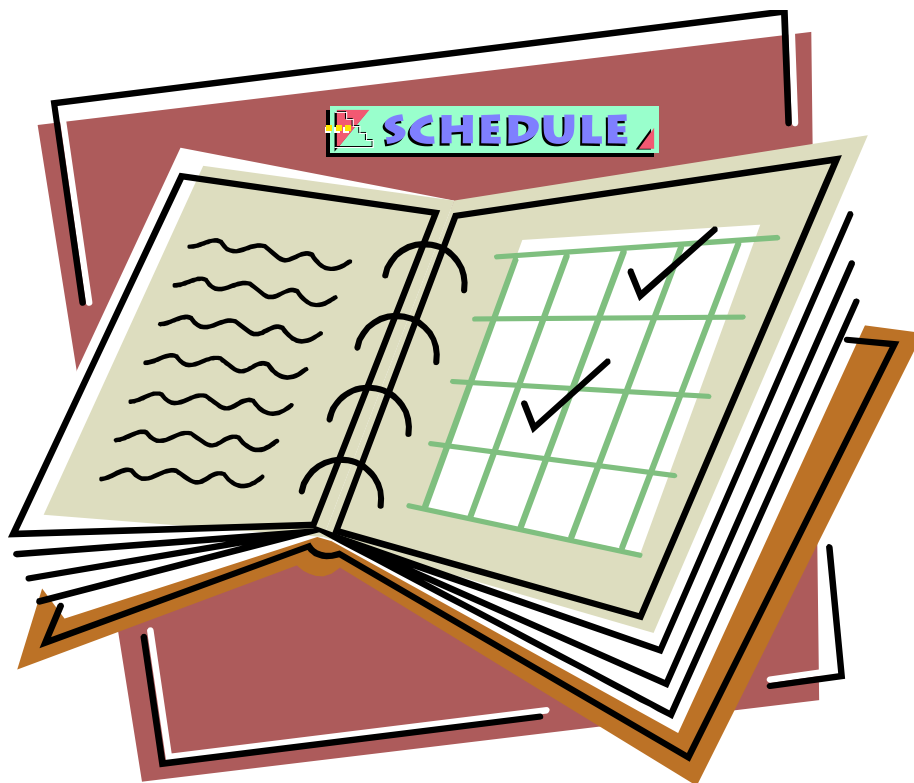
Trends in Student Course Achievement metrics (From the 2012 ARCC report for SCC).



Enrollment Report

Fall 2012

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.

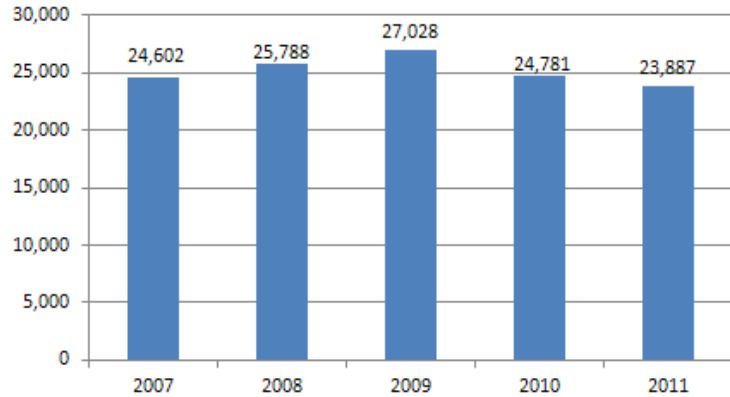


Enrollment Report Key Points

Overall enrollment is down somewhat.

End of semester enrollment has decreased about 11.6 % from the peak of 27,028 students in Fall 2009.

Enrollment Trends by End of Semester Headcount
Fall 2007 to Fall 2011



Source: EOS Profile Data Files

1-11

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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 27% of the SCC student population. SCC students represent a wide range of age groups but over half of the students are 18-24 years old.

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.

African American		Asian		Filipino		Hispanic/Latino		Multi-Race		Native American		Other Non-White		Pacific Islander		Unknown		White	
2,763	11.6%	4,145	17.4%	610	2.6%	5,877	24.6%	1,136	4.8%	146	0.6%	233	1.0%	289	1.2%	2,315	9.7%	6,373	26.7%

Classes filled very quickly for Fall 2012.

Half of the 10 instructional divisions had 80% or more of class seats filled 100 days before the start of Fall 2012. All but two divisions (COU and LRN) were over 80% full in terms of overall course enrollment by 50 days before the start of the Fall 2012 Semester.

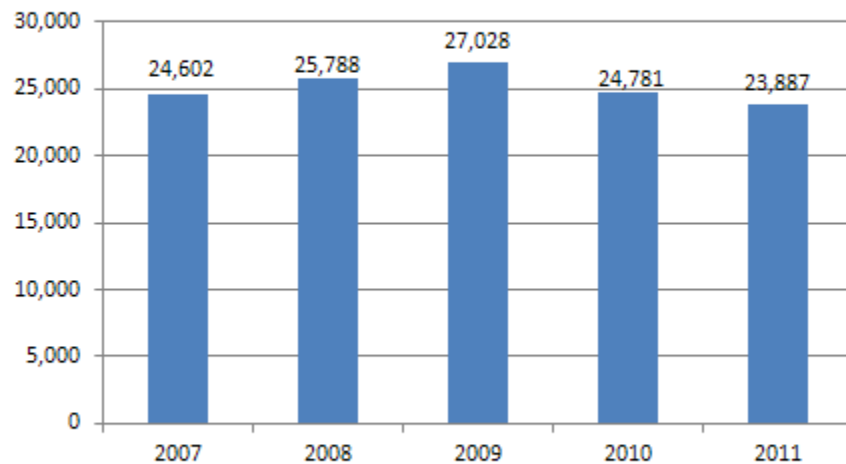
100 days before Fall 12	75 days before Fall 12	50 days before Fall 12
5 divisions were 80% or more full	7 divisions were 80% or more full	8 of 10 divisions were more than 80% full (all except COU and LRN).

Enrollment Report: Detailed Analysis

Overall Enrollment Trends

Overall enrollment has declined from the Fall 09 to Fall 11 academic year. Fall 2011 end of semester enrollment was about 11.6 % lower than the peak of 27,028 students in Fall 2009.

Enrollment Trends by End of Semester Headcount
Fall 2007 to Fall 2011

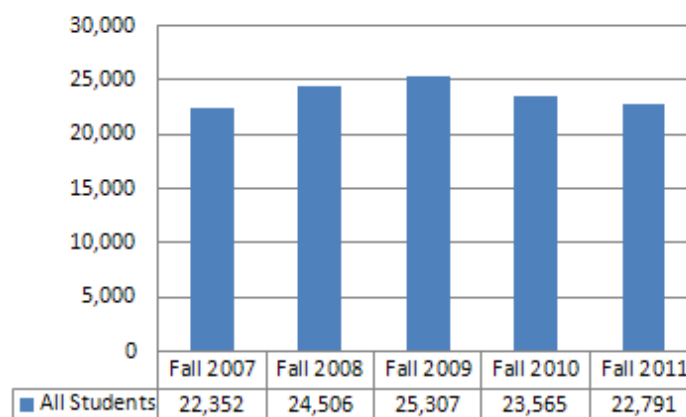


Source: EOS Profile Data Files

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Enrollment Trends by Census Headcount
Fall Census 2007 to 2011



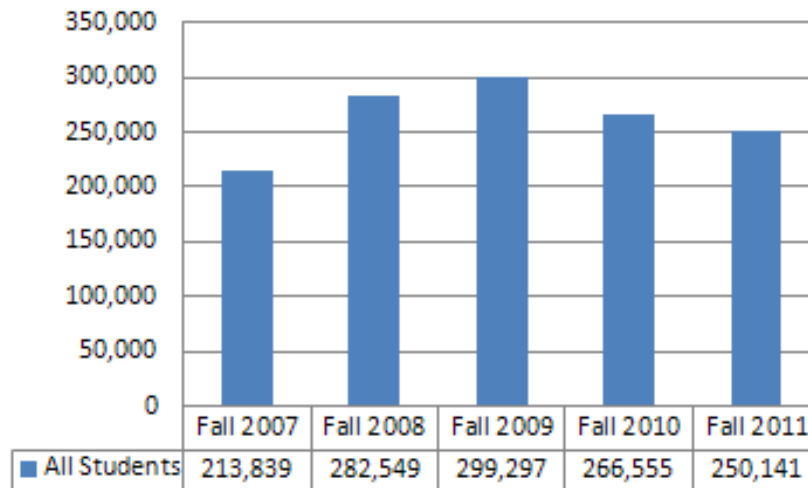
Source: 4th Week Profile

2 of 11

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WSCH has also declined; Fall 2011 semester WSCH is down about 16% from the peak in Fall 2009.

Enrollment Trends by Census WSCH* Fall 2007 to 2011



*Projected Weekly Student Contact Hours based on last year

3-11

Source: PS Class Size Census Report (Census Day)

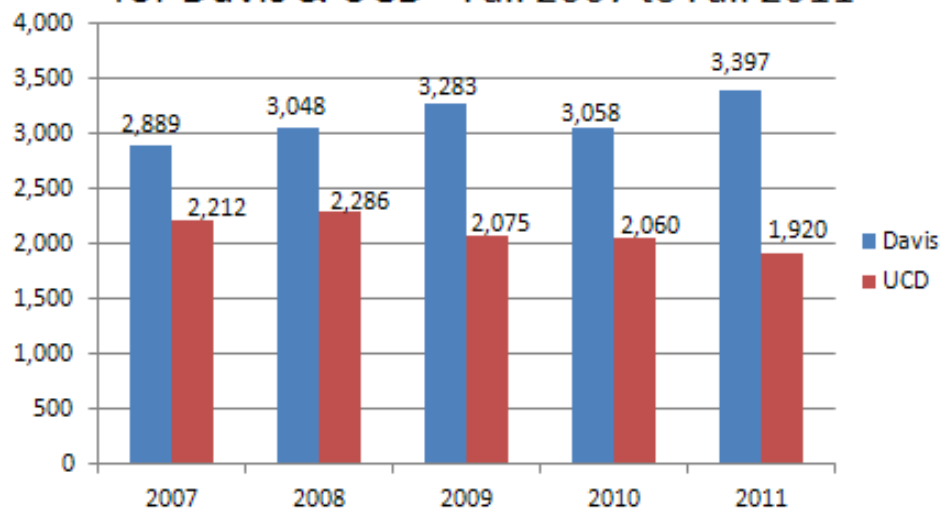
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Distance Education enrollment in online classes has grown somewhat in recent years.

SCC enrollment in Distance Education courses	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<i>Data from the CCCCCO Data Mart</i>	Enrollment Count	Enrollment Count	Enrollment Count	Enrollment Count	Enrollment Count
Online - Delayed Interaction (Internet Based)	4,247	4,185	4,439	5,734	5,914
One-way interactive video and two-way interactive audio	141	186	261	274	120
Two-way interactive video and audio (ITSF)	32	29	96	34	0
Video one-way (e.g. ITV, video cassette, etc.)	248	210	254	291	220
Total	4,668	4,610	5,050	6,333	6,254

Enrollment at the Davis Center increased slightly and enrollment at the West Sacramento Center decreased slightly from Fall 2010 to Fall 2011.

End of Semester Duplicated Enrollment Trends for Davis & UCD - Fall 2007 to Fall 2011

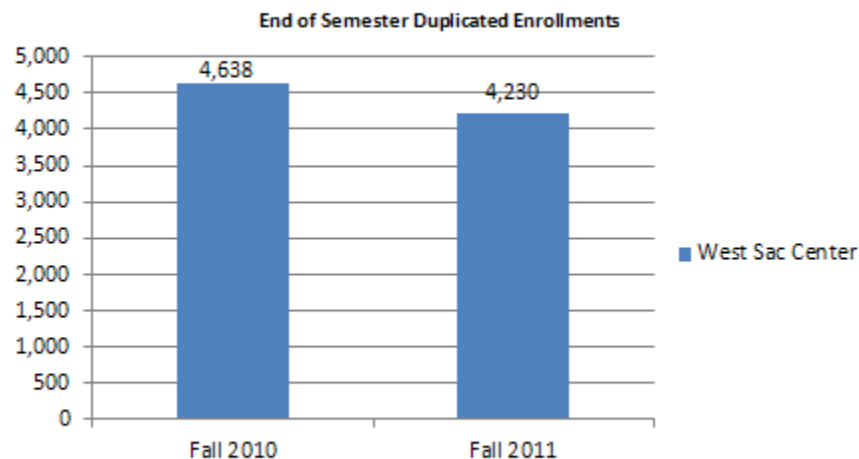


Source: Transcript Snapshot

3-11

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Enrollment for New West Sac Center



Source: Transcript Snapshot

4-11

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Student Demographics

The SCC student body is very diverse; no single racial/ethnic group makes up over 27% of the student population.

In Fall 2011 White (26.7%), Hispanic/Latino 24.6%, Asian (17.4%) and African American (11.6%) students had the greatest percentage representation in the SCC student body. The percentage of Hispanic/Latino students has increased slightly over the past 3 years. (Note: changes in the way data was collected make comparisons to data prior to Fall 2009 difficult).

SCC Student Ethnicity Profile Fall 2009-Fall 2011

Source: EOS Profile Data

Fall	African American		Asian		Filipino		Hispanic/Latino		Multi-Race		Native American		Other Non-White		Pacific Islander		Unknown		White	
2009	3,515	13.0%	4,679	17.3%	778	2.9%	5,862	21.7%	1,170	4.3%	205	0.8%	369	1.4%	362	1.3%	2,079	7.7%	8,009	29.6%
2010	3,135	12.7%	4,321	17.4%	692	2.8%	5,637	22.7%	1,125	4.5%	165	0.7%	264	1.1%	326	1.3%	2,230	9.0%	6,886	27.8%
2011	2,763	11.6%	4,145	17.4%	610	2.6%	5,877	24.6%	1,136	4.8%	146	0.6%	233	1.0%	289	1.2%	2,315	9.7%	6,373	26.7%

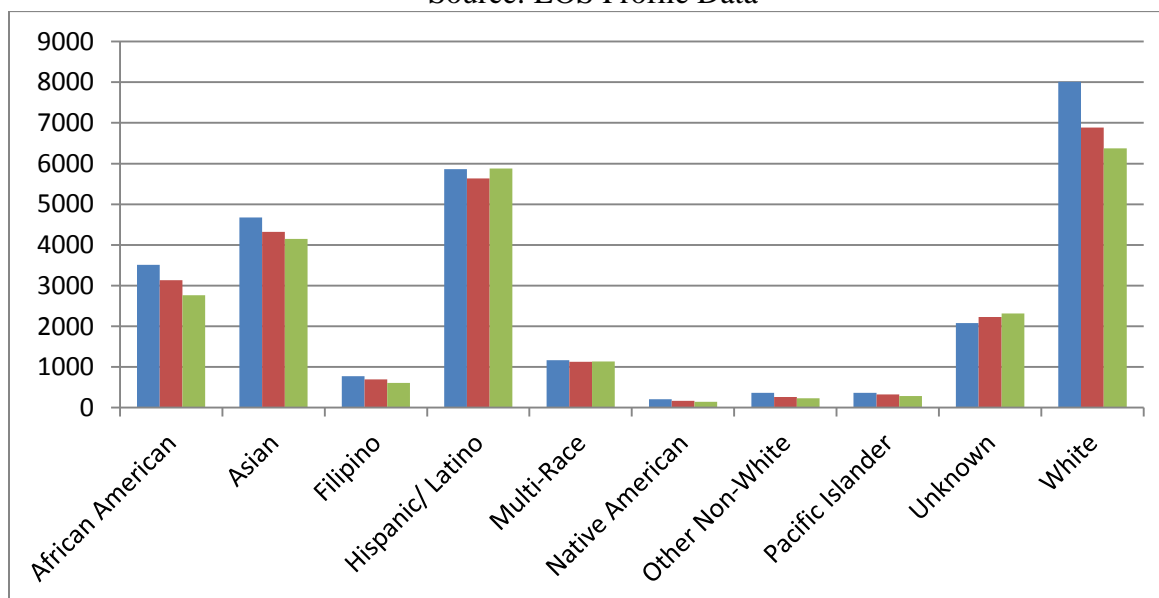
SCC Students' Primary Languages (Fall 2007 to Fall 2011)

Source: EOS Profile Data

Fall	Spanish	Cantonese	Russian	Vietnamese	Hmong
2007	889	578	553	352	280
2008	951	536	543	302	413
2009	992	459	546	347	554
2010	940	417	512	341	584
2011	990	375	470	326	629

Number of students in racial/ethnic groups (note that overall enrollment decreased Fall 09-Fall 11)

Source: EOS Profile Data



Students over 20 years old make up a majority of SCC students. About a third of SCC students are under 20 years old.

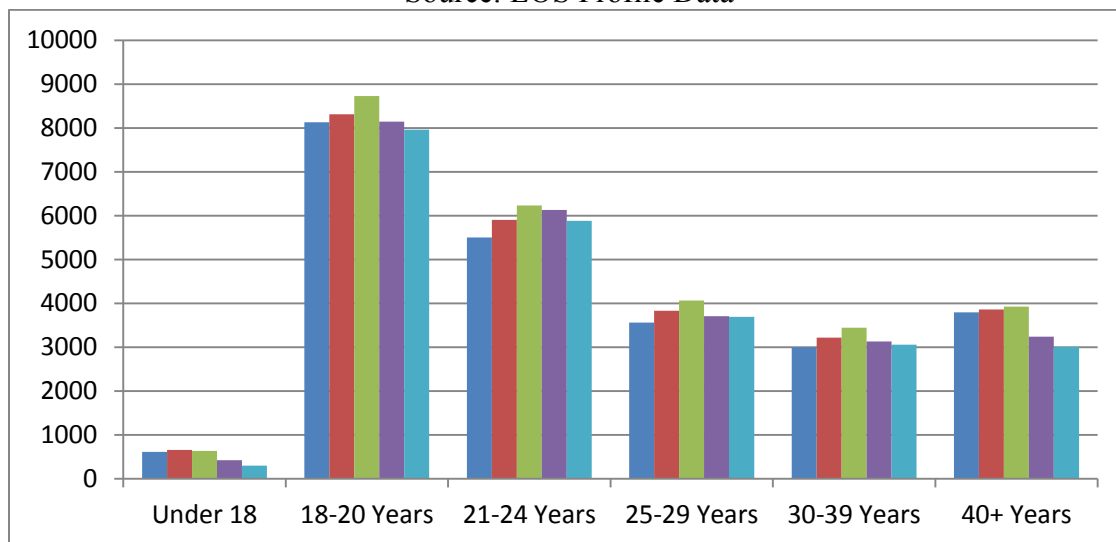
SCC Age Group Distribution Fall 2007 to Fall 2011

Source: EOS Profile Data

Fall	Under 18		18-20		21-24		25-29		30-39		40+	
2007	610	2.5%	8,134	33.1%	5,505	22.4%	3,563	14.5%	2,995	12.2%	3,795	15.4%
2008	652	2.5%	8,317	32.3%	5,907	22.9%	3,833	14.9%	3,220	12.5%	3,859	15.0%
2009	633	2.3%	8,727	32.3%	6,232	23.1%	4,066	15.0%	3,446	12.7%	3,924	14.5%
2010	422	1.7%	8,145	32.9%	6,131	24.7%	3,708	15.0%	3,132	12.6%	3,243	13.0%
2011	294	1.2%	7,963	33.3%	5,880	24.6%	3,690	15.4%	3,056	12.8%	3,004	12.6%

Number of students in age groups (note that overall enrollment decreased Fall 09-Fall 11)

Source: EOS Profile Data



Slightly more women than men attend SCC.

SCC Gender Distribution Fall 2007 to Fall 2011

Source: EOS Profile Data

Fall	Female		Male	
2007	14,493	58.9%	9,910	40.3%
2008	14,966	58.0%	10,599	41.1%
2009	15,626	57.8%	11,132	41.2%
2010	14,076	56.8%	10,465	42.2%
2011	13,392	56.1%	10,300	43.1%

Most SCC students are enrolled part-time.

The percentage of students who take 12 or more units per semester has been fairly stable. However, the percentage of students taking fewer than 6 units has decreased slightly over the past 5 years.

SCC Student Load (Fall 2007 to Fall 2011)

Source: EOS Profile Data

Fall	Full -Load 12 or More Units		Mid-Load 6-11.99 Units		Light-Load Up to 5.9 Units	
	N	%	N	%	N	%
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%
2011	7,098	29.7%	8,967	37.5%	7599	31.8%

Over 60% of SCC students indicate that they intend to transfer (with or without getting an Associate's Degree first).

SCC Students' Education Goal Distribution Fall 2007 to Fall 2011

Source: EOS Profile Data

Fall	Transfer goals		Non-transfer degree, certificate or vocational goals		Educational development or undecided goals		Student from 4-year school
	Transfer w/ AA	Transfer w/out AA	AA w/o Transfer	Vocational (with or w/o Cert.)	Basic Skills/ Personal Dev.	Unspecified/ Undecided	4-Yr Meeting 4-Yr Reqs.
2007	37.5%	12.5%	10.7%	12.3%	7.5%	10.7%	8.8%
2008	38.5%	12.4%	11.3%	11.5%	6.9%	10.4%	9.0%
2009	40.7%	12.9%	12.2%	6.4%	10.4%	9.3%	8.1%
2010	44.8%	13.4%	13.8%	6.4%	7.0%	6.3%	8.3%
2011	46.8%	14.2%	14.3%	5.7%	6.0%	5.1%	7.9%

Almost 39% of SCC students are first generation college students.

SCC College Students, by First Generation Status Fall 2007 to Fall 2011

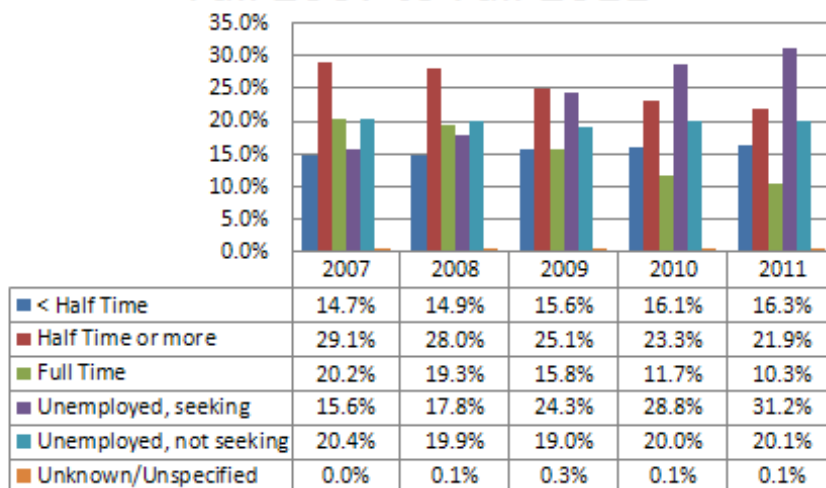
Source: EOS Profile Data

Fall	First Generation College Student?				Total
	Yes		No		
2007	8,628	35.1%	15,974	64.9%	24,602
2008	9,116	35.3%	16,672	64.7%	25,788
2009	9,810	36.3%	17,218	63.7%	27,028
2010	9,327	37.6%	15,454	62.4%	24,781
2011	9,288	38.9%	14,599	61.1%	23,887

Over 30% of SCC students are unemployed and seeking work. Nearly half (48.5%) are working.

The percentage of students who are unemployed and seeking work has increased substantially over the last 5 years while the percentage of students employed full time had decreased.

SCC Students' Work Status Fall 2007 to Fall 2011



Source: EOS Profile Data

1-13

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Over 40% of SCC students have household income below the poverty line.

The percentage of students living in households below poverty has increased substantially over the last 5 years; the percentage with middle or above household incomes had decreased. (Note: This measure uses U.S. Department of Health and Human Services definitions for income levels).

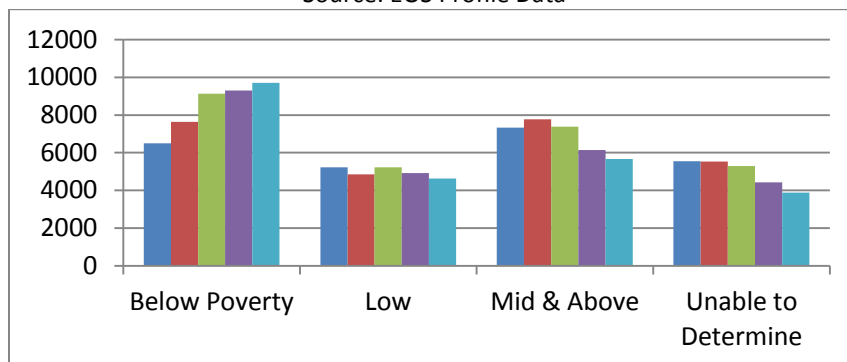
SCC Student Household Income Level (Fall 2007 to Fall 2011)

Source: EOS Profile Data

Fall	Below Poverty		Low		Middle & Above		Unable to Determine		Total
2007	6,504	26.4%	5,229	21.2%	7,328	29.8%	5,541	22.5%	24,602
2008	7,630	29.6%	4,854	18.8%	7,774	30.1%	5,530	21.4%	25,788
2009	9,126	33.8%	5,231	19.4%	7,380	27.3%	5,291	19.6%	27,028
2010	9,293	37.5%	4,919	19.8%	6,149	24.8%	4,420	17.8%	24,781
2011	9,702	40.6%	4,637	19.4%	5,668	23.7%	3,880	16.2%	23,887

Number of students in household income ranges (note that overall enrollment decreased Fall 09-Fall 11)

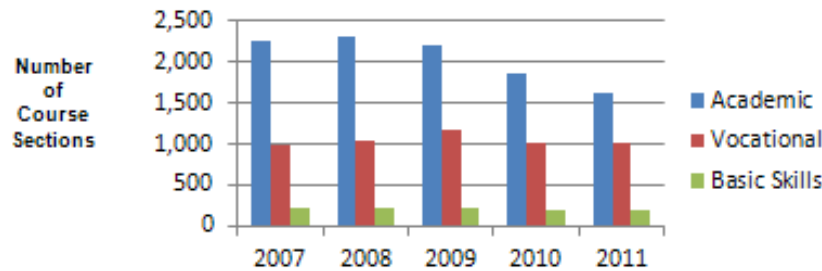
Source: EOS Profile Data



Patterns of Course Offerings

The college sustained its pattern of day and evening enrollment and maintained a balance of academic and vocational courses.

SCC Academic, Vocational & Basic Skills Courses Fall 2007 to Fall 2011



Fall	Academic		Vocational		Basic Skills		Total
2007	2,245	64.50%	995	28.90%	226	6.50%	3,481
2008	2,308	64.84%	1,029	28.91%	222	6.23%	3,559
2009	2,197	61.24%	1,177	32.81%	213	5.93%	3,587
2010	1,854	60.11%	1,023	33.17%	207	6.71%	3,084
2011	1,631	57.25%	1,017	35.70%	201	7.06%	2,849

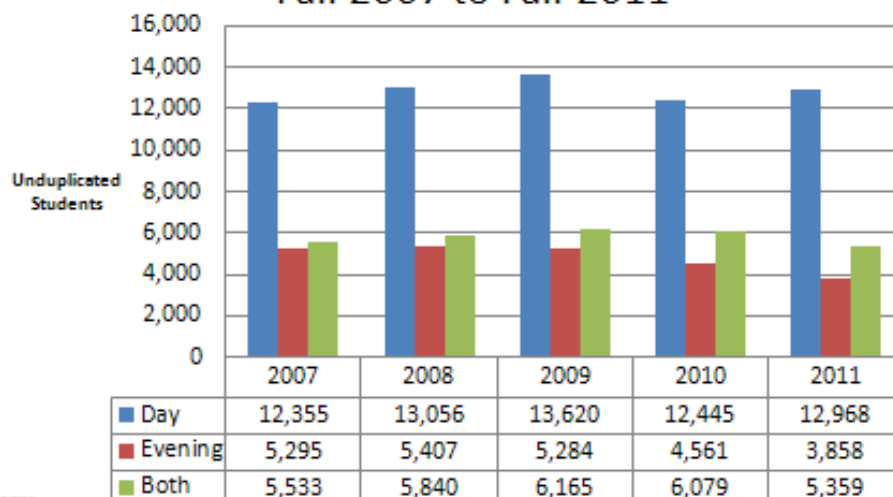
11-11

Sacramento City College

Office of Planning, Research & Institutional Effectiveness

Source: EOS MSF

SCC Day/Evening Enrollment Fall 2007 to Fall 2011



NOTES:

Evening classes include classes beginning at 4:30pm or later and includes weekend hours.

