

Institutional Effectiveness Reports Fall 2014

*Working
Together*

*Pursuing
Excellence*

*Inspiring
Achievement*



**Prepared by the Office of Planning, Research, and Institutional Effectiveness (PRIE)
for the College Strategic Planning Committee**

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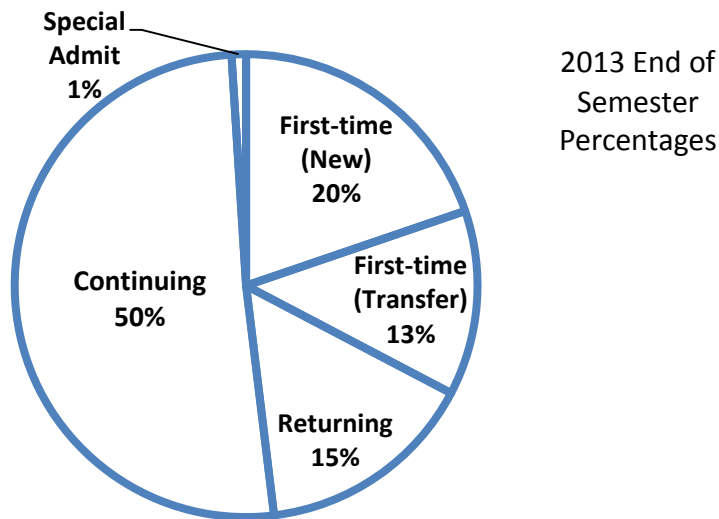
Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth and inspires academic and economic leadership.

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SCC Factbook Report

Snapshot of the 2013-14 SCC Student Population

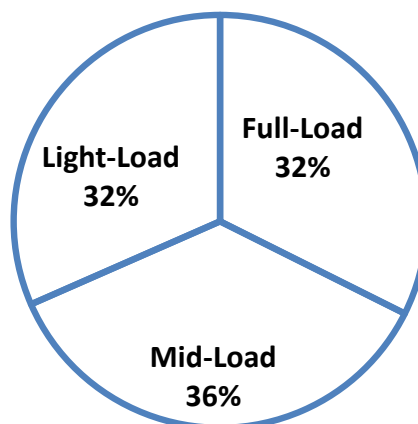
In Fall 2013 the end-of-semester enrollment at SCC was 23,913 students—down from 24,828 in Fall 2012. Half of these were continuing students. There were also substantial numbers of new first-time students, new transfer students and students returning to SCC after a gap in enrollment.



Source: LRCCD, EOS Research Database files

SCC students are primarily taking part-time unit loads, with only 32% taking 12 or more units in Fall 2013.

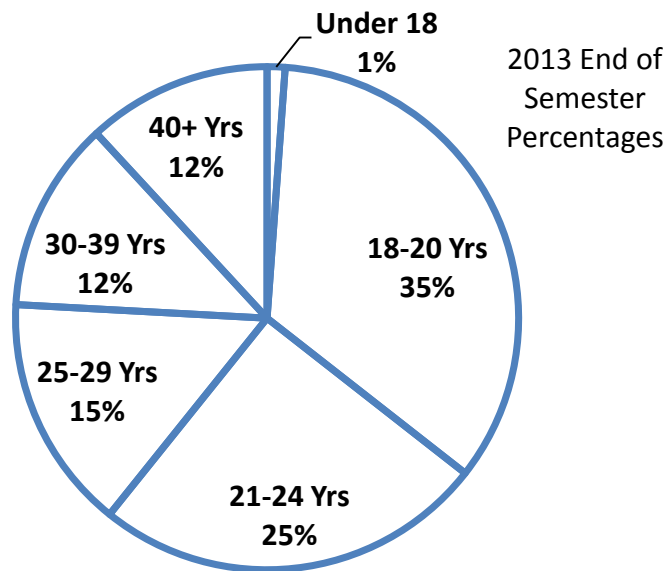
Fall 2013 Student Unit Load
(light <6units, mid>6<12 units, full >=12 units)



Source: LRCCD, EOS Research Database files

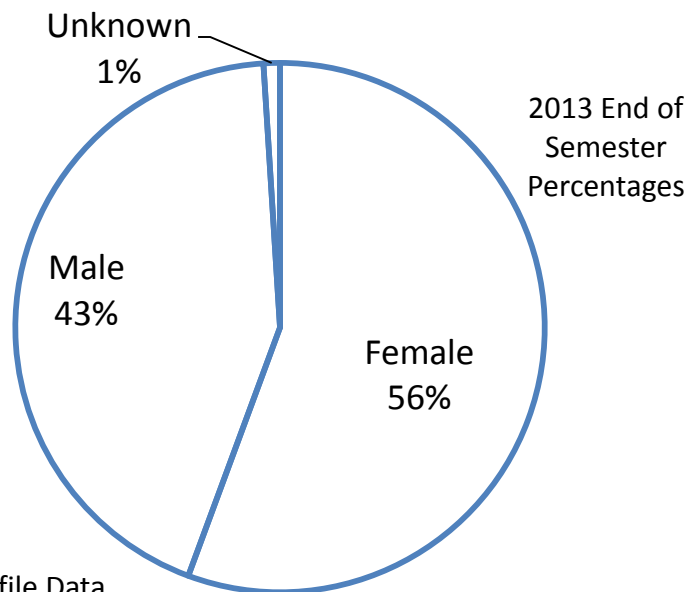
SCC students represent a wide range of ages. The majority of SCC students are over 20 years old, with the 18-20 year old age group making up 35% of all students.

Fall 2013 SCC student age group distribution



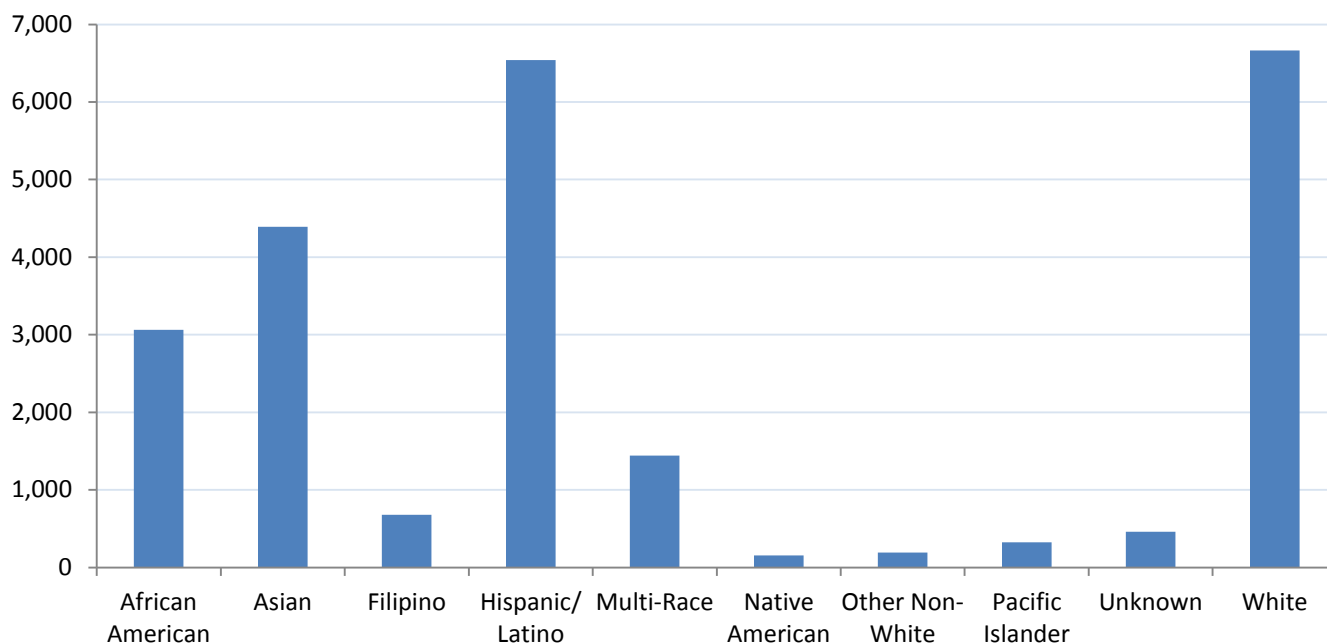
Source: LRCCD, EOS Research Database files

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 28% of the student body in Fall 2013.

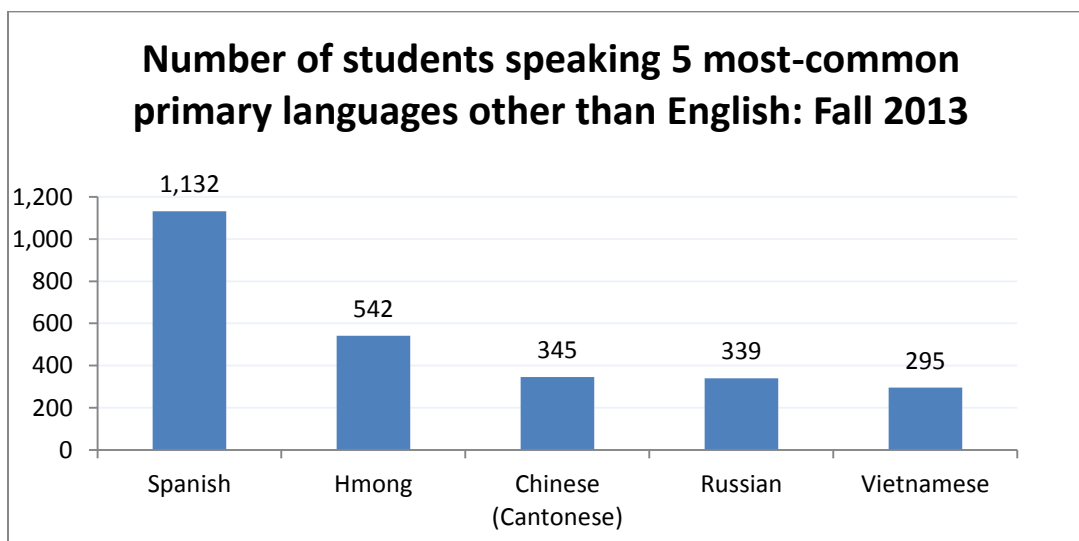


SCC Student Ethnicity Profile Fall 2013

Fall	African American		Asian		Filipino		Hispanic/Latino		Multi-Race		Native American		Other Non-White		Pacific Islander		Unknown		White	
2013	3,064	12.8%	4,390	18.4%	679	2.8%	6,541	27.4%	1,443	6.0%	156	0.7%	193	0.8%	323	1.4%	462	1.9%	6,662	27.9%

Source: EOS Profile Data

Approximately 18% of SCC students speak a primary language other than English. As of 2013, Hmong became the second-largest non-English category.



Source: LRCCD, EOS Research Database files

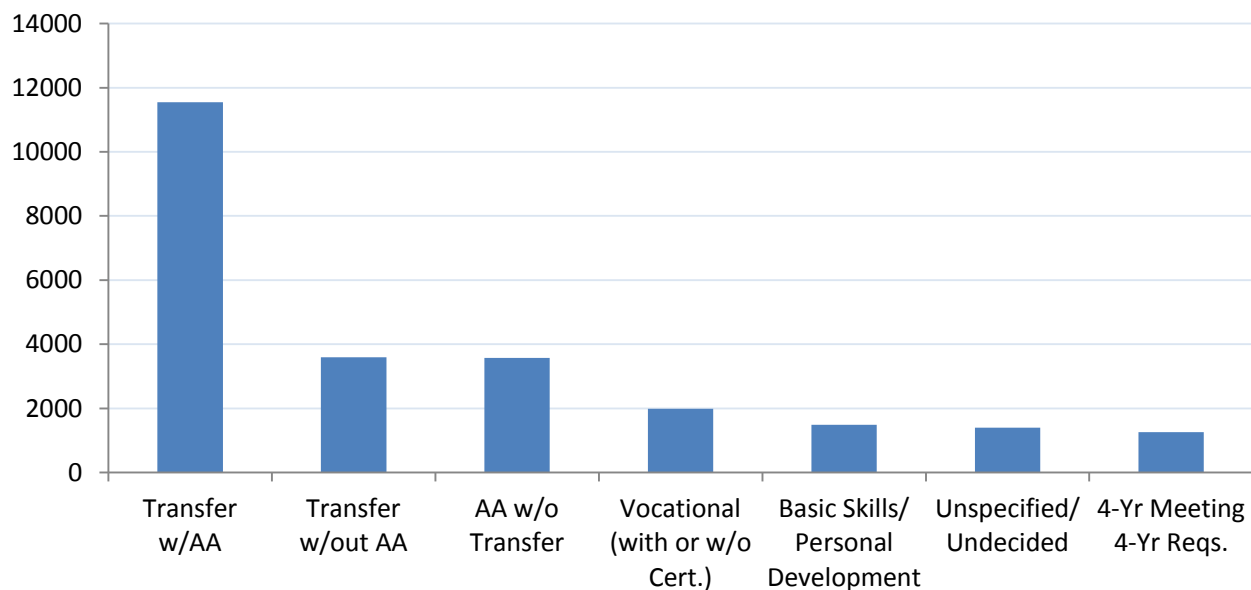
In Fall 2013 the most commonly listed majors for new students were general education transfer, nursing, and business (accounting for 23% of new students).

Top 10 major areas of study for first-time freshmen Fall 2013 Census (total first time freshmen = 3,407)	
Major area of study	# of first-time freshmen
General Ed/ Transfer	277
Nursing (RN)	272
Business	233
Administration of Justice	163
Biology	158
Engineering	134
Psychology	132
Computer Information Science	114
Kinesiology	83
Music	67

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 2013



Source: LRCCD, EOS Research Database files

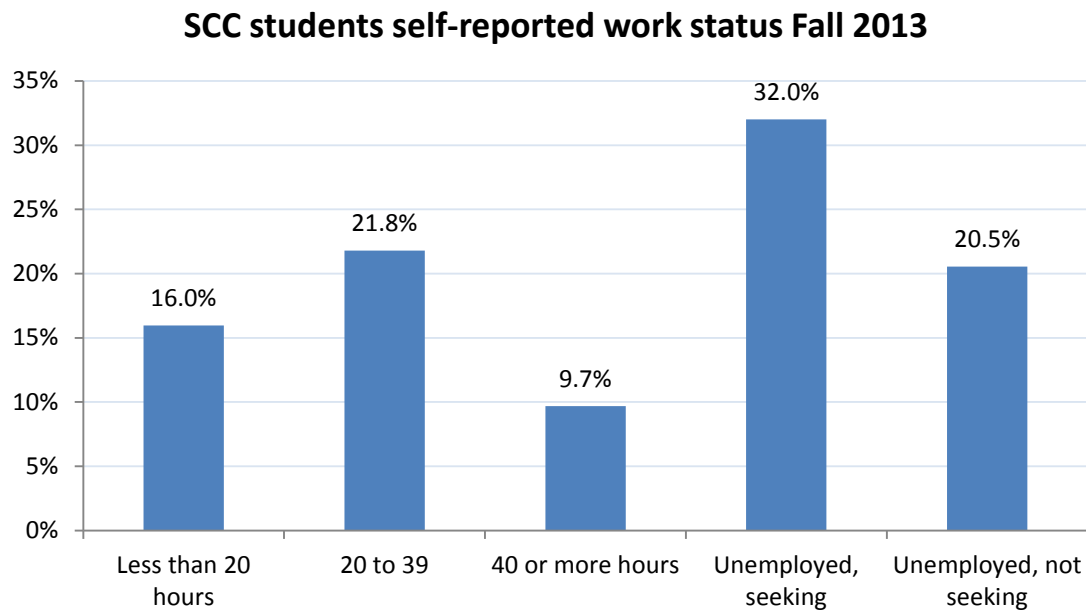
While a high percentage of SCC students come from many areas across the Sacramento region, the top zip codes account for almost half of students.

SCC student home zip codes Fall 2013			
Source: EOS Profile Data			
Top Zip Codes	Location/Post Office Name	2013	% of Total
95822	Land Park	1,519	6.4
95823	Parkway	1,449	6.1
95831	Pocket/Greenhaven	1,163	4.9
95691	West Sacramento	1,050	4.4
95820	Colonial/Fruitridge	1,048	4.4
95828	Florin	990	4.0
95824	Colonial	835	3.5
95758	Elk Grove	788	3.3
95616	Davis	759	3.2
95826	Perkins	737	3.0
95818	Broadway	690	2.9
95624	Elk Grove	685	2.9
Total for the top zips shown above		11,713	49%
All others student home zip codes		12,200	51%
Total		23,913	100%

While 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 2013 Top 10 Feeder High Schools		
Source: EOS Profile Data		
High School	Enrollment	Percent of recent HS grads
C. K. McClatchy High	137	6.21
River City Senior High	131	5.94
John F. Kennedy High	104	4.71
Davis Senior High	78	3.53
Franklin High School	75	3.40
Rosemont High School	70	3.17
Hiram W. Johnson High	69	3.13
Sheldon High School	66	2.99
Luther Burbank High	63	2.85
Inderkum High School	56	2.54

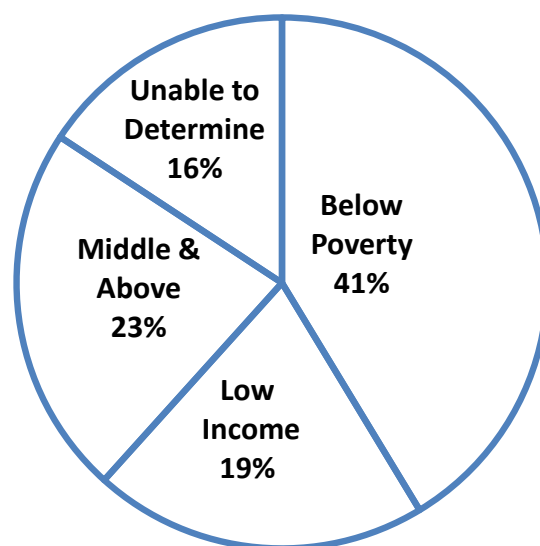
Close to half of SCC students are employed. Just over 32% of SCC students are unemployed and are seeking work.



Source: EOS Profile data

Almost 62% 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.)

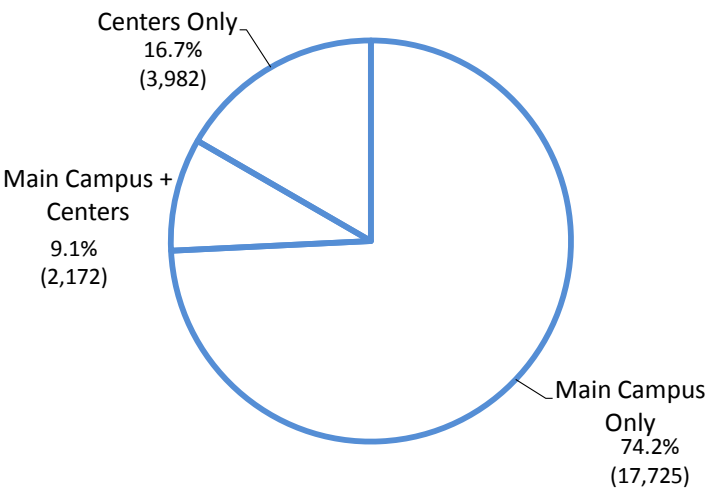
**SCC student self-reported household income level
Fall 2013**



Source: EOS Profile Data

During Fall 2013 most students attended classes at the Main Campus, but almost 17% took classes only at the West Sacramento or Davis Centers.

SCC Main Campus and Centers
End of Semester Unduplicated Enrollment – Fall 2013



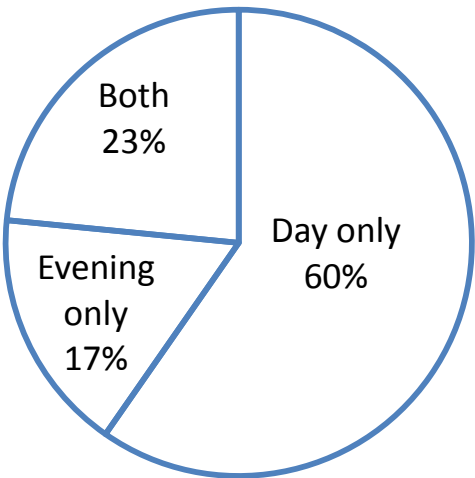
Source: Transcript Snapshot
NOTE: Does not include students who take only online courses.

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Sacramento City College
Office of Planning, Research & Institutional Effectiveness

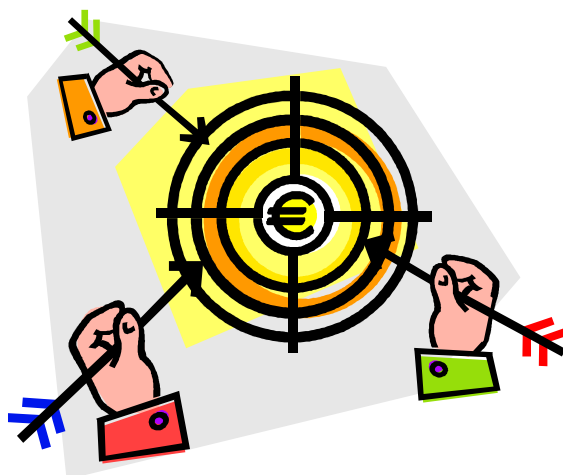
In Fall 2013, 60% of SCC students took only day classes, 17% took only evening classes and 23% took both day and evening classes.

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



Source: LRCCD Transcript

**Indicators for College Goals
Fall 2014
Indicators for the 2013-14 College Goals**



Indicators for the 2013-14 College Goals: Core Indicators

Core indicators show 3 year trends. SCC standards are minimal standard; if the college fails to meet these standards we will work to find out why that happened and what is needed for improvement. The range of the metric over several years and the state average are given as means to work toward continuous improvement.

SCC Goal A: Teaching and Learning Effectiveness: 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.

SCC metrics (PRIE data)	F 11	F 12	F 13	SCC standard	SCC 10 year range
Overall course success	68.7%	66.9%	66.4%	63%	63.7% - 68.7%
Fall-to-Fall persistence rate at SCC (The 2011 definition was used for consistency.)	40.2%	43.0%	41.6%	37%	37.8% - 43.0%
2014 State Scorecard metrics	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	State average	SCC 5 cohort range
3-semester persistence in the CCC system	77.6%	77.5%	76.3%	70.5%	73.3% - 77.6%
Percent of cohort who earned 30+ units	60.1%	59.6%	62.3%	66.5%	58.7% - 65.5%

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

SCC metrics (PRIE data)	2011-12	2012-13	2013-14	SCC standard	SCC 10 year range
Number of degrees awarded	1500	1481	1654	1000	798-1500
Number of certificates awarded	405	534	491	350	344-534
Number of students transferring to CSU/UC	739	817	Not yet available	700	707-1118
2014 State Scorecard metrics	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	State average	SCC 5 cohort range
Cohort completion rate (2014 State Scorecard)	59.4%	55.9%	51.6%	48.1%	51.6% - 60.0%

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

SCC metrics (PRIE data)	2011-12	2012-13	2013-14	3 year range
Number of process metrics with error rates 5% or less	3 of 5 (60%)	2 of 5 (40%)	3 of 5 (60%)	40% - 60%
Number of CDF, IR, lottery fund, or categorical programs with burn rates in the red	6	12	6	6 - 12
Percent of institutional SLOs with ongoing assessment	100%	100%	100%	100%-100%

College 2013-14 Goal Achievement: Detailed Analysis

SCC Goal A Teaching and Learning Effectiveness: 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.

SCC metrics: (PRIE data)	<i>F 11</i>	<i>F 12</i>	<i>F 13</i>	<i>SCC standard</i>	<i>SCC 10 year range</i>
Overall course success	68.7%	66.9%	66.4%	63%	63.7% - 68.7%
Fall-to-Fall persistence rate at SCC (pre-2011 definition used for consistency.)	40.2%	43.0%	41.6%	37%	37.8% - 43.0%

State Scorecard metrics: (2014 Scorecard data)	<i>2005- 06 Cohort</i>	<i>2006-07 Cohort</i>	<i>2007-08 Cohort</i>	<i>State average</i>	<i>SCC 5 cohort range</i>
3-semester persistence in the CCC system	77.6%	77.5%	76.3%	70.5%	73.3% - 77.6%
Percent of cohort who earned 30+ units	60.1%	59.6%	62.3%	66.5%	58.7% - 65.5%

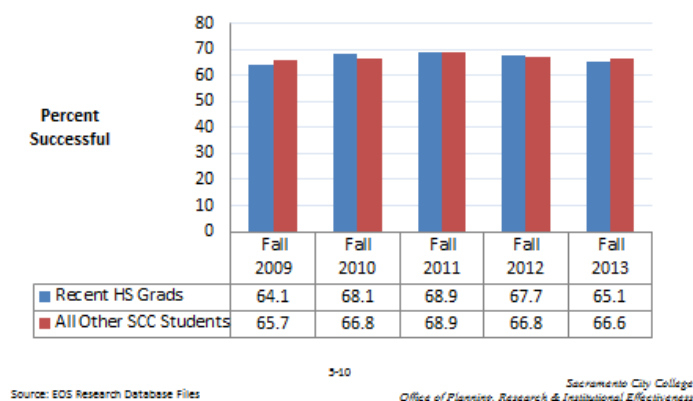
Most unit plan objectives associated with this college goal were accomplished. Many objectives that were not accomplished have end years of 2014-15 or later.

	N	Percent fully or partly accomplished
Unit plan objectives associated with Goal A	525	69%

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

Course success rates have not varied much over the last few years. Course success rates for recent high school graduates are similar to those for all other SCC students.

SCC Successful Course Completion by Recent High School Grad Status, Fall 2009 to Fall 2013 (%)



During the 2013-14 academic year SCC implemented a variety of activities that promote the engagement and success of students, with an emphasis on first-year students. Examples include:

- The first cohort of students admitted to the RN program under the new multi-criteria graduated in December. The success rate increased 12%, up to 87.8%.
- Three of the ten “in-season” athletic teams had team GPA’s higher than 3.0; All teams were 2.41 or higher
- A pilot project with the UCD School of Education provides a college success program for high school students on pathways to college as first generation students.
- The Allied Health Learning Community installed the second cohort of students and continues to work on linking courses that are prerequisites for a variety of district-wide Allied Health programs.
- The Student Center offers a place for students to congregate, host activities, and connect with the campus community; 97 requests have been processed to date since July 1, 2013.
- Group counseling sessions to help first-year student identify career and educational goals and pathways.
- New partnerships with local High Schools have been developed to increase student success. These include major projects such as:
 - Career Pathways Trust (CRANE & CAP) Grants: CRANE – LRCCD, three other community college districts, EGUSD, SJUSD, many other school districts; CAP – SJUSD, EGUSD, SCC. These grants include school districts working with colleges and universities to improve high school graduate college readiness. Capital Region Academies for the Next Economy (CRANE) is led by Sacramento and Placer county offices of education and also includes NextEd as a clearinghouse connecting businesses to the project. EGUSD and SJUSD will work on improving existing programs at the schools. Capital Academies and Pathways (CAP) funds will be used by the two school districts involved to expand internships and increase mentoring programs.

- Sacramento Pathways to Success: a Partnership for College to Career (SPS) – SCC, SJUSD, CSUS The project focuses on providing students and families with a clearer pathways from high school to college/university completion. The goals of this partnership are to boost graduation rates of students from these entities, improve retention and persistence rates, and support and improve college and career readiness programs for student success in college and careers.

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

Use of SLO assessment data (Data source = SLO Coordinator files)	2011-12	2012-13	2013-14
Percent of Unit Plan objectives linked to SLO data	13%	18%	17%
Percent of active courses with ongoing SLO assessment	77%	86%	94%
Percent of instructional programs with ongoing SLO assessment	47%	47%	65%
Percent of student services activities with ongoing SLO assessment	100%	100%	86%

SLO assessment reports indicate that courses, programs, and services have been modified in order to improve student learning. The most common types of changes based on the assessment of course SLOs include changes in teaching methods and changes to exams, assignments, and rubrics.

The SOCRATES reports show that in the 13-14 academic year, Over 500 courses and over 100 degrees and certificates were reviewed; many were modified to enhance student achievement. This includes modifications related to the regular updating of course outlines as part of program review, changes related to the new repeatability policies, revision of SLOs, etc.

Student services and support programs have been modified to enhance student achievement. Examples include:

- The Human Career Development Institute held January 15, 2014 to address curricular overlap between instructors.
- The Vocational Nursing, Dental Hygiene Dental Assisting and Occupational Therapy Assistant programs have all moved to using an online application process to ease the application process from both students and Division staff.
- The Los Rios Study Abroad Program reviewed and enhanced the processes and procedures that governed our participation and succeeded in increasing student participation from an average of 4 to 5 students to a total of 21 in one semester.
- The Computer Information Science (CIS) area is taking steps to introduce a cohort group to improve outcomes, particularly in the Web programs.

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 2013-14. SCC is above the state average for the ARCC2.0 Scorecard completion rate.

SCC metrics: (PRIE data)	2011-12	2012-13	2013-14	SCC standard	SCC 10 year range
Number of degrees awarded	1500	1481	1654	1000	798–1500
Number of certificates awarded (PRIE data)	405	534	491	350	344–534
Number of students transferring to CSU/UC (PRIE data)	739	817	Not yet available	700	707–1118

During the 2013-14 academic year SCC has implemented various programs and activities to provide students with the tools they need to plan and complete their educational goals. For example:

- SCC Counselors completed 2,065 ISEPs
- Changes in the Nursing curriculum phased in over four semesters beginning in fall 2012; the fourth semester of the new curriculum occurred in fall 2013. Registered nursing students in the fourth semester report satisfaction with recent curriculum change.
- The SAH Division added AH 290 to the curriculum patterned after BIOL 290. This course is specifically designed to provide students the academic skills they need to be successful in college.
- The History Department has successfully implemented a prerequisite program in cooperation with the Language and Literature Division to promote student success in history courses by requiring a higher level of proficiency in reading and writing.
- The Business Division developed “Move the Workforce Needle” workshops are aimed at helping predominately CIS students improve their soft skills to better prepare them for the workplace.
- All student athletes, including first-year participants, are mandated to have a Student Educational Plan on file in order to participate in intercollegiate competition.

