

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 Fall 2013

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for the College Strategic Planning Committee
October 2013

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



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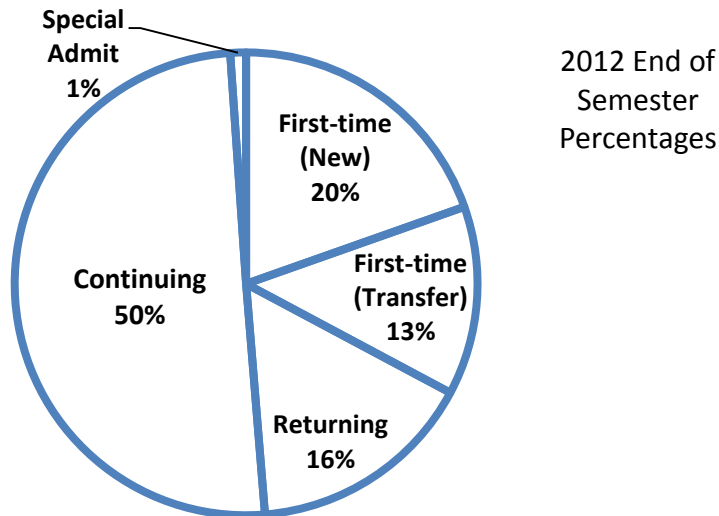
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SCC Factbook Report

Snapshot of the 2012-13 SCC Student Population

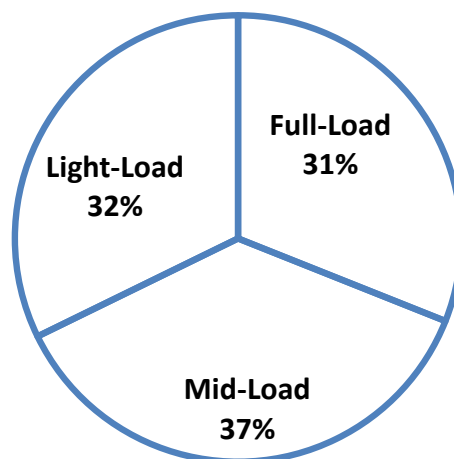
In Fall 2012 the end-of-semester enrollment at SCC was 24,828 students. Half of these were continuing students. There were also substantial numbers of new first-time students, new transfer students and students returning to SCC after a gap in enrollment.



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 2012.

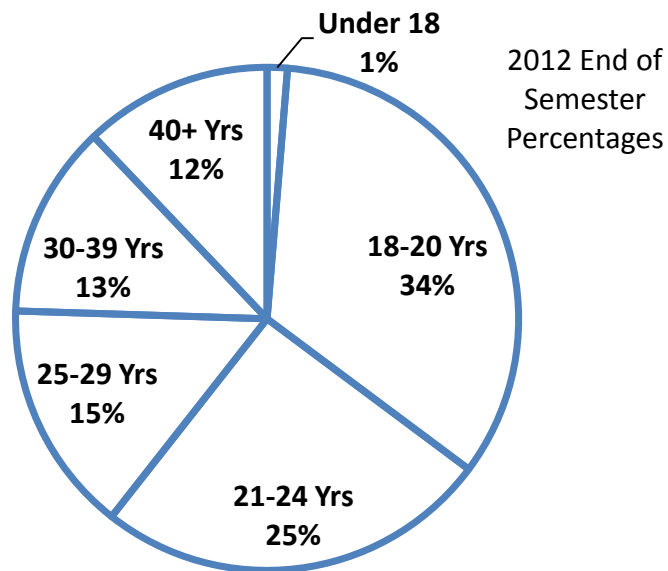
Fall 2012 Student Unit Load



Source: LRCCD, EOS Research Database files

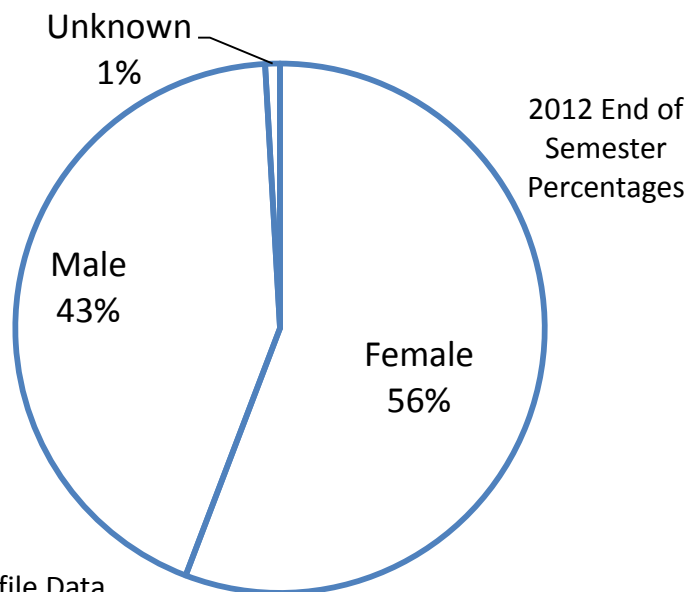
SCC students represent a wide range of ages. The majority of SCC students are over 20 years old, with the 18-20 year old age group making up about a third of all students.

Fall 2012 SCC student age group distribution



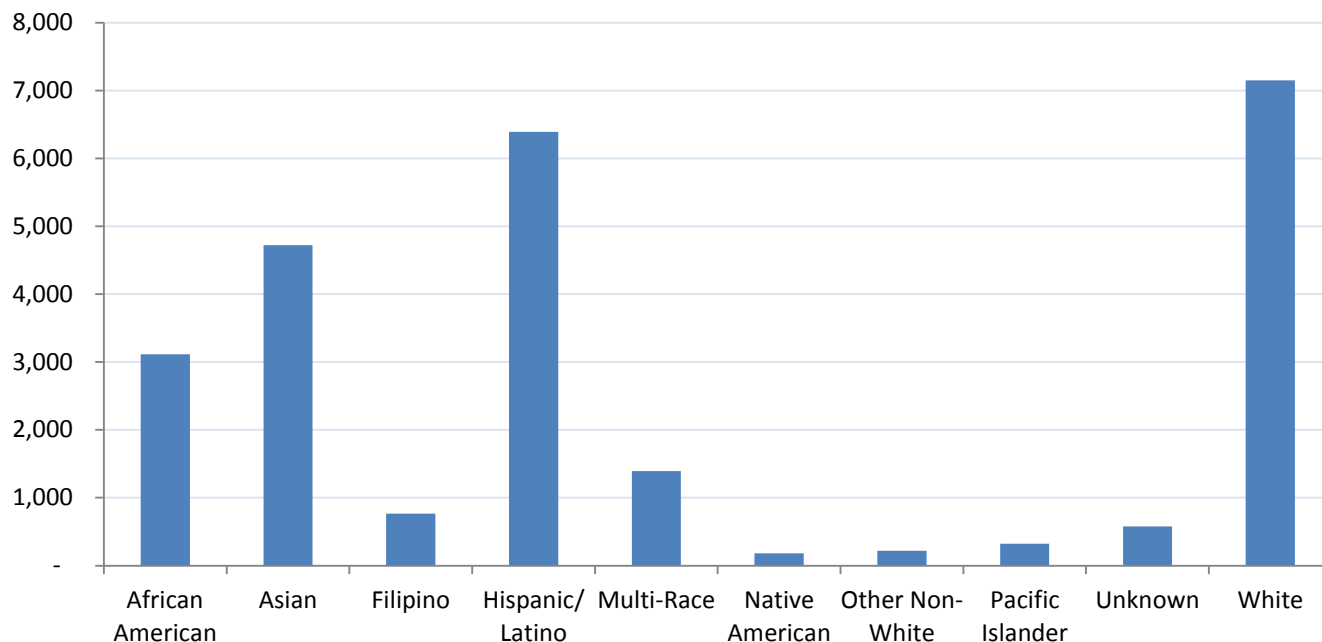
Source: LRCCD, EOS Research Database files

More women than men attend SCC.



Source: EOS Profile Data

SCC has an ethnically diverse student population, with no racial/ethnic group making up over 29% of the student body in Fall 2012.



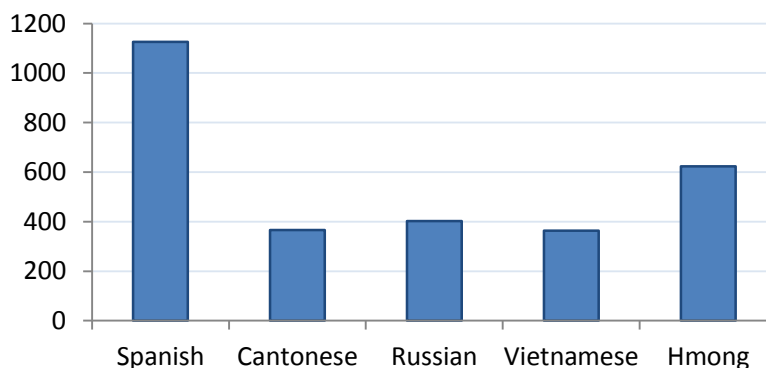
SCC Student Ethnicity Profile Fall 2012

Fall	African American		Asian		Filipino		Hispanic/Latino		Multi-Race		Native American		Other Non-White		Pacific Islander		Unknown		White	
2012	3,112	12.5%	4,722	19.0%	765	3.1%	6,389	25.7%	1,393	5.6%	181	0.7%	219	0.9%	321	1.3%	578	2.3%	7,148	28.8%

Source: EOS Profile Data

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 2012



Source: LRCCD, EOS Research Database files

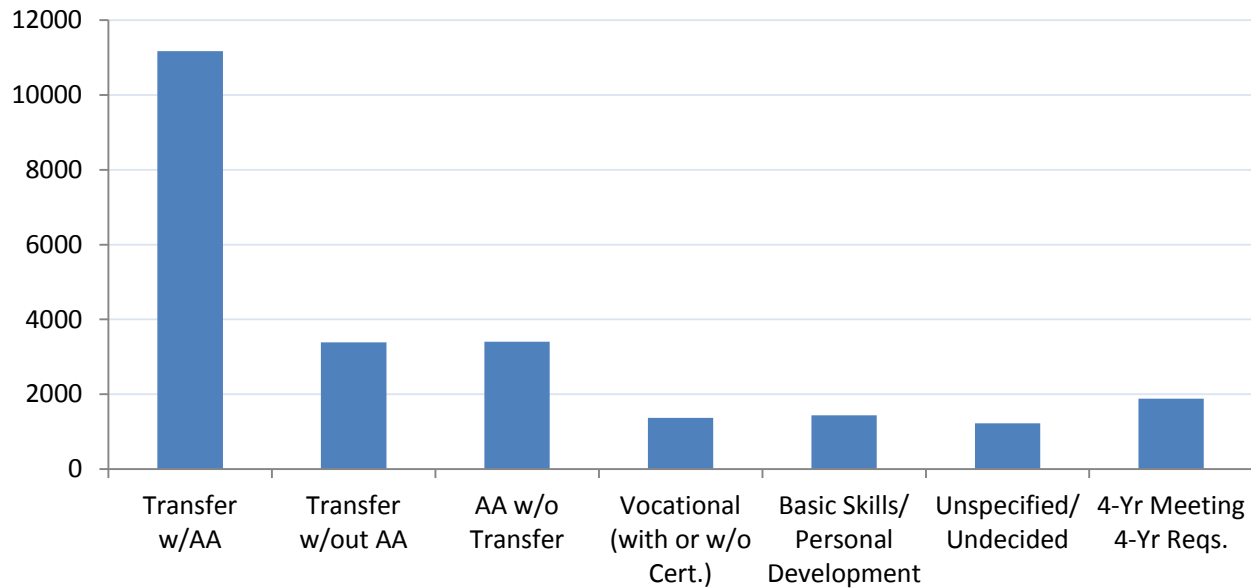
In Fall 2012 the most commonly listed majors for new students were general education transfer, nursing, and business.

Top 10 major areas of study for first-time freshmen Fall 2012 (total first time freshmen = 3,428)	
Major area of study	# of first-time freshmen
General Ed/ Transfer	499
Nursing (RN)	271
Business	247
Administration of Justice	133
Psychology	106
Biology	103
Engineering	91
Music	83
Computer Information Science	72
Kinesiology	60

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 2012



Source: LRCCD, EOS Research Database files

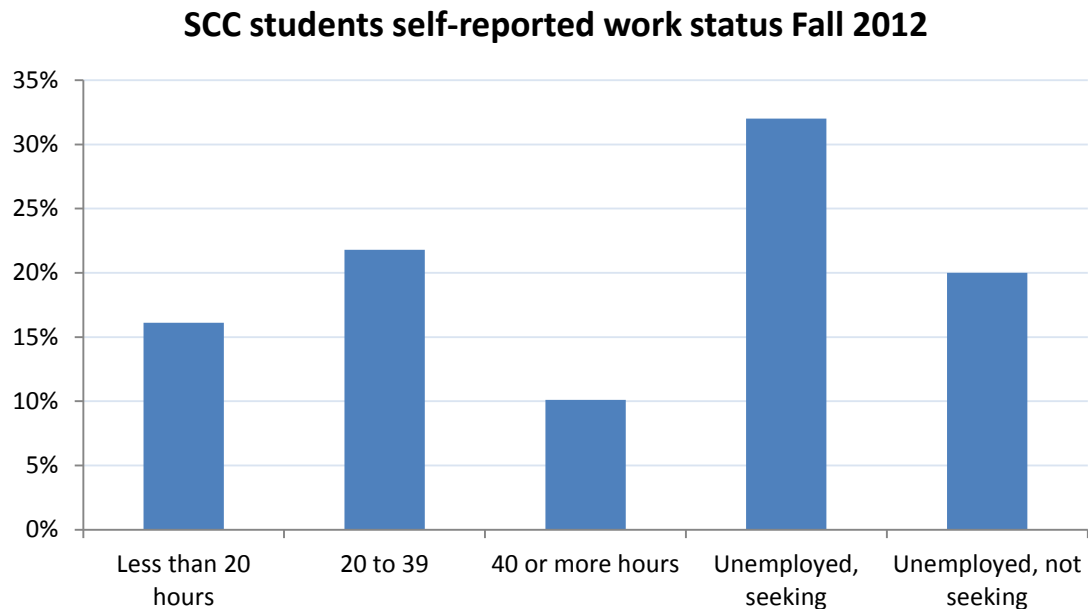
SCC students come from many areas across the Sacramento region, with only a few zip codes providing 5% or more of SCC students. The top zip codes account for just less than half of SCC students.

SCC student home zip codes Fall 2012			
Source: EOS Profile Data			
Top Zip Codes	Location	2012	% of Total
95822	Land Park	1,528	6.2
95823	Parkway	1,406	5.7
95831	Pocket/Greenhaven	1,280	5.2
95820	Colonial/Fruitridge	1,069	4.3
95691	West Sacramento	1,036	4.2
95828	Florin	1,015	4.1
95824	Colonial	867	3.5
95826	Perkins	818	3.3
95758	Elk Grove	815	3.3
95616	Davis	776	3.1
95818	Broadway	744	3.0
95624	Elk Grove	737	3.0
Total for the top zips shown above		12,091	48.7
All others student home zip codes		12,737	51.3
Total		24,828	100.00%

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. Almost 40% of them come from ten local high schools.

SCC Fall 2012 Top 10 Feeder High Schools		
Source: EOS Profile Data		
High School	Enrollment	Percent of recent HS grads
C. K. McClatchy High	147	6.8
John F. Kennedy High	135	6.3
River City Senior High	126	5.9
Davis Senior High	81	3.8
Hiram W. Johnson High	72	3.4
Rosemont High School	62	2.9
Sheldon High School	62	2.9
Luther Burbank High	54	2.5
Florin High	52	2.4
Franklin High School	51	2.4

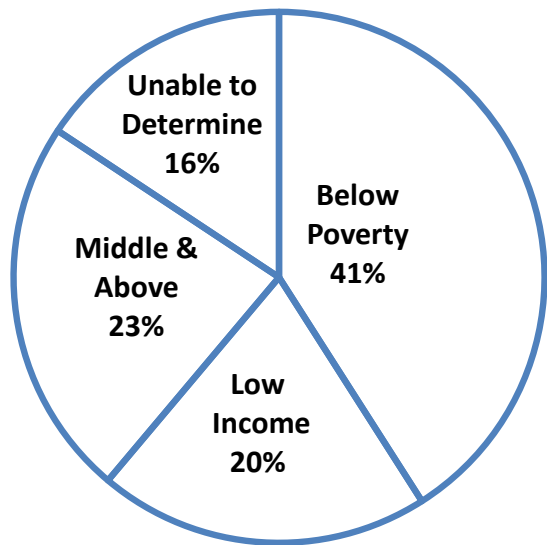
About half of SCC students are employed. Over 30% of SCC students are unemployed and are seeking work.



Source: EOS Profile data

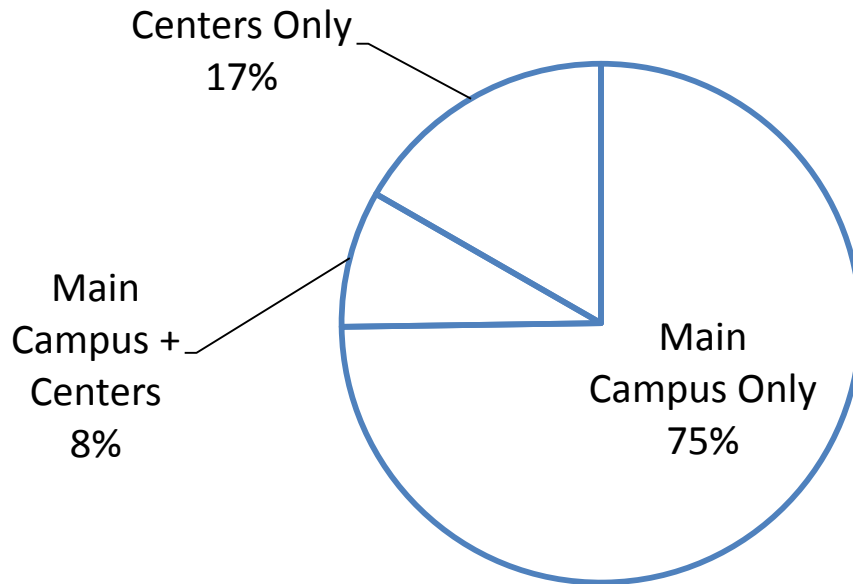
Approximately 60% of SCC students have household incomes that are classified as “low income” or “below the poverty line”. (Note: This measure uses U.S. Department of Health and Human Services definitions for income levels.)

SCC student self-reported household income level
Fall 2012



Source: EOS Profile Data

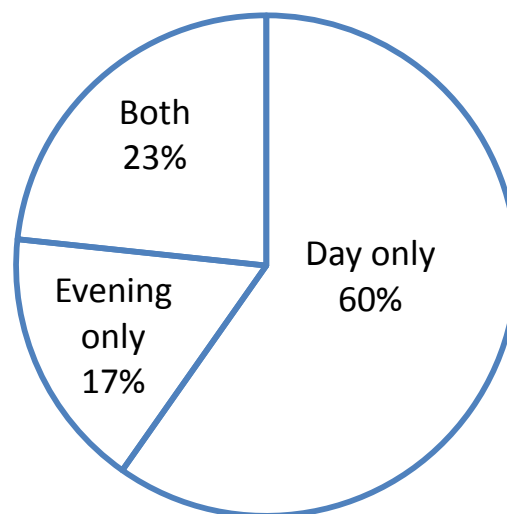
During Fall 2012 most students attended classes at the Main Campus, but almost 17% took classes only at the West Sacramento or Davis Centers.



Source: LRCCD Transcript

In Fall 2012, 60% of SCC students took only day classes, 17% took only evening classes and 23% took both day and evening classes.

**SCC Day and Evening Unduplicated Enrollment
(excludes solely online students)**

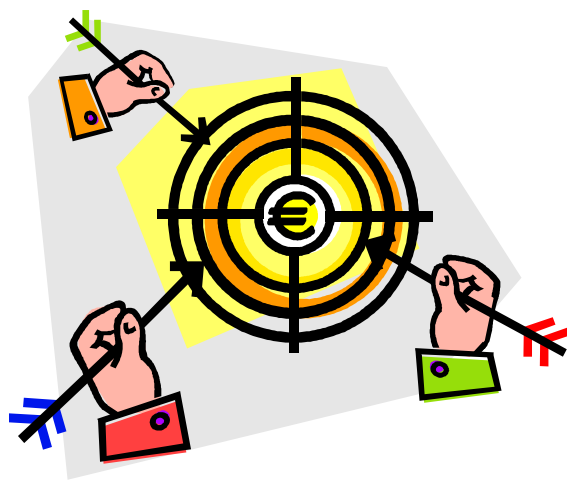


Source: LRCCD Transcript

Indicators for College Goals

Fall 2013

Indicators for the 2012-13 College Goals



Sacramento City College 2012-13 College Goals & Strategies

Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

Strategies:

- A1. Promote the engagement and success of all students, with a special emphasis on first-year students who are transitioning to college.
- A2. Review courses, programs and services and modify as needed to enhance student achievement.
- A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.
- A4. 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.
- A5. Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations.
- A6. Identify and disseminate information about teaching practices and curriculum that are effective for a diverse student body.
- A7. Implement practices and activities that reduce achievement gaps in student success.
- A8. Assess student learning at the course, program, and institutional levels and use those assessments to make appropriate changes that support student achievement.
- A9. Implement a formal college-wide plan to increase the completion of degrees and certificates across the college.

Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.

Strategies:

- B1. Revise or develop courses, programs, schedules and services based on assessment of emerging community needs and available college resources.
- B2. Use quantitative and qualitative data to identify strategies which improve enrollment management processes.
- B3. Explore and create multiple ways to disseminate information to students in order to engage them with learning in the college community.
- B4. Support “front door” policies and practices that assist students with the transition to college.
- B5. Maintain the quality and effectiveness of the physical plant in order to support access and success for students (i.e. modernization, TAP improvements, equipment purchases, etc.).
- B6. Expand interactions with community and industry partners in order to increase student opportunities for experiences that help them transition to careers (career exploration, completion of licenses, internships, etc.)
- B7. Provide students with clear pathways to goal completion.

Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.

Strategies:

- C1. Review staff processes, including those for hiring, orientation, training, customer service, evaluation and professional development and modify as needed in order to make them more effective and inclusive.
- C2. Build and maintain an effective staff that reflects the diversity of our students and community.
- C3. Promote health, wellness and safety throughout the institution.
- C4. Utilize quantitative and qualitative data to help guide decision-making throughout the institution.
- C5. Increase the effectiveness of communication both within the college and between the college and the external community.
- C6. Continue to exercise transparent and fiscally sound financial management.
- C7. Encourage collegiality, connection, and participatory decision-making at the college.

Indicators for the 2012-13 College Goals: Key Points

Core Indicators

SCC Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

Goal A Core Indicators: Student Success 2012-13	
Overall course success (PRIIE data)	66.6% (Fall 12)
Completion of 30 units (ARCC2.0 Scorecard data)	59.7% (2013 Scorecard)
Fall-to-Fall persistence rate at SCC (PRIIE data)	43.0% (F11-12)

SCC Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.

Goal B Core Indicators: Student Completion 2012-13	
ARCC2.0 Scorecard completion rate (2013 Scorecard)	54.6%
Number of Degrees awarded (PRIIE data)	1481
Number of Certificates awarded (PRIIE data)	534
Number of students transferring to CSU/UC (2011-12) (PRIIE data; most recent data available)	739

SCC Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.

Goal C Core Indicators: Employee Engagement 2012-13	
Number of process metrics with error rates 5% or less (VPA data)	2 of 5
% moderate-high engagement with decision-making (2011 PRIIE survey data)	70%
Number of 2012-13 unit plan objectives aligned with Goal C (PRIIE data)	31%

College 2012-13 Goal Achievement: Detailed Analysis

Teaching & Learning Effectiveness & Student Success

SCC Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

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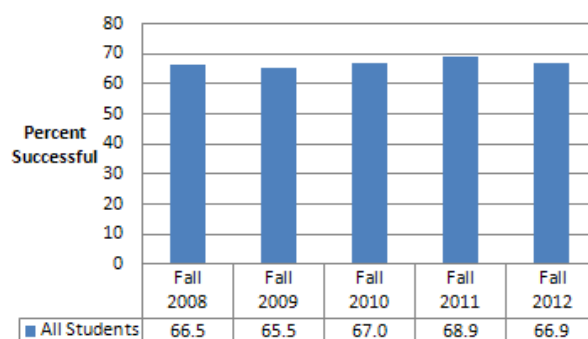
A1 Promote the engagement and success of all students, with a special emphasis on first-year students who are transitioning to college.

The overall SCC course success rate decreased from Fall 11 to Fall 12 as the result of an increased number of “W” grades when the “drop without a W-date” moved to earlier in the semester. Work has been implemented to increase course success rates in specific areas. For example:

- The “Second Chance Program” in Statistics resulted in more students passing STAT 300 in 2012-13.
- SAH established the Allied Health Learning Community which focuses on increasing course success and accelerating degree and certificate completion.
- A & R created a tutor/mentor program utilizing Student Ambassadors in math and English classes.

Successful Course Completion (Successful course completion = Grade of A, B, C, P) (Data source = PRIIE data)	F 11	F 12
Overall course success	68.7%	66.9%
Gender gap in course success (higher-lower)	2.8%	1.5%
Race/ethnicity gap in course success (highest – lowest)	20.2%	19.8%
Age gap in course success (highest – lowest)	6.4%	6.4%
Modality gap in course success (50% or more DE – SCC overall)	2.1%	2.1%
Location gap in course success (highest – lowest for SCC overall, Davis, West Sac)	1.5%	2.8%

SCC Successful Course Completion, Fall 2008 to Fall 2012 (%)



Source: Research Database Files

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A2 Review courses, programs and services and modify as needed to enhance student achievement.

SLO assessment reports indicate that courses, programs, and services have been modified in order to improve student learning. Some examples of modifications:

- Chemistry Department designed a lab practicum exam that assesses student lab competencies more directly.
- The Nursing Department provided Dental programs with simulation systems and conducted joint exercises concerning medical emergencies during dental procedures.
- Efforts are ongoing to coordinate tutoring services across the college. A survey of tutoring services showed that over 80% of the students responding reported that tutoring helped with their class grade.

Use of SLO assessment data (Data source = SLO Coordinator files)	2011-12	2012-13
Percent of Unit Plan objectives linked to SLO data	13%	18%
Percent of active courses with ongoing SLO assessment	77%	86%
Percent of instructional programs with ongoing SLO assessment	47%	47%
Percent of student services activities with ongoing SLO assessment	100%	100%

A3 Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.

The number of (degrees + certificates) increased from 2010-11 to 2011-12. SCC is above the state average for the ARCC2.0 Scorecard completion rate. Many college units provide students with the tools to complete their educational goals; for example:

- The Transfer Center increased their outreach, offered more workshops and revamped its web presence. Transfer Center student contacts went from 9,241 student contacts in 2011-12 to 20,333 student contacts in 2012-13.
- SCC has been instrumental in being the lead campus with the District iSEP implementation and deployment. SCC Counselors have completed over 9,000 iSEPs.
- A & R completed an update of Degree Audit.
- The Financial Aid Office reviewed 11,006 files and disbursed 8,445 grants and loans.
- The Career Center encourages 1st year students explore what the Career Center has to offer.

Persistence and 30 unit milestones	Cohort beginning	Cohort beginning
------------------------------------	------------------	------------------

	2005-06	2006-07
Percent of students who earned 30+ units (2013 Scorecard Data)	60.1%	59.7%
Three consecutive semester persistence rate (2013 Scorecard Data)	59.6%	60.2%
	F10- F11	F11 – F12
Fall-to-Fall persistence rate at SCC (PRIE data)	40.2%	43.0%

A4 Improve basic skills competencies in reading, writing, math, and information competency across the curriculum in order to improve student preparedness for degree and certificate courses and for employment

The ARCC2.0 Scorecard shows that SCC is above the state average for the remedial ESL progress metric and below the state average for the remedial Math and English metrics. Changes have been implemented to improve student progress through basic skills courses. For example:

- Student surveys report that most students find that the Basic Skills Initiative Student Instructional Assistant Intervention is an effective strategy to help them succeed in math classes.
- The success rates for students participating in the Math “Pass that Class” program surpassed the average success rates for these classes.
- Counselors continued monthly visitations to basic skills courses.
- The Assessment Center tested 11,329 students for English and Math placement.

Basic Skill progress (ARCC Scorecard Data)	Cohort beginning 2005-06	Cohort beginning 2006-07
Scorecard Remedial English Writing progress	29.0%	26.2%
Scorecard Remedial Math progress (Math 100 not included)	12.7%	12.4%
Scorecard Remedial ESL progress	40.9%	42.7%

A5 Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations.

Modality: When data from all SCC courses for four semesters were examined (Fall 2011-Spring 2013) course success rates varied by modality. Fully online and fully face-to-face courses have very similar course success rates. Hybrid courses, which combine face-to-face and online instructional time, have a lower course success rate. Taped cable TV or one-way live video/audio classes have low course success rates, particularly the taped cable TV courses; relatively small numbers of students take these types of courses.

Enrollments and course success rates for teaching modalities		
Fall 2011, Fall 2012, Spring 2012, and Spring 2013 combined		
(Source PRIE data analysis)		
MODALITY	Enrollments	Course Success rate
Face to face lecture (100% of instructional time face to face)	188,786	66.9%
Fully online (100% of instructional time online)	17,361	67.2%
Hybrid (a combination of online and face to face)	7,305	60.5%
Taped Cable TV	853	46.0%
One Way Live Video & Audio	266	58.3%

SCC is currently conducting a further review of DE course success rates and will develop a plan for improvement for modalities that have lower course success. Improvements have already been implemented. For example:

- DE classes that were once purely television based are now primarily streamed live on the web, and archived so that courses may be viewed throughout the semester or downloaded for viewing on mobile devices.
- The Center for Online and Virtual Education (the COVE) has developed enhanced information and resources for faculty teaching DE courses.

Total Distance Education enrollment grew from 2008 until 2011, then dipped slightly. The great majority of DE enrollment is in online classes. Equivalent services are available for both on campus and DE students. The College Catalog and schedule of classes are available online. Students are able to apply to SCC and register for classes by using “eServices” which is reached from the main SCC Website or from the Online Services webpage. Through eServices students are able to add and drop classes, pay for classes and purchase parking permits online.

Location: Over the past 6 years course success rates have been similar for all locations. Equivalent services are available for students at the Centers and outreach locations and both on campus and DE students (data from Substantive Change Reports filed with ACCJC).

- Tutoring hours at West Sac increased and number of courses supported by tutors increased. Student comment cards show excellent services.
- The Davis and West Sacramento centers have developed on-site reserve textbook collections; Outreach Center students are also able to request books for delivery from the main library to the Centers via the request tool in the library catalog.

Source: PRIE planning data website	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Davis Center Course Success	65.48%	69.12%	66.49%	68.45%	68.70%	63.54%
West Sac Center Course Success	69.57%	72.74%	70.72%	72.02%	70.25%	65.33%
Overall SCC Course Success	63.76%	66.36%	65.47%	66.68%	68.72%	66.30%

A6 Identify and disseminate information about teaching practices and curriculum that are effective for a diverse student body.

SCC provides a variety of means to identify and disseminate information about teaching practices and curriculum that are effective for a diverse student body. A core part of this effort is the work of the Cultural Awareness Center, which works with faculty across the disciplines to enhance classroom instruction. The work is integrated across the college; for example:

- The Science and Allied Health division collaborated with the Umoja group and to provide hands-on science projects designed for at risk students having little or no science experience.
- The Work Experience and Internship program continued collaboration with College to Career to program which serves students with intellectual disabilities in their educational and career growth.
- A new Career Center has links for special student populations such as Veterans and disabled students.

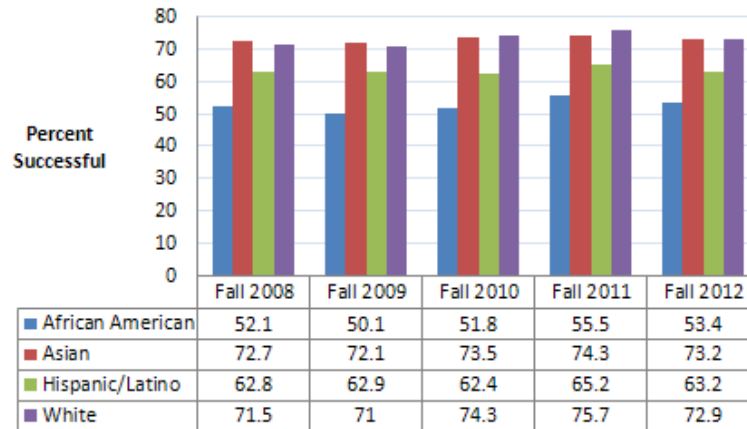
A7 Implement practices and activities that reduce achievement gaps in student success.

From Fall 11 to Fall 12 the course success gap between the highest and lowest scoring racial/ethnic groups declined slightly but remains substantial. Course success gaps between income groups are also substantial. The gap between female and male students, already small, also declined slightly. The gap between the highest and

lowest scoring age groups remained unchanged from Fall 11 to Fall 12. Practices have been implemented to reduce achievement gaps further. For example:

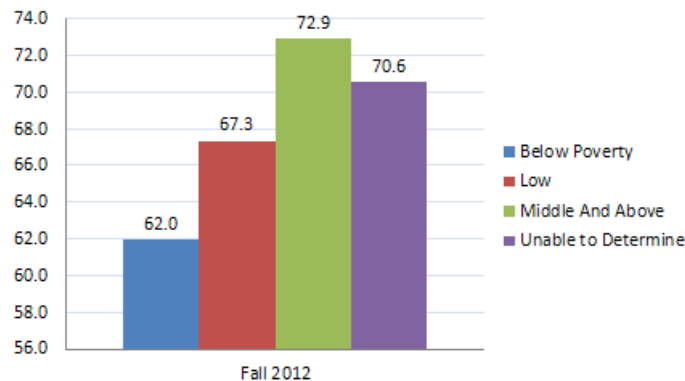
- The Staff Resource Center provided staff development programs in “OnCourse” and ACE, both of which focus on narrowing achievement gap.
- Tony Davis, Jon Harvey and others began work on a “Men of Color” pilot targeting first year males of color.
- Recruitment and program planning began for UMOJA-SBA Learning Communities –designed for students of African-American heritage.

SCC Successful Course Completion by Ethnicity, Fall 2008 to Fall 2012 (%)



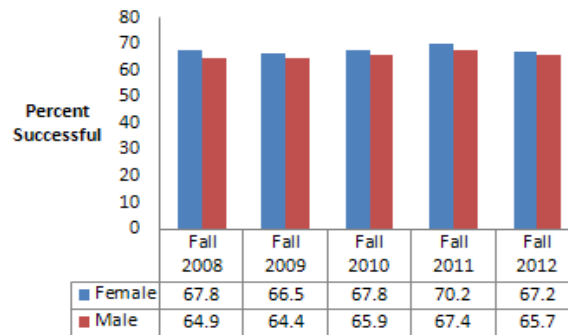
Source: EOS Research Database Files 3-10 Sacramento City College
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SCC Successful Course Completion by Income(%)



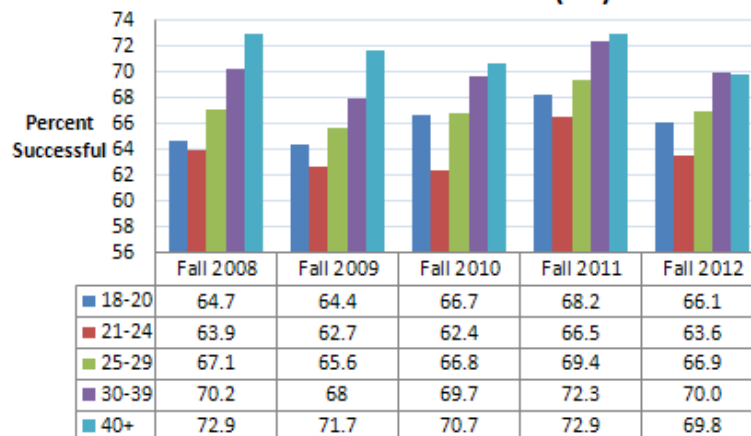
Source: EOS Research Database Files 11-10 Sacramento City College
Office of Planning, Research & Institutional Effectiveness

SCC Successful Course Completion by Gender, Fall 2008 to Fall 2012 (%)



Source: EOS Research Database Files
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SCC Successful Course Completion by Age, Fall 2008 to Fall 2012 (%)

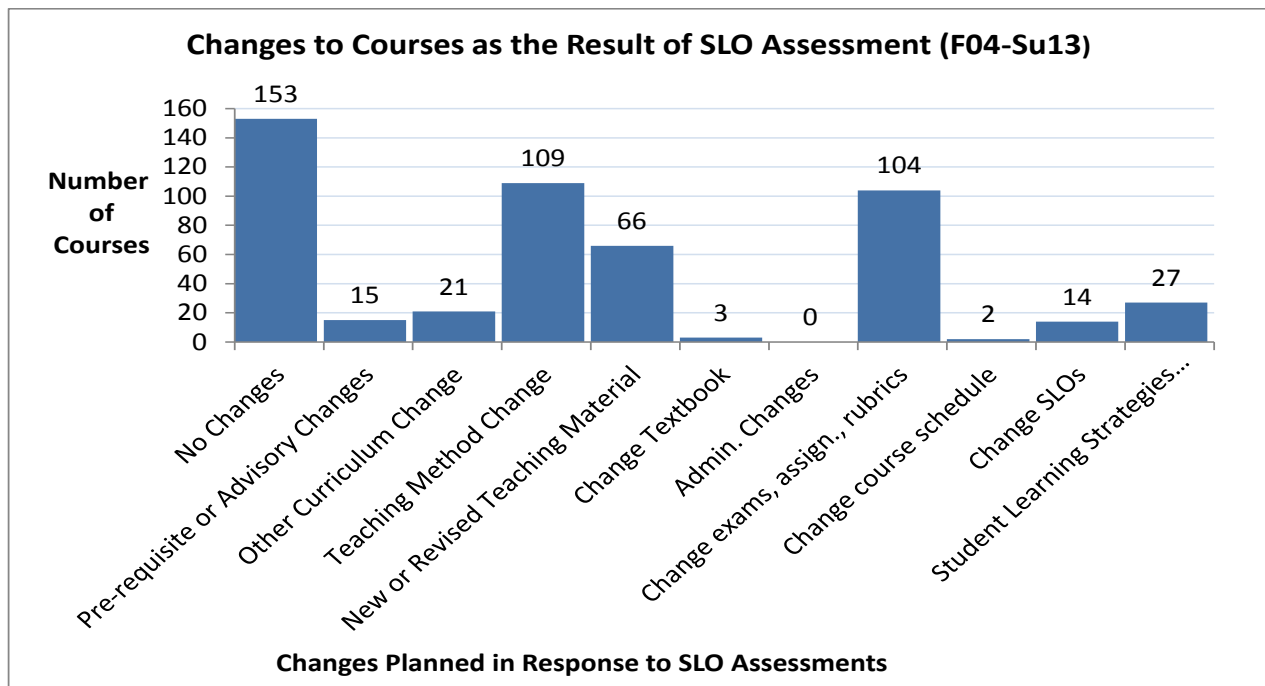


Source: EOS Research Database Files
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 Sacramento City College
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A8 Assess student learning at the course, program, and institutional levels and use those assessments to make appropriate changes that support student achievement.

SLO assessment reports provide substantial evidence that courses and services have been modified in order to improve student learning. Evidence includes:

- SLOs and authentic assessment are in place for courses, degrees and certificates and support services and programs.
- Assessment of the SLOs is ongoing; reporting occurs on planned cycles.
- Over 900 courses have ongoing SLO assessment; over 300 have SLO assessment reports on file.
- All student services units have completed at least one assessment cycle and many have made changes to improve their processes.
- Many departments have planned changes to courses as a result of course SLO assessments.



A9 Implement a formal college-wide plan to increase the completion of degrees and certificates across the college.

A formal plan has not yet been completed. This has been delayed in order to allow time to incorporate requirements of the Student Success Act as it is implemented across the state.

From First Enrollment to Completion of Education Goals

SCC Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.

Goal B Core Indicators: Student Completion 2012-13	
ARCC2.0 Scorecard completion rate (2013 Scorecard)	54.6%
Number of Degrees awarded (PRIE data)	1481
Number of Certificates awarded (PRIE data)	534
Number of students transferring to CSU/UC (2011-12) (PRIE data; most recent data available)	739

B1 Revise or develop courses, programs, schedules and services based on assessment of emerging community needs and available college resources.

Over 1,000 SCC course curriculum actions and over 120 SCC program curriculum revisions occurred during the 2012-13 academic year in response to the needs of the college and community. Many changes in Student Services occurred, often as the result of work to incorporate the recommendations of the Student Success Act. Examples of revision include:

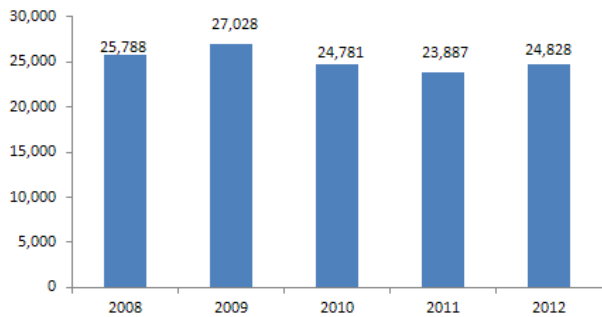
- The SCC Learning Skills and Tutoring Program expanded tutoring programs for Accounting, Business, Computer Information Science, Advanced Technology Design, ESL, Nutrition, Photography, Aeronautics, Graphic Communication, Nutrition and Photography.
- Library programs have been revised. Print and media materials are shared across the District when students use a mechanism in the catalog to request books and media from another location. Interlibrary loan services reduce the need for excessive duplication and thus save some purchase costs.
- A & R facilitated workshops through the Veterans Resource Center for Veterans seeking employment while attending school.
- Several new AA-T and AS-T degrees have been developed.

B2 Use quantitative and qualitative data to identify strategies which improve enrollment management processes.

SCC enrollment remained relatively steady over the past few years in spite of continuing budget constraints. Enrollment data provided by the PRIE Office and the District Office are used by Division Deans and the Office of Instruction. The main campus and centers continued good productivity. The college maintained a balance of academic and vocational courses while sustaining its pattern of day and evening enrollment.