Does not include students who take only online courses.

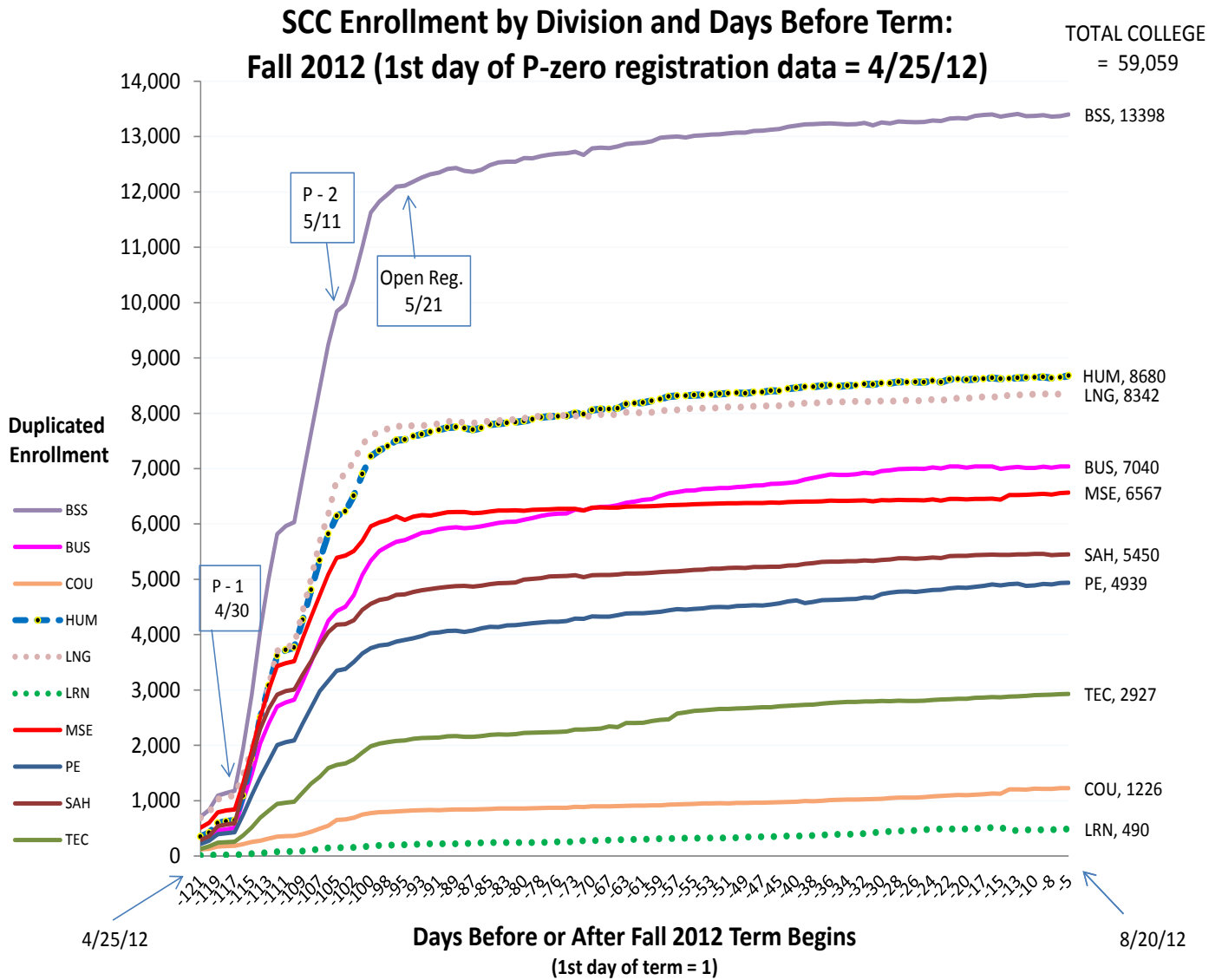
8-11

Sacramento City College

Office of Planning, Research & Institutional Effectiveness

Source: LRCCD EOS Research Database Files
(Transcript and MSF)

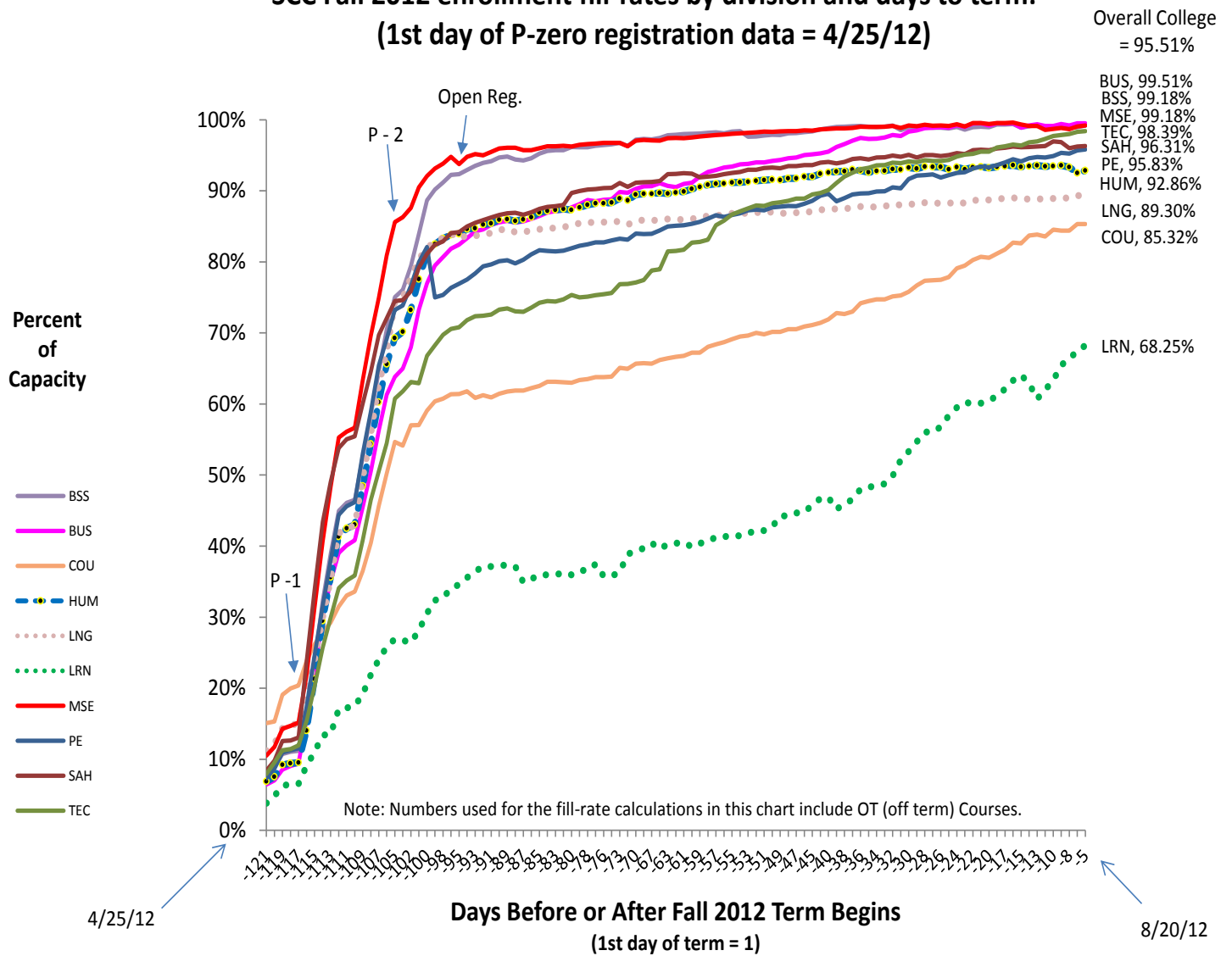
The BSS division has the largest enrollment of all SCC instructional divisions.



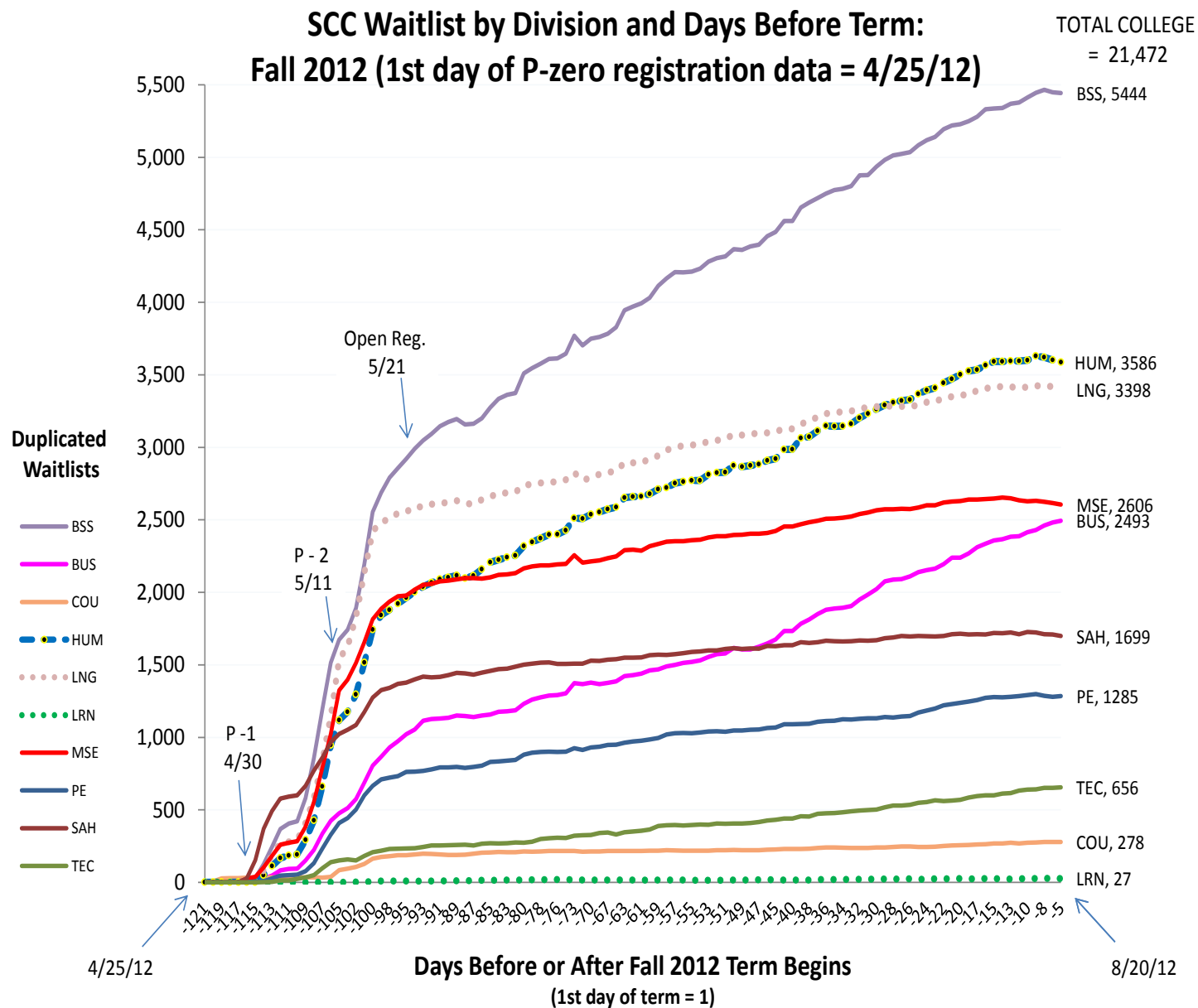
Course Fill Patterns

All but 2 divisions (LRN and COU) had fill rates near or over 80% approximately 2 months before the start of Fall 2012 classes.

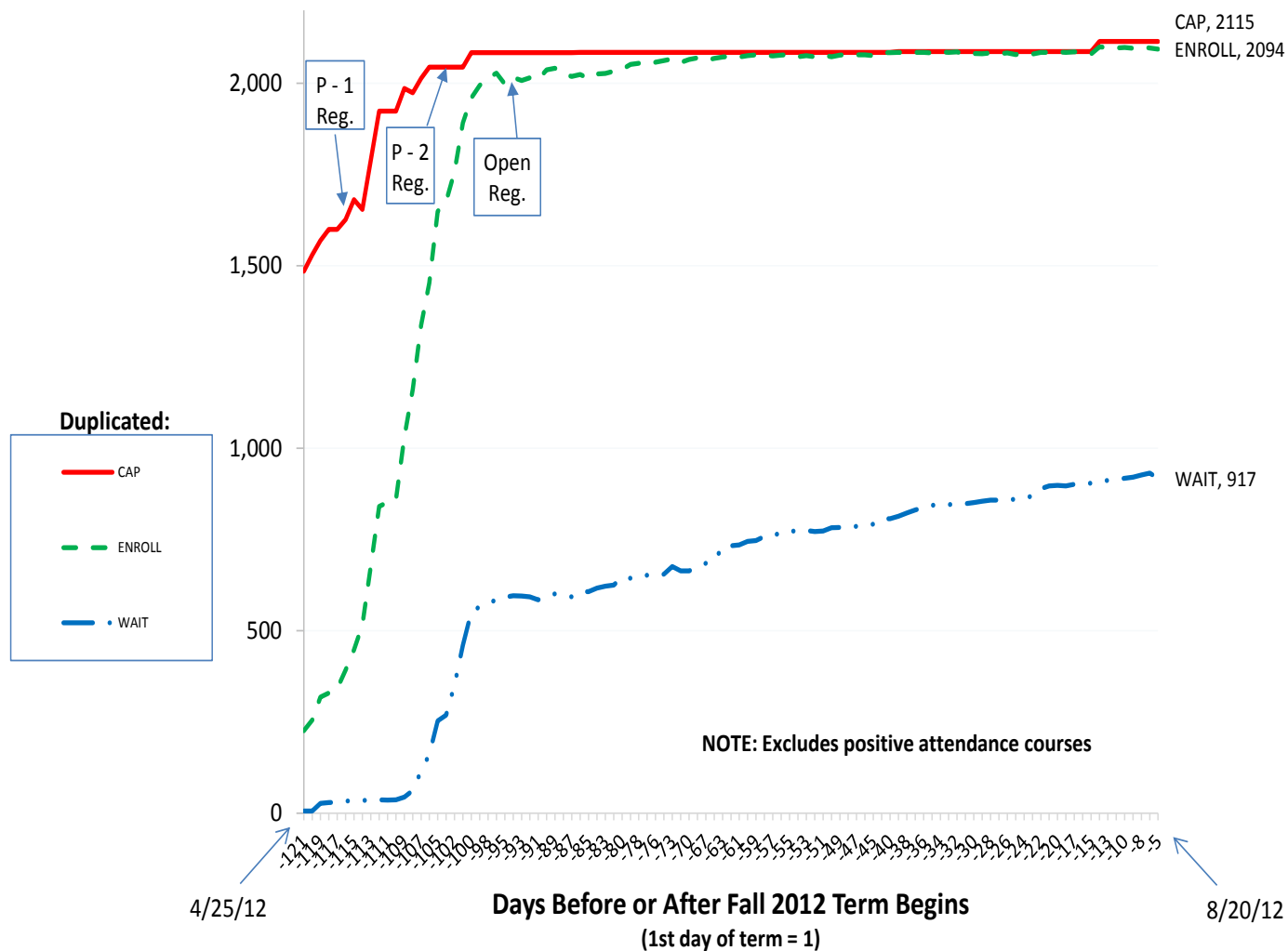
SCC Fall 2012 enrollment fill-rates by division and days to term:
(1st day of P-zero registration data = 4/25/12)



Prior to the start of open registration most divisions had substantial waitlists.



**SCC Pre-Collegiate Basic Skills Duplicated Enrollment Cap, Enrollment,
and Waitlist by Days Before or After Term: Fall 2012**
(1st day of P-zero registration data = 4/25/12)

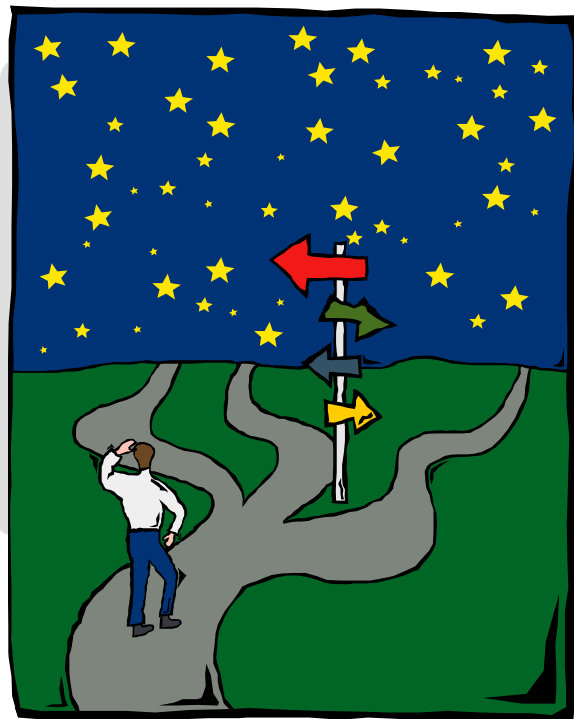


Matriculation & First-year Student Report

2012

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

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



Matriculation & First-year Student Report

Key Points

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.)

Percent of students taking the assessment test .placing into pre-collegiate or pre-transfer levels. (Note: Course numbers lower than 300 = pre-transfer level courses. Course numbers lower than 100 = pre-collegiate level courses.)		
Fall 2011	Pre-collegiate	Pre-transfer
Reading	23.9	48.4
Writing	40.4	65.9
Math	54.6	97.0

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

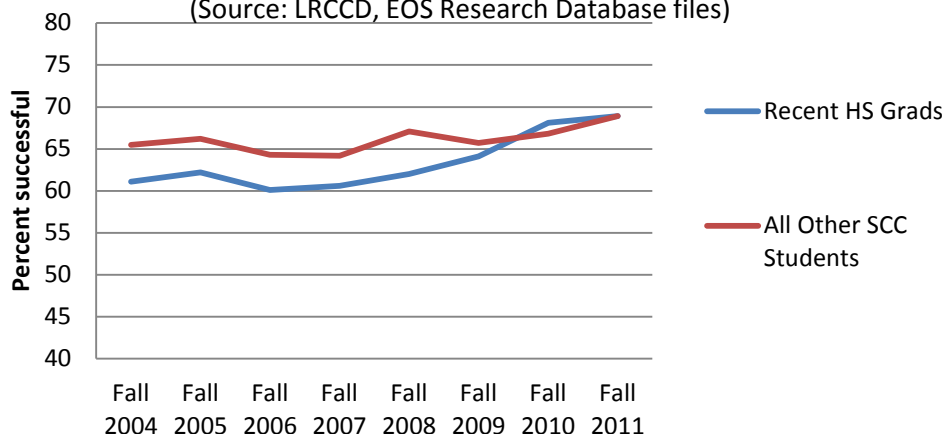
SCC first-time freshmen are generally younger and more diverse than the overall student population. They represent a wide variety of ethnic groups, with no one group including more than 25% of this student population. Over two thirds of first time freshmen have household incomes that are considered low income or below the poverty line. More than half are enrolled part time and over 47% are first generation college students.

School & Work	
Recent High School Graduates	58.4%
Enrolled Part Time	61.5%
Working Full- or Part-time	29.3%
Low Income/Below Poverty	66.3%

The overall course success rate for recent high school graduates has improved.

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

(Source: LRCCD, EOS Research Database files)



Matriculation Report: The First-year Experience

Detailed Analysis

Matriculation Overview

The “Getting In”: process:

The New Student webpage defines the “Getting In” process as including the following steps:

1. Application and Admission – Getting started!
2. Orientation-Getting acquainted
3. Assessment – Getting placed!
4. Counseling/Advising – Getting guidance
5. Financial Aid – Getting help!
6. Enrollment/Registration – Getting in!
7. Student Services and Student Access Card

Matriculation-related activities 2011-12:

The new SCC “411” website for students had over 40,000 hits during the 11-12 academic year.

The college conducted a comprehensive review of the SCC orientation program and the recommendations were forwarded to the Matriculation Committee. The College Matriculation Plan is being revised.

230 referrals have been made through the new SARS ALRT web based Early Alert Referral System.

Number of people attending SCC Orientation Fall 2011 (*Data From Orientation Database)		
Total People received Orientation Only*	Total People received Orientation and Completed Assessment*	Total received Orientation and Enrolled Fall 2011
2458	1698	1260

Fall 2011: Ethnicity of people who received orientation and enrolled	
Ethnicity	Students
African American	155
Asian	164
Filipino	19
Hispanic/Latino	396
Multi-Race	84
Native American	2
Other Non-White	4
Pacific Islander	17
Unknown	156
White	263

Data from the Community College Survey of Student Engagement Special Focus Questions

CCSSE Spring 2012 Data, Special Focus "Promising Practices" Items 1-5		SCC		Other Extra-Large Colleges	
Item	Responses	Count	Percent	Count	Percent
1. During the current term at this college, I completed registration before the first class session(s).	Yes; I was registered for ALL of my courses before the first class session(s)	911	68.9	26,436	86.9
	Mostly; I was registered for MOST of my courses before the first class session(s)	214	16.1	2,284	7.5
	Partly; I was registered for SOME of my courses before the first class session(s)	112	8.5	1,000	3.3
	No; I was NOT registered for ANY of my courses before the first class session(s)	86	6.5	691	2.3
	Total	1,324	100	30,411	100
2. The ONE response that best describes my experience with orientation when I first came to this college is:	I took part in an online orientation prior to the beginning of classes	202	15.5	4,001	13.2
	I attended an on-campus orientation prior to the beginning of classes	369	28.3	10,733	35.5
	I enrolled in an orientation course as part of my course schedule during my first term at this college	62	4.8	2,031	6.7
	I was not aware of a college orientation	363	27.9	7,422	24.6
	I was unable to participate in orientation due to scheduling or other issues	305	23.5	6,027	19.9
	Total	1,301	100	30,214	100
3. During my first term at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").	Yes, in my first term at this college	146	11.5	5,463	18.6
	Yes, in my first AND in at least one other term at this college	29	2.3	973	3.3
	Yes, but NOT in my first term at this college	50	3.9	1,202	4.1
	No, I did not	1,049	82.3	21,730	74
	Total	1,275	100	29,367	100
4. During my first term at this college, I enrolled in an organized "learning community" (two or more courses that a group of students take together).	Yes, in my first term at this college	54	4.3	2,036	7
	Yes, in my first AND in at least one other term at this college	43	3.4	1,114	3.8
	Yes, but NOT in my first term at this college	30	2.4	1,012	3.5
	No, I did not	1,143	90	25,005	85.7
	Total	1,270	100	29,167	100
5. During my first term at this college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).	Yes, in my first term at this college	167	13.1	4,050	13.9
	Yes, in my first AND in at least one other term at this college	26	2.1	1,065	3.7
	Yes, but NOT in my first term at this college	96	7.5	1,583	5.4
	No, I did not	982	77.3	22,455	77
	Total	1,271	100	29,153	100

A Look at First-time Freshmen and Recent High School Graduates

“First-time freshmen” include students who have been out of high school for any period of time. Not all first time freshmen are recent high school graduates. “Recent high school graduates” are those students who graduated from high school the term before starting at SCC. (Sacramento City College teaches some developmental courses for UCD students at UCD; those students are not included in this data.)

SCC first-time freshmen are a young and very diverse group.

Characteristics of First-Time Freshmen

N=3,428 (15.0% of students) Fall Census 2011

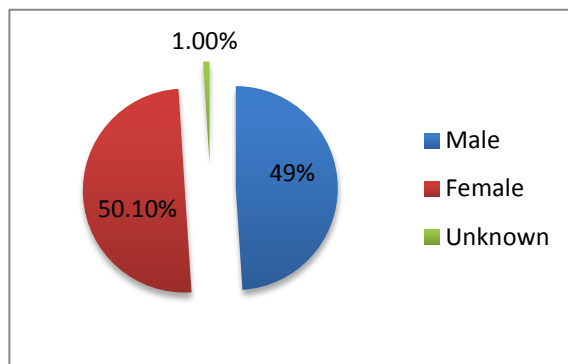
First Generation College Students: 47.1%

<u>Age</u>	<u>Percent</u>	<u>Race/Ethnicity</u>	<u>Percent</u>
Under 18	1.8	African American	13.5
18-20	73.9	Asian	13.6
21-24	9.3	Filipino	1.8
25-29	5.1	Hispanic/Latino	30.6
30-39	5.0	Multi-Race	6.6
40+	4.9	Native American	.3
		Other Non-White	.5
		Pacific Islander	1.2
		Unknown	12.4
		White	19.6

Average Age: 21.5

School and Work

Recent High School Graduate	58.4%
Enrolled Part Time	61.5%
Working Full- or Part-Time	29.3%
Low Income/Below Poverty	66.3%



The most common major stated by SCC first time freshmen in 2011 was “General Education/Transfer”.

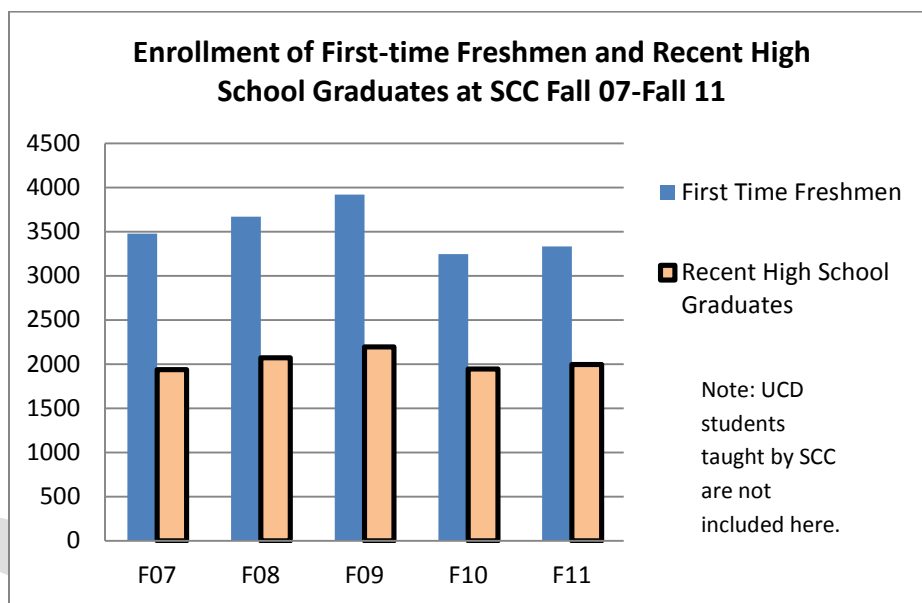
Top 10 Major Areas of Study – SCC First-time Freshmen 2011	# of Students
Data source: Census Profile	
General Ed/ Transfer	317
Business	237
Nursing (RN)	222
Administration of Justice	139
Psychology	120
Cosmetology	101
Biology	81
Music	77
Art	72
Computer/Mgmt Info Systems	72

ARCC data show that over 70% of the first time freshmen beginning in a Fall semester are still in college, somewhere in the California Community College System, in the subsequent Fall Semester.