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

2014 Scorecard SCC Remedial Progression Metric	Beginning year of student cohort				
<i>Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.</i>	2003-04	2004-05	2005-06	2006-07	2007-08
Remedial English progression	38.9%	40.3%	37.1%	36.3%	38.8%
Remedial Math progression	24.0%	18.8%	20.9%	20.9%	20.6%
Remedial ESL progression	34.4%	39.3%	40.7%	43.0%	42.5%

SCC implemented several interventions to assist basic skills students. Examples include:

- The Summer Success Academy 2013 provided 160 students with an extended orientation that included English and Mathematics boot camps.
- Eight faculty members from ESL and English are working four hours per week with Writing Center students. The Writing Center also placed tutors in ENG51 courses.
- The Allied Health Learning Community modified its summer bridge program to emphasize writing and rearrange the sequence of classes to provide students greater time to acquire academic competencies.
- SCC has begun to offer ENGED 499, Teaching Reading Strategies Across the Curriculum, a course designed to teach teachers across disciplines skills for integrating reading instruction in their classes. Sacramento City Unified School District has enrolled 15 of its teachers in this course; other students come from other K-12 districts and from SCC.
- 76% of first-time-in-college students have to take the essay component of English placement assessment. Assessment and Language and Literature increased the availability of assessment essay evaluators.

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

Modalities:

Total Distance Education enrollment grew from 2008 until 2011, and then dipped slightly. The great majority of DE enrollment is in online classes.

Number of courses offered by DE (PRIE data)	
Fall 2013:	257
Fall 2012:	276
Fall 2011:	278

Total unduplicated headcount enrollment in DE (PRIE data)	
Fall 2013:	4,239
Fall 2012:	4,518
Fall 2011:	4,381

From PRIE planning data website	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Online Course Success**	66.37%	64.19%	63.64%	66.57%	64.19%	63.88%
Overall SCC Course Success	66.36%	65.47%	66.68%	68.72%	66.30%	66.04%

*** An online course/section delivers 51% or more of the instruction time through the internet.*

Course success rates for courses offered more than 50% online (66%) is slightly lower than that for all SCC courses (66.%). Hybrid courses which are less than 50% DE have a slightly lower course success rate (58%). SCC is currently conducting a further review of DE course success rates and will develop a plan for improvement for modalities that have low course success. Improvements have already been implemented. For example:

- During the 2013 summer session, DE support services were available to faculty and students on a daily basis during the summer session.
- Online pilots are currently underway with the goal for further expansion of synchronous online counseling, advisement, tutoring, and writing assistance.
- With the launch of the Center for Online and Virtual Education (COVE), demand for recorded or live streaming videos has resulted in creation of 197 videos between Fall 2012 to mid-Fall 2013.

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 Online Services webpage. Through eServices students are able to add and drop classes, pay for classes and purchase parking permits online.

Locations:

Over the past 6 years course success rates have been similar for all locations.

Source: PRIE planning data website	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Davis Center Course Success	69.12%	66.49%	68.45%	68.70%	63.54%	66.13%
West Sac Center Course Success	72.74%	70.72%	72.02%	70.25%	65.33%	65.34%
Overall SCC Course Success	66.36%	65.47%	66.68%	68.72%	66.30%	66.04%

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). For example, Fall 2013 welcome events were provided at the Davis and West Sacramento Centers; approximately 150 students participated at each Center. Both SCC centers are expanding their on-site reserve textbook collections and building local reference collections to serve students’ course-related information needs.

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

disciplined 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 Veteran's and disabled students.

SCC has a strong staff development program related to effective teaching for a diverse student body. Examples include:

- The Staff Resource Center offers a wide array of flex workshops related to teaching practices. Evaluations of those workshops indicate high satisfaction by attendees.
- Faculty members of the AHLC have engaged in a number of efforts to disseminate information about teaching practices to the broader campus community.
- Flex activities in the Davis Center focused on “Who Are Our Students?” and “Student Success Across the Curriculum”—how we can work together to ensure that students see connections among courses and build their knowledge as they complete their programs.

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

Course success:

The gap in course success between students in different age groups has decreased recently. Currently the only substantial gap in courses success rates is between racial/ethnic groups of students. This gap has remained fairly steady over the past few years. A moderate gap also occurs between students in different income categories.

Gaps in Successful Course Completion (PRIIE data) Successful course completion = Grade of A, B, C, P <i>Rate of highest group minus rate of lowest group</i>	F 11	F 12	F 13
Gender gap in course success	2.8%	1.5%	2.1%
Race/ethnicity gap in course success	20.2%	19.8%	20.2%
Age gap in course success	6.4%	6.4%	3.5%
Modality gap in course success (50% or more DE – SCC overall)	2.1%	2.1%	2.2%
Location gap in course success (SCC overall, Davis, West Sac)	1.5%	2.8%	0.8%
Income level gap in course success (federal household income categories)	N/A	8.6%	9.9%

SCC has implemented practices and activities designed to reduce achievement gaps.

Examples include:

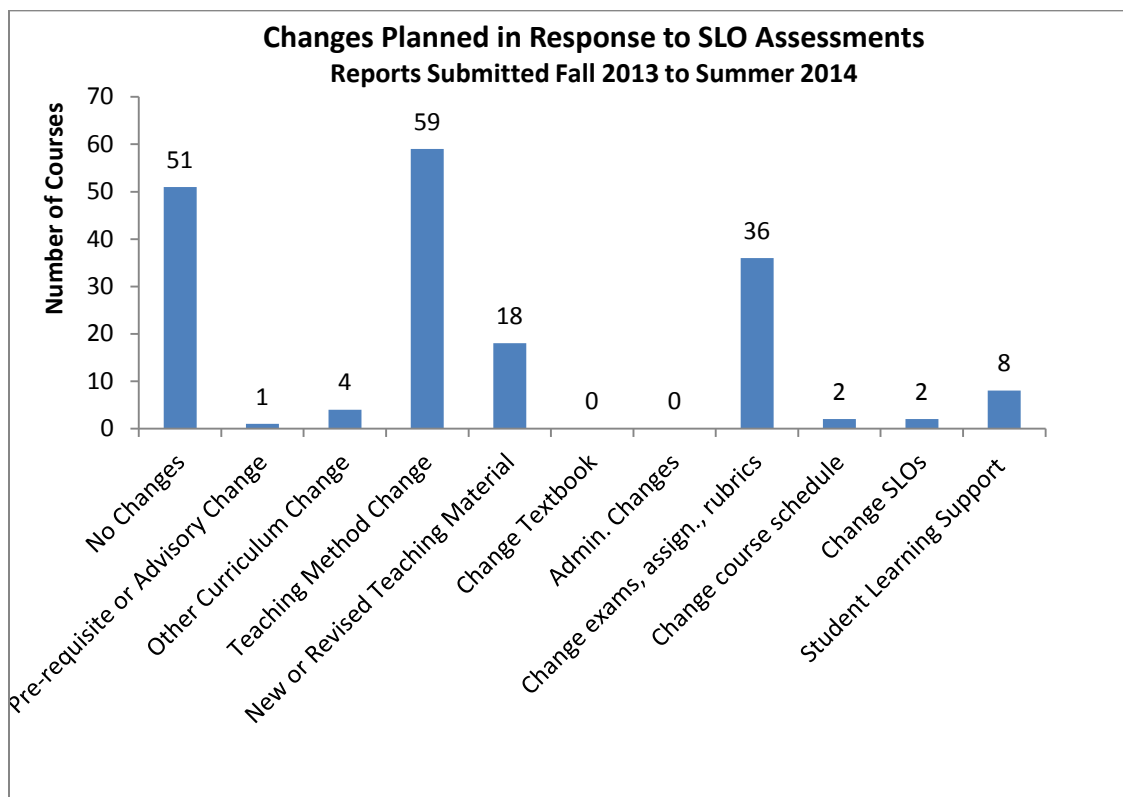
- The College has been granted Department of Education (DOE) eligibility criteria to as a Hispanic Serving Institution. A SCC team has completed the DOE application for Hispanic Serving Institution (HSI) Grant.
- SCC is partnering with CSUS in the CCSSE/NSSE Engaging Latino Students project: The purpose of the initiative is to assist participating institutions in strengthening Latino student engagement, collaboration around the transfer process, and college completion.
- The Sacramento Pathways project will reach a diverse population of students in the Sacramento Joint Unified School District.
- The Chemistry Department has initiated an outreach program focusing on under-represented students in science, especially Latino/a and African-American students.
- A new Umoja learning community has been implemented
- The Allied Health Learning Community continues to attract a large percentage of Latino/a to its program. Fifty-four percent (54%) of AHLC students self-reported as Hispanic/Latino.
- 36 students enrolled in the new Umoja-SBA program targeting African-American students.

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

Use of SLO assessment data (Data source = SLO Coordinator files)	2011-12	2012-13	2013-14
Percent of Unit Plan objectives linked to SLO data	13%	18%	17%
Percent of active courses with ongoing SLO assessment	77%	86%	94%
Percent of instructional programs with ongoing SLO assessment	47%	47%	65%
Percent of student services activities with ongoing SLO assessment	100%	100%	86%

Instructional SLO assessment reports and Student Service program reviews 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.
- The student services program review includes SLO assessment as part of a 3-year cycle. All student services units have completed at least one assessment cycle and many have made changes to improve their processes.
- Over half of the courses for which SLO assessment results have been reported, and many student service units, have planned changes as a result of those assessments.



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

This has been integrated into the development of the College SSSP plan (that work is underway).

Some examples of this work include:

- Exploring increasing the use of instructional faculty to assist with advising within the major, career exploration, and goal identification
- Creation of integrated strategies targeting specific student populations who are at increased risk of dropping out:
- Launching of Sacramento Pathways to Success spring 2013 - an interagency partnership with Sacramento Unified School District and California State University Sacramento.
- The Counseling Division is in collaboration with Admissions and Records to expand the campus' Early Alert Program.
- There has been an emphasis on cohort models to move students through a specific pathway at SCC whether it be basic skills (PALS), the Allied Health Learning Community, or the EOPS "SUCCESS IN MATH PROJECT"

From First Enrollment to Completion of Education Goals

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

SCC metrics: (PRIE data)	2011-12	2012-13	2013-14	SCC standard	SCC 10 year range
Number of degrees awarded	1500	1481	1654	1000	798–1500
Number of certificates awarded (PRIE data)	405	534	491	350	344–534
Number of students transferring to CSU/UC (PRIE data)	739	817	Not yet available	700	707–1118

State Scorecard metrics: (2014 Scorecard data)	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	State average	SCC 5 cohort range
Cohort completion rate	59.4%	55.9%	51.6%	48.1%	51.6% - 60.0%

Most unit plan objectives associated with this college goal were accomplished. Many objectives that were not accomplished have end years of 2014-15 or later.

	N	Percent fully or partly accomplished
Unit plan objectives associated with Goal B	233	73%

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

SOCRATES reports show that in the 13-14 academic year over 500 courses and over 100 programs have been reviewed; many have been modified. Examples include:

- New Associates Degrees for transfer have been developed.
- In response to assessment data, the ESL Department created new 6-unit blended-skill courses in Reading/Writing so students can advance through the ESL sequence with one class in those skills (6 units) rather than two (8 units).
- In Economics, one of the faculty has begun using an iPad in classes to teach and to record lectures so that students will have them (and the accompanying problems solved/graphs drawn) for later review.

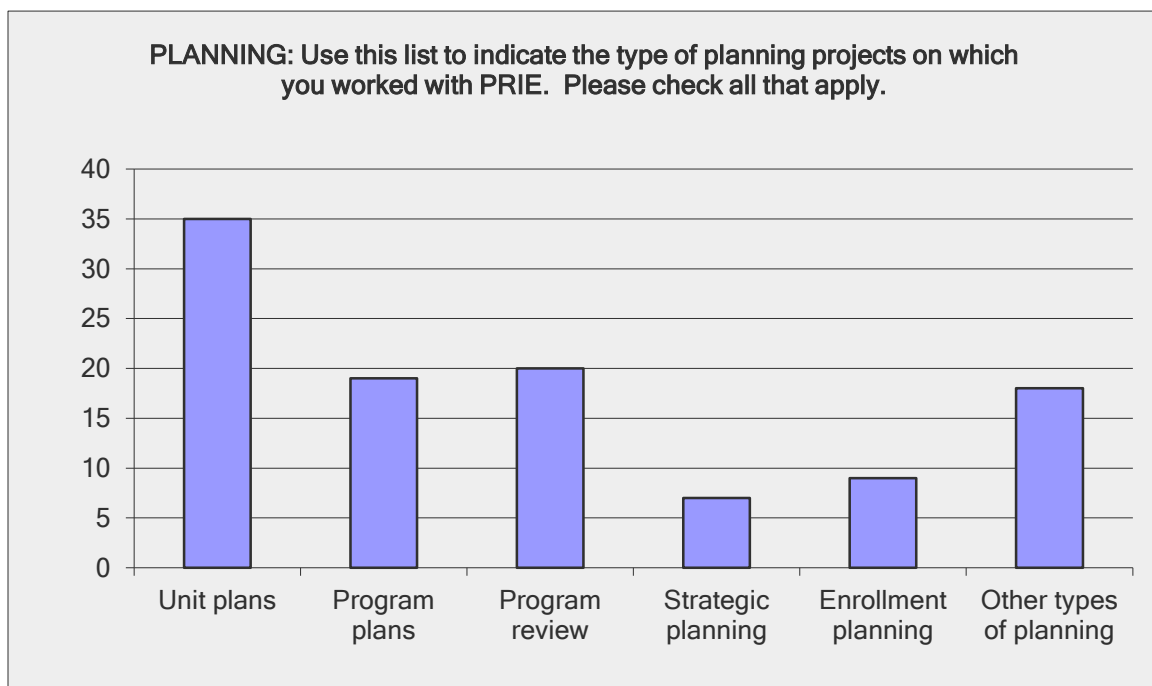
B2 Use quantitative and qualitative data to identify strategies which improve enrollment management processes.

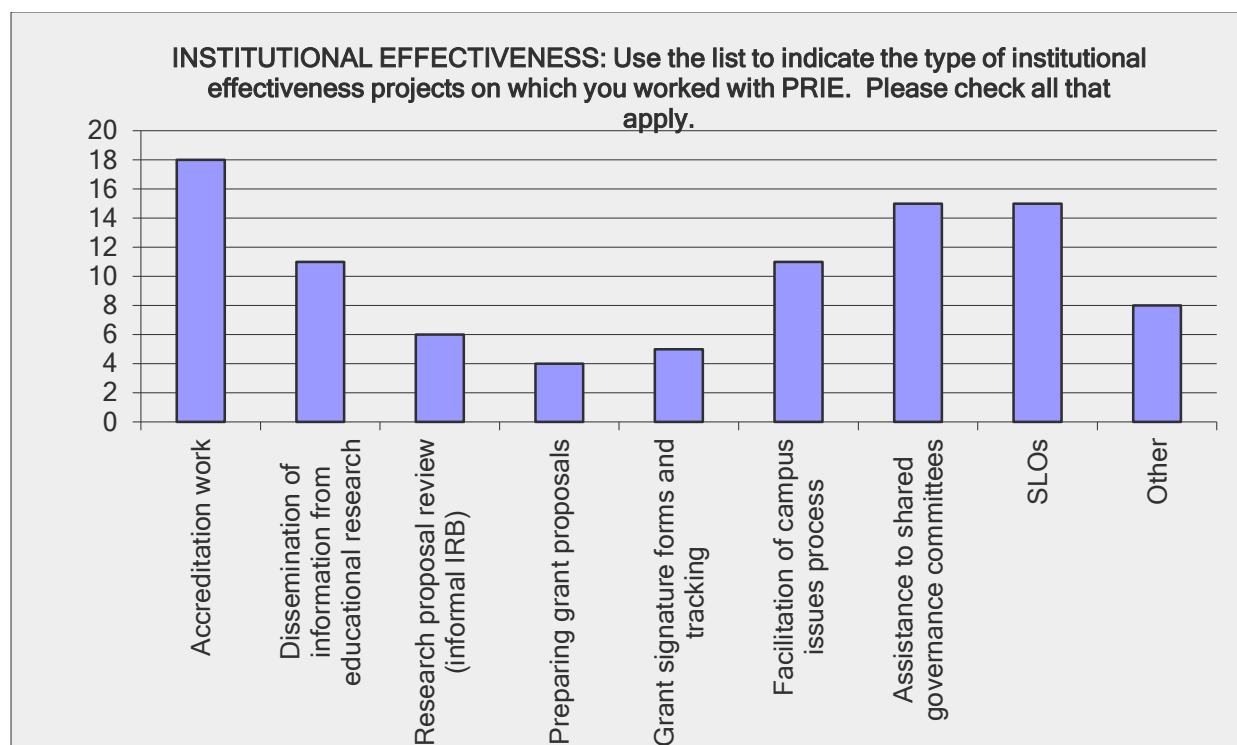
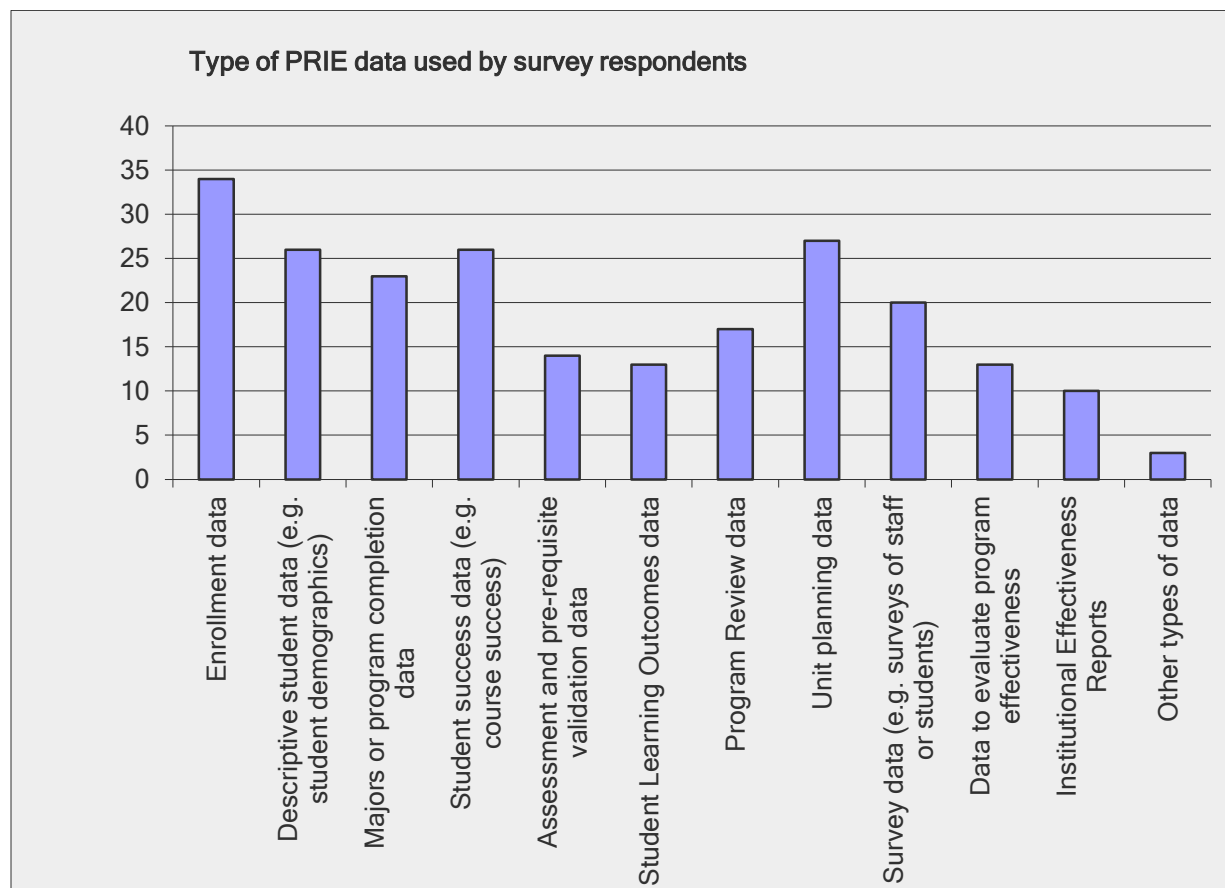
Quantitative and qualitative data is used across the college to improve enrollment management processes. Examples include:

- The PRIE Office provides enrollment information on an ongoing basis for all instructional areas.
- Data related to enrollment processes has been used for institutional plans; the Education Master Plan and Student Services Master Plan are being revised.
- Data has also been used to improve matriculation processes. In August 91 students participated in Saturday Services offered through the Assessment Office. On Sat. Jan. 18th 45 students were served by the assessment office (35 for testing).

Enrollment and Course Offerings (PRIE data)	F11	F12	F13
End of semester student headcount	23,887	24,828	23, 913
% academic course sections	57%	61%	60%
% vocational courses course sections	36%	32%	32%
% basic skills course sections	7%	7%	7%
Number of divisions 80% + full 50 days before semester	9 of 10	8 of 10	3 of 10

PRIE conducted a feedback survey in Fall 2013. The greatest number of respondents had worked with PRIE on unit planning, enrollment data, descriptive student data, and student success data. Detailed results are shown below.





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

SCC has developed a variety of ways to disseminate information to students and engage them with the college. Examples include:

- “411 for Success” bookmarks and folders have been printed for first time college students. A student ID card holder is in the works as another 411 marketing piece to students.
- In Fall 2013 SCC issued 5350 student access (Universal Transit Pass-UTP) cards. As of January 21st SCC issued 2326 student access cards.
- The English and Journalism Departments sent letters to all students listed as majoring in those disciplines, offering them information about SCC’s offerings and the benefits of majoring in those areas.

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

SCC has implemented policies and practices that support student use of “front door” services. Examples include:

- The provisions of the State policies related to the SSSP are being implemented.
- In Fall 2013 Student Services Feedback Cards showed 80% satisfaction rate for the student’s front counter experience during the first two weeks of the semester; 83% excellent rating for quality of services received overall and 78% satisfaction with extent to which student’s needs were met.
- Preview Night was held Oct. 30th to provide incoming students and their parents an opportunity to explore SCC certificate and degree programs. Approximately 600 people attended.
- The SAH Division has obtained funding to support the formation of a community of practice in collaboration with two area high schools (River City H.S. of the Washington USD and Health Professions H.S. of the Sacramento City USD) focused on how to ease the transition of high school students to college.
- Students Obtaining Success (SOS) tables the first three days of the semester assist students with directions, general information and answering any questions they may have. In Fall 2013 at the on-campus SOS sites, 58 SCC students, staff, faculty and managers served 8005 students.

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.).

Progress on construction and modernization projects is ongoing. Examples include:

- For the AY 13/14, AV/Media Productions will have upgraded A/V equipment in 13 classrooms at SCC

- The Chemistry Department has recently purchased a Nuclear Magnetic Resonance instrument to maintain its curriculum alignment with our two primary transfer institutions, CSU Sacramento and U.C. Davis.
- LIH 101, the largest room for the BSS Division, was converted to a fully functional SMART classroom. This will allow for a more productive use of this room, as classes with traditionally large enrollment will be scheduled there.
- The remodeled Student Services building is under construction.

Project /Building	Start Construction	Occupy	Semester Start	Type II \$ K	Comment
Student Services Bldg	Jul -13	Mar-15*	Spring 2015	515	Started 17 June '13 Type II working
Lusk Center Phase I	Mar-14*	Nov-14	Spring 2015	284	GRA Architect Construction Start
Rodda Hall North/3 rd	Jul-15*	Jun-16	Summer 2016	120	Design: Mar 2014; Working
Backfill Projects	TBD	TBD	TBD	None	RHN, SOG, RHS, Temp 3, other
Mohr Hall	May-2017	Jan-2019	Spring 2019	743	Design: Aug 2015 FPP Jun 12 (14-15)
Lillard Hall	Jun-2019	Feb-2021	Spring 2021	1,356	Design: Sep 2017 FPP Jun 12 (15-16)
Mohr Hall II, New Bldg	Jun-2020	Feb-2022	Spring 2022	684	Design: Sep 2018
TAP: F Lot Walkway	Jul 14	Spring 15	Summer 2014	None	Walkway mods Funding w/ PDF
Davis Center Phase II/III	May-16 (II)	Jan-18	Spring 2018/2023	579 (II)	Design: Sep '14 FPP Jun 12 (15-16)
West Sac Ctr, Phase II/III	Jun-18 (II)	Feb-20	Summer 2020/2024	632 (II)	Design: Sep 16 Center Status Pending

The SCC physical plant is effectively maintained. The Operations Division monitors the condition of all campus non-instructional equipment and infrastructure and maintains tracking summaries indexed to the Facilities Space Inventory of when replacement of floors and furniture are performed. These summaries are crosschecked with planned modernization schedules to ensure appropriate project timing/prioritization is applied. In addition, repairs to campus infrastructure are cross-referenced with the campus ADA Transition Plan to ensure compliant repairs are accomplished and documented. As outlined in the Information Technology Program Plan, a replacement cycle has been established on a yearly basis for computers, servers, network equipment, multimedia rooms, systems software, applications software, and peripherals subject to funding availability.

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.)

K-12, community and industry partnerships have been expanded. The key example in this area is the progress on the Sacramento Pathways Project a key partnership between SCC, Sacramento Joint Unified School District, CSU Sacramento, and community partners.

Student career exploration, internships, and completion of licenses have been supported. For example:

- The CTE programs within the SAH Division have industry advisory councils which meet on a regular basis. Among other items, Departments obtain input regarding industry standards and employment needs.
- In addition to the on-going advisory board meetings and the Move the Workforce Needle group in the Business Division (which is helping to improve our students' soft skills and to help them get jobs and/or internships) the Business Division Dean spoke at SETA to support this goal of increased community interactions.

B7 Provide students with clear pathways to goal completion.

SCC metrics: (PRIIE data)	2011-12	2012-13	2013-14	SCC standard	SCC 10 year range
Number of degrees awarded	1500	1481	1654	1000	798–1500
Number of certificates awarded (PRIIE data)	405	534	491	350	344–534
Number of students transferring to CSU/UC (PRIIE data)	739	817	Not yet available	700	707–1118
Fall-to-Fall persistence rate at SCC (pre-2011 definition used for consistency.)	40.2%	43.0%	41.6%	37%	37.8% - 43.0%

State Scorecard metrics: (2014 Scorecard data)	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	State average	SCC 5 cohort range
Cohort completion rate (note: completion rates for several cohorts were revised by the CCCCCO in 2014)	57.2%	55.0%	51.6%	48.1%	49.0% – 57.2%
3-semester persistence in the CCC system	77.6%	77.5%	76.3%	70.5%	73.3% - 77.6%
Percent of cohort who earned 30+ units	60.1%	59.6%	62.3%	66.5%	58.7% - 65.5%

A number of activities at SCC provide students with clear pathways to goal completion. Examples include:

- SCC is restructuring of the Matriculation Program to become the Student Success and Support Program.

- The iSEP has been implemented.
- AA-T and AS-T degrees have been developed. SCC now has 22 transfer degrees.
- Pre-requisite predictive validation implementation studies have been conducted or are in progress for Spanish 401; SOC 300, 301, 321; ESLW to ENGWR “bridge”, and enrollment limitations for the PTA program.
- Pre-req consequential validation studies have been conducted or are in progress for BUS 100, 310, 320; HIST 300, 302, 307, 308, 309, 310, 311, 314, 320, 321, 344, 360, 364, 365, 373, 375, 380 and for the Chemistry placement exam (for CHEM 400).
- Preliminary conversations have been conducted for ENGRD co-requisites and ADMJ pre-requisites.
- The Community College Pathway to Law School Program (Pathways) = 2+2+3 Law School Program – is being implemented at SCC. Administrators and staff from programs like EOPS, DSPS, CalWorks, Puente, Umoja, and RISE, as well as any newly established programs, will be involved in providing support and retention services to students identified to participate in the Community College Pathway to Law School Program (Pathways). These programs will be engaged in helping develop and distribute information to prospective students, provide tutoring, mentoring, and academic and personal support services.
- The Sacramento *Pathways to Success: a Partnership for College to Career (SPS)* , involving SCC, SJUSD, and CSUS is moving forward. The project focuses on providing students and families with a clearer pathways from high school to college/university completion. The goals of this partnership are to boost graduation rates of students from these entities, improve retention and persistence rates, and support and improve college and career readiness programs for student success in college and careers.
- The CCSSE/NSSE Engaging Latino Students partnership between SCC and CSUS is underway. The purpose of the initiative is to assist participating institutions in strengthening Latino student engagement, collaboration around the transfer process, and college completion. The outcome of this initiative will be the development of a short term action plan that will be data informed and evidence based that will support SCC’s ongoing work towards student success.

Employee Engagement & College Processes

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

VPA Metrics	2011-12	2012-13	2013-14	3 year range
Number of process metrics with error rates 5% or less	3 of 5 (60%)	2 of 5 (40%)	3 of 5 (60%)	40% – 60%
Number of CDF, IR, lottery fund, or categorical programs with burn rates in the red	6	12	6	6 - 12

Percent of employees reporting moderate-high personal engagement with college decision-making (PRIE data: next survey Fall 2014)	2011	2014	3 year range
	70%	Not yet available	N/A

Percent of unit plan objectives aligned with Goal C (PRIE data)	2012-13 <i>planning year</i>	2013-14 <i>planning year</i>	2014-15 <i>planning year</i>	3 year range
	31%	31%	29%	29%–31%

Most unit plan objectives associated with this college goal were accomplished. Many objectives that were not accomplished have end years of 2014-15 or later.

	N	Percent fully or partly accomplished
Unit plan objectives associated with Goal C	204	76%

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. Many college units have modified processes in order to improve effectiveness. Examples include:

- A Student Services Institute was held Jan. 9, 2014 to evaluate fall semester and prepare for spring semester.
- The pilot program to implement expanded teaching demonstrations as part of the faculty hiring processes is continuing.
- Administrative Services provides effective training and orientations for classified staff.
- Management staff participate in LRCCD New Deans Academy, LRMA workshops, etc.

- The unit plan process was successfully converted to online data entry. Over 98% of all unit plans were entered by the deadline.

College administrative processes	2011-12	2012-13	2013-14
Number of process metrics with error rates 5% or less (VPA metrics from 3 rd quarter)	3 of 5 (60%)	2 of 5 (40%)	3 of 5 (60%)
Number of CDF, IR, lottery fund, or categorical programs with burn rates in the red (VPA metrics from 3 rd quarter)	6	12	6
95% or more of division unit plans completed by deadline (PRIIE data)	No	Yes	Yes
Number of unit plan objectives aligned with Goal C (PRIIE data)	N/A	31%	31%

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

SCC programs and activities support staff effectiveness and diversity. For example:

- The Staff Resource Center has offered activities related to the diversity of students and community
- New hires were requested, prioritized, and hired in a timely fashion.
- 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.
- Equity training was provided for campus employees.