Enrollment and Course Offerings (PRIE data)	F11	F 12
End of semester student headcount	23,887	24,828
% academic course sections	57%	61%
% vocational courses course sections	36%	32%
% basic skills course sections	7%	7%
Number of divisions 80% + full 50 days before semester	9 of 10	8 of 10

Enrollment Trends by End of Semester Headcount
Fall 2008 to Fall 2012

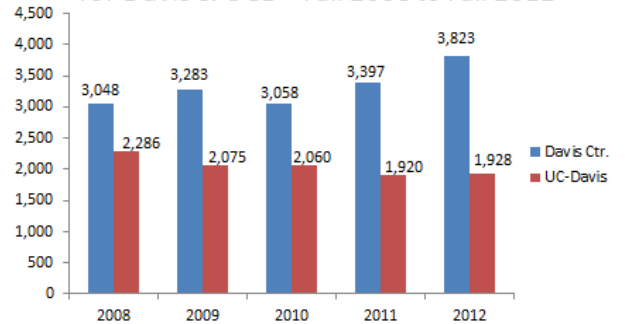


Source: EOS Profile Data Files

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End of Semester Duplicated Enrollment Trends
for Davis & UCD - Fall 2008 to Fall 2012

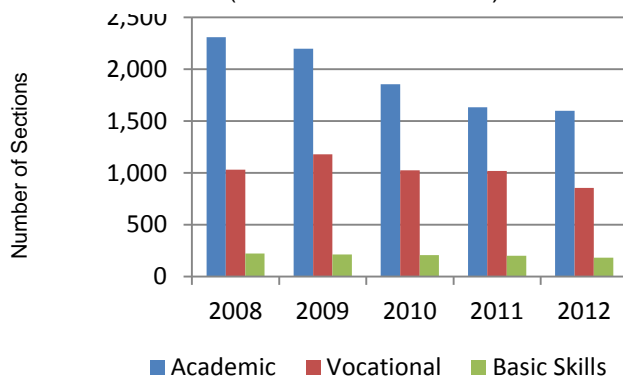


Source: Transcript Snapshot

3-11

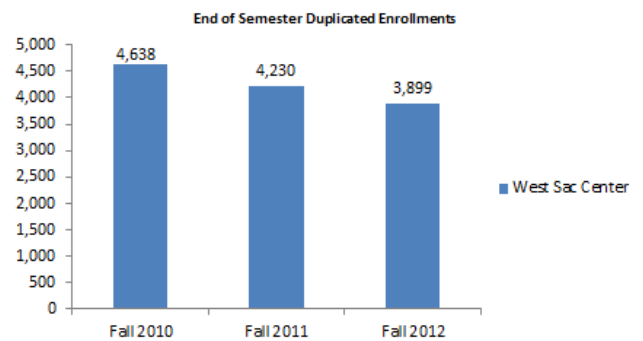
Sacramento City College
Office of Planning, Research & Institutional Effectiveness

SCC Academic, Vocational & Basic Skills
Courses (Fall 2008 to Fall 2012)



Number of Sections

Enrollment for West Sac Center



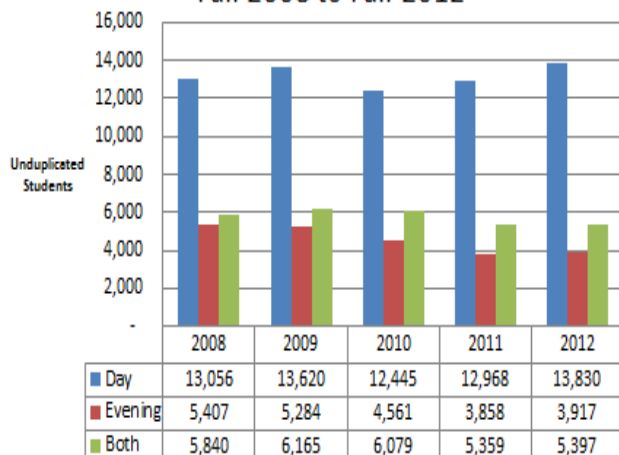
4-11

Source: Transcript Snapshot

Sacramento City College
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Sacramento City College, Planning, Research & Institutional Effectiveness,
EOS MSF

SCC Day/Evening Unduplicated Enrollment
Fall 2008 to Fall 2012



NOTES:

Does not include students who take only online courses.

8-11

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

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

B3 Explore and create multiple ways to disseminate information to students in order to engage them with learning in the college community.

SCC 2012 CCSSE scores were higher than the overall CCSSE cohort for the following key items related to student engagement: (1) discussing ideas from classes with others outside of class; (2) analyzing the basic elements of an idea, experience, or theory; (3) making judgments about the value or soundness of information and arguments; (4) applying theories or concepts to practical problems or in new situations; and (5) encouraging contact among students from different economic, social, and racial or ethnic backgrounds. Other data shows student engagement with college work. Overall circulation of library materials, both books and media, has continued to climb. Efforts to disseminate information in multiple ways have expanded across the college. For example:

- The College Website is being redesigned to better provide information to students and employees.
- Financial Aid developed an Outreach/In-reach Campaign that included multiple communication mechanisms.

B4 Support “front door” policies and practices that assist students with the transition to college.

SCC implemented a pilot Mandatory Matriculation for new students to help assess need for implementation of Student Success Act. Increasing numbers of students use “front door” sources of information such as the SCC 411 website, orientation, etc. For example:

- The Staff Resource Center provided training for staff on changes to matriculation and financial aid.
- SCC’s 411 website had 227,874 hits.
- Over 50 New Student Counselor Workshops were offered both Fall and Spring. Senior Saturday events geared towards new students and their parents were successful. Students met with Counselors in follow-up appointments for the one-semester iSEPs.
- Quick question tables are set up each first week of the semester from 8am to 5pm. Counselors and Staff served roughly 2,500 students during that time.
- Counseling and related information is now available with online, Facebook, and television screens around the campus in addition to printed materials.
- Additional Student Ambassadors were hired due to increased Outreach efforts at community events and area High Schools.
- All continuing International Student Center students have an iSEP on file.

Top 10 Major Areas of Study – First-time Freshmen Fall Census 2011 & 2012

2011	# of Students	2012	# of Students
General Ed/ Transfer	497	General Ed/ Transfer	499
Nursing (RN)	234	Nursing (RN)	271
Business	228	Business	247
Administration of Justice	112	Administration of Justice	133
Psychology	101	Psychology	106
Biology	94	Biology	103
Music	79	Engineering	91
Cosmetology	64	Music	83
Early Childhood Education	59	Computer Information Science	72
Nursing (Voc)	49	Kinesiology	60

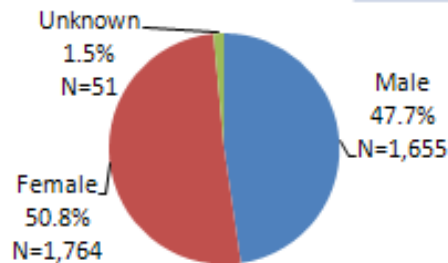
Notes: 1) A number of data collection protocols changed in Fall 2012, which affects the numbers of students in each category. 2) The single largest category in Fall 2012 is “Undecided” (949 students).

Characteristics of First-Time Freshmen N=3,470 (14.9% of students) Fall Census 2012

Race/Ethnicity	Percent
African American	13.0
Asian	13.3
Filipino	1.9
Hispanic/Latino	32.2
Multi-Race	7.0
Native American	0.5
Other Non-White	0.7
Pacific Islander	0.9
Unknown	11.0
White	19.7
First Generation College Students: 43.3%	

School & Work	
Recent High School Graduates	62.0%
Enrolled Part Time	60.3%
Working Full- or Part-time	29.8%
Low Income/Below Poverty	63.0%

Age	Percent
Under 18	1.7
18-20	76.1
21-24	9.7
25-29	4.8
30-39	3.9
40+	3.7
Average Age: 20.96	



Source: Census Profile

2-4

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

B5 Maintain the quality and effectiveness of the physical plant in order to support access and success for students (i.e. modernization, TAP improvements, equipment purchases, etc.).

The buildings and grounds of the College continue to be well maintained. Current construction and building modernization projects are proceeding. The remodeled Performing Arts Center is open. Construction of the new Student Services building has begun. The Facilities Master Plan is being followed. The Non-Instructional Equipment and Infrastructure Program Plan provides sufficient resources to maintain college buildings.

Planning for future building/remodeling projects is ongoing; examples include:

- Planning for the remodel of the 3rd floor of Rodda North proceeded effectively.
- At the Davis Center faculty were provided training for interactive whiteboards. “Clickers” were added for classrooms and training arranged for faculty.
- The Transfer Center is part of the conversations to increase and rearrange the TC space to make it more functional for students.

Modernization Schedule Update As of 31 March 2013

Building	Start Construction	Occupy	Semester Start	Type II \$K	Comment
Performing Arts Center	Jun-10	Mar-12	Spring 2012	951	Move-in and punch lists on going
Hughes Stadium	Mar-11	Sep-12	Fall 2012	None	Punch lists on going Scoreboard May 13
Student Services Bldg	Jun -13*	Feb-15	Spring 2015	515	Successful Bid Start 17 June 2013
Lusk Center Phase I	Aug-14*	Apr-15	Summer 2015	284	Design: Underway GRA Architect
Rodda Hall North/3rd Floor	Apr-15*	Nov-15	Spring 2016	120	Design: Nov 13; Space use pending

Mohr Hall	Aug-16	Apr-18	Summer 2018	743	Design: Nov 14 FPP Jun 12 (14-15)
Lillard Hall	Jun-17	Feb-19	Summer 2019	1,356	Design: Sep 15 FPP Jun 12 (15-16)
Mohr Hall II, New Bldg	Jun-18	Feb-20	Summer 2020	684	Design: Sep 16
TAP: B, G Lots	May 13	Aug-13	Fall 2013	None	Successful Bid Start 20 May 2013
Davis Center Phase II/III	Aug-16 (II)	Apr-18	Summer 2018/2020	579 (II)	Design: Nov 14 FPP Jun 12 (15-16)
West Sac Ctr, Phase II/III	Jun-16 (II)	Feb-18	Summer 2019/2021	632 (II)	Design: Sep 14

B6 Expand interactions with community and industry partners in order to increase student opportunities for experiences that help them transition to careers (career exploration, completion of licenses, internships, etc.)

SCC student participation in internships is substantial and pass rates on licensure exams is high. Fourteen SCC CTE programs have licensure pass rates above 90%, eight had 100% pass rates. From July 1, 2012 through June 30, 2013 the Work experience and Internship Program served 2907 students and Career Services had 5,759 student contacts. The College is involved in continuous improvement processes in these areas; for example:

- 36 employer site visits were completed by our WEXP staff – visited potential employers to build relationships for future internships related to majors we offer here at SCC.
- Career center presentations in HCD courses and 3 HCD 330 course required students to utilize the career center for course assignments on major selection, self-exploration, occupational research, and labor market information.
- The number of career services student contacts in 2012-13 was 5,759
- The Work Experience and Internship instructors visited 216 students' employer sites to evaluate student progress and strengthen workplace placements.

SCC is involved with many community and industry partners. Examples include:

- The Davis Center participated in the WIB, the Davis Joint Unified School District, the Board for the local Chamber of Commerce and the city of Davis.
- The Science and Allied Health Division joined CRANE initiative, an AB 790 consortium of K-14 and industry to better align educational goals and industry needs.
- West Sac Center participated in outreach events at the Community Center, STRS Headquarters, Washington Joint Unified SD High Schools, and One Stop Center.

2010-2011 job placement rates for students completing certificate programs and CTE programs (data source: Perkins Core Indicators)			
Program	CIP Code-4 digits	Certificate or Degree	Placem ent Rate
Business, General (includes General Business and Customer Service)	52.01	both	79 %
Accounting (includes Accounting, Accounting Clerk, and Full Charge Bookkeeper)	52.03	both	80 %
Management (includes Management and Small Business Management)	52.02	both	44 %
Marketing (includes Business Marketing and Business Marketing Advertising)	52.18	both	50 %
Real Estate	52.15	both	50 %

Office Administration (includes Business Operations and Management Technology, Clerical General Office, Computer Keyboarding & Office Applications, Virtual Office and Management Technologies, and Computerized Office Technologies)	52.04	both	65 %
Journalism	09.04	degree	50 %
Digital Media (includes Graphic Communications, Interactive Design, Game Design, Active Server Pages Developer, Web Developer, and 3D Animation & Modeling)	10.03	both	69 %
Information Technology (includes Information Processing and Management Information Science)	11.01	both	100 %
Computer Programming	11.02	both	29 %
Computer Support (includes PC Support, and Microcomputer Technician)	11.10	both	86 %
Information Systems Security	11.10	both	75 %
Computer Networking (includes Advanced Cisco Networking, Network Administration, and Network Design)	11.09	both	68 %
Electronics Technology (includes Automated Systems Technician, Electronics)			
Facilities Maintenance Technician, Electronics Mechanic, and Telecommunications Technician)	47.01	both	61 %
Environmental Control Technology (includes HVAC System Design, Commercial Building Energy Auditing & Commissioning Specialist, Mechanical Systems Technician, and Mechanical--Electrical Technology)	15.05	both	68 %
Railroad Operations	49.02	both	55 %
Aeronautics- Airframe and Powerplant	47.06	both	55 %
Drafting Technology (includes Architectural/Structural Drafting and Engineering Design Technology)	15.13	both	71 %
Occupational Therapy Assistant	51.08	degree	86 %
Surveying/Geomatics	15.11	both	88 %
Water and Wastewater Technology (includes Water Treatment Plant Operation and Wastewater Treatment Plant Operations)	15.05	both	40 %
Commercial Music (includes Audio Production Emphasis, Music Business Management Emphasis, Performance Emphasis, and Songwriting/Arranging Emphasis)	10.02	both	63 %
Applied Photography (includes Photography, Visual Journalism, Portrait and Wedding Photography, and Stock Photography)	10.02	both	62 %
Physical Therapist Assistant	51.08	degree	82 %
Vocational Nursing	51.38	both	68 %
Registered Nursing	51.39	degree	91 %

B7 Provide students with clear pathways to goal completion.

Paths to educational goal completion are being mapped in many ways. Instructional programs have mapped course SLOs to Program SLOs. The iSEP has been implemented at SCC, with over 9,000 iSEPs processed. New prerequisites have been put into place for some key GE courses. A variety of programs have been implemented to provide information to student on pathways to completion; for example:

- Staff presented WEXP/Internship Program information to a total of 838 students in SCC class presentations promoting internship opportunities and work experience credit
- CIS worked with community members to launch the *Move the Workforce Needle Task Force*. This group of employers, retirees, faculty, and the area Dean developed a mentorship program that would lead to employment (internships or full-time) for participants. By the end of the year, half of the participants had gotten internships/jobs in their field.

- The Work Experience and Internship Program provided information to first year students at SCC Resource Day/Week of Welcome and Welcome Day at the West Sacramento campus.

Student Completion Measures from the ARCC 2.0 Scorecard data (2013 Scorecard data)	Cohort beginning 2005-06	Cohort beginning 2006-07
Scorecard completion rate overall	58.6%	54.6%
Scorecard completion rate prepared students	77.0%	73.8%
Scorecard completion rate unprepared students	52.6%	48.9%
Scorecard CTE rate	56.5%	58.3%

Degrees, Certificates, and Transfer (PRIE data)	2011-12	2012-13
Number of degrees awarded (PRIE data)	1500	1481
Number of certificates awarded (PRIE data)	405	534
Number of students transferring to CSU/UC	739	Not yet available
Number of transfer-ready students	1533	1756

Employee Engagement & College Processes

SCC Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.

Goal C Core Indicators: Employee Engagement 2012-13	
Number of process metrics with error rates 5% or less (VPA data)	2 of 5
% moderate-high engagement with decision-making (2011 PRIE survey data)	70%
Number of 2012-13 unit plan objectives aligned with Goal C (PRIE data)	31%

C1 Review staff processes, including those for hiring, orientation, training, customer service, evaluation and professional development and modify as needed in order to make them more effective and inclusive.

VPA metrics indicate that college administrative and hiring processes operate effectively. Unit plan analyses indicate that the college planning process is effective. Many college units have modified processes in order to improve effectiveness; for example:

- The Davis Center has added flex activities over the last year.
- Financial Aid staff created and updated student documents and procedures. The FA Office maintained a two-three week processing timeline for the beginning of the Fall 2012 and Spring 2013 terms.
- Job Services processes have been redirected to business services for more efficient and timely processing.
- The probation and dismissal process has been reviewed and improvements implemented. The overall number of dismissed students has been reduced since starting the revised program.

College administrative processes	2011-12	2012-13
Number of process metrics with error rates 5% or less (VPA metrics from 3 rd quarter)	3 of 5	2 of 5
Number of CDF, IR, lottery fund, or categorical programs with burn rates in the red (VPA metrics from 3 rd quarter)	6	12
100% of division unit plans completed by deadline (PRIE data)	No	Yes
Number of unit plan objectives aligned with Goal C (PRIE data)	N/A	31%

C2 Build and maintain an effective staff that reflects the diversity of our students and community.

Over the past 5 years the percentage of White Non-Hispanic employees at SCC has decreased and the number of Hispanic employees has increased by over 3 percentage points.

The Cultural Awareness Center has worked in collaboration with faculty across the curriculum to coordinate a wide range of CAC programs. Additional activities related to the diversity of the college; examples include:

- Equity training was provided in Fall and Spring for the campus, including unit-specific training sessions
- In an effort to respond to the needs of a college community that is growing more diverse, the Work Experience and Internship program has developed new CTE-related entry level internships.

C3 Promote health, wellness and safety throughout the institution.

SCC staff participated in the LRCCD health improvement challenges. A number of activities offered by the Staff Resource Center related to health and wellness were offered in the 2012-13 academic year. The

International Student Center collaborated with the Health Center to present a health and wellness activity during their new orientation.

C4 Utilize quantitative and qualitative data to help guide decision-making throughout the institution.

Unit planning data includes student demographic, enrollment, success, and achievement information. Program plans include data on measures of merit for the program. Institutional plans include appropriate data analysis. The operational work of college units is based on data; for example:

- Biology and Chemistry stockrooms completed efficiencies studies of their operations. The data will be used to evaluate opportunities for improvement in service delivery.
- SAH Division has developed a Strengths, Weaknesses, Opportunities, Threats (SWOT) process to help identify opportunities for greater transparency and collaboration over planning.
- Tutoring services are being evaluated in a universal student satisfaction survey that was first administered by all the tutoring areas in Fall 2012. Data is currently being analyzed by the Research Office.
- New Student Counselor Workshop- SLO's being recorded as to the effectiveness of the workshops.
- The Career Center webpage uses Google Analytics to collect data on demographics and student usage patterns.
- 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.

Ongoing SLO assessment (Data source: SLO Coordinator files)	2011-12	2012-13
Percent of active courses with ongoing assessment	77%	86%
Percent of instructional programs with ongoing assessment	47%	47%
Percent of student services programs with ongoing assessment	100%	100%
Percent of institutional SLOs with ongoing assessment	100%	100%

C5 Increase the effectiveness of communication both within the college and between the college and the external community.

SCC has undertaken a major effort to improve communication both within the college and between the college and the external community. The key of this effort is a major redesign of the College website. Additional work is ongoing in specific areas of the College; for example:

- The college website (both the main website and InsideSCC) is being redesigned to enhance communication across the college and between the college and the external community.
- The Davis Center has conducted regular community meetings over the last year.
- Counseling Department meetings welcome instructional faculty for updates and presentations about their programs. To maintain the effectiveness of counselors, there are faculty presentations, debriefings, and discussion of relevant topics. Meetings are twice per month.
- The Work Experience coordinator initiated a set weekly meeting with the Internship Developer to increase effectiveness of communication.

C6 Continue to exercise transparent and fiscally sound financial management.

VPA metrics show that SCC is fiscally sound. Ongoing college costs and program plan allocations were adequately funded with sufficient funds remaining to provide for unit plan requests for new resources. In the third quarter of 2012-13 only 1 of the 32 college financial units had a College Discretionary Fund (CDF) Burn Rate that was greater than 10% of that projected. College units work to provide cost effectiveness whenever possible; for example:

- SAH Division has developed a more timely accounting process for monitoring expenditures. Accounts are now available to key Division personnel through a shared drive.
- Collaborative library planning has resulted in reduced costs to the colleges and the District.

Budget Outlook 2013-14 + 2 years (VPA 3rd Quarter Metrics 2012-13)

CA State development—promising and evolving Legislative actions and ‘May Revise’ next major actions

- LRCCD will develop ‘tentative’ budget plan by June 2013
- SCC budget plan ready for 1 July execution based on ‘best known’ info

Mid Year Changes: 2012-13 (ref 15 Jan 2013 Update) Web Site redesign effort: +\$16,776

- Swing Space: + \$10K
- Post Season: + \$5K
- Financial Overpayment/repay: + \$50K
- Carry to next year \$188K vs \$267K

Working on 2013-14 Budget Plan

- Expectation is for a ‘flat’ year relative to 2012-13 but will provide stability for unit funding
- Enrollment/class sections hold in ‘Y’ scenario
- ‘Pop-up’ needs carried into 2013-14: Web site, FA Aid, Adobe
- CDF allocation carried at -17.5% adjusted to -12.5%
- Other adjustments already in place (e.g. staffing levels) ~3 more classified positions to be closed THIS year
- IR funding from BC reserve: \$30K—fund base level

Excerpts from the Sacramento City College Budget Committee MEMORANDUM DATE: May 13, 2013:

“The unit planning and resource allocation process clearly worked to identify the most critical needs of the college community. Although the dollars available for allocation were limited due to the current state budget situation, the committee’s recommendations address needs from all areas/units of the college.”

“The Budget Committee was also very pleased with the spirit of collegiality and college-wide collaboration to fund some of the items requested in unit plans either wholly or partially through other available resources, i.e., VTEA, Type II, college carryover, categorical (when appropriate), district backfill or through the VPA’s office.”

C7 Encourage collegiality, connection, and participatory decision-making at the college.

Shared Governance Standing Committees work effectively. This year SCC revised the Guide to Participatory Decision-Making (aka the Blue Book). Overall, processes were judged effective and, thus, were not changed. However, some revision to the Campus Issues to improve effectiveness was included. Individual units across the college demonstrate connection and collegiality in a variety of ways. Examples include:

- The Science and Allied Health Division developed an Allied Health Learning Community consisting of faculty from departments from four different Divisions and counselors.
- College-wide coordinators for Learning Communities and the Honors Program were hired.

- Counselors serve in a variety of capacities both at the college level and district level in shared governance roles and/or as members of workgroups related to the implementation of Student Success Act recommendations.
- Three A&R staff members served on standing committees for 12-13. A7 R staff also increased participation in flex activities and increased volunteers for SOS activities.
- In the interest of creating a more participatory and involved decision making process in the Career Center, a meetings of staff, assistants, and interns are held (approx. once per month). Participants share ideas, discuss processes already in place and new ways of doing things, and assure consistent and accurate information to students and employers.

(Note: The periodic survey of participatory decision-making is next due to be administered in the 13-14 academic year.).

Benchmarks Report

Fall 2013

SCC Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

A1. Promote the engagement and success of all students, with a special emphasis on first-year students who are transitioning to college.

A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.

A4. 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.

A7: Implement practices and activities that reduce achievement gaps in student success.

SCC Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.

B7: Provide students with clear pathways to goal completion.

SCC Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.

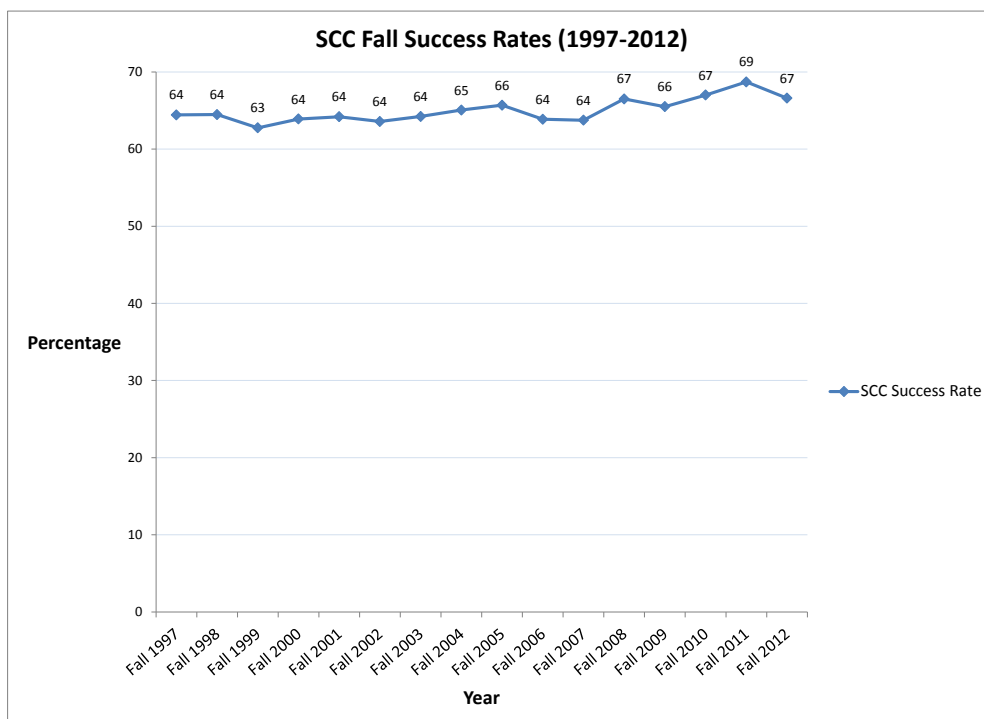
C4. Utilize quantitative and qualitative data to help guide decision-making throughout the institution.



Benchmarks Report – Key Points

Average course success has been roughly stable for several years; it increased slightly between 2009 and 2011 but decreased again in 2012.

For the past several years, the average course success rate at SCC has been fairly stable at around 65-70%. The decrease in Fall 12 was the result of an increase in W grades when the drop-without-a-W date changed. 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.



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 somewhat in recent years.

Comparison to similar colleges: SCC is doing reasonably well

IPEDS (Integrated Postsecondary Educational Data System) 2009 data was used by PRIIE 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 below average course success rate
- a below average 3 consecutive semester persistence anywhere in the system
- a below average rate of students earning 30+ units
- average Fall to Fall persistence at the college
- above average 3 year graduation rates
- well-above average completion / SPAR rate (includes program completion and transfer prepared status)
- a smaller ethnic achievement gap
- an above average basic skills course success rate

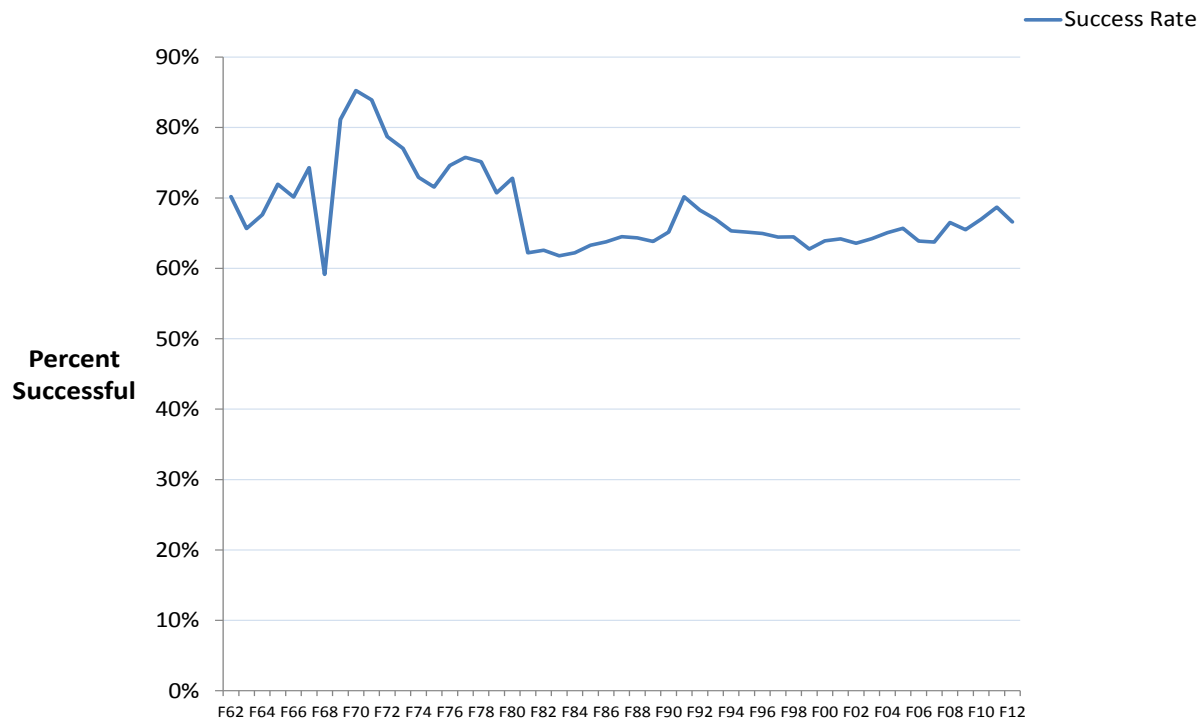
Benchmarks – Detailed Analysis

Trend data on overall college course success

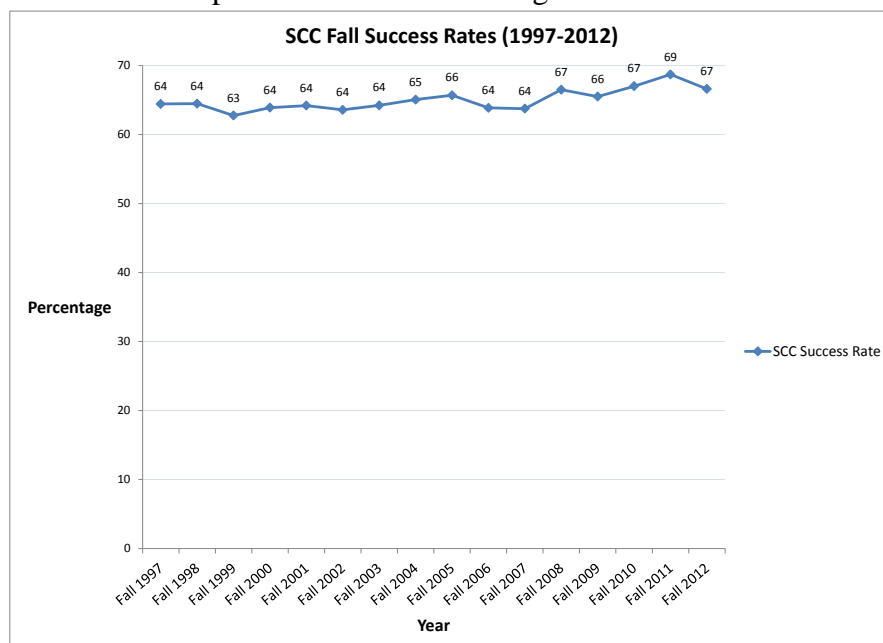
Overall course success rate has been relatively stable at SCC for many years.

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

**SCC Overall college course success rate
50 year trend 1962 to 2012 (PRIE data)**



The Figure below details the last 12 years of the 50-year trend above. The decrease in Fall 12 was the result of an increase in W grades when the drop-without-a-W date changed.

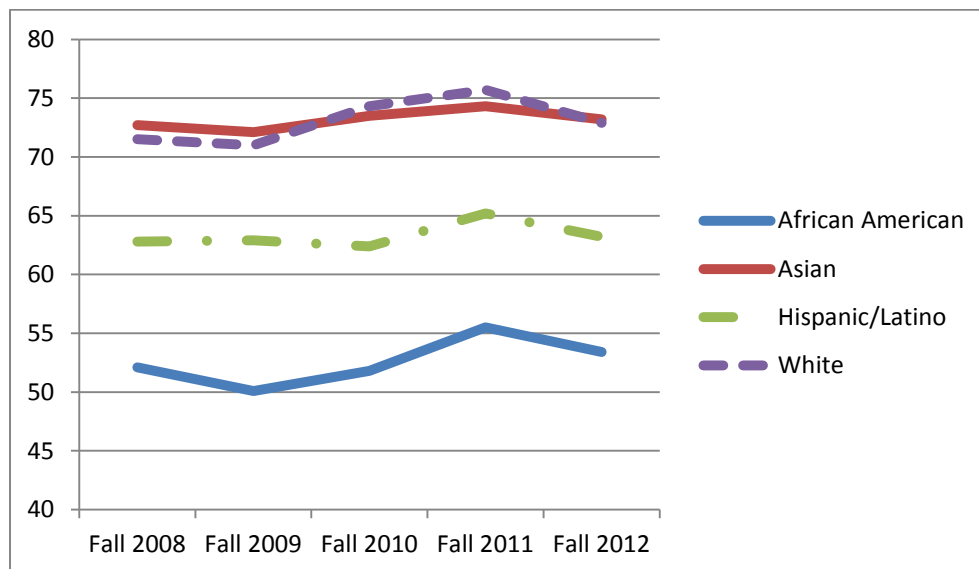


Trends in course success by demographic group: Achievement gaps

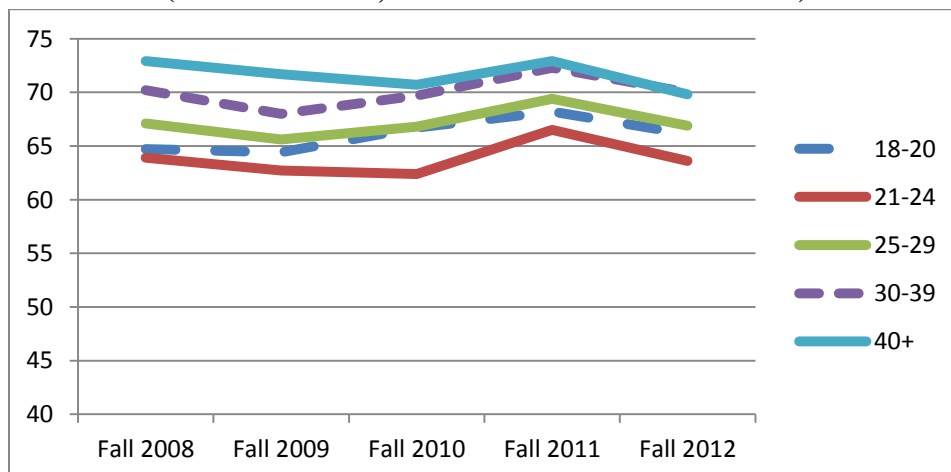
There are gaps in course success rates between students of different races and ages.

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. Although the gap between these younger students and students of other ages has narrowed somewhat, success rates for all age groups declined slightly in Fall 2012. (Course success rate = Percent of students getting a grade of A, B, C, or Pass in the set of courses.) Note: The decrease in course success across groups in Fall 12 was the result of an increase in W grades when the drop-without-a-W date changed.

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 2009 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 Financial Aid (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 Data Mart, SCORECARD, and IPEDS measures for this group of colleges SCC has:

- a below average course success rate
- a below average 3 consecutive semester persistence anywhere in the system
- a below average rate of students earning 30+ units
- average Fall to Fall persistence at the college
- above average 3 year graduation rates
- well-above average completion / SPAR rate (includes program completion and transfer prepared status)
- a smaller ethnic achievement gap
- an above average basic skills course success rate

Summary of Key Benchmarks

The table below summarizes key data points from a series of tables on the following pages. The table lists the group low value, group high value, group average, SCC's value, and where SCC is positioned relative to the other colleges for each of the metrics in the table. The metrics are in the first column with data sources in parentheses.

SCC compared to similar colleges on CCCC Data Mart, IPEDS, and SCORECARD measures – Summary (Sources and dates in parentheses)						
Measure	Group low (%)	Group high (%)	Group Avg. (%)	SCC (%)	SCC minus Avg.	SCC Position
Course success rate (CCCC Data Mart: credit courses, Fall 2012)	65.2	71.0	68.2	66.5	-1.7	below avg.
3 consecutive semester persistence anywhere in the CCC system (CCCC SCORECARD 2011-12 outcome)	56.0	75.2	64.3	60.2	-4.1	below avg.
Rate of students earning 30+ units (CCCC SCORECARD 2011-12 outcome)	57.3	72.5	63.9	59.8	-4.1	below avg.
Fall to Fall persistence of full time students at the college (IPEDS Fall 2011).	59.0	76.0	67.4	67.0	-0.4	avg.
Graduation rate within 150% of time to normal completion (3 year rate, IPEDS 2011)	13.0	25.0	18.5	20.0	1.5	above avg.
Completion / SPAR (CCCC SCORECARD 2011-12 outcome)	34.8	55.6	44.6	54.6	10.0	well-above avg.
Rate of students earning 30+ units (CCCC SCORECARD 2011-12 outcome)	57.3	72.5	63.9	59.8	-4.1	below avg.
Achievement gap in course success between highest and lowest racial/ethnic groups (CCCC Data Mart: credit courses, Fall 2012)	17.4	34.6	21.5	18.8	-2.7	smaller gap than avg.
Basic skills success rate (CCCC Data Mart, Fall 2012)	56.6	72.5	65.7	68.4	2.7	above avg.

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 Financial Aid and FT: PT ratio.	Average course success (%)	Achievement gap between racial/ethnic groups (%) = highest success rate minus lowest success rate
American River College	69.8	21.2
City College of San Francisco	69.1	22.6
Cosumnes River College	66.4	18.5
Evergreen Valley College	71.0	17.4
Long Beach City College	65.2	19.5
Los Angeles City College	65.9	34.6
Los Angeles Mission College	69.2	23.8
Los Angeles Valley College	68.9	20.9
Sacramento City College	66.5	18.8
San Bernardino Valley College	69.0	18.3
San Jose City College	68.9	21.1
<i>Source: CCCCCO Data Mart</i>		

Pre-collegiate Basic Skills Course Retention and Success:

CA community colleges with enrollment category = greater than 10,000, multi-campus, urban, less than 50% white students, and similar to SCC on percent of students on FA and FT: PT ratio.	Basic skills course retention rate Fall 2012 (%)	Basic skills course success rate Fall 2012 (%)
American River College	85.9	72.5
City College of San Francisco	84.0	63.2
Cosumnes River College	87.8	70.3
Evergreen Valley College	89.1	70.4
Long Beach City College	87.4	61.7
Los Angeles City College	91.6	60.1
Los Angeles Mission College	85.9	56.6
Los Angeles Valley College	90.6	72.0
Sacramento City College	85.9	68.4
San Bernardino Valley College	89.0	60.8
San Jose City College	87.1	67.2
<i>Source: CCCCCO Data Mart (based on MIS data element CB08)</i>		

Persistence in college (called “retention” in IPEDS, 2011)

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 2011; SCORECARD data from the 2012 report)	SCORECARD three consecutive terms’ persistence anywhere in the CCC system 2006-07 Cohort (2011-12 outcome) (%)	IPEDS Full time year to year “retention” rate* 2011 (%)	IPEDS Part time year to year “retention” rate* 2011 (%)
American River College	69.8	71	41
City College of San Francisco	69.1	73	43
Cosumnes River College	66.4	70	46
Evergreen Valley College	71.0	76	35
Long Beach City College	65.2	61	39
Los Angeles City College	65.9	67	38
Los Angeles Mission College	69.2	66	39
Los Angeles Valley College	68.9	68	39
Sacramento City College	66.5	67	26
San Bernardino Valley College	69.0	63	46
San Jose City College	68.9	59	28
*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)			

IPEDS Graduation rates, 2011:

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. Based on IPEDs data for 2009.	IPEDS Graduation rate (%) – degree certificate within 100% of normal time (2 years)	IPEDS Graduation rate (%) – degree certificate within 150% of normal time	IPEDS Graduation rate (%) - degree/certificate within 200% of normal time
American River College	7	21	29
City College of San Francisco	8	25	38
Cosumnes River College	7	19	26
Evergreen Valley College	5	20	32
Long Beach City College	6	17	25
Los Angeles City College	7	15	24
Los Angeles Mission College	5	15	22
Los Angeles Valley College	8	20	29
Sacramento City College	7	20	29
San Bernardino Valley College	3	13	19
San Jose City College	8	19	29

Progress rates:

SCORECARD 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). SCORECARD data from the 2012 CCCCCO report.	SCORECARD Completion/SPAR 2006-07 Cohort, 2011-12 Outcomes (%)	SCORECARD Students Earning 30+ Units 2006-07 Cohort, 2011-12 Outcomes (%)
American River College	45.6	66.9
City College of San Francisco	55.6	72.5
Cosumnes River College	45.9	67.4
Evergreen Valley College	52.4	66.6
Long Beach City College	43.4	68.7
Los Angeles City College	37.1	61.6
Los Angeles Mission College	34.8	57.3
Los Angeles Valley College	42.0	62.5
Sacramento City College	54.6	59.8
San Bernardino Valley College	35.6	58.5
San Jose City College	43.5	61.1

According to the CCCCCO Research and Accountability Unit:**COMPLETION RATE (STUDENT PROGRESS AND ATTAINMENT RATE) Definition:**

The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

- Earned AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at aCCC)
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0)

30 UNITS RATE Definition: The percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved the following measure of progress (or milestone) within six years of entry:

- Earned at least 30 units in the CCC system.

Source: CCCCCO Research and Accountability Unit. "Methodology for College Profile Metrics"

http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/Profile_College_Specs_Final.pdf (retrieved 8/29/2013)

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.

Other Comparison Groups

Another way to compare SCC student success metrics to other colleges will be to use the comparison groups provided by the California State Chancellor's System Office (CCCCO) and reports being developed for use with the new Student Success SCORECARD . When it is implemented, the peer grouping report is expected to include 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.

Enrollment Report

Fall 2013

SCC Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

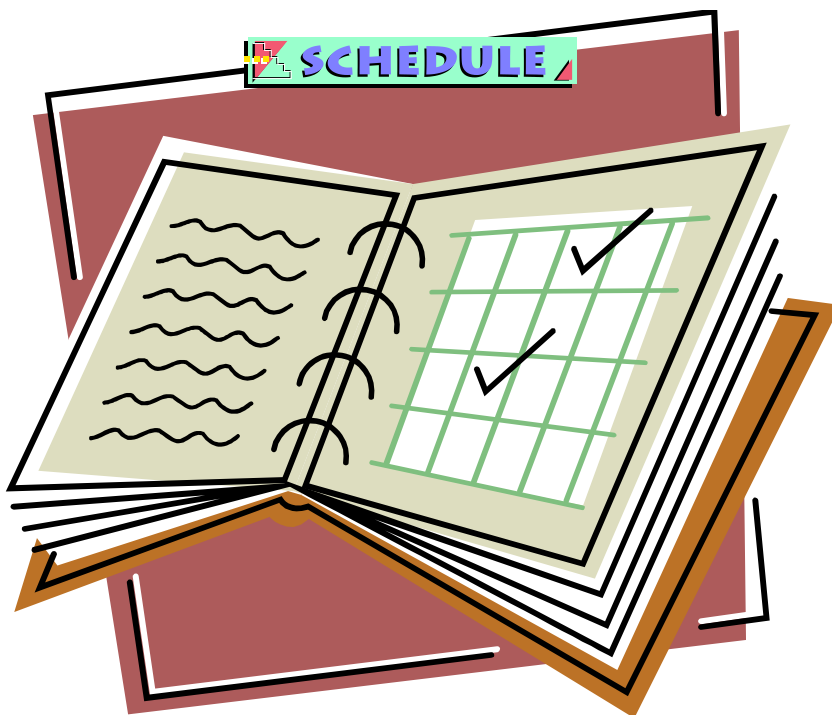
A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.

SCC Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.

B2. Use quantitative and qualitative data to identify strategies which improve enrollment management processes.

B4. Support “front door” policies and practices that assist students with the transition to college.

B7: Provide students with clear pathways to goal completion.