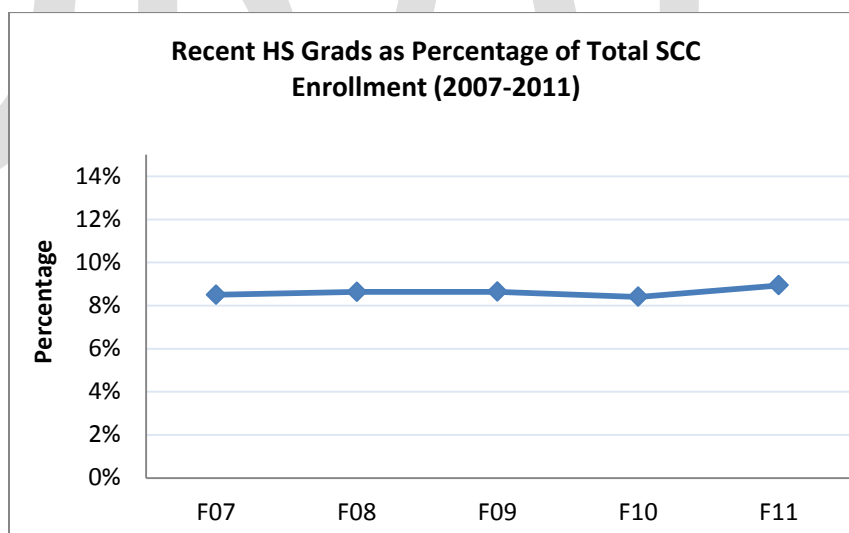
(The most recent data available is for the 2009-2010 academic year.)

ARCC 2012 Report Fall to Fall Persistence Rate for SCC students	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010
Persistence Rate 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.	71.5%	74.2%	72.4%

For the most part, the number of first-time freshmen and recent high school graduates has changed at about the same rate as overall enrollment at the college.



Recent high school graduates represent about 8-9% of all SCC students. This percentage hasn't changed much over the last five years.



Recent HS graduates at SCC are a very diverse group, with no single ethnic/racial group making up more than 31% of the group.

SCC Recent High School Graduates: Number &

Fall	African American		Asian		Filipino		Hispanic/Latino		Multi-Race		Native American		Pacific Islander		White		Other Non-White		Unknown		Total
2009	248	11.3%	338	15.4%	56	2.6%	625	28.5%	125	5.7%	8	0.4%	32	1.5%	476	21.7%	15	0.6%	270	12.3%	2,193
2010	213	11.0%	322	16.6%	41	2.1%	531	27.3%	132	6.8%	10	0.5%	18	0.9%	426	22.0%	11	0.5%	240	12.3%	1,944
2011	193	9.7%	325	16.3%	46	2.3%	622	31.2%	156	7.8%	5	0.3%	19	1.0%	365	18.3%	11	0.6%	252	12.6%	1,994

Ethnic Profile (Data source: EOS profile data)

Most recent high school graduates who enrolled at SCC in Fall 2011 also enrolled in Spring 2012.

Fall to Spring Semester Persistence of high school graduates ages 19 and younger enrolled at SCC			
Term	Ethnicity	# of Students - 1st Fall	Fall to Spring Persist Rate (%)
Fall 2011 to Spring 2012	African American	193	69.4
Fall 2011 to Spring 2012	Asian	325	85.2
Fall 2011 to Spring 2012	Filipino	46	82.6
Fall 2011 to Spring 2012	Hispanic/Latino	622	78.3
Fall 2011 to Spring 2012	Multi-Race	156	75
Fall 2011 to Spring 2012	Native American	5	60
Fall 2011 to Spring 2012	Other Non-White	11	63.6
Fall 2011 to Spring 2012	Pacific Islander	19	78.9
Fall 2011 to Spring 2012	Unknown	252	81.3
Fall 2011 to Spring 2012	White	365	78.9
Technical Notes:			
High School graduates enrolled at LRCCD colleges: Those students ages 19 and younger, who received a high school diploma in the year specified.			
Persistence Rate to Spring: Percent of students who earn grades in their First Fall semester who then enroll and earn grades in the following Spring semester. Rate = (Number of students earning grades A, B, C, CR, D, F, I, NC, W in Spring semester / Number of students earning grades A, B, C, CR, D, F, I, NC, W in Fall semester) * 100			
Spring Semester Course Success Rate: Course success rates reflect the proportion of course enrollments in the following Spring Semester successfully completed with transcript grades A, B, C or CR. Rate = Sum of (Grades A, B, C, CR) / Sum of (Grades A, B, C, CR, D, F, I, NC, W) * 100			
Data Sources: Los Rios Community College District End of Semester Research Data Warehouse.			

Assessment – Placement into essential skills courses.

The majority of individuals who take assessment tests place into pre-transfer classes. Substantial numbers of students place into pre-collegiate classes. For example, in Fall 2011 the percentage of students placing into courses numbered lower than 100 was 23.9% for Reading, 40.4% for Writing, and 54.6% for Math. (Course numbers 300 and higher = transfer level courses. Course numbers lower than 300 = pre-transfer level courses. Course numbers lower than 100 = pre-collegiate level courses.)

Writing: The table below shows data for individuals who took the assessment exam during the terms indicated. *Note that not all of the individuals who took the assessment exams eventually enrolled as students at SCC.*

Placements resulting from SCC assessment tests July 2009 to December 2011 Highest English Writing Assessment Level (unduplicated test-takers)				
TERM	Placement	Number	Percent	Cumulative Percent
Fall 09	Undetermined -Take ESL tests	58	2.2	2.2
	EngWr 40 and EngWr 49	478	18.3	20.5
	EngWr 50 and EngWr 59	580	22.2	42.7
	EngWr 100	738	28.2	70.9
	EngWr 300	762	29.1	100.0
	Total	2616	100.0	
Spring 10	Undetermined -Take ESL tests	131	3.9	3.9
	EngWr 40 and EngWr 49	468	13.8	17.7
	EngWr 50 and EngWr 59	672	19.8	37.5
	EngWr 100	982	28.9	66.4
	EngWr 300	1140	33.6	100.0
	Total	3393	100.0	
Fall 10	Undetermined -Take ESL tests	92	4.0	4.0
	EngWr 40 and EngWr 49	334	14.5	18.4
	EngWr 50 and EngWr 59	523	22.7	41.1
	EngWr 100	645	27.9	69.0
	EngWr 300	715	31.0	100.0
	Total	2309	100.0	
Spring 11	Undetermined -Take ESL tests	166	4.0	4.0
	EngWr 40 and EngWr 49	551	13.2	17.2
	EngWr 50 and EngWr 59	1050	25.2	42.4
	EngWr 100	1161	27.8	70.2
	EngWr 300	1244	29.8	100.0
	Total	4172	100.0	
Fall 11	Undetermined -Take ESL tests	81	3.1	3.1
	EngWr 40 and EngWr 49	372	14.2	17.3
	EngWr 50 and EngWr 59	605	23.1	40.4
	EngWr 100	665	25.4	65.9
	EngWr 300	893	34.1	100.0
	Total	2616	100.0	
Spring 12	Note: Spring 2012 data are delayed due to changes in ENGWR courses and placements.			

Reading: The table below shows data for individuals who took the assessment exam during the terms indicated.
Note that not all of the individuals who took the assessment exams eventually enrolled as students at SCC.

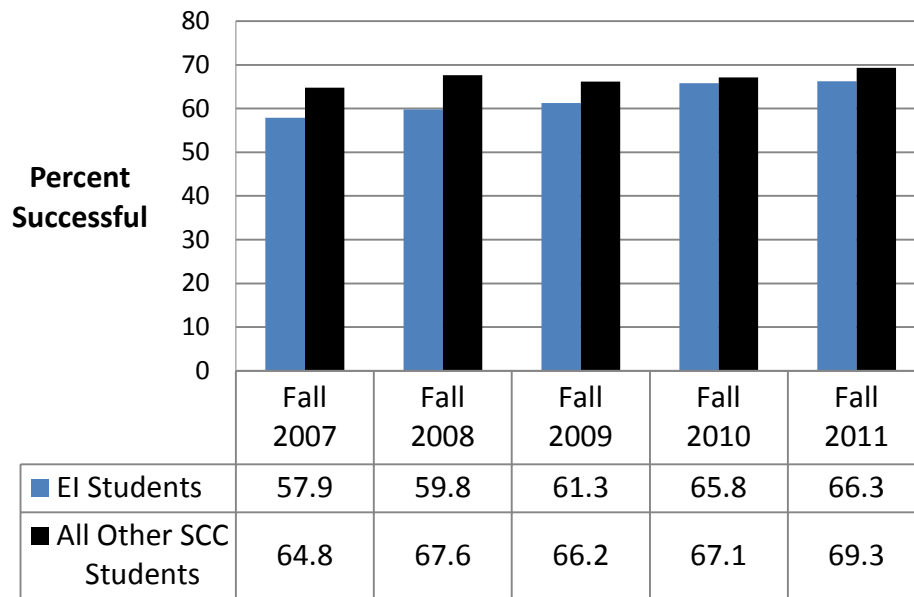
Placements resulting from SCC assessment tests July 2009 to June 2012 Highest English Reading Assessment Level (unduplicated test-takers)				
Term exam was taken	Placement	Number of individuals	Percent	Cumulative Percent
Fall 09	EngRd 10	482	12.3	12.3
	EngRd 11	521	13.3	25.6
	EngRd 110	1019	26.0	51.5
	EngRd 310	350	8.9	60.4
	Reading Competency Passed	1553	39.6	100.0
	Total	3925	100.0	
Spring 10	EngRd 10	503	10.8	10.8
	EngRd 11	551	11.8	22.5
	EngRd 110	1254	26.8	49.3
	EngRd 310	381	8.1	57.5
	Reading Competency Passed	1989	42.5	100.0
	Total	4678	100.0	
Fall 10	EngRd 10	338	10.3	10.3
	EngRd 11	386	11.8	22.1
	EngRd 110	876	26.7	48.8
	EngRd 310	300	9.1	57.9
	Reading Competency Passed	1382	42.1	100.0
	Total	3282	100.0	
Spring 11	EngRd 10	576	10.4	10.4
	EngRd 11	686	12.4	22.7
	EngRd 110	1443	26.0	48.7
	EngRd 310	465	8.4	57.1
	Reading Competency Passed	2380	42.9	
	Total	5550	100.0	100.0
Fall 11	EngRd 10	449	11.2	11.2
	EngRd 11	508	12.7	23.9
	EngRd 110	984	24.6	48.4
	EngRd 310	347	8.7	57.1
	Reading Competency Passed	1719	42.9	100.0
	Total	4007	100.0	
Spring 12	EngRd 10	514	9.7	9.7
	EngRd 11	736	13.9	23.6
	EngRd 110	1333	25.1	48.7
	EngRd 310	415	7.8	56.5
	Reading Competency Passed	2305	43.5	100.0
	Total	5303	100.0	

Math: The table below shows data for individuals who took the assessment exam during the terms indicated. *Note that not all of the individuals who took the assessment exams eventually enrolled as students at SCC.*

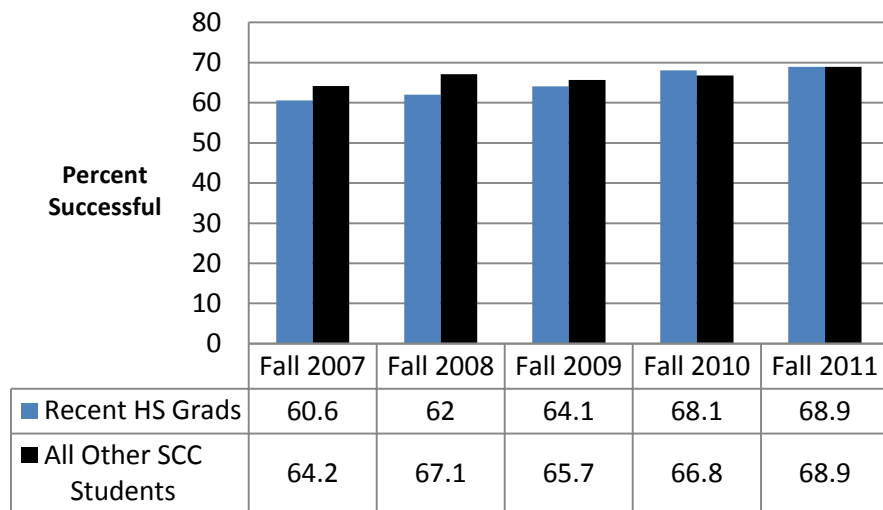
Placements resulting from SCC assessment tests July 2009 to June 2012 Highest Math Assessment Level (unduplicated test-takers)				
TERM	Placement	Number	Percent	Cumulative Percent
Fall 09	Math-27 or Math-28	1651	42.7	42.7
	Math-34	541	14.0	56.7
	Math-100	661	17.1	73.8
	Math-120 or Math-110	913	23.6	97.4
	Math-335 or Stat 300 or Math 342	59	1.5	98.9
	Math-370 or Math-350	19	.5	99.4
	Math-400	23	.6	100.0
	Total	3867	100.0	
Spring 10	Math-27 or Math-28	1640	34.7	34.7
	Math-34	563	11.9	46.6
	Math-100	738	15.6	62.2
	Math-120 or Math-110	1600	33.8	96.0
	Math-335 or Stat 300 or Math 342	110	2.3	98.3
	Math-370 or Math-350	38	.8	99.1
	Math-400	42	.9	100.0
	Total	4731	100.0	
Fall 10	Math-27 or Math-28	1286	39.6	39.6
	Math-34	460	14.2	53.8
	Math-100	551	17.0	70.7
	Math-120 or Math-110	858	26.4	97.1
	Math-335 or Stat 300 or Math 342	53	1.6	98.8
	Math-370 or Math-350	20	.6	99.4
	Math-400	20	.6	100.0
	Total	3248	100.0	
Spring 11	Math-27 or Math-28	1963	34.6	34.6
	Math-34	666	11.7	46.4
	Math-100	917	16.2	62.6
	Math-120 or Math-110	1891	33.4	95.9
	Math-335 or Stat 300 or Math 342	134	2.4	98.3
	Math-370 or Math-350	50	.9	99.2
	Math-400	48	.8	100.0
	Total	5669	100.0	
Fall 11	Math-27 or Math-28	1635	41.2	41.2
	Math-34	528	13.3	54.6
	Math-100	693	17.5	72.0
	Math-120 or Math-110	991	25.0	97.0
	Math-335 or Stat 300 or Math 342	61	1.5	98.6
	Math-370 or Math-350	21	.5	99.1
	Math-400	35	.9	100.0
	Total	3964	100.0	
Spring 12	Math-27 or Math-28	1740	32.3	32.3
	Math-34	586	10.9	43.2
	Math-100	902	16.8	60.0
	Math-120 or Math-110	1932	35.9	95.9
	Math-335 or Stat 300 or Math 342	134	2.5	98.4
	Math-370 or Math-350	36	.7	99.1
	Math-400	50	.9	100.0
	Total	5380	100.0	

Achievement of First-year Students

Course success rates of both recent HS graduates and Education Initiative Cohort students increased from Fall 07 to Fall 11.



In Fall 2011 the course success rate of recent HS graduates was equivalent to course success for all other students.



Data source: PRIE EOS Research Database Files

Source: Los Rios Community College District Research Database files. Students who dropped all of their courses prior to the “drop without a W” deadline have been excluded.

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.

First fall semester and subsequent spring outcome indicators by ethnicity for SCC students ages 19 and younger, who received a high school diploma in 2011 indicate that substantial achievement gaps exist between groups.

First (Fall) Semester Outcomes of Greater Sacramento Area High School Graduates at SCC Fall 2011					
Ethnicity	# of Students	Average Units Attempted	Average Units Completed	Average GPA	Course Success Rate (%)
African American	193	9.14	5.83	1.96	53.4
Asian	325	11.12	9.08	2.63	75.3
Filipino	46	10.76	8.96	2.6	76
Hispanic/Latino	622	9.64	6.95	2.36	66
Multi-Race	156	9.02	6.13	2.22	61.9
Native American	5	10.3	8.1	2.44	58.8
Other Non-White	11	10.41	6.59	1.98	55.3
Pacific Islander	19	8	4.76	1.83	51.9
Unknown	252	9.97	7.61	2.44	69.9
White	365	11	8.95	2.81	77.6
High School graduates enrolled at LRCCD colleges: Those students ages 19 and younger, who received a high school diploma in the year specified.					
Course Success Rate: Course success rates reflect the proportion of course enrollments successfully completed with transcript grades A, B, C or CR. Rate = Sum of (Grades A, B, C, CR) / Sum of (Grades A, B, C, CR, D, F, I, NC, W) * 100					
Data Sources: Los Rios Community College District End of Semester Research Data Warehouse.					

Spring Semester Academic Outcomes of Greater Sacramento Area High School Graduates starting at SCC in Fall 2011				
Ethnicity	Average Units Attempted	Average Units Completed	Average GPA	Course Success Rate (%)
African American	10.21	6.41	1.98	56.8
Asian	12.21	9.61	2.51	74.2
Filipino	11.91	9.59	2.42	74.8
Hispanic/Latino	10.87	7.58	2.19	64
Multi-Race	10.56	7.18	2.21	61.5
Native American	11	11	2.77	75
Other Non-White	11.71	9.57	2.26	68
Pacific Islander	10.25	5.37	1.72	44
Unknown	11.69	8.13	2.31	64
White	12.15	9.79	2.65	75.6
High School graduates enrolled at LRCCD colleges: Those students ages 19 and younger, who received a high school diploma in the year specified.				
Spring Semester Course Success Rate: Course success rates reflect the proportion of course enrollments in the following Spring Semester successfully completed with transcript grades A, B, C or CR. Rate = Sum of (Grades A, B, C, CR) / Sum of (Grades A, B, C, CR, D, F, I, NC, W) * 100				
Data Sources: Los Rios Community College District End of Semester Research Data Warehouse.				

Special Focus: Recommendations of the Orientation Taskforce

The task force on orientation has focused on “what” orientation should look like for Sacramento City College. We recognize that the “how” will need further dialogue from all constituency groups. Lastly, we acknowledge that district adoption of mandatory orientation would assist the colleges in enforcement of this requirement prior to students becoming active member of our college communities. This could potentially impact our orientation content or processes.

1. We acknowledge that there is confusion for our students given the multiple references to “orientation” from the college, programs and departments.

We recommend that SCC use “Introduction to College” to mean those activities that focus on the matriculation steps as outlined in the Education Code. “Introduction to College” would become one of the first steps in the process of becoming a new student to SCC. Other program (ex. financial aid) and department specific (ex. Nursing) orientations would follow. Once students start their programs, they undergo the second phase of the orientation process. This is conducted by the program instructors. Program requirements, safety rules, and policies and procedures specific to the program of study would be discussed.

2. At Sacramento City College, we believe a strong foundation and introduction to the College environment are key factors to a student’s success. Orientation is viewed as an important component for students to begin their academic journey at this college. In order to help our students be successful, we should require all new students to participate in an orientation program. Group orientation programs for all new students will be held before the beginning of each semester both on-campus and at the centers.

We recommend that orientation be MANDATORY or required for new, first time students. In fall 2010 fourteen percent of the students were first time freshman (n=3,327). The 18-20 year old makes up 74% of the First-Time Freshman student population at SCC. This would necessitate age specific content, materials and planned activities. We also acknowledge that some students have attended orientation but never registered for classes. In fall 2010 the Information and Orientation Office estimates that 6,321 students were participants in some form of orientation at SCC.

All SCC students who are new to college (0-6 units) or recent high school graduates hours must complete The Introduction to College Program, prior to their first day of classes. For students who are unable to attend New Student Orientation on campus or at a center, an online version would be available.

We also suggest that SCC initiate a dialogue with our sister colleges to discuss what mandatory orientation will mean for all Los Rios students. What will the consequence be for students who do not participate? Will there be holds placed on those students that do not complete the mandatory orientation program? Will students receive credit for participation if their orientation was completed at another college? A subcommittee of the orientation committee identified some talking points (Appendix C) to begin this district wide conversation.

Student options or progression for completion of mandatory orientation include:

In-person, on campus:

Face to face or “Live” orientation is the best way for students to get their questions answered about starting classes at SCC. It gives them a chance to meet other students, talk one-on-one with staff, and participate in engaging activities to perhaps win prizes in an effort to help them develop a connection with the college community.

However in certain circumstances, online options would also be available and recommended as currently offered.

Online: (Preference is for face to face – use online as a last option to provide alternatives for students to meet mandatory requirement.)

Before beginning the Online Orientation students must:

1. File an Application
2. Obtain your Los Rios Student ID Number
3. Allow 15 to 30 minutes to complete the online Orientation and Review

We recommend phasing in “Introduction to College” sessions for other groups of students, part-time, English as a Second Language learners, Re-entry, Veterans, etc.

Another option for students to complete this requirement includes the creation of a hybrid orientation which would combine the face to face and online orientation. We suggest incorporating the information provided in the 411 website so that students become more familiar with the resources available to them through the web.

3. We believe that orientation to college is not a one time learning experience and that our students learn best from multiple experiences and repetition of information. Orientation at SCC should be a continuous, ongoing comprehensive experience for our first-time students. In recognition of this fact, and as a reinforcement for students taking online orientations, the “411” site that has been created should be maintained as a source of information for new students and evaluated as a reinforcement of information conveyed in face to face orientations.

Orientation should include a week of welcome activities and other workshops planned for student participation throughout the semester. We envision Student Leadership and Development and the Student Associated Council (SAC) playing a major role in this effort. We value the activities that have been developed by student services, i.e., Senior Saturday, New Student Friday and Welcome Day! and recommend that these events continue with the assistance of the newly created SCC Student Ambassadors. Campus resources will need to be directed toward this effort.

Additionally we recognize that there are processes that students (particularly new students) go through as they are admitted to SCC and enroll in classes, such as assessment and obtaining a student id card or

the universal transit pass. These processes (entry points) should be also utilized to make students aware of orientation options and schedules and could potentially be used to assign an orientation session to a new student. There is information that can be more relevant to students at different times during the semester. An ongoing orientation program should recognize that some information/topics would be more useful at various times throughout the semester (i.e., how to read your textbook, choosing your second semester courses, test taking skills (offered before midterms). Alignment of these activities for our students will help them chart a course to success. Specific weekly activities were identified to lead students on their pathway to success (see Appendix D).

4. We recognize that orientation is a college-wide responsibility.

We believe that faculty involvement in orientation would help students better understand their expectations in the classroom. Attention and time devoted to what it means to be a scholar, understanding the course syllabus, and providing information about their discipline as a potential major would be beneficial to our student's success.

The college service obligation could be met when faculty present workshops for new students to address expectations in the classroom the first Wednesday of flex during the fall and spring semesters. We envision counselors continuing with their active role in this endeavor or perhaps team teaching/presenting with another faculty member. This example would provide for an extended ongoing orientation to SCC for our students. A suggestion was made to consider the development of a faculty advisor program at SCC to assist in this effort. Other ideas for faculty involvement in orientation were also developed (see Appendix E).

5. We recognize that professional development for staff is critical to keep abreast of best practices and activities related to the orientation component of matriculation.

Therefore we recommend that staff have opportunities to participate in conferences and become active members of the National Orientation Directors Association (NODA), through their extended orientation network and two year college network to maintain currency in the field. We recommend that a team from SCC be represented at the next national NODA conference and that this information is brought back to campus in a "train the trainer" process. Best practices in orientation can also be learned from institutional participation in the American College Personnel Association (ACPA), National Association of Student Personnel Administrators or Student Affairs Administrators in Higher Education (NASPA), and the National Association of Student Affairs Professionals (NASAP).

6. We recognize that Human Service and Human Career Development classes can be very beneficial to the success of our students.

We recommend that additional sections of HCD 110 (Building Foundations for Success), HCD 116 (Orientation to College) and HCD 310 (College Success) be added to the class schedule and required for students to take as part of their first year experience preferably in their first semester at SCC.

HCD 110 or 116 should be a required class for some groups of students (To Be Determined) registering late in the semester, i.e. the first week of classes, and sections should be held on reserve to meet this requirement.

We applaud the Summer Success Academy model that has been established at SCC and could envision a January Intersession accelerated learning opportunity for our students to receive important information before their classes begin. We value non-traditional formats as an alternative to what routinely occurs. We would like to see the college explore packages of accelerated learning opportunities for our students, i.e. Basic Skills and Learning Communities for first year students.

7. We acknowledge that additional resources will be necessary to carry out mandatory orientation for the students that are new to the college.

We recommend that resources and the materials necessary to carryout orientation activities be requested as part of the program plan and unit planning process. Student Ambassadors could be used as peer mentors in the orientation program for our students. Additional FTE will be required to meet the HCD class requirement which we believe is so vital for student success. Counselors will need to be identified to teach the additional sections of HCD added to the class schedule. Staff development and training will need to play a role as the institution moves to a more comprehensive orientation program for our students.

We also recommend that Introduction to College be as fun and interactive as possible, while sharing lots of important information with new students. Day and evening sessions should be offered, each lasting approximately two-three hours. Participants should receive a copy of the SCC Catalog/Student Handbook, a t-shirt, student planner, and other useful information to guide them. Food and drinks, as well as door prizes, i.e., greenbooks or scantrons should be made available to encourage participation. What if students were entered into a drawing for a FREE SEMESTER of books or for a free semester of parking? Only students who attended "Introduction to College" in person before the first day of classes would be eligible to enter the drawing to these prizes. Perhaps this is an idea that the SCC Foundation would like to consider supporting?

djl 12-16-11

Basic Skills Report

Fall 2012

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.



Basic Skills Report – Key Points

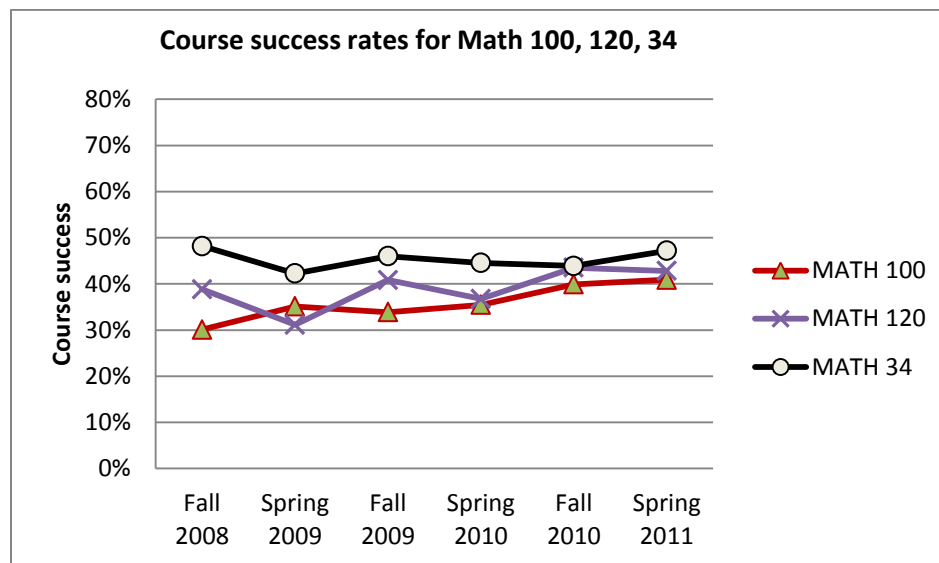
Most students who take the placement assessment tests place into pre-transfer courses.

The majority of individuals taking the assessment exams placed into pre-transfer basic skills classes; substantial percentages place into pre-collegiate basic skills classes. (Note: Not all of the individuals who took the assessment exams eventually enrolled at SCC as students.)

Percent of individuals taking the assessment exams placing into pre-collegiate or pre-transfer levels.		
Fall 2011	Pre-collegiate	Pre-transfer
Reading	23.9	48.4
Writing	40.4	65.9
Math	54.6	97.0
Course numbers lower than 300 = pre-transfer level courses. Course numbers lower than 100 = pre-collegiate level courses.		

Many students struggle with essential skills Math.

Some large-enrollment Math courses had annual end-of-semester enrollments of over 1000 and success rates of 55% or lower in each of the 3 academic years examined (2008-09, 2009-10, and 2010-11).



Basic skills classes fill fairly quickly.

Some English and Math/Statistics pre-transfer essential skills classes are among the SCC courses with the highest end-of-semester (EoS) enrollment per academic year.

For Fall 2012 pre-collegiate basic skills courses reached cap well before the beginning of the semester. This means that students with priority 2 may not have been able to enroll in pre-collegiate basic skills classes before those classes filled.

Basic Skills Report: Detailed Analysis

Assessment – Placement into Writing, Reading and Math Courses

The majority of individuals who take assessment tests place into pre-transfer classes. Substantial numbers of students place into pre-collegiate classes. For example, in Fall 2011 the percentage of students placing into courses numbered lower than 100 was 23.9% for Reading, 40.4% for Writing, and 54.6% for Math. (Course numbers 300 and higher = transfer level courses. Course numbers lower than 300 = pre-transfer level courses. Course numbers lower than 100 = pre-collegiate level courses.)