C3 Promote health, wellness and safety throughout the institution.

Health, wellness and safety have been promoted throughout the institution. For example:

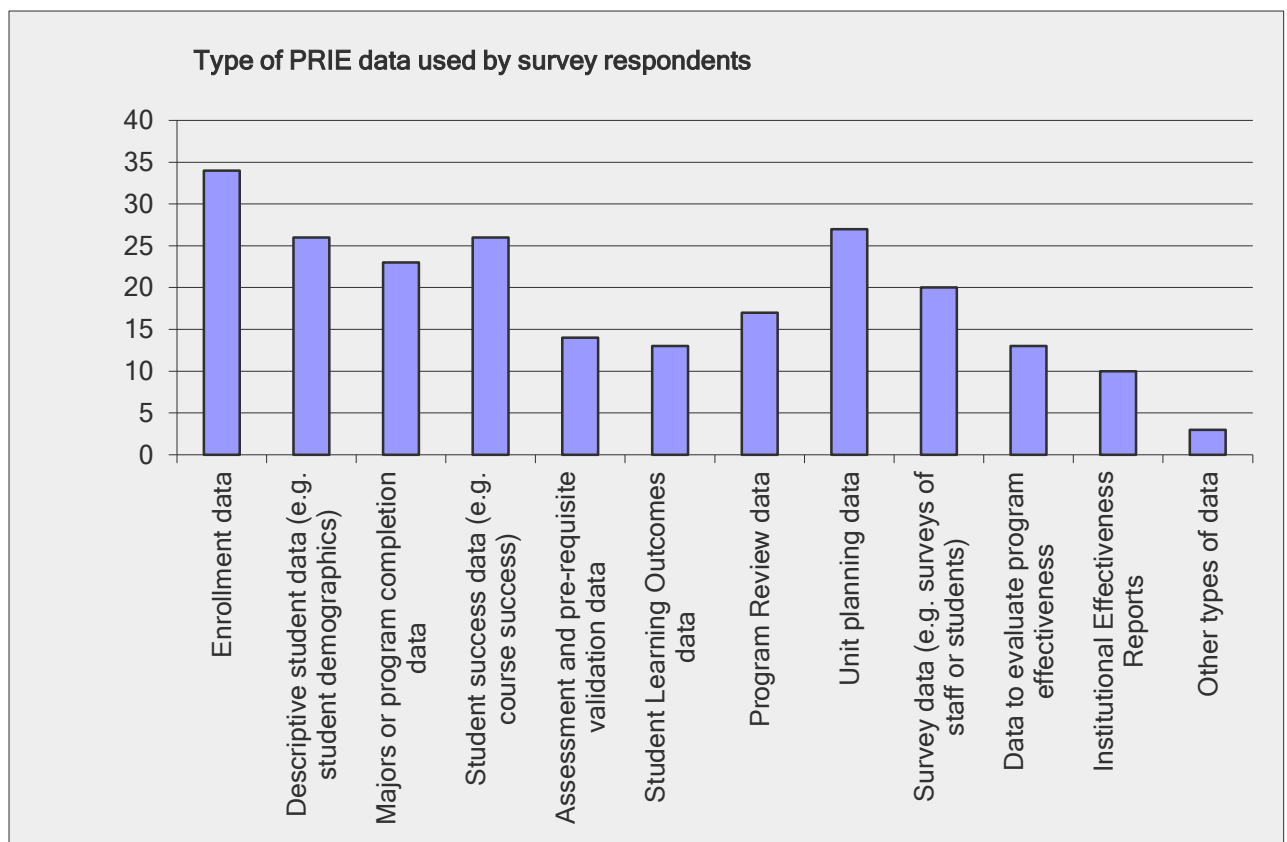
- New environmental standards related to smoking areas have been instituted at the college.
- College President Kathryn Jeffery has begun a new health initiative called “Come Walk With Me”.
- A subcommittee of the Safety Committee was created by President Jeffery to investigate ways to create a healthier campus.
- 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.
- Health Services is implementing a campus campaign to reduce smoking.
- Last year SCC led the district in member participation and in team rankings for Kaiser Thrive teams.

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

Ongoing SLO assessment (Data source: SLO Coordinator files)	2011-12	2012-13	2013-14
Percent of active courses with ongoing assessment	77%	86%	94%
Percent of instructional programs with ongoing assessment	47%	47%	65%
Percent of student services programs with ongoing assessment	100%	100%	86%*
Percent of institutional SLOs with ongoing assessment	100%	100%	100%

**Number of programs was restructured.*

PRIE conducted a feedback survey in Fall 2013. The greatest number of respondents had worked with PRIE on unit planning, enrollment data, descriptive student data, and student success data. Detailed results are shown below.



The operational work of college units is based on data:

- Unit planning data includes student demographics, enrollment, success, and achievement information.
- Program plans include data on measures of merit for the program.
- Institutional plans include appropriate data analysis.
- Tutoring services collect and use student survey data to improve processes.

- Program reviews include data on student demographics, enrollment, success, SLO achievement, and achievement of degrees and certificates.
- Pre-requisites are selected for courses based on data analyses.
- The Basic Skills Initiative committee evaluates the effectiveness of interventions to increase student achievement.
- The SCC Institutional Effectiveness Reports are utilized across the college.

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

A variety of efforts support the effectiveness of communication at SCC. For example:

- A redesign of the main college website is in progress.
- College publications (paper and online) are produced effectively.
- There has been increased departmental use of technology for communication (websites, Facebook use, etc.)

Outreach to the external community is ongoing. For example, members of the SAH Division have given several presentations to academic and business organizations such as CCCAOE, First Annual STEM conference sponsored by CDE, and others.

C6 Continue to exercise transparent and fiscally sound financial management.

VPA metrics show that SCC is fiscally sound.

Expenditure Comparisons 3rd Quarter 2014—vs. 2013

	Travel (5200)		Classified Temp (2302)		Student Help (2303)		
Budget Year	Fund 11	Fund 12	Fund 11	Fund 12	Fund 11	Fund 12	Total
2014	92,212	60,135	262,647	315,139	345,488	179,43	1,255,
2013	96,157	46,961	259,506	218,342	319,639	107,81	1,048,
Increase or decrease from previous year	-3,945	13,174	3,141	96,797	25,848	71,626	206,641

Most 2013-14 unit plan objectives associated with resource requests were accomplished. Many objectives that were not accomplished have end years of 2014-15 or later. Unit plan

objectives associated with hiring permanent classified staff were the least likely to have been accomplished.

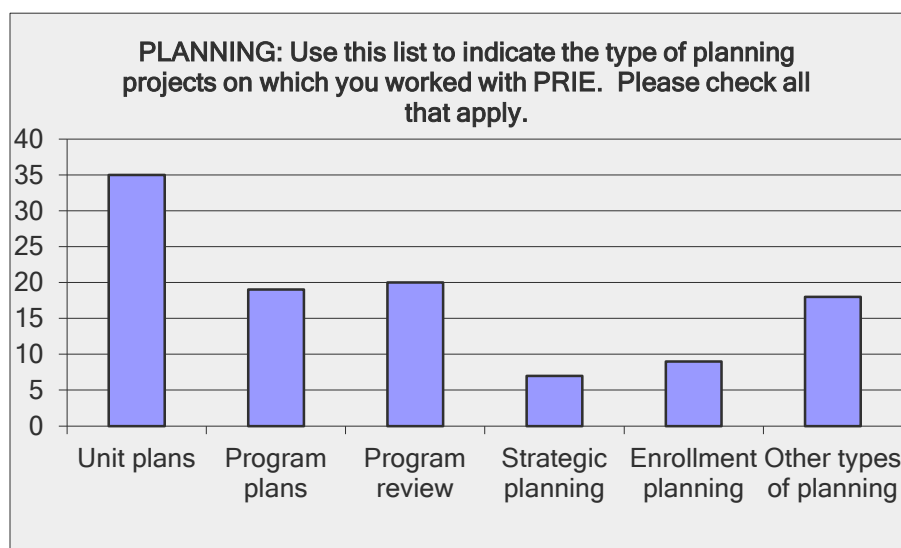
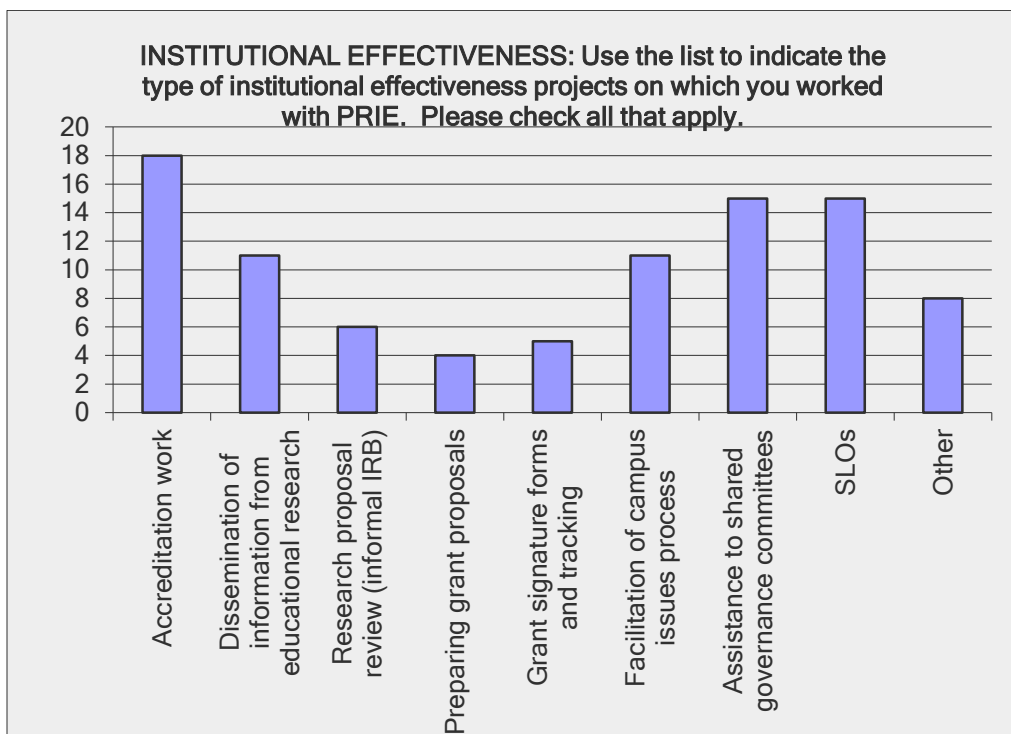
Resource or action	Percent fully or partially accomplished
Financial request	65%
IT request	58%
Facilities request	49%
Hire full time faculty	63%
Hire permanent classified staff	41%
Curriculum Change	79%
Learning Resources	76%
Matriculation (SSSP)	84%
Staff Development	80%

Budget metrics demonstrate continued fiscal soundness. SCC has weathered the budget crisis well. The college is poised to grow in the 2014-15 year. Solid procedures in place have served the college well over these past several years.

- Categorical funds are being integrated into the SCC resource allocation process. For example, Student Services completion of a Matriculation Program Plan presented to the President's Cabinet in Dec. 2013 for more transparent categorical integration throughout college in FY 2014-15
- Ongoing college costs and program plan allocations were adequately funded with sufficient funds remaining to provide for unit plan requests for new resources.
- 3rd quarter 2013-14 metrics show that only 3 of the 32 college financial units had a College Discretionary Fund (CDF) "burn rate" that was greater than 10% of that projected.
- 3rd quarter 2013-14 metrics show that on 1 of the 24 categorical programs had a fund "burn rate" that was greater than 10% of that projected.
- 3rd quarter 2013-14 metrics show that approximately 94% of authorized classified positions were filled.

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

PRIE conducted a feedback survey in Fall 2013 which demonstrated that participation in data-based decision-making is fairly common across the college.



Effective planning processes at the department, division, CSA, and college levels encourage participation in decision making. For example:

- The Spring 2014 convocation activities that included a campus-wide charette on student success strategies.
- The SCC college community is widely engaged in developing the Accreditation Self-Evaluation.
- During Summer 2014 a number of staff development activities were offered specifically for classified staff.

Sacramento City College 2013-14 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.

Benchmarks Report, Fall 2014

(Data through 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.

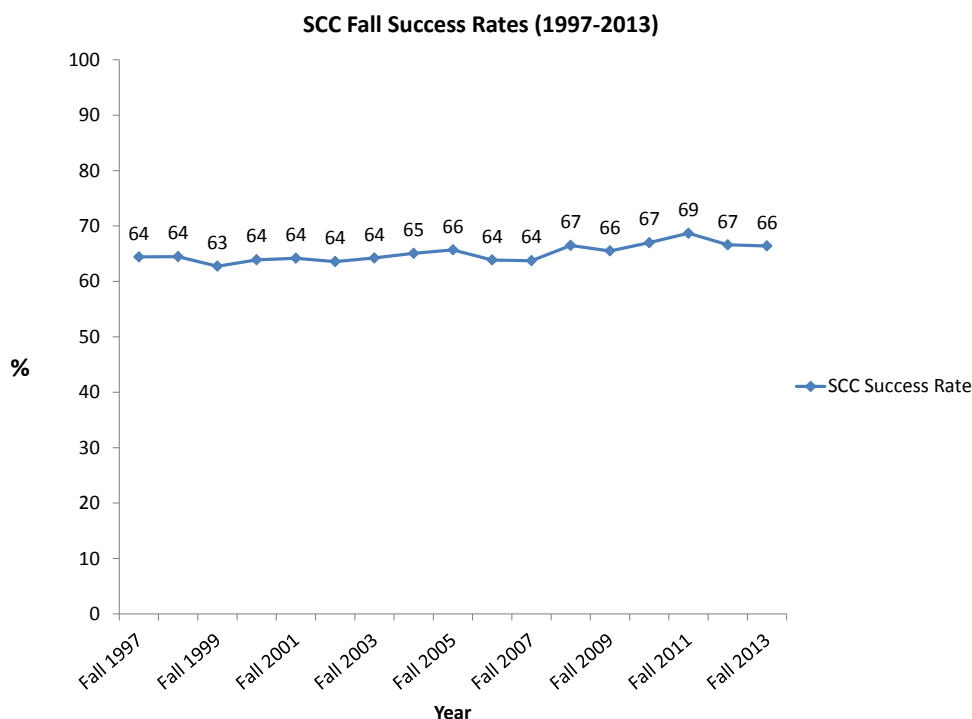
C4. Utilize quantitative and qualitative data to help guide decision-making throughout the institution.



Benchmarks Report – Key Points

Average course success has been roughly stable for several years; it increased slightly between 2009 and 2011 but decreased again by 2013.

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 PRIE to define a set of colleges that are similar to SCC in size, multi-campus district status, urbanicity, diversity, student financial aid and percentage of part-time students. Compared to these colleges, SCC has:

- a 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

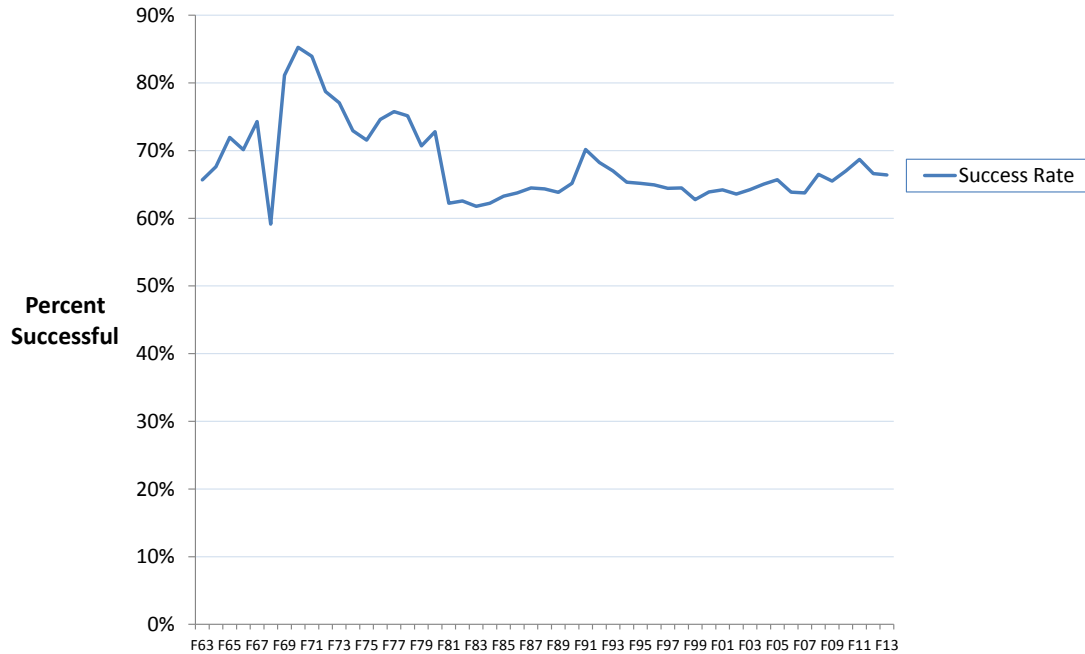
Benchmarks – Detailed Analysis

Trend data on overall college course success

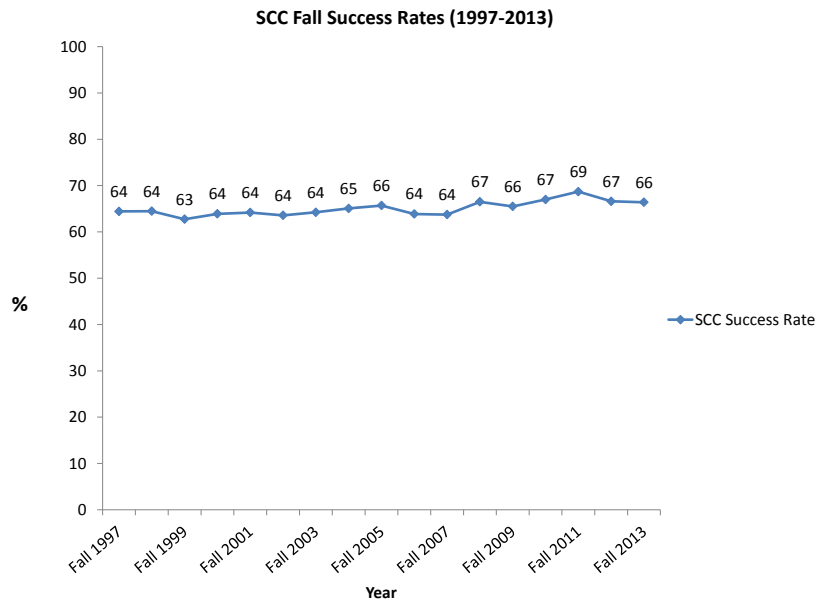
Overall course success rate has been relatively stable at SCC for many years.

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 1963 to 2013 (PRIE data)**



The Figure below details the last 16 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.

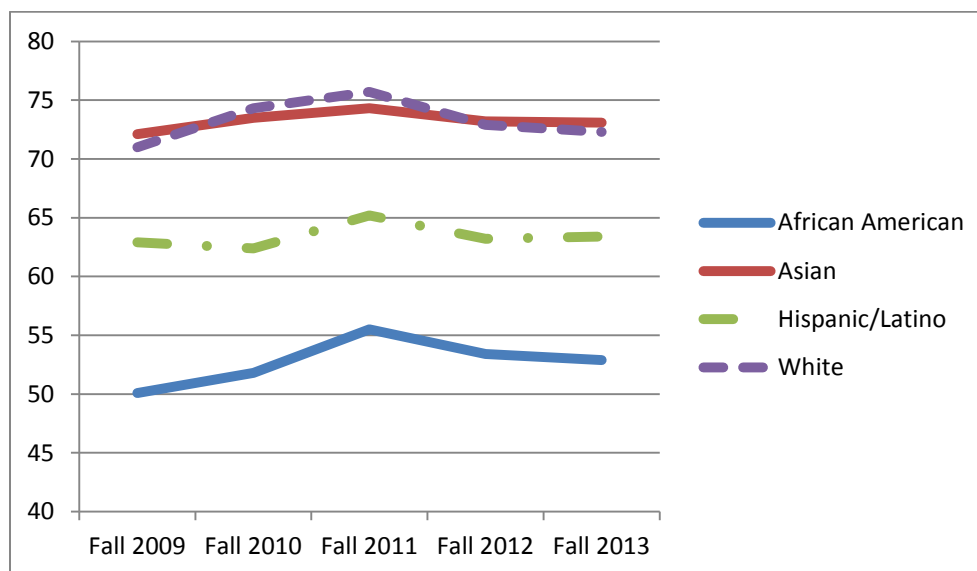


Trends in course success by demographic group: Achievement gaps

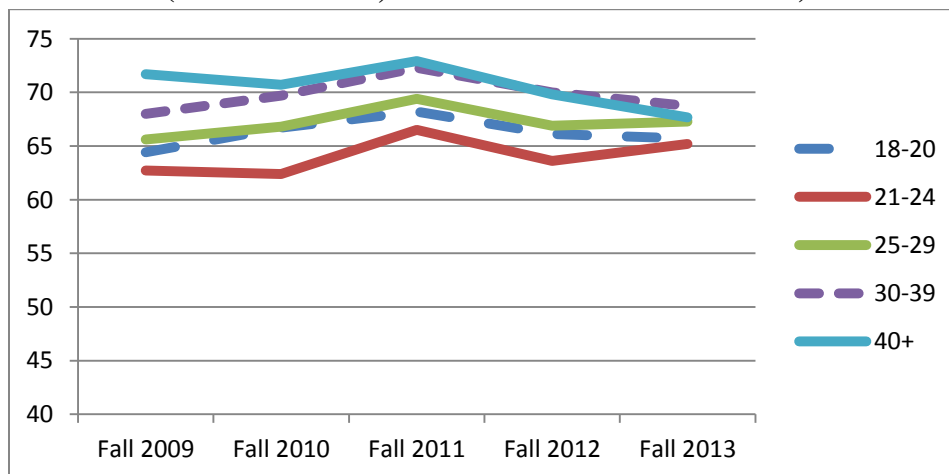
There are gaps in course success rates between students of different races and ages.

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, but rebounded somewhat in Fall 2013 for students aged 21 to 29. (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 between Fall 11 and 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 2013)	63.01	69.96	67.08	66.41	-0.67	avg.
3 consecutive semester persistence anywhere in the CCC system (CCCC SCORECARD 2012-13 outcome)	60.04	78.01	69.49	76.30	6.81	well above avg.
Rate of students earning 30+ units (CCCC SCORECARD 2012-13 outcome)	57.50	73.60	64.49	62.30	-2.19	below avg.
Fall to Fall persistence of full time students at the college (IPEDS Fall 2012).	59.00	75.00	69.36	70.00	0.64	avg.
Graduation rate within 150% of time to normal completion (3 year rate, IPEDS 2012)	12.00	26.00	18.27	20.00	1.73	above avg.
Completion / SPAR (CCCC SCORECARD 2012-13 outcome)	33.30	56.00	43.96	51.60	7.64	well above avg.
Rate of students earning 30+ units (CCCC SCORECARD 2012-13 outcome)	57.50	73.60	64.49	62.30	-2.19	below avg.
Achievement gap in course success between highest and lowest racial/ethnic groups (CCCC Data Mart: credit courses, Fall 2013)	17.32	24.09	20.83	19.95	-0.88	avg.
Basic skills success rate (CCCC Data Mart, Fall 2013)	56.05	73.43	64.83	66.44	1.61	above avg.

Additional tables on the following pages present the indicator values for each college in the comparison group.

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 (%) Fall 2013	Achievement gap between racial/ethnic groups (%) = highest success rate minus lowest success rate (Fall 2013)
American River College	69.96	23.79
City College of San Francisco	69.49	22.31
Cosumnes River College	65.34	21.28
Evergreen Valley College	69.94	19.30
Long Beach City College	63.55	24.09
Los Angeles City College	63.01	22.98
Los Angeles Mission College	65.62	17.32
Los Angeles Valley College	67.82	19.37
Sacramento City College	66.41	19.95
San Bernardino Valley College	66.83	20.88
San Jose City College	69.94	17.93
<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 2013 (%)	Basic skills course success rate Fall 2013 (%)
American River College	87.47%	73.43%
City College of San Francisco	83.94%	62.25%
Cosumnes River College	87.97%	69.32%
Evergreen Valley College	87.71%	69.39%
Long Beach City College	89.05%	64.71%
Los Angeles City College	91.99%	58.34%
Los Angeles Mission College	84.77%	56.05%
Los Angeles Valley College	89.04%	69.40%
Sacramento City College	85.08%	66.44%
San Bernardino Valley College	88.97%	60.80%
San Jose City College	85.47%	62.99%
<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 2012; SCORECARD data from the 2013 report)	SCORECARD three consecutive terms' persistence anywhere in the CCC system 2007-08 Cohort (2012-13 outcome) (%)	IPEDS Full time year to year “retention” rate* 2012 (%)	IPEDS Part time year to year “retention” rate* 2012 (%)
American River College	71.7	70	45
City College of San Francisco	78.1	67	40
Cosumnes River College	75.5	73	52
Evergreen Valley College	69.2	75	32
Long Beach City College	77.3	74	52
Los Angeles City College	62.8	62	37
Los Angeles Mission College	61.6	73	49
Los Angeles Valley College	60.4	70	48
Sacramento City College	76.3	70	28
San Bernardino Valley College	67	70	51
San Jose City College	64.5	59	36
*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, 2012:

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	8	22	30
City College of San Francisco	7	26	37
Cosumnes River College	6	19	26
Evergreen Valley College	4	23	33
Long Beach City College	6	16	25
Los Angeles City College	7	15	22
Los Angeles Mission College	3	12	18
Los Angeles Valley College	5	17	25
Sacramento City College	6	20	28
San Bernardino Valley College	4	12	18
San Jose City College	8	19	25

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 2013 CCCCCO report.	SCORECARD Completion/SPAR 2007-08 Cohort, 2012-13 Outcomes (%)	SCORECARD Students Earning 30+ Units 2007-08 Cohort, 2012-13 Outcomes (%)
American River College	43.1	65.7
City College of San Francisco	56.0	73.6
Cosumnes River College	46.9	68.0
Evergreen Valley College	50.5	64.4
Long Beach City College	42.7	69.0
Los Angeles City College	39.4	63.6
Los Angeles Mission College	33.3	60.2
Los Angeles Valley College	42.3	62.1
Sacramento City College	51.6	62.3
San Bernardino Valley College	33.5	57.5
San Jose City College	44.3	63.0

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_0/2014%20specs.pdf (retrieved 9/15/2014)

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 relatively 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 2014

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.

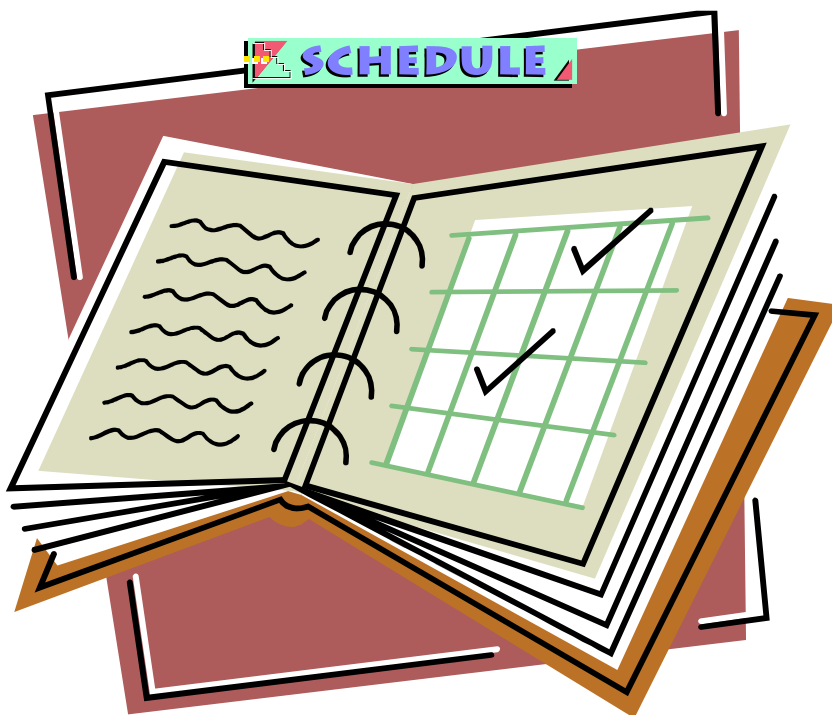
A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.

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.

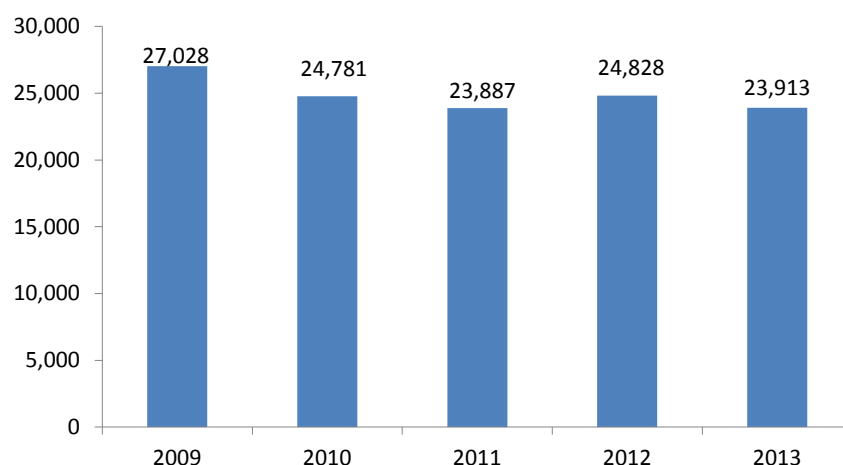


Enrollment Report Key Points

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

End of semester enrollment has decreased about 11.5% from the peak of 27,028 students in Fall 2009.

Enrollment Trends by End of Semester Headcount
Fall 2009 to Fall 2013



Source: EOS Profile Data Files

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

No single racial/ethnic group makes up over 28% 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	
3,064	12.8%	4,390	18.4%	679	2.8%	6,541	27.4%	1,443	6.0%	156	0.7%	193	0.8%	323	1.4%	462	1.9%	6,662	27.9%

Source: EOS Files

Classes filled for Fall 2014—but not as quickly as in the past.