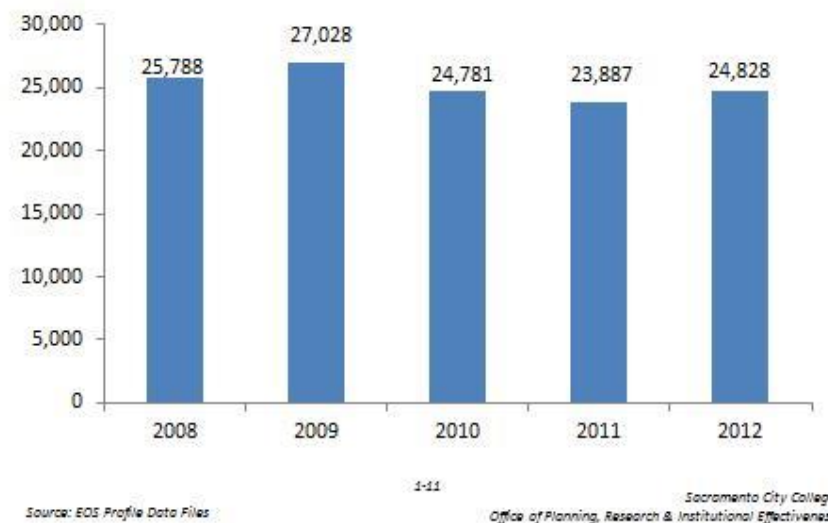


Enrollment Report Key Points

Overall enrollment is down somewhat from its high point in 2009.

End of semester enrollment has decreased about 8% from the peak of 27,028 students in Fall 2009.

Enrollment Trends by End of Semester Headcount
Fall 2008 to Fall 2012



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 29% 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. Close to half are working full or part time and

over 60% have household incomes in the “low income” or “below poverty” range.

Although most SCC students are enrolled part time, over 60% of the students state that they intend to transfer to a 4-year college or university.

African American		Asian		Filipino		Hispanic/Latino		Multi-Race		Native American		Other Non-White		Pacific Islander		Unknown		White	
3,112	12.5%	4,722	19.0%	765	3.1%	6,389	25.7%	1,393	5.6%	181	0.7%	219	0.9%	321	1.3%	578	2.3%	7,148	28.8%

Source: EOS Files

Classes filled for Fall 2013—but not as quickly as for Fall 2012.

Over half of the 10 instructional divisions had 70% or more of class seats filled 100 days before the start of Fall 2013. 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 2013 Semester.

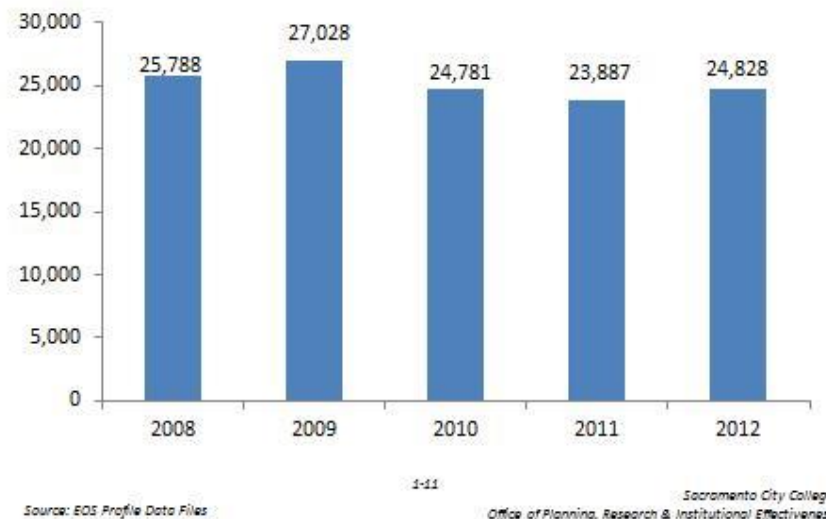
100 days before Fall 13	75 days before Fall 13	50 days before Fall 13
6 divisions were 70% or more full	6 divisions were 80% or more full	8 of 10 divisions were more than 80% full (all except COU and LRN).

Enrollment Report: Detailed Analysis

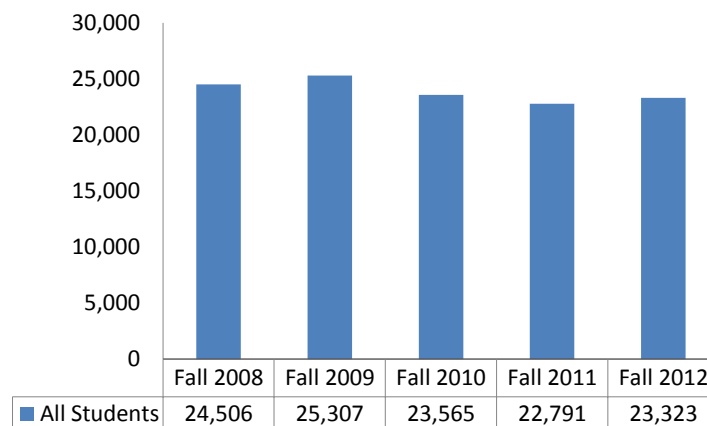
Overall Enrollment Trends

Overall enrollment declined from the Fall 09 to Fall 11 academic year and rebounded slightly in Fall 12. Fall 2012 end of semester enrollment was about 8 % lower than the peak of 27,028 students in Fall 2009.

Enrollment Trends by End of Semester Headcount
Fall 2008 to Fall 2012



Enrollment Trends by Census Headcount
Fall Census 2008 to 2012



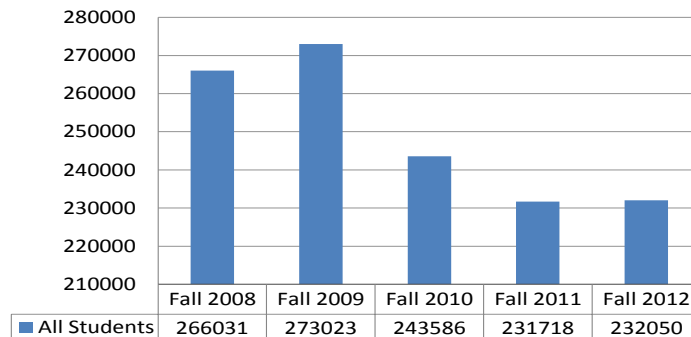
Source: 4th Week Profile

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WSCH has also declined; Fall 2012 semester WSCH is down about 15% from the peak in Fall 2009.

Enrollment Trends by Semester WSCH Fall 2008 to 2012



Source: EOS 320 Report

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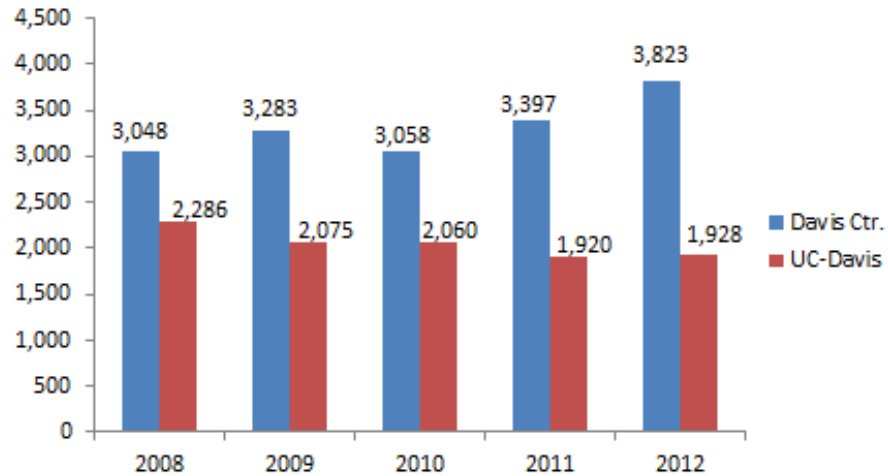
Distance Education enrollment in online classes has grown since 2008, especially in internet-based instruction.

DE Full-time equivalent students (FTES)	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Delayed Interaction (Internet Based)	397.83	413.26	635.05	676.97	653.64
One-way interactive video and two-way interactive audio	24.62	35.96	36.22	15.16	8.60
Two-way interactive video and audio	3.48	16.46	4.53	n/a	n/a
Video one-way (e.g. ITV, video cassette, etc.)	12.75	15.22	16.95	13.81	11.69
TOTAL	438.68	480.91	692.75	705.95	673.93

Source: CCCC Data Mart http://datamart.cccco.edu/Students/FTES_Summary_DE.aspx (6/11/2013)

Enrollment at the Davis Center increased from Fall 2010 to Fall 2012 while enrollment at the West Sacramento Center decreased over the same period. Enrollment of UC Davis students in developmental courses taught at UCD by SCC professors has declined somewhat over the past 5 years.

End of Semester Duplicated Enrollment Trends for Davis & UCD - Fall 2008 to Fall 2012

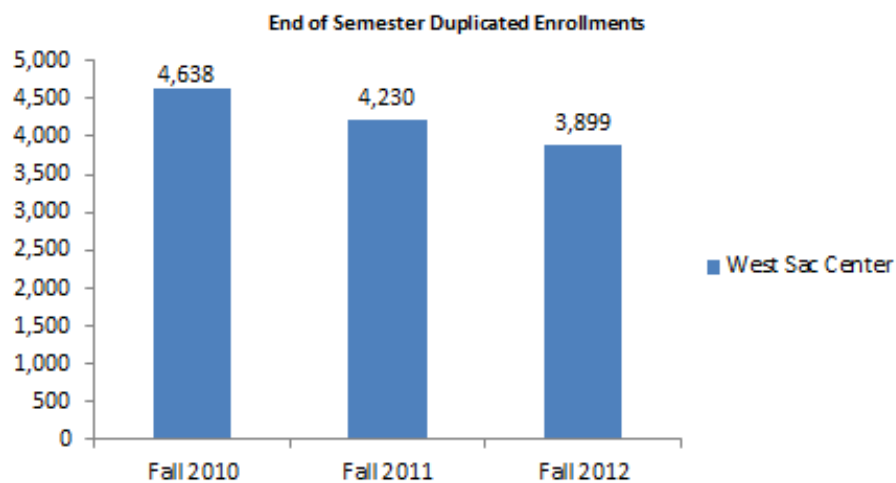


Source: Transcript Snapshot

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Enrollment for West Sac Center



Source: Transcript Snapshot

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Student Demographics

The SCC student body is very diverse; no single racial/ethnic group makes up over 29% of the student population.

In Fall 2012 White (28.8%), Hispanic/Latino (25.7%), Asian (19.0%) and African American (12.5%) students had the greatest percentage representation in the SCC student body. Note that a number of data collection protocols changed in Fall 2012, which affects the numbers and percentages of students in each category. In particular, the number of “unknowns” was reduced dramatically.

SCC Student Ethnicity Profile Fall 2010-Fall 2012

Source: EOS Profile Data

Fall	African American		Asian		Filipino		Hispanic/Latino		Multi-Race		Native American		Other Non-White		Pacific Islander		Unknown		White	
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%
2012	3,112	12.5%	4,722	19.0%	765	3.1%	6,389	25.7%	1,393	5.6%	181	0.7%	219	0.9%	321	1.3%	578	2.3%	7,148	28.8%

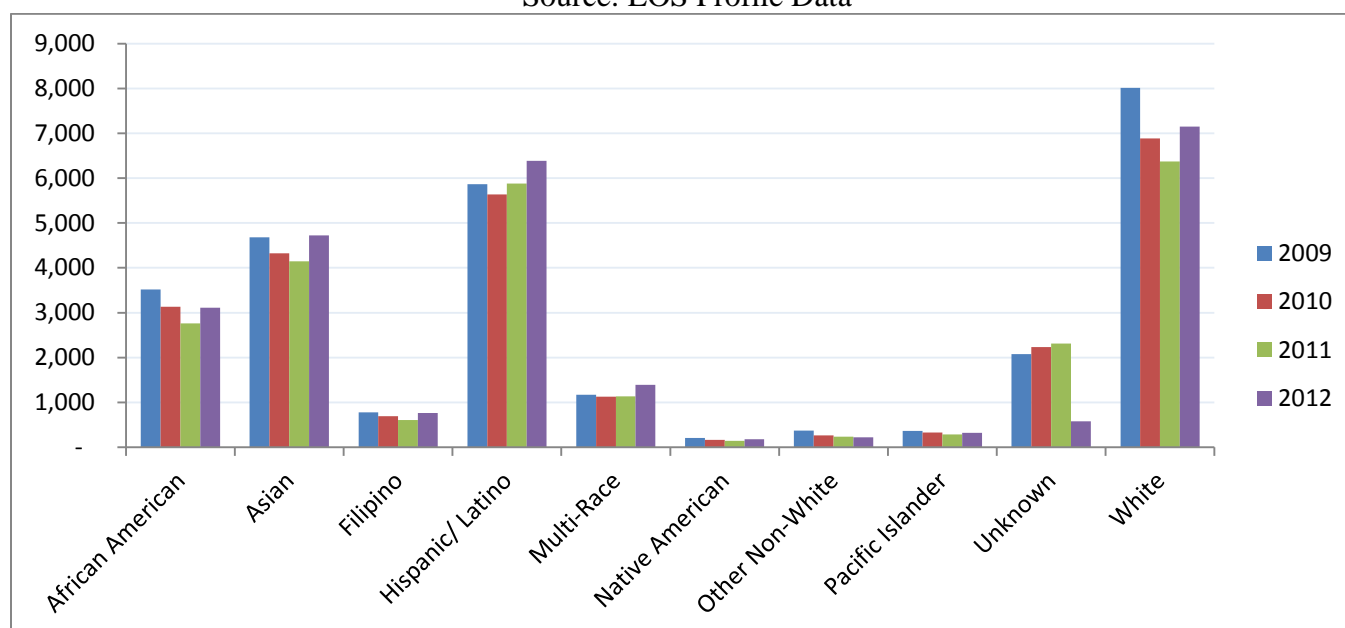
SCC Students' Primary non-English Languages (Fall 2008 to Fall 2012)

Source: EOS Profile Data

Fall	Spanish	Cantonese	Russian	Vietnamese	Hmong
2008	951	536	543	302	413
2009	992	459	546	347	554
2010	940	417	512	341	584
2011	990	375	470	326	629
2012	1,126	366	402	363	623

Number of students in racial/ethnic groups (note that overall enrollment decreased Fall 09-Fall 12)

Source: EOS Profile Data



Students aged 21 and older make up a majority of SCC students. About a third of SCC students are under 21 years old.

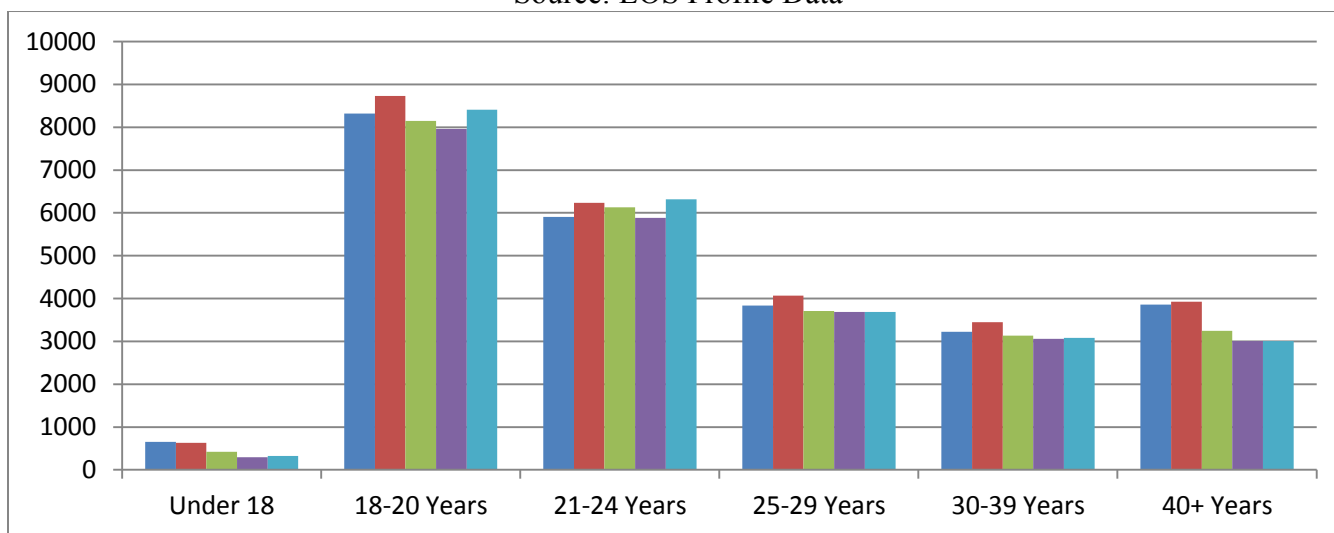
SCC Age Group Distribution Fall 2008 to Fall 2012

Source: EOS Profile Data

Fall	Under 18		18-20		21-24		25-29		30-39		40+	
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%
2012	326	1.3%	8,410	33.9%	6,317	25.4%	3,688	14.9%	3,082	12.4%	3,005	12.1%

Number of students in age groups (note that overall enrollment decreased Fall 08-Fall 12)

Source: EOS Profile Data



More women than men attend SCC.

SCC Gender Distribution Fall 2008 to Fall 2012

Source: EOS Profile Data

Fall	Female		Male	
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%
2012	13,844	55.8%	10,739	43.3%

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 2008 to Fall 2012)

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	%
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%	7,599	31.8%
2012	7,685	31.0%	9,104	36.7%	8,005	32.2%

Many SCC students indicate that they intend to transfer and many indicate that they intend to complete an Associate's degree.

Over 60% of SCC students indicate that they intend to transfer. About the same percentage indicate that they intend to complete an Associate's degree. Note that students can both complete an Associate's degree and transfer).

SCC Students' Education Goal Distribution Fall 2008 to Fall 2012

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.
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%
2012	46.5%	14.5%	14.4%	8.0%	6.0%	5.6%	5.1%

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

SCC College Students, by First Generation Status Fall 2008 to Fall 2012

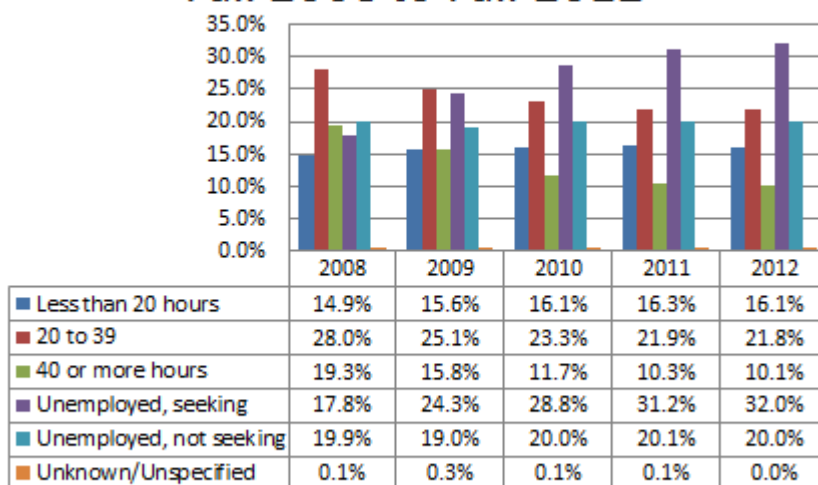
Source: EOS Profile Data

Fall	First Generation College Student?				Total
	Yes		No		
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
2012	9,633	38.8%	15,195	61.2%	24,828

Over 30% of SCC students are unemployed and seeking work. Nearly half (48%) 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' Weekly Work Status Fall 2008 to Fall 2012



Source: EOS Profile Data

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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).

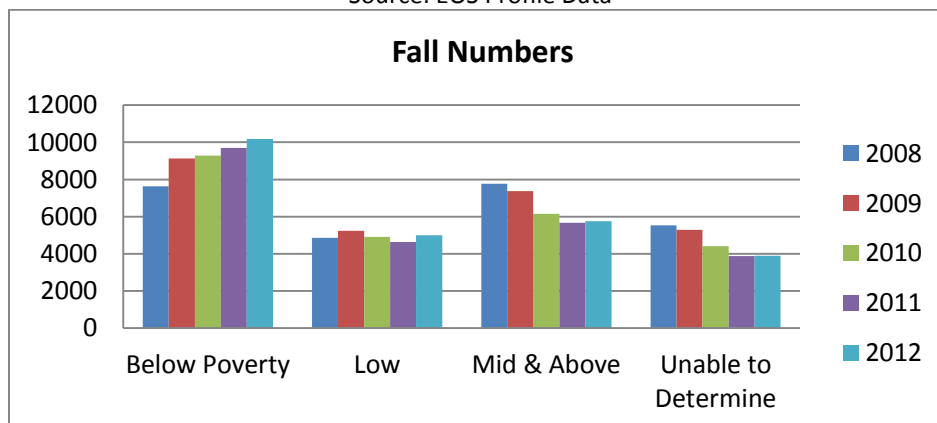
SCC Student Household Income Level (Fall 2008 to Fall 2012)

Source: EOS Profile Data

Fall	Below Poverty		Low		Middle & Above		Unable to Determine		Total
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
2012	10,174	41.0%	5,004	20.2%	5,753	23.2%	3,897	15.7%	24,828

Number of students in household income ranges (note that overall enrollment decreased Fall 09-Fall 12)

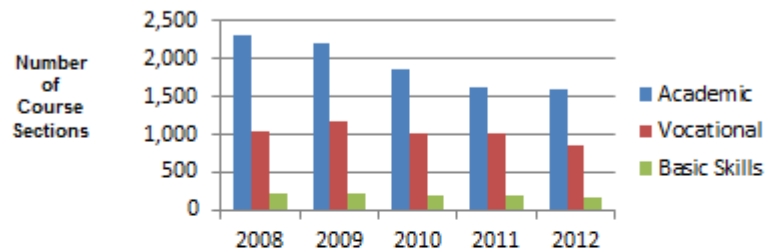
Source: EOS Profile Data



Patterns of Course Offerings

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

SCC Academic, Vocational & Basic Skills Courses
Fall 2008 to Fall 2012



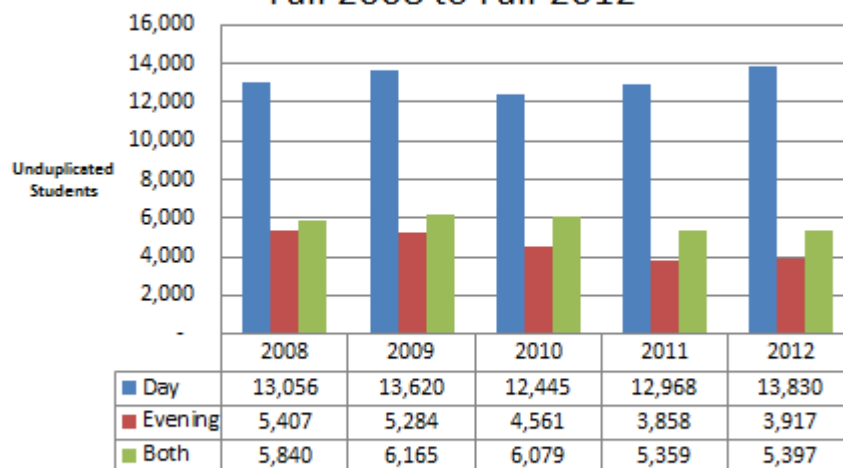
Fall	Academic		Vocational		Basic Skills		Total
2008	2,308	64.84%	1,029	28.91%	222	6.23%	3,559
2009	2,197	61.24%	1,177	32.81%	213	5.93%	3,587
2010	1,854	60.11%	1,023	33.17%	207	6.71%	3,084
2011	1,631	57.25%	1,017	35.70%	201	7.06%	2,849
2012	1,597	60.60%	856	32.50%	182	6.90%	2,635

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Source: EOS MSF

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SCC Day/Evening Unduplicated Enrollment
Fall 2008 to Fall 2012



NOTES:

Does not include students who take only online courses.

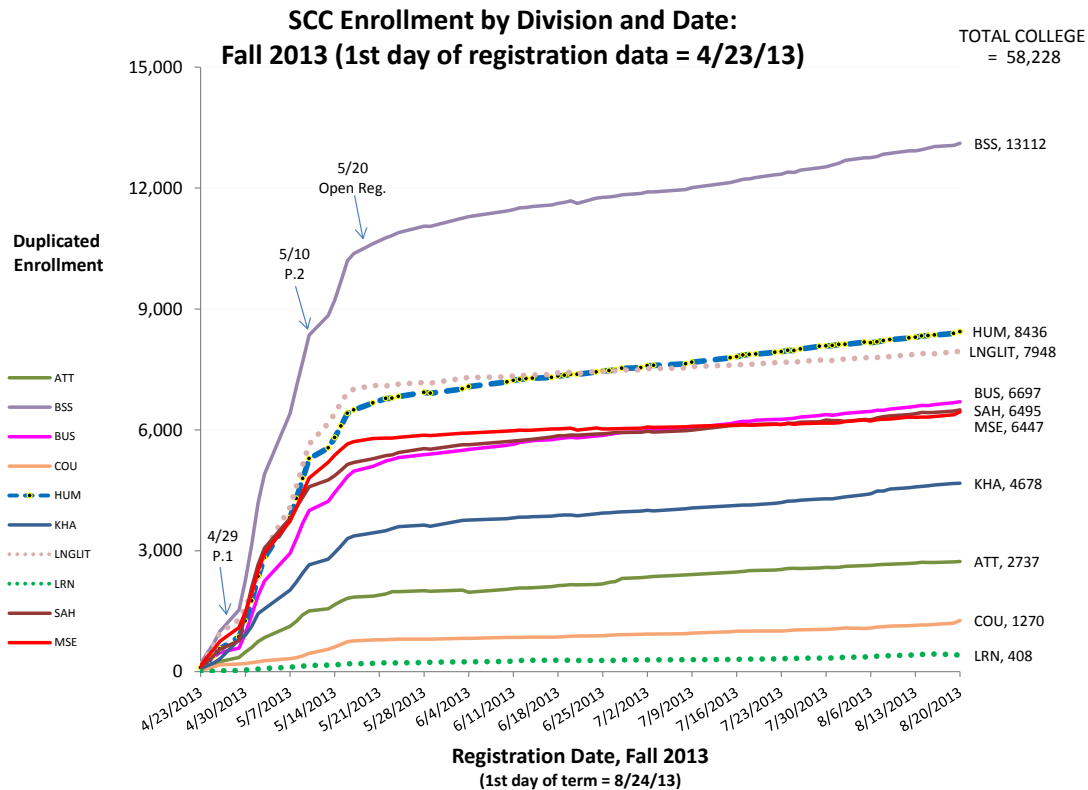
8-11

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

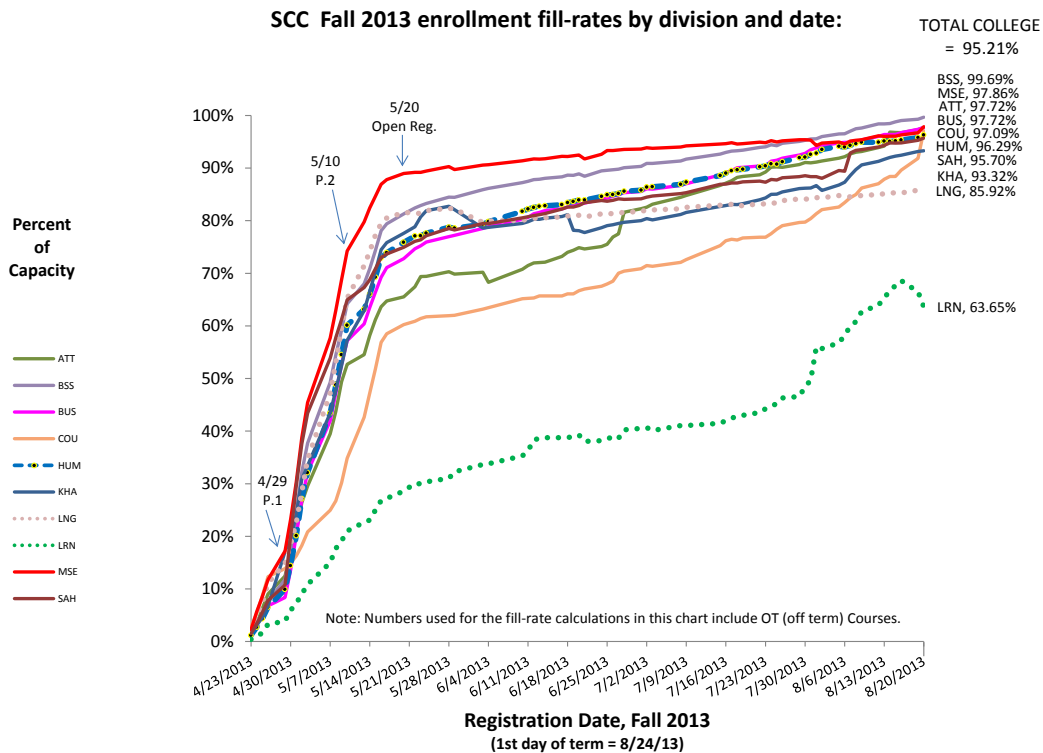
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Course Enrollment Patterns

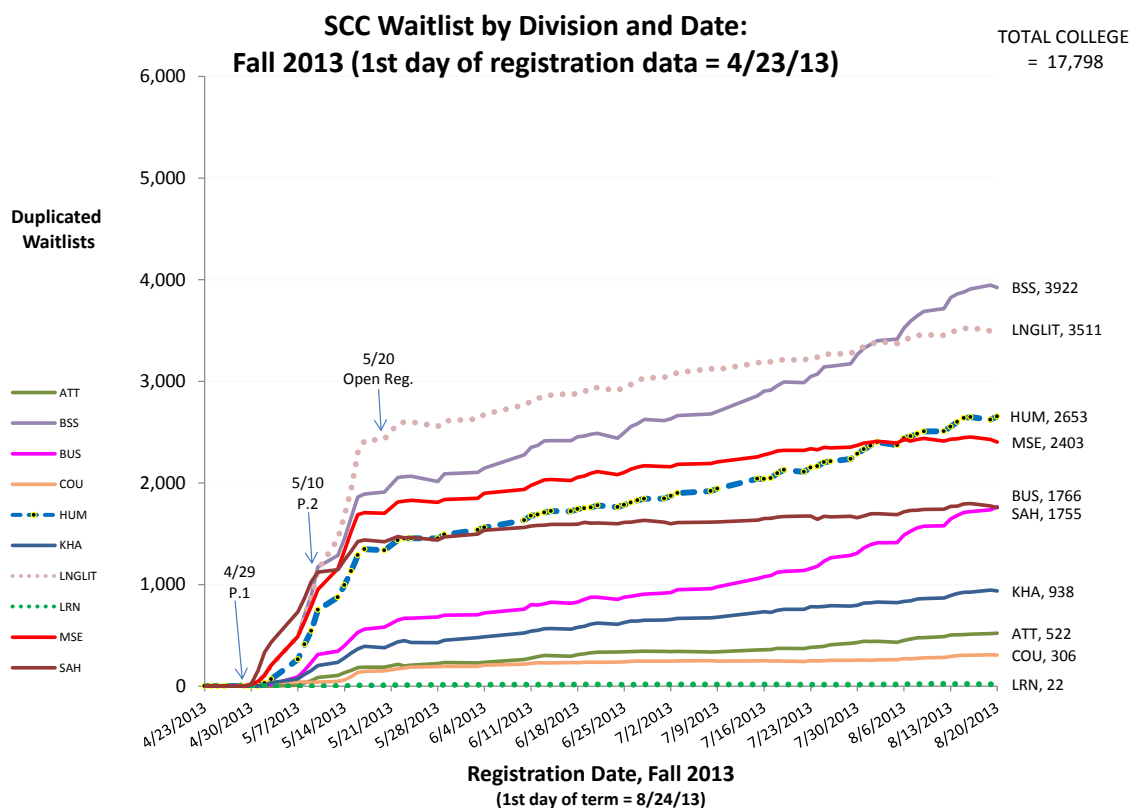
The BSS division has the largest enrollment of all SCC instructional divisions.



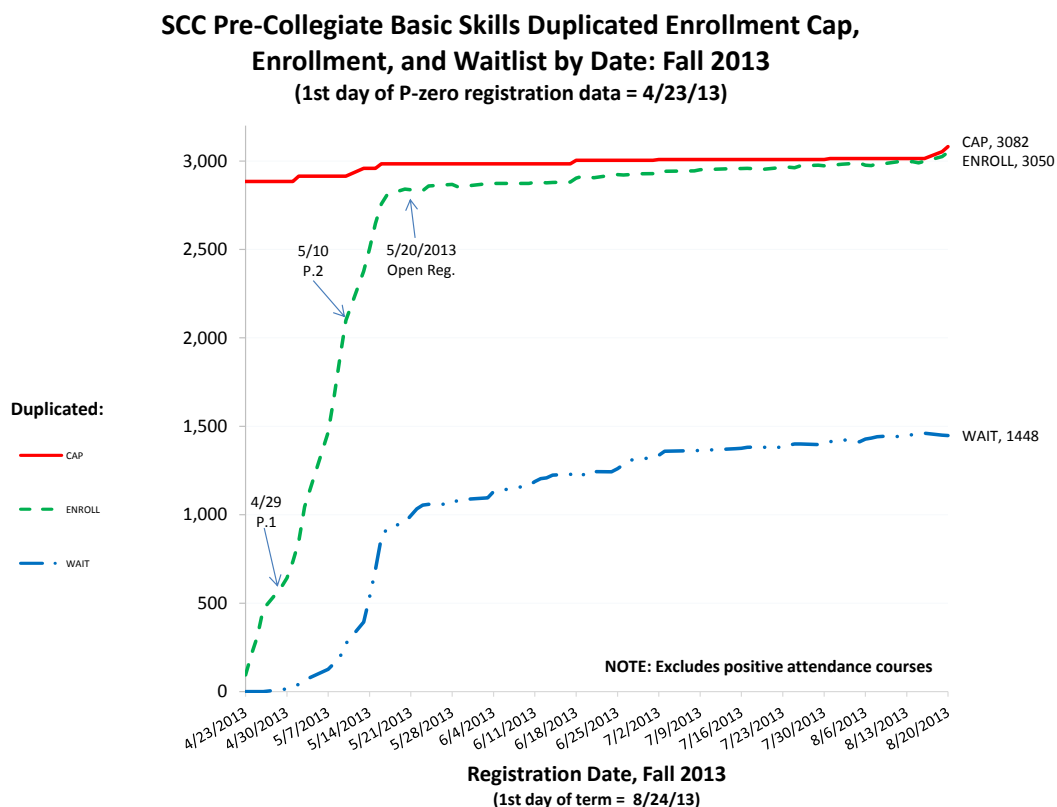
All but one division (LRN) had fill rates over 85% just before the start of Fall 2013 classes. Note that enrollment caps have been reduced in many divisions.



Although most divisions had substantial waitlists for Fall 2013, the overall duplicated waitlists were down 17% from the same time in 2012.



Pre-collegiate basic skills courses filled quickly and were mostly full before Fall 2013 open registration.



Matriculation & First-year Student Report

2013

SCC Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

A1. Promote the engagement and success of all students, with a special emphasis on first-year students who are transitioning to college.

A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.

A7: Implement practices and activities that reduce achievement gaps in student success.

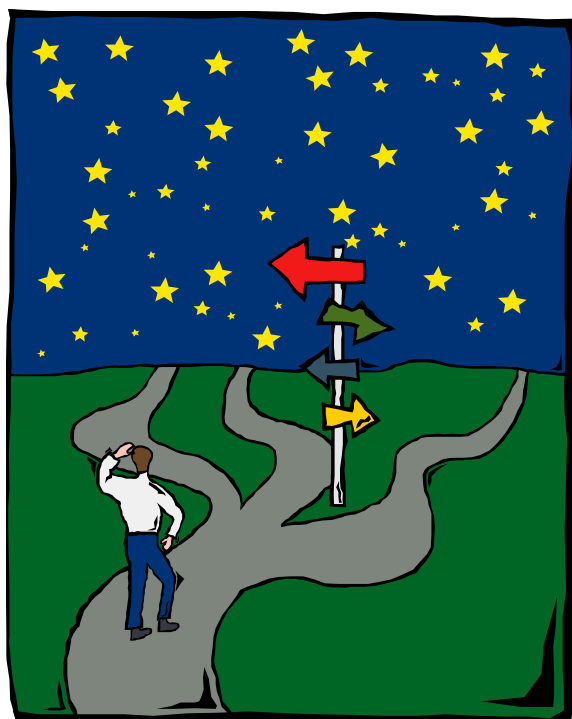
SCC Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.

B4. Support “front door” policies and practices that assist students with the transition to college.

B7: Provide students with clear pathways to goal completion.

SCC Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.

C4. Utilize quantitative and qualitative data to help guide decision-making throughout the institution.



Matriculation & First-year Student Report - Key Points

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

The majority of new SCC students who are placed into a reading course score at pre-transfer basic skills levels; and 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		
Fall 2012	Pre-collegiate	Pre-transfer
Reading	39.8	85.8
Writing	31.0	66.8
Math	27.1	94.2

Note that these numbers are not comparable to previously reported numbers because data sources and definitions changed between 2011 and 2012.

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

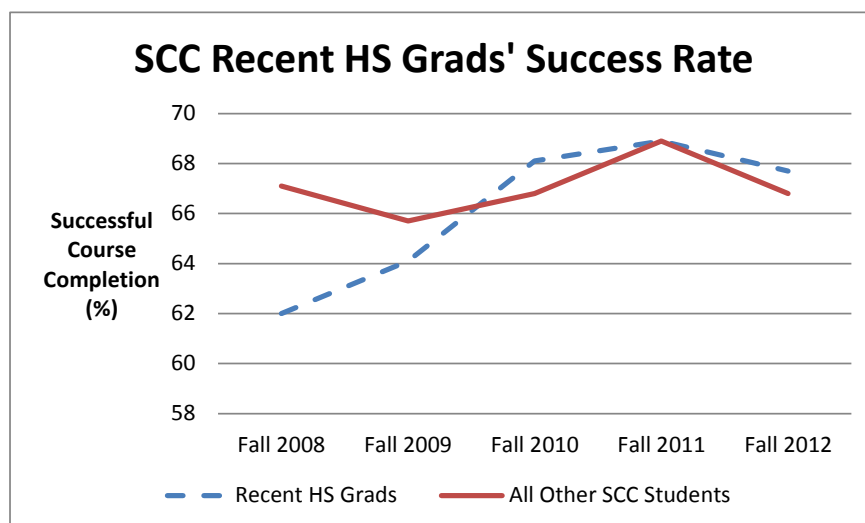
SCC first-time freshmen are generally younger and more diverse than the overall student population.

Although they represent a wide variety of ethnic groups, over 30% are Latino. 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 45% are first generation college students.

School & Work, Fall 2012 Census Profile	
Recent High School Graduate	62.0%
Enrolled Part Time	60.5%
Working Full- or Part-time	29.8%
Low Income/Below Poverty	65.0%
First generation college student	45.5%

The overall course success rate for recent high school graduates has generally improved since 2008

The course success for recent HS graduates improved from about 62% to over 67% over the last 5 years. The decrease in Fall 12 was the result of an increase in W grades when the drop-without-a-W date changed.



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 2012-13:

The SCC “411” website for students has had over 227,874 hits so far.

The college conducted a pilot implementation of “Mandatory Orientation, Assessment, and Counseling” in Spring 2013.

District-wide placement assessment portability was institutionalized and is now routinely used by student services, faculty, and research.

SARS ALRT web based Early Alert Referral System was used to help students be successful.

State law mandates priority registration for certain student groups (e.g., DSPS, EOPS, veterans). In addition, the priority registration process was reviewed by college matriculation committees and the District Matriculation Committee (DMC) recommended priority categories based on completion of matriculation processes and cumulative units.

Focus on new students 18-19 years old using data from the Community College Survey of Student Engagement (CCSSE) Special Focus Questions. Approximately 21% of 2012 CCSSE respondents are new, 18-19 year old students. Below are selected items from these students where responses are significantly different from overall responses (pale grey shading indicates a significant difference).

2012 CCSSE Matriculation-focused items..		SCC OVERALL		NEW 18-19 Year Old	
Item	Responses	Count	Percent	Count	Percent
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	40	13.3
	I attended an on-campus orientation prior to the beginning of classes	369	28.3	152	50.7
	I enrolled in an orientation course as part of my course schedule during my first term at this college	62	4.8	16	5.3
	I was not aware of a college orientation	363	27.9	39	13.0
	I was unable to participate in orientation due to scheduling or other issues	305	23.5	53	17.7
	Total	1,301	100.0	300	100.0
Before I could register for my first term at this college, I was REQUIRED to take a placement test (ACCUPLACER, ASSET, COMPASS, etc.) to assess my academic skills in reading, writing, and/or math.	Yes, and I took it	943	74.6	264	90.4
	Yes, it was required, but I did NOT take it	56	4.4	13	4.5
	No, it was not required	265	21.0	15	5.1
	Total	1,264	100.0	292	100.0
I became aware that I was required to take a placement test (ACCUPLACER, ASSET, COMPASS, etc.) at this college:	More than a month before taking the test	567	44.2	200	66.7
	About 1 to 4 weeks before taking the test	204	15.9	52	17.3
	About 1 to 6 days before taking the test	87	6.8	15	5.0
	The same day I took the test	139	10.8	20	6.7
	Not applicable; I did not take a placement test	287	22.4	13	4.3
	Total	1,284	100.0	300	100.0
Before enrolling at this college, I prepared for this college's placement test (ACCUPLACER, ASSET, COMPASS, etc.) in the following way:	On my own using online or printed materials provided by the college	191	14.8	62	20.9
	Participating in a brief (8 hours or less), intensive brush-up/refresher workshop	55	4.3	15	5.1
	Participating in a multi-day or multi-week brush-up/refresher program (often held during the summer before fall enrollment)	30	2.3	10	3.4
	I did not do anything to prepare for this college's placement test	714	55.5	189	63.6
	Not applicable; I did not take a placement test	296	23.0	21	7.1
	Total	1,285	100.0	297	100.0
Pale grey denotes a significant difference between new, young students and all students					

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.)

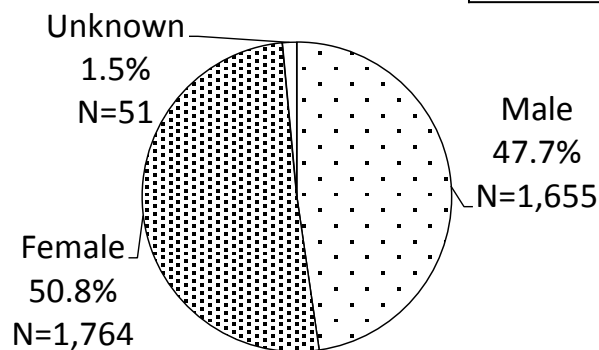
SCC first-time freshmen are a young and very diverse group.