Writing: The table below shows data for individuals who took the assessment exam during the terms indicated. *Note that not all of the individuals who took the assessment exams eventually enrolled as students at SCC.*

Placements resulting from SCC assessment tests July 2009 to December 2011 Highest English Writing Assessment Level (unduplicated test-takers)				
TERM	Placement	Number	Percent	Cumulative Percent
Fall 09	Undetermined -Take ESL tests	58	2.2	2.2
	EngWr 40 and EngWr 49	478	18.3	20.5
	EngWr 50 and EngWr 59	580	22.2	42.7
	EngWr 100	738	28.2	70.9
	EngWr 300	762	29.1	100.0
	Total	2616	100.0	
Spring 10	Undetermined -Take ESL tests	131	3.9	3.9
	EngWr 40 and EngWr 49	468	13.8	17.7
	EngWr 50 and EngWr 59	672	19.8	37.5
	EngWr 100	982	28.9	66.4
	EngWr 300	1140	33.6	100.0
	Total	3393	100.0	
Fall 10	Undetermined -Take ESL tests	92	4.0	4.0
	EngWr 40 and EngWr 49	334	14.5	18.4
	EngWr 50 and EngWr 59	523	22.7	41.1
	EngWr 100	645	27.9	69.0
	EngWr 300	715	31.0	100.0
	Total	2309	100.0	
Spring 11	Undetermined -Take ESL tests	166	4.0	4.0
	EngWr 40 and EngWr 49	551	13.2	17.2
	EngWr 50 and EngWr 59	1050	25.2	42.4
	EngWr 100	1161	27.8	70.2
	EngWr 300	1244	29.8	100.0
	Total	4172	100.0	
Fall 11	Undetermined -Take ESL tests	81	3.1	3.1
	EngWr 40 and EngWr 49	372	14.2	17.3
	EngWr 50 and EngWr 59	605	23.1	40.4
	EngWr 100	665	25.4	65.9
	EngWr 300	893	34.1	100.0
	Total	2616	100.0	
Spring 12	Note: Spring 2012 data are delayed due to changes in ENGWR courses and placements.			

Reading: The table below shows data for individuals who took the assessment exam during the terms indicated.
Note that not all of the individuals who took the assessment exams eventually enrolled as students at SCC.

Placements resulting from SCC assessment tests July 2009 to June 2012 Highest English Reading Assessment Level (unduplicated test-takers)				
Term exam was taken	Placement	Number of individuals	Percent	Cumulative Percent
Fall 09	EngRd 10	482	12.3	12.3
	EngRd 11	521	13.3	25.6
	EngRd 110	1019	26.0	51.5
	EngRd 310	350	8.9	60.4
	Reading Competency Passed	1553	39.6	100.0
	Total	3925	100.0	
Spring 10	EngRd 10	503	10.8	10.8
	EngRd 11	551	11.8	22.5
	EngRd 110	1254	26.8	49.3
	EngRd 310	381	8.1	57.5
	Reading Competency Passed	1989	42.5	100.0
	Total	4678	100.0	
Fall 10	EngRd 10	338	10.3	10.3
	EngRd 11	386	11.8	22.1
	EngRd 110	876	26.7	48.8
	EngRd 310	300	9.1	57.9
	Reading Competency Passed	1382	42.1	100.0
	Total	3282	100.0	
Spring 11	EngRd 10	576	10.4	10.4
	EngRd 11	686	12.4	22.7
	EngRd 110	1443	26.0	48.7
	EngRd 310	465	8.4	57.1
	Reading Competency Passed	2380	42.9	
	Total	5550	100.0	100.0
Fall 11	EngRd 10	449	11.2	11.2
	EngRd 11	508	12.7	23.9
	EngRd 110	984	24.6	48.4
	EngRd 310	347	8.7	57.1
	Reading Competency Passed	1719	42.9	100.0
	Total	4007	100.0	
Spring 12	EngRd 10	514	9.7	9.7
	EngRd 11	736	13.9	23.6
	EngRd 110	1333	25.1	48.7
	EngRd 310	415	7.8	56.5
	Reading Competency Passed	2305	43.5	100.0
	Total	5303	100.0	

Math: The table below shows data for individuals who took the assessment exam during the terms indicated.
Note that not all of the individuals who took the assessment exams eventually enrolled as students at SCC.

Placements resulting from SCC assessment tests July 2009 to June 2012 Highest Math Assessment Level (unduplicated test-takers)				
TERM	Placement	Number	Percent	Cumulative Percent
Fall 09	Math-27 or Math-28	1651	42.7	42.7
	Math-34	541	14.0	56.7
	Math-100	661	17.1	73.8
	Math-120 or Math-110	913	23.6	97.4
	Math-335 or Stat 300 or Math 342	59	1.5	98.9
	Math-370 or Math-350	19	.5	99.4
	Math-400	23	.6	100.0
	Total	3867	100.0	
Spring 10	Math-27 or Math-28	1640	34.7	34.7
	Math-34	563	11.9	46.6
	Math-100	738	15.6	62.2
	Math-120 or Math-110	1600	33.8	96.0
	Math-335 or Stat 300 or Math 342	110	2.3	98.3
	Math-370 or Math-350	38	.8	99.1
	Math-400	42	.9	100.0
	Total	4731	100.0	
Fall 10	Math-27 or Math-28	1286	39.6	39.6
	Math-34	460	14.2	53.8
	Math-100	551	17.0	70.7
	Math-120 or Math-110	858	26.4	97.1
	Math-335 or Stat 300 or Math 342	53	1.6	98.8
	Math-370 or Math-350	20	.6	99.4
	Math-400	20	.6	100.0
	Total	3248	100.0	
Spring 11	Math-27 or Math-28	1963	34.6	34.6
	Math-34	666	11.7	46.4
	Math-100	917	16.2	62.6
	Math-120 or Math-110	1891	33.4	95.9
	Math-335 or Stat 300 or Math 342	134	2.4	98.3
	Math-370 or Math-350	50	.9	99.2
	Math-400	48	.8	100.0
	Total	5669	100.0	
Fall 11	Math-27 or Math-28	1635	41.2	41.2
	Math-34	528	13.3	54.6
	Math-100	693	17.5	72.0
	Math-120 or Math-110	991	25.0	97.0
	Math-335 or Stat 300 or Math 342	61	1.5	98.6
	Math-370 or Math-350	21	.5	99.1
	Math-400	35	.9	100.0
	Total	3964	100.0	
Spring 12	Math-27 or Math-28	1740	32.3	32.3
	Math-34	586	10.9	43.2
	Math-100	902	16.8	60.0
	Math-120 or Math-110	1932	35.9	95.9
	Math-335 or Stat 300 or Math 342	134	2.5	98.4
	Math-370 or Math-350	36	.7	99.1
	Math-400	50	.9	100.0
	Total	5380	100.0	

Essential Skills Course 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.

- 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. (Pre-collegiate)
- Courses numbered 100 through 299 are applicable to the Associate Degree and Certificates, but not accepted as transfer credit. (College-level but pre-transfer)
- Courses numbered 300 through 499 are transferable, articulated with four-year institutions, and intended to meet major, general education or elective credit requirements. Courses transferable to the University of California are designated in the description. These courses are also applicable to the Associate Degree, Certificate of Achievement, and Certificates. (College level transferable)

California Community College Chancellor's Office course success rates metrics:
Course success rates in basic skills English and Reading are similar to the overall college rate; course success rates in basic skills ESL are somewhat higher than the overall college rate; course success in basic skills Math is substantially lower.

California Community Colleges Chancellor's Office Course Retention/Success Rate Summary Report	Fall 2011	Fall 2011	Fall 2011	Fall 2011	Fall 2011
	Basic Skills	Basic Skills	Basic Skills	Basic Skills	Basic Skills
	Enrollment Count	Retention Count	Success Count	Retention Rate	Success Rate
Basic Skills English -150100 Top Code	1,400	1,142	901	81.57%	64.36%
Basic Skill Reading -152000 Top Code	964	832	642	86.31%	66.60%
English as a Second Language Integrated - 493087 Top Code	70	60	47	85.71%	67.14%
English as a Second Language Listening and Speaking -493086 Top Code	426	385	341	90.38%	80.05%
English as a Second Language Reading -493085 Top Code	735	637	568	86.67%	77.28%
English as a Second Language Writing -493084 Top Code	466	416	326	89.27%	69.96%
Basic Skills Math -170200 Top Code	853	647	406	75.85%	47.60%

Report Run Date As Of : 9/12/2012

Retention = grade of A,B,C,D,F,P,NP,I,IPP,INP,FW (Grades of W are not counted as retention).

Success = grade of A,B,C,P,IA,IB,IC,IPP

ARCC Metrics for SCC: Course success in pre-collegiate basic skills is just above the peer group average.

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.

Data from 2012 ARCC Report	2008-2009	2009-2010	2010-2011
SCC Annual Successful Course Completion Rate for Basic Skills Courses	61.7%	61.3%	61.1%

Data from 2012 ARCC Report	SCC	ARCC Peer Group Average	Peer Group Low	Peer Group High
SCC Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.1	60.7	50.8	73.1

ARCC Metrics for SCC: Student movement through basic skills course sequences is slightly above the peer group average.

- Improvement rate for ESL courses: The metric includes students who successfully completed an initial ESL course. The metric shows the percent of that group who successfully completed a higher-level course in the same discipline within three academic years of completing the first ESL course.
- Improvement rate for credit basic skills courses: The metric includes students who successfully completed an initial basic skills course in math, reading, or writing. The metric shows the percent of that group who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.

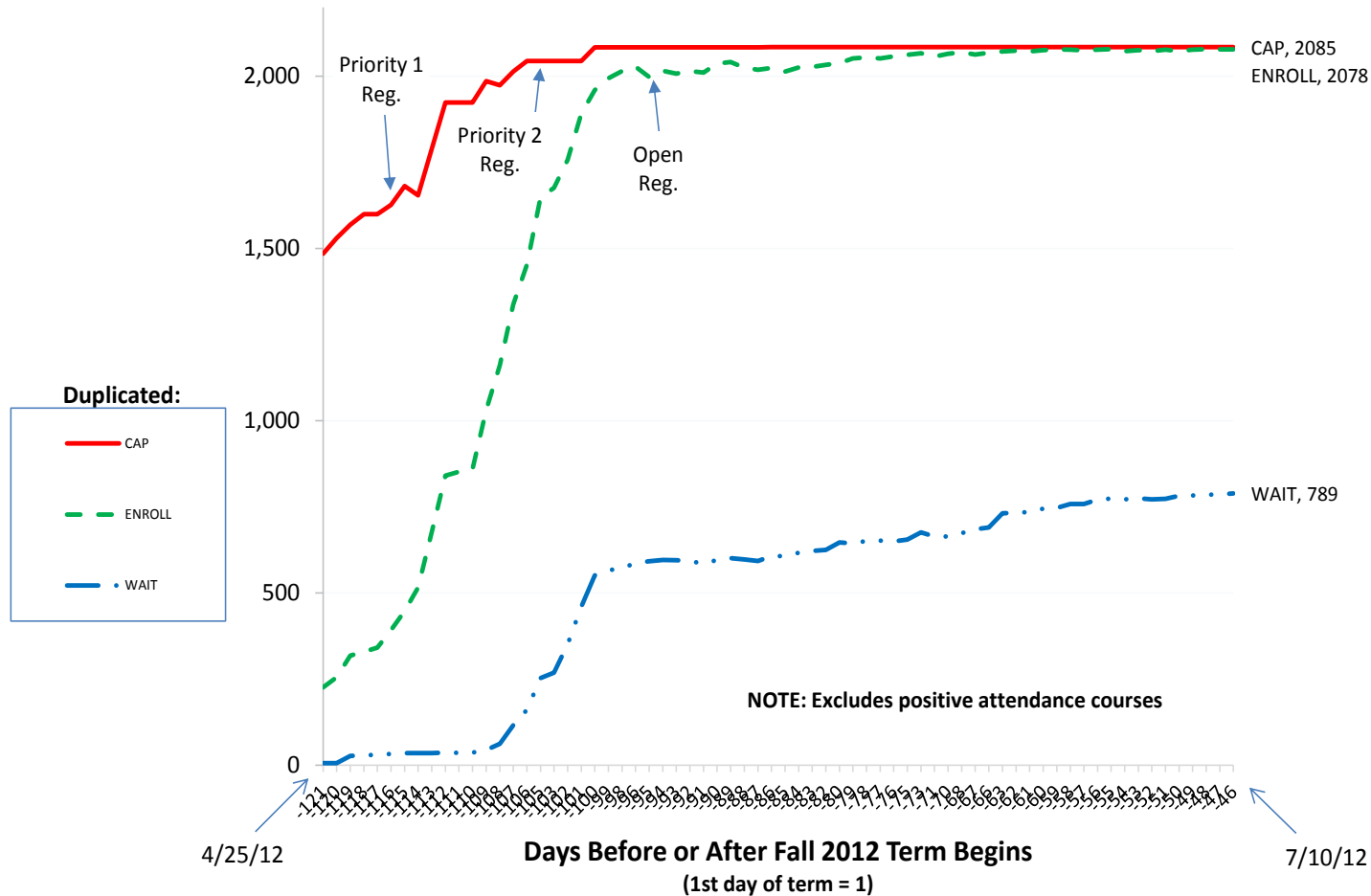
Data from 2012 ARCC Report	2008-09	2009-10	2010-11
SCC Improvement rate for credit basic skills courses	63.1%	62.2%	60.4%
SCC Improvement rate for credit ESL courses	57.9%	56.8%	59.0%

Data from 2012 ARCC Report	SCC	Peer Group Average	Peer Group Low	Peer Group High
Improvement Rate for Credit Basic Skills Courses	60.4	58.4	38.8	76.9
Improvement Rate for Credit ESL Courses	59.0	57.9	40.8	69.2

Enrollment patterns and essential skills courses

In Fall 2012 pre-collegiate basic skills courses were at or near the enrollment cap approximately 2 months before the beginning of the Fall Semester.

**SCC Pre-Collegiate Basic Skills Duplicated Enrollment Cap, Enrollment,
and Waitlist by Days Before or After Term: Fall 2012
(1st day of P-zero registration data = 4/25/12)**

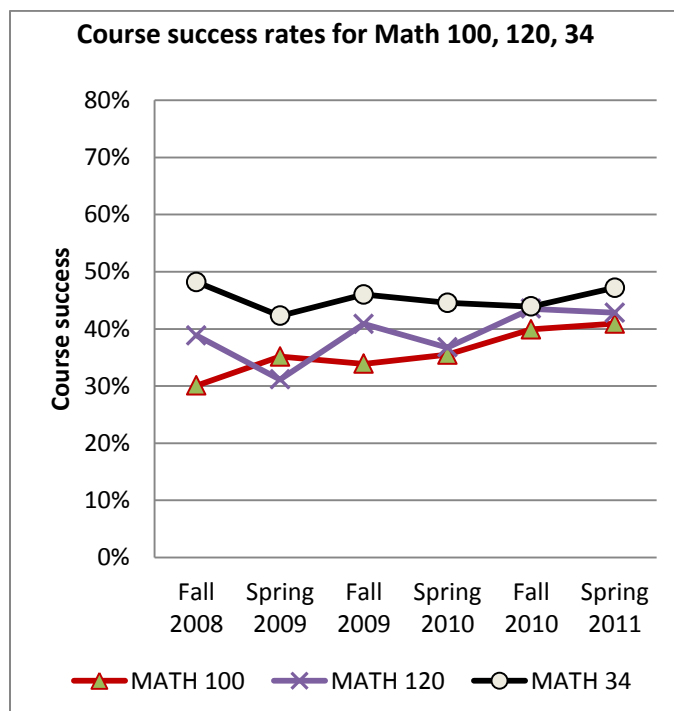
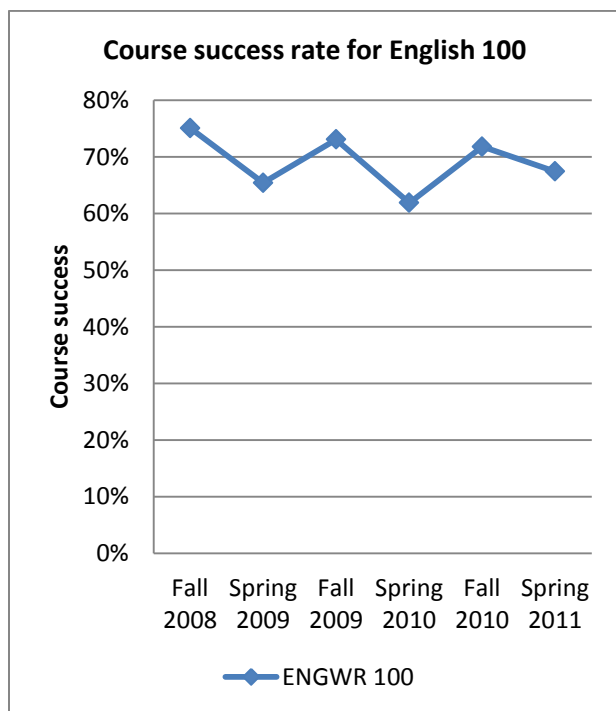


Special Report: Success rates in high enrollment pre-transfer level English and Math Courses

Some English and Math/Statistics are among the SCC courses with the highest end-of-semester (EoS) enrollment per academic year for the time period 2008-2009 through 2010-2011.

English and Math/Statistics courses with the highest end-of-semester (EoS) enrollment 2008-2009 through 2010-2011.			
Year	Course	Success rate	EoS enrollment
2008-2009	ENGWR 100	71%	3207
2009-2010	ENGWR 100	68%	3056
2010-2011	ENGWR 100	70%	2944
2008-2009	MATH 34	45%	1172
2009-2010	MATH 34	45%	1274
2010-2011	MATH 34	46%	1120
2008-2009	MATH 100	33%	1819
2009-2010	MATH 100	35%	1931
2010-2011	MATH 100	40%	1856
2008-2009	MATH 120	35%	2434
2009-2010	MATH 120	39%	2613
2010-2011	MATH 120	43%	2593

ENGWR 100 had high enrollment and relatively high courses success. Some MATH essential courses had annual end-of-semester enrollments of over 1000 and success rates of 55% or lower in each of the 3 academic years examined:

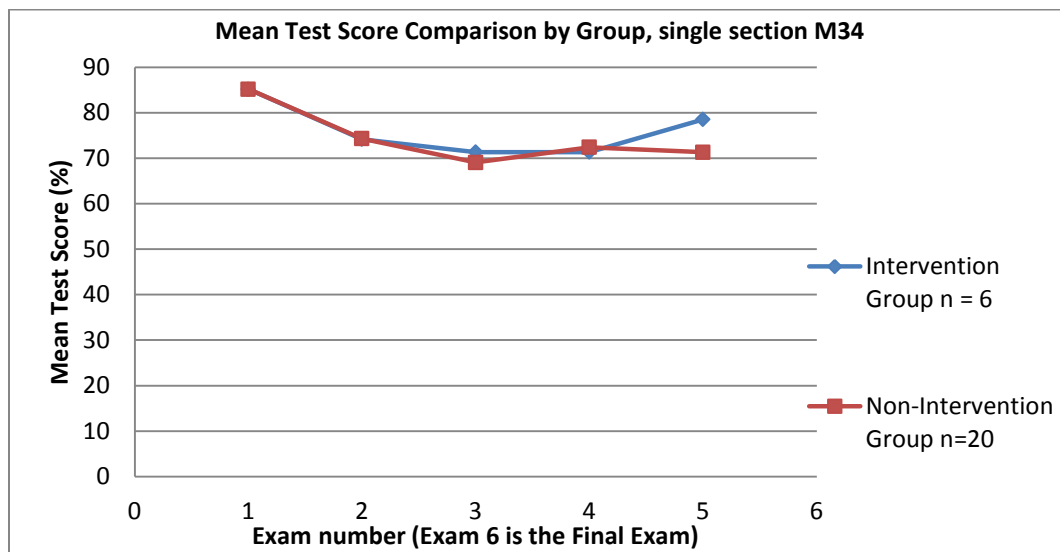


Special Report: Pilot analysis of the impact of SIA Tutors in Math 34 and Math 28

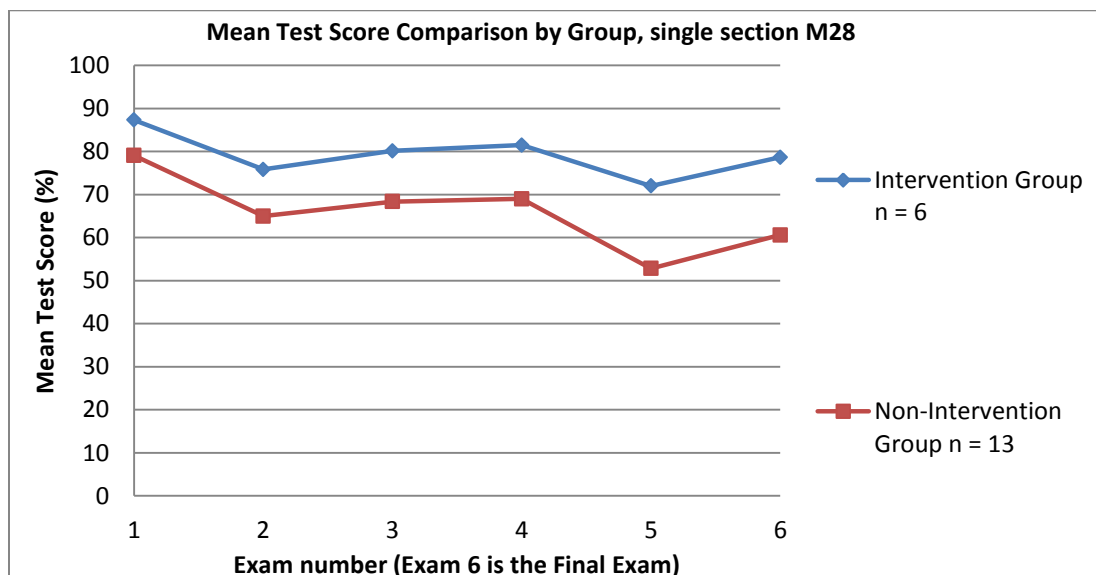
This pilot study, conducted by Angela Lambert, analyzed the improvement in test scores for Math 34 and Math 28 students who used either used math SIA tutors on a consistent basis (intervention group) or did not (non-intervention group). Mean test scores for each group were plotted.

- The Intervention Group is defined to be those students who made use of the tutor on a regular and consistent basis, with varying start times throughout the semester.
- The Non-Intervention Group is defined to be those students who never went to see the tutor or who only saw the tutor sporadically throughout the semester.

In Math 34, the intervention and non-intervention groups were very similar until the final exam, where the intervention group had a higher score. Because of the small number of students in the intervention group this data cannot be generalized, but suggests a possible effect of tutoring.



In Math 28, the intervention group consistently had higher test scores than the non-intervention group and the gap between the two groups widened as the course went on. Again, because of the small number of students in the intervention group this data cannot be generalized, but suggests a possible effect of tutoring.

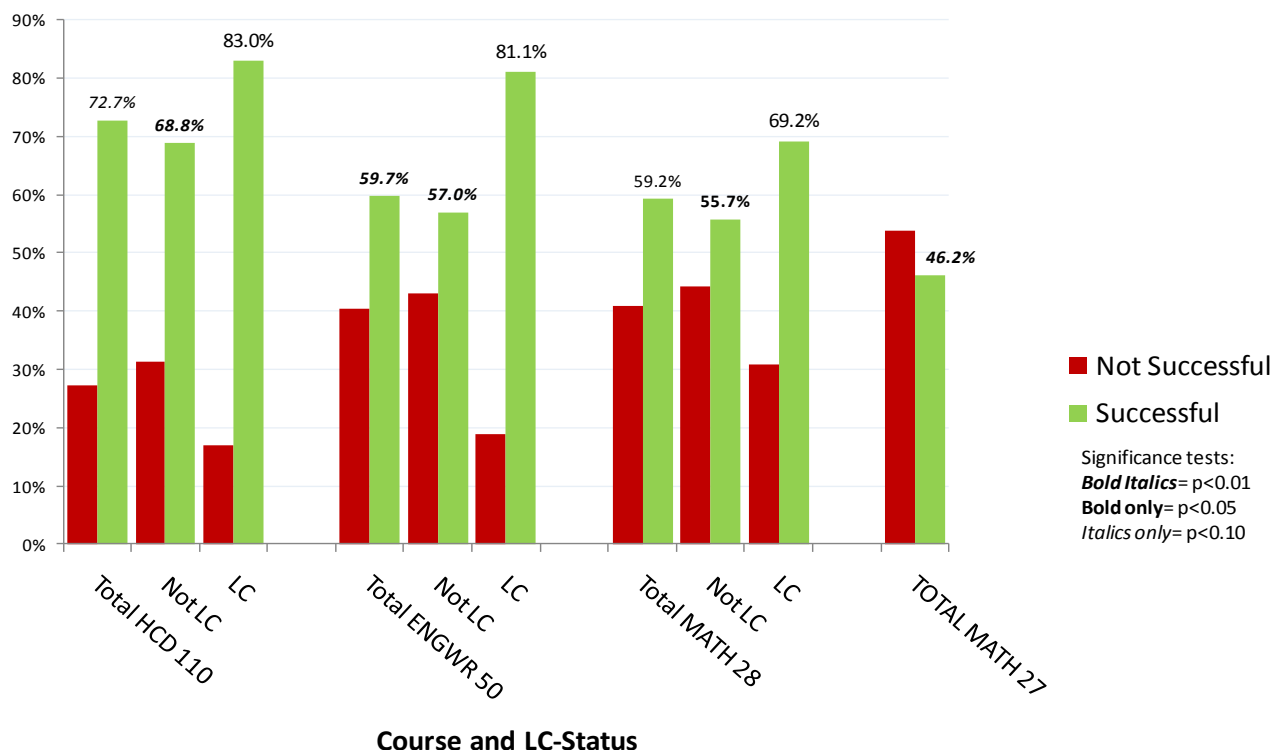


Special Report: Basic Skills Learning Communities

In Spring 2011, 53 SCC students participated in a Learning Community (LC) that consisted of three courses—HCD 110, MATH 28, and ENGWR 50. All students enrolled in the single HCD section; however both the Math and English courses were split into two sections taught by the same Math or English faculty. One of the key questions about the LC approach to teaching and learning is whether it contributes to student success. Although this analysis does not directly answer that question, it does examine whether success rates of LC sections are significantly different from non-LC sections, and provides indirect evidence that something about learning communities, the students in them, or the teachers who teach them, is associated with significantly higher success rates than sections not part of a learning community.

The figure illustrates the success rates for all enrollments, non-LC sections, and LC sections. In all course-LC combinations, LC success rates are substantially higher than both non-LC and when compared to overall course success rates. The bars on the right side of each set of bars measure percent successful. Although percent unsuccessful is also shown in the chart, only percent successful is labeled and we compare the course success rates for each of the three course categories. The largest differences are observed in English, where the success rate is 81.1% in LC sections compared to 57.0% in non-LC sections—a difference of close to 25 percentage points. The smallest difference is in Math, where LC sections have a success rate of 69.2% while non-LC sections have a success rate of 55.7%—still a difference of more than 13 percentage points. Moreover, in almost all cases the differences that we see are statistically significant, this means that any observed differences are unlikely to be simply by chance. While we cannot say that the higher success rates are *caused* by the LC, the evidence presented here demonstrates that students in this learning community have, on average, considerably higher success rates than their non-LC counterparts.

Learning Community (LC) Sections Have Significantly Higher Success Rates When Compared to Overall or non-LC Section Success Rates (Spring 2011)



Note: Math and English enrollments are combined for analysis purposes. Enrollments in LC sections are flagged and grouped for comparison with non-LC enrollments. The total number of distinct LC student-enrollments is 158 (HCD=53, ENGWR=53, MATH=52), while in non-LC sections it is 706 (HCD=141, ENGWR=416, MATH=149).¹

¹ In addition to MATH 28, we also compare the success rate for 448 MATH 127 enrollments. Although the curriculum of MATH 27 is the same as MATH 28, it is a self-paced lab setting, and is presented for further comparison.