Over three-quarters of the 10 instructional divisions had 50% or more of class seats filled 100 days before the start of Fall 2014. Half of the divisions were over 80% full in terms of overall course enrollment by 50 days before the start of the Fall 2014 Semester. By the first day of the term, all but two divisions were over 90% full and the overall college was over 90% full as well.

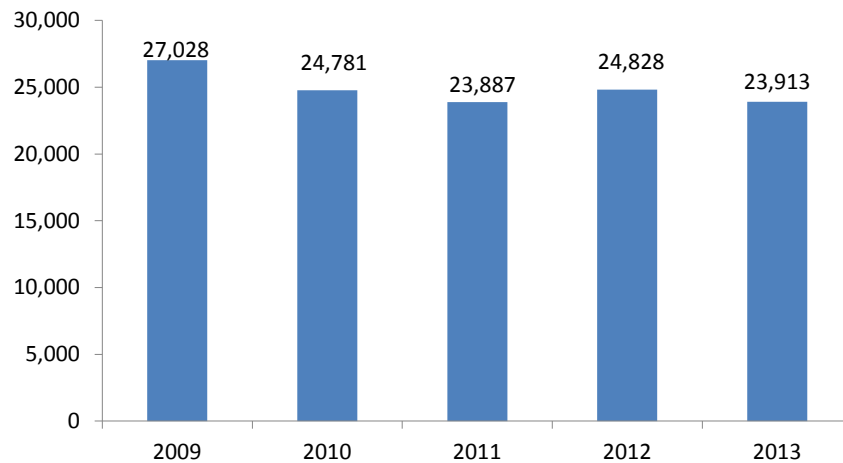
100 days before Fall 14	75 days before Fall 14	50 days before Fall 14
8 divisions were at least 50% full	6 divisions were 70% or more full	5 of 10 divisions were more than 80% full.

Enrollment Report: Detailed Analysis

Overall Enrollment Trends

Overall enrollment declined from Fall 09, fluctuating slightly between 2010 and 2013. Fall 2013 end of semester enrollment was about 11.5 % lower than the peak of 27,028 students in Fall 2009. Census trends are similar to end-of-semester.

Enrollment Trends by End of Semester Headcount
Fall 2009 to Fall 2013

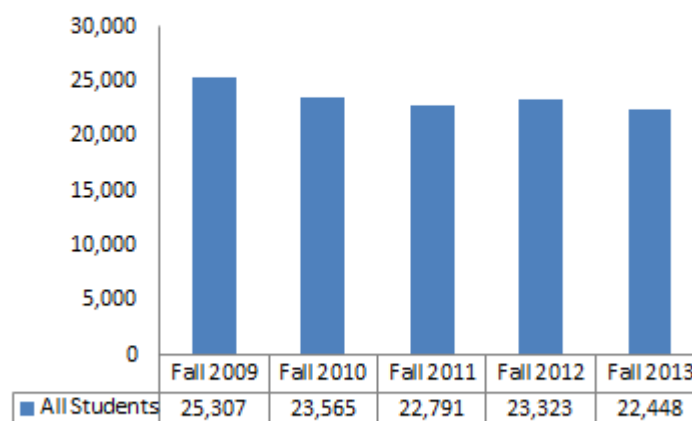


Source: EOS Profile Data Files

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Enrollment Trends by Census Headcount
Fall Census 2009 to 2013



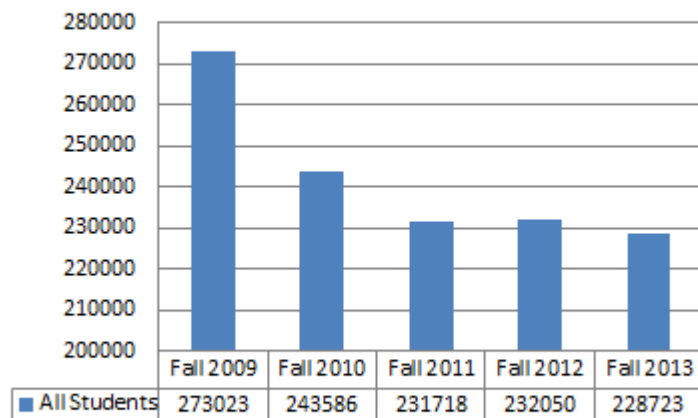
Source: 4th Week Profile

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WSCH has also declined; Fall 2014 semester WSCH is down about 16% from the peak in Fall 2009.

Enrollment Trends by Semester WSCH Fall 2009 to 2013



Source: EOS 320 Report

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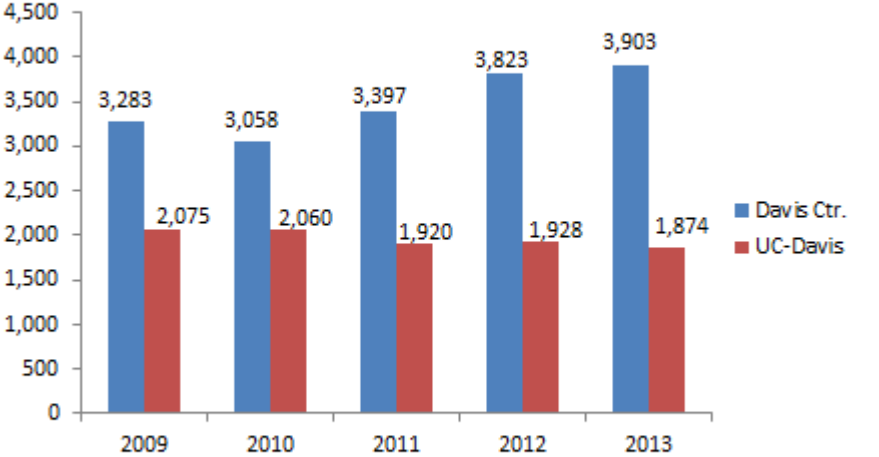
Distance Education enrollment in online classes has grown since 2009—especially in internet-based instruction--while other distance modalities have become less-utilized.

DE Full-time equivalent students (FTES)	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Delayed Interaction (Internet Based)	413.26	670.35	676.97	653.64	637.28
One-way interactive video and two-way interactive audio	35.96	40.55	15.16	11.69	17.64
Two-way interactive video and audio	16.46	5.83	n/a	n/a	n/a
Video one-way (e.g. ITV, video cassette, etc.)	15.22	17.97	13.81	8.6	5.99
TOTAL	480.9	734.7	705.94	673.93	660.91

Source: CCCC Data Mart http://datamart.cccco.edu/Students/FTES_Summary_DE.aspx (7/31/2014)

Enrollment at the Davis Center increased steadily from Fall 2010 to Fall 2013 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 slightly over the past 5 years.

End of Semester Duplicated Enrollment Trends
for Davis & UCD - Fall 2009 to Fall 2013



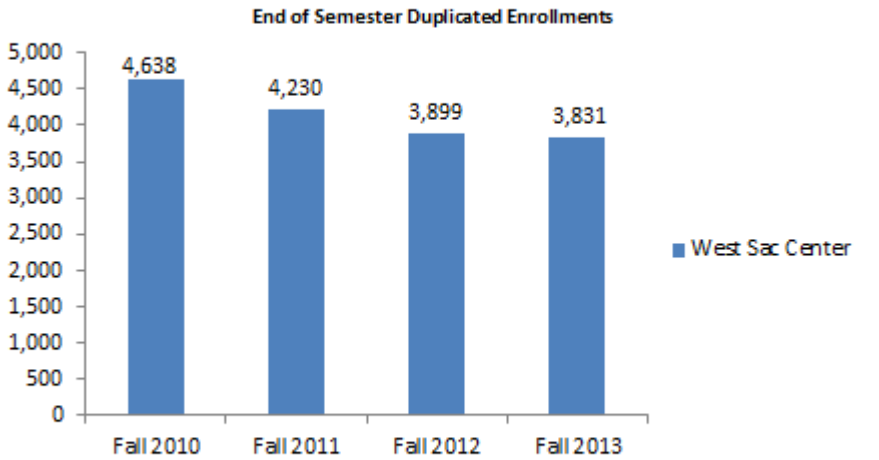
Source: Transcript Snapshot

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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 28% of the student population.

In Fall 2013 White (27.9%), Hispanic/Latino (27.4%), Asian (18.4%) and African American (12.8%) 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 2011-Fall 2013

Source: EOS Profile Data

Fall	African American		Asian		Filipino		Hispanic/Latino		Multi-Race		Native American		Other Non-White		Pacific Islander		Unknown		White	
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%
2013	3,064	12.8%	4,390	18.4%	679	2.8%	6,541	27.4%	1,443	6.0%	156	0.7%	193	0.8%	323	1.4%	462	1.9%	6,662	27.9%

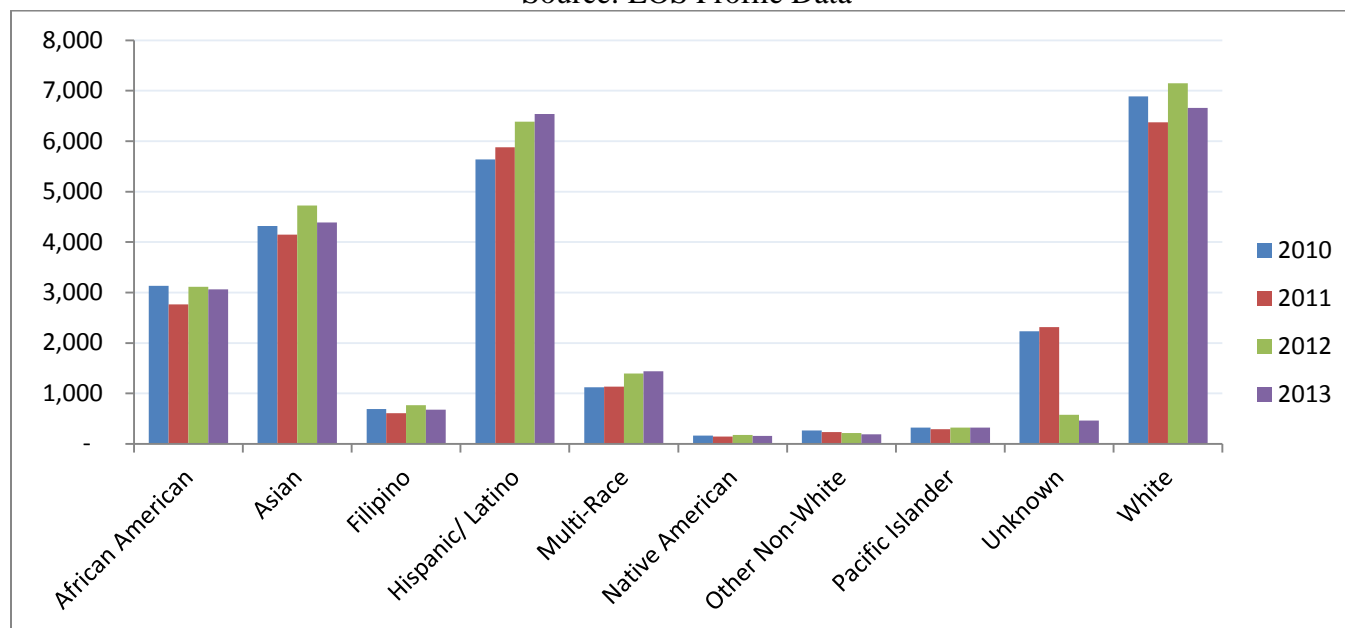
SCC Students' Primary non-English Languages (Fall 2009 to Fall 2013)

Source: EOS Profile Data

Fall	Spanish	Cantonese	Russian	Vietnamese	Hmong
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
2013	1,132	345	339	295	542

Number of students in racial/ethnic groups (note that overall enrollment decreased Fall 09-Fall 13)

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.

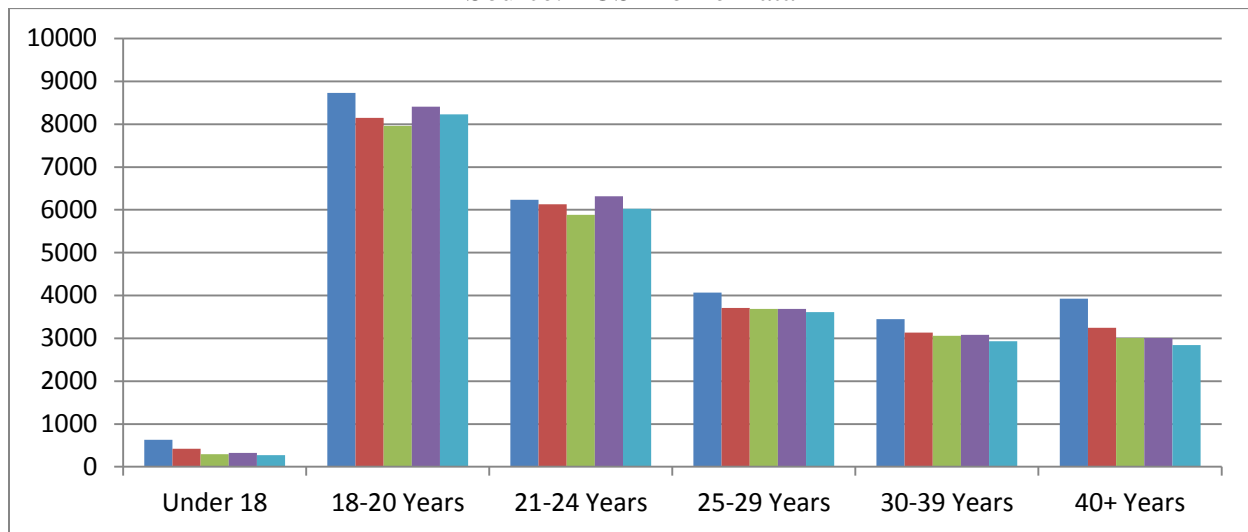
SCC Age Group Distribution Fall 2009 to Fall 2013

Source: EOS Profile Data

Fall	Under 18		18-20		21-24		25-29		30-39		40+	
2009	633	2.30%	8,727	32.30%	6,232	23.10%	4,066	15.00%	3,446	12.70%	3,924	14.50%
2010	422	1.70%	8,145	32.90%	6,131	24.70%	3,708	15.00%	3,132	12.60%	3,243	13.00%
2011	294	1.20%	7,963	33.30%	5,880	24.60%	3,690	15.40%	3,056	12.80%	3,004	12.60%
2012	326	1.30%	8,410	33.90%	6,317	25.40%	3,688	14.90%	3,082	12.40%	3,005	12.10%
2013	275	1.10%	8,230	34.40%	6,026	25.20%	3,610	15.10%	2,933	12.30%	2,839	11.90%

Number of students in age groups (note that overall enrollment decreased Fall 09-Fall 13)

Source: EOS Profile Data



More women than men attend SCC.

SCC Gender Distribution Fall 2009 to Fall 2013

Source: EOS Profile Data

Fall	Female		Male	
2009	15,626	57.80%	11,132	41.20%
2010	14,076	56.80%	10,465	42.20%
2011	13,392	56.10%	10,300	43.10%
2012	13,844	55.80%	10,739	43.30%
2013	13,302	55.60%	10,371	43.40%

Most SCC students are enrolled part-time.

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

SCC Student Load (Fall 2009 to Fall 2013)

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	%
2009	7,897	29.20%	9,129	33.80%	9,795	36.20%
2010	7,422	30.00%	8,821	35.60%	8,291	33.50%
2011	7,098	29.70%	8,967	37.50%	7,599	31.80%
2012	7,685	31.00%	9,104	36.70%	8,005	32.20%
2013	7,735	32.40%	8,617	36.00%	7,546	31.60%

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 2009 to Fall 2013

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.
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%
2013	46.8%	14.4%	14.8%	5.8%	6.0%	4.3%	7.9%

Almost 40% of SCC students are first generation college students, and the proportion has been on a slight upward trend over the last few years.

SCC College Students, by First Generation Status Fall 2009 to Fall 2013

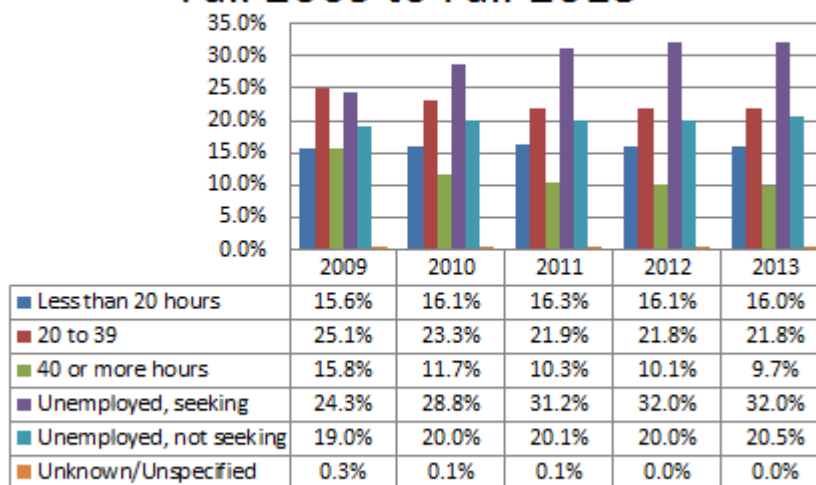
Source: EOS Profile Data

Fall	First Generation College Student?				Total
	Yes		No		
2009	9,810	36.30%	17,218	63.70%	27,028
2010	9,327	37.60%	15,454	62.40%	24,781
2011	9,288	38.90%	14,599	61.10%	23,887
2012	9,633	38.80%	15,195	61.20%	24,828
2013	9,522	39.80%	14,391	60.20%	23,913

Over 30% of SCC students are unemployed and seeking work. Nearly half (47.4%) are working.

The percentage of students who are unemployed and seeking work increased substantially from 2009 to 2012 while the percentage of students employed full time decreased during the last 5 years.

SCC Students' Weekly Work Status Fall 2009 to Fall 2013



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).

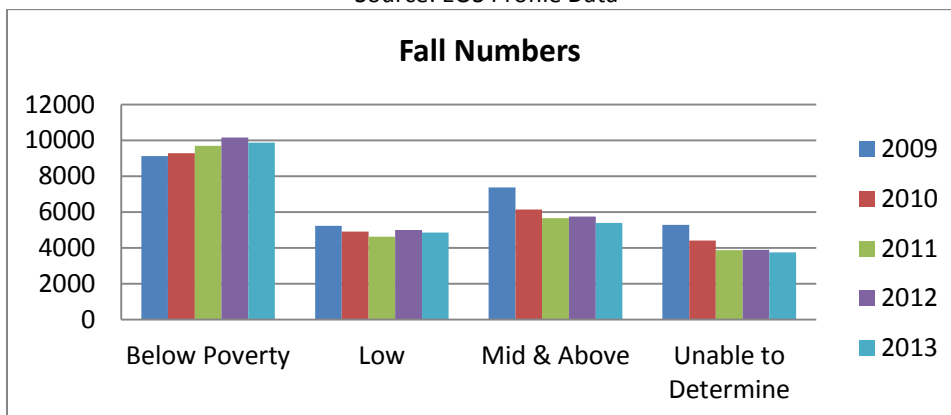
SCC Student Household Income Level (Fall 2009 to Fall 2013)

Source: EOS Profile Data

Fall	Below Poverty		Low		Middle & Above		Unable to Determine		Total
2009	9,126	33.80%	5,231	19.40%	7,380	27.30%	5,291	19.60%	27,028
2010	9,293	37.50%	4,919	19.80%	6,149	24.80%	4,420	17.80%	24,781
2011	9,702	40.60%	4,637	19.40%	5,668	23.70%	3,880	16.20%	23,887
2012	10,174	41.00%	5,004	20.20%	5,753	23.20%	3,897	15.70%	24,828
2013	9,884	41.30%	4,866	20.40%	5,399	22.60%	3,764	15.70%	23,913

Number of students in household income ranges (note that overall enrollment decreased Fall 09-Fall 13)

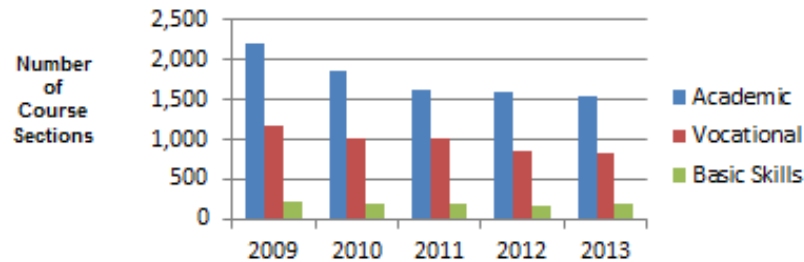
Source: EOS Profile Data



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 2009 to Fall 2013



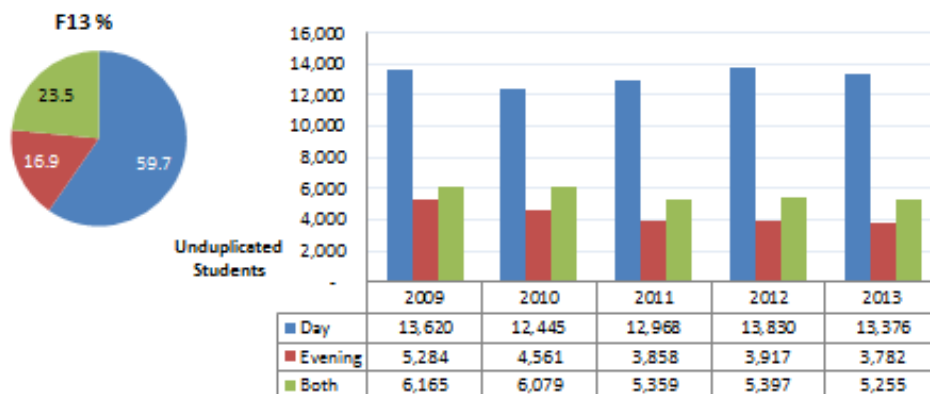
Fall	Academic		Vocational		Basic Skills		Total
2009	2,197	61.24%	1,177	32.81%	213	5.93%	3,587
2010	1,854	60.11%	1,023	33.17%	207	6.71%	3,084
2011	1,631	57.25%	1,017	35.70%	201	7.06%	2,849
2012	1,597	60.60%	856	32.50%	182	6.90%	2,635
2013	1,551	60.19%	824	31.98%	202	7.84%	2,577

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Source: EOS MSF

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SCC Day/Evening Unduplicated Enrollment Fall 2009 to Fall 2013



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

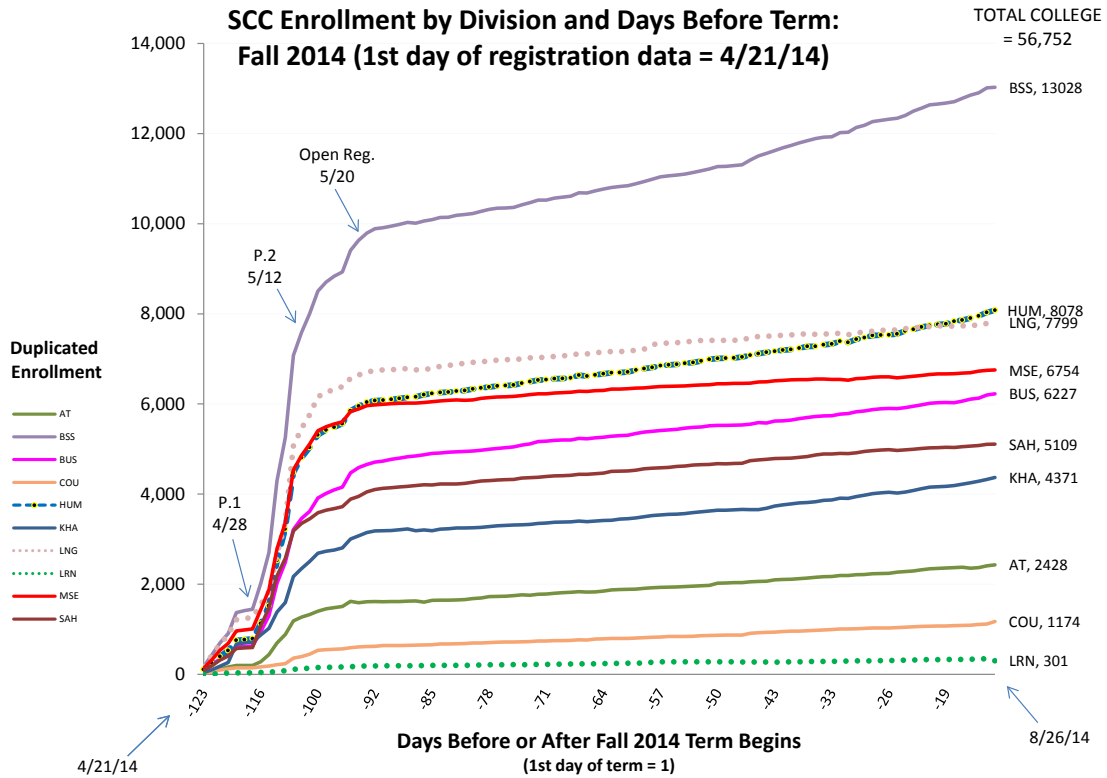
NOTE: Data not include students who take only online courses.

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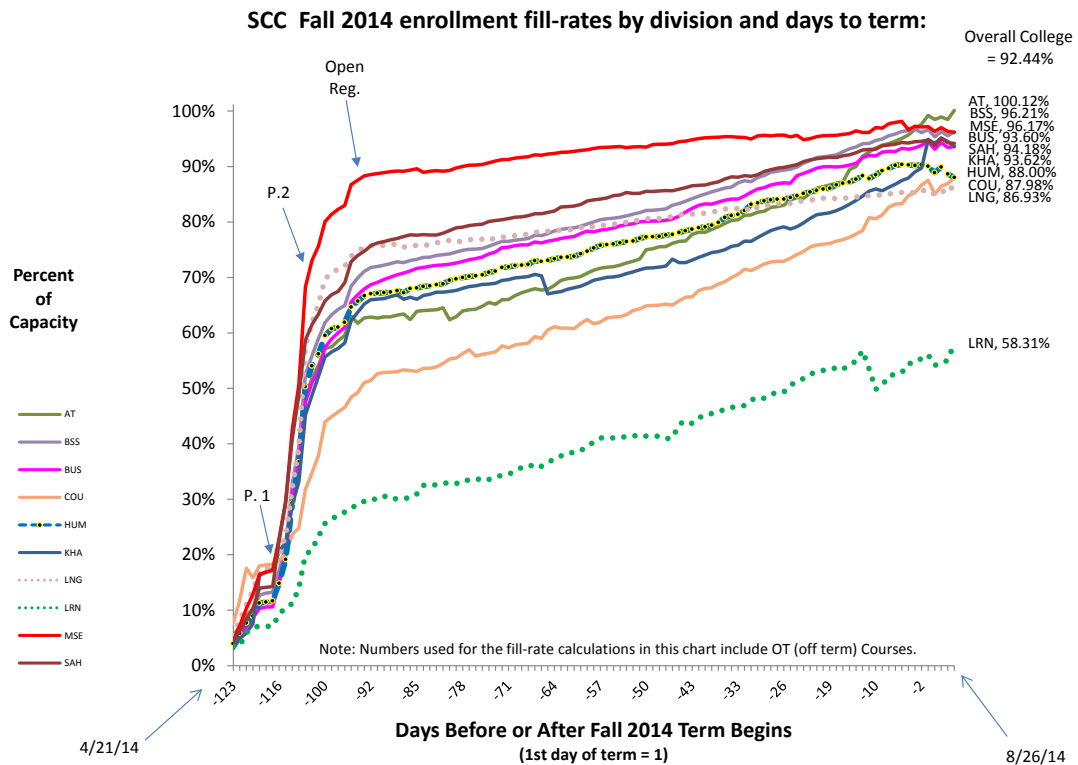
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Course Enrollment Patterns

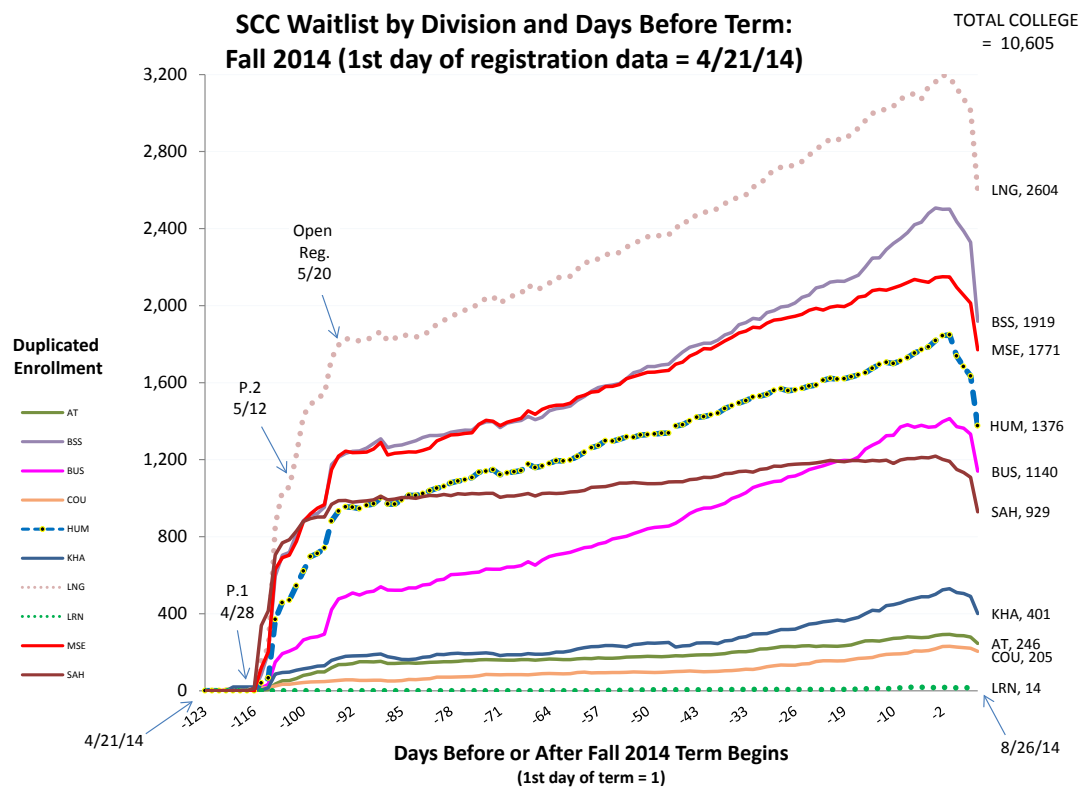
The BSS division has the largest enrollment of all SCC instructional divisions.