Characteristics of First-Time Freshmen N=3,470 (14.9% of students) Fall Census 2012

Race/Ethnicity	Percent
African American	13.0
Asian	13.3
Filipino	1.9
Hispanic/Latino	32.2
Multi-Race	7.0
Native American	0.5
Other Non-White	0.7
Pacific Islander	0.9
Unknown	11.0
White	19.7
First Generation College Students: 45.5%	

School & Work	
Recent High School Graduates	62.0%
Enrolled Part Time	60.5%
Working Full- or Part-time	29.8%
Low Income/Below Poverty	65.0%

Age	Percent
Under 18	1.7
18-20	76.1
21-24	9.7
25-29	4.8
30-39	3.9
40+	3.7
Average Age: 20.96	



Source: Census Profile

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Sacramento City College
Office of Planning, Research & Institutional Effectiveness

The most common major stated by SCC first time freshmen in 2012 was “General Education/Transfer”.

Top 10 Major Areas of Study – First-time Freshmen Fall Census 2011 & 2012

2011	# of Students	2012	# of Students
General Ed/ Transfer	497	General Ed/ Transfer	499
Nursing (RN)	234	Nursing (RN)	271
Business	228	Business	247
Administration of Justice	112	Administration of Justice	133
Psychology	101	Psychology	108
Biology	94	Biology	103
Music	79	Engineering	91
Cosmetology	64	Music	83
Early Childhood Education	59	Computer Information Science	72
Nursing (Voc)	49	Kinesiology	60

Notes: 1) A number of data collection protocols changed in Fall 2012, which affects the numbers of students in each category. 2) The single largest category in Fall 2012 is “Undecided” (949 students).

Updated: 6/27/2013
Source: Census Profile

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Sacramento City College
Office of Planning, Research & Institutional Effectiveness

SCORECARD data show that over 60% of the first time freshmen beginning in the 2006-2007 academic year persisted for three consecutive terms somewhere in the California Community College System.

(The most recent data available is for outcomes during the 2011-2012 academic year.)

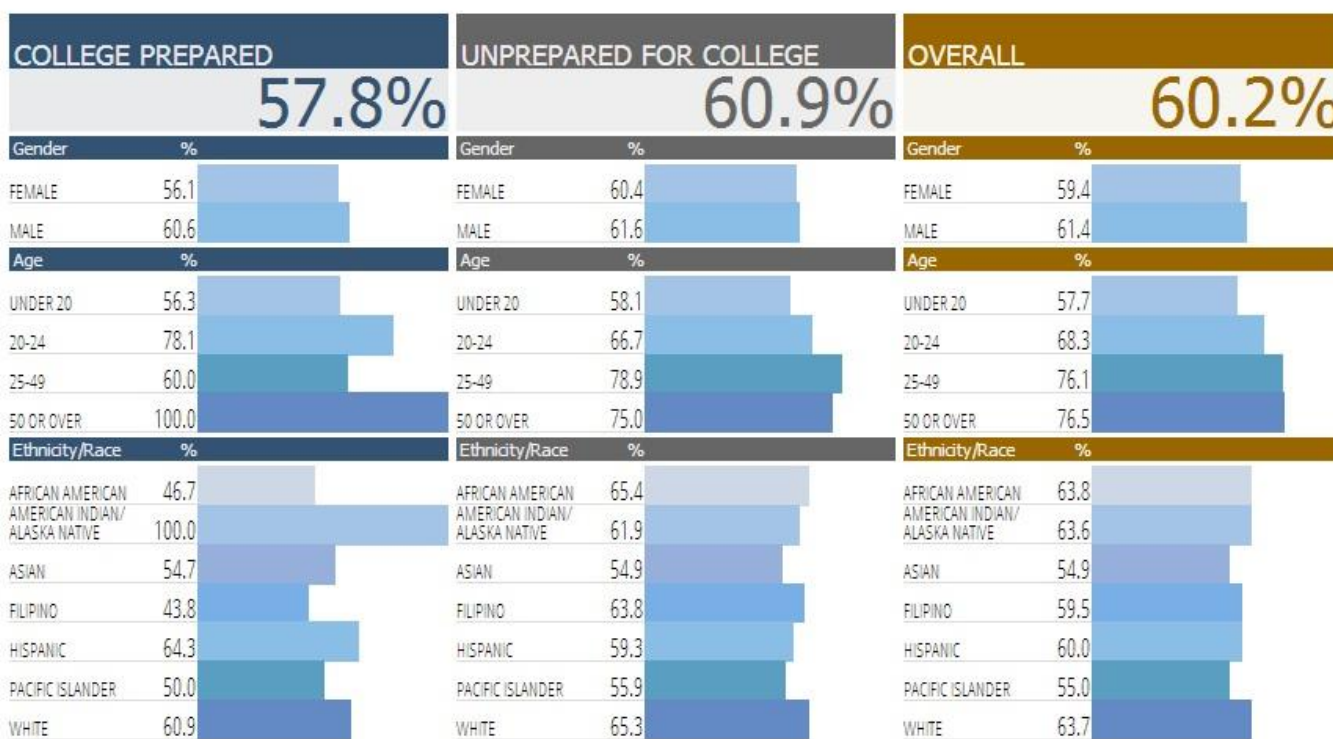
Sacramento City College

[Click here to select a different college](#)

PROFILE PERSISTENCE 30 UNITS COMPLETION REMEDIAL CAREER TECHNICAL EDUCATION

Persistence

Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point; research shows that students with sustained enrollment are more likely to succeed.



COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level

UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level

OVERALL: Student attempted any level of Math or English in the first three years

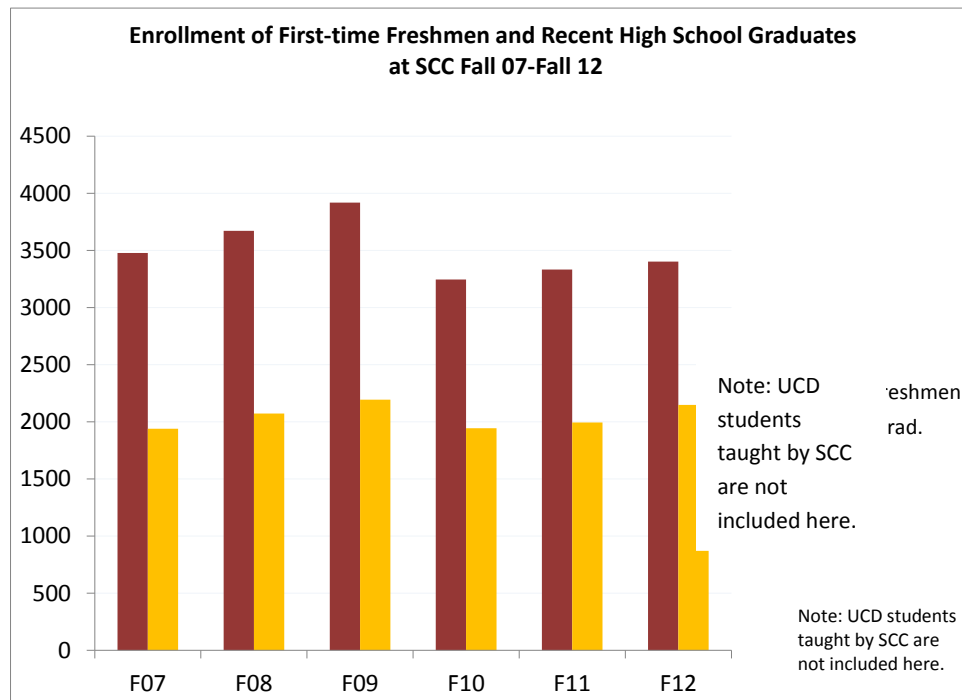
0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

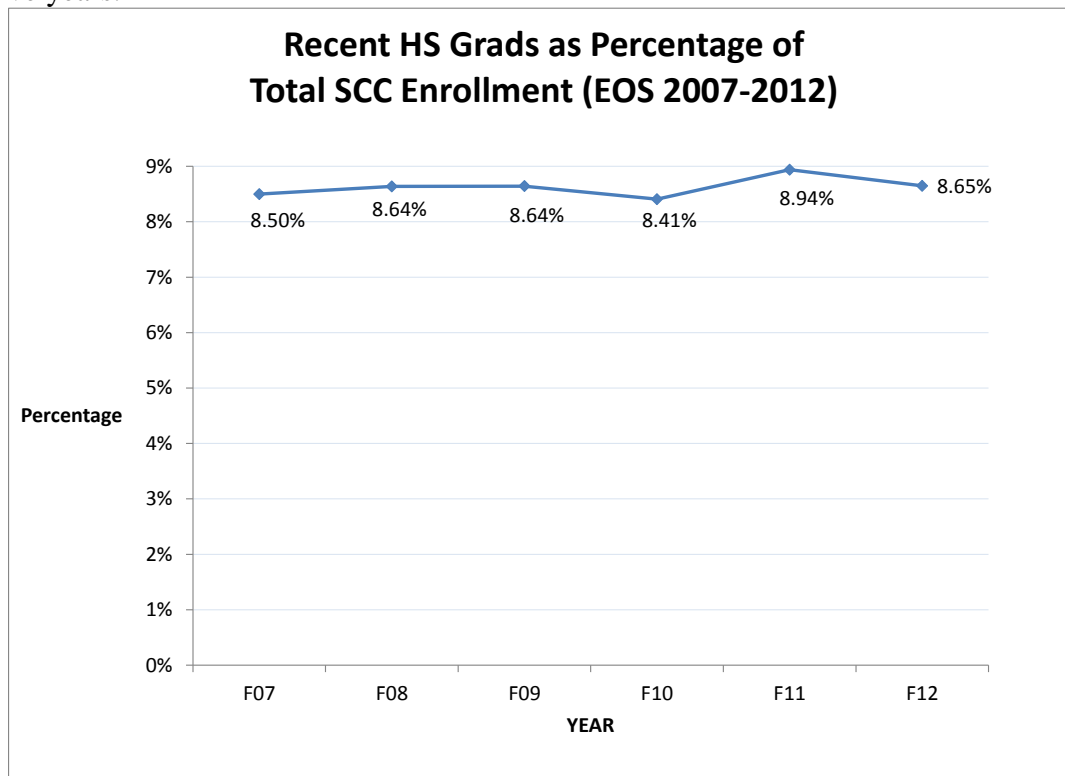
For each student category shown, the percentage is *of the given demographic*. For example, in the overall persistence column on the right side of the figure, 59.4% of females and 61.4% of males in the cohort persisted for three semesters. The percentages do not sum to 100%.

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home> (retrieved 8/30/2013)

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 & Percent

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
2012	238	11.1%	369	17.2%	59	2.7%	729	34%	169	7.9%	10	0.5%	26	1.2%	514	23.9%	10	0.5%	23	1.1%	2,147

Ethnic Profile (Data source: EOS profile data)

Most recent high school graduates who enrolled at SCC in Fall 2012 also enrolled in Spring 2013.

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 2012 to Spring 2013	African American	238	76.5
Fall 2012 to Spring 2013	Asian	369	85.1
Fall 2012 to Spring 2013	Filipino	59	76.3
Fall 2012 to Spring 2013	Hispanic/Latino	728	80.5
Fall 2012 to Spring 2013	Multi-Race	169	76.3
Fall 2012 to Spring 2013	Native American	10	70.0
Fall 2012 to Spring 2013	Other Non-White	10	80.0
Fall 2012 to Spring 2013	Pacific Islander	26	68.0
Fall 2012 to Spring 2013	Unknown	23	47.8
Fall 2012 to Spring 2013	White	514	78.8
Technical Notes:			
High School graduates enrolled at SCC 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: LRCCD End of Semester Profile and Transcript.			

Assessment – Placement into pre-collegiate essential skills courses.

The majority of recent high school graduates who take assessment tests place into pre-transfer classes. Substantial numbers of students place into pre-collegiate classes. In Fall 2012 the percentage of students placing into courses numbered lower than 100 was 39.8% for Reading, 31.0% for Writing, and 27.1% 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.)

	Levels Below Transfer (LBT)			Transfer	Total
	10 (3 LBT)	11 (2 LBT)	110 (1 LBT)	310 (Transfer)	
READING, F12					
TOTAL RECENT HS STUDENTS PLACED	123 13.0%	253 26.8%	434 46.0%	134 14.2%	944 100.0%

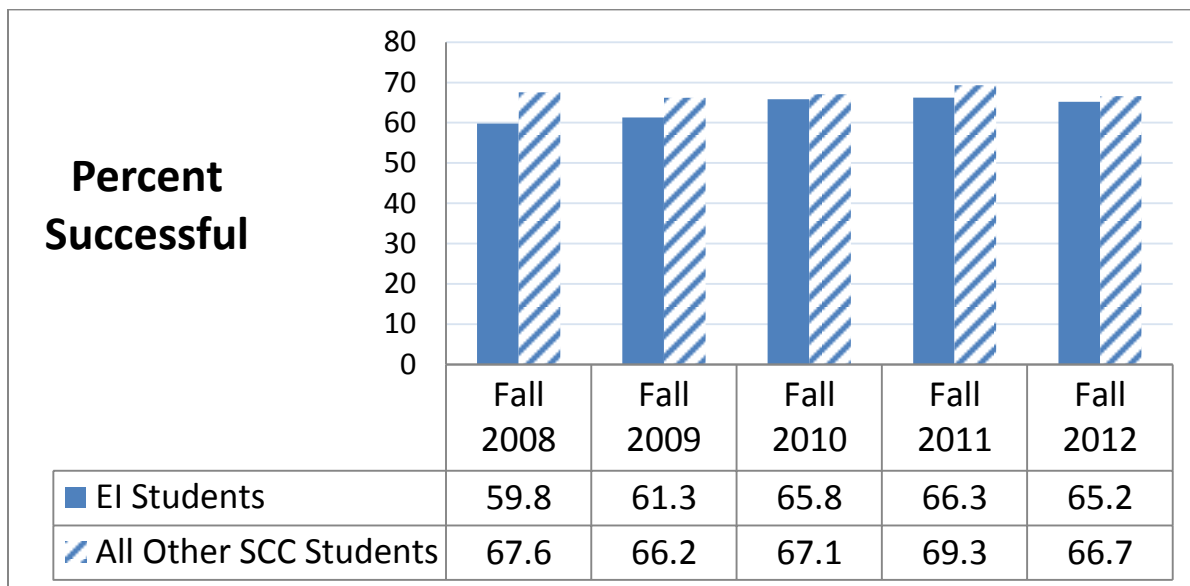
	Levels Below Transfer (LBT)		Transfer	Total
	51 (2 LBT)	101 (1 LBT)	300 (Transfer)	
WRITING, F12				
TOTAL RECENT HS STUDENTS PLACED	469 31.0	541 35.8	502 33.2	1512 100.0

	Levels Below Transfer (LBT)				Transfer Level			Total
	27 (4 LBT)	34 (3 LBT)	100* (2 LBT)	120* (1 LBT)	335 (Transfer)	370 (Transfer)	400 (Transfer)	
MATH, F12								
TOTAL RECENT HS STUDENTS PLACED	309 18.4%	146 8.7%	309 18.4%	820 48.8%	65 3.9%	14 .8%	18 1.1%	1681 100.0%

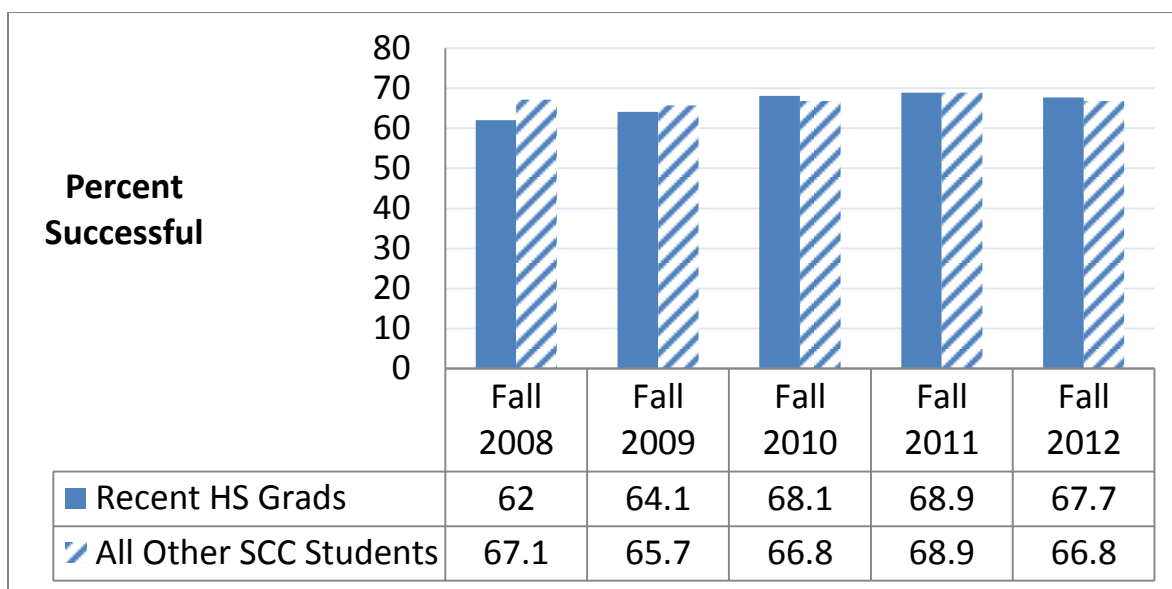
School-by-school placements are at the end of this section (pp. 13-15).

Achievement of First-year Students

Course success rates of both recent HS graduates and Education Initiative Cohort students increased from Fall 08 to Fall 12.



In Fall 2012 the course success rate of recent HS graduates was equivalent to course success for all other students.



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 2012 indicate that substantial achievement gaps exist between groups.

First (Fall) Semester Outcomes of Recent High School Graduates at SCC Fall 2012					
Ethnicity	# of Students	Average Units Attempted	Average Units Completed	Average Term GPA	Course Success Rate (%)
African American	238	8.5	5.1	1.5	52.1
Asian	369	10.0	8.0	2.3	74.5
Filipino	59	9.5	7.3	2.3	69.0
Hispanic/Latino	729	9.4	6.7	1.9	63.9
Multi-Race	169	9.8	6.9	1.9	61.5
Native American	10	10.0	5.4	1.4	44.7
Other Non-White	10	10.3	6.1	1.8	61.3
Pacific Islander	25	10.3	7.8	1.9	68.6
Unknown	23	9.3	5.9	1.8	57.7
White	514	10.1	8.2	2.3	74.9
High School graduates enrolled at SCC: 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: LRCCD End of Semester Profile and Transcript files.					

Spring Semester Academic Outcomes of Recent High School Graduates starting at SCC in Fall 2012				
Ethnicity	Average Units Attempted	Average Units Completed	Average GPA	Course Success Rate (%)
African American	10.0	5.4	1.3	47.4
Asian	11.4	8.7	2.1	70.1
Filipino	11.0	8.9	2.3	73.9
Hispanic/Latino	10.7	7.4	1.8	61.8
Multi-Race	11.4	7.6	1.8	60.3
Native American	8.4	4.8	1.4	47.6
Other Non-White	11.4	8.8	2.3	76.9
Pacific Islander	9.9	7.5	1.7	64.1
Unknown	10.6	7.3	1.9	61.4
White	11.3	8.8	2.2	71.4
High School graduates enrolled at SCC: 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: LRCCD End of Semester Profile and Transcript files.				

Special Focus: Assessment Placement by Top Feeder High Schools

The tables below show placement rates in reading writing, and math for Fall 2012 for SCC's top feeder high schools. (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. LBT=levels below transfer as coded in MIS data submitted to the State Chancellor's Office.)

SCC Recent HS Graduate Placements in Reading, by (TOP FEEDER) High School Attended: EOS Profile (special match to portability data), Fall 2012						
HIGH SCHOOL	READING PLACEMENTS	Levels Below Transfer (LBT)			Transfer	Total
		10 (3 LBT)	11 (2 LBT)	110 (1 LBT)	310 (Transfer)	
C. K. McClatchy	Count	5	19	32	11	67
	%	7.5%	28.4%	47.8%	16.4%	100.0%
Davis Senior	Count	1	4	13	3	21
	%	4.8%	19.0%	61.9%	14.3%	100.0%
Florin	Count	5	8	12	4	29
	%	17.2%	27.6%	41.4%	13.8%	100.0%
Franklin	Count	3	4	11	2	20
	%	15.0%	20.0%	55.0%	10.0%	100.0%
Hiram W. Johnson	Count	10	16	11	3	40
	%	25.0%	40.0%	27.5%	7.5%	100.0%
John F. Kennedy	Count	8	15	34	12	69
	%	11.6%	21.7%	49.3%	17.4%	100.0%
Luther Burbank	Count	10	16	7	1	34
	%	29.4%	47.1%	20.6%	2.9%	100.0%
River City Senior	Count	1	25	33	15	74
	%	1.4%	33.8%	44.6%	20.3%	100.0%
Rosemont	Count	4	3	15	8	30
	%	13.3%	10.0%	50.0%	26.7%	100.0%
Sheldon	Count	6	5	11	2	24
	%	25.0%	20.8%	45.8%	8.3%	100.0%
West Campus Hiram Johnson	Count	0	0	12	6	18
	%	0.0%	0.0%	66.7%	33.3%	100.0%
TOTAL RECENT HS STUDENTS PLACED	Count	123	253	434	134	944
	%	13.0%	26.8%	46.0%	14.2%	100.0%

Note: LBT = "levels below transfer" used in the CB-21 data field.

SCC Recent HS Graduate Placements in Writing, by (TOP FEEDER) High School Attended: EOS Profile (special match to portability data), Fall 2012					
HIGH SCHOOL	WRITING PLACEMENTS	Levels Below Transfer (LBT)		Transfer	Total
		51 (2 LBT)	101 (1 LBT)	300 (Transfer)	
C. K. McClatchy	Count	30	41	57	128
	%	23.4	32.0	44.5	100.0
Davis Senior	Count	10	17	47	74
	%	13.5	23.0	63.5	100.0
Florin	Count	11	17	9	37
	%	29.7	45.9	24.3	100.0
Franklin	Count	7	13	15	35
	%	20.0	37.1	42.9	100.0
Hiram W. Johnson	Count	24	17	9	50
	%	48.0	34.0	18.0	100.0
John F. Kennedy	Count	31	43	37	111
	%	27.9	38.7	33.3	100.0
Luther Burbank	Count	22	11	3	36
	%	61.1	30.6	8.3	100.0
River City Senior	Count	43	30	33	106
	%	40.6	28.3	31.1	100.0
Rosemont	Count	16	18	16	50
	%	32.0	36.0	32.0	100.0
Sheldon	Count	10	12	12	34
	%	29.4	35.3	35.3	100.0
West Campus Hiram Johnson	Count	9	15	23	47
	%	19.1	31.9	48.9	100.0
TOTAL RECENT HS STUDENTS PLACED	Count	469	541	502	1512
	%	31.0	35.8	33.2	100.0

Note: LBT = "levels below transfer" used in the CB-21 data field.

SCC Recent HS Graduate Placements in Math, by (TOP FEEDER) High School Attended: EOS Profile (special match to portability data), Fall 2012									
HIGH SCHOOL	MATH PLACEMENTS	Levels Below Transfer (LBT)				Transfer Level			Total
		27 (4 LBT)	34 (3 LBT)	100* (2 LBT)	120* (1 LBT)	335 (Transfer)	370 (Transfer)	400 (Transfer)	
C. K. Mcclatchy	Count	22	8	24	70	7	4	2	137
	%	16.1%	5.8%	17.5%	51.1%	5.1%	2.9%	1.5%	100.0%
Davis Senior	Count	4	2	9	43	6	5	6	75
	%	5.3%	2.7%	12.0%	57.3%	8.0%	6.7%	8.0%	100.0%
Florin	Count	10	2	13	15	1	0	0	41
	%	24.4%	4.9%	31.7%	36.6%	2.4%	0.0%	0.0%	100.0%
Franklin	Count	5	3	7	19	4	1	0	39
	%	12.8%	7.7%	17.9%	48.7%	10.3%	2.6%	0.0%	100.0%
Hiram W. Johnson	Count	13	3	16	30	1	0	0	63
	%	20.6%	4.8%	25.4%	47.6%	1.6%	0.0%	0.0%	100.0%
John F. Kennedy	Count	13	6	19	74	7	1	2	122
	%	10.7%	4.9%	15.6%	60.7%	5.7%	.8%	1.6%	100.0%
Luther Burbank	Count	13	4	14	20	0	0	0	51
	%	25.5%	7.8%	27.5%	39.2%	0.0%	0.0%	0.0%	100.0%
River City Senior	Count	18	11	25	52	3	1	0	110
	%	16.4%	10.0%	22.7%	47.3%	2.7%	.9%	0.0%	100.0%
Rosemont	Count	7	3	8	30	3	0	0	51
	%	13.7%	5.9%	15.7%	58.8%	5.9%	0.0%	0.0%	100.0%
Sheldon	Count	6	4	8	19	4	0	0	41
	%	14.6%	9.8%	19.5%	46.3%	9.8%	0.0%	0.0%	100.0%
West Campus Hiram Johnson	Count	3	2	1	39	1	1	3	50
	%	6.0%	4.0%	2.0%	78.0%	2.0%	2.0%	6.0%	100.0%
TOTAL RECENT HS STUDENTS PLACED	Count	309	146	309	820	65	14	18	1681
	%	18.4%	8.7%	18.4%	48.8%	3.9%	.8%	1.1%	100.0%

Note: LBT = "levels below transfer" used in the CB-21 data field.

* Collegiate, pre-transfer (degree-applicable).

Basic Skills Report

Fall 2013

SCC Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

A1. Promote the engagement and success of all students, with a special emphasis on first-year students who are transitioning to college.

A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.

A4. 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.

A7: Implement practices and activities that reduce achievement gaps in student success.

SCC Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.

B7: Provide students with clear pathways to goal completion.

SCC Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.

C4. Utilize quantitative and qualitative data to help guide decision-making throughout the institution.



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.		
Jul-Dec '12	Pre-collegiate	Pre-transfer
Reading	24.1	48.7
Writing	38.3	64.6
Math	52.6	97.3
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.

The high-enrollment math course Math 100 had annual end-of-semester enrollments of over 1000 and success rates of 45% or lower in each of the two falls examined (Fall 2011, Fall 2012). However, there may be cause for cautious optimism: there was a substantial increase in the success rate for the lowest-level math course, Math 27/28, from 50.6% in Fall 2011 to 59.5% in Fall 2012.

MATH	Successful	F11 Count	F11 % Successful (no / yes)	F12 Count	F12 % Successful (no / yes)
Math 100 (2 levels below transfer)	NO	654	55.4%	796	61.9%
	YES	527	44.6%	490	38.1%
	Total	1181	100%	1286	100%
Math 34 (3 levels below transfer)	NO	197	49.5%	225	45.2%
	YES	201	50.5%	273	54.8%
	Total	398	100%	498	100%
Math 27/28 (4 levels below transfer)	NO	202	49.4%	190	40.5%
	YES	207	50.6%	279	59.5%
	Total	409	100%	469	100%

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 test-takers also place into pre-collegiate classes. For example, during the second half of 2012 the percentage of placements into courses numbered lower than 100 was 24.0% for Reading, 38.3% for Writing, and 52.7% 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 Highest Writing Assessment Level, January 2010 to December 2012 (unduplicated test-takers) Source: LRCCD Assessment Portability Database				
Placement exam date range:	Placement	Number	Percent	Cum. Percent
Jan-Jun 2011	ENGWR 40	484	13.2	13.2
	ENGWR 50	1033	28.1	41.3
	ENGWR 100	1103	30.0	71.3
	ENGWR 300	1053	28.7	100.0
	Total	3673	100.0	
Jul-Dec 2011	ENGWR 40	399	15.4	15.4
	ENGWR 50	662	25.6	41.0
	ENGWR 100	696	26.9	67.9
	ENGWR 300	831	32.1	100.0
	Total	2588	100.0	
Jan-Jun 2012	ENGWR 40	73	1.9	1.9
	ENGWR 50 / 51	1353	34.3	36.2
	ENGWR 100 / 101	1185	30.1	66.3
	ENGWR 300	1329	33.7	100.0
	Total	3940	100.0	
Jul-Dec 2012	ENGWR 51	937	38.3	38.3
	ENGWR 101	643	26.3	64.6
	ENGWR 300	866	35.4	100.0
	Total	2446	100.0	

Notes:

1) ENGWR portability data was not available before January 2011.

2) Placements changed during the first part of 2012 due to curriculum changes that were implemented in Fall 2012. ENGWR 40 was dropped from the curriculum, ENGWR 51 replaced ENGWR 50, and ENGWR 101 replaced ENGRW 100.

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 Highest Reading Assessment Level, January 2010 to December 2012 (unduplicated test-takers) Source: LRCCD Assessment Portability Database				
Date range exam was taken:	Placement	Number of individuals	Percent	Cumulative Percent
Jan-Jun 2010	Competency met	2154	39.9	39.9
	ENGRD 10	627	11.6	51.5
	ENGRD 11	686	12.7	64.2
	ENGRD 110	1477	27.3	91.5
	ENGRD 310	460	8.5	100.0
	Total	5404	100.0	
Jul-Dec 2010	Competency met	1378	39.1	39.1
	ENGRD 10	388	11.0	50.1
	ENGRD 11	472	13.4	63.5
	ENGRD 110	956	27.1	90.6
	ENGRD 310	331	9.4	100.0
	Total	3525	100.0	
Jan-Jun 2011	Competency met	2400	40.9	40.9
	ENGRD 10	638	10.9	51.8
	ENGRD 11	758	12.9	64.7
	ENGRD 110	1564	26.7	91.4
	ENGRD 310	506	8.6	100.0
	Total	5866	100.0	
Jul-Dec 2011	Competency met	1627	41.2	41.2
	ENGRD 10	453	11.5	52.7
	ENGRD 11	526	13.3	66.0
	ENGRD 110	1001	25.4	91.4
	ENGRD 310	339	8.6	100.0
	Total	3946	100.0	
Jan-Jun 2012	Competency met	2280	42.4	42.4
	ENGRD 10	550	10.2	52.7
	ENGRD 11	775	14.4	67.1
	ENGRD 110	1356	25.2	92.3
	ENGRD 310	412	7.7	100.0
	Total	5373	100.0	
Jul-Dec 2012	Competency met	1657	43.6	43.6
	ENGRD 10	401	10.5	54.1
	ENGRD 11	514	13.5	67.7
	ENGRD 110	936	24.6	92.3
	ENGRD 310	293	7.7	100.0
	Total	3801	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 Highest Math Assessment Level, January 2010 to December 2012 (unduplicated test-takers) <small>Source: LRCCD Assessment Portability Database</small>				
Date range exam was taken:	Placement	Number	Percent	Cum. Percent
Jan-Jun 2010	Math-27 or Math-28	2010	35.0	35.0
	Math-34	667	11.6	46.7
	Math-100	869	15.1	61.8
	Math-120 or Math-110	1957	34.1	95.9
	Math-335 or Stat 300 or Math 342	146	2.5	98.4
	Math-370 or Math-350	45	.8	99.2
	Math-400	44	.8	100.0
	Total	5738	100.0	
Jul-Dec 2010	Math-27 or Math-28	1488	40.7	40.7
	Math-34	513	14.0	54.7
	Math-100	613	16.8	71.5
	Math-120 or Math-110	926	25.3	96.8
	Math-335 or Stat 300 or Math 342	68	1.9	98.6
	Math-370 or Math-350	28	.8	99.4
	Math-400	22	.6	100.0
	Total	3658	100.0	
Jan-Jun 2011	Math-27 or Math-28	2177	35.3	35.3
	Math-34	713	11.6	46.8
	Math-100	982	15.9	62.7
	Math-120 or Math-110	2045	33.1	95.9
	Math-335 or Stat 300 or Math 342	157	2.5	98.4
	Math-370 or Math-350	50	.8	99.2
	Math-400	48	.8	100.0
	Total	6172	100.0	
Jul-Dec 2011	Math-27 or Math-28	1703	42.4	42.4
	Math-34	539	13.4	55.9
	Math-100	691	17.2	73.1
	Math-120 or Math-110	965	24.0	97.1
	Math-335 or Stat 300 or Math 342	61	1.5	98.7
	Math-370 or Math-350	22	.5	99.2
	Math-400	32	.8	100.0
	Total	4013	100.0	
Jan-Jun 2012	Math-27 or Math-28	1851	33.1	33.1
	Math-34	611	10.9	44.0
	Math-100	940	16.8	60.8
	Math-120 or Math-110	1969	35.2	96.0
	Math-335 or Stat 300 or Math 342	139	2.5	98.5
	Math-370 or Math-350	34	.6	99.1
	Math-400	49	.9	100.0
	Total	5593	100.0	
Jul-Dec 2012	Math-27 or Math-28	1459	37.7	37.7
	Math-34	579	15.0	52.7
	Math-100	641	16.6	69.2
	Math-120 or Math-110	1086	28.1	97.3
	Math-335 or Stat 300 or Math 342	69	1.8	99.1
	Math-370 or Math-350	18	.5	99.5
	Math-400	18	.5	100.0
	Total	3870	100.0	

Essential Skills Course Success and Retention Rates Compared to Transfer Level Rates

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)

Note in the tables below and on the next few pages that semester course retention rates are higher than success rates, and retention exceeds 80% for all subject and level combinations *except* MATH, which has retention rates ranging from 72.6% for F12 transfer level to 81.9% for F12 lowest level—four levels below transfer.

ENGLISH READING			Success				Retention			
Success and retention rates, by Subject and Course Level			F11 Count	F11 %	F12 Count	F12 %	F11 Count	F11 %	F12 Count	F12 %
Reading	Transfer level (300 and above)	NO	115	27.3	155	28.4	71	16.9	67	12.3
		YES	306	72.7	390	71.6	350	83.1	478	87.7
		Total	421	100.0	545	100.0	421	100.0	545	100.0
	1 level below transfer (ENGRD 110)	NO	110	26.7	154	31.4	65	15.8	79	16.1
		YES	302	73.3	337	68.6	347	84.2	412	83.9
		Total	412	100.0	491	100.0	412	100.0	491	100.0
	2 levels below transfer (ENGRD 11)	NO	91	34.6	68	24.1	45	17.1	39	13.8
		YES	172	65.4	214	75.9	218	82.9	243	86.2
		Total	263	100.0	282	100.0	263	100.0	282	100.0
	3 levels below transfer (ENGRD 10)	NO	53	33.1	44	27.7	27	16.9	23	14.5
		YES	107	66.9	115	72.3	133	83.1	136	85.5
		Total	160	100.0	159	100.0	160	100.0	159	100.0

ENGLISH WRITING			Success				Retention			
Success and course retention rates, by Subject and Course Level			F11 Count	F11 %	F12 Count	F12 %	F11 Count	F11 %	F12 Count	F12 %
Writing	Transfer Level	NO	617	29.4	713	31.1	349	16.6	414	18.1
		YES	1484	70.6	1576	68.9	1752	83.4	1875	81.9
		Total	2101	100.0	2289	100.0	2101	100.0	2289	100.0
	1 level below transfer	NO	555	31.6	624	32.4	128	7.3	180	9.3
		YES	1200	68.4	1303	67.6	1627	92.7	1747	90.7
		Total	1755	100.0	1927	100.0	1755	100.0	1927	100.0
	2 levels below transfer	NO	262	30.5	352	46.0	109	12.7	125	16.3
		YES	596	69.5	414	54.0	749	87.3	641	83.7
		Total	858	100.0	766	100.0	858	100.0	766	100.0
	3 levels below transfer	NO	175	36.2	n/a	n/a	90	18.6	n/a	n/a
		YES	309	63.8	n/a	n/a	394	81.4	n/a	n/a
		Total	484	100.0	n/a	n/a	484	100.0	n/a	n/a

MATH			Success				Retention			
Success and course retention rates, by Subject and Course Level			F11 Count	F11 %	F12 Count	F12 %	F11 Count	F11 %	F12 Count	F12 %
MATH	Transfer Level	NO	585	49.5	685	50.4	314	26.6	373	27.4
		YES	597	50.5	674	49.6	868	73.4	986	72.6
		Total	1182	100.0	1359	100.0	1182	100.0	1359	100.0
	1 level below transfer	NO	943	52.0	1071	54.3	426	23.5	532	27.0
		YES	871	48.0	900	45.7	1388	76.5	1439	73.0
		Total	1814	100.0	1971	100.0	1814	100.0	1971	100.0
	2 levels below transfer	NO	654	55.4	796	61.9	297	25.1	337	26.2
		YES	527	44.6	490	38.1	884	74.9	949	73.8
		Total	1181	100.0	1286	100.0	1181	100.0	1286	100.0
	3 levels below transfer	NO	197	49.5	225	45.2	80	20.1	103	20.7
		YES	201	50.5	273	54.8	318	79.9	395	79.3
		Total	398	100.0	498	100.0	398	100.0	498	100.0
	4 levels below transfer	NO	202	49.4	190	40.5	81	19.8	85	18.1
		YES	207	50.6	279	59.5	328	80.2	384	81.9
		Total	409	100.0	469	100.0	409	100.0	469	100.0

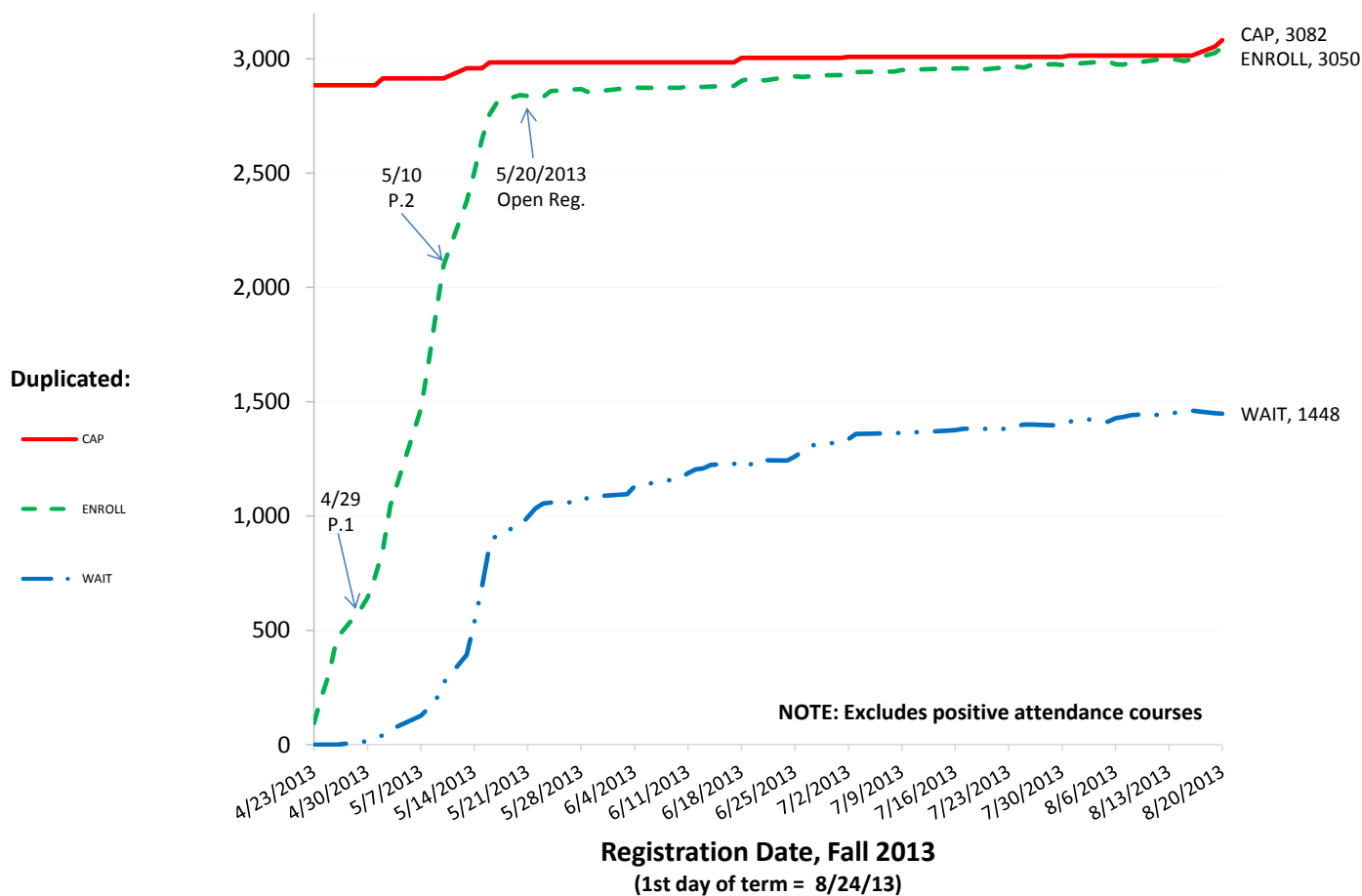
ESL			Success				Retention			
Success and course retention rates, by Subject and Course Level			F11 Count	F11 %	F12 Count	F12 %	F11 Count	F11 %	F12 Count	F12 %
ESL	1 level below transfer	NO	6	20.7	4	10.0	1	3.4	0	0.0
		YES	23	79.3	36	90.0	28	96.6	40	100.0
		Total	29	100.0	40	100.0	29	100.0	40	100.0
	2 levels below transfer	NO	9	18.0	27	41.5	1	2.0	2	3.1
		YES	41	82.0	38	58.5	49	98.0	63	96.9
		Total	50	100.0	65	100.0	50	100.0	65	100.0
ESL Grammar	Transfer Level	NO	56	30.3	32	18.9	27	14.6	15	8.9
		YES	129	69.7	137	81.1	158	85.4	154	91.1
		Total	185	100.0	169	100.0	185	100.0	169	100.0
	1 level below transfer	NO	23	22.3	18	16.5	7	6.8	12	11.0
		YES	80	77.7	91	83.5	96	93.2	97	89.0
		Total	103	100.0	109	100.0	103	100.0	109	100.0
ESL Listening	1 level below transfer	NO	11	10.6	11	18.0	2	1.9	4	6.6
		YES	93	89.4	50	82.0	102	98.1	57	93.4
		Total	104	100.0	61	100.0	104	100.0	61	100.0
	2 levels below transfer	NO	15	8.5	17	9.8	4	2.3	7	4.0
		YES	162	91.5	157	90.2	173	97.7	167	96.0
		Total	177	100.0	174	100.0	177	100.0	174	100.0
	3 levels below transfer	NO	32	27.1	28	25.9	7	5.9	15	13.9
		YES	86	72.9	80	74.1	111	94.1	93	86.1
		Total	118	100.0	108	100.0	118	100.0	108	100.0

ESL, cont.			Success				Retention			
Success rates, by Subject and Course Level			F11 Count	F11 %	F12 Count	F12 %	F11 Count	F11 %	F12 Count	F12 %
ESL Reading	Transfer Level	NO	46	26.0	40	24.1	27	15.3	17	10.2
		YES	131	74.0	126	75.9	150	84.7	149	89.8
		Total	177	100.0	166	100.0	177	100.0	166	100.0
	1 level below transfer	NO	59	14.9	45	12.1	29	7.3	13	3.5
		YES	338	85.1	326	87.9	368	92.7	358	96.5
		Total	397	100.0	371	100.0	397	100.0	371	100.0
	2 levels below transfer	NO	22	12.9	34	16.0	6	3.5	14	6.6
		YES	149	87.1	178	84.0	165	96.5	198	93.4
		Total	171	100.0	212	100.0	171	100.0	212	100.0
	3 levels below transfer	NO	30	26.8	32	28.1	7	6.3	16	14.0
		YES	82	73.2	82	71.9	105	93.8	98	86.0
		Total	112	100.0	114	100.0	112	100.0	114	100.0
ESL Writing	Transfer Level	NO	86	36.8	58	25.4	42	17.9	23	10.1
		YES	148	63.2	170	74.6	192	82.1	205	89.9
		Total	234	100.0	228	100.0	234	100.0	228	100.0
	1 level below transfer	NO	44	32.8	38	29.7	22	16.4	23	18.0
		YES	90	67.2	90	70.3	112	83.6	105	82.0
		Total	134	100.0	128	100.0	134	100.0	128	100.0
	2 levels below transfer	NO	23	20.7	23	19.5	4	3.6	3	2.5
		YES	88	79.3	95	80.5	107	96.4	115	97.5
		Total	111	100.0	118	100.0	111	100.0	118	100.0
	3 levels below transfer	NO	41	37.6	52	44.1	9	8.3	22	18.6
		YES	68	62.4	66	55.9	100	91.7	96	81.4
		Total	109	100.0	118	100.0	109	100.0	118	100.0

Enrollment patterns and essential skills courses

For Fall 2013 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 Date: Fall 2013**
(1st day of P-zero registration data = 4/23/13)



Special Report: Effectiveness of Tutoring: Student Survey Results, 2012-13:

Marybeth Buechner, Cary Martensen

During the Fall 2012 Semester, SCC learning support areas conducted a survey of students asking about their perceptions of the effectiveness of tutoring. The survey asked students to evaluate the extent to which tutoring helped them to be active learners and supported their success in their courses. Over 1,500 surveys were completed by students using 13 different labs or centers that provide tutoring. Areas conducting the survey included the: Business Skills Center, CIS lab, Davis Center, Design Lab, ESL Lab, Learning Skills & Tutoring Center, Math Lab, MESA, Reading Lab, RISE, SAH HOPE Center, West Sacramento Center, and Writing Center. Each of these areas has been provided with the results of their surveys. This report summarizes the overall results of the combined surveys.