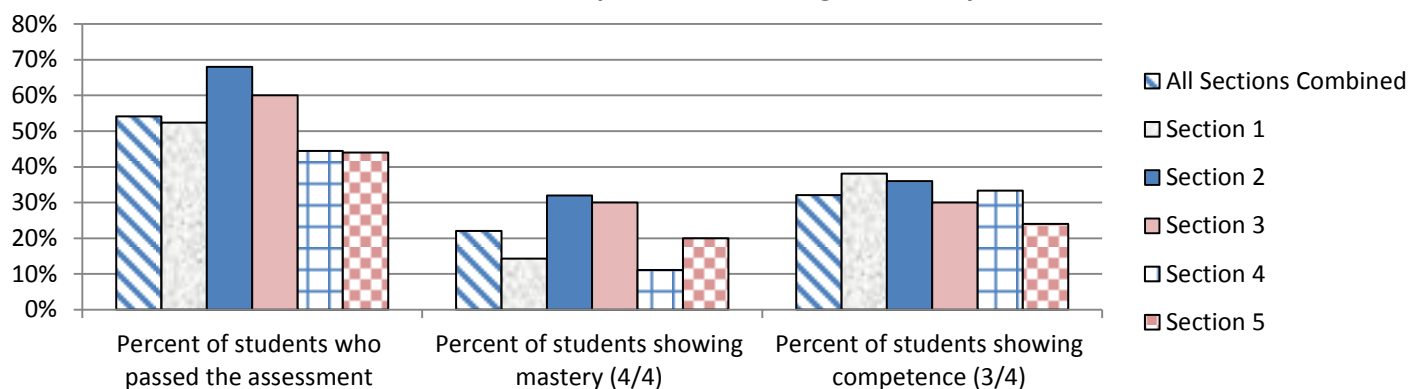
Special Report: Math Student Learning Outcomes in the BSI Learning Community:

In Spring 2011, two SLO assessments were distributed to the seven Math 28 sections taught at SCC. Instructors gave each assessment near the time of the Chapter Test on the same material. The responses were gathered and the analysis for the multiple sections is presented in this document for review. The same five sections participated in both assessments. Of those 5 sections, 2 were part of the BSI-supported learning community. A preliminary comparison of the learning community section to the non-learning community sections is presented below.

SLO 1: Perform basic operations and applications of addition, subtraction, multiplication, and division with non-negative rational numbers in fraction notation, specifically subtraction.

The problems assessed the students' ability to determine common denominators, subtract two proper fractions, subtract a mixed number from a whole number, and subtract two mixed numbers. Results indicate that a greater percentage of the students in the learning community passed the assessment and showed mastery of the SLO than did students in the sections that were not part of a learning community. We are not able to state if this difference is statistically significant.

Math 28 SLO Analysis Spring 2011
Subtracting Rational Numbers in Fraction Form
Sections 2 and 3 were part of the learning community



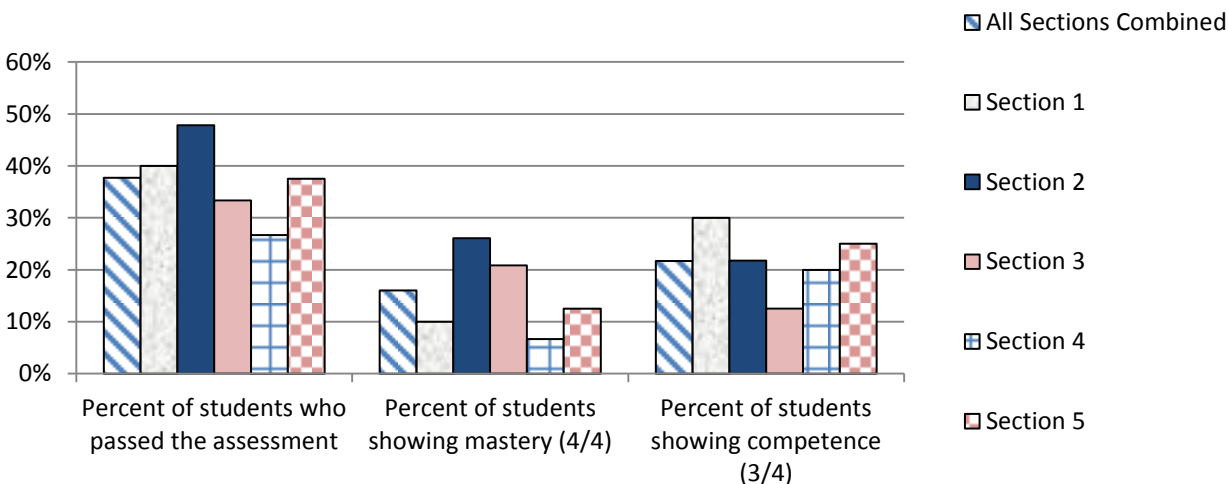
	All Sections Combined	Section 1	Section 2	Section 3	Section 4	Section 5
Total number of students assessed	109	21	25	20	18	25
Number of students who passed the assessment	59	11	17	12	8	11
Percent of students who passed the assessment	54%	52%	68%	60%	44%	44%
Percent of students showing mastery (4/4)	22%	14%	32%	30%	11%	20%
Percent of students showing competence (3/4)	32%	38%	36%	30%	33%	24%
Percent of students who were passing the class at the time of assessment	77%*		76%	80%	83%	72%

Results were based on a 4-question multiple choice assessment with no partial credit given. The term "students" refers to students who took the SLO assessment; this number may be different than the enrollment numbers due to absences on the day the assessment was administered. *One section provided overall course grade data and was not included in the calculation.

SLO 2: Perform basic operations and applications of addition, subtraction, multiplication, and division with non-negative rational numbers in decimal notation; specifically division.

The problems assessed the students' ability to divide a decimal number by a power of ten, divide a whole number by a decimal number, divide two decimal numbers, and write a fraction in decimal form. The actual assessment and directions given to instructors follow this analysis. Results indicate that a greater percentage of the students in the learning community showed mastery of the SLO than did students in the sections that were not part of a learning community. We are not able to state if this difference is statistically significant.

Math 28 SLO Analysis Spring 2011
Dividing Rational Numbers in Decimal Form
Sections 2 and 3 were part of the learning community



	All Sections Combined	Section 1	Section 2	Section 3	Section 4	Section 5
Total number of students assessed	106	20	23	24	15	24
Number of students who passed the assessment	40	8	11	8	4	9
Percent of students who passed the assessment	38%	40%	48%	33%	27%	38%
Percent of students showing mastery (4/4)	16%	10%	26%	21%	7%	13%
Percent of students showing competence (3/4)	22%	30%	22%	13%	20%	25%
Percent of students who were passing the class at the time of assessment	81%*		78%	75%	93%	83%

Results were based on a 4-question multiple choice assessment with no partial credit given. The term “students” refers to students who took the SLO assessment; this number may be different than the enrollment numbers due to absences on the day the assessment was administered. *One section provided overall course grade data and was not included in the calculation.

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 Snowwhite, 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 2012

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

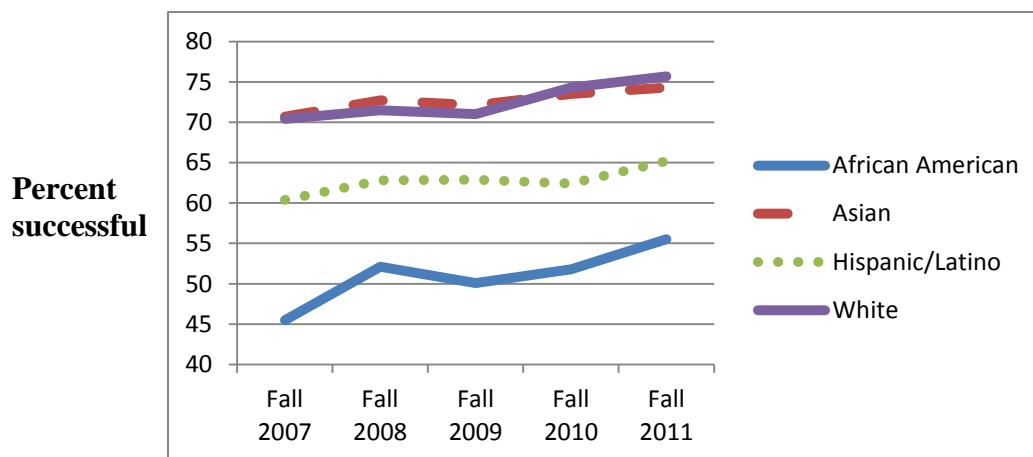


Note: For additional information on some subgroups of students see the First-year Student Report or the Basic Skills Report.

Student Achievement Report - Key Points

Some achievement gaps persist, others are narrowing.

Achievement gaps occur between groups of students. The largest gaps are between students from different racial/ethnic groups. Smaller achievement gaps occur between students from different age groups; these gaps have been narrowing in recent years.



Course success varies by modality; the pattern depends on the academic discipline.

When data from all SCC courses for four semesters (F09 - Sp11) are combined, online courses had a slightly higher success rate than face-to-face lecture courses and hybrid courses had a lower course success rate than face-to-face courses. However, the pattern of course success by modality varies for different academic disciplines.

Table 5: SCC Course success rates for disciplines for which the three main instructional modalities had total enrollment of more than 80 students, Fall 2009 through Spring 2011 combined. (Online” = more than 50% of the instruction time online. “Hybrid” = 1-50% of instructional time online. “Face to face = lecture courses with all instructional time face-to-face.)

Discipline	Hybrid	Face-to-face	Online
BUS	53.49%	61.13%	60.48%
CISA	73.64%	67.29%	72.36%
CISC	68.26%	63.58%	72.62%
CISN	61.11%	78.24%	78.62%
ENGRD	54.55%	66.88%	68.83%
MATH	34.98%	44.85%	32.01%
MGMT	76.28%	70.10%	79.53%
MKT	46.91%	52.85%	59.05%

SCC students stay in school but move toward completion relatively slowly.

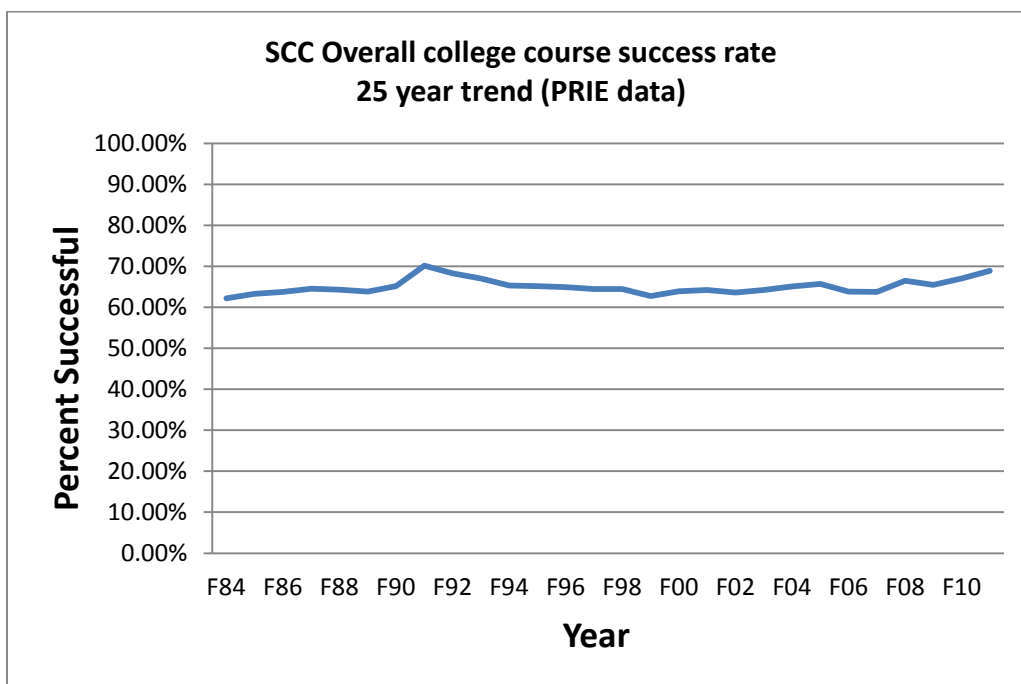
Compared to our ARCC peer group SCC is below average for the percent of students who complete 30 or more units. However we are above the ARCC peer group average for the percent of students who stay in school *somewhere* in the community college system. We also compared SCC to a peer group of colleges selected by PRIE because they are similar to SCC. 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.

Student Achievement Report – Details

Course Success Rates

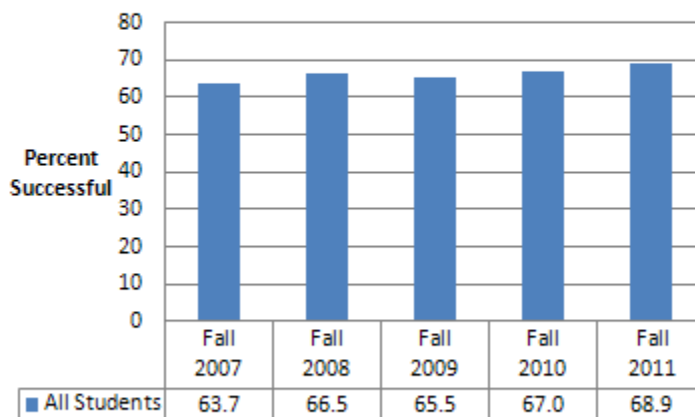
The overall course success rate at SCC has been relatively steady for many years.

The overall course success rate has been relatively stable since the 1980s. Currently the overall course success rate is approximately 69%.



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)

SCC Successful Course Completion, Fall 2007 to Fall 2011 (%)



1-10

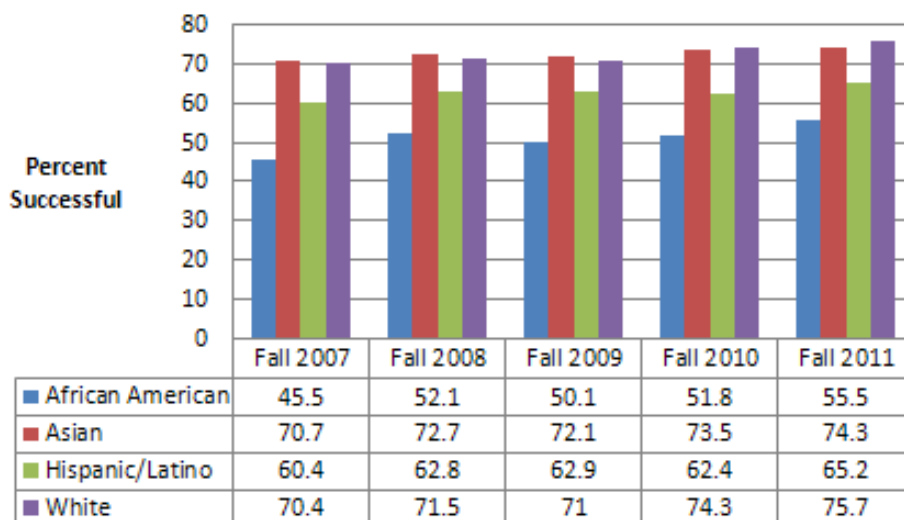
Source: Research Database Files

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

African American and Hispanic/Latino students have lower course success rates than do Asian or White students.

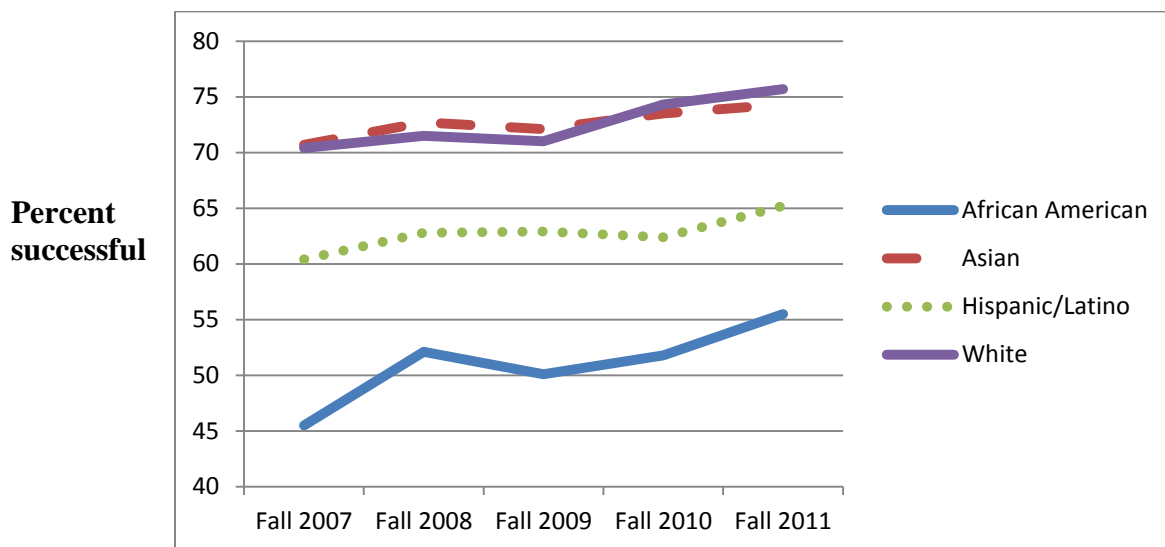
SCC Successful Course Completion by Ethnicity, Fall 2007 to Fall 2011 (%)



Source: EOS Research Database Files

3-10

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

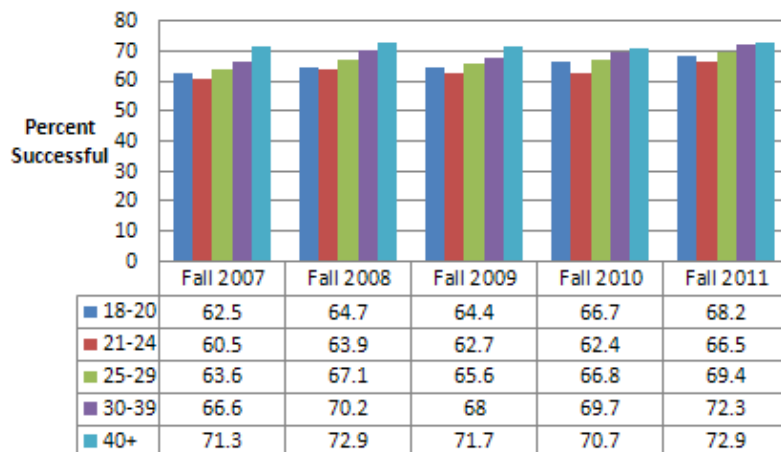


Source: Los Rios Community College District Research Database as reported in PRIE planning data files.
(Course success rates reflect the percent of student enrollments that are successful in courses by earning grades A, B, C or Pass/Credit)

Achievement gaps also occur between students of different ages.

Students aged 21-24 have somewhat lower course success rates than do other age groups. Course success rates for 21-24 year olds have increased over the past few years, slightly closing the gap between this age group and students of other ages.

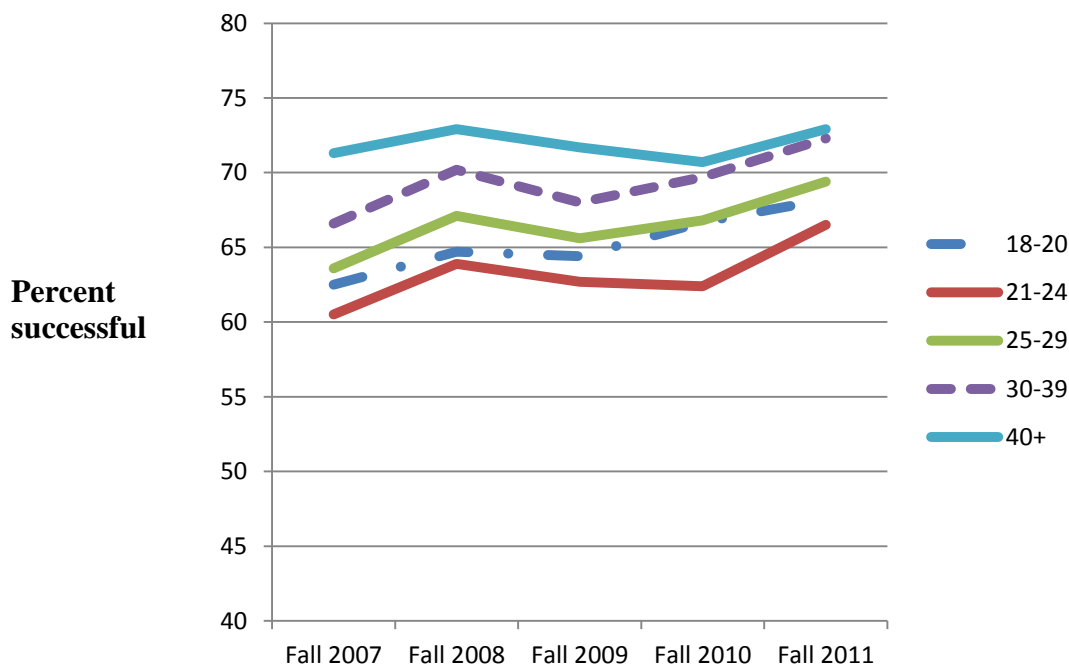
SCC Successful Course Completion by Age, Fall 2007 to Fall 2011 (%)



Source: EOS Research Database Files

4-10

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

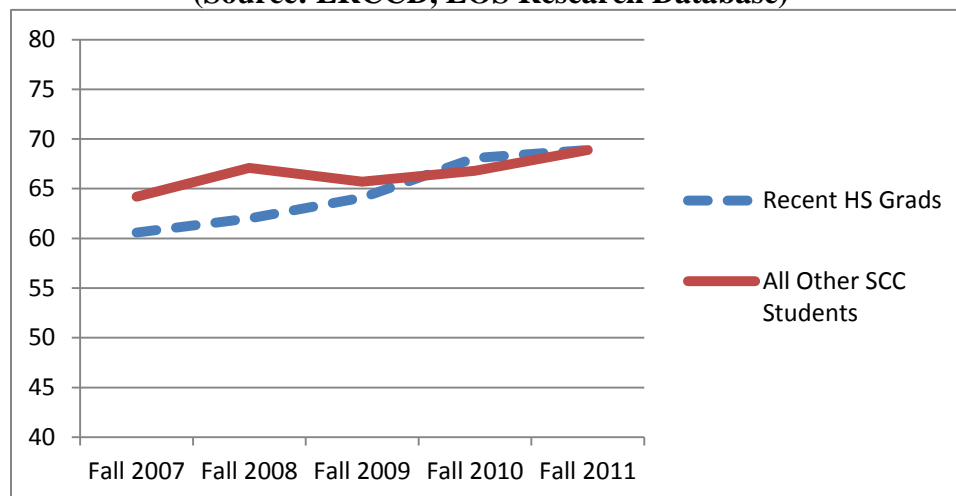


Source: Los Rios Community College District Research Database as reported in PRIE planning data files.
(Course success rates reflect the percent of student enrollments that are successful in courses by earning grades A, B, C or Pass/Credit)

There is currently no gap in course success between recent high school graduates and other students.

The course success rates of recent high school graduates (those student who were in high school the spring immediately preceeding the fall semester in which they enrolled at SCC) have been increasing in recent years and are currently equivalent to those of all other SCC students.

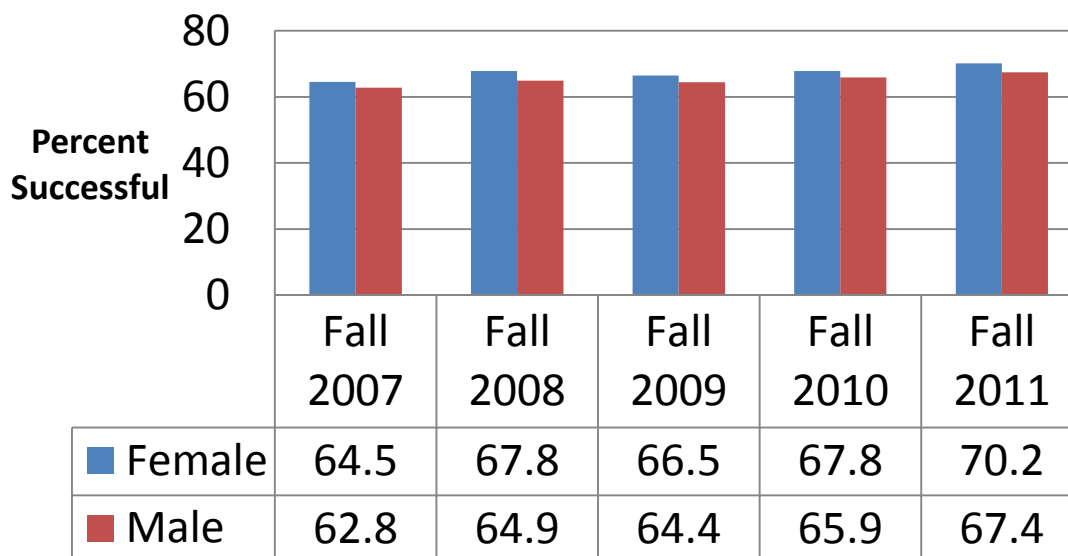
Course Success Rates of Recent High School Graduates and All Other Students
(Source: LRCCD, EOS Research Database)



Female students have slightly higher success rates than male students.

There is a slight gap in success rates between male and female students.

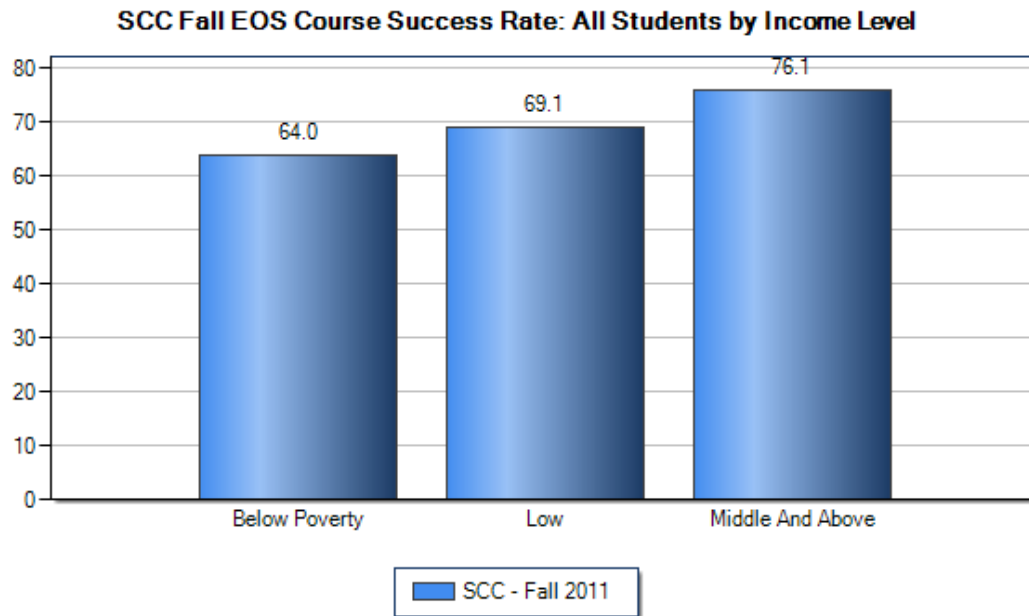
SCC Successful Course Completion by Gender, Fall 2007 to Fall 2011 (%)
(Source: EOS Research Data Base File)



Source: Los Rios Community College District Research Database files. Students who dropped all of their courses prior to the deadline have been excluded. Course success rates reflect the percent of student enrollments that are successful in courses by earning grades A, B, C or Credit.

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. The percentage of SCC students with household incomes below poverty has increased in recent years.



Source: Los Rios Community College District Research Database files. Students who dropped all of their courses prior to the deadline have been excluded.

SCC Student Household Income Level (Fall 2007 to Fall 2011)									
Fall	Below Poverty		Low		Middle & Above		Unable to Determine		Total
2007	6,504	26.4%	5,229	21.2%	7,328	29.8%	5,541	22.5%	24,602
2008	7,630	29.6%	4,854	18.8%	7,774	30.1%	5,530	21.4%	25,788
2009	9,126	33.8%	5,231	19.4%	7,380	27.3%	5,291	19.6%	27,028
2010	9,293	37.5%	4,919	19.8%	6,149	24.8%	4,420	17.8%	24,781
2011	9,702	40.6%	4,637	19.4%	5,668	23.7%	3,880	16.2%	23,887

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

Course success varies by modality; the pattern depends on the academic discipline.