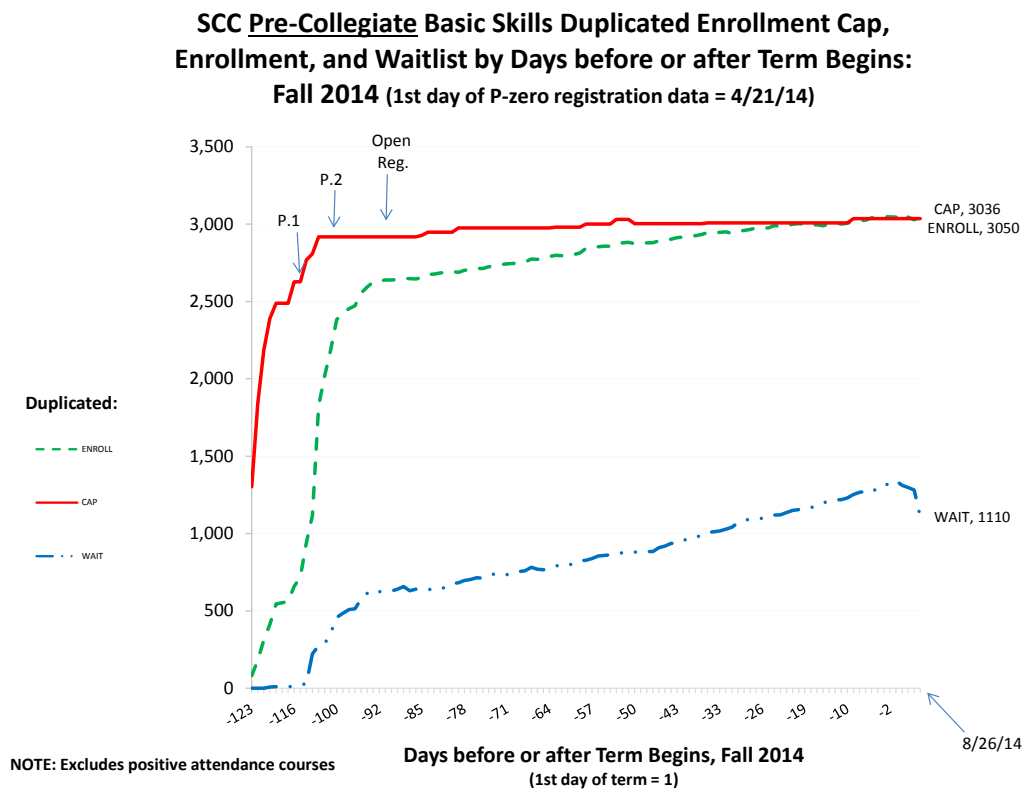
All but one division (LRN) had fill rates over 85% as the Fall 2014 term began. Note that enrollment caps have been reduced in many divisions.



Although most divisions had substantial waitlists for Fall 2014, the overall duplicated waitlists were lower than the same time in 2013.



Pre-collegiate basic skills courses filled quickly and were mostly full before Fall 2014 *open registration*.



Student Success and Support Program (SSSP), Matriculation, & First-year Student Report, 2014

(2013-2014 data)

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.

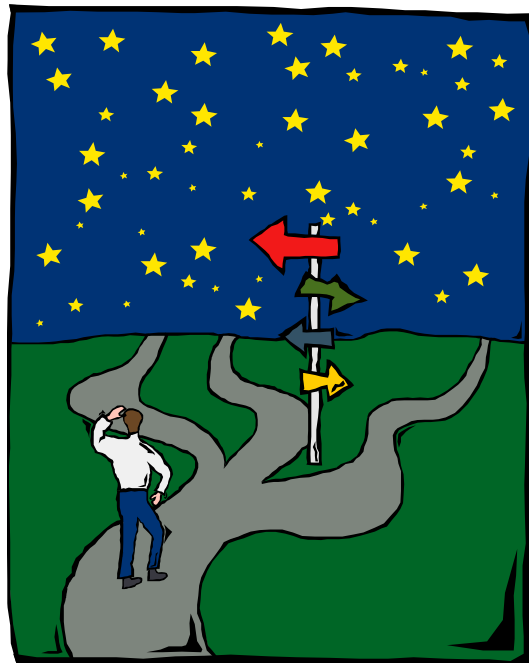
SCC Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.

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.



SSSP, 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. (Courses numbered lower than 300 are considered pre-transfer level courses. SCC courses numbered lower than 100 are considered pre-collegiate, non-degree-applicable courses.)

Percent of new students taking the assessment test placing into pre-collegiate or pre-transfer levels (Source: EOS Profile)		
Fall 2013	Pre-collegiate	Pre-transfer
Reading	23.4	50.4
Writing	37.9	72.1
Math	37.4	96.5

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.

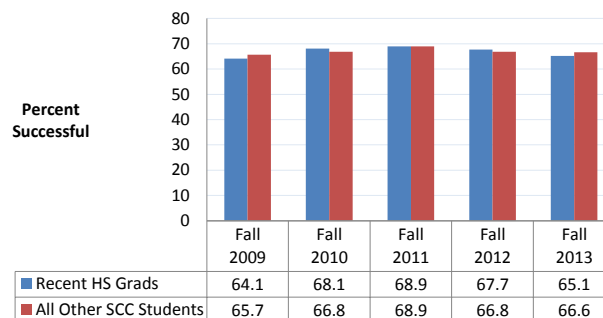
Although they represent a wide variety of ethnic groups, over 33% are Latino. Almost two thirds of first time freshmen have household incomes that are considered low income or below the poverty line. More than half are enrolled part time and over 47% are first generation college students.

School & Work, Fall 2013 Census Profile	
Recent High School Graduate	64.6%
Enrolled Part Time	56.5%
Working Full- or Part-time	28.4%
Low Income/Below Poverty	63.1%
First generation college student	47.5%

The overall course success rate for recent high school graduates has fluctuated since 2009

The course success for recent HS graduates fluctuated during the last 5 years. The decrease in Fall 12 was the result of an increase in W grades when the drop-without-W date changed.

SCC Successful Course Completion by Recent High School Grad Status, Fall 2009 to Fall 2013 (%)



Source: EOS Research Database Files

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SSSP and 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!

SSSP and Matriculation-related activities 2013-14, Core Services (Orientation, Assessment, and Counseling. Information below is quoted or adapted from the SCC 2014-15 SSSP Plan):

Orientation:

Orientation in the Los Rios Community College District is now delivered in an online format using D2L. Development of the online orientation was completed under the leadership of a faculty Distance Education Coordinator and with the collaboration of Los Rios counseling faculty and outreach professionals. The orientation is an 8-module online orientation in the Learning Management System (D2L) which guides students along a pathway to academic success. SCC also provides extended orientation information through activities and events such as Senior Saturdays in the spring, New Student Fridays and New Student Counseling Workshops (NCSWs).

Within the first 12 days of going live on February 1, 2014, 754 students completed the 8 modules and received a certificate of completion. By the third week, that number doubled to 1,551. The content of the videos for this effort can be found on the Los Rios District’s YouTube Channel at <http://www.youtube.com/LosRiosColleges>

The anticipated number of *admitted* students that need to participate in mandatory orientation for a fall semester is approximately 7000 and is fifty percent less (3500) for enrollment in a spring semester at SCC. Note that not all students admitted will actually enroll.

Assessment for Course Placement:

The Sacramento City College Assessment Center and its two outreach locations in West Sacramento and Davis test approximately 12,000 students per year. Note that not all people who take a placement assessment actually enroll in SCC courses. Los Rios Community College District has a “portability agreement” between the four colleges allowing students to take their unexpired assessment placements to any college or outreach center *within* the district.

(Placements are detailed later in this report.)

Counseling, Advising, and Other Educational Planning Services:

Similar to Orientation above, the estimated number of admitted students that need to participate in educational planning for a fall semester totals 7000 and is fifty percent less (3500) for enrollment in a spring semester at SCC. Note that not all people admitted will actually enroll in classes at SCC.

Thousands of the Student Guides are distributed to students at the Student Obtaining Success (SOS) Information Tables during the first three days of the fall and spring semesters. (Fall 2014 = 7,920 2014-15 *Student Guide and Academic Calendars* handed out.)

Other SSSP and Matriculation-related activities 2013-14:

During the 2013-14 academic year SCC implemented a variety of activities that promote the engagement of first-year students. Examples include:

- A pilot project with the UCD School of Education provides a college success program for high school students on pathways to college as first generation students.
- The Allied Health Learning Community installed the second cohort of students and continues to work on linking courses that are prerequisites for a variety of district-wide Allied Health programs.
- Group counseling sessions to help first-year student identify career and educational goals and pathways.
- New partnerships with local High Schools have been developed to increase student success. These include major projects such as the Sacramento Pathways to Success (SPS), which is a Partnership for College to Career that includes SCC, SCUSD, and CSUS. The project focuses on providing students and families with a clearer pathways from high school to college/university completion. The goals of this partnership are to boost graduation rates of students from these entities, improve retention and persistence rates, and support and improve college and career readiness programs for student success in college and careers.

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.

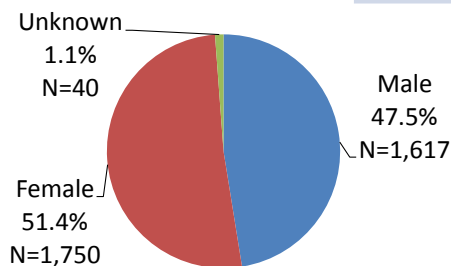
In Fall 2013, over 15% of students were first time freshmen. When compared to students who are not first time freshmen, they are younger (average age 21 compared to 28), a lower percentage are female (51% compared to 56%), a lower percentage are white (24% compared to 29%), a higher percentage are enrolled full-time (43% compared to 33%), a lower percentage are working full-or part-time (28% compared to 55%), a lower percentage are low income or below poverty (63% compared to 67%), and a higher percentage are first generation college students (48% compared to 42%).

Characteristics of First-Time Freshmen N=3,407 (15.2% of students) Fall Census 2013

Race/Ethnicity	Percent
African American	14.6
Asian	14.7
Filipino	2.1
Hispanic/Latino	33.2
Multi-Race	8.3
Native American	0.5
Other Non-White	0.1
Pacific Islander	1.3
Unknown	1.8
White	23.5
First Generation College Students: 47.5%	

School & Work	
Recent High School Graduates	64.6%
Enrolled Part Time	56.5%
Working Full- or Part-time	28.4%
Low Income/Below Poverty	63.1%

Age	Percent
Under 18	1.1
18-20	78.7
21-24	8.0
25-29	4.8
30-39	3.7
40+	3.8
Average Age: 20.84	



Source: Census Profile

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The most common major stated by SCC first time freshmen in 2013 was “General Education/Transfer” (277) However, the single largest group of students were “undecided” (808).

Top 10 Major Areas of Study – First-time Freshmen Fall Census 2012 & 2013

2012	# of Students	2013	# of Students
General Ed/ Transfer	499	General Ed/ Transfer	277
Nursing (RN)	271	Nursing (RN)	272
Business	247	Business	251
Administration of Justice	133	Administration of Justice	163
Psychology	106	Biology	158
Biology	103	Engineering	134
Engineering	91	Psychology	132
Music	83	Computer Information Science	102
Computer Information Science	72	Kinesiology	83
Kinesiology	60	Music	67

Notes: 1) A number of data collection protocols changed in Fall 2012, which affected the numbers of students in each category. 2) The single largest category in Fall 2013 is “Undecided” (808 students).

Source: Fall Census Profile

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California's Student Success Scorecard: Focus on Cohorts of First-time Students

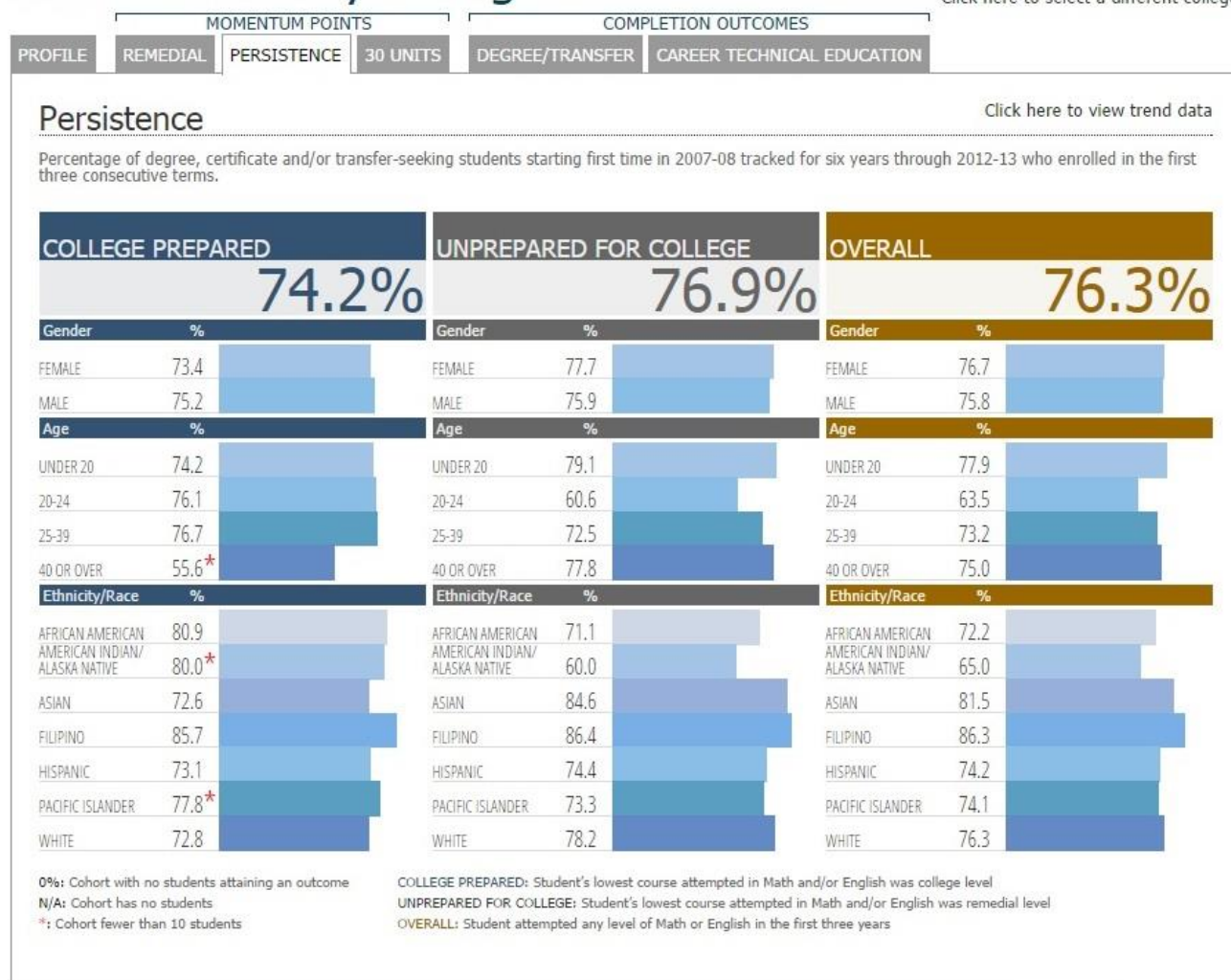
The Scorecard contains indicators such as persistence, unit attainment, remedial course progression, and completion outcomes such as degree/transfer and CTE program completions for cohorts of first-time students. (Remedial course progression is detailed in the Basic Skills Report.)

Momentum Point: Persistence

The most recent Scorecard data show that over 75% of the degree-, certificate-, or transfer-seeking, first time freshmen beginning at SCC in the 2007-2008 academic year persisted for three consecutive terms somewhere in the California Community College System. (The most recent data available is for outcomes during the 2012-2013 academic year.)

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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, 76.7% of females and 75.8% 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 9/30/2014)

Momentum Point: 30 Units

The most recent Scorecard data show that over 62% of the degree-, certificate-, or transfer-seeking, first time freshmen beginning at SCC in the 2007-2008 academic year earned at least 30 units somewhere in the California Community College System. (The most recent data available is for outcomes during the 2012-2013 academic year.)

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For each student category shown, the percentage is *of the given demographic*. For example, in the overall 30-units column on the right side of the figure, 63.6% of females and 60.3% of males in the cohort earned at least 30 units during the study period. The percentages do not sum to 100%.

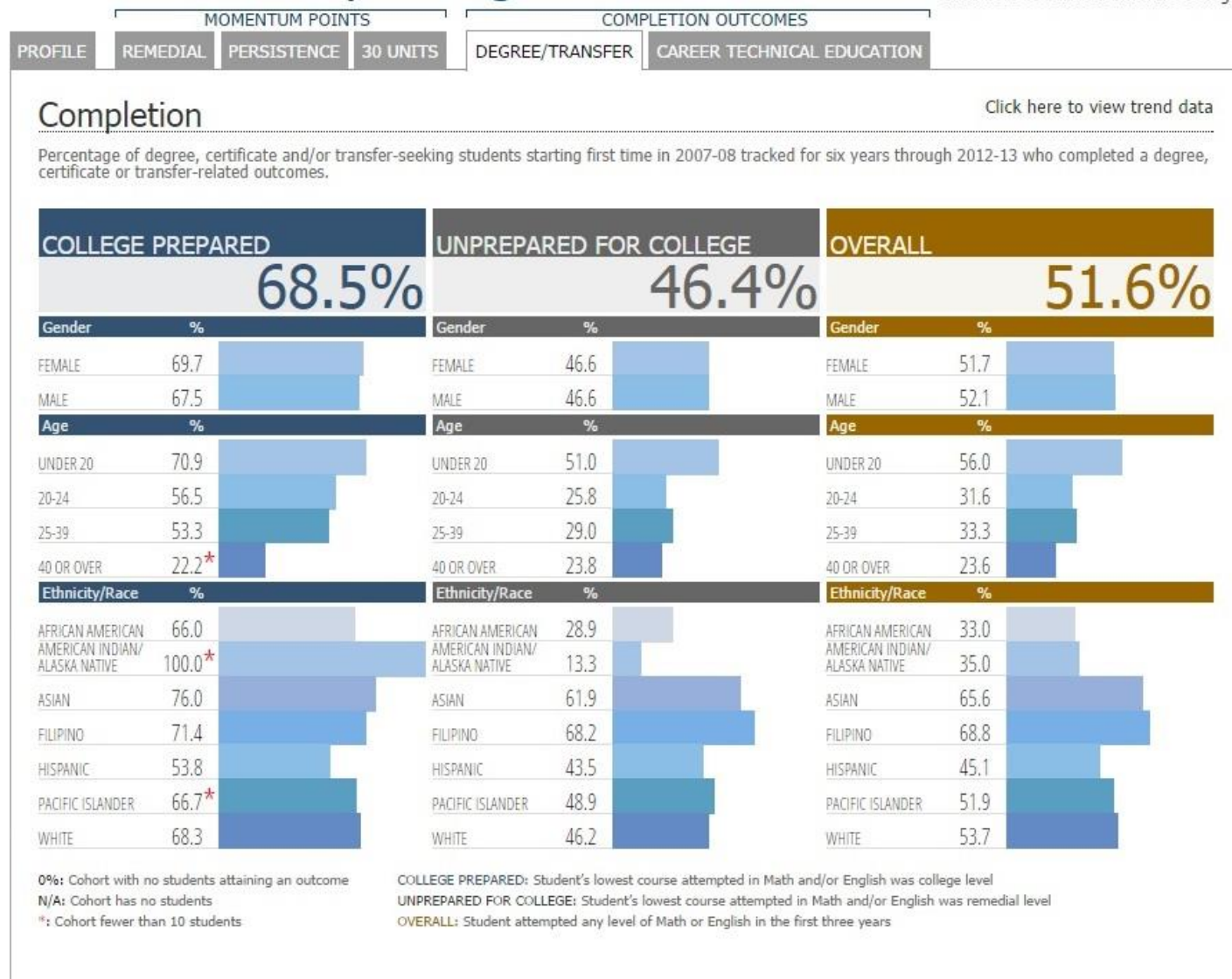
<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home> (retrieved 9/30/2014)

Completion Outcomes: Degree/Transfer

The most recent Scorecard data show that over 50% of the degree-, certificate-, or transfer-seeking, first time freshmen beginning at SCC in the 2007-2008 academic year completed a degree, certificate, or transfer-related outcomes within six years. (The most recent data available is for outcomes during the 2012-2013 academic year.)

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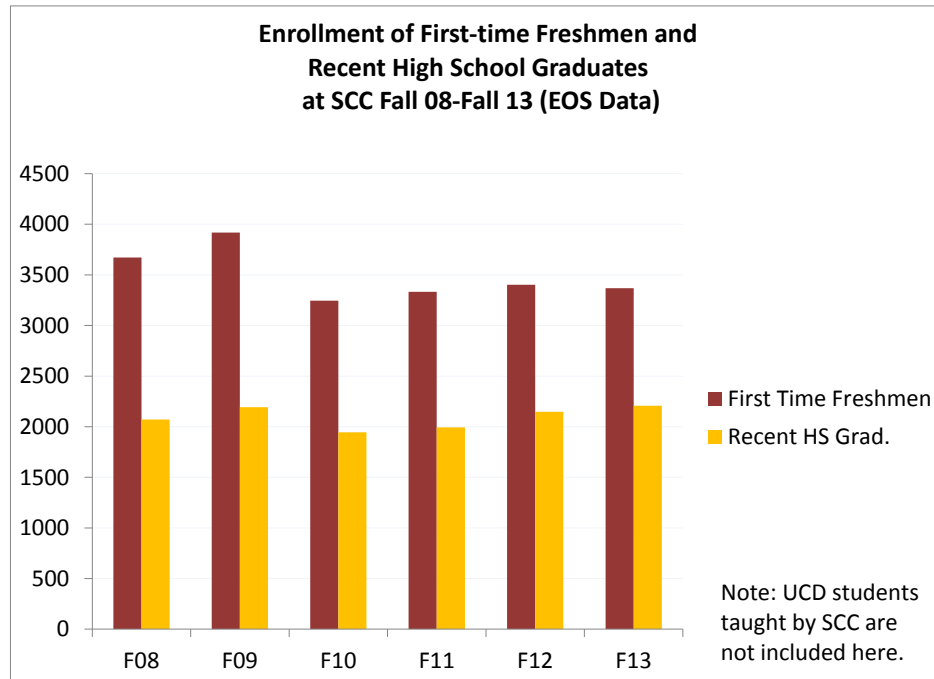


For each student category shown, the percentage is *of the given demographic*. For example, in the overall completion column on the right side of the figure, 51.7% of females and 52.1% of males in the cohort completed a degree, certificate, or transfer-related outcome within six years. The percentages do not sum to 100%.

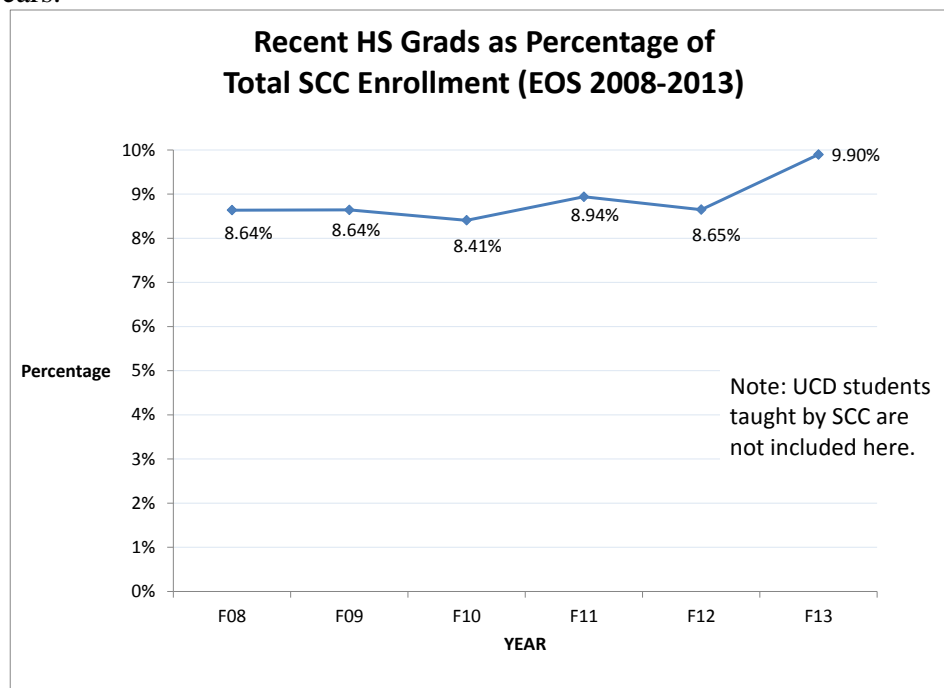
Note that college-prepared freshmen are much more likely than unprepared freshmen to attain a completion outcome (68.5% and 46.4%, respectively).

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home> (retrieved 9/30/2014)

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 8-10% of all SCC students. This percentage hasn't changed much over the last five years.



Although recent HS graduates at SCC are a very diverse group of ethnicities, over 36% are Hispanic/Latino.

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
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
2013	259	11.7%	344	15.6%	54	2.5%	802	36.3%	185	8.4%	8	0.4%	24	1.1%	499	22.6%	1	0.1%	31	1.4%	2,207

Ethnic Profile (Data source: EOS profile data)

Most recent high school graduates who enrolled at SCC in Fall 2013 also enrolled in Spring 2014.

Fall to Spring Semester Persistence of high school graduates ages 19 and younger enrolled at SCC (F13 to S14):

Term	Ethnicity	# of Students - 1st Fall	Fall to Spring Persist Rate (%)
Fall 2013 to Spring 2014	African American	259	71.8
Fall 2013 to Spring 2014	Asian	344	85.8
Fall 2013 to Spring 2014	Filipino	54	81.5
Fall 2013 to Spring 2014	Hispanic/Latino	802	79.2
Fall 2013 to Spring 2014	Multi-Race	185	71.4
Fall 2013 to Spring 2014	Native American	8	100.0
Fall 2013 to Spring 2014	Other Non-White	1	100.0
Fall 2013 to Spring 2014	Pacific Islander	24	62.5
Fall 2013 to Spring 2014	Unknown	31	74.2
Fall 2013 to Spring 2014	White	499	80.4

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.

In Fall 2013, there were 2,707 recent HS graduates attending SCC (EOS data). Not all of them took placement assessments. For those who did, the majority placed into pre-transfer classes. In Fall 2013 the percentage of recent HS students placing into courses numbered lower than 100 was 35.5% for Reading, 34.3% for Writing, and 28.1% for Math. However, of the 1,658 students with reading data, 685 (41%) met reading competency, which meant they did not need to take a reading course. The table for reading does not include students who met reading competency through the assessment process. (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.)

READING, F13		Levels Below Transfer (LBT)			Transfer	Total
		10 (3 LBT)	11 (2 LBT)	110 (1 LBT)	310 (Transfer)	
TOTAL RECENT HS STUDENTS' PLACEMENT LEVEL	#	136	209	476	152	973
	%	14.0	21.5	48.9	15.6	100

WRITING, F13		Levels Below Transfer (LBT)		Transfer	Total
		51 (2 LBT)	101 (1 LBT)	300 (Transfer)	
TOTAL RECENT HS STUDENTS' PLACEMENT LEVEL	#	528	560	455	1,543
	%	34.22	36.29	29.49	100

MATH, F13		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)	
TOTAL RECENT HS STUDENTS' PLACEMENT LEVEL	#	356	109	318	798	30	18	18	1,647
	%	21.62	6.62	19.31	48.45	1.82	1.09	1.09	100

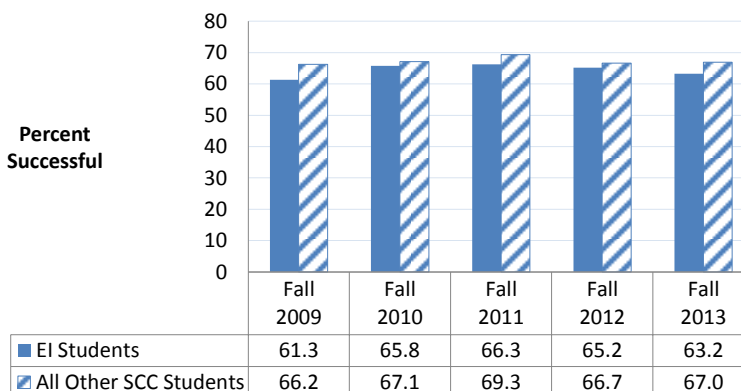
* 100 and 120 are pre-transfer, but because they are AA/AS degree-applicable, they are "collegiate" level.

School-by-school placements for top feeder high schools are at the end of this section (pp. 14-16).

Achievement of First-year Students

Course success rates of both Education Initiative Cohort students and recent HS graduates have fluctuated between Fall 09 and Fall 13.

SCC Successful Course Completion by Education Initiative (EI) Cohort, Fall 2009 to Fall 2013 (%)



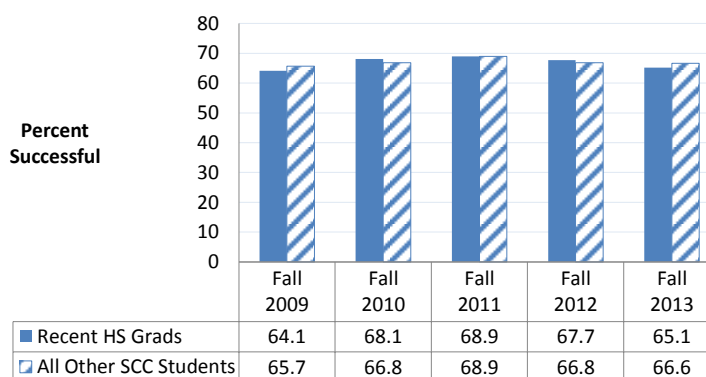
Source: EOS Research Database Files

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In Fall 2013 the course success rate of recent HS graduates was slightly lower than course success for all other students.

SCC Successful Course Completion by Recent High School Grad Status, Fall 2009 to Fall 2013 (%)



Source: EOS Research Database Files

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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 2013 indicate that substantial achievement gaps exist between groups.