The results indicate that overall, tutoring at SCC is highly effective in: helping students become active problem-solvers, assisting them in aspects of class work, increasing their interest in the course content, and making it more likely that they stay in class and complete their educational goals.

Survey respondents

Many survey respondents were continuing students who had used the tutoring labs multiple times.

While most of the students surveyed had used the specified tutoring lab fewer than 10 times during the semester, 38% students had used the tutoring lab 10 or more times during Fall 2012.

How many times have you used the tutoring area this semester?	1-5	6-10	10-15	More than 15	No Entry
	39%	18%	13%	25%	4%

Only 20% of the respondents were in their first semester of college, 40% had been in college for 2-3 semesters, and 38% for 4 semesters or more. About half (47%) had used the tutoring lab for more than one semester.

How many semesters have you been in college?	1 (This is my first semester)	2-3 semesters	4 or more semesters	No Entry
	20%	40%	38%	2%

Have you used this tutoring area for more than one semester?	Yes	No	No Entry
	47%	50%	3%

Active independent learning

A large majority of students felt that tutoring helped them become active problem solvers and solve problems and complete the class work on their own.

Eighty-five percent or more of the respondents strongly or somewhat agreed that tutoring helped them solve problems themselves and encouraged them to be active learners. The same percentage noted that tutoring was of help with their ability to complete class work on their own.

The Help that I received in this tutoring area...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Doesn't Apply to me	No Entry
a. Taught me how to solve problems for myself.	52%	33%	5%	1%	6%	4%
b. Encouraged me to actively participate in my learning.	60%	26%	5%	1%	4%	3%

How much did tutoring help you with....	Great Help	Some Help	No Help	Doesn't Apply to me	No Entry
Your ability to complete class work on your own	56%	29%	3%	7%	5%

Affective aspects: Interest and self-confidence

A large majority of students felt that tutoring helped them with their interest in the course content and increased their confidence about their work in class.

More than 80% of the respondents noted that tutoring was of help with their interest in the course content and helped them feel more confident about their class work. Over 50% thought that it was of great help in these areas while only 6% or less felt that tutoring was no help in these areas.

How much did tutoring help you with....	Great Help	Some Help	No Help	Doesn't Apply to me	No Entry
Your interest in the course content	50%	33%	6%	7%	5%

The Help that I received in this tutoring area...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Doesn't Apply to me	No Entry
Helped me feel more confident about my class work.	61%	25%	4%	1%	5%	4%

Completing course work

A large majority of students felt that tutoring helped them understand course concepts and complete their course work, including homework, exams, etc.

More than 80% of the respondents noted that tutoring was of help with understanding course concepts and completing homework, papers, etc.; noticeably more than half stated that it was of great help in these areas.

How much did tutoring help you with....	Great Help	Some Help	No Help	Doesn't Apply to me	No Entry
Your understanding of course concepts	60%	29%	2%	5%	4%
Completing your homework, papers, etc.	55%	26%	5%	9%	5%

Exams and grades

A large majority of students felt that tutoring helped them with success on exams, quizzes, etc. and with their overall grade in the course.

More than 80% of the respondents noted that tutoring was of help with success on exams and quizzes and with the overall grade in the class. Just under half stated that it was of great help in these areas.

How much did tutoring help you with....	Great Help	Some Help	No Help	Doesn't Apply to me	No Entry
Your success on exams, quizzes, etc.	48%	33%	5%	10%	5%
Your overall grade in the class	47%	34%	6%	9%	5%

Course and educational goal completion:

A large majority of students felt that tutoring helped them stay in the class (not drop) and complete educational goals.

Seventy-nine percent or more of the respondents noted that tutoring helped them stay in class and complete their educational goals. Sixty percent stated that tutoring was of great help in these areas.

How much did tutoring help you with....	Great Help	Some Help	No Help	Doesn't Apply to me	No Entry
Staying in the class (not dropping)	60%	19%	5%	11%	4%
Completing your educational goal	60%	25%	3%	9%	4%

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

2013

SCC Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

A2. Review courses, programs and services and modify as needed to enhance student achievement.

A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.

A4. 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.

A5. Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations.

A7: Implement practices and activities that reduce achievement gaps in student success.

A9: Implement a formal college-wide plan to increase the completion of degrees and certificates across the college.

SCC Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.

B7: Provide students with clear pathways to goal completion.

SCC Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.

C4. Utilize quantitative and qualitative data to help guide decision-making throughout the institution.

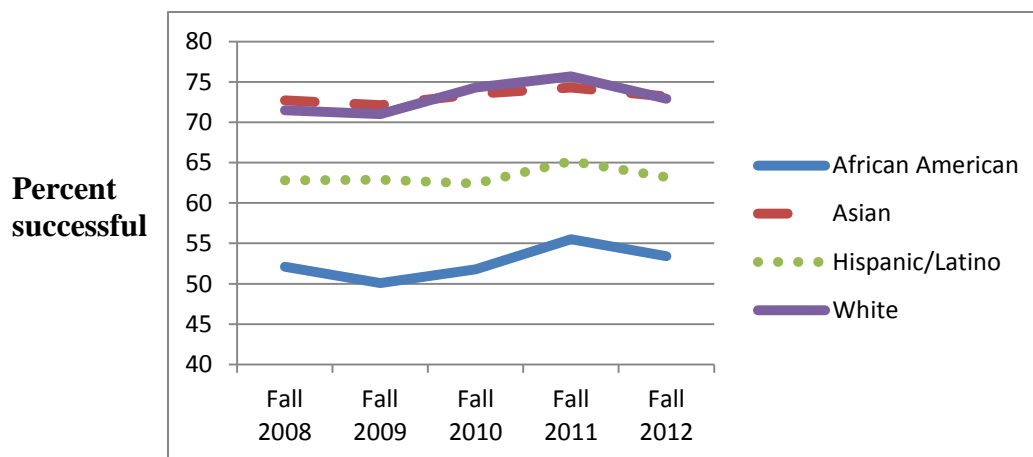


Note: For additional information on some subgroups of students see the First-year Student Report or the Basic Skills Report.

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 (Fall 2011-Spring 2013) are combined, online courses had a similar success rate as face-to-face lecture courses. Hybrid courses had a somewhat lower course success rate than face to face or fully online courses. However, the pattern of course success by modality varies for different academic disciplines. Relatively few students took taped cable TV or one-way live video/audio classes; those modalities have low course success rates.

Enrollments and course success rates for teaching modalities Fall 2011,Fall 2012, Spring 2012, and Spring 2013 combined		
MODALITY	Number of enrollments	Course Success rate
Face to face lecture (100% of instructional time face to face)	188,786	66.9%
Fully online (100% of instructional time online)	17,361	67.2%
Hybrid (a combination of online and face to face)	7,305	60.5%
Taped Cable TV	853	46.0%
One Way Live Video & Audio	266	58.3%

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

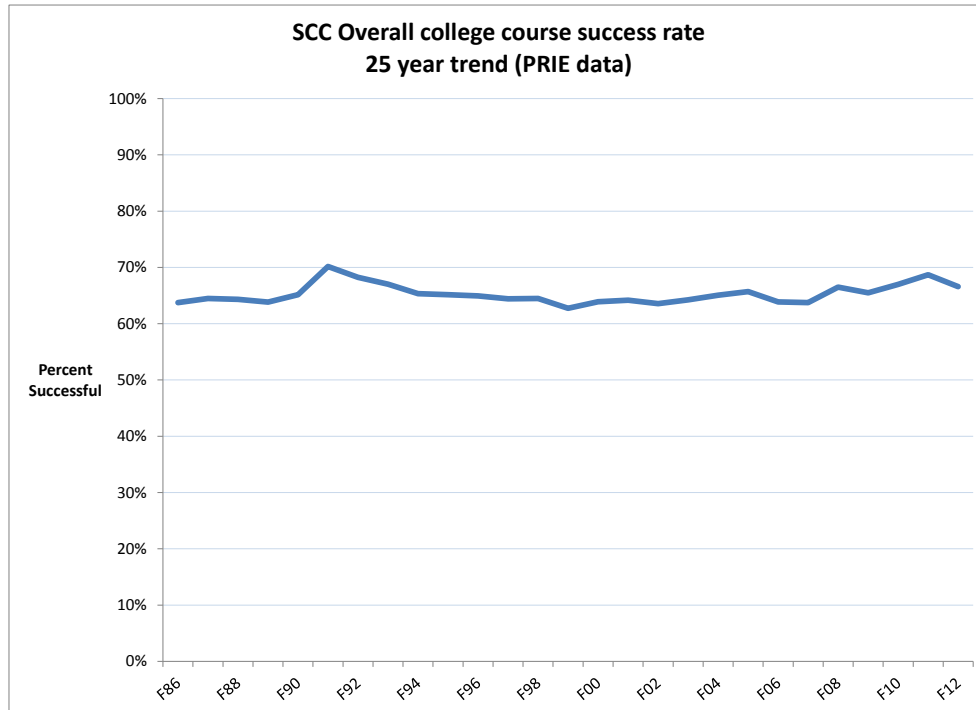
We compared SCC to a peer group of colleges selected by PRIIE because they are similar to SCC. Compared to this benchmark peer group SCC students are making progress toward degrees, certificates and/or transfer but are struggling with their courses and are accumulating units relatively slowly.

Student Achievement Report – Details

Course Success Rates

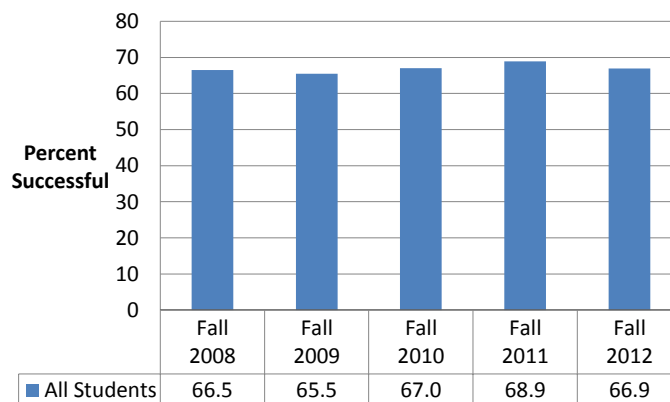
The overall course success rate at SCC has been relatively steady for many years.

The overall course success rate has been relatively stable since the 1980s. Currently the overall course success rate (as a percentage) is in the high-60's. Note: The decrease in course success in Fall 12 was the result of an increase in W grades when the drop-without-a-W date changed.



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 2008 to Fall 2012 (%)



1-10

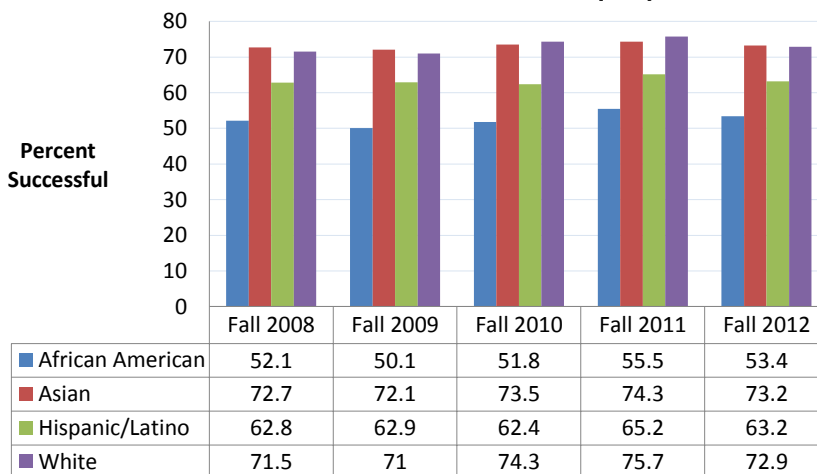
Source: Research Database Files

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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. Note: The decrease in course success across groups in Fall 12 was the result of an increase in W grades when the drop-without-a-W date changed.

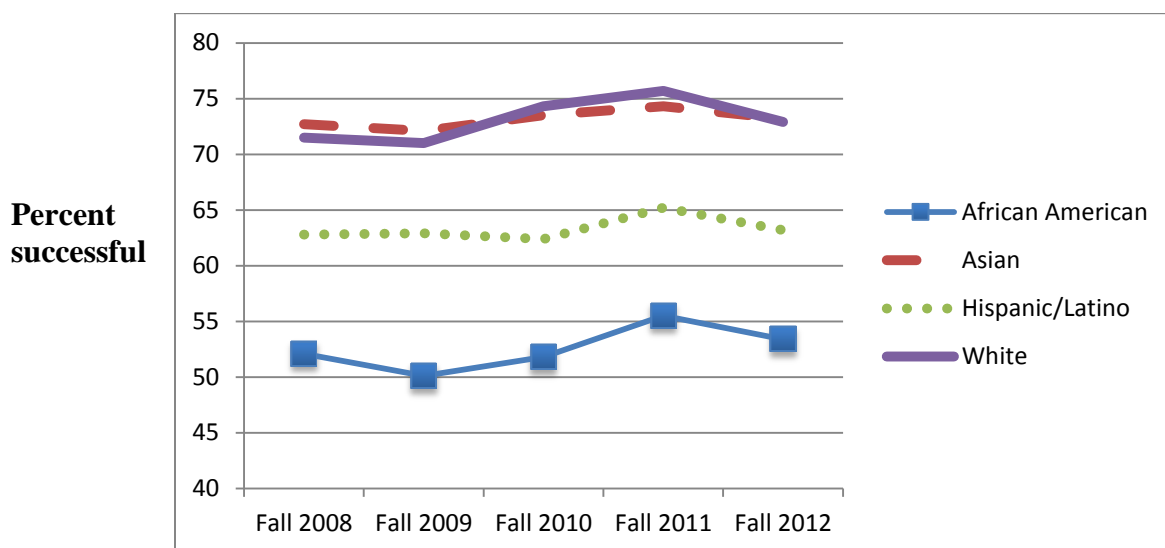
SCC Successful Course Completion by Ethnicity, Fall 2008 to Fall 2012 (%)



Source: EOS Research Database Files

3-10

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

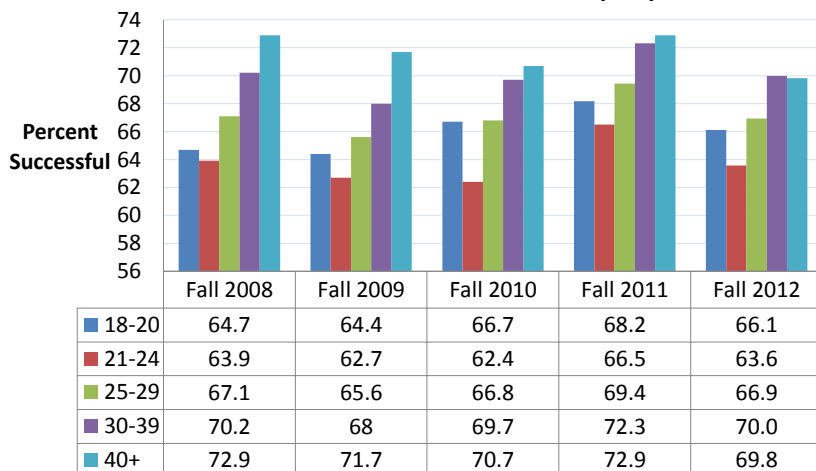


Source: Los Rios Community College District Research Database as reported in PRIE planning data files. (Course success rates reflect the percent of student enrollments that are successful in courses by earning grades A, B, C or Pass/Credit)

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.

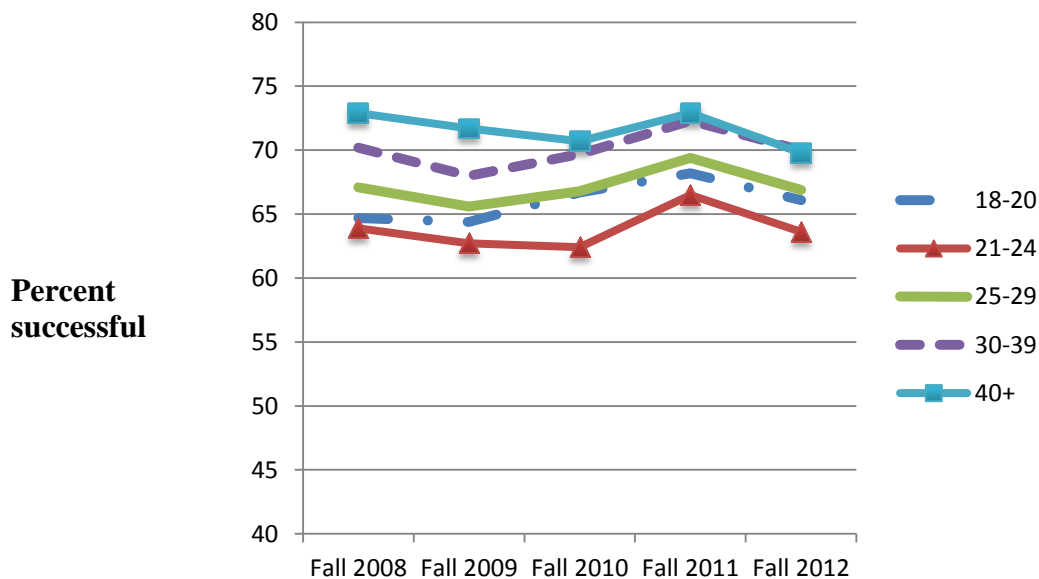
SCC Successful Course Completion by Age, Fall 2008 to Fall 2012 (%)



4-10

Source: EOS Research Database Files

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

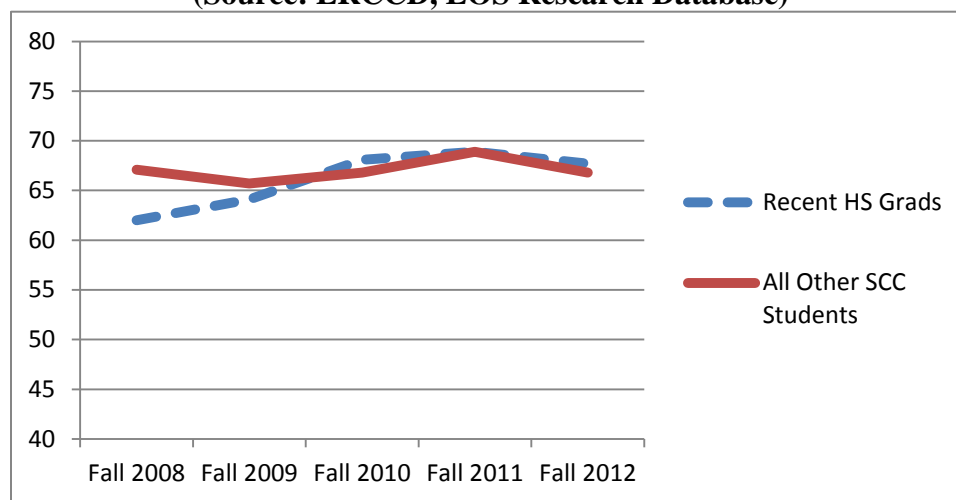


Source: Los Rios Community College District Research Database as reported in PRIE planning data files.
(Course success rates reflect the percent of student enrollments that are successful in courses by earning grades A, B, C or Pass/Credit)

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. Note: The decrease in course success across groups in Fall 12 was the result of an increase in W grades when the drop-without-a-W date changed.

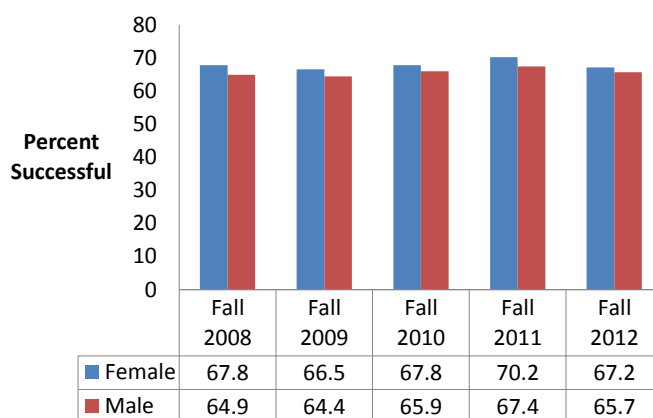
Course Success Rates of Recent High School Graduates and All Other Students
(Source: LRCCD, EOS Research Database)



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 2008 to Fall 2012 (%)



Source: EOS Research Database Files

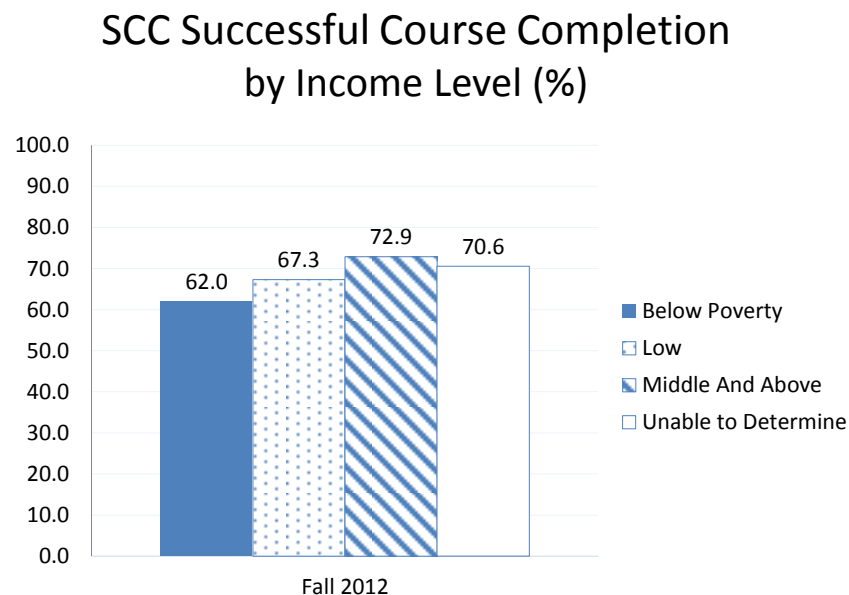
2-10

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

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: EOS Research Database Files

11-10

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

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 2008 to Fall 2012)									
Fall	Below Poverty		Low		Middle & Above		Unable to Determine		Total
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
2012	10,174	41.0%	5,004	20.2%	5,753	23.2%	3,897	15.7%	24,828

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.

Overview:

When data from all SCC courses for four semesters were examined (Fall 2011-Spring 2013) course success rates varied by modality. Fully online and fully face-to-face courses have very similar course success rates. Hybrid courses, which combine face-to-face and online instructional time, have a lower course success rate. Taped cable TV or one-way live video/audio classes have low course success rates, particularly the taped cable TV courses; relatively small numbers of students take these types of courses.

Enrollments and course success rates for teaching modalities Fall 2011, Fall 2012, Spring 2012, and Spring 2013 combined		
MODALITY	Enrollments	Course Success rate
Face to face lecture (100% of instructional time face to face)	188,786	66.9%
Fully online (100% of instructional time online)	17,361	67.2%
Hybrid (a combination of online and face to face)	7,305	60.5%
Taped Cable TV	853	46.0%
One Way Live Video & Audio	266	58.3%

Source: PRIE Data Analysis

Among the three main modalities hybrid courses have a somewhat lower success rate than fully online courses or fully face-to-face lecture courses; however the pattern differs from discipline to discipline. We examined disciplines with more than 100 enrollments over the 2011-12 and 2012-13 academic years – See table below.

Course success rates (%) in the three main modalities by discipline 2011, Spring 2012, Fall 2012, Spring 2013 combined Data only reported if enrollment the discipline had enrollment > 100 in at least two modalities.			
Discipline	Hybrid (combination of online and face-to-face)	Face-to-face (100% of instructional time face to face)	Online (100% of the instruction time online)
ADMJ	*	71.5	84.4%
AH	*	78.0	78.3%
ARTH	*	56.9	51.7%
BUS	66.2%	55.5	57.7%
BUSTEC	*	62.4%	60.0%
CISA	68.5	75.9	72.0
CISC	66.4%	70.2%	75.2%
CISN	76.5	*	81.7
CISW	48.7	*	51.2
CISP	61.7	57.9	*
DHYG	*	97.8	65.1
ECE	*	67.5	54.8
ENGLT	*	70.2	79.1
ENGWR	*	67.0	57.4
FCS	*	68.2	61.1
GCOM	59.7	62.8	*
GEOG	*	59.9	62.8
HCD	*	75.2	70.2
HEED	*	72.8	72.6

HIST	*	62.3	65.2
KINES	51.0	65.0	66.7
LIBT	70.1	*	67.9
MATH	40.9	47.6	39.7
MGMT	80.1	67.4	72.9
MKT	60.1	61.6	52.3
MUFHL	*	67.6	71.2
NURSE	*	92.8	89.0
NUTRI	67.1	69.2	74.3
PSYC	82.4	67.3	68.8
POLS	*	68.2	70.1
PTA	*	97.1	71.6
RE	*	66.7	76.9
SOC	*	66.3	57.6
SPAN	44.0	63.2	*
STAT	*	66.0	41.7
Discipline	Hybrid (combination of online and face-to-face)	Face-to-face (100% of instructional time face to face)	Online (100% of the instruction time online)

Source: PRIE Data Analysis

Student achievement of degrees and certificates

In Fall 2012 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 table below shows the percent of students with various educational goals.

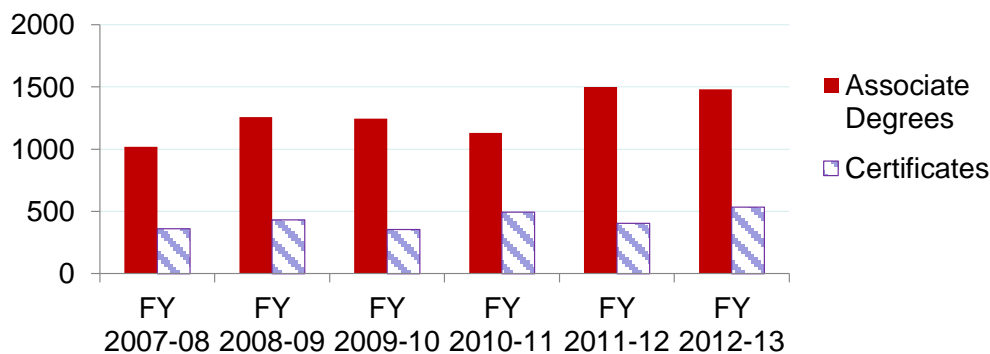
**SCC Students' Education Goal Distribution
(Fall 2008 to Fall 2012)**

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
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
2012	46.5%	14.5%	14.4%	8.0%	6.0%	5.6%	5.1%	24,828

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 and 2011. However, the overall number of degrees and certificates awarded rebounded in 2011-12 and 2012-13, as illustrated in the graph and table below.

**SCC Degrees & Certificates Awarded
Academic Year 2007-08 to Academic Year 2012-13**



	Associate Degrees		Certificates		Total
	Number	Percent	Number	Percent	
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
FY 2011-12	1,500	78.7%	405	21.3%	1,905
FY 2012-13	1,481	73.5%	534	26.5%	2,015

Source: Awards File

9 of 10

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

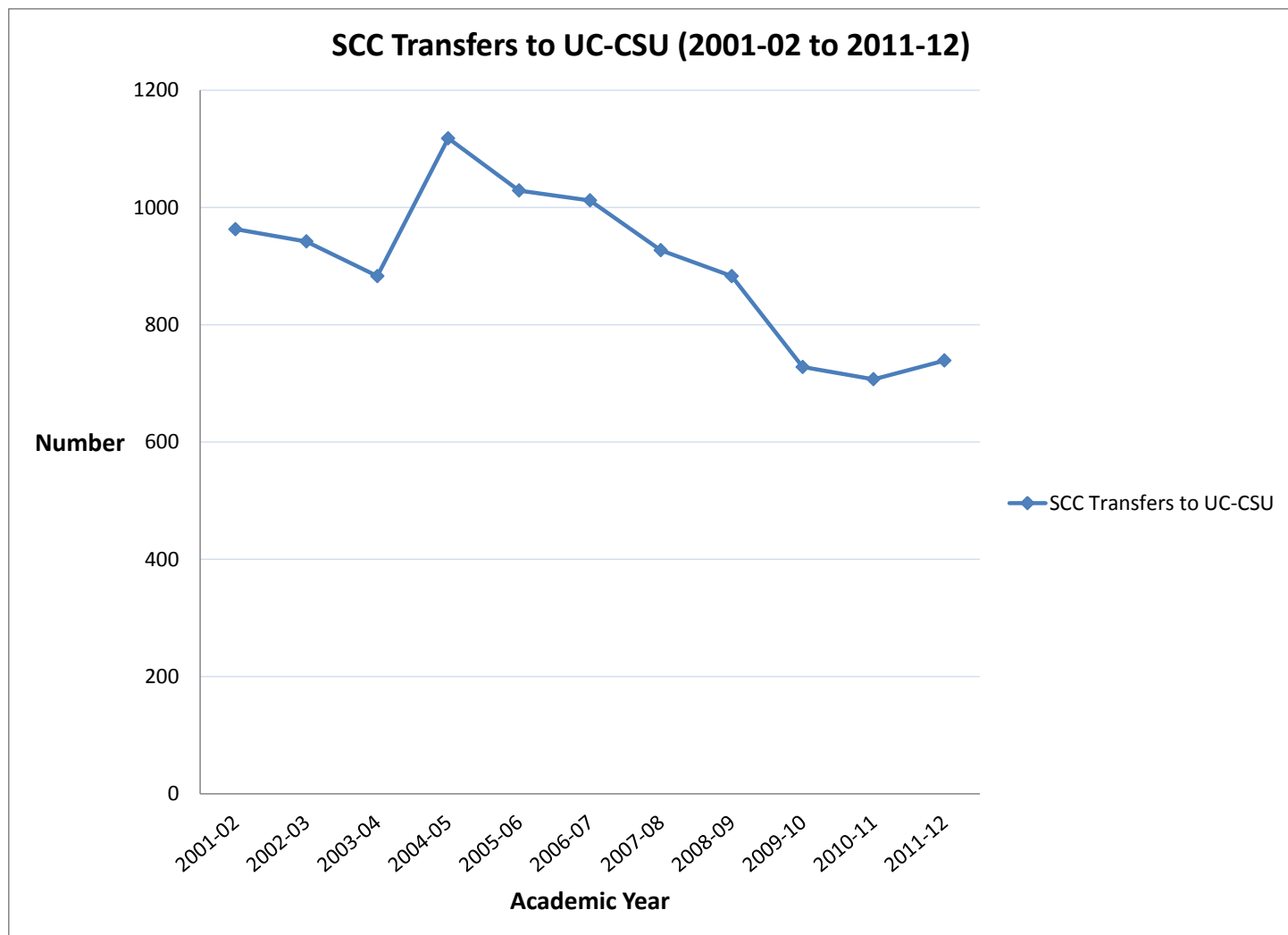
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Office of Planning, Research & Institutional Effectiveness

Transfer

Although the number of transfers to the UC and CSU systems declined between 2005 and 2010, SCC may be on the verge of reversing that trend with a slight increase in Fall 2012.

This information needs to be considered in light of changes at the UC and CSU systems. For example:

- UC Merced opened in 2004.
- UC and CSU campus accepted fewer transfers in recent years.
- Transfers to CSU and UC were affected in recent years by enrollment limits at the universities.



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.

PRIE used 2009 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 Financial Aid (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 Data Mart, SCORECARD, and IPEDS measures for this group of colleges SCC has:

- a below average course success rate
- a below average 3 consecutive semester persistence anywhere in the system
- a below average rate of students earning 30+ units
- average Fall to Fall persistence at the college
- above average 3 year graduation rates
- well-above average completion / SPAR rate (includes program completion and transfer prepared status)
- a smaller ethnic achievement gap
- an above average basic skills course success rate

The table below summarizes key data points from a series of tables on the following pages. The table lists the group low value, group high value, group average, SCC's value, and where SCC is positioned relative to the other colleges for each of the metrics in the table. The metrics are in the first column with data sources in parentheses.

SCC compared to similar colleges on CCCCCO Data Mart, IPEDS, and SCORECARD measures – Summary (Sources and dates in parentheses)						
Measure	Group low (%)	Group high (%)	Group Avg. (%)	SCC (%)	SCC minus Avg.	SCC Position
Course success rate (CCCCCO Data Mart: credit courses, Fall 2012)	65.2	71.0	68.2	66.5	-1.7	below avg.
3 consecutive semester persistence anywhere in the CCC system (CCCCCO SCORECARD 2011-12 outcome)	56.0	75.2	64.3	60.2	-4.1	below avg.
Rate of students earning 30+ units (CCCCCO SCORECARD 2011-12 outcome)	57.3	72.5	63.9	59.8	-4.1	below avg.
Fall to Fall persistence of full time students at the college (IPEDS Fall 2011).	59.0	76.0	67.4	67.0	-0.4	avg.
Graduation rate within 150% of time to normal completion (3 year rate, IPEDS 2011)	13.0	25.0	18.5	20.0	1.5	above avg.
Completion / SPAR (CCCCCO SCORECARD 2011-12 outcome)	34.8	55.6	44.6	54.6	10.0	well-above avg.
Rate of students earning 30+ units (CCCCCO SCORECARD 2011-12 outcome)	57.3	72.5	63.9	59.8	-4.1	below avg.
Achievement gap in course success between highest and lowest racial/ethnic groups (CCCCCO Data Mart: credit courses, Fall 2012)	17.4	34.6	21.5	18.8	-2.7	smaller gap than avg.
Basic skills success rate (CCCCCO Data Mart, Fall 2012)	56.6	72.5	65.7	68.4	2.7	above avg.

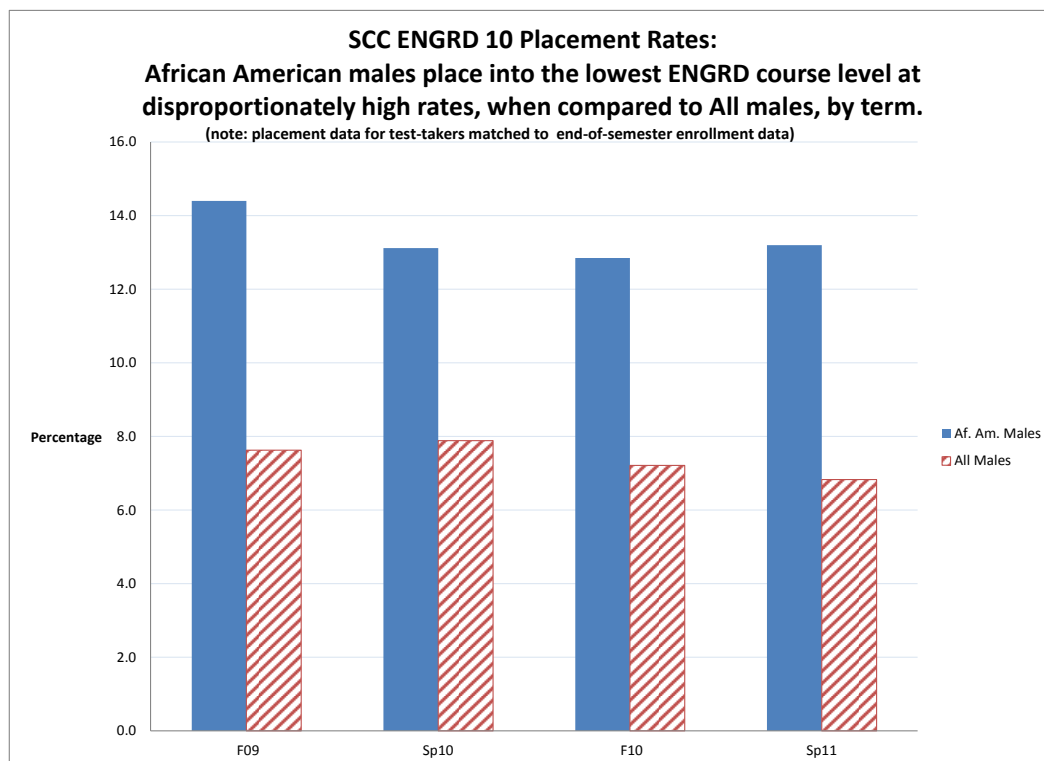
Special Focus on Achievement: African American Male Students

The Sacramento City College (SCC) office of Planning, Research, and Institutional Effectiveness (PRIE) was asked to conduct institutional research on African American male indicators of success—in particular, course placement rates for reading, writing, and math; and retention (which has been called persistence in the California Community College (CCC) system). Nationally, disproportionately low rates of retention, low success rates, and low foundational skill levels are among indicators that have been observed for African American males (Hagedorn, Maxwell, & Hampton, 2007; Woods & Turner, 2010). Local data has consistently shown African American success rates to be substantially lower than other ethnic groups as well.

Using SCC data, African American male term-to-term persistence is compared to overall males and overall students to identify whether similar patterns are evident. Somewhat surprising is the finding that SCC's fall-to-spring persistence does not appear to follow the national pattern of low African American male retention rates. For example, the Fall 2010 to Spring 2011 rates are 60.6% for all students, 61.4% for all males, and 59.6% for African American males. Similar patterns are observed for other recent fall-to-spring combinations. These findings suggest that persistence or retention may not be the basis for trailing African American achievement at SCC.

However, when we examine course placements and success rates, we find some clear evidence that African American males are placing into the lowest course levels at disproportionately high rates, and that they have much lower success rates than all males or all students.¹ Figures 1 through 3 below illustrate the disproportionately high rates at which African American males place into the lowest levels of reading (ENGRD), writing (ENGWR), and math. The patterns in the three figures are strikingly similar.

Figure 1



¹ SCC assessment data from July 1, 2009 to December 15, 2011 were matched to end of semester enrollment and outcome data from Fall 2009, Spring 2010, Fall 2010, and Spring 2011 for these analyses.

Note that since this report was prepared, ENGWR 40 has been discontinued and ENGWR 50 has been replaced with ENGWR 51, which is a higher-unit course than ENGWR 50.