When data from all SCC courses for four semesters (F09 - Sp11) are combined, online courses had a slightly higher success rate than face-to-face lecture courses. Hybrid courses had a lower course success rate than face-to-face courses. Course success was greater in face-to-face courses for some disciplines and was greater in online courses for other disciplines.

Table 2: Course success rates for instructional modalities SCC Fall 2009 through Spring 2011	Number successful	Number of enrollments	Course Success
Two Way Live Video & Audio	193	344	56.10%
One Way Live Video & Audio	236	572	41.26%
Taped Cable TV	348	677	51.40%
Hybrid (= some, but less than 50% of instructional time by DE)	1128	1948	57.91%
Online-Unscheduled Interaction	8477	12790	66.28%
Face-to-face Lecture	98566	151557	65.04%

Table 5: SCC Course success rates for disciplines for which the three main instructional modalities had total enrollment of more than 80 students, Fall 2009 through Spring 2011 combined. (Online” = more than 50% of the instruction time online. “Hybrid” = 1-50% of instructional time online. “Face to face = lecture courses with all instructional time face-to-face.)			
Discipline	Hybrid	Face-to-face	Online
BUS	53.49%	61.13%	60.48%
CISA	73.64%	67.29%	72.36%
CISC	68.26%	63.58%	72.62%
CISN	61.11%	78.24%	78.62%
ENGRD	54.55%	66.88%	68.83%
MATH	34.98%	44.85%	32.01%
MGMT	76.28%	70.10%	79.53%
MKT	46.91%	52.85%	59.05%

Student achievement of degrees and certificates

In Fall 2011 over 60% of SCC students indicated a goal of an Associate's Degree.

SCC students report a wide range of educational goals, with transfer to a four year school being the most common goal. Over 60% indicated a goal of an Associate's Degree, with or without transferring. The graph below shows the percent of students with various educational goals.

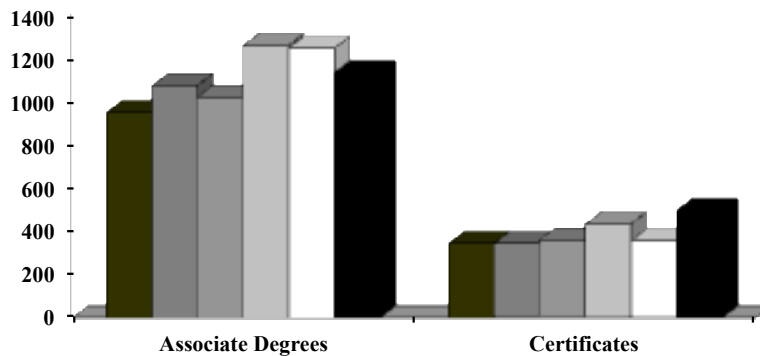
**SCC Students' Education Goal Distribution
(Fall 2007 to Fall 2011)**

Fall	Transfer w/ AA	Transfer w/out AA	AA w/o Transfer	Vocational (with or w/o Cert.)	Basic Skills/ Personal Dev.	Unspecified/ Undecided	4-Yr Meeting 4-Yr Reqs.	Total
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
2011	46.8%	14.2%	14.3%	5.7%	6.0%	5.1%	7.9%	23,887

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. However, the number of certificates awarded increased in 2010-11, as illustrated in the graph and table below. At the time of this report (August 27, 2012) the data for 2011-12 awards of degrees and certificates is not yet available.

**SCC Degrees & Certificates Awarded
Academic Year 2005-06 to Academic Year 2010-11**



	Associate Degrees		Certificates		Total
	Number	Percent	Number	Percent	
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
FY 2010-11	1,130	69.5%	496	30.5%	1,626

Source: Awards File

Note: graduates may receive more than one degree or certificate.

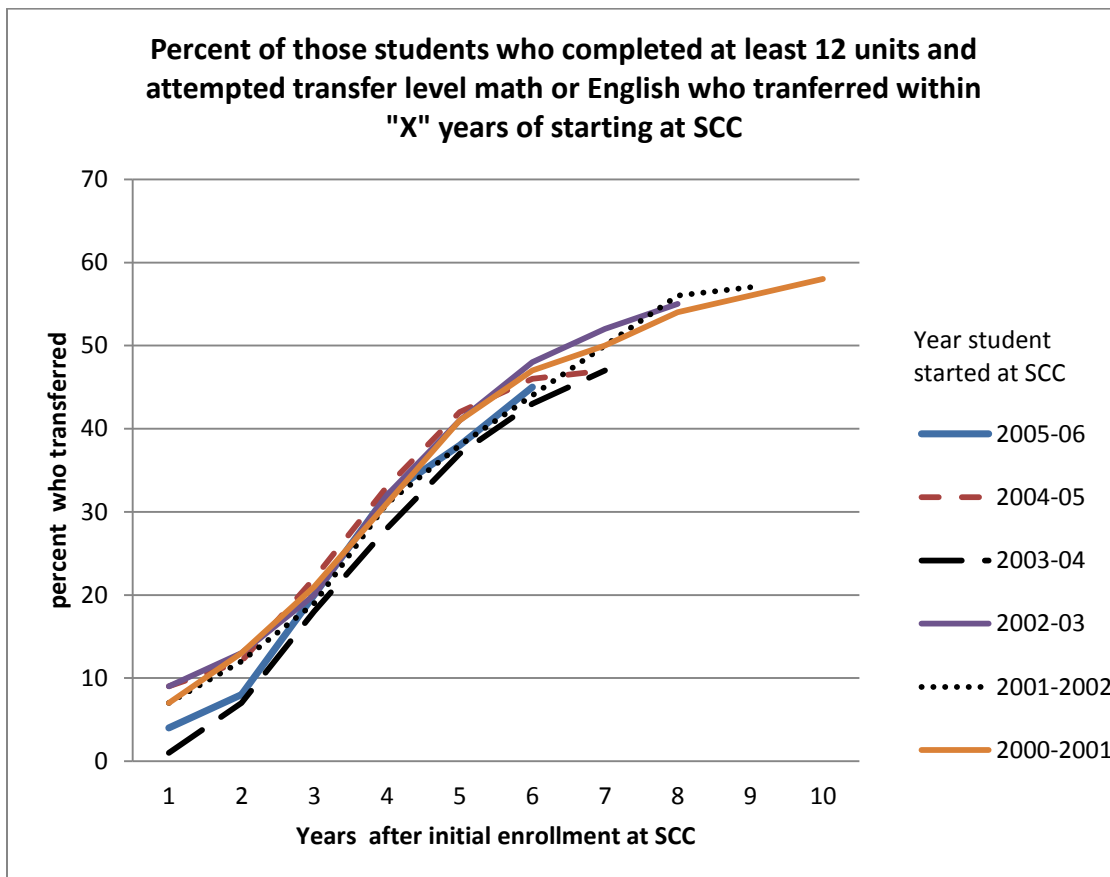
9 of 10

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Transfer

Most students who show intent to transfer do so, but it can take up to 10 years after they begin at SCC.

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 2005-06 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%.



SCC compared to other community colleges: ARCC, CCCCCO and IPEDS measures of student achievement

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

The ARCC, CCCCCO and IPEDS metrics suggest that, although they are staying in school, SCC students are accumulating units and moving toward completion or transfer fairly slowly.

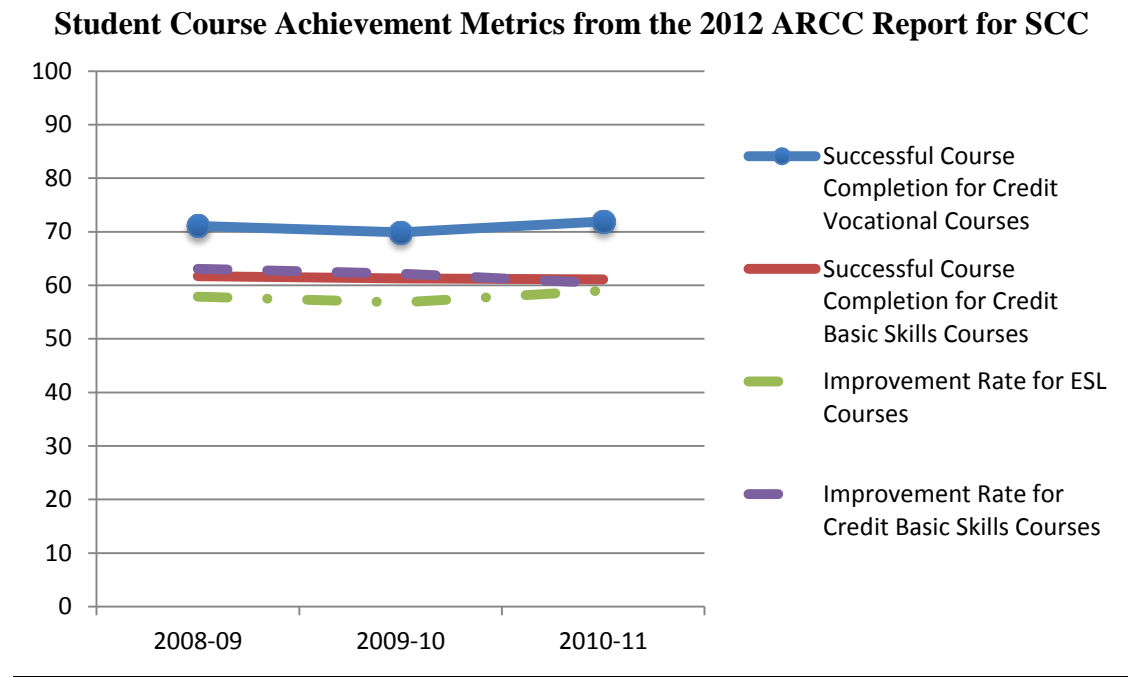
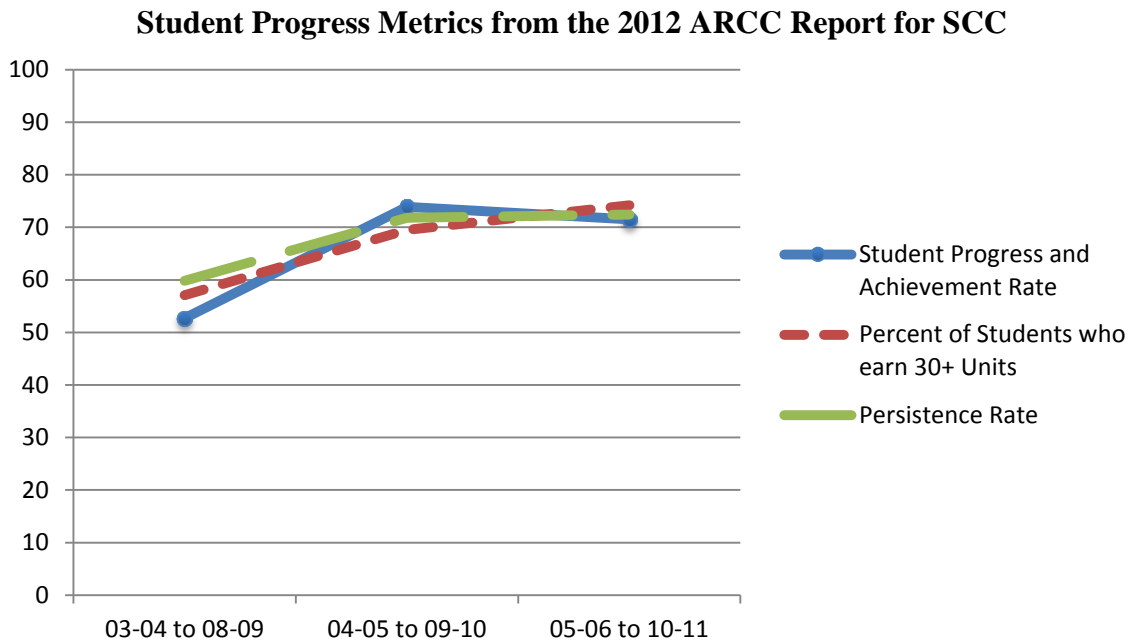
ARCC metrics:

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. 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.

Student program progress metrics from the 2012 ARCC report for SCC Indicators compared to ARCC peer groups.

	Indicator	College's Rate	Peer Group	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	59.8	61.0	49.8	68.8	A2
B	Percent of Students Who Earned at Least 30 Units	71.8	76.0	70.8	85.9	B4
C	Persistence Rate	72.4	71.0	57.3	80.8	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	71.9	73.3	62.6	81.3	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.1	60.7	50.8	73.1	E2
F	Improvement Rate for Credit Basic Skills Courses	60.4	58.4	38.8	76.9	F2
G	Improvement Rate for Credit ESL Courses	59.0	57.9	40.8	69.2	G5

There has been little change in most of the ARCC measures for SCC over the past two cohorts. Taken together, these items suggest that, although they are staying in school, SCC students are accumulating units and finishing programs fairly slowly.



SCC selected peer group - comparison to a group of colleges similar to SCC:

In the section above we compared SCC's ARCC measures to those of other colleges using peer groups defined by ARCC. In 2011 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)

Selected ARCC, IPEDS and CCCCCO measures are compared for this group of colleges are shown in the table below. 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 CCCCCO, IPEDS, and ARCC measures – Summary (Sources in parentheses. See the PRIE Benchmarks Report for more detailed analysis)			
Measure	Group low	Group high	SCC
Course success rate (CCCCO Data Mart 2.0: credit courses, Fall 2011)	61	70	65 (low)
Achievement gap in course success between highest and lowest racial/ethnic groups (CCCCO Data Mart 2.0: credit courses, Fall 2011)	17	29	20 (moderate)
Year to year persistence of full time students at SCC (IPEDS Fall 2010).	44	76	66 (moderate)
Year to year persistence anywhere in the CCC system (ARCC)	57	81	72 (moderate)
Graduation rate within 150% of time to normal completion (3 year rate IPEDS 2010)	16	36	20 (low)
Student progress and achievement rate (includes program completion, transfer and transfer-ready status) (ARCC)	50	69	60 (moderate)
Rate of students earning 30+ units (ARCC)	71	86	72 (low)
Basic skills improvement rate (a measure of movement up the basic skills course sequence) (ARCC)	34	77	60 (moderate)

Student Learning Outcomes Report 2012

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.

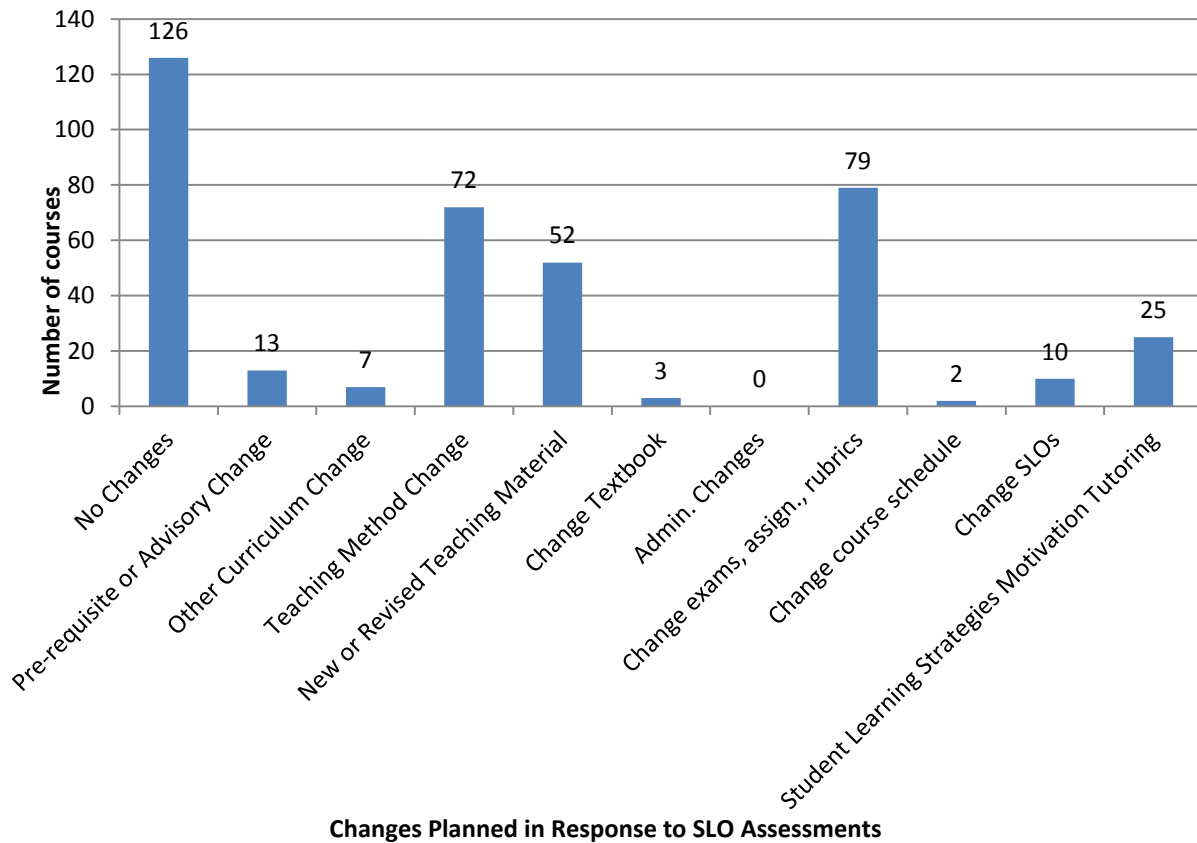


Student Learning Outcomes Report – Key Points

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

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 most were widely reported. In some cases, more than one change was planned for a single course. Figure 3 below shows a summary of the changes planned in response to SLO assessment in courses for which SLO assessment reports were filed between Fall 2004 and Spring 2012.

Figure 3: Changes to courses as the result of SLO assessment (F04-S12)



The SLO subcommittee then evaluated a sample of course assessment reports that aligned with SCC’s GELOs and a preliminary report was produced. Two GELOs were included in the pilot results - Depth and Breadth of Understanding and Critical Thinking. For both of these GELOs, the results indicated that an overwhelming majority of students (~80%) achieved at least a “moderate” level of success.

- ▶ **Depth and Breadth of Understanding:** Students achieved at least a “Moderate” level of success for 82% of all course SLOs that aligned with this GELO.
- ▶ **Critical Thinking:** Students achieved at least a “Moderate” level of success for 80% of all course SLOs that aligned with this GELO. Most of the Critical Thinking data (65%) came from SLOs that also applied to Depth & Breadth.
- ▶ **Combination of Depth & Breadth/Crit. Thinking:** Students achieved at least a “Moderate/High” level of success for 69% of all course SLOs that aligned with both of these GELOs.

Student Learning Outcomes Report – Detailed Analysis

Overview of Student Learning Outcomes Planning and Reporting Processes

SLO assessment is occurring across the college.

In Fall 2012 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 2012 report showed the following:

- 99% of all active college courses have defined Student Learning Outcomes.
Note: Nearly all courses without defined SLOs are “topics in” or “experimental offerings” courses.
- 77% of all college courses have on-going assessment of learning outcomes (up from 33% in 2009).
- 98% percent of all college programs have defined Student Learning Outcomes (up from 89% in 2009).
- 47% 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 - SOCRATES reports and spreadsheets completed by all departments)

1. Courses

- Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 1190
- Number of college courses with defined Student Learning Outcomes: 1178
Percentage of total: 99%
- Number of college courses with ongoing assessment of learning outcomes: 919
Percentage of total: 77%

2. Programs

- Total number of college programs (all certificates and degrees, and other programs defined by college):
207
- Number of college programs with defined Student Learning Outcomes: 202;
Percentage of total: 98%
- Number of college programs with ongoing assessment of learning outcomes: 98;
Percentage of total: 47%

3. Student Learning and Support Activities

- Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 19
- Number of student learning and support activities with defined Student Learning Outcomes:
19; Percentage of total: 100%
- Number of student learning and support activities with ongoing assessment of learning outcomes: 19; Percentage of total: 100%

4. Institutional Learning Outcomes

- Total number of institutional Student Learning Outcomes defined (GELOs + General Student Services Outcomes): 14
- Number of institutional learning outcomes with ongoing assessment: 100%

A variety SLO planning and reporting activities occurred during the 2011-12 academic year.

- The SLO coordinator and SLO analyst worked with faculty on SLO implementation.
- College programs completed SLO assessment plans indicating which course assessments would be reported each semester over 6 years.
- Departments completed SLO annual reporting forms including types of assessments, the assessment results, and planned changes. 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 continued work on how to evaluate and analyze the results of the SLO assessment report for dissemination, dialogue, and strategic planning.
- SCC departments completed a mapping of GE courses to GE learning outcomes. SCC GELOs were initially assessed using SCC results of the Community College Survey of Student Engagement (13, 14). An evaluation showed that this assessment method provided incomplete information. Thus, the college is now implementing a course-based approach for GELO assessment. The SLO subcommittee developed models of using course-embedded assessment, capstone courses, student feedback and other methods for GE learning outcomes.
- The College is currently exploring additional ways to use SLO assessment results to support College initiatives. For example, in Spring 2012, preliminary SLO-linked assessments were conducted for the Learning Community that is part of SCC's Basic Skills Initiative (see the Basic Skills Report that is part of the Institutional Effectiveness Reports).
- The 6-year instructional Program Review cycle has included SLO assessment results since 2010; this is currently being expanded based on dialogue about the process. In Spring 2012 nearly half of degree/certificate programs reported ongoing ProLO assessment; this number is expanding as more departments complete the 6-year instructional program review cycle. A college-wide survey on ProLO assessment models was recently conducted to evaluate the process.

Course SLO assessment and reporting

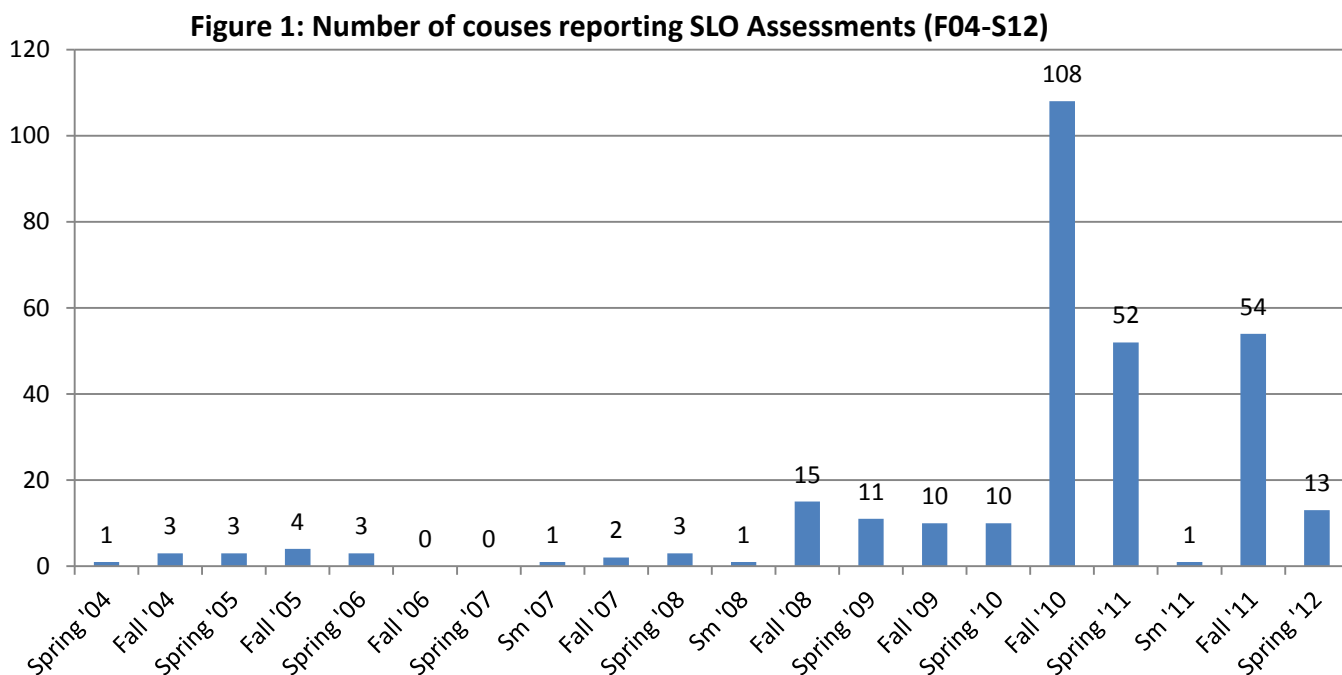
This year we have modified the SLO Report to include a full review of course SLO assessment reaching from Fall 2004 to Spring 2012, rather than a focus on the most recent year.

Assessment of Course SLOs is widespread; the number of course SLO reports has increased.

Assessment of all course SLOs is expected to be ongoing. Reporting of that assessment is provided in a planned process. Each instructional department provides a multi-year SLO plan showing how all courses will be included in course SLO assessment reporting over a 6-year period. Annual SLO assessment reports are submitted for courses based on those plans.

SLO course assessment at SCC reporting began in 2004, and has significantly increased over the past 8 years (see Figure 1 below). The significant jump in reported course SLO assessments in Fall 2010 coincides with coordinated efforts for improving the course SLO assessment reporting processes including the implementation of a new Annual Course SLO Report form. Efforts were undertaken to (1) ensure that courses are assessed consistently across sections and (2) document that the resulting findings are used by the departments to improve

student learning. During that time, the college provided additional resources to assist in the strengthening of SLO assessment and in the revision of the SLO reporting process. As the improved process moves forward it is expected that many courses will report SLO assessments each year so that all courses have SLO assessment reports on file over a 6-year cycle.



Between Fall 2004 and Spring 2012 SLO assessment was reported for a total of 295 courses. Many departments included multiple sections of the same course when assessing course SLOs; over 500 course sections have been included in SLO course assessment reports (See Table 1.)

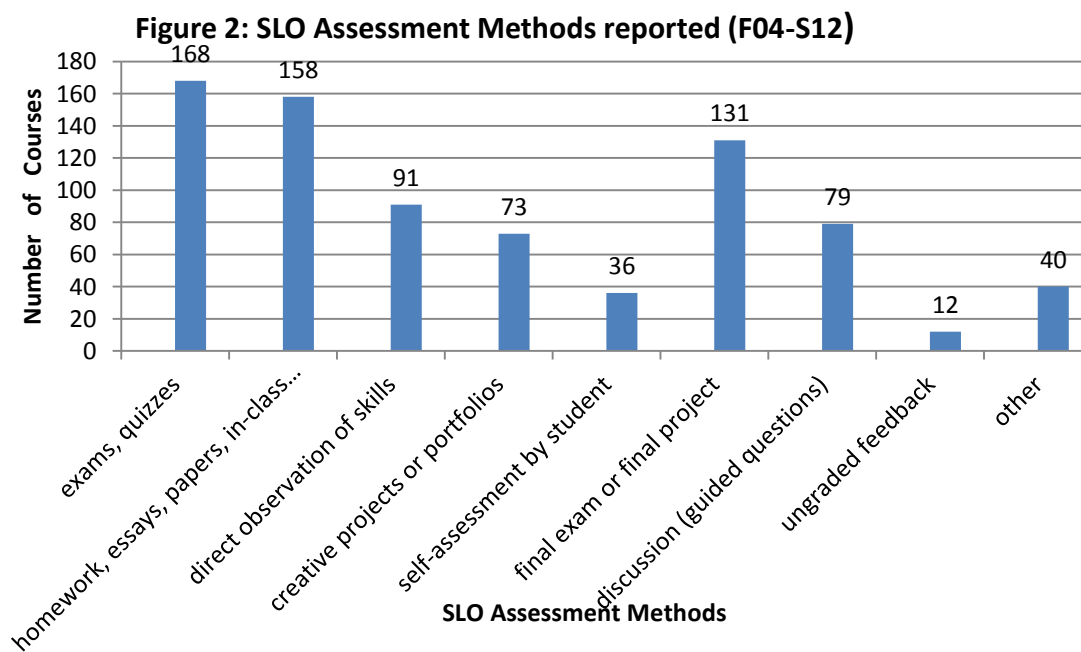
Table 1: Number of sections per course analyzed by departments filing course SLO assessment reports Fall 2004 to Spring 2012		
Number of sections analyzed per course	Number of Courses	Total Sections
1	211	211
2	40	80
3	17	51
4	10	40
5	10	50
6	3	18
8	1	8
9	2	18
26	1	26
	Total = 295 courses	Total = 502 sections
Data source: Annual SLO course Assessments Reports submitted Fall 04 to Spring 12		

Assessment of all course SLOs is ongoing; reporting of that assessment may be targeted as reflected in department SLO assessment plans. For example, as part of their multi-year assessment plans departments may chose focal SLOs for department dialogue and reporting purposes. The reported SLO assessment reports indicated that between 1 and 17 focal SLOs per course were chosen for reporting. The total number of focal SLOs for which assessments were reported was 1,161 (See Table below 2).