First (Fall) Semester Outcomes of Recent High School Graduates at SCC Fall 2013					
Ethnicity	# of Students	Average Units Attempted	Average Units Completed	Avg. Term GPA	Course Success Rate (%)
African American	259	9.1	5.3	1.4	51.1
Asian	344	10.2	8.0	2.2	71.0
Filipino	54	8.7	6.7	2.4	74.0
Hispanic/Latino	802	9.9	7.0	1.9	62.7
Multi-Race	185	9.3	6.5	1.9	63.1
Native American	8	11.9	6.0	1.3	43.3
Other Non-White	1	3.5	3.0	2.6	50.0
Pacific Islander	24	9.1	6.9	2.3	71.8
Unknown	31	11.1	8.1	2.0	66.7
White	499	10.3	8.0	2.2	72.1
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 14 Semester Academic Outcomes of Recent High School Graduates starting at SCC in Fall 2013					
Ethnicity	# of Students	Average Units Attempted	Average Units Completed	Avg. GPA	Course Success Rate (%)
African American	186	9.9	6.0	1.5	50.2
Asian	295	11.2	8.8	2.1	70.3
Filipino	44	9.6	7.4	2.2	70.0
Hispanic/Latino	635	11.1	7.8	1.8	62.0
Multi-Race	132	11.3	7.7	1.8	59.3
Native American	8	11.2	5.8	1.4	46.7
Other Non-White	1	11.0	11.0	2.5	100.0
Pacific Islander	15	10.6	7.8	2.0	56.6
Unknown	23	11.4	9.1	2.2	70.9
White	401	11.1	8.5	2.2	71.9
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.					

Special Focus: Assessment Placement by Top Feeder High Schools

The tables below show placement rates in reading writing, and math for Fall 2013 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 2013						
HIGH SCHOOL	READING PLACEMENTS	Levels Below Transfer (LBT)			Transfer	Total
		10 (3 LBT)	11 (2 LBT)	110 (1 LBT)	310 (Transfer)	
C. K. McClatchy High	Count	10	15	33	6	64
	%	15.63	23.44	51.56	9.38	100
Davis Senior High	Count	2	6	11	5	24
	%	8.33	25.00	45.83	20.83	100
Florin High	Count	3	8	11	3	25
	%	12.00	32.00	44.00	12.00	100
Franklin High School	Count	1	1	8	8	18
	%	5.56	5.56	44.44	44.44	100
Hiram W. Johnson High	Count	17	7	13	6	43
	%	39.53	16.28	30.23	13.95	100
John F. Kennedy High	Count	1	10	26	13	50
	%	2.00	20.00	52.00	26.00	100
Luther Burbank High	Count	8	11	16	6	41
	%	19.51	26.83	39.02	14.63	100
River City Senior High	Count	10	21	34	9	74
	%	13.51	28.38	45.95	12.16	100
Rosemont High School	Count	5	9	15	9	38
	%	13.16	23.68	39.47	23.68	100
Sheldon High School	Count	2	8	22	1	33
	%	6.06	24.24	66.67	3.03	100
West Campus Hiram Johnson	Count	1	0	4	2	7
	%	14.29	0	57.14	28.57	100
Total Tested ALL HS	Count	136	209	476	152	973
	%	13.98	21.48	48.92	15.62	100

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 2013**

HIGH SCHOOL	WRITING PLACEMENTS	Levels Below Transfer (LBT)		Transfer	Total
		51 (2 LBT)	101 (1 LBT)	300 (Transfer)	
C. K. McClatchy High	Count	36	38	41	115
	%	31.3	33.04	35.65	100
Davis Senior High	Count	13	14	40	67
	%	19.40	20.90	59.70	100
Florin High	Count	14	14	2	30
	%	46.67	46.67	6.67	100
Franklin High School	Count	6	16	12	34
	%	17.65	47.06	35.29	100
Hiram W. Johnson High	Count	23	15	11	49
	%	46.94	30.61	22.45	100
John F. Kennedy High	Count	22	40	28	90
	%	24.44	44.44	31.11	100
Luther Burbank High	Count	31	13	1	45
	%	68.89	28.89	2.22	100
River City Senior High	Count	44	39	30	113
	%	38.94	34.51	26.55	100
Rosemont High School	Count	22	20	14	56
	%	39.29	35.71	25.00	100
Sheldon High School	Count	15	17	4	36
	%	41.67	47.22	11.11	100
West Campus Hiram Johnson	Count	2	7	24	33
	%	6.06	21.21	72.73	100
Total Tested ALL HS	Count	528	560	455	1,543
	%	34.22	36.29	29.49	100

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 2013

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 High	Count	21	8	23	69	2	2	2	127
	%	16.54	6.3	18.11	54.33	1.57	1.57	1.57	100
Davis Senior High	Count	7	6	7	39	2	6	6	73
	%	9.59	8.22	9.59	53.42	2.74	8.22	8.22	100
Florin High	Count	10	2	4	14	0	0	0	30
	%	33.33	6.67	13.33	46.67	0	0	0	100
Franklin High School	Count	3	1	5	23	0	0	2	34
	%	8.82	2.94	14.71	67.65	0	0	5.88	100
Hiram W. Johnson High	Count	15	8	12	27	1	0	0	63
	%	23.81	12.70	19.05	42.86	1.59	0	0	100
John F. Kennedy High	Count	18	5	24	44	2	0	1	94
	%	19.15	5.32	25.53	46.81	2.13	0	1.06	100
Luther Burbank High	Count	14	2	14	23	0	0	0	53
	%	26.42	3.77	26.42	43.40	0	0	0	100
River City Senior High	Count	29	3	24	60	1	0	0	117
	%	24.79	2.56	20.51	51.28	0.85	0	0	100
Rosemont High School	Count	16	4	9	34	0	0	0	63
	%	25.4	6.35	14.29	53.97	0	0	0	100
Sheldon High School	Count	11	3	10	13	1	0	0	38
	%	28.95	7.89	26.32	34.21	2.63	0	0	100
West Campus Hiram Johnson	Count	1	1	2	24	4	1	1	34
	%	2.94	2.94	5.88	70.59	11.76	2.94	2.94	100
Total	Count	356	109	318	798	30	18	18	1,647
	%	21.62	6.62	19.31	48.45	1.82	1.09	1.09	100

Basic Skills Report

Fall 2014

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 Fall 2013 new students taking the assessment exams placed into pre-transfer basic skills classes; substantial percentages place into pre-collegiate basic skills classes.

Percent of new students taking the assessment test placing into pre-collegiate or pre-transfer levels (Source: EOS Profile)		
Fall 2013	Pre-collegiate	Pre-transfer
Reading	23.4	50.4
Writing	37.9	72.1
Math	37.4	96.5

Many students struggle with essential skills Math.

The high-enrollment math course Math 100 had annual end-of-semester enrollments of close to 1300 and success rates of 40% or lower in each of the two falls examined (Fall 2012, Fall 2013).

MATH	Successful	F12 Count	F12 % Successful (no / yes)	F13 Count	F13 % Successful (no / yes)
Math 100 (2 levels below transfer)	NO	800	62.20%	788	61.40%
	YES	486	37.80%	495	38.60%
	Total	1286	100.00%	1283	100.00%
Math 34 (3 levels below transfer)	NO	226	45.30%	197	40.90%
	YES	273	54.70%	285	59.10%
	Total	499	100.00%	482	100.00%
Math 27/28 (4 levels below transfer)	NO	190	40.50%	304	45.20%
	YES	279	59.50%	368	54.80%
	Total	469	100.00%	672	100.00%

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 2013 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 Reading, Writing, and Math Courses

Starting in Fall 2013, data from the LRCCD Assessment Portability Database was incorporated into SCC's reporting databases. This incorporation allows us to examine the placement levels of SCC students—those who actually enroll in classes. A change in reporting data source makes comparison to earlier years impractical. However, the matched datasets allow a deeper examination of the characteristics of SCC students who take placement tests. The majority of students who take assessment tests place into pre-transfer classes. Substantial numbers of students also place into pre-collegiate classes. For example, for students enrolled in Fall 2013, the percentage of placements into courses numbered lower than 100 was 18.14% for Reading, 12.96% for Writing, and 35.96% for Math. This section considers all students, while numbers in some of the other tables include only students new to college or recent high school graduates—a subset of new students. (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.)

Reading, writing, and math: The table below shows data for Fall 2013 students who took the placement assessment exam. This table excludes UC-Davis students taught at UC-Davis by SCC faculty.

ENGRD	Lev. Below Trans.	Number	Percent
10	3 LBT	735	6.94
11	2 LBT	1,186	11.20
110	1 LBT	2,485	23.47
310	Transfer	852	8.05
Competency	Transfer	5,329	50.34
Total		10,587	100.00

ENGWR	Lev. Below Trans.	Number	Percent
40/50/51	2 LBT	797	12.96
100/101	1 LBT	2,463	40.06
300	Transfer	2,889	46.98
Total		6,149	100.00

MATH	Lev. Below Trans.	Number	Percent
27/28	4 LBT	2,615	24.73
34	3 LBT	1,188	11.23
100	2 LBT	1,915	18.11
120	1 LBT	4,354	41.17
335	Transfer	293	2.77
370	Transfer	100	0.95
400	Transfer	111	1.05
Total		10,576	100.00

Although over half of students who take reading placement tests meet the college's graduation competency requirement, some student groups have higher reading competency rates than others. For instance, less than half of African American, Asian-Pacific Islander, and Latino students meet competency, while more than half of Multi-race, Native American, white, and other/unknown students meet competency without having to take remediation courses.

Reading Placement by Ethnicity (Fall 2013 students, EOS Profile)							
Ethnicity		ENGRD 10	ENGRD 11	ENGRD 110	Transfer	Competency (transfer)	Total
African American	#	226	265	452	125	561	1,629
	%	13.87	16.27	27.75	7.67	34.44	100
Asian	#	162	274	462	125	574	1,597
	%	10.14	17.16	28.93	7.83	35.94	100
Filipino	#	15	21	56	19	107	218
	%	6.88	9.63	25.69	8.72	49.08	100
Hispanic/Latino	#	191	416	892	325	1,489	3,313
	%	5.77	12.56	26.92	9.81	44.94	100
Multi-Race	#	32	50	173	54	461	770
	%	4.16	6.49	22.47	7.01	59.87	100
Native American	#	6	4	17	2	41	70
	%	8.57	5.71	24.29	2.86	58.57	100
Other Non-White	#	2	4	9	5	34	54
	%	3.7	7.41	16.67	9.26	62.96	100
Pacific Islander	#	13	25	48	23	42	151
	%	8.61	16.56	31.79	15.23	27.81	100
Unknown	#	3	14	22	10	109	158
	%	1.9	8.86	13.92	6.33	68.99	100
White	#	85	113	354	164	1,911	2,627
	%	3.24	4.3	13.48	6.24	72.74	100
Total	#	735	1,186	2,485	852	5,329	10,587
	%	6.94	11.2	23.47	8.05	50.34	100

Similar patterns are evident for English writing: when examining placement into “freshman English,” there is variation across groups. African American and Pacific Islander students have the lowest placement rates into ENGWR 300. Moreover, most of the student groups in the table below are in need of basic skill remediation.

Writing Placement by Ethnicity (Fall 2013 students, EOS Profile)					
Ethnicity		ENGWR 51	ENGWR 101	Transfer	Total
African American	#	177	316	204	697
	%	25.39	45.34	29.27	100
Asian	#	132	344	297	773
	%	17.08	44.5	38.42	100
Filipino	#	17	60	57	134
	%	12.69	44.78	42.54	100
Hispanic/Latino	#	305	906	760	1,971
	%	15.47	45.97	38.56	100
Multi-Race	#	50	168	281	499
	%	10.02	33.67	56.31	100
Native American	#	4	13	19	36
	%	11.11	36.11	52.78	100
Other Non-White	#	5	12	15	32
	%	15.63	37.5	46.88	100
Pacific Islander	#	12	52	18	82
	%	14.63	63.41	21.95	100
Unknown	#	11	32	61	104
	%	10.58	30.77	58.65	100
White	#	84	560	1,177	1,821
	%	4.61	30.75	64.63	100
Total	#	797	2,463	2,889	6,149
	%	12.96	40.06	46.98	100

The need for basic skill remediation is most-pronounced in Math placements. Less than 5% of students overall place into transfer level math courses. Close to half of the African American students place into the lowest level of math offered at SCC.

Math Placement by Ethnicity (Fall 2013 students, EOS Profile)							
Ethnicity		MATH 27	MATH 34	MATH 100	MATH 120	Transfer	Total
African American	#	762	222	230	337	14	1,565
	%	48.69	14.19	14.70	21.53	0.89	100
Asian	#	215	109	241	963	223	1,751
	%	12.28	6.23	13.76	55.00	12.74	100
Filipino	#	31	16	29	118	16	210
	%	14.76	7.62	13.81	56.19	7.62	100
Hispanic/Latino	#	848	371	654	1,307	68	3,248
	%	26.11	11.42	20.14	40.24	2.09	100
Multi-Race	#	170	92	161	328	30	781
	%	21.77	11.78	20.61	42.00	3.84	100
Native American	#	20	13	13	16	1	63
	%	31.75	20.63	20.63	25.40	1.59	100
Other Non-White	#	15	6	11	22	4	58
	%	25.86	10.34	18.97	37.93	6.90	100
Pacific Islander	#	42	17	31	55	1	146
	%	28.77	11.64	21.23	37.67	0.68	100
Unknown	#	31	25	24	56	5	141
	%	21.99	17.73	17.02	39.72	3.55	100
White	#	481	317	521	1,152	142	2,613
	%	18.41	12.13	19.94	44.09	5.43	100
Total	#	2,615	1,188	1,915	4,354	504	10,576
	%	24.73	11.23	18.11	41.17	4.77	100

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			F12 Count	F12 %	F13 Count	F13 %	F12 Count	F12 %	F13 Count	F13 %
Reading	Transfer level	NO	158	28.90%	151	29.40%	68	12.50%	80	15.60%
		YES	388	71.10%	362	70.60%	478	87.50%	433	84.40%
		Total	546	100.00%	513	100.00%	546	100.00%	513	100.00%
	1 level below transfer	NO	156	31.80%	128	22.90%	80	16.30%	76	13.60%
		YES	335	68.20%	432	77.10%	411	83.70%	484	86.40%
		Total	491	100.00%	560	100.00%	491	100.00%	560	100.00%
	2 levels below transfer	NO	69	24.50%	107	35.90%	39	13.80%	42	14.10%
		YES	213	75.50%	191	64.10%	243	86.20%	256	85.90%
		Total	282	100.00%	298	100.00%	282	100.00%	298	100.00%
	3 levels below transfer	NO	44	27.70%	58	30.90%	23	14.50%	37	19.70%
		YES	115	72.30%	130	69.10%	136	85.50%	151	80.30%
		Total	159	100.00%	188	100.00%	159	100.00%	188	100.00%

ENGLISH WRITING			Success				Retention			
Success and course retention rates, by Subject and Course Level			F12 Count	F12 %	F13 Count	F13 %	F12 Count	F12 %	F13 Count	F13 %
Writing	Transfer Level	NO	718	31.40%	752	32.30%	414	18.10%	462	19.80%
		YES	1571	68.60%	1579	67.70%	1875	81.90%	1869	80.20%
		Total	2289	100.00%	2331	100.00%	2289	100.00%	2331	100.00%
	1 level below transfer	NO	626	32.50%	597	30.10%	181	9.40%	130	6.60%
		YES	1302	67.50%	1384	69.90%	1747	90.60%	1851	93.40%
		Total	1928	100.00%	1981	100.00%	1928	100.00%	1981	100.00%
	2 levels below transfer	NO	353	46.00%	375	48.60%	126	16.40%	151	19.60%
		YES	414	54.00%	396	51.40%	641	83.60%	620	80.40%
		Total	767	100.00%	771	100.00%	767	100.00%	771	100.00%

MATH			Success				Retention			
Success and course retention rates, by Subject and Course Level			F12 Count	F12 %	F13 Count	F13 %	F12 Count	F12 %	F13 Count	F13 %
MATH	Transfer Level	NO	674	51.30%	604	45.60%	367	27.90%	362	27.30%
		YES	641	48.70%	721	54.40%	948	72.10%	963	72.70%
		Total	1315	100.00%	1325	100.00%	1315	100.00%	1325	100.00%
	1 level below transfer	NO	1084	53.80%	1113	54.60%	537	26.60%	547	26.80%
		YES	932	46.20%	927	45.40%	1479	73.40%	1493	73.20%
		Total	2016	100.00%	2040	100.00%	2016	100.00%	2040	100.00%
	2 levels below transfer	NO	800	62.20%	788	61.40%	337	26.20%	338	26.30%
		YES	486	37.80%	495	38.60%	949	73.80%	945	73.70%
		Total	1286	100.00%	1283	100.00%	1286	100.00%	1283	100.00%
	3 levels below transfer	NO	226	45.30%	197	40.90%	104	20.80%	102	21.20%
		YES	273	54.70%	285	59.10%	395	79.20%	380	78.80%
		Total	499	100.00%	482	100.00%	499	100.00%	482	100.00%
	4 levels below transfer	NO	190	40.50%	304	45.20%	84	17.90%	109	16.20%
		YES	279	59.50%	368	54.80%	385	82.10%	563	83.80%
		Total	469	100.00%	672	100.00%	469	100.00%	672	100.00%

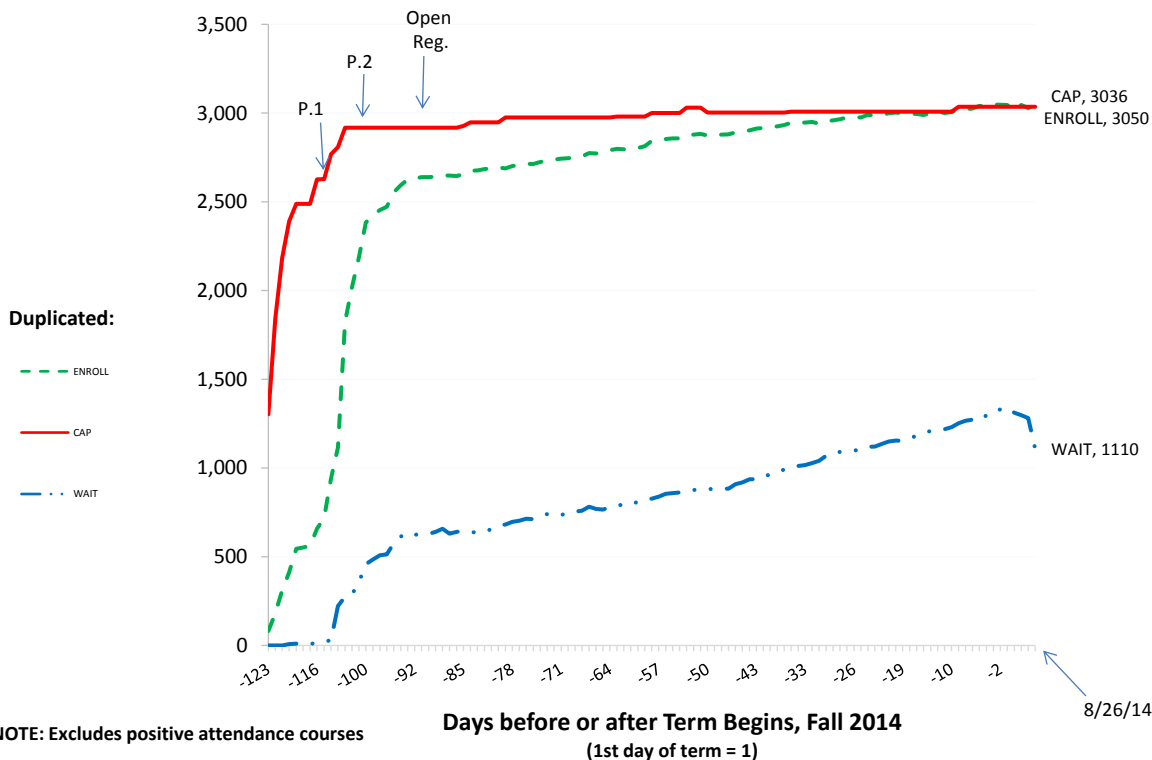
ESL			Success				Retention			
Success and course retention rates, by Subject and Course Level			F12 Count	F12 %	F13 Count	F13 %	F12 Count	F12 %	F13 Count	F13 %
ESL	1 level below transfer	NO	4	10.00%	8	20.50%	0	0.00%	2	5.10%
		YES	36	90.00%	31	79.50%	40	100.00%	37	94.90%
		Total	40	100.00%	39	100.00%	40	100.00%	39	100.00%
	2 levels below transfer	NO	27	41.50%	3	17.60%	2	3.10%	2	11.80%
		YES	38	58.50%	14	82.40%	63	96.90%	15	88.20%
		Total	65	100.00%	17	100.00%	65	100.00%	17	100.00%
ESL Grammar	Transfer Level	NO	32	18.90%	24	20.90%	15	8.90%	12	10.40%
		YES	137	81.10%	91	79.10%	154	91.10%	103	89.60%
		Total	169	100.00%	115	100.00%	169	100.00%	115	100.00%
	1 level below transfer	NO	18	16.50%	20	16.50%	12	11.00%	7	5.80%
		YES	91	83.50%	101	83.50%	97	89.00%	114	94.20%
		Total	109	100.00%	121	100.00%	109	100.00%	121	100.00%
ESL Listening	1 level below transfer	NO	11	18.00%	11	17.50%	4	6.60%	2	3.20%
		YES	50	82.00%	52	82.50%	57	93.40%	61	96.80%
		Total	61	100.00%	63	100.00%	61	100.00%	63	100.00%
	2 levels below transfer	NO	17	9.80%	22	16.10%	7	4.00%	8	5.80%
		YES	157	90.20%	115	83.90%	167	96.00%	129	94.20%
		Total	174	100.00%	137	100.00%	174	100.00%	137	100.00%
	3 levels below transfer	NO	28	25.90%	21	24.70%	15	13.90%	5	5.90%
		YES	80	74.10%	64	75.30%	93	86.10%	80	94.10%
		Total	108	100.00%	85	100.00%	108	100.00%	85	100.00%

ESL, cont.			Success				Retention			
Success rates, by Subject and Course Level			F12 Count	F12 %	F13 Count	F13 %	F12 Count	F12 %	F13 Count	F13 %
ESL Reading	Transfer Level	NO	41	24.70%	49	29.70%	17	10.20%	20	12.10%
		YES	125	75.30%	116	70.30%	149	89.80%	145	87.90%
		Total	166	100.00%	165	100.00%	166	100.00%	165	100.00%
	1 level below transfer	NO	45	12.10%	37	11.50%	13	3.50%	14	4.40%
		YES	326	87.90%	284	88.50%	358	96.50%	307	95.60%
		Total	371	100.00%	321	100.00%	371	100.00%	321	100.00%
	2 levels below transfer	NO	34	16.00%	36	20.00%	14	6.60%	10	5.60%
		YES	178	84.00%	144	80.00%	198	93.40%	170	94.40%
		Total	212	100.00%	180	100.00%	212	100.00%	180	100.00%
	3 levels below transfer	NO	32	28.10%	20	23.00%	16	14.00%	8	9.20%
		YES	82	71.90%	67	77.00%	98	86.00%	79	90.80%
		Total	114	100.00%	87	100.00%	114	100.00%	87	100.00%
ESL Writing	Transfer Level	NO	59	25.80%	45	24.70%	24	10.50%	24	13.20%
		YES	170	74.20%	137	75.30%	205	89.50%	158	86.80%
		Total	229	100.00%	182	100.00%	229	100.00%	182	100.00%
	1 level below transfer	NO	39	30.50%	30	27.30%	23	18.00%	14	12.70%
		YES	89	69.50%	80	72.70%	105	82.00%	96	87.30%
		Total	128	100.00%	110	100.00%	128	100.00%	110	100.00%
	2 levels below transfer	NO	23	19.50%	31	29.80%	3	2.50%	10	9.60%
		YES	95	80.50%	73	70.20%	115	97.50%	94	90.40%
		Total	118	100.00%	104	100.00%	118	100.00%	104	100.00%
	3 levels below transfer	NO	52	44.10%	32	29.60%	22	18.60%	10	9.30%
		YES	66	55.90%	76	70.40%	96	81.40%	98	90.70%
		Total	118	100.00%	108	100.00%	118	100.00%	108	100.00%

Enrollment patterns and essential skills courses

For Fall 2014 pre-collegiate basic skills courses were at or near the enrollment cap over one month before the beginning of the Fall Semester.

**SCC Pre-Collegiate Basic Skills Duplicated Enrollment Cap,
Enrollment, and Waitlist by Days before or after Term Begins:
Fall 2014 (1st day of P-zero registration data = 4/21/14)**



This pattern is a departure from the last few years, when basic skills classes were full over two months before the beginning of the fall semester.

Special Focus: Scorecard on Basic Skills Progression Rates

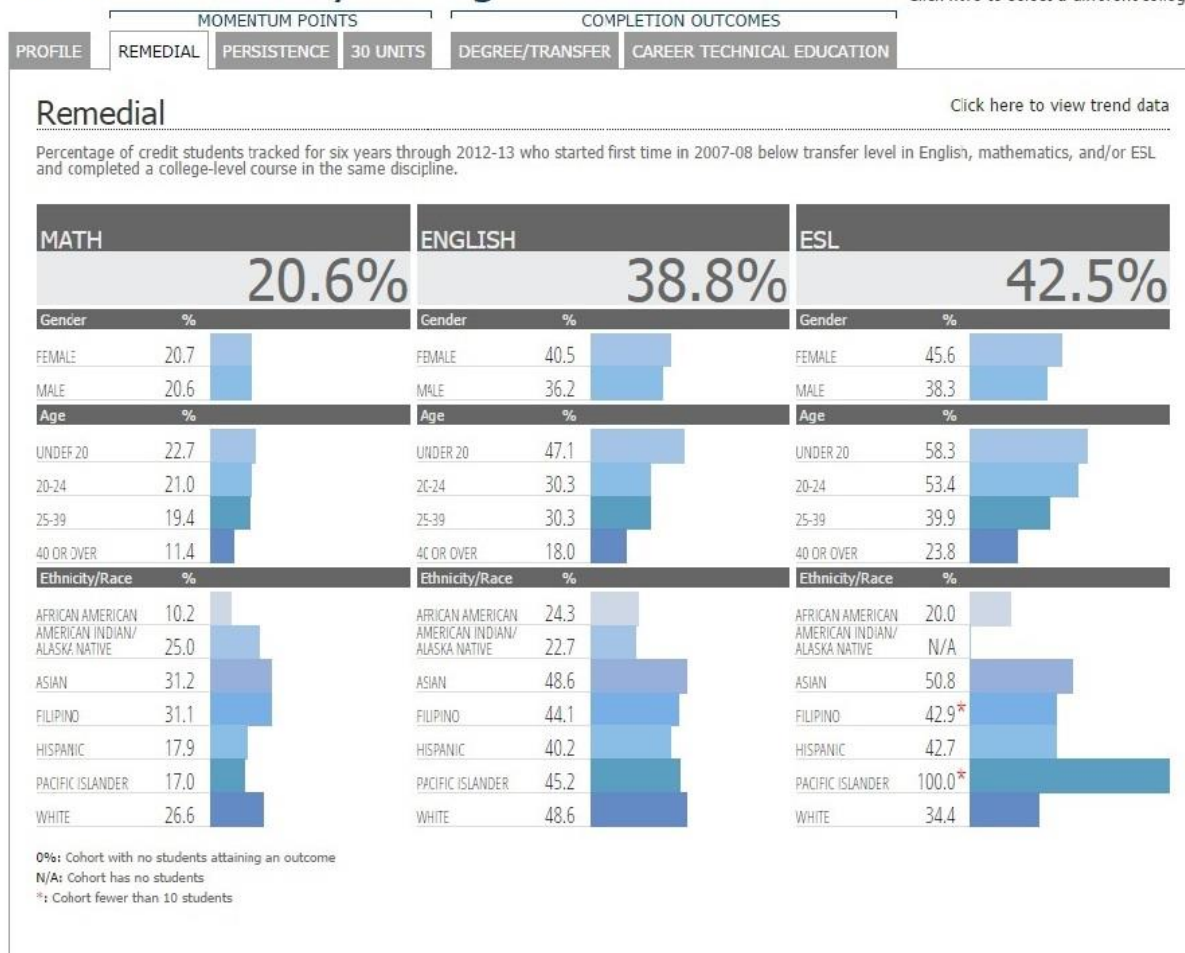
The Scorecard contains indicators such as persistence, unit attainment, course progression, and completion outcomes such as degree/transfer and CTE program completions for cohorts of first-time students. (See the 1st Year Student Report for more Scorecard metrics.)

Momentum Point: Remedial Progression

The most recent Scorecard data show that of the students who began in a below-transfer level course at SCC in the 2007-2008 academic year, approximately 21% of math, 39% of English, and 43% of ESL students completed a transfer-level course in the same discipline somewhere in the California Community College System within six years. For ESL, completion of a transfer-level English course is counted as a completion in the same discipline (English). (The most recent data available is for outcomes during the 2012-2013 academic year.)

Sacramento City College

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For each student category shown, the percentage is *of the given demographic*. For example, in the ESL progression column on the right side of the figure, 45.6% of females and 38.3% of males in the cohort completed a transfer level course in ESL or English. The percentages do not sum to 100%.

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home> (retrieved 9/30/2014)

Special Focus: Report on Effectiveness of Tutoring Programs

Effectiveness of Tutoring: Student Survey Results Survey Conducted Spring 2014

Marybeth Buechner

During the Spring 2014 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 1300 surveys were completed by students using 13 different labs or centers that provide tutoring. Areas conducting the survey included the: Academic Computing Labs, Business Division Open Lab, Davis Center, Design Lab, ESL Lab, HOPE Center, Learning Skills & Tutoring Center, Math Lab, Photography Lab, Reading Lab, RISE, 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. It also includes the data from the previous (Fall 2012) administration of the survey.

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.

A. Who uses tutoring?

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, 37 to 38% students had used the tutoring lab 10 or more times during the two semesters surveyed.

How many times have you used the tutoring area this semester?	1-5	6-10	10-15	More than 15	No Entry
Fall 2012	39%	18%	13%	25%	4%
Spring 2014	39%	17%	14%	24%	7%

In Fall 2012, 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. There was a slight shift for Spring 2014, with fewer students being in their first semester. Because many students begin their studies in the Fall Semester, this is not surprising.

How many semesters have you been in college?	1 (This is my first semester)	2-3 semesters	4 or more semesters	No Entry
Fall 2012	20%	40%	38%	2%
Spring 2014	11%	43%	44%	3%

This question was broken out in more detail the Spring 2014 Survey. In Spring 2014 Only 11% of the respondents were in their first semester of college, 62% had been in college between 2 and 4 semesters, and 25% had been in college 5 semesters or more.