Figure 2

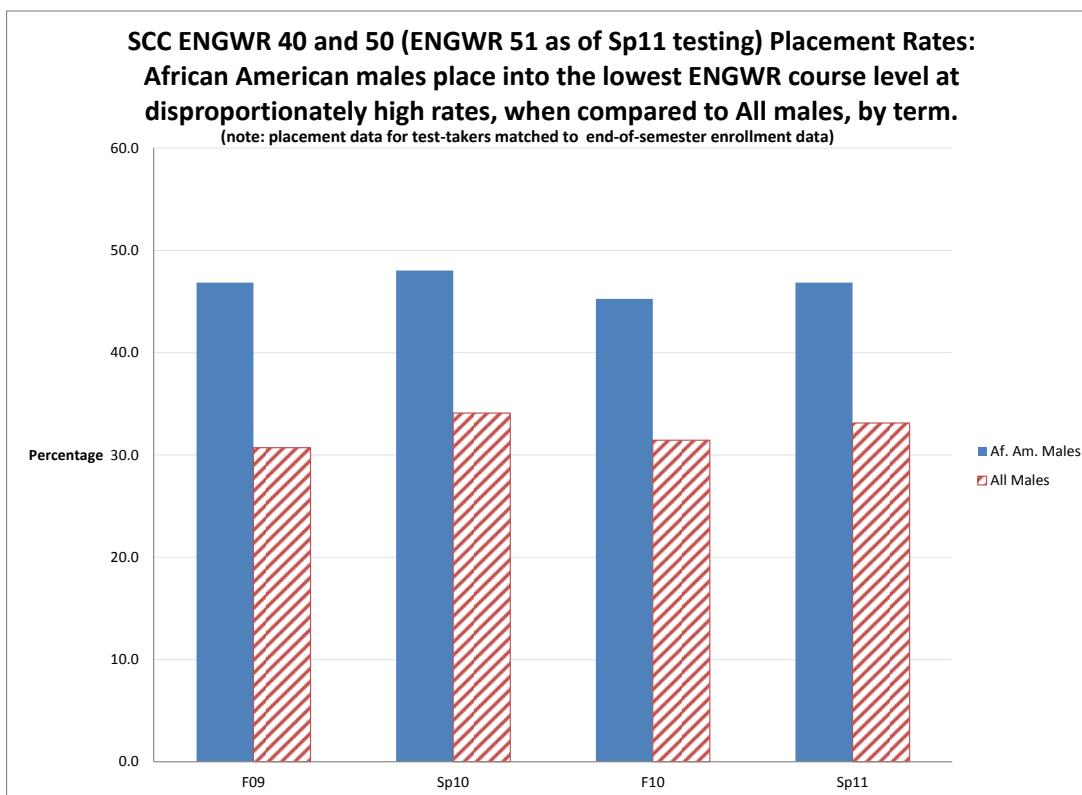
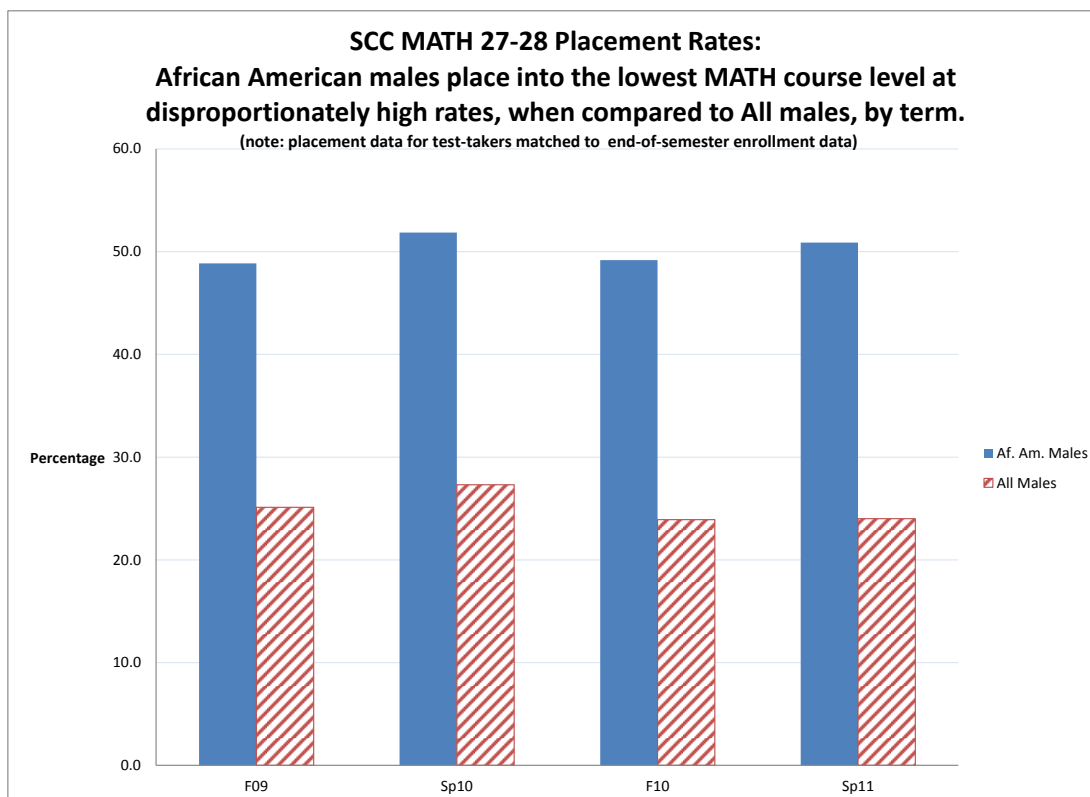


Figure 3



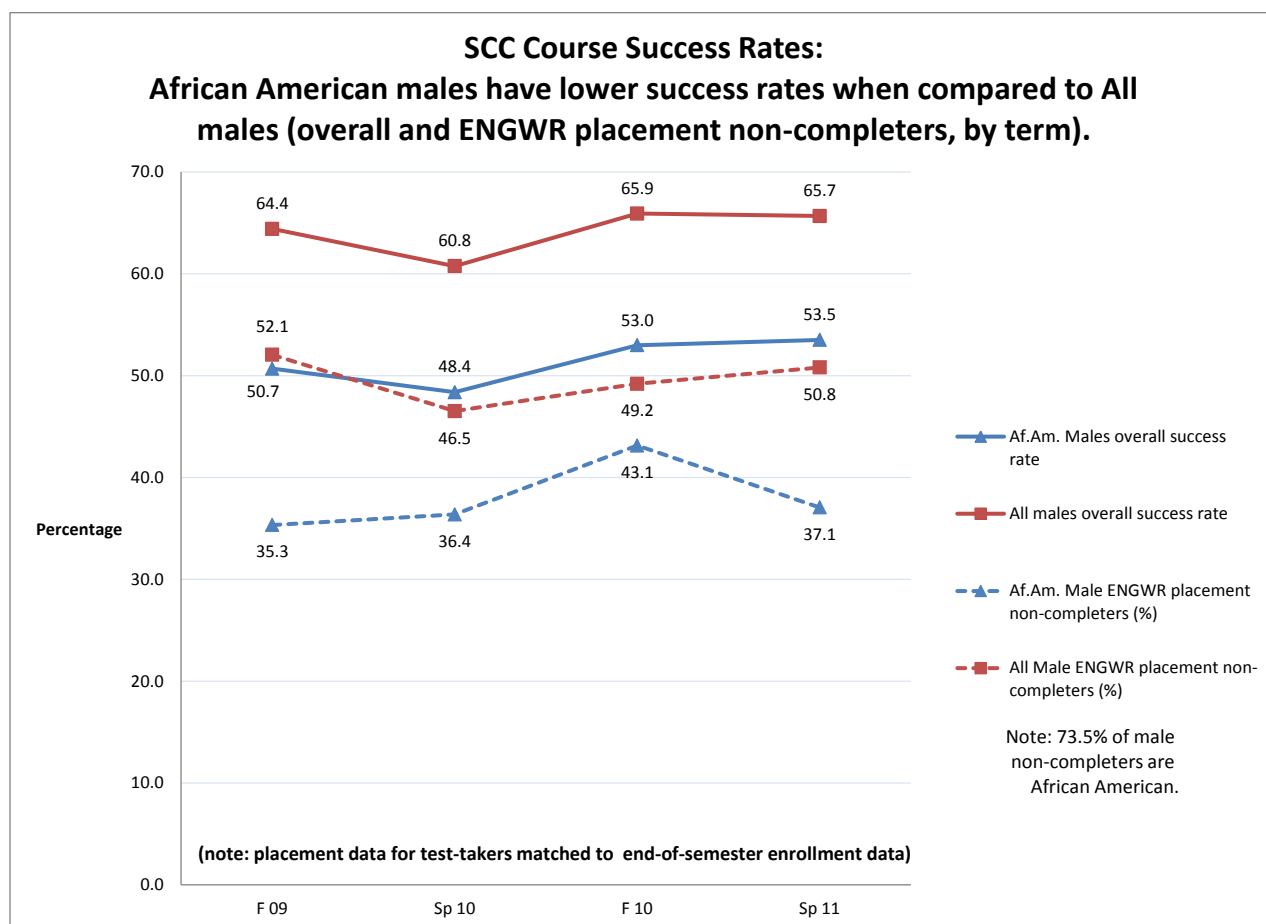
Of course, if a student takes placement assessments at the beginning of his college career, the assessment reflects the preparation level achieved at the student's high school rather than any achievement attributable to SCC's programs and instruction. Still, placement assessment can be an important step toward progress in an academic program and to degree or transfer attainment.

When calculating the placement rates for ENGWR, it became apparent that approximately 30-40% of the students who began the (often) two-part placement process did not receive a placement within the study's timeframe. For students who do not have a computerized component score that places them directly into transfer level ENGWR, there is a required essay component to receive a course placement. While approximately 32% of males overall are missing a final placement because they have no essay score, 40% of African American males do not complete the ENGWR placement process. In addition, almost three quarters of males lacking an essay score are African American.

To examine this phenomenon in more depth and to explore whether there might be a relationship between completion of the placement process and successful course completion, we calculated successful course completion rates for males who enrolled in SCC courses, but did not complete their two-part ENGWR placement process. Are ENGWR placement non-completers less likely to be successful in the courses that they do take?

Figure 4 illustrates success rates for all males, all African American males; and for all male ENGWR placement non-completers and African American male ENGWR placement non-completers. We do find that non-completers are less likely to be successful in their courses.

Figure 4



Not only do African American males have lower success rates than all males, African American placement non-completers have even lower success rates for the courses that they do attempt—in the 35% to 40% success range. African American male course success rates for those who *do* complete ENGWR placement (not shown)

are almost the same as for African American males overall. Thus, there appears to be a relationship between persistence through the ENGWR placement process and overall course success for males, but especially for African American males.

Although the data are preliminary and exploratory in nature, they suggest that programs designed to encourage students to complete the course placement process may be helpful.

SPECIAL FOCUS REPORT REFERENCES:

- Hagedorn, S. L., Maxwell, W., & Hampton, P. (2007). Correlates of retention for African-American males in the community college. In A. Seidman (Ed.), *Minority student retention: The best of the journal of college student retention: research, theory, & practice* (pp. 7-27). Amityville, NY: Baywood Publishing Co.
- Wood, J.L. & Turner, C.S. (2011) Black males and the community college: Student perspectives on faculty and academic success. *Community College Journal of Research and Practice*, 35: 135–151.

Student Learning Outcomes Report 2013

Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

A2. Review courses, programs and services and modify as needed to enhance student achievement.

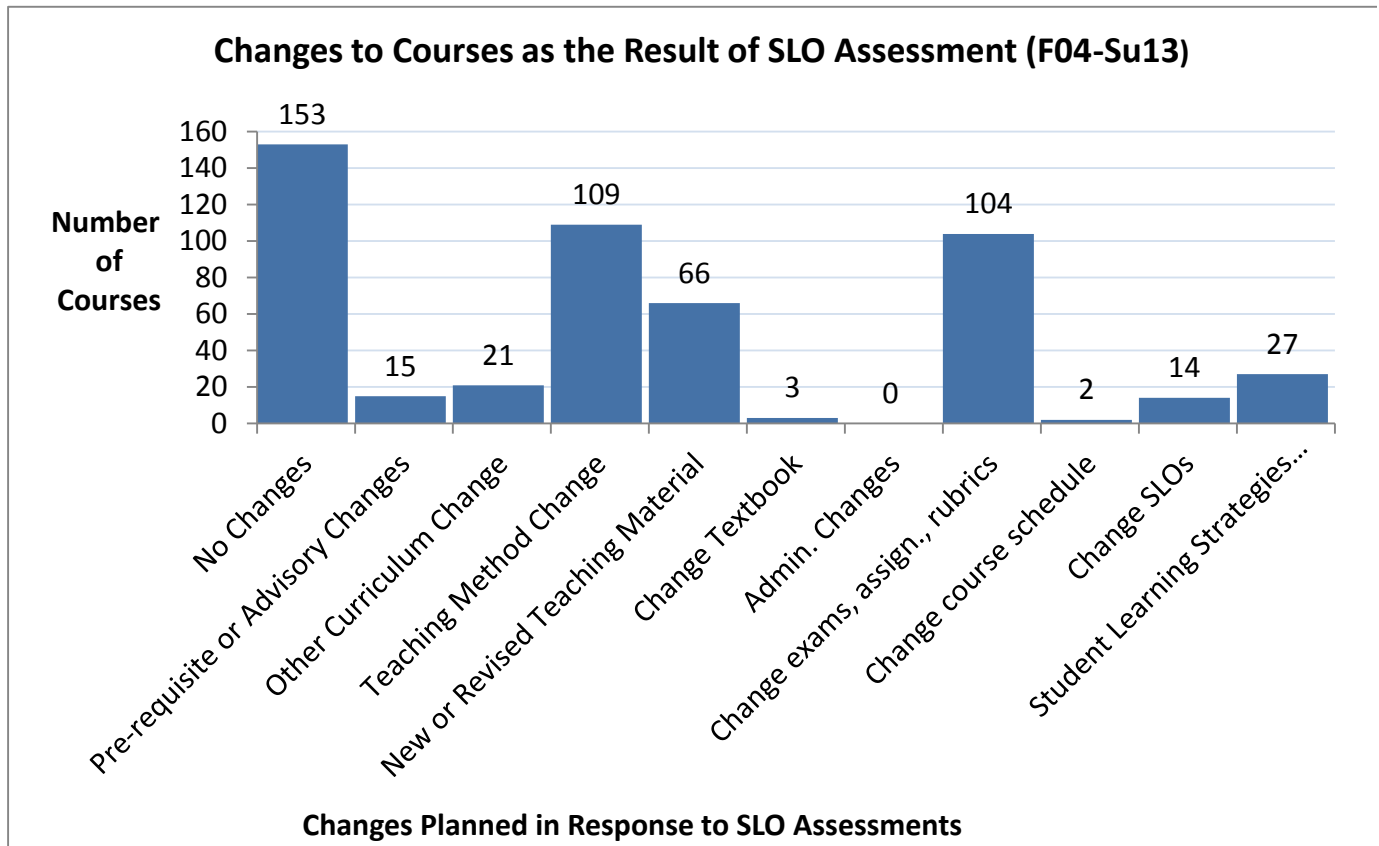
A8. Assess student learning at the course, program, and institutional levels and use those assessments to make appropriate changes that support student achievement.



Student Learning Outcomes Report – Key Points

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

As in previous years, plans to modify teaching methods and changes in exams or assignments were most widely reported during the Fall 2012 to Summer 2013 year. In some cases, more than one change was planned for a single course. The figure below shows the total number of changes planned in response to SLO assessment in the courses for which SLO assessment reports were filed between Fall 2004 and Summer 2013.



SCC students are achieving the General Education SLOs of the college.

The SLO subcommittee evaluated a sample of course assessment reports that aligned with SCC's GELOs related to 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.
- ▶ **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 submitted an SLO report to ACCJC (the accrediting body for SCC). Data for that report was gathered from each department across the college. The 2012 report showed the following (most recent information as of the time of this IE Report):

- 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

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

2. Programs

- a. Total number of college programs (e.g. certificates and degrees): 207
- b. Number of college programs with defined Student Learning Outcomes: 202;
Percentage of total: 98%
- c. Number of college programs with ongoing assessment of learning outcomes: 98;
Percentage of total: 47%

3. Student Learning and Support Activities

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

4. Institutional Learning Outcomes

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

A variety SLO planning and reporting activities occurred during the 2012-13 academic year.

- The SLO coordinator and SLO analyst worked with faculty on SLO implementation.
- Some programs revised their SLO assessment plans (these plans indicate which course assessments will be reported each semester over 6 years).
- Instructional departments completed SLO annual course SLO 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.
- The SLO subcommittee developed models of using course-embedded assessment, capstone courses, student feedback and other methods for GE learning outcomes.
- 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. The ProLO Assessment Reporting Form was approved by the Senate on 12/4/12.
- SLO assessment work was showcased during convocation.
- The Academic Senate established an “SLO Best Practices” subcommittee. The document produced by this group provides both the process for and the minimum requirements of capturing course/student service level Student Learning Outcome (SLO) data as well as examples of what this process might look like in different departments and divisions (see the Special Focus section at the end of this report).
- The SLO subcommittee reviewed SCC’s approach to Institutional SLOs and developed a revised set of ISLOs. Because the ISLOs had been defined as a combination of the GE and Student Services SLOs, the committee as concerned that they did not adequately reflect the SCC students who completed certificates (since certificates do not require completion of a GE pattern). A review of college certificates showed that it was possible to revise the college statement of ISLOs to capture certificate as well as degree and transfer students.

Course SLO assessment and reporting

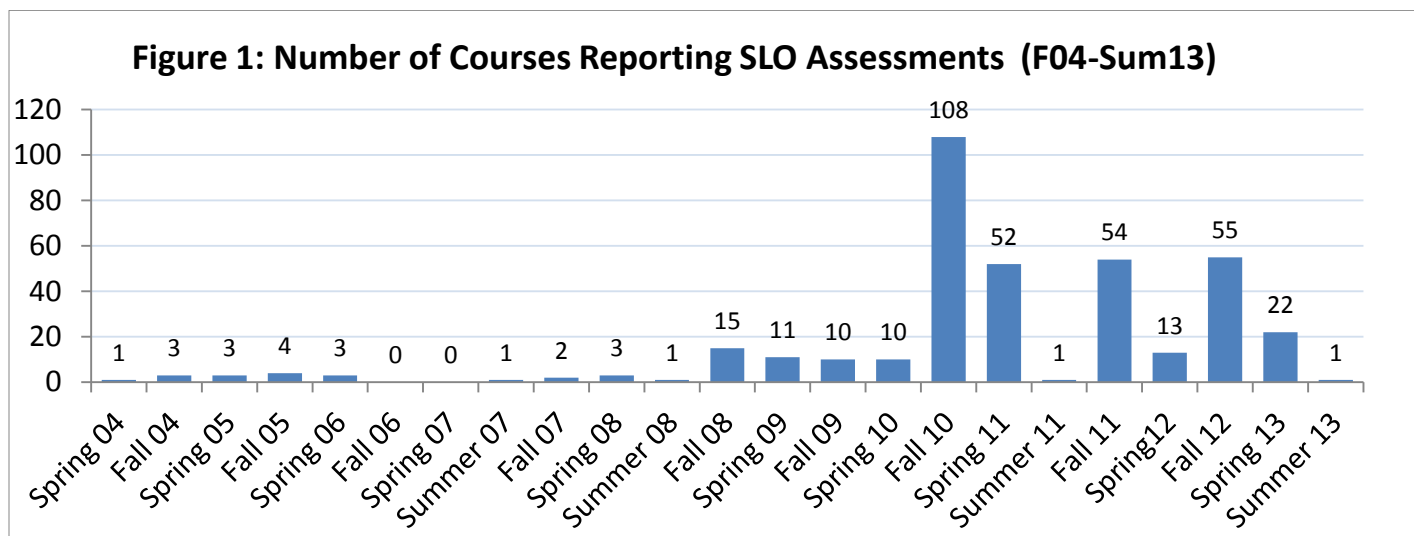
Overview: This section of the SLO Report includes a full review of course SLO assessment reaching from Fall 2004 to Summer 2013

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 reporting at SCC 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 Summer 2013 SLO assessment was reported for a total of 373 courses. Many departments included multiple sections of the same course when assessing course SLOs; over 600 course sections have been included in SLO course assessment reports thus far (see Table 1 below).

Table 1: Number of sections per course analyzed by departments filing course SLO assessment reports Fall 2004 to Summer 2013		
Number of sections analyzed per course	Number of Courses	Total Sections
1	277	277
2	45	90
3	19	57
4	12	48
5	12	60
6	3	18
8	1	8
9	3	27
26	1	26
	Total = 373 courses	Total = 611 sections
Data source: Annual SLO course Assessments Reports submitted Fall 04 to Summer 13		

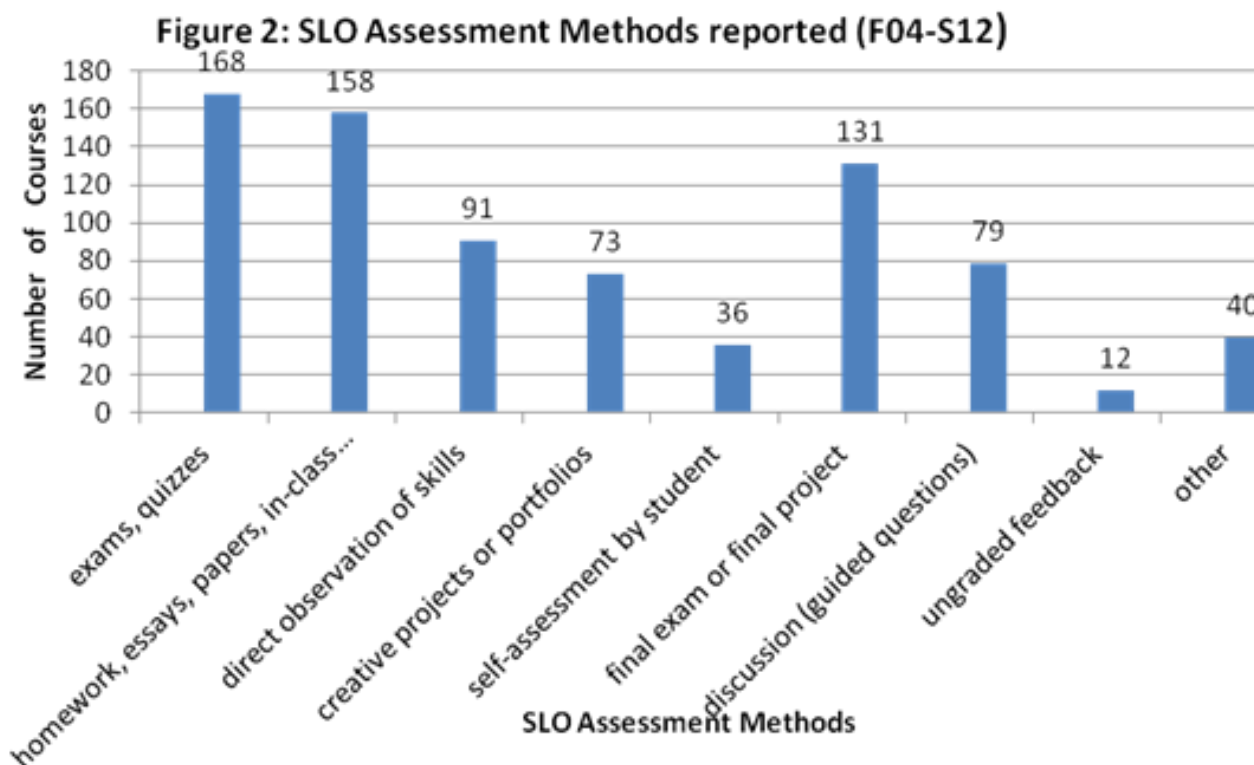
Assessment of all course SLOs is ongoing; reporting of that assessment may be targeted as reflected in department SLO assessment plans. For example, as part of their multi-year assessment plans departments may choose focal SLOs for department dialogue and reporting purposes. The reported SLO assessment 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 1,391 (See Table below 2).

Table 2: Number of focal SLOs per course in SCC Annual Course SLO Reports Fall 2004 to Summer 2013		
Number of focal SLOs for reporting per course	Number of Courses	Total SLOs
1	56	56
2	43	86
3	132	396
4	47	188
5	55	275
6	2	12
7	2	14
8	9	72
9	8	72
10	9	90
11	4	44
13	4	52
17	2	34
Total = 373 courses		Total = 1,391 SLOs
Data source: Annual SLO course Assessments Reports submitted Fall 04 to Summer 13		

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

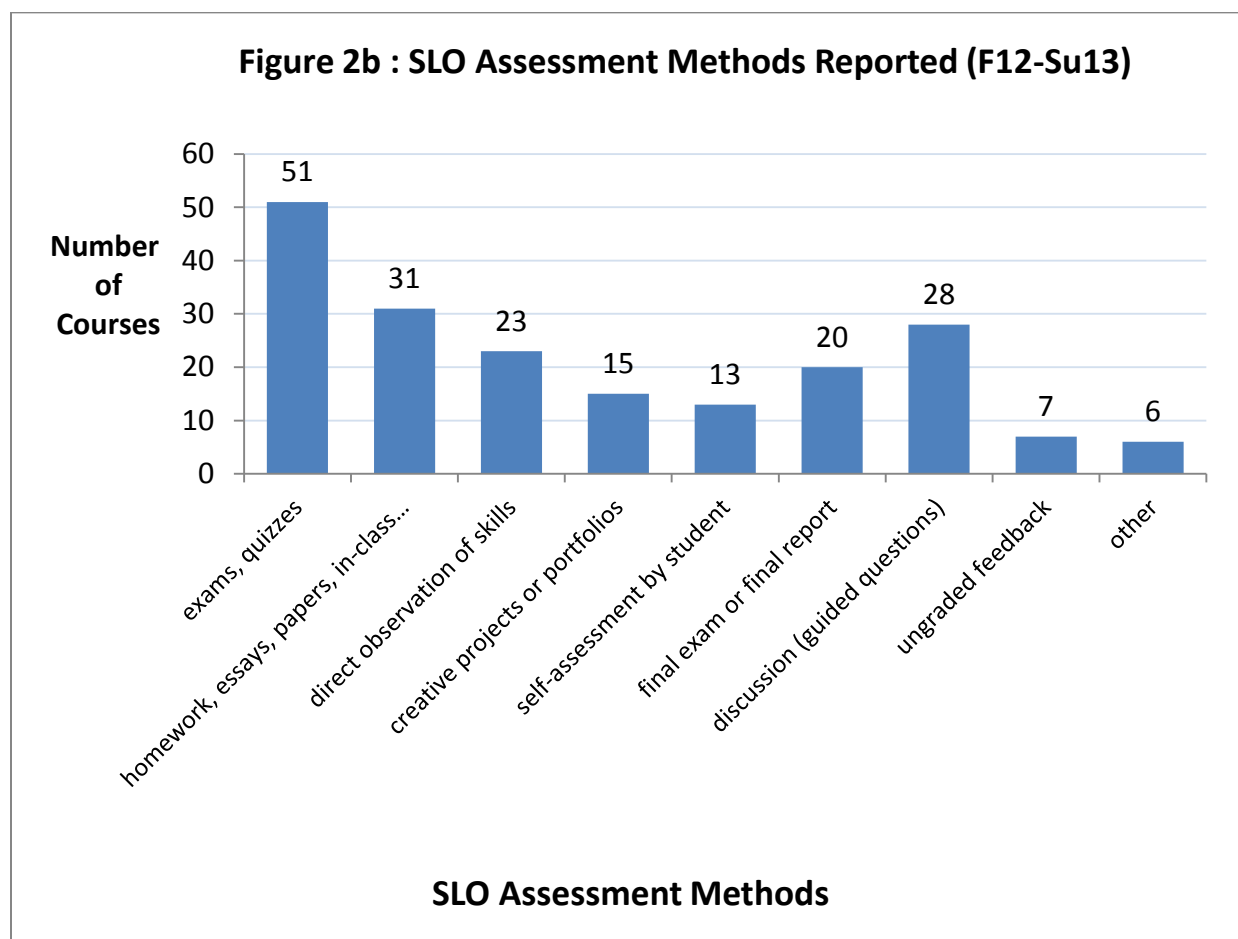
Between Fall 2004 and Spring 2012, the methods used to assess course SLOs included exams, quizzes, homework, essays, papers, and final exams or projects. By aligning the expected learning outcomes with these assessment methods, professors were able to analyze students' learning. (N = 295 courses) (See Figure 2 below)



Recent Work: The following section of the Student Learning Outcomes Report includes a separate review of the most recent course SLO assessments reported from Fall 2012 to Summer 2013, rather than a focus on previous years.

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

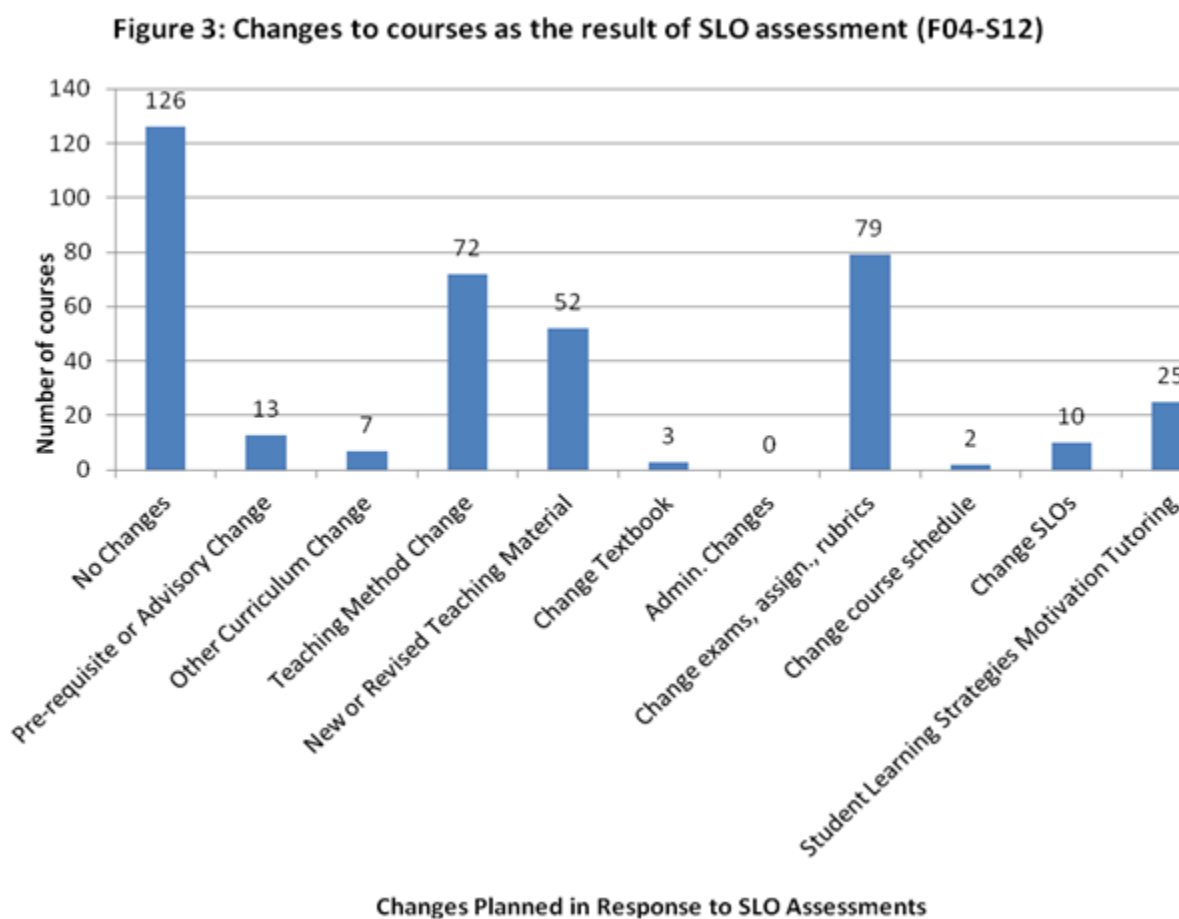
Between Fall 2012 and Summer 2013, the methods used to assess course SLOs included exams, quizzes, homework, essays, papers, and final exams or projects. By aligning the expected learning outcomes with these assessment methods, professors were able to analyze students’ learning. (N = 78 courses) (See Figure 2b below)



Using course SLO assessment to improve learning

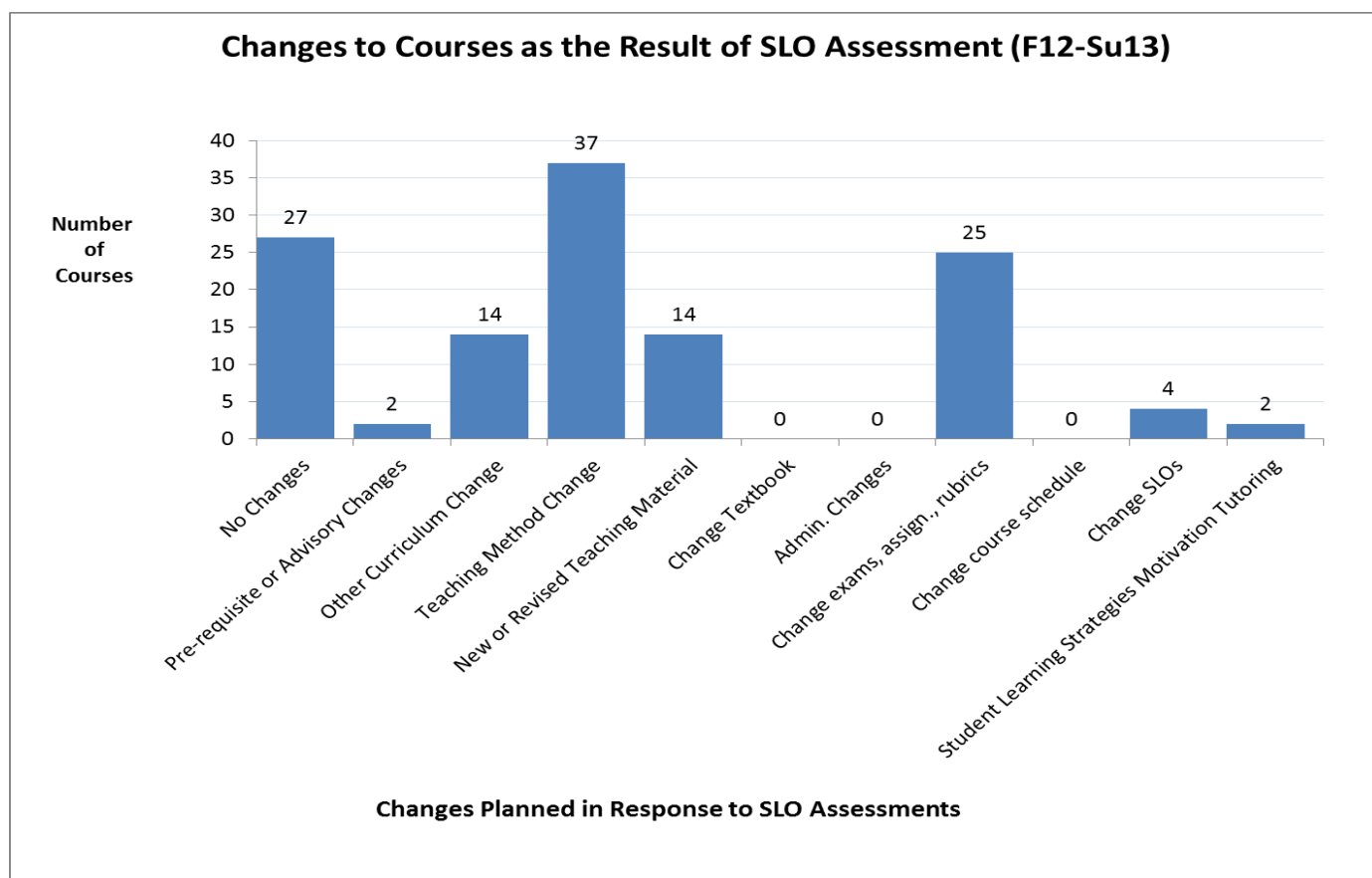
Overview: *This section of the SLO Report includes a full review of course SLO assessment reaching from Fall 2004 to Spring 2012, rather than a focus on the most recent year.*

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. 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.



Recent work: *The following section of the Student Learning Outcomes Report includes a separate review of the most recent course SLO assessments reported from Fall 2012 to Summer 2013, rather than a focus on previous years.*

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Unit plan objectives linked to SLOs assessment

The Unit Plan Outcome Achievement Reports for 2012-13 included information on whether SLO data was used to develop and/or evaluate the results of unit plan objectives. 118 (18%) of the unit plan objectives, from over 40 units, used SLO data. The unit plan objectives using SLO data were related to all three College Goals (an objective may align with more than one goal).

- Goal A, which is related to teaching and learning effectiveness = 82 objectives used SLO data.
- Goal B, which is related to the completion of educational goals = 44 objectives used SLO data.
- Goal C, which is related to employee engagement and college processes = 28 objectives used SLO data.

Over 90% of the objectives that used SLO data were fully or partially achieved during the 2012-13 academic year.

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

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

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 conducted Program Review in Fall 2012. Analyses of ProLO assessments using this revised approach were reported via program reviews submitted beginning in Spring 2013.

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. 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 helps to identify key aspects of students' learning:

Analyses of Student Services SLOs are 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.)

In 2009, the 2008 CCSSE survey was used to provide an initial assessment of GELO's. 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 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 SLO subcommittee evaluated a sample of course assessment reports that aligned with SCC's GELOs related to 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.
- ▶ **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.

Current SLO Committee Review of Institutional Student Learning Outcomes:

During the past year (Fall 2012-Spring 2013) the SLO subcommittee reviewed the way Institutional Student Learning Outcomes (ISLOs) were defined by the college. Because the ISLOs had been defined as a combination of the GE and Student Services SLOs, the committee was concerned that they did not adequately reflect the SCC students who completed certificates (since certificates do not require completion of a GE pattern). A review of college certificates showed that it was possible to revise the college statement of ISLOs to capture certificate as well as degree and transfer students. It was also noted that the seven Institutional Student Learning Outcomes (ISLOs) based on seven General Education Learning Outcomes (GELOs) could be streamlined into four ISLOs – 1) Written Communication, 2) Life Competencies, 3) Critical Thinking and Problem Solving, and 4) Depth of Knowledge. This was accomplished by combining some of the current ISLO areas as follows:

- Cultural Competency, Information Competency, and Life Skills were combined. Information Competency was discussed. It was determined that library skills as well as computer technology skills should be included. The subcommittee also determined that students engage in cultural skills as part of Life Skills.
- Quantitative Reasoning and Critical Thinking were combined. The subcommittee determined that students engage in one or both when completing course work.
- Speaking skills were removed from Communication. Under Life Skills, the subcommittee determined that speaking skills were included within “social domain.”

The combining of seven GELOs into four ISLOs resulted in a new ISLO matrix which will be further reviewed by the SLO Subcommittee during Fall 2013. The proposed ISLO matrix will then be presented to the SCC Academic Senate for review during Fall 2013-Spring 2014.

Current ISLOs: Upon completion of a course of study (degree, certificate, or substantial course work), a student will be able to...

- demonstrate effective reading, writing, and speaking skills. (Communication)
- demonstrate growth and lifelong learning skills in the personal, academic, and social domains of their lives. (Life Skills)
- demonstrate awareness of the various ways that culture and ethnicity shape and impact individual experience and society as a whole. (Cultural Competency)
- demonstrate knowledge of information needs and resources and the necessary skills to use these resources effectively. (Information Competency)
- demonstrate skills in problem solving, critical reasoning and the examination of how personal ways of thinking influence these abilities. (Critical Thinking)
- demonstrate knowledge of quantitative methods and skills in quantitative reasoning. (Quantitative Reasoning)
- demonstrate content knowledge and fluency within his or her course of study. (Depth and Breadth)

Proposed ISLOs: Upon completion of a course of study (degree, certificate, or substantial course work) ACROSS PERSONAL, ACADEMIC, AND SOCIAL DOMAINS, a student will be able to...

- use effective reading and writing skills. (Written Communication)
- demonstrate growth and lifelong learning skills, including healthful living, effective-speaking, cross-cultural sensitivity, and/or technological proficiency. (Life Competencies)
- analyze information using critical thinking, including problem solving, the examination of how personal ways of thinking influence reasoning, and/or the use of quantitative reasoning or methods; and demonstrate the necessary critical thinking skills to use information resources effectively. (Critical Thinking and Problem Solving)
- apply content knowledge, demonstrate fluency, and evaluate information within his or her course of study. (Depth of knowledge)

Special Focus: SLO Best Practices established by the Academic Senate

SCC Academic Senate Subcommittee on SLO Best Practices

February 28, 2013

Statement of Purpose:

This document exists to provide both the process for and the minimum requirements of capturing course/student service level Student Learning Outcome (SLO) data as well as examples of what this process might look like in different departments and divisions. The examples provided are not exhaustive nor are they inflexible; it is expected that each department will alter these examples to best serve their needs.

Clarifications:

- SLOs are always being measured through the traditional or typical assessments such as but not limited to grades, exams, tests, quizzes, essays, oral discussions, direct behavior observation, surveys, student self-assessment.
- Accreditation requires SLO data capture on three levels: course/student service level, program level, and institution level. This document speaks only to course/student service level SLO data capture and reporting.
- Course/student service level SLO data capture for reporting to accreditation need not occur for every course or student service intervention every semester.

Minimum Evidence Requirements:

If requested by accreditation, departments should be prepared to provide a:

- Sample or description of assessment tool or assignment
 - Explanation of how performance on the assessment(s) allows for the evaluation of SLO achievement, e.g. rubric, narrative, and/or samples of student work
 - Summary of the results given to the SLO Reporting Coordinator/Student Service Area Representative
 - Evidence of faculty discussion of the SLO assessment data
 - Evidence of any plan(s) for change based on the SLO assessment (e.g. revised syllabus, change in SLOs, etc.)
-

Instruction Procedure:

1. Having worked with department faculty to develop a multi-year SLO Assessment Plan, the department designates a Course SLO Faculty Reporter for each course reporting on SLOs for a given term.
2. In courses reporting data for that term, department faculty determines on which SLOs to specifically report.
3. Instructors teaching individual sections of a course collect data on departmentally selected course SLOs and send that data to their Course SLO Faculty Reporter.
4. The Course SLO Faculty Reporter compiles the data and completes the "Course SLO Assessment Reporting Form."

Although the division dean is ultimately responsible for ensuring that faculty submit the appropriate data and reports, the process for reminding instructors about collecting course data and making sure the Course SLO Faculty Reporters submit the reports will vary by division.

5. The Course SLO Faculty Reporter sends the "Course SLO Assessment Reporting Form" to the division dean and the campus SLO Coordinators.
6. The department discusses the SLO data and report and their potential for influencing the department unit plan and/or program review.

Student Services Procedure:

1. Student Service Area Faculty SLO Reporters identify within their annual unit plan at least 1 priority SLO they will assess and report on at the end of the annual unit plan cycle. These SLOs stem from their Program Review.
2. Student Service Area Faculty SLO Reporters collect and analyze the SLO data for their own program annually, completing the "Annual Progress Report" and "Unit Plan Accomplishment Report."
3. The Student Service Faculty SLO Reporter sends the "Annual Progress Report" to Student Service Administrators, campus SLO Coordinators, and the "Unit Plan Accomplishment Report" to the PRIE office.
4. Department SLO discussions stem from analyzed data
5. Monthly, during the VPSS' meeting, Student Services Area Faculty SLO Reporters report and receive feedback on their SLO assessments, progress on SLO assessment partnering across services, and improvements implemented.

Sample Best Practices

Best Practice 1: English

Based upon the previously created multi-year plan, the faculty in the English Department were slated to capture SLO data for ENGWR 300. Since there were so many sections of the course, they decided that it would be easiest and most beneficial if they captured and reported data on the same SLO in each section. The SLO they selected measured student ability to correctly identify and create entries in a Works Cited page per MLA formatting guidelines.

They generated a ten-question quiz in both physical and electronic formats (for distribution via d2l) and distributed it to all ENGWR 300 instructors with directions to complete instruction on MLA formatting guidelines and the quiz by a certain date.

Once the quiz was completed, each instructor graded it and reported the results to the Course SLO Faculty Reporter who compiled the data.

In their final department meeting of the semester, the department faculty reviewed and discussed the results of all SLO data they captured that semester (they captured data for multiple courses), and reached a consensus on what changes the data suggested (if any). The Course SLO Faculty Reporter then completed the "Course SLO Assessment Reporting Form" and sent it to the Division Dean and campus SLO Coordinators.

Best Practice 2: Counseling

Our mission is student success and ensuring that SCC students have access to all academic programs and student support services. We provide academic, career, personal/crisis, and multicultural understanding/diversity counseling to empower students in attaining their educational goals.

We decided to capture data for the following SLOs:

1. Students will show increased understanding from pre-session to post-session in their academic planning as rated by the counselor.
2. Students will show increased self-efficacy in their educational planning from pre-session to post-session as rated by the student.

Upon compiling the resulting data, we found that it showed statistically significant pre-session to post-session differences in the students' levels of understanding where academic planning content was concerned. It also showed us that counselor intervention was effective in helping students understand academic planning; finally, the data demonstrated statistically significant post-counselor intervention increases (from pre-session to post-session) in student self-efficacy for academic planning.

As a result, we planned to longitudinally assess students' self-efficacy and self-regulated learning for academic planning and assess SLOs applied to Matriculation processes, New Student Counselor Workshops, and Student Success Workshops for dismissed students.

We further decided to continue integrating partnerships on assessing common SLOs with EOPS, Transfer Center, Career/Job Placement, Work Experience, Health Office, International Student Center, RISE, EOPS, Athletics, Puente, Admissions and Records, Assessment, Matriculation/Outreach and Orientation, DSPS/DRC, Cal WORKs, Financial Aid, Academic Senate, Instruction, and the Learning Resource Center. This would include external partnerships like Panther Pipeline, Area High School Liaisons, La Familia, Washington

Neighborhood Center, SETA, Asian Resources, Sacramento Co. Health and Human Services, WEAVE, Planned Parenthood, Independent Living Program, Visions Inc., Cal-SOAP.

We reported this data using the “Annual Progress Report” and “Unit Plan Accomplishment Report.”

Practice 3: Mathematics

An approach to SLO assessment based on Math Department practices:

In the middle of spring 2011, the department chair used the multiyear plan to determine which courses required SLO reporting for spring 2012. To allow for sufficient time for department dialogue about the assessment results, summer 2011 and fall 2011 were determined to be the data capture semesters.