Table 2: Number of focal SLOs per course in SCC Annual Course SLO Reports Fall 2004 to Spring 2012		
Number of focal SLOs for reporting per course	Number of Courses	Total SLOs
	31	31
1	39	78
2	111	333
3	35	140
4	27	135
5	16	96
6	5	35
7	9	72
8	6	54
9	7	70
10	4	44
11	3	39
13	2	34
17	Total = 295 courses	Total = 1,161 SLOs
Data source: Annual SLO course Assessments Reports submitted Fall 04 to Spring 12		

Professors used a wide variety of methods to assess course SLOs.

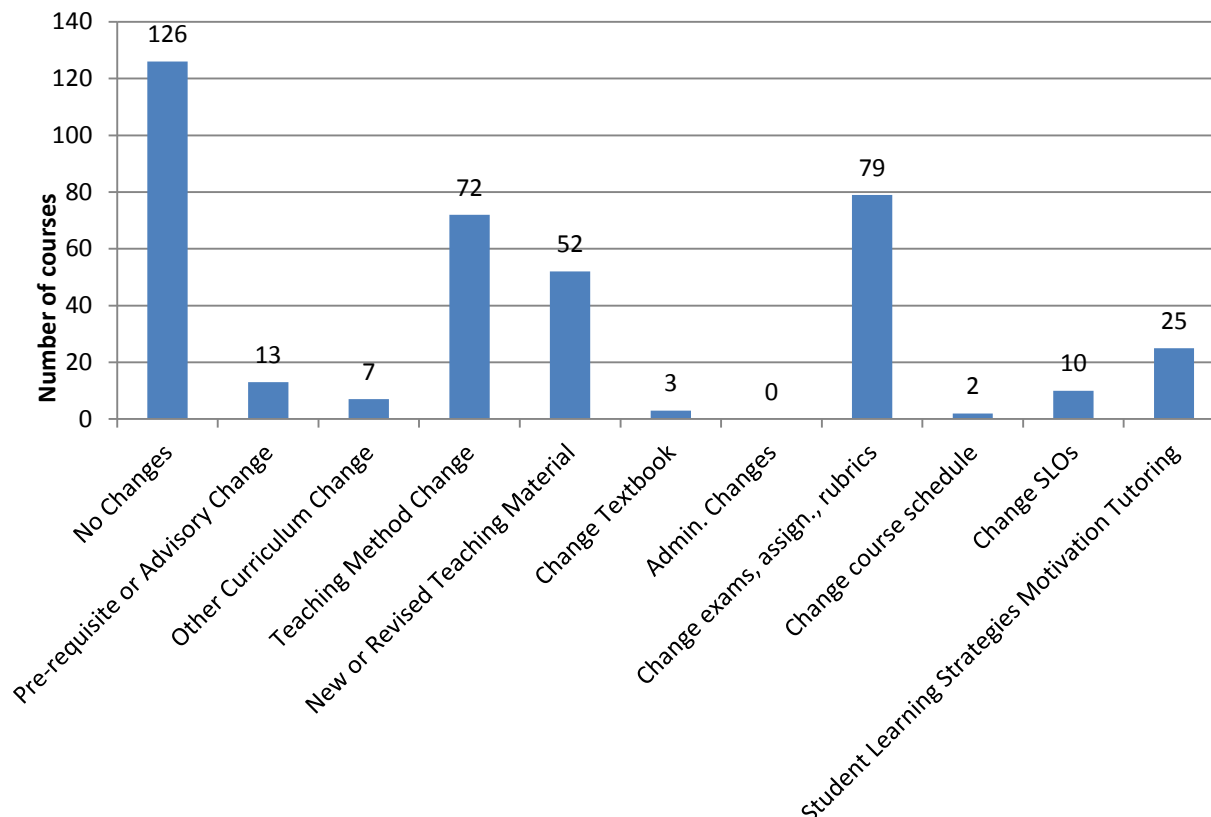
Methods used to assess course SLOs include exams, quizzes, homework, essays, papers, and final exams or projects. By aligning the expected learning outcomes with these assessment methods, professors were able to analyze students' learning. (N = 295 courses) (See Figure 2 below)



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 most were widely reported. In some cases, more than one change was planned for a single course. Figure 3 below shows a summary of the changes planned in response to SLO assessment in courses for which SLO assessment reports were filed between Fall 2004 and Spring 2012.

Figure 3: Changes to courses as the result of SLO assessment (F04-S12)

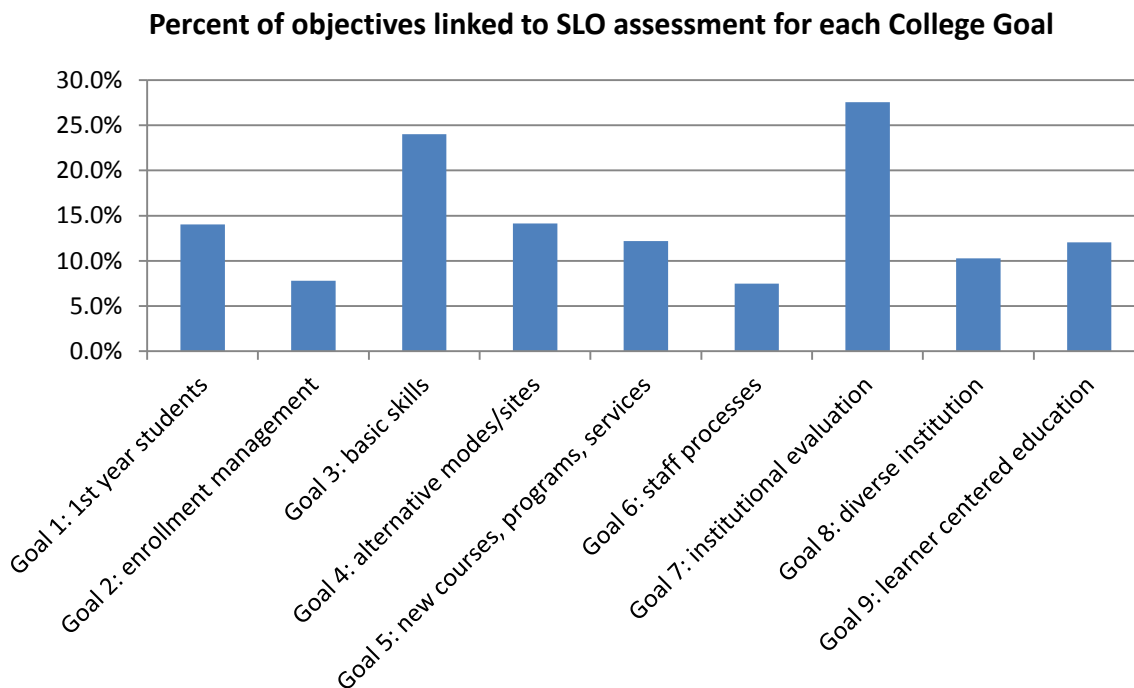


Changes Planned in Response to SLO Assessments

Unit plan objectives linked to SLOs assessment

SLO assessment informs unit planning:

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% of all objectives indicated that SLO assessment data was relevant to the objective. All College Goals included objectives related to SLO assessment:



Program Student Learning Outcomes

Instructional program SLOs (ProLOs) are in place and assessment is being reported via the instructional program review cycle.

Student Learning Outcomes for degree and certificate programs (called ProLOs at SCC) have been defined for over 97% of degrees and certificates. Programs also map courses to program outcomes. Forms and guidelines for completing a ProLO matrix showing the alignment of courses with degree or certificate outcomes have been available since the 2008-2009 academic year. For several years, all new degrees and certificates and any degrees or certificates which are reviewed as part of regular program review have been required to submit this matrix.

Following the definition of ProLOs and their mapping to courses, the college moved forward with processes for reporting the assessment of ProLOs and changes planned in response to that assessment. The instructional Program Review template was revised to include ProLO assessment. During 2011-2012, the SLO subcommittee presented a variety of models for Program Learning Outcome assessment to instructional department chairs for their review. A college-wide survey of department chairs regarding models for the

assessment of degree and certificate programs was conducted to determine next steps for the college's degree and certificate ProLO assessment effort in Spring 2012.

Results from Survey on instructional ProLO Models – Administered to Dept. Chairs 10/6/11

1. Is your department in an instructional or student services area? (Responses from department chairs)		
	Response Percent	Response Count
Instructional	100.0%	13
Student Services	0.0%	
4. Do you feel it would be more effective to develop one model or a choice of models for all departments to use for Program Learning Outcome assessment?		
	Response Percent	Response Count
One	21.4%	3
Choice of models	78.6%	11

2. For each of the models, indicate how well you feel they would work to assess Program Learning Outcomes in your department. (Responses from department chairs).					
Model Type	Not at all	Somewhat well	Moderately well	Very well	Response Count
Course-embedded model	0.0% (0)	23.1% (3)	30.8% (4)	46.2% (6)	13
Program completers model	23.1% (3)	23.1% (3)	38.5% (5)	15.4% (2)	13
Capstone courses model	25.0% (3)	25.0% (3)	33.3% (4)	16.7% (2)	12
External testing model	75.0% (9)	0.0% (0)	0.0% (0)	25.0% (3)	12
Student services model	81.8% (9)	18.2% (2)	0.0% (0)	0.0% (0)	11

The implementation of a revised approach to ProLO assessment for degree and certificate programs, based on this evaluation of the models, has begun. In Spring 2012, a new instructional Program SLO Assessment Reporting form was developed. The form, instructions, and recommendations for a revised approach were distributed to all instructional departments that will be conducting Program Review in Fall 2012. (Attachment 13: 2012 Draft ProLO Assessment Reporting Form and Instructions). Analyses of ProLO assessments using this revised approach are reported via program reviews.

Student service program SLO assessment is an integral part of student services program review.

Student Services assess SLOs at both the General Student Services Division level (see section on Institutional SLOs below) and at the level of individual Student Services programs. The student services program review includes SLO assessment as part of a 3-year cycle (11). One hundred percent of student services units have completed at least one assessment cycle and have reported their SLO(s), assessment measure(s), assessment results, and changes made to improve the learning process. During Student Service area meetings, area representatives report on SLO assessment methods, assessment results, and improvements made in the teaching/learning process. These reporting out are used to share SLO progress within Student Services.

Institutional Student Learning Outcomes: General Education Outcomes (GELOs) + General Student Services Student Learning Outcomes.

Analysis of General Student Services Outcomes helped identify key aspects of students' learning:

Analyses of Student Services SLOs are also part of the Institutional SLOs of the college. Most student services units used a pre- and post-test model to assess short term changes in student learning. Conclusions drawn from assessment data included the following:

- Self-efficacy and self-regulated learning variables were identified as key indicators to use when assessing students' learning.
- Students' educational planning development increased following interventions.
- Students demonstrated increased understanding of the matriculation process and e-services.

Continuous improvements in methods for assessing student learning were consistently expressed. Two types of changes in SLOs were identified by several units. One change was based upon achieving greater clarity about what desired student learning the unit wanted assessed. This led to revising the SLOs. The other change came from identifying more effective intervention methods and making changes. An example of an intervention method change included explaining and "modeling" the desired learned behavior rather than only using explanation. (Data source: Student Services Program Review 2012: Assessing Student Services Division's Program Learning Outcomes.)

General Education Outcome assessment has moved to a course-based model:

In 2009, the 2008 CCSSE survey was used to provide an initial assessment of GELO's. The overall results showed that the self-assessed level of achievement of SCC students varies across the GELO areas. For all GELO areas, at least 25% of the related items on the CCSSE survey had half or more of the respondents report a self-assessment indicating achievement of the outcome.

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

An evaluation of use of the CCSSE for GELO assessment showed that it provided only incomplete information. Thus, in Fall 2011, the college moved to a course-based approach for GELO assessment.

In a pilot analysis of course-based GELO assessment, students achieved at least a moderate level of success for "depth and breadth of understanding" and "critical thinking" GELOs.

In a pilot analysis of course-based assessment of SCC GELOs, the SLO subcommittee evaluated a sample of course assessment reports that aligned with GELOs for "Depth and Breadth of Understanding" and "Critical Thinking." The results of this pilot project included distinct course-level SLO assessments derived from 12 courses from several disciplines.

The results from the existing SLO assessments were first aligned with the college's GELO categories based on the congruency of the course SLO with the GELOs. Several course SLOs aligned with multiple GELOs. Next, the SLO subcommittee developed and utilized a rubric to evaluate the level of success achieved on each of the

aligned course SLOs. This evaluation was averaged across multiple raters to calculate an overall determination of low, moderate, or high success for each outcome.

Two GELOs were included in the pilot results - Depth and Breadth of Understanding and Critical Thinking. For both of these GELOs, the results indicated that an overwhelming majority of students (~80%) achieved at least a “moderate” level of success (see figures on next page).

Depth and Breadth of Understanding

- ▶ Students achieved at least a “Moderate” level of success for 82% of all course SLOs that aligned with this GELO.

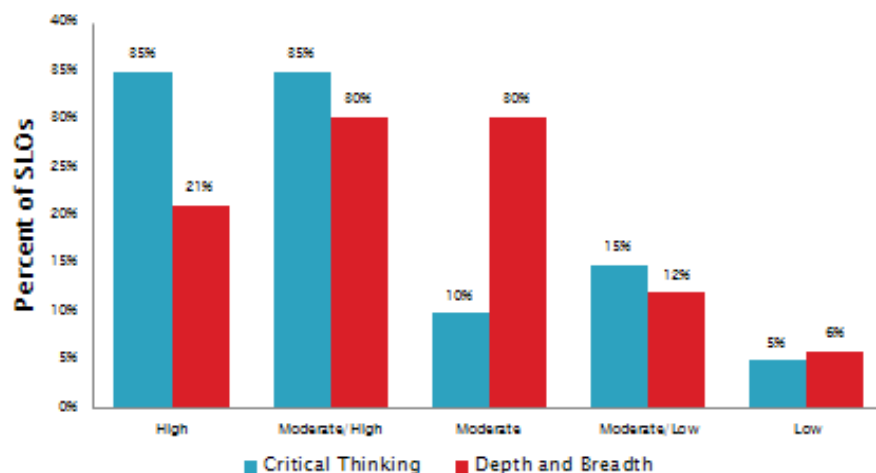
Critical Thinking

- ▶ Students achieved at least a “Moderate” level of success for 80% of all course SLOs that aligned with this GELO.
- ▶ Most of the Critical Thinking data (65%) came from SLOs that also applied to Depth & Breadth.

Combination of Depth & Breadth/Critical Thinking

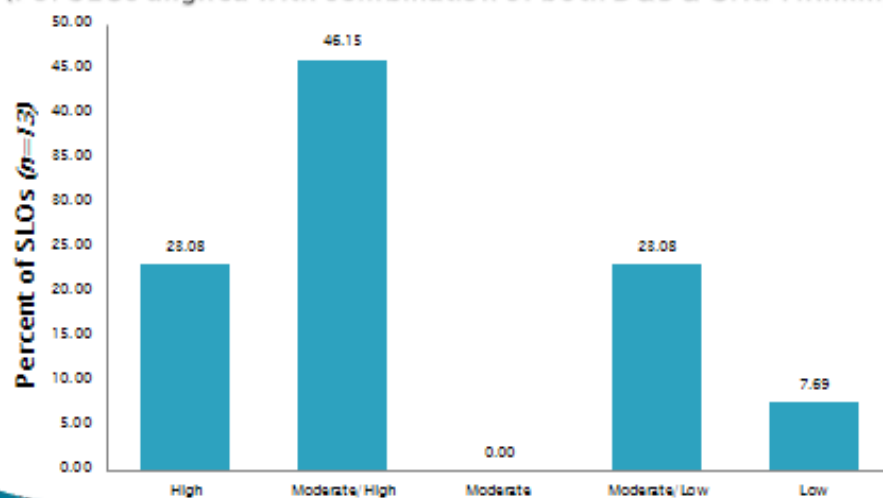
- ▶ Students achieved at least a “Moderate/High” level of success for 69% of all course SLOs that aligned with both of these GELOs.

Comparison of Depth & Breadth and Critical Thinking – Ratings of Success



Intersection of D&B with Critical Thinking – Ratings of Success

(For SLOs aligned with combination of both D&B & Crit. Thinking)



Staff and College Processes Report 2012

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.



Staff and College Processes Report – Key Points

Error rates for most administrative processes are low.

Error rates for administrative processes were low and services were maintained for travel, classified temporary employees, and student help while resources decreased.

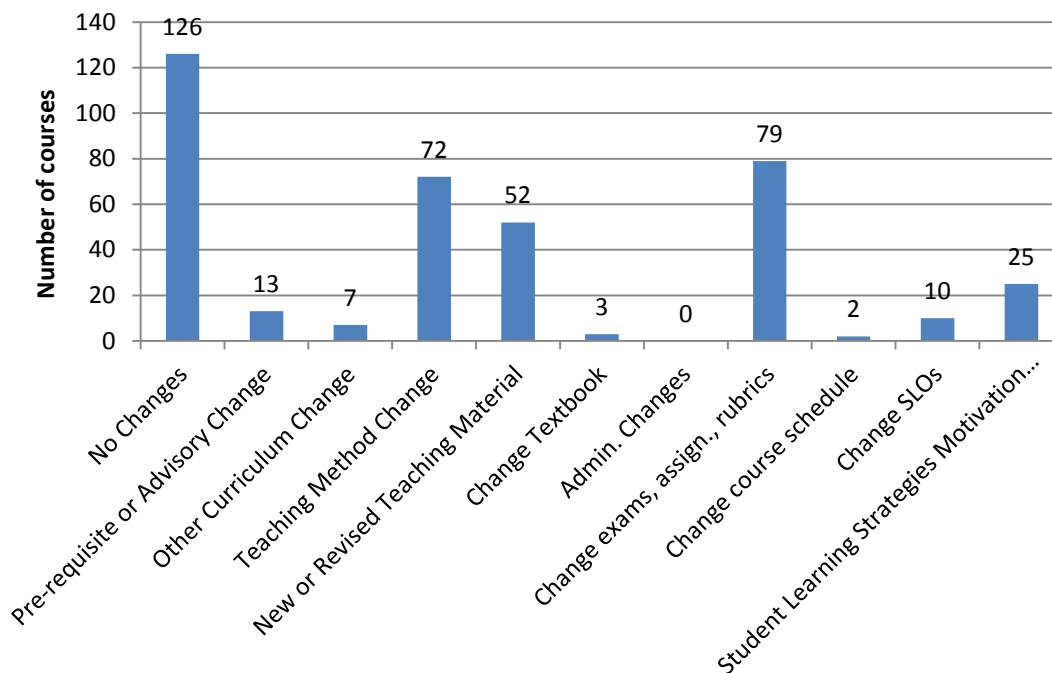
College Totals Year to Date 31 March 2012

Procedure	Submitted	1st Qtr Errors	2nd Qtr Errors	3rd Qtr Errors	4th Qtr Errors	Error Rate	Error Rate Indicator
Absence Reports	2,683	23	37	38		4%	
Budget Entries	637	7	8	6		3%	
Intents	47	8	2	9		40%	
Requisitions	1,138	5	14	14		3%	
Travel Authorizations	352	3	16	21		11%	

Average all categories 12%

A variety of evidence shows that the college is using data in planning, enrollment management, support of student success in courses, etc.

Changes to courses as the result of SLO assessment (F04-S12)



Changes Planned in Response to SLO Assessments

Staff and College Processes Report

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

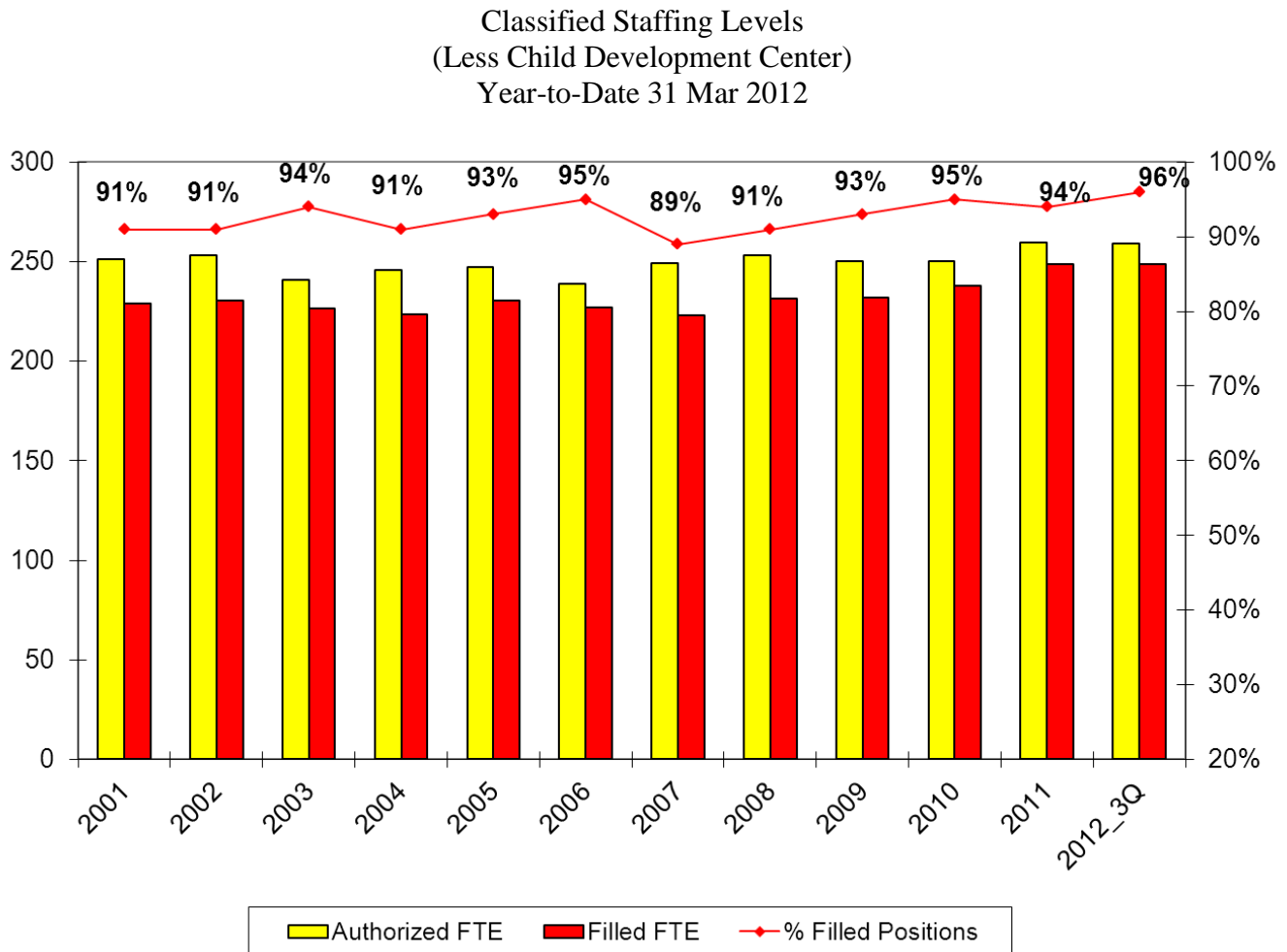
Goal 6: Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.

Goal 7: Engage the college community in the process of ongoing institutional evaluation, continuous improvement, and the analysis and review of data.

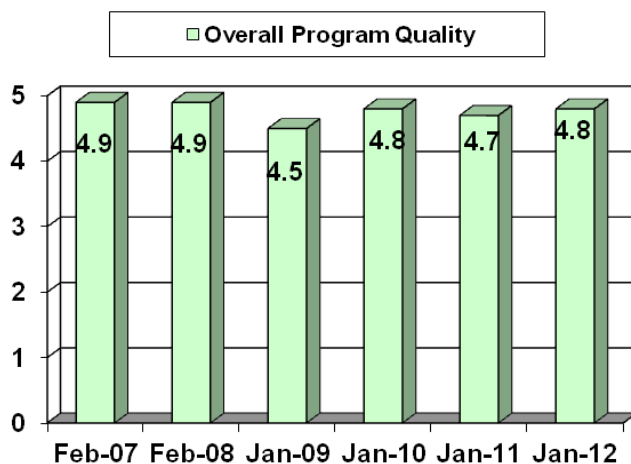
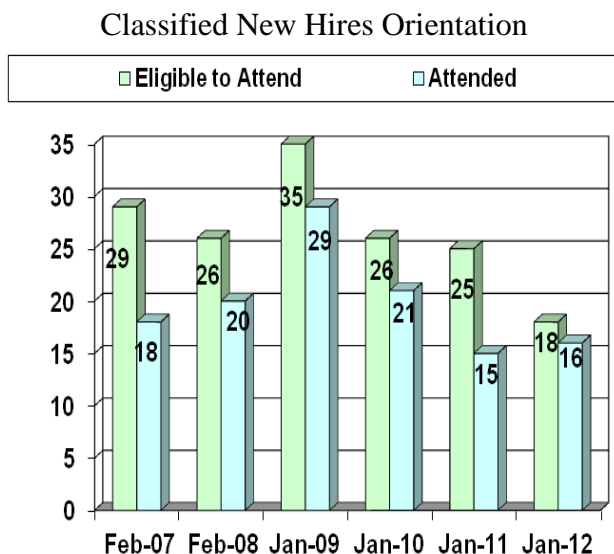
Administrative Services Metrics

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

For classified staffing, 96% of authorized FTE was filled.



The Classified New Hires Orientation was well attended and was rated 4.8 out of 5.0 in overall quality.



The error rate was 5% or less college-wide for absence reports, budget entries, and requisitions. Unfortunately, the error rate for intents was 40%.

College Totals Year to Date 31 Mar 2012 (Source = VPA Metrics)

Procedure	Submitted	1st Qtr Errors	2nd Qtr Errors	3rd Qtr Errors	Error Rate	Error Rate Indicator
Absence Reports	2,683	23	37	38	4%	
Budget Entries	637	7	8	6	3%	
Intents	47	8	2	9	40%	
Requisitions	1,138	5	14	14	3%	
Travel Authorizations	352	3	16	21	11%	
Average all categories = 12%						

Budget metrics indicate that the College is controlling costs and working with the financial constraints.