How many semesters have you been in college?	1 (This is my first semester)	2 semesters	3 semesters	4 semesters	5 or more semesters	No Entry
Spring 2014	11%	17%	26%	19%	25%	3%

There was an increase from Fall 2012 to Spring 2014 in the percent of students using the tutoring areas for more than one semester.

Have you used this tutoring area for more than one semester?	Yes	No	No Entry
Fall 2012	47%	50%	3%
Spring 2014	55%	41%	4%

Students using the tutoring areas have many different majors

The Spring 2014 survey asked about the student's major. The most common majors are shown in the table below.

Over 80 majors were represented by the survey respondents. The most common majors represented in the study are shown below.	
Major	Number
ECE/Child Development	43
Photography	45
Allied Health Occupations	77
Computer Information Science/Graphic Communication	82
Business fields	124
Nursing – RN/LVN	127
Undecided	180

B. How does tutoring help?

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.

These results were quite consistent for both the Fall 2012 and the Spring 2014 surveys. Over 80% of the respondents strongly or somewhat agreed that tutoring helped them solve problems themselves and encouraged them to be active learners.

The help that I received in this tutoring area...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Doesn't Apply to me	No Entry
Taught me how to solve problems for myself						
Fall 2012	52%	33%	5%	1%	6%	4%
Spring 2014	54%	31%	4%	2%	5%	5%
Encouraged me to actively participate in my learning						
Fall 2012	60%	26%	5%	1%	4%	3%
Spring 2014	59%	26%	4%	2%	5%	5%

Over 80% of the respondents in both years noted that tutoring was of great help or some help with their ability to complete class work on their own.

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					
Fall 2012	56%	29%	3%	7%	5%
Spring 2014	49%	32%	6%	8%	5%

Most respondents felt that tutoring helped them with their interest in the course content and increased their confidence about their work in class.

These results were quite consistent for both the Fall 2012 and the Spring 2014 surveys. 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. 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					
Fall 2012	50%	33%	6%	7%	5%
Spring 2014	49%	32%	6%	8%	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.						
Fall 2012	61%	25%	4%	1%	5%	4%
Spring 2014	62%	24%	4%	1%	4%	5%

Most respondents 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					
Fall 2012	60%	29%	2%	5%	4%
Spring 2014	58%	30%	2%	5%	5%
Completing your homework, papers, etc.					
Fall 2012	55%	26%	5%	9%	5%
Spring 2014	54%	26%	5%	10%	6%

Most respondents felt that tutoring helped them with success on exams, quizzes, etc. and with their overall grade in the course.

These results were quite consistent for both the Fall 2012 and the Spring 2014 surveys. In each year, 79% or more 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.					
Fall 2012	48%	33%	5%	10%	5%
Spring 2014	46%	34%	5%	10%	6%
Your overall grade in the class					
Fall 2012	47%	34%	6%	9%	5%
Spring 2014	47%	33%	5%	9%	7%

Most respondents felt that tutoring helped them stay in the class (not drop) and complete educational goals.

These results were quite consistent for both the Fall 2012 and the Spring 2014 surveys. Seventy-eight percent or more of the respondents noted that tutoring helped them stay in class and complete their educational goals. Nearly 60% 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)					
Fall 2012	60%	19%	5%	11%	4%
Spring 2014	58%	21%	5%	12%	5%
Completing your educational goal					
Fall 2012	60%	25%	3%	9%	4%
Spring 2014	59%	23%	3%	8%	7%

C. Are students aware of what they need to learn to succeed?

Most respondents are aware of the skills and abilities they need to succeed in their classes (i.e. SLOs)

In Spring 2014 a question was added related to student knowledge of what they are expected to learn to be successful in their classes. 97% of the students who responded to this question were very confident or somewhat confident that they are aware of what they need to learn to succeed in their classes. 60% of the respondents were very confident. Because a large number of students chose not to answer these questions, we have broken out the percentage results just for those who responded as well as for the overall number of surveys completed.

All surveys (N = 1289)	
How confident are you that you are aware of what you need to learn to succeed in your classes?	Response Percent
very confident	44%
somewhat confident	27%
not confident	2%
no response	26%
Percentages for only those who answered this question (N = 936)	
How confident are you that you are aware of what you need to learn to succeed in your classes?	Response Percent
very confident	60%
somewhat confident	37%
not confident	3%

D. Where and when do students use tutoring?

Some students who use tutoring areas take classes at the Centers and online as well as at the main campus. Some take evening and weekend classes.

Of the students who completed the survey 49% did not answer this question. . Because a large number of students chose not to answer these questions, we have broken out the percentage results just for those who responded as well as for the overall number of surveys completed.

For those who did answer this question: About 40% of those noted that they take classes at the Davis or West Sacramento Centers and 37% take classes online. Over 50% take evening classes and 19% take classes on weekends.

All surveys (N = 1336)	
Note: Students could choose more than one response	
Have you taken SCC classes (choose all that apply)	Percent
at the Davis or West Sac Centers	22%
online	19%
that start after 5pm	28%
on weekends	9%
no response	49%
Percentages for only those who answered this question (N = 680)	
Have you taken SCC classes (choose all that apply)	Percent
at the Davis or West Sac Centers	44%
online	37%
that start after 5pm	54%
on weekends	19%

Most respondents feel that it is important to have more tutoring at the tutoring areas that they use. Some feel that it is important to have more tutoring available at the Centers, online or on weekends and evenings.

Of the students who completed the survey 33% did not answer this question. Because a large number of students chose not to answer these questions, we have broken out the percentage results just for those who responded as well as for the overall number of surveys completed.

For those who did answer this question: The majority, 80%, felt it was important to have more tutoring at the location at which they took the survey. Smaller numbers felt it was important to have more tutoring at the SCC Centers, online, after 5pm, or on weekends.

All surveys (N = 1336)	
Note: Students could choose more than one response	
Is it important to you to have more tutoring available: (check all that apply)	Percent
at this location	54%
at the Davis or West Sac Centers	11%
online	13%
after 5pm	18%
on weekends	21%
no response	33%
Percentages for only those who answered this question (N = 898)	
Is it important to you to have more tutoring available: (check all that apply)	Percent
at this location	80%
at the Davis or West Sac Centers	17%
online	19%
after 5pm	26%
on weekends	32%

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

2014

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.

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.

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.

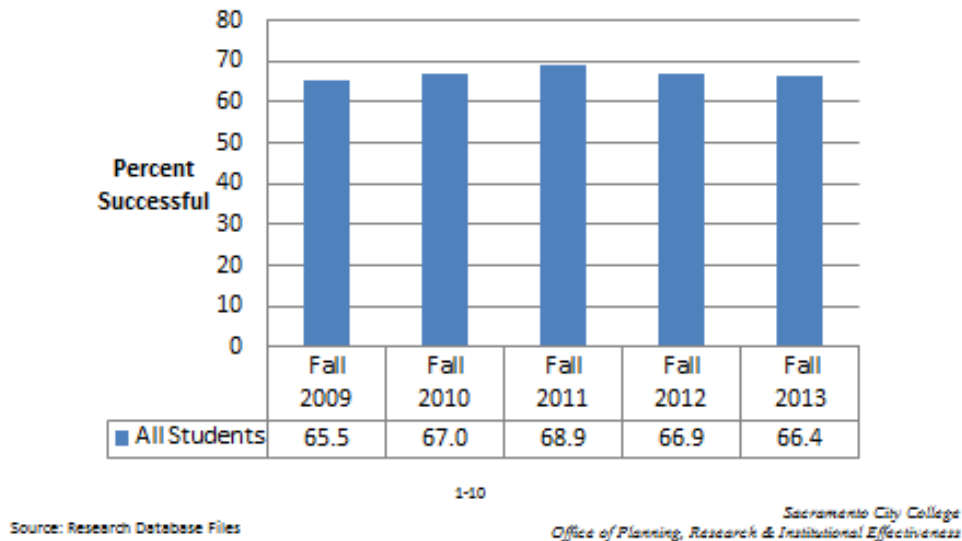


Note: For additional information on some subgroups of students see the First-year Student Report or the Basic Skills Report.

Student Achievement Report - Key Points

In the last five years course success rate has been fairly steady.

SCC Successful Course Completion, Fall 2009 to Fall 2013 (%)



In Fall 2013 course success rates were similar for most comparison groups (age, modality, location, etc.). Gaps in course success rates were substantial for students from different racial/ethnicity groups.

Successful Course Completion Metrics (PRIIE data)	F 11	F 12	F 13
Successful course completion = Grade of A, B, C, P			
Gender gap in course success	2.8%	1.5%	2.1%
Race/ethnicity gap in course success	20.2%	19.8%	20.2%
Age gap in course success	6.4%	6.4%	3.5%
Modality gap in course success (50% or more DE – SCC overall)	2.1%	2.1%	2.2%
Location gap in course success (SCC overall, Davis, West Sac)	1.5%	2.8%	0.8%

Student Achievement Report – Details

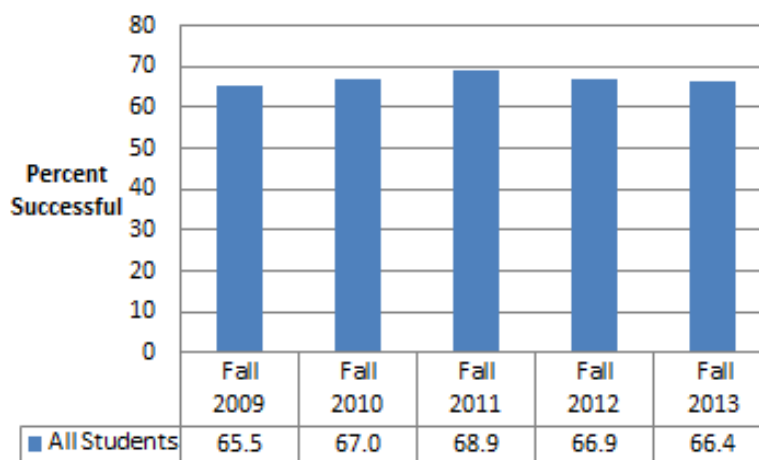
Course Success Rates

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

Course success rates reflect the percent of student enrollments that are successful in courses by earning grades A, B, C or Pass/Credit. 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-60s. (Source: Los Rios Community College District Research Database as reported in PRIE planning data files.)

In the last five years course success rate has been roughly steady. Note: The overall pattern of a slight drop in course success rates from Fall 2011 to Fall 2012 was due to an increase in the number of “W” grades following a change in the drop-without-a-W date.

SCC Successful Course Completion, Fall 2009 to Fall 2013 (%)



1-10

Source: Research Database Files

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

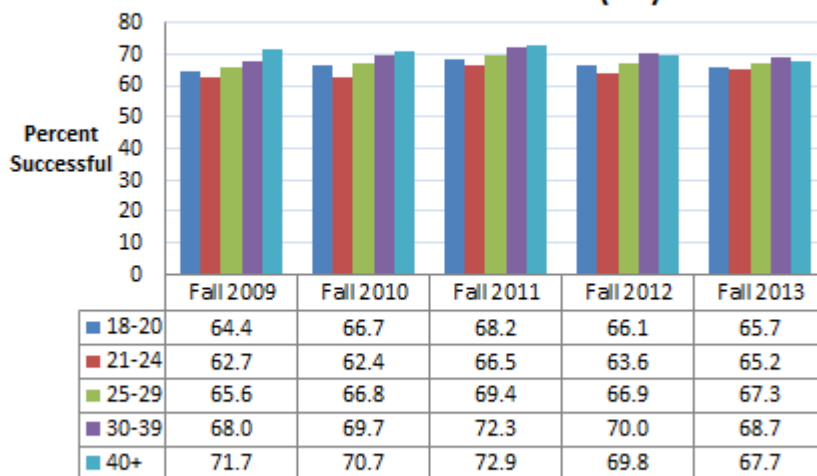
Gaps in course success rates are currently substantial only for students from different racial/ethnicity groups.

Successful Course Completion Metrics (PRIE data)	F 11	F 12	F 13
Successful course completion = Grade of A, B, C, P			
Gender gap in course success	2.8%	1.5%	2.1%
Race/ethnicity gap in course success	20.2%	19.8%	20.2%
Age gap in course success	6.4%	6.4%	3.5%
Modality gap in course success (50% or more DE – SCC overall)	2.1%	2.1%	2.2%
Location gap in course success (SCC overall, Davis, West Sac)	1.5%	2.8%	0.8%

There are no substantial differences in course success 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. Note: The overall pattern of a slight drop in course success rates from Fall 2011 to Fall 2012 was due to an increase in the number of “W” grades following a change in the drop-without-a-W date.

SCC Successful Course Completion by Age, Fall 2009 to Fall 2013 (%)



Source: EOS Research Database Files

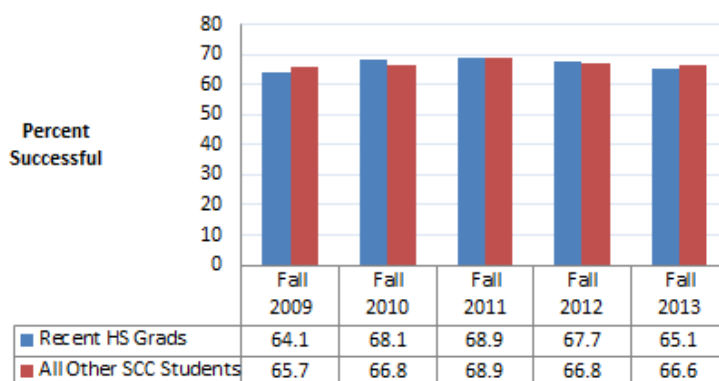
4-10

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

There are not substantial differences 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.

SCC Successful Course Completion by Recent High School Grad Status, Fall 2009 to Fall 2013 (%)



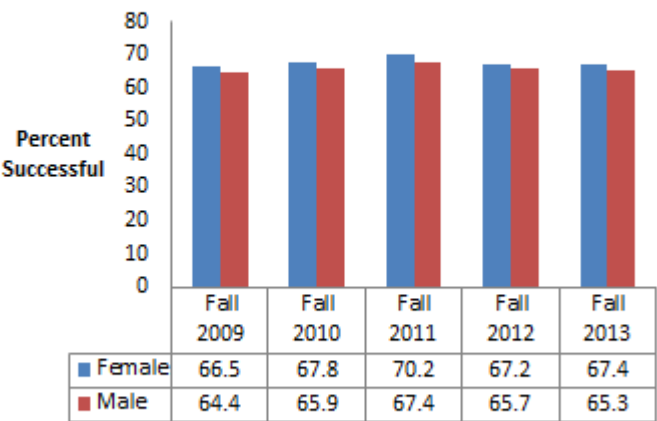
Source: EOS Research Database Files

5-10

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

There is not substantial difference between the course success rates of male and female students.

**SCC Successful Course Completion by Gender,
Fall 2009 to Fall 2013 (%)**

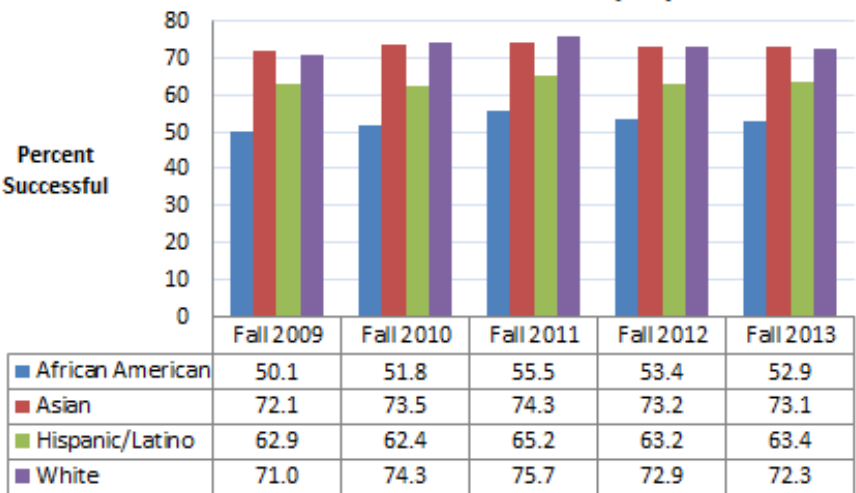


Source: EOS Research Database Files
 2-10
 Sacramento City College
 Office of Planning, Research & Institutional Effectiveness

There are substantial and persistent gaps in course success between racial/ethnic groups.

African American and Hispanic/Latino students have lower course success rates than do Asian or White students. Note: The overall pattern of a slight drop in course success rates from Fall 2011 to Fall 2012 was due to an increase in the number of “W” grades following a change in the drop-without-a-W date.

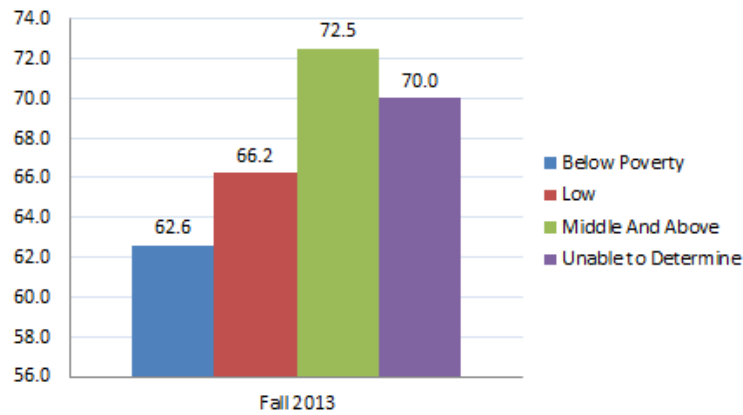
**SCC Successful Course Completion by Ethnicity,
Fall 2009 to Fall 2013 (%)**



Source: EOS Research Database Files
 3-10
 Sacramento City College
 Office of Planning, Research & Institutional Effectiveness

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.

SCC Successful Course Completion by Income(%)



Source: EOS Research Database Files

11-10

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

SCC Student Household Income Level (Fall 2009 to Fall 2013)

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

Fall	Below Poverty		Low		Middle & Above		Unable to Determine		Total
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
2013	9,884	41.3%	4,866	20.4%	5,399	22.6%	3,764	15.7%	23,913

Source: EOS Profile Data

Course success varies by modality; however, there is only a small difference between the two most commonly used modalities (online and face-to-face)

Course success rates are very similar for face-to-face courses and internet-based courses. Success rates in one-way video or two way audio modalities are considerable lower. Those modalities are very rarely used at SCC. (Data below from the CCCCO data mart; these numbers do not exactly match those developed by PRIE due to difference in how early class drops are counted).

Credit Course Success Rate		
California Community Colleges Chancellor's Office Data – August 2014		
Report Run Date As Of : 8/12/2014 4:18:57 PM	Enrollment Count	Success Rate
Sacramento City Total	59,448	66.41%
Common modalities		
Delayed Interaction (Internet Based) = Online	5,531	63.75%
Non Distance Education Methods	53,786	66.74%
Rarely used modalities		
One-way interactive video and two-way interactive audio	69	49.28%
Video one-way (e.g. ITV, video cassette, etc.)	62	40.32%

PRIE examined trends in course success for online sections in which 51% or more of the instruction time was delivered through the internet. For the past few years course success rates for courses offered more than 50% online have been very slightly lower than that for all SCC courses.

From PRIE planning data website	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
More than 50% Online Course Success**	66.37%	64.19%	63.64%	66.57%	64.19%	63.88%
Overall SCC Course Success	66.36%	65.47%	66.68%	68.72%	66.30%	66.04%

*** Online course/section that delivers 51% or more of the instruction time through the internet.*

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

- During the 2013 summer session, DE support services were available to faculty and students on a daily basis during the summer session.
- Online pilots are currently underway with the goal for further expansion of synchronous online counseling, advisement, tutoring, and writing assistance.
- With the launch of the Center for Online and Virtual Education (COVE), demand for recorded or live streaming videos has resulted in creation of 197 videos between Fall 2012 to mid-Fall 2013.

Completion: Degrees, certificates and transfer

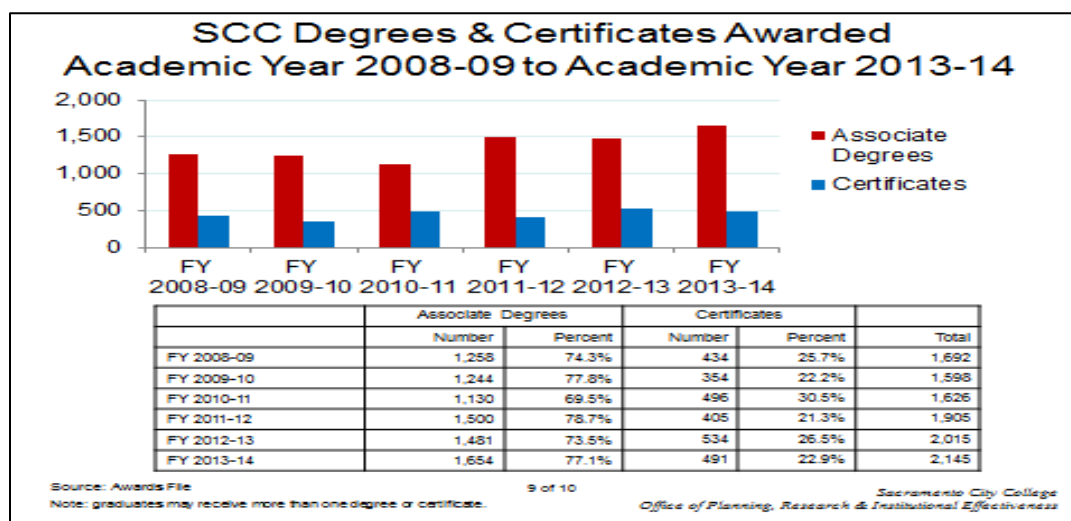
In Fall 2012 the most common educational goal of SCC students was obtaining an Associate's Degree and transferring to a four-year college.

SCC students report a wide range of educational goals, with transfer to a four year school and obtaining an Associate's Degree being the most common goal. The table below shows the percent of students with various educational goals.

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
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
2013	46.8%	14.4%	14.8%	5.3%	6.5%	4.3%	7.9%	23,913

The overall number of awards (degrees + certificates) has increased in recent years. The proportion of awards that are degrees versus certificates varies somewhat from year to year.

SCC metrics: (PRIIE data)	2011-12	2012-13	2013-14	SCC standard	SCC 10 year range
Total awards (degrees + certificates)	1905	2015	2145	N/A	1248–2145
Degrees awarded	1500	1481	1654	1000	799–1654
Certificates awarded (PRIIE data)	405	534	491	350	344–534



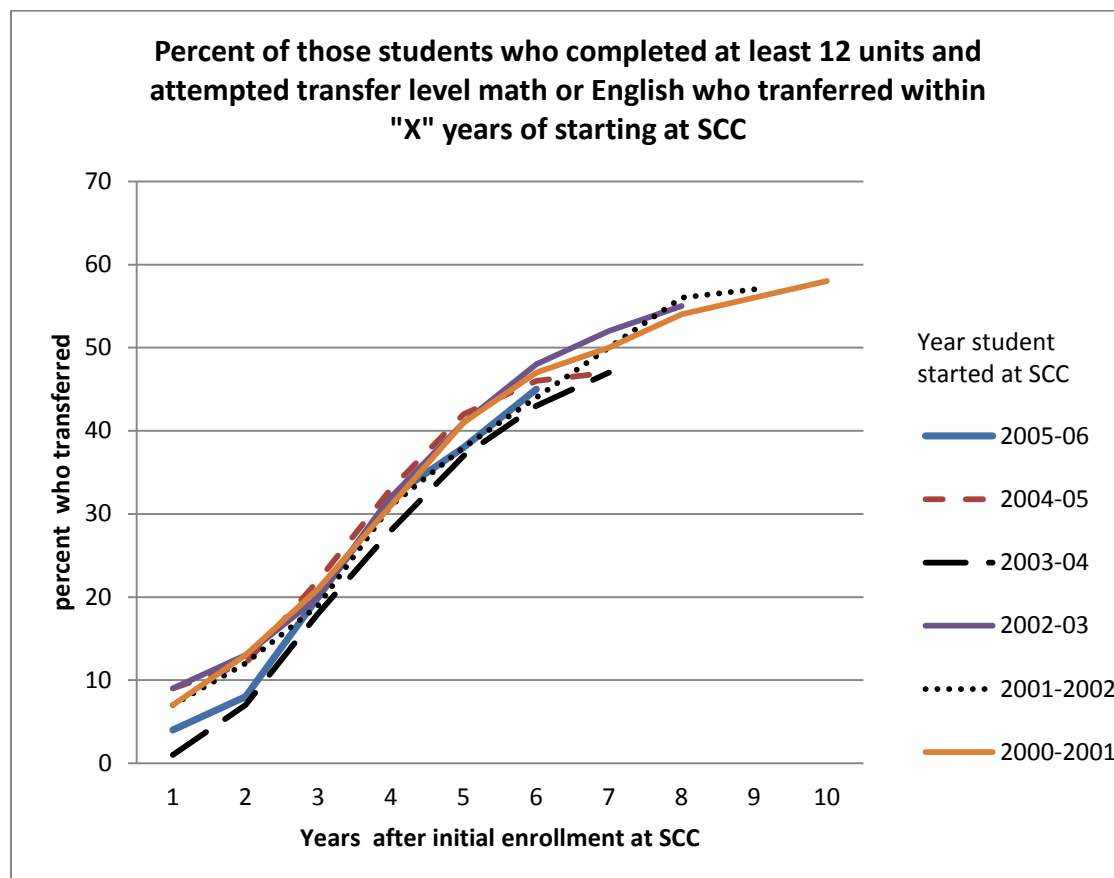
Most students who show intent to transfer do so, but it can take up to 10 years after they begin at SCC.

The number of degrees and certificates awarded increased as enrollment increased from 2005 to 2009 and then decreased slightly in 2010. However, the number of certificates awarded increased in 2010-11, as illustrated in the graph and table below.

SCC metrics: (PRIIE data)	2011-12	2012-13	2013-14	SCC standard	SCC 10 year range
Number of students transferring to CSU/UC (PRIIE data)	739	817	1,095	700	707–1118

State Scorecard metrics: (2014 Scorecard data)	2003-04 Cohort	2004-05 Cohort	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	State average	SCC 5 cohort range
Cohort completion rate	49.0%	56.5%	57.2%	55.0%	51.6%	48.1%	49.0% - 57.2%

The Transfer Velocity project from the State Chancellor's Office provides data that tell us something about transfer time lines (data accessible on the CCCCCO data mart). The Transfer Velocity project tracks students who have shown intent to transfer by completing at least 12 units and attempting transfer level Math or English. These students' transfer outcomes are calculated for a variety of time after initial enrollment at the college. Data are available for students starting at SCC in 2004-05 or earlier. The data shows that for students starting at SCC between 2000-01 and 2005-06 only a small percentage transfer after 1 or 2 years. However, the number increases over time, and after 7 years following initial enrollment at SCC, about 50% have transferred. After 10 years the number is close to 60%.



The state Scorecard metrics suggest that, although they are staying in school, SCC students are accumulating units and moving toward completion or transfer fairly slowly. This is especially true for students who are not college-prepared when they arrive at SCC.

Three Semester Persistence Metric

3 semester persistence = Percentage of degree, certificate and/or transfer-seeking students tracked for six years who enrolled in the first three consecutive terms.*

**degree, certificate and/or transfer-seeking = first-time SCC students who earned at least 6 units and attempted any Math or English course within 3 years of starting college.*

About $\frac{3}{4}$ of SCC students in the Scorecard cohorts enrolled for 3 consecutive semesters after starting college. This persistence measure shows no general upward or downward trend for recent cohorts. College-prepared students have slightly lower completion rates than do students who need remedial basic skills work when entering college. This appears to be due to some prepared students completing or transferring in two semesters.

2014 Scorecard SCC	Beginning year of student cohort				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Persistence all	73.3%	77.2%	77.6%	77.5%	76.3%
Persistence prepared	72.2%	70.7%	73.9%	76.2%	74.2%
Persistence remedial	73.7%	79.3%	78.8%	77.9%	76.9%

Thirty Units Completed Metric

30 units completed = Percentage of degree, certificate and/or transfer-seeking students tracked for six years who achieved at least 30 units.*

**degree, certificate and/or transfer-seeking = first-time SCC students who earned at least 6 units and attempted any Math or English course within 3 years of starting college.*

Over 60% of SCC students in the Scorecard cohorts completed 30 or more units. For college prepared students it is nearly 70% for the most recent cohort. Although there was a decline in this metric from the cohort beginning in 2003-2004, this persistence measure shows no general upward or downward trend for more recent cohorts. College-prepared students generally have higher rates of completing 30 units than do students who need remedial basic skills work when entering college.

2014 Scorecard SCC	Beginning year of student cohort				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
30 units all	65.5%	58.7%	60.1%	59.6%	62.3%
30 units prepared	64.6%	62.7%	65.8%	64.5%	68.2%
30 units remedial	65.9%	57.4%	58.3%	58.2%	60.5%

Completion Metric

Completion = Percentage of degree, certificate and/or transfer-seeking* students tracked for six years who completed a degree, certificate or transfer-related outcomes. *Note: degree, certificate and/or transfer-seeking = first-time SCC students who earned at least 6 units and attempted any Math or English course within 3 years of starting college.

The Scorecard completion metric varies greatly between students who are prepared for college and those who are not. For college prepared students it is nearly 70% for the most recent cohort. College-prepared students have much higher completion rates than do students who need remedial basic skills work when entering college

	Beginning year of student cohort									
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
Completion rate for cohort	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Completion overall	2,074	49.0%	2,215	56.5%	2,549	57.2%	2,567	55.0%	2,790	51.6%
Completion prepared	539	73.1%	547	71.5%	628	75.5%	588	74.0%	666	68.5%
Completion remedial	1,535	40.6%	1,668	51.6%	1,921	51.3%	1,979	49.4%	2,124	46.4%
Note: Completion rates for several cohorts were revised by the CCCCCO in 2014; that revised data is used here.										

PRIE has developed a hypothesis about why the Scorecard completion rate may have dropped in the past few years. PRIE examined the data behind the Scorecard (from “Data on Demand”, CCCCCO). It appears that the number of students who actually transferred declined during those years when the universities were restricting transfer numbers. This may account for some of the decline in the Scorecard completion rate.

Transfer data for SCC from the CCCCCO Datamart		
Beginning year of student cohort	Number that transferred	Percentage that transferred
2003-2004	920	44.36%
2004-2005	1127	50.88%
2005-2006 *	1265	49.63%
2006-2007 *	1157	45.07%
2007-2008 *	1097	39.32%
*Transfer was restricted by state universities in 2011 through 2014 when many of these students were finishing at SCC.		