In April of 2011, from among those scheduled to teach each ‘reporting’ course during the data capture semesters, the chair identified a willing Course SLO Faculty Reporter. The Course SLO Faculty Reporter collaborated with colleagues scheduled to teach the course during the data capture semesters to determine the priority SLOs. The Course SLO Faculty Reporter picked three questions from his/her exams or final exam, each of which was representative of a distinct course SLO. (One question per SLO.) Each question was chosen to represent a ‘standard’ question for the chosen SLO at the appropriate level for the course. The questions were shared with the participating instructors for input.

The participating section instructors were asked to use questions identical (or a nearly identical) to the chosen questions on their final (or chapter) exams during the data capture semesters. For each question, section instructors were asked to assess each student’s performance as follows:

- Proficient – Knowledge of concepts for this SLO is demonstrated at a level that we would expect of an ‘A’ student
- Competent – Knowledge of concepts for this SLO is demonstrated at a level that we would expect of an ‘C’ student
- Below Competent – This is self-explanatory based on the description of “Competent”

Note: Use your professional judgment for students who show ‘B’-level work. (One approach would be that the stronger work could be called ‘proficient’; and the weaker work, ‘competent’. But that sort of thinking may not work for each question.)

While all reporting section instructors were asked to keep track of the results of these assessments as separate items in their grade book, some used alternative methods to determine each student’s rating.

At the end of the semester, the Course SLO Faculty Reporter requested a brief report from each section instructor summarizing this information. The report was organized with a separate summary for students who earned a “C” or better, and a separate summary for students who earned below a “C”. In addition to categorizing each student’s work, after each assessment, section instructors were asked to review their students’ work and note common errors that kept the competent students from demonstrating proficiency, and common errors that kept the below competent students from demonstrating competence. Course SLO Faculty Reporter asked for these summaries by the time that final grades were due.

By the end of the second week of the semester following data capture, Course SLO Faculty Reporter had compiled the results and had partially filled out the "Course SLO Assessment Reporting Form." They had filled out the header information, the planning stage information for each SLO, and summarized the results for each SLO.

The Course SLO Faculty Reporter shared the three exam questions, the compiled results, the compiled common errors, and the partially completed "Course SLO Assessment Reporting Form" with the instructors who participated in the data capture. Each section instructor was asked to consider the summarized results and common errors and provide input into the ‘Plans for Follow-Up Changes’. The Course SLO Faculty Reporter, in collaboration with the section instructors, used this feedback to complete the ‘Plans for Follow-Up Changes’ on the "Course SLO Assessment Reporting Form."

The Course SLO Faculty Reporter then sent the following to the department chair: the "Course SLO Assessment Reporting Form," sample questions, compiled results, compiled common errors, and the email discussions that led to the final draft of the "Course SLO Assessment Reporting Form." The reports, with their supporting documents, for all courses scheduled for reporting for spring 2012 were brought to the department *en masse*. The department had a chance during a first reading to review and comment on the reports. The reports were approved at a second reading.

Once the department approved the SLO reports, the chair sent the PDF for each course (including supporting documentation) to the division dean. The chair then sent the completed "Course SLO Assessment Reporting Forms" to the Campus SLO Coordinators, with a copy to the division dean.

Staff and College Processes Report 2013

SCC Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.

- C1. Review staff processes, including those for hiring, orientation, training, customer service, evaluation and professional development and modify as needed in order to make them more effective and inclusive.
- C2. Build and maintain an effective staff that reflects the diversity of our students and community.
- C3. Promote health, wellness and safety throughout the institution.
- C4. Utilize quantitative and qualitative data to help guide decision-making throughout the institution.
- C5: Increase the effectiveness of communication both within the college and between the college and the external community.
- C6: Continue to exercise transparent and fiscally sound financial management.
- C7: Encourage collegiality, connection, and participatory decision-making at the college.



Staff and College Processes Report – Key Points

Error rates for most administrative processes are low.

Error rates for administrative processes were low for most categories. The college was able to reduce most error rates between 2012 and 2013 for the processes shown below. Unfortunately, the error rate for *intents* was 44%, which is up from 40% last year. However, the error rate for *travel authorizations* declined from 11% last year (red) to 9% this year (yellow).

Error Rates-College Totals

3rd Quarter 2013—31 March 2013

Procedure	Submitted	1st Qtr Errors	2nd Qtr Errors	3rd Qtr Errors	4th Qtr Errors	Error Rate	Error Rate Indicator
Absence Reports	2,593	16	39	8		2%	
Budget Entries	617	8	1	6		2%	
Intents	39	6	10	1		44%	
Requisitions	1,082	13	18	10		4%	
Travel Authorizations	449	8	18	15		9%	

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.

Unit planning data includes student demographic, enrollment, success, and achievement information. Program plans include data on measures of merit for the program. Institutional plans include appropriate data analysis. The operational work of college units is based on data; for example:

- SAH Division has developed a Strengths, Weaknesses, Opportunities, Threats (SWOT) process to help identify opportunities for greater transparency and collaboration over planning.
- Tutoring services are being evaluated in a universal student satisfaction survey that was first administered by all the tutoring areas in Fall 2012. Data is currently being analyzed by the Research Office.
- The Career Center webpage uses Google Analytics to collect data on demographics and student usage patterns.
- 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.

Staff and College Processes Report

Staff Demographics

The majority of employees are faculty members. Most of the faculty headcount is part-time. Employees as a group have higher shares of older employees, female employees, and white, non-Hispanic employees than SCC's student body. Employee demographics suggest a trend toward diversifying SCC employees' ethnic composition

Number of employees:

The numbers of employees increased from 975 in 2000 to just below 1200 at its peak in 2008 and then decreased to 1075 in 2012. During the economic downturn that began in 2008, SCC did not experience any layoffs. However, a reduction in the number of employees occurred through attrition and reduction of class sections offered.

Sacramento City College Employees

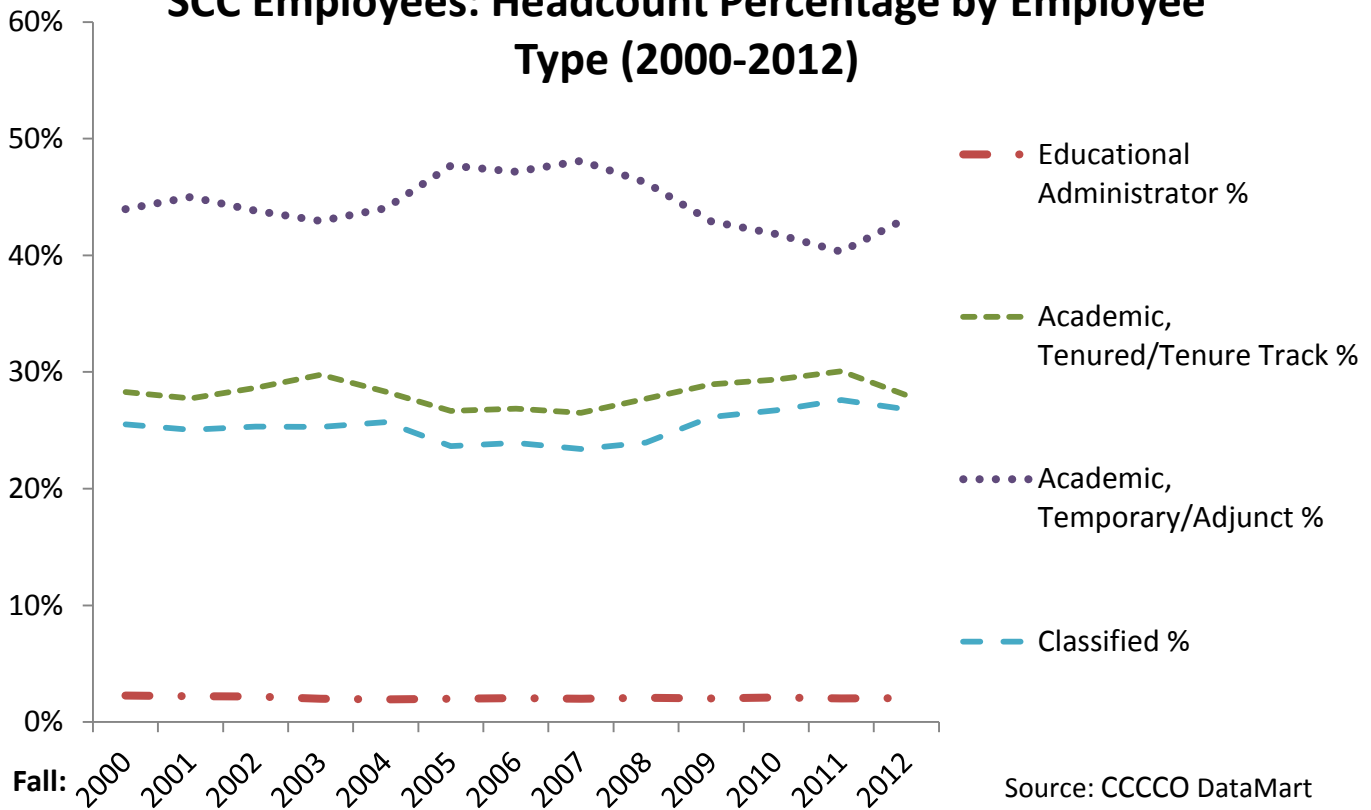
Fall:	Headcount
2000	976
2001	1,042
2002	1,054
2003	1,008
2004	1,031
2005	1,103
2006	1,128
2007	1,162
2008	1,198
2009	1,144
2010	1,100
2011	1,044
2012	1,075

Source: CCCCCO Data Mart

The largest category of SCC employees is part-time faculty, who make up anywhere from 40% to 50% of the total employees—depending on year. Tenured or tenure-track faculty make up approximately 30% of the employees, classified staff comprise about 25% of the employees, and administrators are about 2% of the employees.

Year	Total SCC Faculty Headcount (full & part-time)
2000	705
2001	758
2002	764
2003	733
2004	746
2005	820
2006	835
2007	867
2008	886
2009	822
2010	783
2011	735
2012	765

SCC Employees: Headcount Percentage by Employee Type (2000-2012)



The percentage of faculty that is part-time hovers between 55% and 65%. However, the majority of classes are taught by tenured or tenure-track faculty—many of whom take on additional teaching loads.

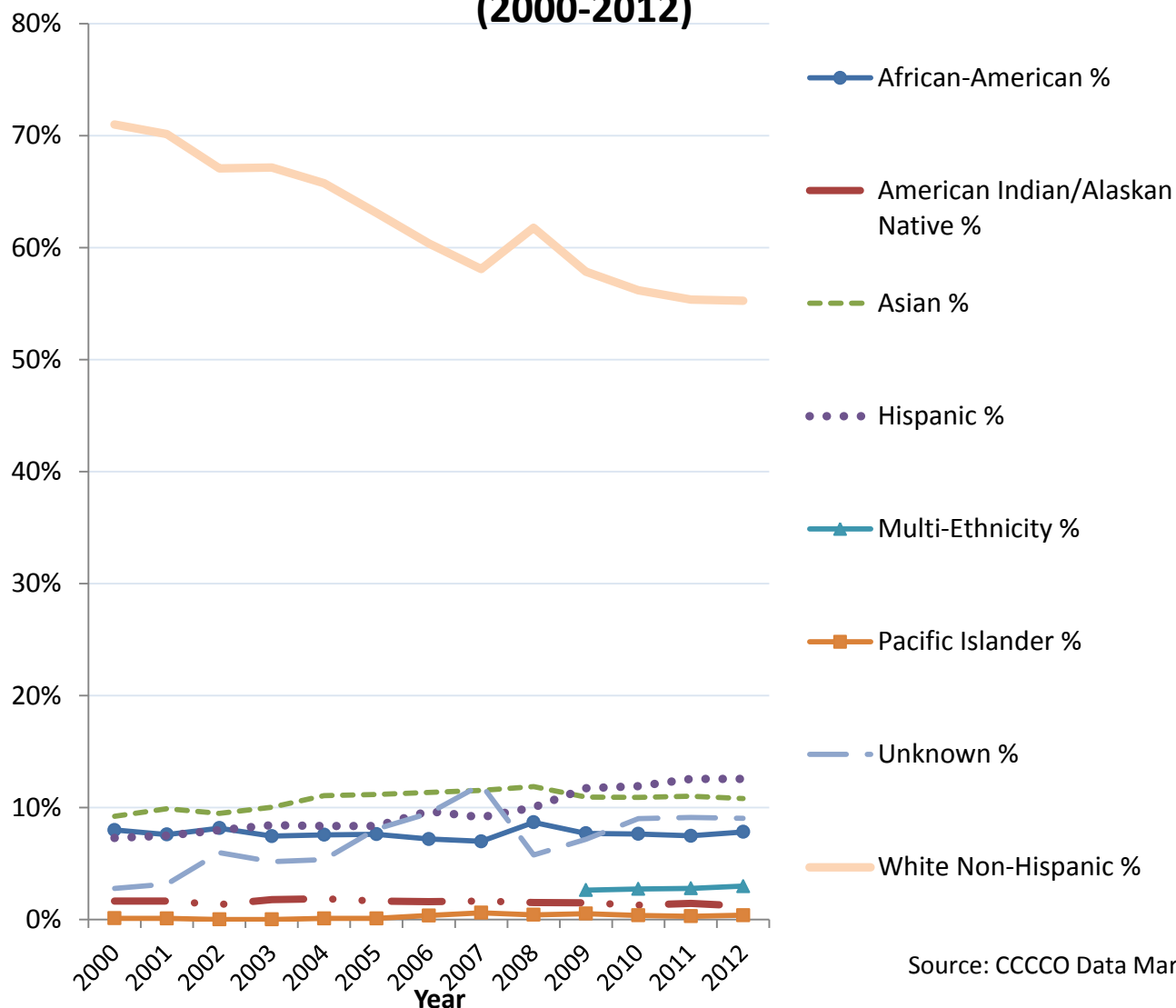
SCC Faculty: Headcount Percentage, by FT/PT Status (2000-2012)



Diversity of employees

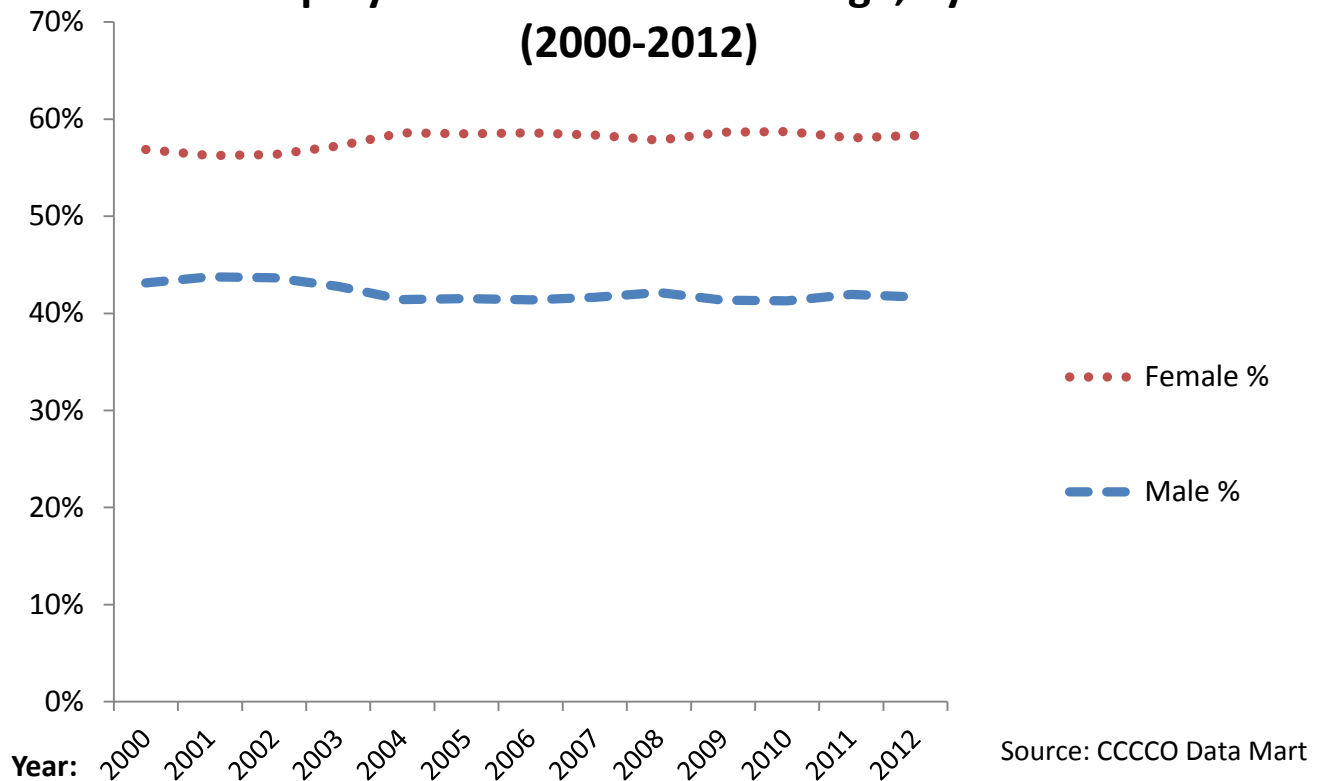
SCC employees are a diverse group with respect to demographic characteristics such as age, gender, and ethnicity. However, employees are not as diverse as the student body. As a group, employees have higher shares of older employees, female employees, and white, non-Hispanic employees than the student body. Until recently, staff demographics were not available at college level. With this fact in mind, data are shown for all years they are available—2000 to 2012. Employee demographics suggest a trend toward diversifying SCC employees' ethnic composition, while gender composition has changed little over the last decade and the percentage of employees over age 60 has increased dramatically—particularly since 2005.

**SCC Employee Headcount Percentage, by Ethnicity
(2000-2012)**

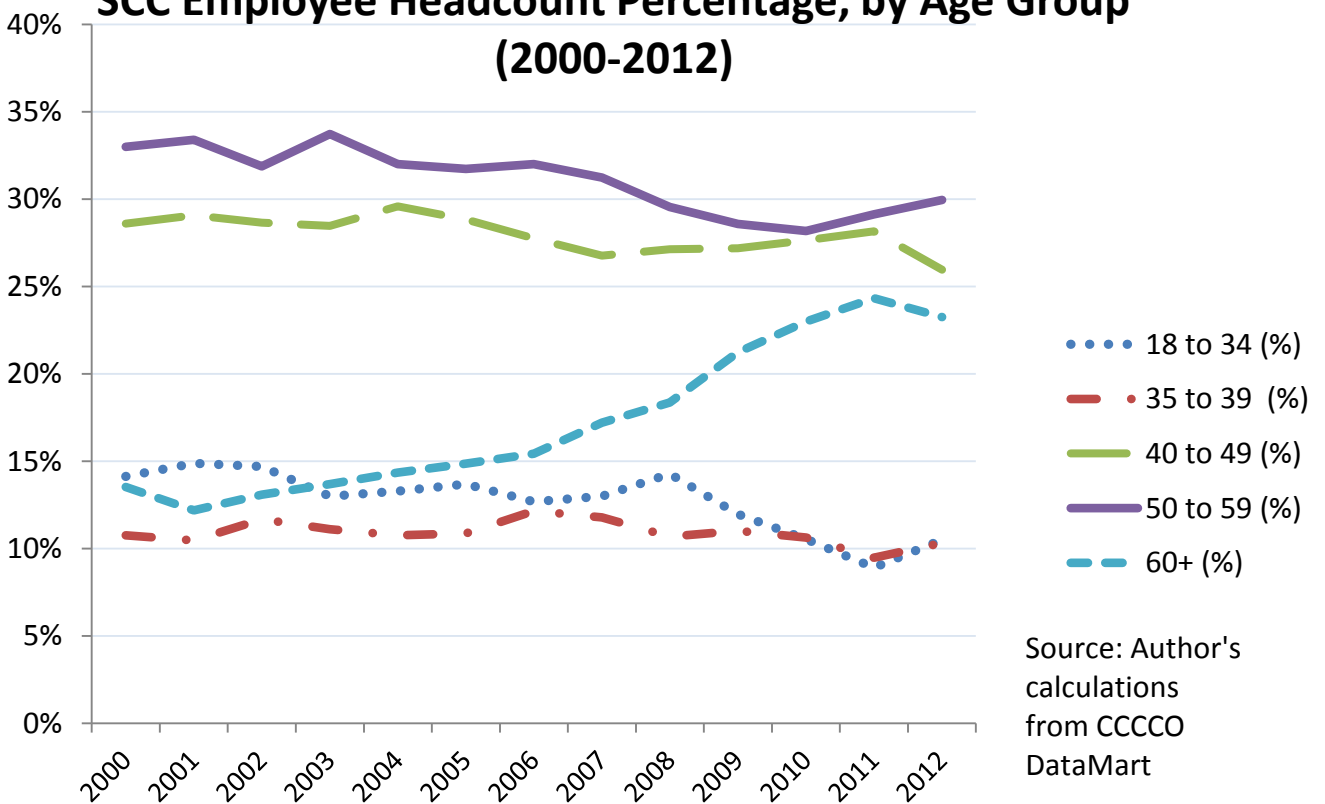


Source: CCCCCO Data Mart

SCC Employee Headcount Percentage, by Gender (2000-2012)



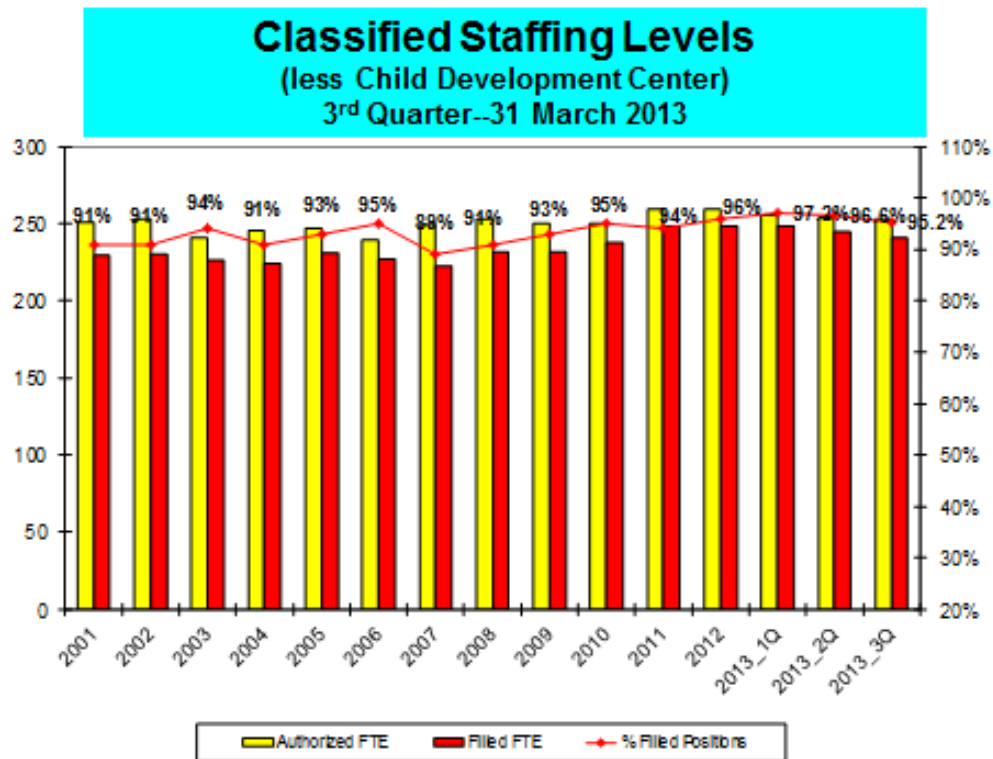
SCC Employee Headcount Percentage, by Age Group (2000-2012)



Administrative Services Metrics

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

For classified staffing, 95% of authorized FTE was filled—slightly lower than last year.



The Classified New Hires Orientation was quite small in 2013. Those new hires will be invited to the next orientation in 2014.

College-wide, the error rate was less than 5% for absence reports, budget entries, and requisitions; and it was under 10% for travel authorizations. Unfortunately, the error rate for intents was 44%--an increase from last year's 40%.

College Totals Year to Date 31 Mar 2013 (Source = VPA Metrics)

Procedure	Submitted	1st Qtr Errors	2nd Qtr Errors	3rd Qtr Errors	Error Rate	Error Rate Indicator
Absence Reports	2,593	16	39	8	2%	
Budget Entries	617	8	1	6	2%	
Intents	39	6	10	1	44%	
Requisitions	1,082	13	18	10	4%	
Travel Authorizations	449	8	18	15	9%	
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 2013

Division / Unit	Appropriations	Expenditures	Percentage	Burn Rate Indicator*	Division Burn Rate
President	38,346	19,236	50%		75%
PIO	8,696	4,485	52%		75%
PRIE	17,096	3,156	18%		70%
IT	22,864	16,097	70%		70%
CCR	6,858	3,141	46%		58%
VPA	13,141	6,054	46%		65%
Operations	303,298	241,287	80%		90%
VPI	12,918	4,672	36%		75%
West Sacramento Ctr	30,097	12,906	43%		75%
Davis Center	38,766	21,211	55%		75%
AVP- Rick Ida	21,304	3,901	18%		75%
AT	68,183	36,558	54%		75%
Business	22,178	2,314	10%		70%
LRC	167,641	100,904	60%		70%
Allied Health	26,630	19,997	75%		75%
Science	67,311	38,484	57%		65%
BSS	36,235	6,040	17%		75%
AVP- Julia Jolly	35,842	13,202	37%		75%
MSE	21,344	12,073	57%		65%
HFA	83,692	37,210	44%		80%
L&L	24,704	15,242	62%		60%
P.E., Health & Athletics	137,027	133,678	98%		90%
VPS	11,484	3,764	33%		75%
AVP	7,469	2,394	32%		70%
Counseling & Student Success	49,452	36,124	73%		75%
Matric. & Student Development - Matric Office	59,676	33,791	57%		49%
Matric. & Student Development - Cultural Awareness	11,275	6,447	57%		50%
Matric. & Student Development - Campus Life	10,036	6,055	60%		70%
Matric. & Student Development - RISE	531		0%		50%
Matric. & Student Development - Voter Registration	8,586	941	11%		75%
Admissions & Records	52,986	46,444	88%		75%
Financial Aid	12,863	6,314	49%		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 2013

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 2013

Division	Reduced Base	Appropriations	Expenditures	Percentage	Burn Rate Indicator*	Division Burn Rate
AT	29,700	42,613	40,090	94%		75%
BSS	3,393	4,136	1,333	32%		70%
HFA	31,257	32,252	29,152	90%		75%
IT	2,880	3,235	0	0%		75%
P.E., Health & Athletics	63,000	64,839	64,422	99%		75%
Science	27,270	28,518	28,518	100%		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 Program Burn Rate 3rd Quarter 2013—31 March 2013

Categorical	Project Grant	OPR	Appropriations	Expenditures	Percentage	Burn Rate Indicator*	Division Burn Rate
Basic Skills (FY11-13)	576x	AVPI	386,421	79,686	21%		23%
Regional Cons VTEA IB	334A	AVPI	9,442	8,617	91%		85%
VTEA	316x	AVPI	888,077	510,368	57%		75%
ARRA - CA Connect	371D	MSE	4,455	2,849	64%		75%
MESA/CCP	589A	MSE	484,644	25,938	5%		25%
MESA/CCP Extension	589D	MSE	4,395	4,394	100%		100%
Natl Science Fdn - STEM Scholarship	390M	MSE	34,651	25,831	75%		75%
Nursing Enrollment Growth Yr 2	453D	SAH	8,063	7,753	96%		100%
Nursing Enrollment Growth Yr 3	453C	SAH	66,887	26,057	39%		75%
HW1 Career Acceleration Pilot Project	580A	SAH	110,500	29,816	27%		35%
BOG BFAP	438A	SSE	934,204	653,382	70%		75%
CARE	411A	SSE	156,285	99,348	64%		71%
CalWORKs	592x	SSE	362,746	253,037	70%		75%
TANF	590A	SSE	87,521	38,957	45%		75%
TANF Work Study	381Q	SSE	88,103	53,757	61%		75%
DOR College to Career	381L	SSE	250,000	112,419	45%		75%
DSPS	428x	SSE	953,918	680,229	71%		75%
EOPS	408A/B	SSE	942,892	736,727	78%		75%
Local Tech Prep	329A	SSE	22,014	16,931	77%		75%
Matriculation	597C	SSE	676,695	484,644	72%		75%
WorkAbility	381F	SSE	211,465	147,978	70%		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 processes have been effective.

Many college units have modified processes in order to improve effectiveness; for example:

- The Davis Center has added flex activities over the last year.
- Financial Aid staff created and updated student documents and procedures. The FA Office maintained a two-three week processing timeline for the beginning of the Fall 2012 and Spring 2013 terms.
- Job Services processes have been redirected to business services for more efficient and timely processing.
- The probation and dismissal process has been reviewed and improvements implemented. The overall number of dismissed students has been reduced since starting the revised program.

Shared Governance Standing Committees work effectively. This year SCC revised the Guide to Participatory Decision-Making (aka the Blue Book). Overall, processes were judged effective and, thus, were not changed. However, some revision to the Campus Issues to improve effectiveness was included. Individual units across the college demonstrate connection and collegiality in a variety of ways. Examples include:

- The Science and Allied Health Division developed an Allied Health Learning Community consisting of faculty from departments from four different Divisions and counselors.
- College-wide coordinators for Learning Communities and the Honors Program were hired.
- Counselors serve in a variety of capacities both at the college level and district level in shared governance roles and/or as members of workgroups related to the implementation of Student Success Act recommendations.
- Three A&R staff members served on standing committees for 12-13. A7 R staff also increased participation in flex activities and increased volunteers for SOS activities.
- In the interest of creating a more participatory and involved decision making process in the Career Center, a meetings of staff, assistants, and interns are held (approx. once per month). Participants share ideas, discuss processes already in place and new ways of doing things, and assure consistent and accurate information to students and employers.

(Note: The periodic survey of participatory decision-making is next due to be administered in the 13-14 academic year.).

The college has accomplished work that enhances or expands ongoing efforts; most unit plan objectives for the 2012-13 academic year were accomplished:

Unit plan objectives are not a list of “business as usual” items; they typically reflect new initiatives or work that enhances or expands ongoing efforts that are working well. The 2012-13 Unit Plan Accomplishment Reports included 648 objectives from 80 units across the four College Service Areas. The unit plan objectives aligned with all three college goals (an objective may align with more than one goal).

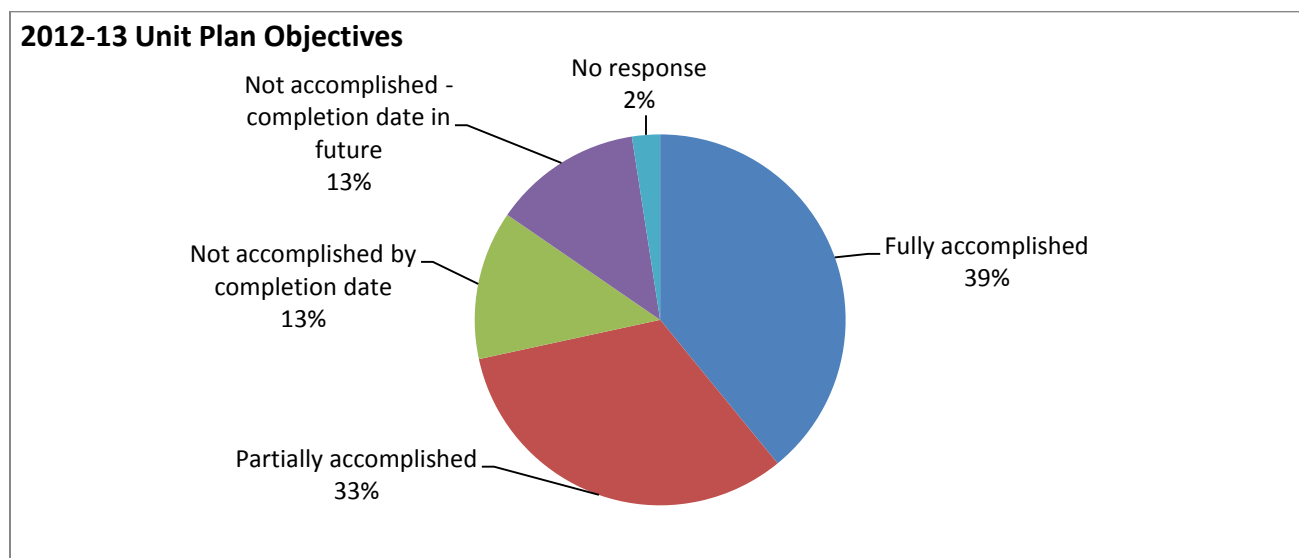
- Goal A, which is related to teaching and learning effectiveness = 468 objectives (72%)
- Goal B, which is related to the completion of educational goals = 242 objectives (37%)
- Goal C, which is related to employee engagement = 199 objectives (31%)

The accomplishment of unit plan objectives reflects the implementation of work that extends or develops ongoing activities as well as the accomplishment of new initiatives.

Units are asked to report if each unit plan objective has been accomplished, partially accomplished, or not accomplished in a given academic year. Overall, 72% of the 2012-13 unit plan objectives were accomplished or partly accomplished in the 2012-13 academic year. It is important to note that some objectives that were partially accomplished or not accomplished in the 2012-13 academic year may be multi-year objectives with a

completion date in the future. Multi-year objectives show the start year and the end year for the objective, indicating a 2, 3 or 4 year window for implementation.

Accomplishment of 2012-13 Unit Plan Objectives				
Fully accomplished	Partially accomplished	Not accomplished in 2012-13 completion date in future	Not accomplished by completion date	No response
39%	33%	13%	13%	2.5%



Analysis of unit plan objectives indicates SLO linkages:

The reports include information on whether SLO data was used to develop and/or evaluate the results of unit plan objectives; 118 (18%) of the unit plan objectives, from over 40 units, used SLO data. The unit plan objectives using SLO data were related to all three College Goals (an objective may align with more than one goal).

- Goal A, which is related to teaching and learning effectiveness = 82 objectives used SLO data.
- Goal B, which is related to the completion of educational goals = 44 objectives used SLO data.
- Goal C, which is related to employee engagement and college processes = 28 objectives used SLO data.

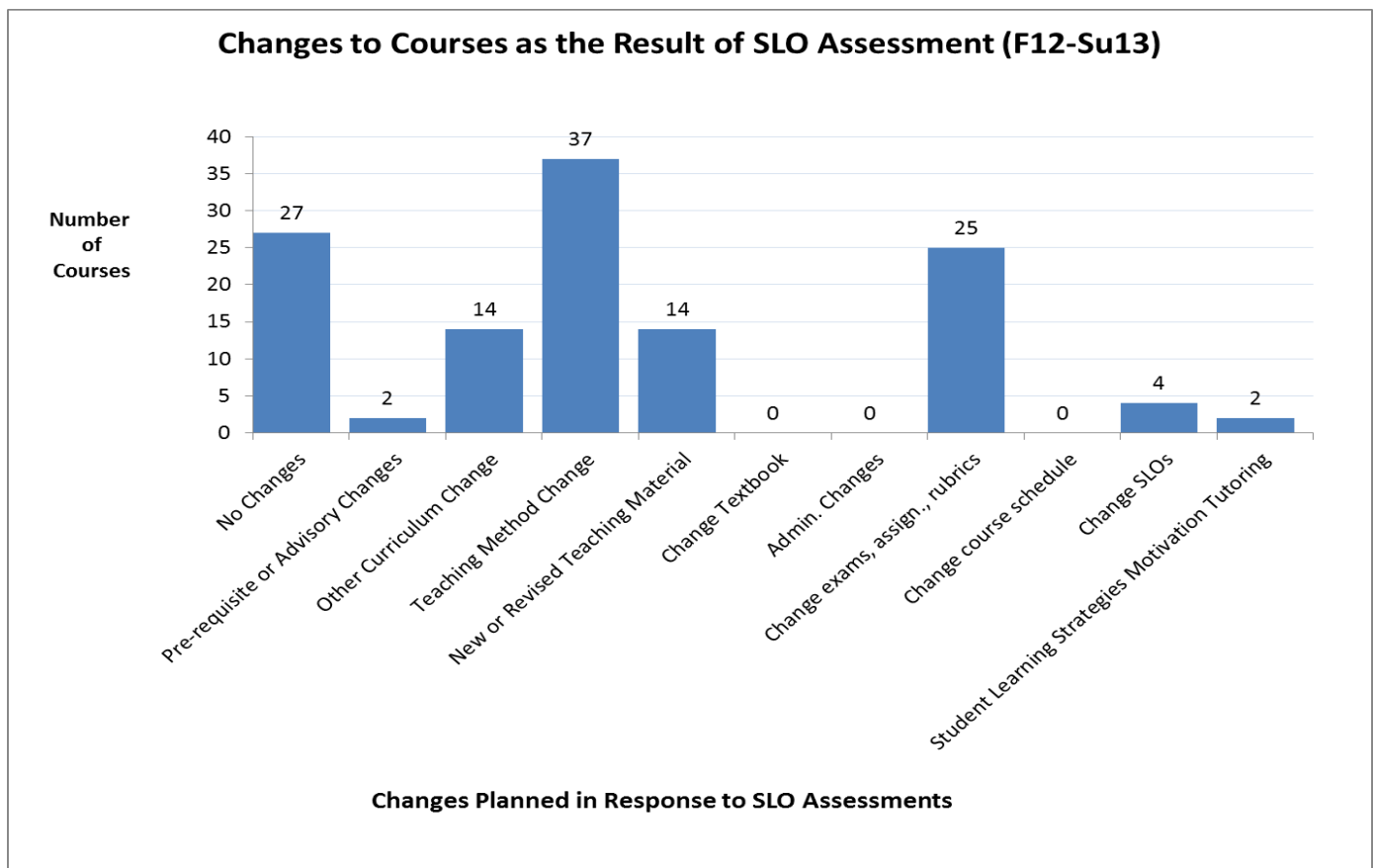
Over 90% of the objectives that used SLO data were fully or partially achieved during the 2012-13 academic year.

Enrollment management has been effective:

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 data discussions were common in the Senior Leadership Team and Joint Deans Council.

SLO assessment has been used 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.

Over 1,000 SCC course curriculum actions and over 120 SCC program curriculum revisions occurred during the 2012-13 academic year in response to the needs of the college and community. Many changes in Student Services occurred, often as the result of work to incorporate the recommendations of the Student Success Act. Examples of revision include:

- The SCC Learning Skills and Tutoring Program expanded tutoring programs for Accounting, Business, Computer Information Science, Advanced Technology Design, ESL, Nutrition, Photography, Aeronautics, Graphic Communication, Nutrition and Photography.
- Library programs have been revised. Print and media materials are shared across the District when students use a mechanism in the catalog to request books and media from another location. Interlibrary loan services reduce the need for excessive duplication and thus save some purchase costs.
- A & R facilitated workshops through the Veterans Resource Center for Veterans seeking employment while attending school.
- Several new AA-T and AS-T degrees have been developed.

Data was used in decision-making at the College:

Unit planning data includes student demographic, enrollment, success, and achievement information. Program plans include data on measures of merit for the program. Institutional plans include appropriate data analysis. The operational work of college units is based on data; for example:

- Biology and Chemistry stockrooms completed efficiencies studies of their operations. The data will be used to evaluate opportunities for improvement in service delivery.
- SAH Division has developed a SWOT process to help identify opportunities for greater transparency and collaboration over planning.
- Tutoring services are being evaluated in a universal student satisfaction survey that was first administered by all the tutoring areas in Fall 2012. Data is currently being analyzed by the Research Office.
- New Student Counselor Workshop- SLO's being recorded as to the effectiveness of the workshops.
- The Career Center webpage uses Google Analytics to collect data on demographics and student usage patterns.
- 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.

Ongoing SLO assessment (Data source: SLO Coordinator files)	2011-12	2012-13
Percent of active courses with ongoing assessment	77%	86%
Percent of instructional programs with ongoing assessment	47%	47%
Percent of student services programs with ongoing assessment	100%	100%
Percent of institutional SLOs with ongoing assessment	100%	100%

Environmental Scan Report

Fall 2013

(Brief Internal and External Scans)

SCC Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.

A7: Implement practices and activities that reduce achievement gaps in student success.

SCC Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.

B1. Revise or develop courses, programs, schedules and services based on assessment of emerging community needs and available college resources.

B6: Expand interactions with community and industry partners in order to increase student opportunities for experiences that help them transition to careers (career exploration, completion of licenses, internships, etc.).

SCC Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.

C4. Utilize quantitative and qualitative data to help guide decision-making throughout the institution.



Environmental Scan Report Key Points

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

In Fall 2012 the majority of SCC students (almost 70%) were attending the college part-time.

SCC has a very diverse student population with no single ethnic group including more than 26% of the student body.

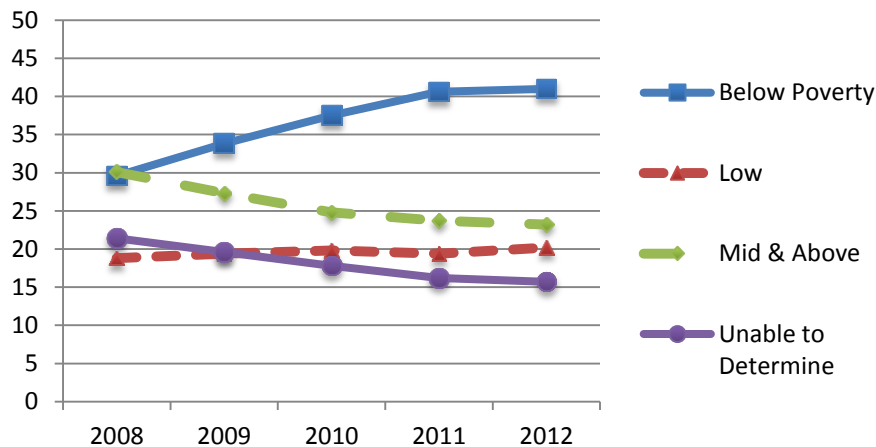
In Fall 2012 (census data) about 57% of SCC students were 24 years old or younger.

Student unit Load Fall 2012 (Source EOS Profile Data)					
Full-Load 12 or More Units		Mid-Load 6-11.99 Units		Light-Load Up to 5.9 Units	
7,685	31.0%	9,104	36.7%	8,005	32.2%

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 2012 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.

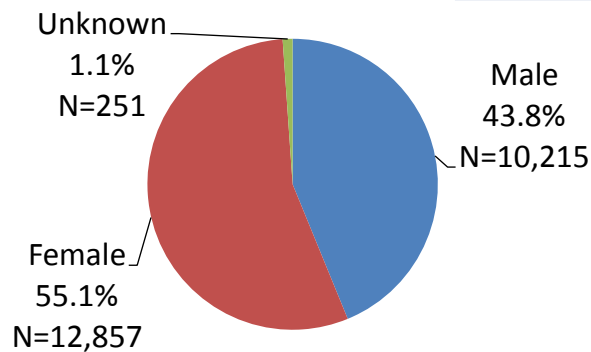
In Fall 2012 (census data) 57.4% of SCC students were 24 years old or younger. The largest age group of students at SCC was 18-20 (8,410 students) followed by the 21 to 24 year olds (6,317 students). Females made up 55.1% of the student population. SCC has a very diverse student population with no single ethnic group comprising more than 26% of the student body. In Fall 2012, white students made up the highest percentage (25.8%) followed by Hispanic/Latino (25.4%) and Asian (15.6%) students.