College Discretionary Fund (CDF) Burn Rate Year-to-Date 31 March 2012

Division / Unit	Appropriations	Expenditures	Percentage	Burn Rate Indicator*	Division Burn Rate
President	38,280	17,442	46%		75%
PIO	7,006	4,811	69%		75%
PRIE	13,259	2,747	21%		80%
IT	22,408	11,286	50%		75%
CCR	6,370	1,776	28%		58%
VPA	12,368	5,532	45%		65%
Operations	261,272	192,098	74%		80%
VPI	25,622	9,492	37%		75%
West Sacramento Ctr	30,825	17,358	56%		75%
Davis Center	33,444	20,638	62%		85%
AVP- Rick Ida	19,832	4,885	25%		75%
AT	79,038	41,550	53%		50%
Business	18,279	3,867	21%		75%
LRC	163,457	99,213	61%		70%
Allied Health	26,029	13,665	52%		75%
Science	61,504	31,952	52%		65%
BSS	33,969	5,417	16%		75%
AVP- Julia Jolly	14,965	2,098	14%		75%
MSE	23,491	8,272	35%		75%
HFA	81,449	35,663	44%		80%
L&L	26,599	15,009	56%		60%
P.E., Health & Athletics	117,631	104,156	89%		75%
VPS	8,491	4,417	52%		75%
AVP	10,661	200	2%		70%
Counseling & Student Success	44,397	14,110	32%		75%
Matric. & Student Development - Matric Office	51,498	24,771	48%		75%
Matric. & Student Development - Cultural Awareness	12,516	3,276	26%		50%
Matric. & Student Development - Campus Life	9,446	726	8%		75%
Matric. & Student Development - RISE	568	377	66%		50%
Matric. & Student Development - Voter Registration	8,361	6,497	78%		75%
Admissions & Records	53,625	48,261	90%		75%
Financial Aid	12,105	2,836	23%		75%
*Expected burn rate varies by division					
+/- 5% = Green					
> 5% and < 10% = Yellow					
> 10% = Red					
< -10% = Blue					

Instructionally-Related Fund (IR) Burn Rate Year-to-Date 31 March 2012

Division/Unit	2012 Approp.	Prior Year Carryover	2012 Total Budget	Expenditures	Expenditure Percentage	Cumulative Division Burn Rate	Burn Rate Indicator*
Counseling	7,240	244	7,484	3,635	50%	75%	
Davis Center	1,000	5	1,005	436	44%	45%	
Campus Development	5,130	2,471	7,601	0	0%	0%	
Financial Aid	500	178	678	0	0%	0%	
Humanities & Fine Arts	36,676	727	37,403	31,204	85%	80%	
Language & Literature	18,900	408	19,308	8,838	47%	60%	
Math Science Engineering	500	187	687	0	0%	0%	
Multicultural Activities	27,570	1,301	28,871	16,345	59%	75%	
P.E., Health, & Athletics	88,009	(690)	87,319	86,569	98%	75%	
Student Development	13,475	3,073	16,548	3,073	23%	75%	
West Sacramento Center	1,000	265	1,265	0	0%	100%	
Totals	200,000	8,169	208,169	150,100	75%	53%	
- > 10%=Blue							
+/- 5% = Green							
+/- 10% = Yellow							
+ > 10% = Red							

Lottery Burn Rate Year-to-Date 31 Mach 2012

Division	Reduced Base	Appropriations	Expenditures	Percentage	Burn Rate Indicator*	Division Burn Rate
AT	28,050	58,327	26,873	46%		50%
BSS	3,205	4,785	1,381	29%		75%
HFA	29,521	35,972	27,821	77%		80%
IT	2,720	3,155	2,500	79%		100%
L & L	0	63	0	0%		75%
MSE	0	17	0	0%		75%
P.E., Health & Athletics	59,500	84,144	84,005	100%		75%
Science	25,755	43,096	40,103	93%		75%
West Sacramento Ctr	0	1,227	744	61%		75%
*Expected burn rate varies by division						
+/- 5% = Green						
> 5% and < 10% = Yellow						
> 10% = Red						
< - 10% = Blue						

Categorical Program Burn Rate Year-to-Date 31 March 2012

Categorical	Project Grant	OPR	Appropriations	Expenditures	Percentage	Burn Rate Indicator*	Division Burn Rate
DOL GreenForce Initiative	340A	AT	257,893	135,104	52%		100%
Basic Skills	576x	AVPI	265,835	97,452	37%		75%
Regional Cons VTEA IB	334A	AVPI	6,276	3,045	49%		75%
VTEA	316x	AVPI	1,062,865	619,202	58%		75%
Child Development Instructor Agmt	331A	BSS	16,250	7,950	49%		40%
Child Development Coordinator Agmt	331E	BSS	5,850	2,930	50%		50%
CA Early Childhood Mentor Program	332D	BSS	650	0	0%		50%
ARRA - CA Connect	371D	MSE	8,000	1,189	15%		38%
MESA/CCP	589A	MSE	50,500	28,257	56%		75%
MESA/CCP Extension	589D	MSE	8,122	8,121	100%		100%
Natl Science Fdn - STEM Scholarship	390M	MSE	20,015	16,815	84%		75%
Health Occup Prep & Ed (HOPE) Yr 4	462A	SAH	331,351	233,905	71%		75%
Nursing Enrollment Growth Yr 2	453D	SAH	51,355	51,355	100%		100%
Nursing Enrollment Growth Yr 3	453C	SAH	75,437	25,771	34%		100%
BOG BFAP	438A	SSE	876,087	565,473	65%		80%
BOG BFAP Extension	438B	SSE	117,869	117,869	100%		100%
CalWORKs	592x	SSE	387,922	290,578	75%		75%
CARE	411A	SSE	156,285	105,829	68%		71%
DOR College to Career	381L	SSE	250,000	70,016	28%		75%
DSPS	428A/B/H	SSE	919,439	666,321	72%		75%
EOPS	408A/B	SSE	942,892	734,679	78%		75%
Local Tech Prep	329A	SSE	41,796	8,824	21%		75%
Matriculation	597C	SSE	680,624	508,875	75%		75%
TANF	590A	SSE	87,014	49,266	57%		75%
TANF Work Study	381Q	SSE	228,309	71,725	31%		75%
WorkAbility	381F	SSE	211,465	151,699	72%		75%
*Expected burn rate varies by division							
+/- 5% = Green							
> 5% and < 10% = Yellow							
> 10% = Red							
< - 10% = Blue							

Other Data

A variety of evidence shows that the college is using data in planning, enrollment management, support of student success in courses, etc.

Unit, Program, and Institutional Plans linked to data:

- The Program Review template has been revised to include substantially more information on the assessment of Program SLOs.
- Unit and Program planning across the College incorporated an analysis of data related to enrollment, student demographics, student success and SLO assessment.
- The Library PFE survey collected data on the use and value of books in the collection.

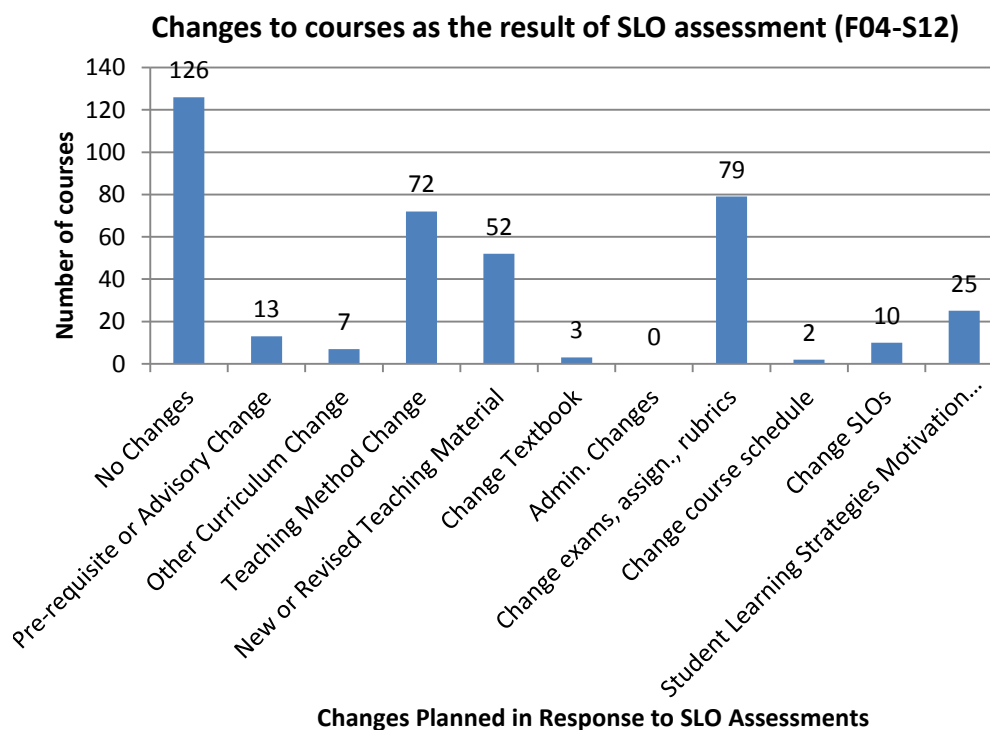
Enrollment management:

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

- 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.
- 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).
- Enrollment report was provided to College Strategic Planning Committee from PRIE.
- Enrollment data discussions were common in the Senior Leadership Team and Joint Deans Council.

Use of SLO assessment to support teaching and learning effectiveness.

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 2004 and Spring 2012.



A variety of evidence shows that the college is developing and/or revising course, programs and services to meet community needs.

New or revised services developed in response to community needs.

- Health Services is developing a workshop to help students deal with stress as a direct result of seeing an increase in patients seen for mental health needs.
- The Orientation Ad Hoc Taskforce has recommended a set of changes to provide a continuum for students' first year experience.

New or revised courses and programs that meet community needs

- As part of the Program Review, the Business Department is evaluating the market needs for certificate and degree curriculum and plan to adapt them for changes in our industries.
- Survey (Geomatics) and Motorcycle Maintenance certificate and degree programs have been reduced or suspended based on hiring trends and employer needs.
- Changes to curriculum in response to information about community needs for employment have been made by various departments including CIS, Aeronautics, Railroad, and Water/Wastewater Treatment. Many Unit Plan objectives for 2011-12 specified curriculum changes.
- New Transfer Degrees have been developed.
- For the 2011-12 academic year SOCRATES shows over 700 course curriculum actions and over 100 program curriculum actions from SCC.

Other information showing that data was used in decision-making at the College:

- The tutoring programs from across the college are currently piloting methods to measure the impact of tutoring services.
- The Budget Committee used the results of the college planning process and established criteria to review resource requests during spring 2012.
- The PRIE Committee reviewed the Institutional Effectiveness Reports and chose data for college-wide discussion.
- The College Strategic Planning Committee engaged data on institutional effectiveness. The College Goals for 2012-13 were modified based on these discussions.
- The PRIE office provided data analyses for pre-requisite validations, assessment validations, accreditation reports, student success measures, standing committee work, and strategic planning. In addition, data analyses designed for specific department needs were conducted for over 20 departments.
- The CCSSE survey was administered in 69 course sections in Spring 2012.

Environmental Scan Report

Fall 2012

(Brief Internal and External Scans)

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



Environmental Scan Report Key Points

The SCC student body is very diverse, mostly part-time, and mostly young.

In Fall 2011 the majority of SCC students (70%) were attending the college part-time.

SCC has a very diverse student population with no single ethnic group including more than 29% of the student body.

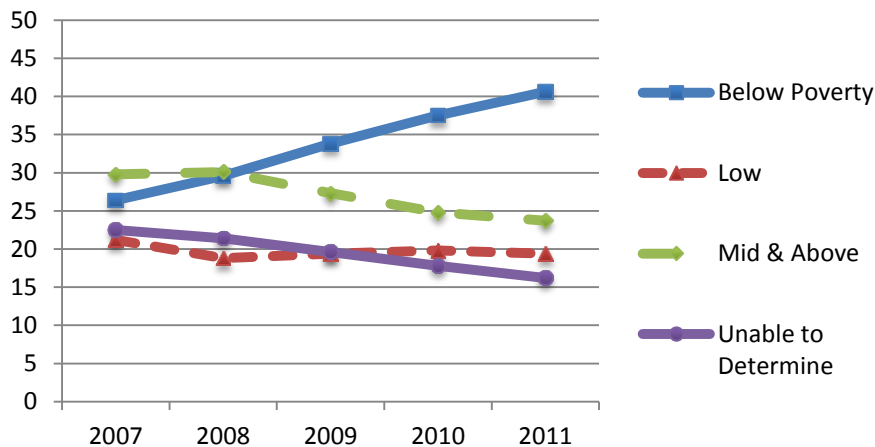
In Fall 2011 (census data) about 59% of SCC students were 24 years old or younger.

Student unit Load Fall 2011 (Source EOS Profile Data)					
Full -Load 12 or More Units		Mid-Load 6-11.99 Units		Light-Load Up to 5.9 Units	
7,098	29.7%	8,967	37.5%	7,599	31.8%

The percentage of students with low household incomes has increased in recent years.

The percentage of students living in households with middle income or higher has been declining over the last five years. The percentage of students with household incomes below the poverty line has increased over the last three years; in Fall 2011 it was over 40%.

SCC Student Household Income: Percent of students in each income category
(Source: EOS Profile data)



A number of external forces are affecting SCC.

The LRCCD Research Office produced an extensive review of the external environment of the Los Rios Colleges, see a report from LRCCD Institutional Research Office (Key Issues for Planning, LRCCD Institutional Research, August 2010, part of the LRCCD Strategic Plan). That report identified six key issues that affect the district; those issues are still relevant.

1. A Rising Demand for Accountability and Performance
2. Declining State Support for Public Higher Education
3. Leveling Off of High School Graduates
4. Increasing Competition in the Educational Market Place
5. An Aging Work Force
6. An Accelerating Rate of Change

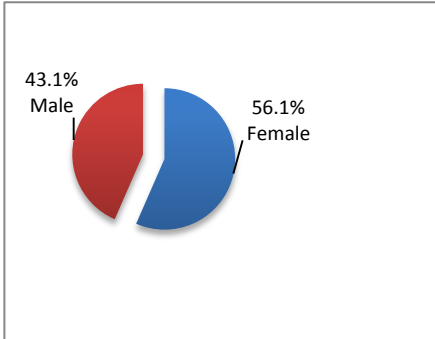
Environmental Scan Report – Detailed Analysis

Internal Environment

The SCC student body is very diverse, mostly part-time, and mostly young.

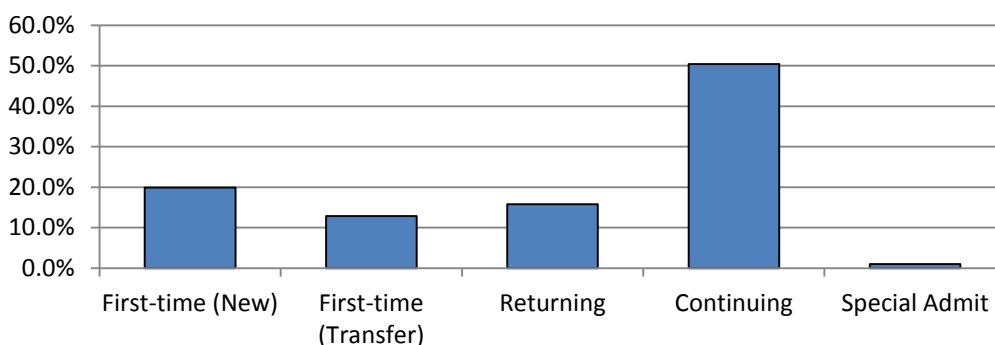
In Fall 2011 (census data) 59% of SCC students were 24 years old or younger. The largest age group of students at SCC was 18-20 (7,963 students) followed by the 21 to 24 year olds (5,880 students). Females made up 56.1% of the student population. SCC has a very diverse student population with no single ethnic group including more than 27% of the student body. White students made up the highest percentage (26.7%) followed by Hispanic/Latino (24.6%) and Asian (17.4%) students.

Student Characteristics: Age, Gender & Ethnicity
Fall Census 2011

<u>AGE</u>	<u>NUMBER</u>	<u>PERCENT</u>	
Under 18	294	1.2	
18-20	7,963	33.3	
21-24	5,880	24.6	
25-29	3,690	15.4	
30-39	3,056	12.8	
40+	3,004	12.6	
<u>RACE/ETHNICITY</u>	<u>NUMBER</u>	<u>PERCENT</u>	School and Work: Enrolled Part Time 70% Work Full- or Part-Time 54.6% Low Income/Below Poverty 60%
African American	2,763	11.6	
Asian	4,145	17.4	
Filipino	610	2.6	
Hispanic/Latino	5,877	24.6	
Multi-Race	1,136	4.8	
Native American	146	0.6	
Other Non-White	233	1.0	
Pacific Islander	289	1.2	
Unknown	2,315	9.7	
White	6,373	26.7	
Total	23,887	100.0	

Most SCC students are continuing students.

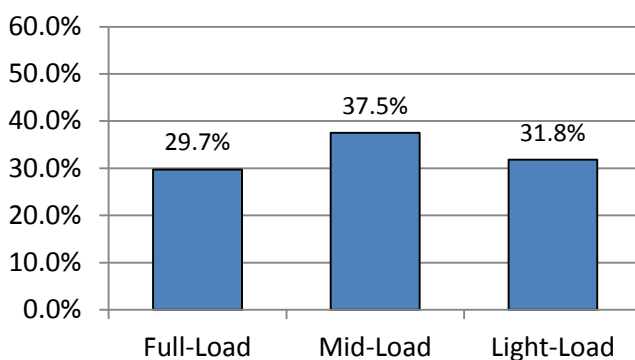
Fall 2011 Enrollment Status (Source: EOS Profile Data)



Most SCC students take fewer than 12 units per semester.

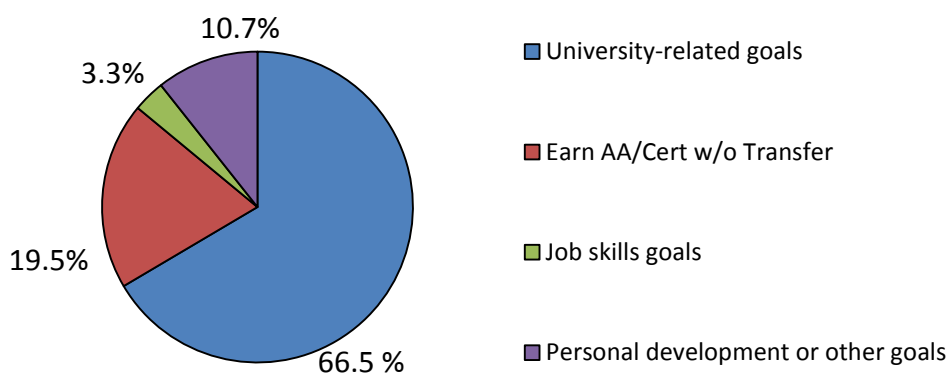
In Fall 2011, over a third (31.8%) of the students at SCC were taking less than 6 units; 37.5% were taking 6 to 11.99 units. Only 29.7% were taking 12 or more units.

Unit Load of Students Fall 2011 (Source: EOS Profile Data)



Over 65% of the students in Fall 2010 semester at SCC had university-related goals and over 19% intended to earn a degree or certificate without transferring.

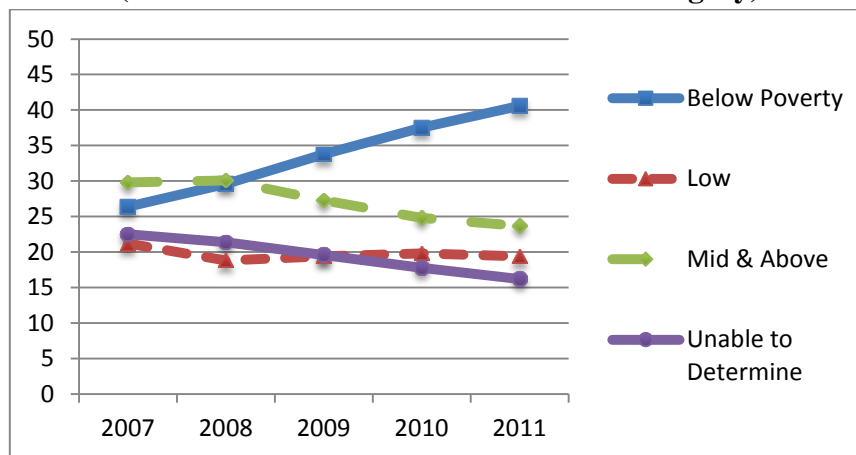
All Students % (N=24,781)



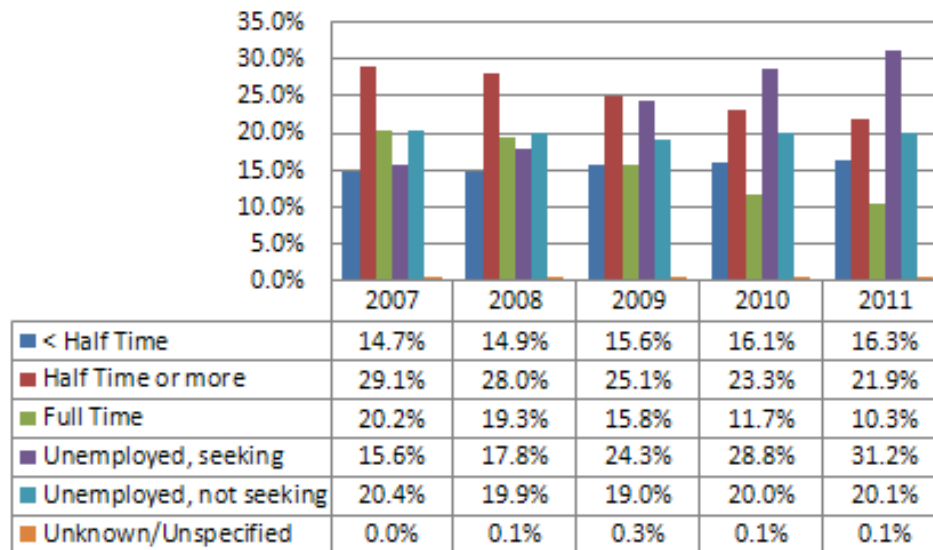
- University-related goals: Transfer w/ AA, Transfer w/out AA , 4-yr student meeting 4-Yr requirements
- Degree/Cert without transfer: AA/AS degree no transfer, Vocational degree no transfer, Earn a certificate
- Job skills goals: Acquire Job Skills Only, Update Job Skills Only, Maintain Certificate/License
- Personal Development / Other goals: Discover Career Interests, Educational Development, Improve Basic Skills, Complete High School/GED, Undecided on Goal, Uncollected/Unreported

The percentage of students living in households with middle income or higher has been declining while the percentage of students living below the poverty line has increased. The percentage of students who are unemployed and looking for work has increased.

SCC Student Household Income
 (Percent of Students in Each Income Category)



SCC Students' Work Status
 Fall 2007 to Fall 2011



Source: EOS Profile Data

1-13

Sacramento City College
 Office of Planning, Research & Institutional Effectiveness

External Environment

A number of external forces are affecting SCC.

In 2010 the LRCCD Research Office conducted an extensive review of the external environment of the Los Rios Colleges, see a report from LRCCD Institutional Research Office (Key Issues for Planning, LRCCD Institutional Research, August 2010, part of the LRCCD Strategic Plan). That report identified six key issues affecting the colleges in the district. Those factors are still relevant.

- A Rising Demand for Accountability and Performance
- Declining State Support for Public Higher Education
- Leveling Off of High School Graduates
- Increasing Competition in the Educational Market Place
- An Aging Work Force
- An Accelerating Rate of Change

These trends are likely to affect SCC over the near future. We are likely to see an increasing emphasis on increasing the number of students who complete degrees and certificates. This is especially challenging in light of decreasing state support for public education. The full Los Rios Strategic Plan, including “Key Issues for Planning” can be found at the following link: <http://www.losrios.edu/lrc/strategic/index.php>

Local K-12 metrics

2011 STAR test results for Sacramento County schools show that a substantial number of students score below proficiency level in English or Math.

2011 STAR Test Results, Sacramento County, All Students - California Standards Test Scores

Data source - California Department of Education, Assessment and Accountability Division, from the website <http://star.cde.ca.gov/star2011/Index.aspx>

CST English-Language Arts 2011 STAR Test Results, Sacramento County, All Students

Grade	2	3	4	5	6	7	8	9	10	11
Students Tested	17,858	16,902	16,423	16,513	16,391	16,433	16,559	17,175	17,468	16,743
% of Enrollment	98.4 %	94.7 %	92.9 %	92.7 %	92.1 %	92.6 %	92.7 %	94.1 %	94.9 %	95.0 %
Students with Scores	17,825	16,879	16,411	16,496	16,382	16,421	16,534	17,131	17,415	16,680
Mean Scale Score	356.5	344.1	369.5	359.1	359.7	360.2	358.3	358.6	343.3	336.6
% Advanced	26 %	17 %	36 %	29 %	27 %	25 %	29 %	29 %	21 %	19 %
% Proficient	29 %	28 %	27 %	29 %	30 %	33 %	26 %	27 %	26 %	24 %
% Basic	24 %	30 %	23 %	25 %	29 %	25 %	26 %	26 %	29 %	27 %
% Below Basic	13 %	17 %	10 %	11 %	10 %	11 %	11 %	11 %	15 %	16 %
% Far Below Basic	9 %	8 %	3 %	6 %	4 %	6 %	8 %	7 %	10 %	14 %

CST Mathematics 2011 STAR Test Results, Sacramento County, All Students,

Grade	2	3	4	5	6	7	8	9	10	11
Students Tested	17,833	16,962	16,575	16,632	16,465	14,664				
% of Enrollment	98.2 %	95.0 %	93.8 %	93.4 %	92.6 %	82.6 %				
Students with Scores	17,787	16,922	16,556	16,617	16,450	14,648				
Mean Scale Score	376.9	397.9	387.1	384.1	367.8	349.8				
% Advanced	33 %	40 %	43 %	31 %	25 %	15 %				
% Proficient	30 %	27 %	27 %	29 %	30 %	32 %				
% Basic	18 %	20 %	17 %	21 %	25 %	29 %				
% Below Basic	14 %	11 %	11 %	14 %	16 %	19 %				
% Far Below Basic	5 %	2 %	2 %	4 %	4 %	6 %				

County Name: Sacramento County, CDS Code: 34-00000-0000000

Total Enrollment on First Day of Testing: 179,191

Total Number Tested: 177,895

Total Number Tested in Selected Subgroup: 177,895

The High Schools that provide the greatest number of new freshmen to the College vary dramatically on a number of socio-economic, demographic, and achievement metrics.

CPEC data for feeder High Schools 2008-2009 academic year (most recent available)					
High School	% white	% free or reduced price lunch	% English language learner	% of seniors taking the SAT	State API rank
Luther Burbank	4	76	47	34	2
Hiram Johnson	12	65	37	15	2
River City	36	55	15	30	5
Rosemont	42	49	14	29	5
McClatchy	28	41	19	44	7
Kennedy	17	40	17	41	7
Davis Senior	60	10	8	82	10

Economic variables

California's unemployment rate has increased over the past three years, but may improve in the near future.

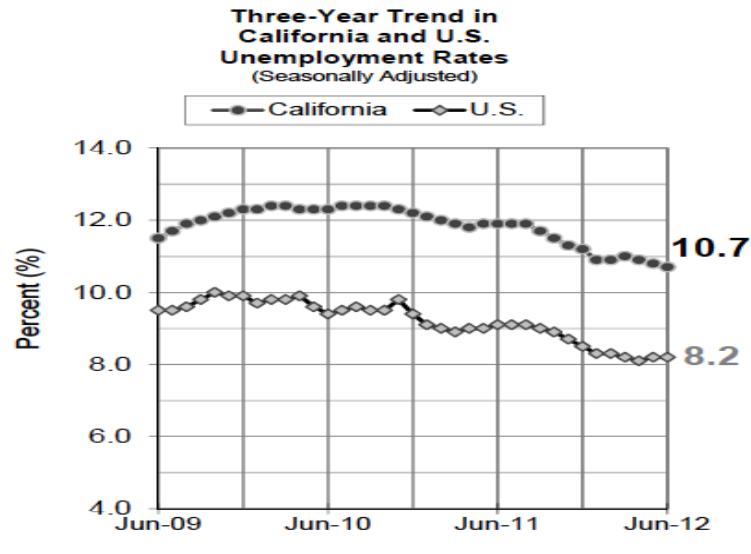


Figure from the "California Employment Development Department Labor Market Overview"

Sacramento's Labor Market & Regional Economy: 2012 Outlook (Brian M. Leu, CFA, Investment Officer, CalPERS, Yang Sun, Ph.D., Professor, College of Business Administration, Sacramento State, Sacramento Business Review.) states:

"For 2012, we expect the regional unemployment rate will drop to the 10-11.5% range (this relatively large range reflects the volatility that results from seasonality and changes in the labor force participation rate). We estimate that the underemployment rate, which reflects labor underutilization, fell to about 18% in November 2011, down from 20% a year ago, and will continue to drop as job prospects improve and discouraged workers return to the workforce. We still contend that structural factors (including a general skills mismatch, skill erosion, geographic immobility and extended jobless benefits) will impede the unemployment rate from dropping to pre-recession levels anytime in the near-term - there are still about 4.2 unemployed workers per job opening in the US, according to the BLS."

The document can be found at the following website:

http://www.cba.csus.edu/sacbusinessreview/Sacramento_Business_Review/Archives_files/SBR_Labor_Markets_12.pdf

SCC offers programs in some areas where job growth is expected.

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](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.

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

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	1,000	37.2
Self-Enrichment Education Teachers		390	36.8
Medical Assistants		1,010	35.9
Cartographers and Photogrammetrists	Geographic Information Systems	50	35.9
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 (provides lower division transfer requirements for PT programs)	330	32.7