Characteristics of All Students (N=23,323) Fall Census 2012

Race/Ethnicity	Percent
African American	11.8
Asian	15.6
Filipino	2.5
Hispanic/Latino	25.4
Multi-Race	5.4
Native American	.7
Other Non-White	.9
Pacific Islander	1.2
Unknown	10.5
White	25.8
First Generation College Students: 41.8%	

School & Work	
Recent High School Graduates	9.2%
Enrolled Part Time	67.0%
Working Full- or Part-time	51.4%
Low Income/Below Poverty	65.8%

Age	Percent
Under 18	1.0
18-20	29.3
21-24	27.1
25-29	16.0
30-39	13.4
40+	13.1
Average Age: 27.24	



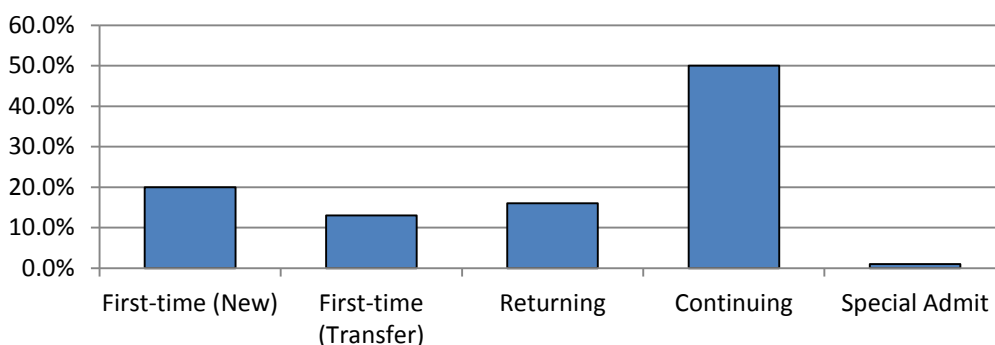
Source: Census Profile

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Sacramento City College
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Most SCC students are continuing students.

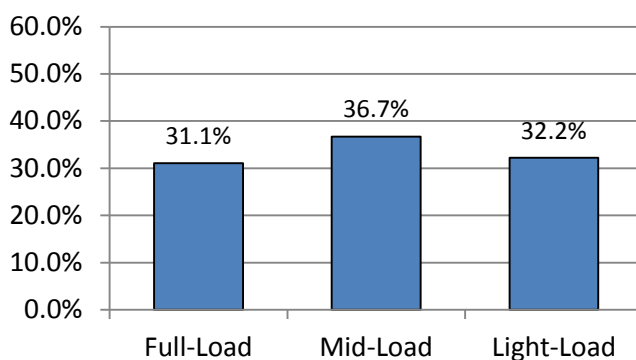
Fall 2012 Enrollment Status (Source: EOS Profile Data)



Most SCC students take fewer than 12 units per semester.

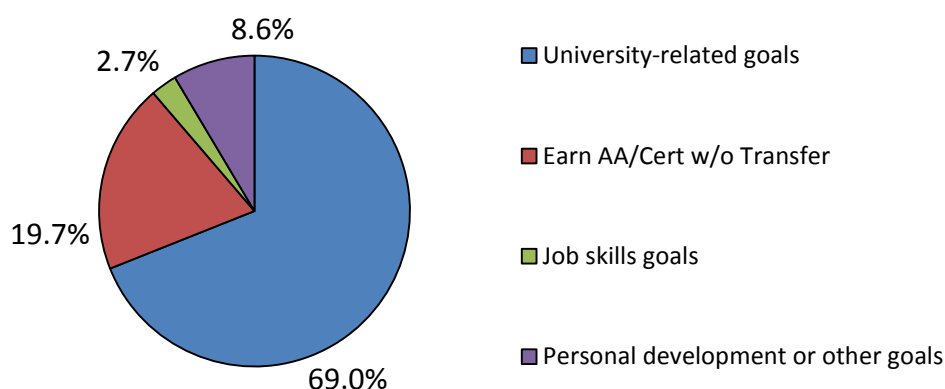
In Fall 2012, 32.2% of the students at SCC were taking less than 6 units; 36.7% were taking 6 to 11.99 units, and 31.1% were taking 12 or more units.

Unit Load of Students Fall 2012 (Source: EOS Profile Data)



Almost 70% of the students in Fall 2012 semester at SCC had university-related goals and almost 20% intended to earn a degree or certificate without transferring.

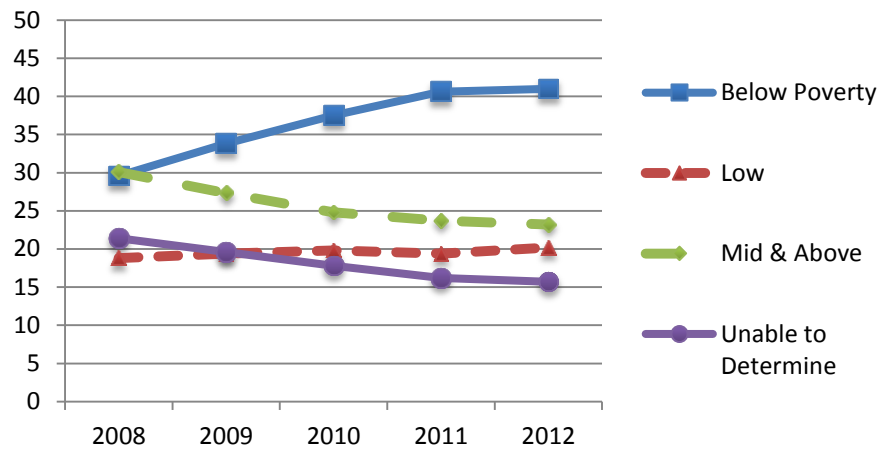
All Students % (N=24,828)



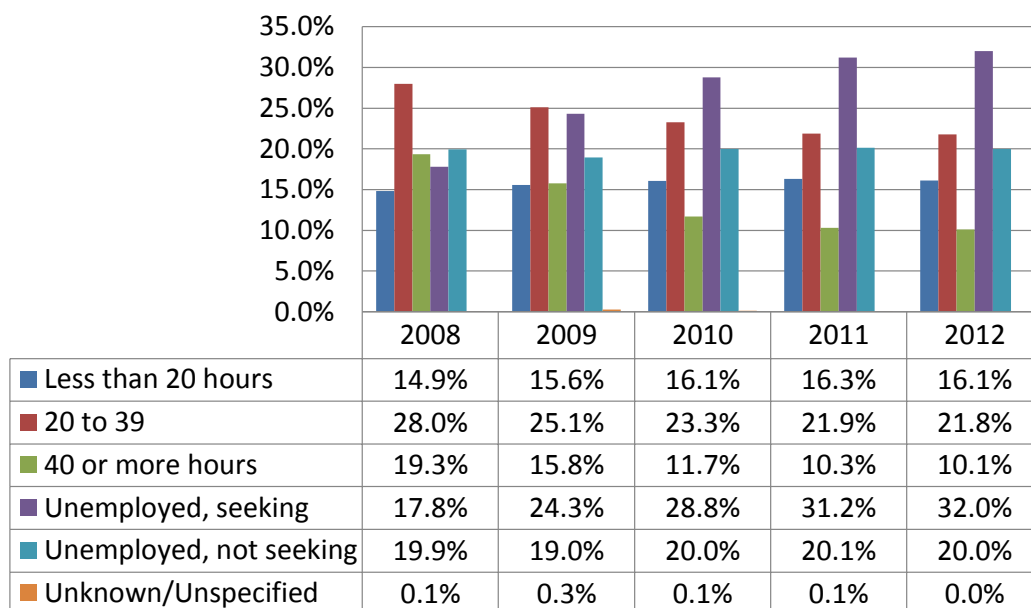
- University-related goals: Transfer w/ AA, Transfer w/out AA , 4-yr student meeting 4-Yr requirements
- Degree/Cert without transfer: AA/AS degree no transfer, Vocational degree no transfer, Earn a certificate
- Job skills goals: Acquire Job Skills Only, Update Job Skills Only, Maintain Certificate/License
- 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 also increased.

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



SCC Students' Weekly Work Status Fall 2008 to Fall 2012



Source: EOS Profile Data

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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

2012 STAR test results for Sacramento County schools show that a substantial number of students score below proficiency level in English or Math.

2012 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/star2012/Index.aspx>

CST English-Language Arts 2012 STAR Test Results, Sacramento County, All Students

Grade	2	3	4	5	6	7	8	9	10	11
Students Tested	17,978	17,107	16,601	16,280	16,387	16,342	16,350	16,578	16,797	16,598
% of Enrollment	98.40%	94.40%	92.90%	92.10%	92.20%	91.80%	92.30%	93.20%	93.80%	94.60%
Students with Scores	17,935	17,078	16,590	16,268	16,376	16,321	16,331	16,547	16,756	16,550
Mean Scale Score	356.7	342.6	372.9	362.1	362.4	366.7	362	361.2	345.4	341.1
% Advanced	26%	17%	37%	28%	29%	29%	31%	29%	23%	21%
% Proficient	30%	29%	29%	32%	29%	34%	27%	28%	26%	25%
% Basic	23%	29%	23%	26%	27%	23%	25%	26%	28%	27%
% Below Basic	12%	14%	8%	9%	11%	10%	11%	11%	14%	14%
% Far Below Basic	9%	11%	3%	5%	3%	5%	7%	6%	9%	13%

CST Mathematics 2012 STAR Test Results, Sacramento County, All Students,

	CST Math						CST Algebra I			
Grade	2	3	4	5	6	7	8	9	10	11
Students Tested	17,953	17,184	16,779	16,404	16,478	14,648	7,887	8,449	3,885	1,822
% of Enrollment	98.20%	94.80%	93.90%	92.80%	92.70%	82.30%	44.50%	47.50%	21.70%	10.40%
Students with Scores	17,902	17,141	16,769	16,387	16,463	14,626	7,882	8,441	3,876	1,813
Mean Scale Score	376	391.7	388.2	385.7	364.9	356.8	360.9	311.5	293	282.1
% Advanced	33%	40%	40%	29%	22%	19%	17%	3%	1%	1%
% Proficient	29%	27%	27%	32%	32%	32%	36%	21%	12%	7%
% Basic	20%	18%	19%	20%	26%	26%	26%	27%	25%	19%
% Below Basic	13%	12%	11%	14%	16%	17%	17%	33%	41%	44%
% Far Below Basic	5%	3%	2%	4%	4%	6%	4%	15%	21%	29%

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

Total Enrollment on First Day of Testing: 178,483

Total Number Tested: 177,341

Total Number Tested in Selected Subgroup: 177,341

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.

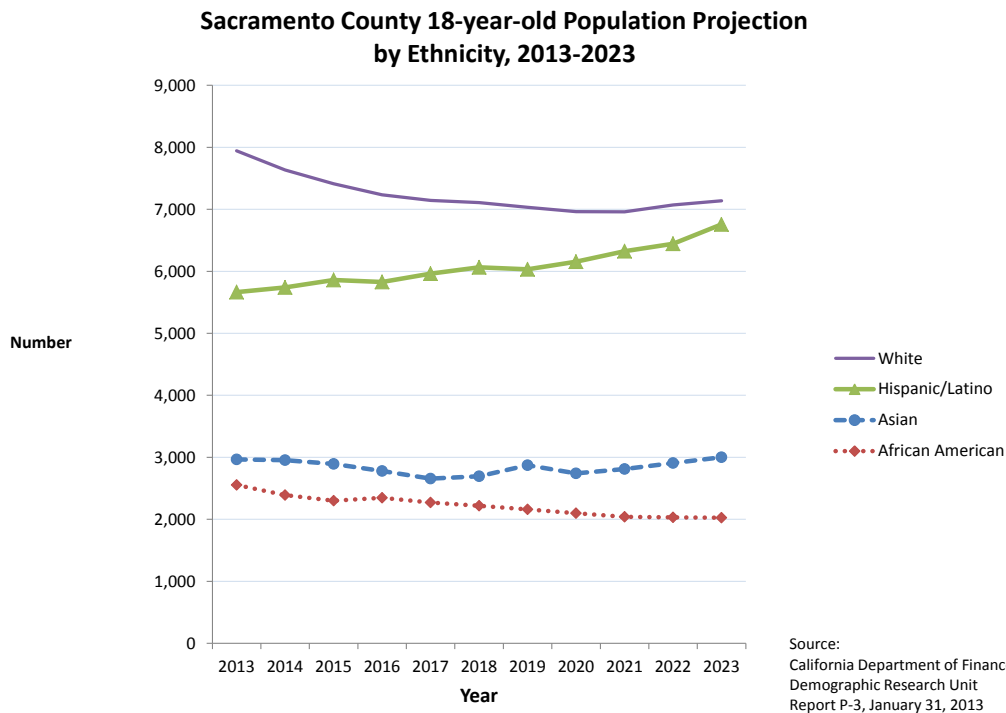
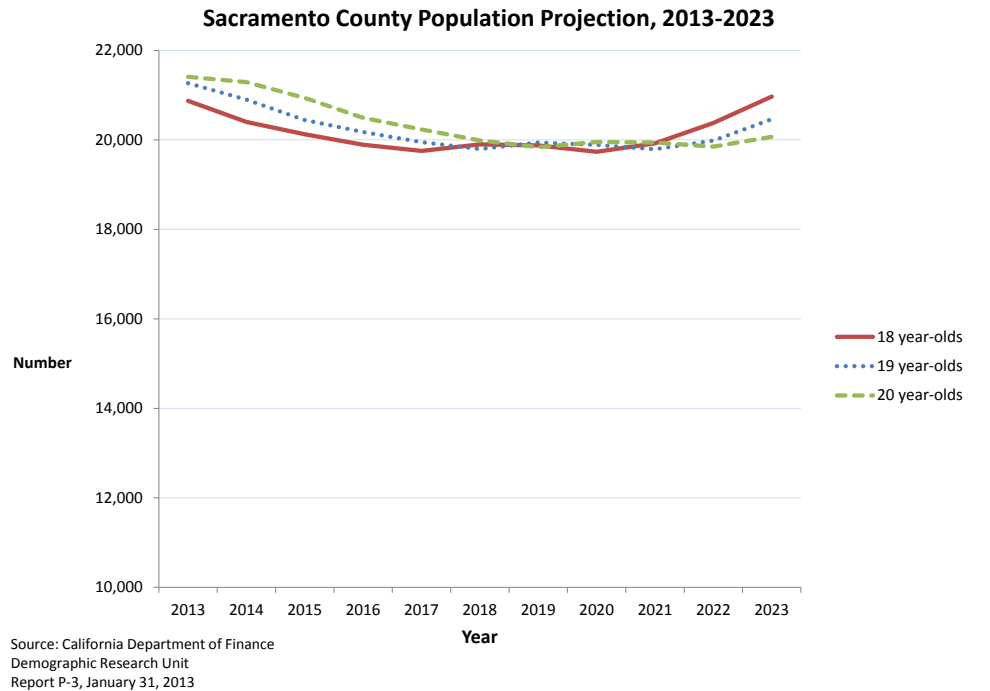
CDE data for feeder High Schools (most recent year available in parentheses)					
High School	% white (2012-13)	% free or reduced price lunch (2012-13)	% English language learner (2012-13)	% of seniors taking the SAT (2011-12)	State API Base rank (2012-13)
Luther Burbank	3.6	93	27.1	50.6	2
Hiram Johnson	7.9	81	27.1	30.6	3
River City	34.8	63	8.8	44.7	4
Rosemont	33.7	61	11.5	40.3	4
McClatchy	24.0	55	13.4	41.9	6
Kennedy	13.7	58	12.6	47.7	5
Davis Senior	57.1	18	4.1	80.5	9

Source: <http://dq.cde.ca.gov/dataquest/> (retrieved 9/9/2013)

Local Population Patterns

Population projection patterns for Sacramento County show that a decline in the number of traditional community college-age students is expected over the next few years.

Although the numbers of 18, 19, and 20 year-olds are expected to rebound in the early 2020's, there is expected to be approximately 5% to 7% reduction in these numbers between 2013 and the late 2010's. The figures below suggest that although the overall college-age population is expected to drop, some subgroups will experience more of a decline than others, and the number of college-going age Latinos is actually expected to increase over the next 10 years.



Source: <http://www.dof.ca.gov/research/demographic/reports/projections/P-3/>

Economic variables

California's unemployment rate generally mirrors the national unemployment rate, but it has decreased more over the past three years, dropping from 10.7% in June 2012 to 8.7% in July 2013.

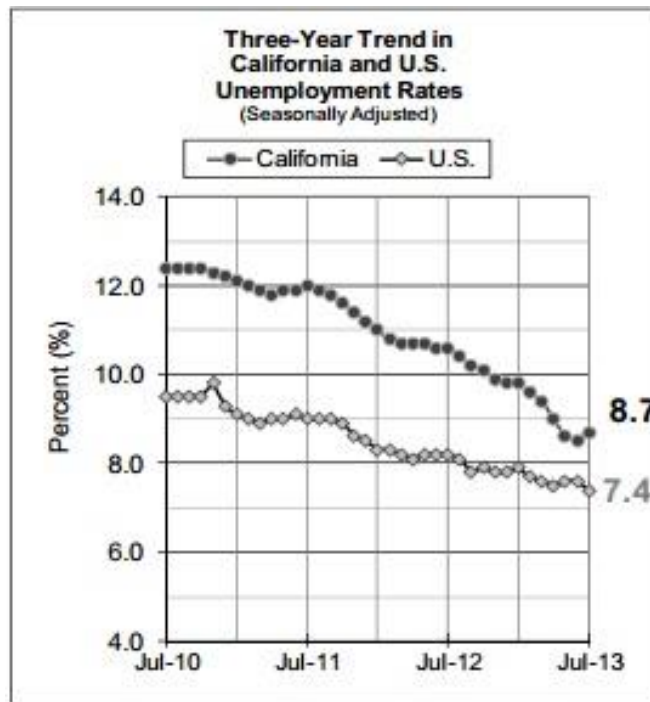


Figure from the "California Labor Market Review, July 2013" <http://www.calmis.ca.gov/file/1fmonth/CaLMR.pdf> (retrieved 9/9/2013)

Sacramento's Labor Market & Regional Economy: 2013 Outlook states:

"More than two years into the local recovery, the Sacramento economic outlook continues to improve, albeit at a moderate pace, as expected... Our updated sector-by-sector outlook for the local labor market calls for a rebound in job growth in Construction and Financials in 2013... As 2013 begins, we are optimistic that government spending may at least be stabilizing, if not marginally increasing."

The document can be found at the following website:

[http://www.cba.csus.edu/sacbusinessreview/Sacramento Business Review/Archives files/SBR Labor Markets_Web.pdf](http://www.cba.csus.edu/sacbusinessreview/Sacramento_Business_Review/Archives_files/SBR_Labor_Markets_Web.pdf) (retrieved 9/9/2013)

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 "2010-2020 Sacramento, Placer, Yolo, and El Dorado Counties Projection Highlights" [http://www.calmis.ca.gov/file/indproj/sacr\\$_highlights.pdf](http://www.calmis.ca.gov/file/indproj/sacr$_highlights.pdf) (retrieved 9/9/2013)

The 50 occupations with the most job openings are forecasted to generate nearly 18,600 total job openings annually, or 52 percent of all job openings in Sacramento, Placer, Yolo, and El Dorado Counties. The top three occupations with the most job openings are *retail salespersons, cashiers, and personal care aides*. These occupations have median wages ranging from approximately \$10 to \$11 per hour. *Higher-skilled occupations, requiring a bachelor's degree or higher, include teachers (elementary and secondary); accountants and auditors; and management analysts.*

Nursing and Residential Care Facilities, at 3.1 percent annual growth, is projected to have the fastest growth in the educational services, health care, and social assistance sector. Employment services, which includes temporary help services, is anticipated to lead growth in the professional and business services sector by adding 5,900 jobs. Limited-service eating places is projected to add 8,600 jobs, leading the leisure and hospitality sector in growth.

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 Fastest-Growing Occupations in Sacramento-Arden Arcade-Roseville Metropolitan Area: 2010-2020. California Labor Market Info from EDD http://www.labormarketinfo.edd.ca.gov/ (retrieved 9/9/2013)			
Occupation	Related SCC program, courses, or major	Change	%Change
Home Health Aides	Allied Health courses	1,260	58.3
Meeting, Convention, and Event Planners	Management	210	44.7
Personal Care Aides		8,300	42.8
Market Research Analysts and Marketing Specialists	Marketing; Statistics	870	42.6
Logisticians	Management	170	36.2
Veterinary Technologists and Technicians	Biology	220	36.1
Automotive and Watercraft Service Attendants		240	35.8
Medical Scientists, Except Epidemiologists	Biology	510	35.4
Tire Repairers and Changers		290	35.4
Parts Salespersons		410	35.3
Interpreters and Translators	Foreign Language; ESL	190	34.5
Loan Officers	Accounting; Business; Economics; Math; Real Estate Finance	710	33.2
Cost Estimators	Business; Math	540	31.8
Tapers		190	31.7
Insurance Sales Agents	Business	620	31.6
Medical Secretaries	Allied Health; Business Technology	1,660	31.6
Healthcare Social Workers	Community Studies- Emphasis on Direct Services	260	31.3
Food Service Managers	Management; Nutrition	730	31.2
Physical Therapists	Biology (lower division transfer requirements for PT programs); PT Assistant Program	300	30.9
Database Administrators	CIS	170	30.9

Student Success Summary

Sacramento City College

A. Overview

Completing courses successfully

The course success rate reflects the percent of students who get a grade of A, B, C or Pass/Credit in their classes. Currently the overall course success rate is about 67%.

SCC measures how well students achieve the General Education Student Learning Outcomes that are part of completing a degree at the college. Most (over 80%) students achieved at least a “moderate” level of success on the SLOs related to depth and breadth of understanding and critical thinking in their GE courses. Many (69%) students achieved a “moderate/high” level on both of those areas.

Improving basic skills

The statewide Scorecard includes measures of student progress through the sequence of basic skills courses in English Writing, Mathematics, and ESL.

- **English Writing:** 26.2% of the students who started in ENGWR 51/52 successfully completed a transferable English course (ENGWR 300 or higher).
- **Mathematics:** 12.4% of the students who started in Math 27/28/34 successfully completed Math 120 or higher.
- **ESL:** 42.7% of the students who started in a non-transferable ESL course successfully completed a transferable ESL or English course.

Course success rates (Fall 2012) for English and Math course levels show that students struggle with some levels of Math.

Staying in school

The fall-to-fall retention rate measures the percent of student who enroll at SCC in one fall semester who return the next fall semester. The Fall 2011-Fall 2012 retention rate was 43%.

The statewide “Scorecard” for community colleges has two measures related to students staying in school. These measures look at students who earned at least 6 units and attempted any Math or English course within three years of entering college. For those students:

- 60.2 percent enroll in college for three consecutive semesters
- 59.7% complete 30 units within 6 years of starting college

Completing educational goals

In 2012-13 SCC awarded 1481 degrees and 534 certificates. In 2011-12 739 students transferred to UC or CSU (most recent data).

The statewide “Scorecard” for community colleges includes a completion measure. This measure looks at students who earned at least 6 units and attempted any Math or English course within three years of entering college. 54/6% of those students transferred to a 4 year college/university, got a degree or certificate, or became transfer prepared within 6 years of enrolling in community college

Licensure and Job Placement rates are available for many Career Technical Education programs.

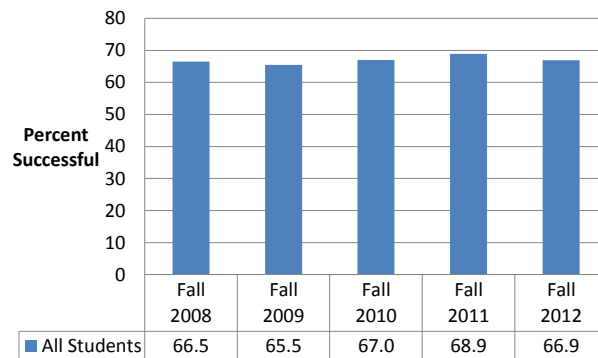
- Fourteen of sixteen CTE programs at SCC have licensure exam pass rates of over 90%.
- SCC graduates in sixteen of the thirty-six employment areas had job placement rates of over 70%.

B. Detailed information

Completing courses successfully

The **course success rate** reflects the percent of students who get a grade of A, B, C or Pass/Credit in their classes. The **overall course success rate at SCC** has been relatively stable, between 60 and 70%, since the 1980s. In the last 10 years the lowest average course success for the college was 64%; the average for the last 10 years is 66%. Currently the overall course success rate is about 67%. The college standard is 63percent; if the course success falls below this number we will work to discover what occurred and how the situation might be improved.

SCC Successful Course Completion, Fall 2008 to Fall 2012 (%)



1-10

Source: Research Database Files

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

Source: Los Rios Community College District Research Database as reported in PRIE planning data files. Note: The change in the drop-without-a-W rate resulted in lower course success rates in Fall 12 due to more “W” grades in many classes.

SCC measures how well students achieve the **Student Learning Outcomes in General Education courses** that are part of completing a degree at the college. Most (over 80%) students achieved at least a “moderate” level of success on the SLOs related to depth and breadth of understanding and critical thinking in their GE courses. Many (69%) students achieved a “moderate/high” level on both of those areas. (*Spring 2012 data from the SLO Subcommittee of the Academic Senate*)

Depth and Breadth of Understanding

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

Critical Thinking

- ▶ Students achieved at least a “Moderate” level of success for 80% of all course SLOs that aligned with this General Education student learning outcome.

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 General Education student learning outcome.

Improving basic skills

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.). Course numbers lower than 300 = pre-transfer level courses. Course numbers lower than 100 = pre-collegiate level courses.

Percent of individuals taking the assessment exams placing into pre-collegiate or pre-transfer levels.		
Jul-Dec '12	Pre-collegiate	Pre-transfer
Reading	24.1	48.7
Writing	38.3	64.6
Math	52.6	97.3

The statewide Scorecard includes measures of student progress through the sequence of basic skills courses in English Writing, Mathematics, and ESL.

- **English Writing:** 26.2% of the students who started in ENGWR 51/52 successfully completed a transferable English course.
- **Mathematics:** 12.4% of the students who started in Math 27/28/34 successfully completed Math 120 or higher.
- **ESL:** 42.7% of the students who started in a non-transferable ESL course successfully completed a transferable ESL or English course.

Remedial Progress Rate Cohort Definition	N	Percent of cohort students who....	SCC Score (%)
English: Students whose first attempt in a SCC English course that is 1 or more levels below transfer. (ENGWR 51, 52; does not include ENGWR 101)	1,189	Successfully completed a transferable English course. (All transfer level ENGCR, ENGED, ENGLT, ENGWR courses.)	SCC Overall 26.2 State average 38.1
Math: Students whose first attempt in a SCC Math course is two or more levels below transfer and not degree applicable. (Math 27, 28, and 34; does not include Math 100)	1,352	Successfully completed a Math course that is transferable or is one level below transfer. (Math 120 and above.)	SCC Overall 12.4 State average 25.9
ESL: Students whose first attempt in a SCC ESL course is 1 or more levels below transfer. (non-transferable ESL, ESLG, ESLL, ESLP, ESLR, and ESLW courses)	483	Successfully completed a transferable ESL or English course. (all transfer level ESL, ENGCR, ENGED, ENGLT, ENGWR courses.)	SCC Overall 42.7 State average 23.6

Course success rates (Fall 2012) for English and Math course levels show that students struggle with some levels of Math.

English Reading

Transfer level (300 and above) = 71.6%

1 level below transfer = 68.6%

2 levels below transfer = 75.9%

3 levels below transfer = 72.3%

English Writing

Transfer level (300 and above) = 68.9%

1 level below transfer = 67.6%

2 levels below transfer = 54.0%

Mathematics

Transfer level (300 and above) = 49.6%

1 level below transfer = 45.7%

2 levels below transfer = 38.1%

3 levels below transfer = 54.8%

4 levels below transfer = 59.5%

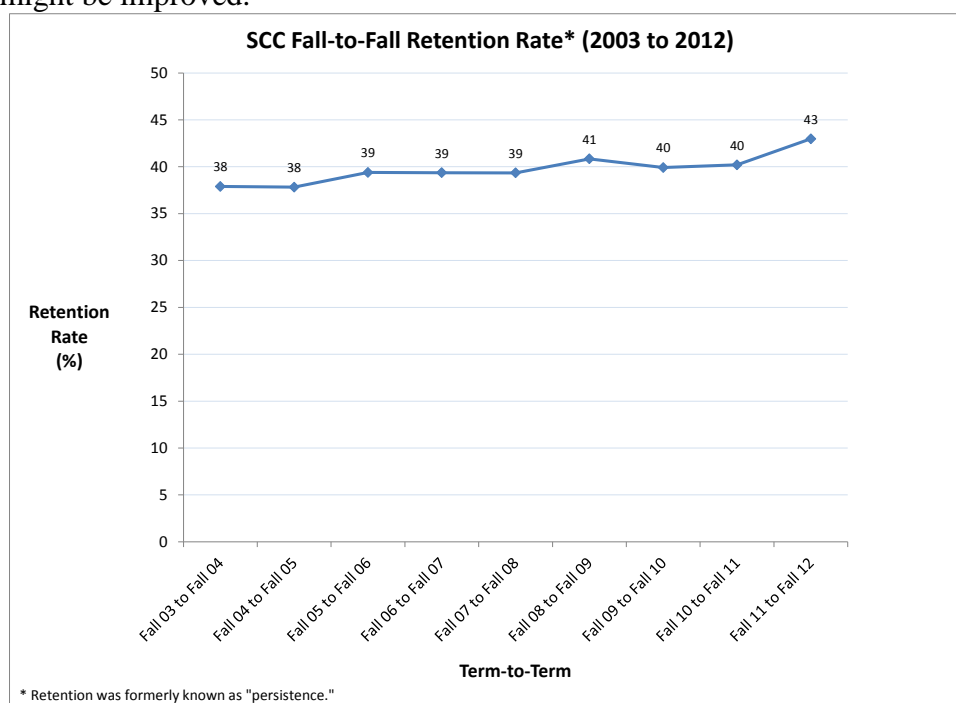
Staying in school

The statewide **“Scorecard”** for community colleges has two measures related to students staying in school. These measures look at students who earned at least 6 units and attempted any Math or English course within three years of entering college.

- **3 semester persistence:** The percent who enroll in college for three consecutive semesters; the 2013 Scorecard shows this as 60.2% for SCC.
- **30 unit measure:** The percent who complete 30 units within 6 years of starting college; the 2013 Scorecard shows this as 59.7% for SCC

Cohort Definition (denominator) <i>The current cohort began college in 2006-2007 and was tracked through 2011-2012</i>	Metric Definition Percent of cohort students who....	SCC Score (%) 2013 Scorecard
Three Consecutive Semester Persistence		
First time SCC students who earned at least 6 units and attempted any Math or English course within 3 years of entering college.	...enrolled in three consecutive semesters anywhere in the CCC system (e.g. Fall, Spring, Fall).	SCC Overall 60.2%
Completion of 30 units		
First time SCC students who earned at least 6 units <u>and</u> attempted any Math or English course within 3 years of entering college.	...earned at least 30 units anywhere in the CCC system within 6 years of entering college.	SCC Overall 59.7%

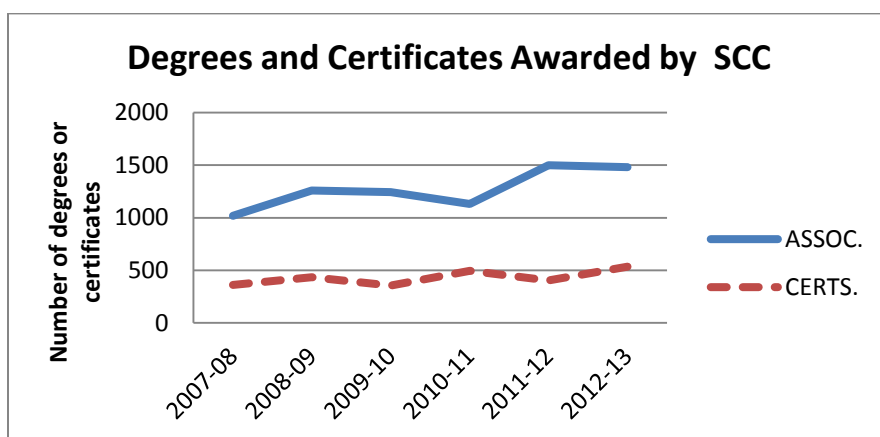
The fall-to-fall retention rate measures the percent of student who enroll at SCC in one fall semester who return the next fall semester (formerly and also known as “persistence”). The Fall 2011-Fall 2012 retention rate was 43%. Students who do not return may have graduated or completed another educational goal, transferred to another college or university, or dropped out of college. The lowest fall-to-fall retention rate for SCC in the past 10 years was 38%; the average over that time is 39%. The college standard for the Fall-to-Fall student retention rate is 37 percent; if the course success falls below this number we will work to discover what occurred and how the situation might be improved.



Completing educational goals

The number of degrees and certificates awarded by SCC has increased over the past few years. In 2012-13 SCC awarded 1481 degrees and 534 certificates. The college standard for the awards is 1000 for degrees awarded and 350 for certificates awarded; if the course success falls below this number we will work to discover what occurred and how the situation might be improved.

Academic Year	Associate degrees awarded	Certificates awarded
2007-08	1018	361
2008-09	1258	434
2009-10	1242	355
2010-11	1130	496
2011-12	1500	405
2012-13	1481	534
Data source PRIE database files		

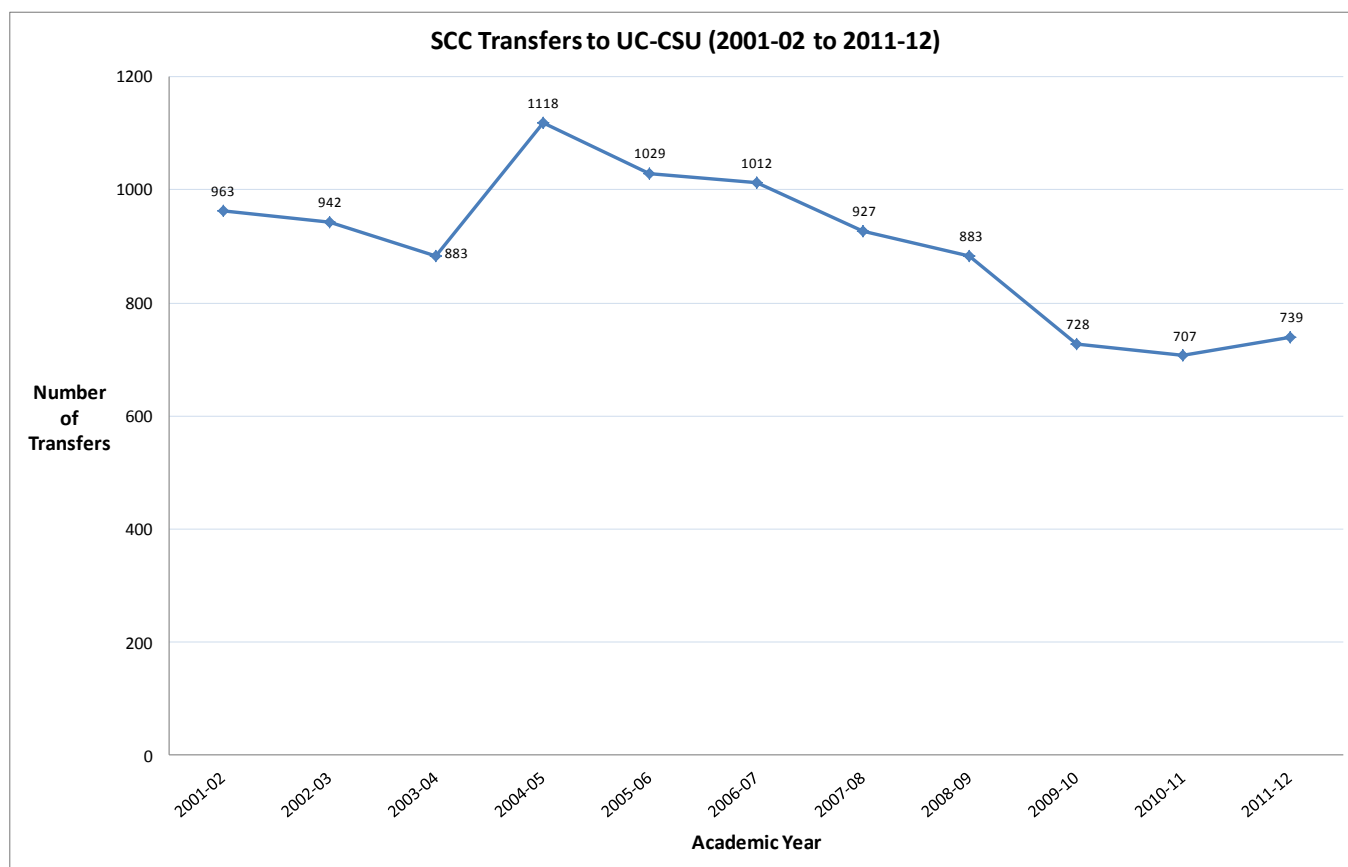


The statewide “Scorecard” for community colleges includes a **Scorecard completion measure**. This measure looks at students who earned at least 6 units and attempted any Math or English course within three years of entering college. The Scorecard completion measure gives the percent of those students who transferred to a 4 year college/university, got a degree or certificate, or became transfer prepared within 6 years of enrolling in community college; the 2013 Scorecard shows this as 54.6% overall for SCC. Students who were academically prepared for college had a Scorecard completion rate of 73.8%. Students who were not academically prepared for college had a Scorecard completion rate of 48.9%.

Cohort Definition (denominator) <i>The current cohort began college in 2006-2007 and was tracked through 2011-2012</i>	N	Metric Definition Percent of cohort students who....	SCC Score (%) 2013 Scorecard
Completion rate (previously called the Student Progress and Attainment Rate)			
First-time SCC students who earned at least 6 units <u>and</u> attempted any Math or English course within 3 years of starting college.	2,549	...transferred to a 4 year, got a degree or certificate, or became transfer prepared within 6 years.	SCC Overall 54.6 Unprepared 48.9 Prepared 73.8

“Transfer prepared” = student successfully completed 60 transferable units with a GPA ≥ 2.0

The number of transferring from SCC to the University of California and the California State University has averaged 897 per year over the last 10 years. In 2011-12 (the last year for which we have data) 739 students transferred to UC or CSU. Note that transfers to CSU and UC were affected in recent years by enrollment limits at the universities. The college standard for the number of who transfer to UC and CSU is 700. If the number of transfers falls below this standard we will work to discover what occurred and how the situation might be improved.



Note: Transfers to CSU and UC were affected in recent years by enrollment limits at the universities.

Program SLOs: (Under development)

This section of the report was under development at the time that the Fall 2013 Institutional Effectiveness Reports were completed. Information will be provided via a webpage version of this report.

Licensure and Job Placement rates are available for many Career Technical Education programs. Fourteen of sixteen CTE programs at SCC have licensure exam pass rates of over 90%. SCC graduates in sixteen of the thirty-six employment areas had job placement rates of over 70%.

Licensure examinations pass rates for students in SCC CTE programs from which the data are available are shown below:

Program (2010-11 exam pass rates)	Examination	Pass Rate
Cosmetology (Practical Exam)	state	91 %
Cosmetology (Written Exam)	state	66 %
Nail Technology (Practical Exam)	state	100 %
Nail technology (Written Exam)	state	95 %
Dental Hygiene (National Exam)	national	100 %
Dental Hygiene (State Exam)	state	96 %
Dental Assisting	state	100 %
Physical Therapist Assistant	national	87 %
Registered Nursing	state	98 %
Vocational Nursing	state	98 %
Electronics Technology (Exam Element 1)	national	100 %
Mechanical-Electrical Technology (Type I Certification Exam)	national	100 %
Technology (Type II Certification Exam)	national	100 %
Technology (Type III Certification Exam)	national	94 %
Railroad Operations	national	100 %
Aeronautics- Airframe and Powerplant	national	100 %

Job placement rates (from the Perkins IV Core Indicators) for students completing SCC career-technical certificates and degrees are shown below:

Program (Perkins IV data run Spring 2013)	Placement Rate
Business, General (includes General Business and Customer Service)	79 %
Accounting (includes Accounting, Accounting Clerk, and Full Charge Bookkeeper)	80 %
Management (includes Management and Small Business Management)	44 %
Marketing (includes Business Marketing and Business Marketing Advertising)	50 %
Real Estate	50 %
Office Administration (includes Business Operations and Management Technology, Clerical General Office, Computer Keyboarding & Office Applications, Virtual Office and Management Technologies, and Computerized Office Technologies)	65 %
Journalism	50 %
Digital Media (includes Graphic Communications, Interactive Design, Game Design,	69 %

Active Server Pages Developer, Web Developer, and 3D Animation & Modeling	
Information Technology (includes Information Processing and Management Information Science)	100 %
Computer Programming	29 %
Computer Support (includes PC Support, and Microcomputer Technician)	86 %
Information Systems Security	75 %
Computer Networking (includes Advanced Cisco Networking, Network Administration, and Network Design)	68 %
Electronics Technology (includes Automated Systems Technician, Electronics Facilities Maintenance Technician, Electronics Mechanic, and Telecommunications Technician)	61 %
Environmental Control Technology (includes HVAC System Design, Commercial Building Energy Auditing & Commissioning Specialist, Mechanical Systems Technician, and Mechanical--Electrical Technology)	68 %
Railroad Operations	55 %
Aeronautics- Airframe and Powerplant	55 %
Drafting Technology (includes Architectural/Structural Drafting and Engineering Design Technology)	71 %
Occupational Therapy Assistant	86 %
Surveying/Geomatics	88 %
Water and Wastewater Technology (includes Water Treatment Plant Operation and Wastewater Treatment Plant Operations)	40 %
Commercial Music (includes Audio Production Emphasis, Music Business Management Emphasis, Performance Emphasis, and Songwriting/Arranging Emphasis)	63 %
Applied Photography (includes Photography, Visual Journalism, Portrait and Wedding Photography, and Stock Photography)	62 %
Physical Therapist Assistant	82 %
Vocational Nursing	68 %
Registered Nursing	91 %
Dental (includes Dental Hygiene and Dental Assisting)	87 %
Fashion Production (includes Applied Apparel Studies Construction, Custom Apparel Construction and Alterations, and Fashion Design & Production)	58 %
Early Childhood Education/Child Care (includes Child Development, Early Childhood Education Teacher, Family Child Care, School-Age Care & Education Teacher, Early Childhood Education Administration, and Infant Care & Education Teacher)	66 %
Gerontology	100 %
Library & Information Technology	100 %
Community Studies - Emphasis on Direct Services	75 %
Administration of Justice (includes Administration of Justice, Correctional Services, and Police Services)	85 %
Cosmetology (includes Cosmetology and Nail Technology)	64 %
Flight Technology	33 %