Substantial gaps in the Scorecard Completion metric occur for student groups of different ages, race/ethnicity, level of college preparation, and economic status. These data are shown based on the beginning year of the student cohort. The gap between economically disadvantaged students and those who are not economically disadvantaged has increased in recent cohorts.

Gaps in State Scorecard Completion Metric (% of a specific cohort that transfers or graduates within 6 years)	Beginning year of cohort		
Rate of highest group minus rate of lowest group (CCCCO 2014 Scorecard Data.)	2005-06 cohort	2006-07 cohort	2007-08 cohort
• Gender:	4.6%	3.7%	0.4%
• Race/ethnicity:	30.8%	26.1%	32.4%
• Age:	30.8%	26.1%	32.4%
• College preparation: (Prepared – unprepared)	24.2%	24.6%	22.1%
• Economically disadvantaged yes or no:	16.1%	22.0%	24.7%

A closer look at completion rates of economically disadvantaged students

The lower completion rate for economically disadvantaged students appears to be due to a lower transfer rate, not a lower rate of completing degrees/certificates. Economically disadvantaged students from the 2007-08 cohort actually had a degree/certificate completion rate slightly higher than that of students who were not economically disadvantaged. However, when transfer is added as a completion outcome, there is a much lower completion rate for economically disadvantaged students compared to those who were not economically disadvantaged.

Completion rate including only degrees & certificates 2007-2008 SCC cohort (from SCC 2014 Scorecard data)	
Not economically disadvantaged	28.06%
Economically disadvantaged	30.14%

Completion rate including degrees, certificates and transfer 2007-2008 SCC cohort (from SCC 2014 Scorecard data)	
Not economically disadvantaged	70.45%
Economically disadvantaged	45.71%

Student Learning Outcomes Report 2014

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.

Strategies:

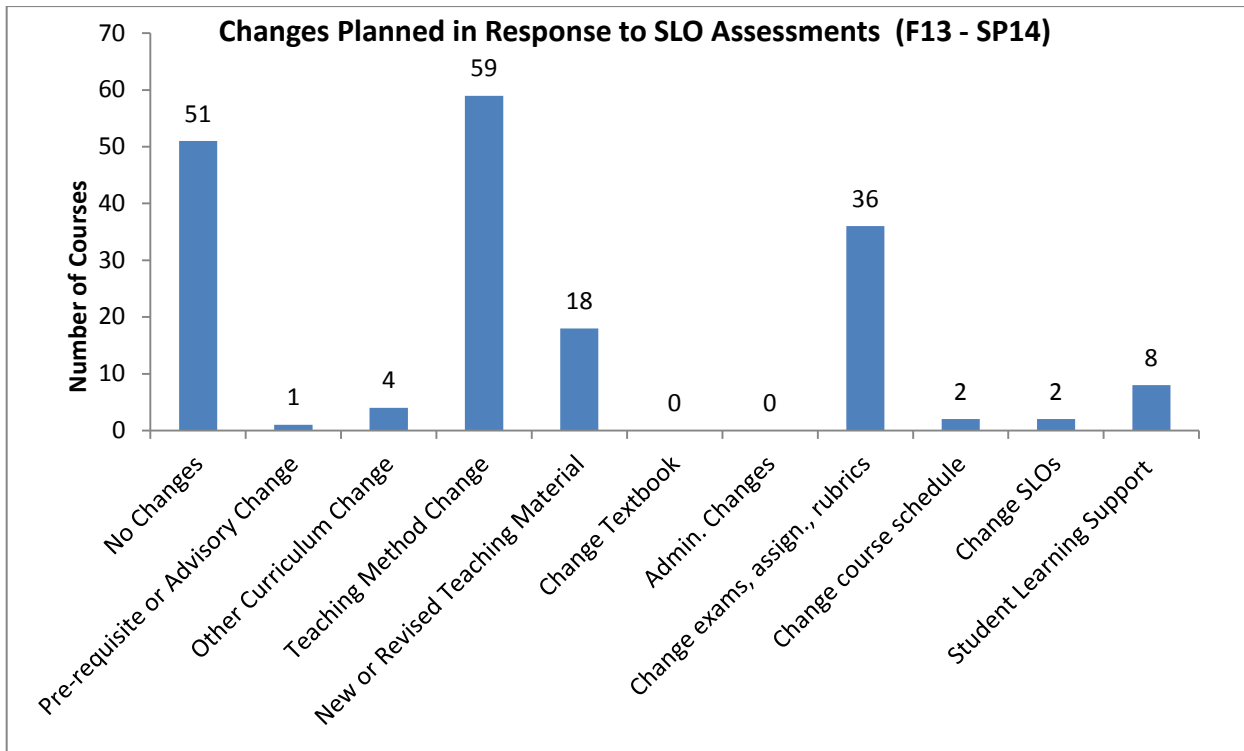
- A2. Review courses, programs and services and modify as needed to enhance student achievement.
- A5. Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations.
- A8. Assess student learning at the course, program, and institutional levels and use those assessments to make appropriate changes that support student achievement.



Student Learning Outcomes Report – Key Points

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

As a result of the assessment of SLOs faculty reported a variety of planned changes to their courses. Plans to modify teaching methods and changes in exams or assignments most were widely reported. In many cases, more than one change was planned for a single course. Figure 3 below shows a summary of the changes planned in response to SLO assessment in courses for which SLO assessment reports were filed between Fall 2013 and Summer 2014



Student Learning Outcomes Report – Detailed Analysis

I. Overview of Student Learning Outcomes Planning and Reporting Processes

SLO assessment is occurring across the college.

The Spring 2014 Annual Report to ACCJC (the accrediting body for SCC) showed that SLO assessment is occurring across the college. Data for that report is gathered from each department across the college. (Data sources - SOCRATES reports, spreadsheets completed by all departments, Program Reviews)

Courses	
Total number of college courses:	1280
Number of college courses with ongoing assessment of learning outcomes	1207
Percent of college courses with ongoing assessment of SLOs	94.3%
Instructional Programs	
Total number of college programs (all certificates and degrees, and other programs as defined by college):	213
Number of college programs with ongoing assessment of learning outcomes	139
Percent of instructional programs with ongoing assessment of SLOs (ProLOs)	65.3%
Student Learning and Support Services	
Total number of student and learning support activities	22
Number of student and learning support activities with ongoing assessment of learning outcomes	19
Percent of student and learning support activities with ongoing assessment of SLOs	86.4%

GE and Institutional SLOs	
Number of courses identified as part of the GE program:	583
Percent of GE courses with ongoing assessment of GE learning outcomes:	98.5%
Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	583
Number of Institutional Student Learning Outcomes defined (The combination of GE SLOs and General Student Services SLOs)	14
Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%

Course and program SLO assessment results are discussed within the department(s) associated with the course or program. Departments use the results of SLO assessment to modify teaching methods, course curriculum, etc. For example, in the 2013-14 academic year courses reported changes in teaching methods, changes in assignments or exams, changes in pre-requisite sequences and the use of new or

revised teaching materials. All of these changes directly impact students in the classroom and are designed to increase student achievement. Course SLOs are stated on syllabi and program SLOs are stated in the college catalog. Course SLO assessment reports are available on the college website, which is accessible to all college employees and to the public. A program SLO assessment report will be available to prospective students on the new college website beginning late this semester. The Student Learning Outcome Assessment Committee discusses SLO assessment results from all levels and the College Strategic Planning Committee reviews ILO assessment results. Representatives from these committees communicate with the college community.

SLO assessment at SCC is continuous; reporting occurs periodically. Assessment of course SLOs is ongoing; results are reported for all courses over a six year cycle in a planned sequence. Program SLOs are reported as part of the Program Review cycle for instructional and student service programs. Some CTE programs also report SLO results on a regular basis as part of responses to their industry accrediting or advisory committees. General Education SLOs (part of the SCC institutional I SLOs) are assessed by use of the CCSSE survey as well as by course embedded assessment work. Student Services SLO assessment is part of the Student Services Program Review process. Departmental dialogue is used to plan changes in responses to SLO assessment. Discussion at standing committees and Senate-led committees involves all programs at the college. At the strategic level, SLO assessment informs the dialogue of the College Strategic Planning Committee. The annual SLO Report is part of the Institutional Effectiveness Reports. At the operational level, unit plans link resource allocation requests with SLO data. Unit plans form the basis of departmental resource requests.

A variety SLO planning and reporting activities occurred during the 2013-14 academic year.

- The SLO coordinator and SLO analyst worked with faculty on SLO implementation.
- College programs completed SLO assessment plans indicating which course assessments would be reported each semester over 6 years.
- Departments completed SLO annual reporting forms including types of assessments, the assessment results, and planned changes. Course SLOs were widely assessed across the colleges. The results of the assessments were used by the departments to plan changes to improve student learning.
- The SLO committee was reviewed and reinvigorated as the Student Learning Outcome Assessment Committee (SLOAC). The SLOAC continued work on how to evaluate and analyze the results of the SLO assessment report for dissemination, dialogue, and strategic planning.
- SCC GELOs were initially assessed using SCC results of the Community College Survey of Student Engagement. An evaluation showed that this assessment method provided incomplete information. Thus, the college is now implementing a course-based approach for GELO assessment. The SLOAC is developing an online data entry system that will make this reporting work much easier.
- The College is currently working to revise the General Education SLOs (GELOs) so that they better align with the GE areas and provide improved information about student learning.
- The 6-year instructional Program Review cycle has included SLO assessment results since 2010; this was expanded based on dialogue about the process.

II. Course SLO assessment and reporting

Assessment of all course SLOs is ongoing. Reporting of that assessment is provided in a planned process. Each instructional department provides a multi-year course SLO reporting plan. Annual SLO assessment reports are submitted for courses based on those plans.

Many departments included multiple sections of the same course when assessing course SLOs.

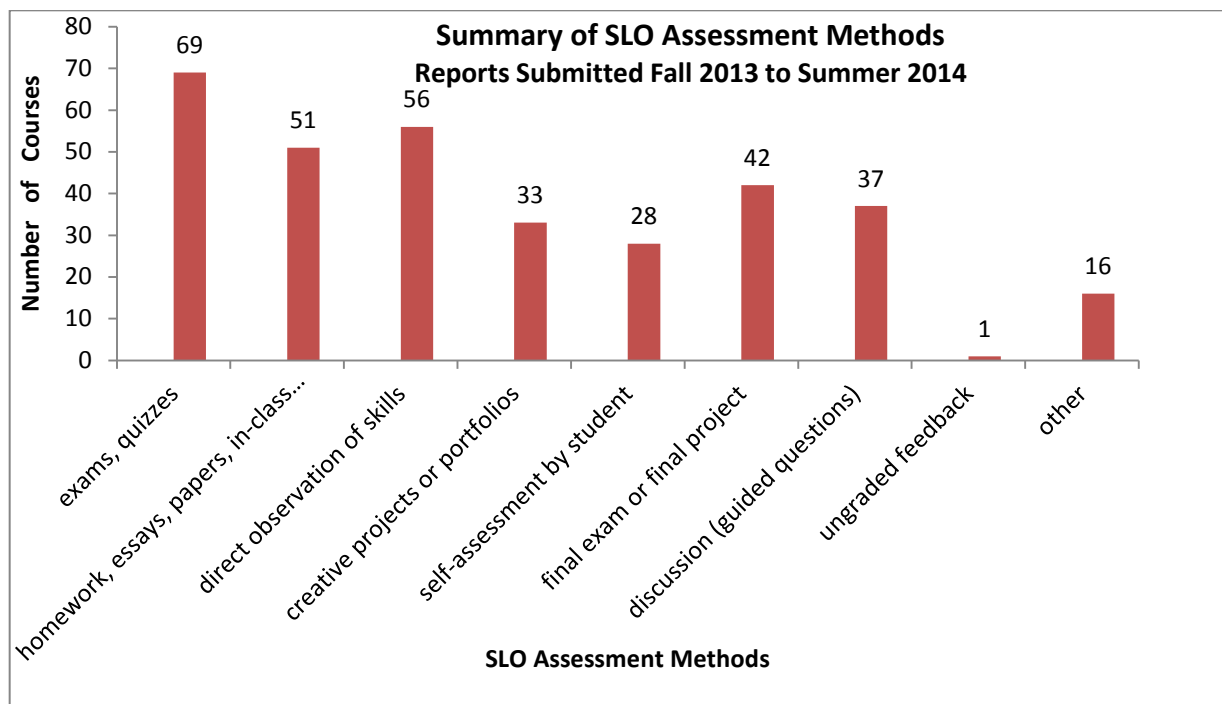
Number of sections analyzed per course (Annual course SLO assessment reports Fall 2013 to Summer 2014)		
Number of sections analyzed per course	Number of courses	Total number of sections
1	60	60
2	30	60
3	10	30
4	4	16
5	5	25
6	1	6
7	1	7
8	3	24
26	1	26

Assessment of all course SLOs is ongoing; reporting of that assessment may be targeted as reflected in department SLO assessment plans. For example, as part of their multi-year assessment plans departments may chose focal SLOs for department dialogue and reporting purposes.

Number of SLOs analyzed per course (Annual course SLO assessment reports Fall 2013 to Summer 2014)		
Number of SLOs analyzed per course	Number of courses	Total number of SLOs analyzed
1	33	33
2	36	72
3	23	69
4	15	60
5	8	40
6	5	30
7	5	35
8	3	24

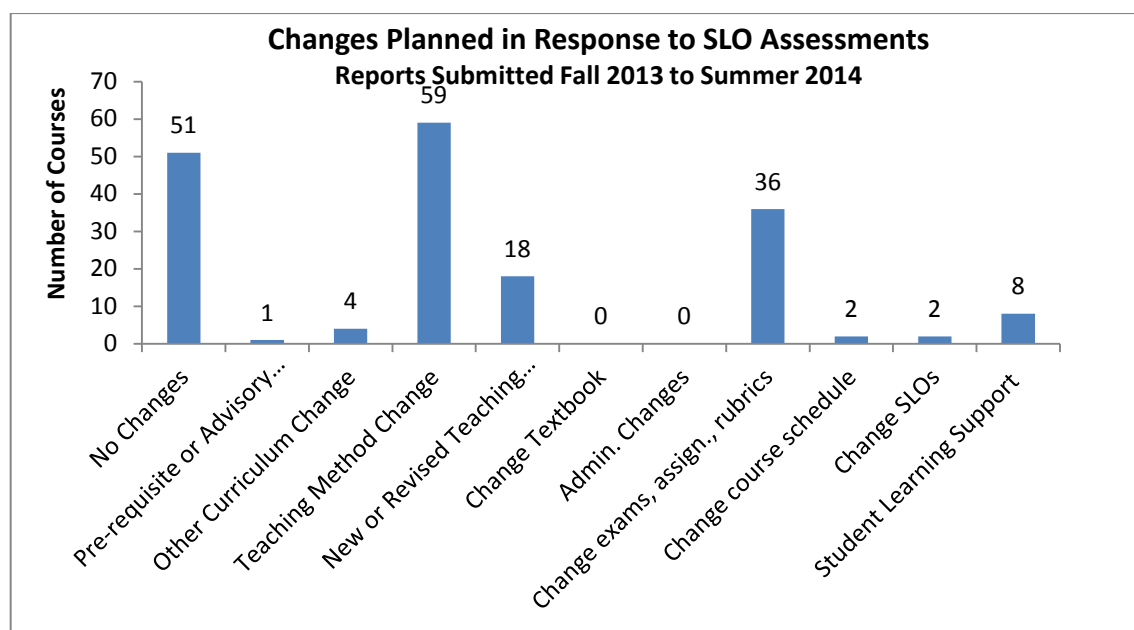
Professors used a wide variety of methods to assess course SLOs.

Methods used to assess course SLOs include exams, quizzes, homework, essays, papers, and final exams or projects. By aligning the expected learning outcomes with these assessment methods, professors were able to analyze students' learning.



As a result of the assessment of SLOs faculty reported a variety of planned changes to their courses.

The success stories about the impacts of SLO assessment at SCC are best told by a look at the number and type of changes that have been made to courses based on assessment of course SLOs. 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 2013 and Summer 2014.



Course SLO assessment informs unit planning.

SLO assessment is also reflected in SCC's unit planning, showing that changes are being made at the unit level based on SLO assessment. Unit Plan Accomplishment Reports include information on whether SLO data was used to develop and/or evaluate the results of unit plan objectives. The unit plan objectives using SLO data were related to all three College Goals. The great majority (88%) of the objectives that used SLO data were fully or partially accomplished during the 2013-14 academic year. Many objectives that were not accomplished have end years of 2014-15 or later.

2013-14 Unit Plan objectives that used SLO data		
	N	Percent
Fully or partially accomplished	57	88%
Not accomplished*	15	13%
<i>Note: Many objectives that were not accomplished have end years of 2014-15 or later.</i>		

III. Program Student Learning Outcomes

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

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

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. All new degrees and certificates and any degrees or certificates which are reviewed as part of regular program review have are to submit this matrix.

Instructional departments have mapped courses to their program SLOs. Departments use this information to make needed changes to curriculum. Several departments have used program SLO assessment and alignment to modify curriculum. Three programs, Communication Studies, Mathematics, and Psychology, have mapped program SLOs to the Degree Qualifications Profile provided by the Lumina Foundation. 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. The implementation of a revised approach to ProLO assessment for degree and certificate programs, based on this evaluation of the models, has begun.

Program SLOs for all SCC Degree and Certificate programs can be found in the SCC Catalog which can be found at the following link: <http://www.scc.losrios.edu/catalog/>. The information below summarizes the achievement of Program SLOs for SCC Degree and Certificate programs from recent Program Reviews.

Advanced Technology

Cosmetology (A.S. Degree and Certificate)

Student achievements are rated from moderate to high, regarding knowledge and skills demonstrated in course final practical exam in the advanced semester of the cosmetology program. Overall students tested high in knowledge and in demonstrating techniques and procedures in hair, skin, and nails techniques and procedures that are used at entry level positions in the salon workplace. State Board examination preparation for the written and practical exam for licensing is the focus of the last semester of the three-semester cosmetology program. Students are well versed in all aspects of both the written and practical exam for licensure by the time they have completed the required 1600 hours of training.

Art and Science of Nail Technology (Certificate)

State Board examination preparation for the written and practical exam for licensing in manicuring is the focus at the end of the one semester nail technology program. Students are well versed in all aspects of both the written and practical exam for licensure. Students are able to demonstrate skills learned in client consultation/analysis, client interaction, health and safety, and the evaluation of products that are required to maintain a position in a salon that meets current industry standards. .Students are able to demonstrate skills that meet industry standards and client need.

Behavioral & Social Sciences

Administration of Justice (A.S. and AS-T Degrees)

Assessments of students in the Administration of Justice program demonstrate moderate to high achievement of all program learning outcomes. Essay and report writing skills and case law analysis have been identified as areas that challenge students in some classes. Further evaluation of a student survey identifies that although students have identified career opportunities in the field of criminal justice, many have not yet submitted their applications for employment consideration.

Correctional Services (A.S. Degree)

Assessments of students in the Administration of Justice program demonstrate moderate to high achievement of all program learning outcomes. Essay and report writing skills and case law analysis have been identified as areas that challenge students in some classes. Further evaluation of a student survey identifies that although students have identified career opportunities in the field of correctional services, many have not yet submitted their applications for employment consideration.

Police Services (A.S. Degree)

Assessments of students in the Administration of Justice program demonstrate moderate to high achievement of all program learning outcomes. Essay and report writing skills and case law analysis have been identified as areas that challenge students in some classes. Further evaluation of a student survey identifies that although students have identified career opportunities in the field of police services, many have not yet submitted their applications for employment consideration.

Anthropology (A.A. and AA-T Degrees)

Assessments of students in the Anthropology programs demonstrate moderate to high achievement of all

program learning outcomes. Essay writing skills and use of the scientific method have been identified as areas that students find challenging in some classes.

Psychology (A.A. and AA-T Degrees)

Program assessments reveal high achievement for three Program Learning Outcomes. First, students demonstrate strong abilities in the integration of knowledge and skills toward the completion of assignments and examinations which necessitate higher-level cognitive skills, including critical thinking. These skills often underlie students' successful performance in other courses so we are pleased to have the opportunity to further enhance and build upon them through the application of psychological theory in our instruction. Further, students exhibit robust capabilities in generating reasonable conclusions following the analysis of data in addition to demonstrating the application of these conclusions to broad areas of their lives. This consequence provides benefits to students long after course completion when they can reflect back on data-driven psychological knowledge that has applications to both their home and work lives. The service learning project opportunities that were incorporated into two different courses provided an avenue for students to further apply newly-acquired psychological principles for personal growth, often in compelling ways.

Both program evaluations reveal that students attain moderate to high levels of achievement across the remaining Program Learning Outcomes. Analysis reveals that students exemplify adequate or higher skill levels in differentiating between scientifically derived knowledge and myth and conjecture relating to topics pertinent to psychology. This positive outcome proves invaluable within our field as it is too often that psychological facts are confused with or clouded by hearsay. We are pleased that our students possess an understanding of the differences. Additionally, students exhibited moderate levels of proficiency regarding knowledge of basic terminology across several subtopics of psychology and are also able to express this clearly in both written and spoken communication.

Sociology (A.A. and AA-T Degrees)

Overall Rating of Success: Moderate to High for all Program SLOs. Students showed strength in applying the sociological perspective on human behavior. Mastery of these theoretical orientations was identified of an area that students find challenging.

Business & Computer Information Science

Advanced CISCO Networking (Certificate)

Overall rating of success: Moderate. Over 90% of students taking CISC 350, CISC 352, and CISC 353 scored 70% or better on all case study projects and final exams; over 92% of students taking CISC 343 scored 70% or better on all case study projects and final exams; and, over 94% of students taking CISC 351, CISC 336, and CISC 342 scored 70% or better on all case study projects and final exams.

Computer Science (A.S. Degree and Certificate)

Overall Rating of Success: Moderate to High. CISC 452 is suspended. The majority of students taking CISC 303, CISC 310, CISC 324, CISC 300, CISC 301, and CISC 320 and CISC 304 scored satisfactory on lab assignments, quizzes and exams; in CISC 301, CISC 323, CISC 323, CISC 350, CISC 370, CISC 440, and CISC 310, over 70% scored satisfactory in case study projects, lab assignments, programming assignments and exams. For CISC 360, CISC 401, CISC 430, CISC 351, CISC 355, CISC 401, and CISC 410, 80% or better were successful in the course. Students taking CISC 324, CISC 310, CISC 400, CISC 457 and CISC 325 scored 92% or better on 90% or better of assignments, projects, quizzes, and exams.

Information Processing (A.S. Degree)

Overall Rating of Success: High. See Word Processing Technician Certificate, Information Processing Technician Certificate, and Information Processing Specialist Certificate.

Information Processing Specialist (Certificate)

Overall Rating of Success: High. Over 70% of students taking CISA 311, ET 145, ET146, and ET 147 were successful on projects, lab assignments, quizzes, and exams, while 80% of students taking CISC 360 successfully completed the course.

Information Processing Technician (Certificate)

Overall Rating of Success: High. Over 70% of students taking CISA 310, CISC 305, and CISA 323 were successful on projects, lab assignments, quizzes, and exams. 84% of the students scored 99% or better in CISA 340, while 84 scored 99% or better in CISC 320 on all projects, lab assignments, quizzes, and exams.

Information Systems Security (A.S. Degree and Certificate)

Overall Rating of Success: Moderate to High. The majority of students taking CISS 320, CISS 330, CISS 350, CISS 301, and CISS 300 scored satisfactory on lab assignments, quizzes, and exams; in CISC 310, CISS 341, and CISS 360, over 70% scored satisfactory in case study projects and exams. In CISC 300, over 76% scored 75% or better on case study projects and on the final exam. In CISC 300 and CISC 323 the majority of students scored successfully on case projects and exams. For CISC 320, between 84 and 99% of students were successful in understanding and manipulating the features of a computer operating system.

International Computer Driving License *(Certificate)

Overall Rating of Success: High. Over 70% of students taking CISC 310, CISA 305, CISA 310, and CISC 305 were successful on projects, quizzes, and exams. Over 80% of students taking CISA 323 scored 70% or better on all projects, quizzes, and exams. Over 91% of students were successful in demonstrating competency in CISA 340.

Management Information Science (A.S. Degree and Certificate)

Overall Rating of Success: Moderate to High. For CISA 310, CISC 323, CISC 310, CISA 311, CISC 324, CISC 303, CISS 301, CISC 320, the majority of students were successful on case study projects, lab assignments, quizzes, and exams; for CISA 323, CISC 305, CISC 301, CISC 370, CISC 306, CISC 300, CISC 350, CISC 440, CISS 310, over 70% of students were successful on lab assignments, programming assignments, case study projects, quizzes, and exams. For students in CISC 320, CISC 360, CISC 401, CISA 306, CISC 355, CISC 360 CISC 430, CISC 400, and CISC 410, 80% or better scored satisfactory on programming assignments, case study projects, lab assignments, quizzes, and exam. For students in CISA 340, CISC 400, CISA 324, CISC 110, CISC 306, CISC 308, CISC 310, CISC 457, and CISC 325, over 90% or better scored satisfactory on programming assignments, projects, quizzes, and exams.

Network Administration (A.S. Degree and Certificate)

Overall Rating of Success: Moderate to High. For CISC 323, CISS 300, CISC 303, CISC 324, CISC 340, CISC 341, CISC 300, CISS 301, CISS 320, CISS 330, and CISS 350, the majority of students were successful on case study projects, quizzes, and exams; for CISS 310, CISS 360, and CISC 310, over 70% of students were successful on lab assignments, quizzes, and exams. For students in CISC 355, CISC

320, over 80% were successful on all assignments and exams. For students in CISC 302, CISC 306, CISC 307, CISC 308, between 92% and 100% scored 70% or better on all projects and exams.

Network Design (A.S. Degree and Certificate)

Overall Rating of Success: Moderate to High. CISC 346 and CISC 304 are suspended. In CISC 323, CISC 340, CISC 341, CISC 300, CISC 303, and CISC 320, the majority of students were successful on case study projects and exams. For CISC 310 and CISC 310, over 70% of students were successful on case study projects, quizzes, and exams. For CISC 320, between 84% and 99% were successful on projects and exams; for CISC 342, CISC 343, CISC 336, and CISC 308, between 90% and 96% scored 70% or better on case study projects, quizzes, and exams.

PC Support (Certificate)

Overall Rating of Success: Moderate. The majority of students taking the English component (Business 310, English as a Second Language Writing 340, English Writing 300 or English Writing 480) were successful in completing the course. In CISC 310, CISC 310, CISC 300, CISC 301, CISC 320, ET 145 and ET 146, the majority of students were successful on projects, lab assignments, and exams. In CISC 305, CISC 323, CISC 305, and CISC 306, 70% of the students scored 95% or better on all lab assignments, quizzes, and exams, while in CISC 355, CISC 351, and CISC 360, 80% of the students were successful in all lab assignments, quizzes, and exams. In CISC 340, 90% or better of students were successful in all lab assignments, quizzes, projects, and exams.

Programming (Certificate)

Overall Rating of Success: Moderate to High. The majority of students taking the English component (Business 310, English Writing 300, or English Writing 480) were successful in completing the course. In CISC 301 70% of the students were successful in programming assignments, quizzes, and exams, while in CISC 360, CISC 401, and CISC 430, 85% of the students were successful in all programming assignments, quizzes, and exams. In CISC 400 and CISC 457, over 91% scored 92% or better on all programming assignments, quizzes, and exams.

Web Developer (A.S. Degree and Certificate)

Overall Rating of Success: Moderate to High. The majority of students taking CISC 320, CISC 323, CISC 324, and GCOM 330 were successful in completing the course. Students taking CISC 350 averaged 70% on all programming projects, quizzes, and exams. 80% or better of students taking CISC 324, CISC 401, CISC 350, CISC 370, CISC 400, and CISC 410 scored 70% or better on 70% of lab assignments, projects, quizzes, and exams. For CISC 470 and CISC 325, 94% or better scored 80% or better on all assignments, quizzes, and exams.

Webmaster, Level 1 (Certificate)

Overall Rating of Success: Moderate to High. CISC 304 is offered in Fall 2012. The majority of students taking CISC 310, MKT 330, CISC 320, GCOM 330, GCOM360, and GCOM 101 were successful in completing the course. Students taking CISC 305, CISC 350 and CISC 323 averaged 70% on all projects, quizzes, and exams. 80% or better of students taking CISC 355, CISC 320, CISC 400, and CISC 370 scored 80% or better on 70% or better of all lab assignments, projects, quizzes, and exams. For CISC 321, CISC 325, and CISC 470, 90% or better scored 80% or better on all assignments, quizzes, and exams.

Webmaster, Level 2 (Certificate)

Overall Rating of Success: Moderate to High. CISW 420 is suspended. For GCOM 101, CISC 310, CISW 320, CISN 303, and CISS 330, the majority of students were successful on case study projects, lab assignments, quizzes, and exams; for CISC 323, CISN 300, and CISS 310, over 70% of students were successful on lab assignments, case study projects, quizzes, and exams. 80% or better of students taking CISC 320, CISC 355, and CISW 410 scored better than 70% or better of all lab assignments, projects, quizzes, and exams. Over 90% of students in CISW 321, CISW 325 and CISN 308 scored 90% or better on assignments, projects, quizzes, and exams.

Word Processing Technician (Certificate)

Overall Rating of Success: Moderate to High. Over 70% of students taking CISA 303 and CISA 305 successfully completed business quality documents using beginning word processing features. In 2004, over 93% of students taking CISA 304 and CISA 306 successfully completed business quality documents using all advanced features; a very small percentage (46%) were successful in assessing macro programming. Re-design of course in 2008 showed that 78% of students were successful in macro programming. Over 70% of students taking CISC 300 or CISC 310 scored satisfactory on assignments, lab activities, and final exam. 100% of students enrolled in CISC 110 were able to produce quality electronic portfolios.

Humanities & Fine Arts

Studio Art (AA-T Degree)

Students in the Studio Art AA program showed moderate to high achievement of the program student learning outcomes. Comparing and contrasting works of art has been identified as an area of that students find challenging in some classes

Fine Arts (A.A. Degree)

Students in the Fine Arts AA program showed moderate to high achievement of the program student learning outcomes. An understanding of the pluralism in the fine arts has been identified as an area of that students find challenging in some classes.

Communication Studies (A.A. and AA-T Degrees)

Students in the Communication studies AA and AAT programs showed moderate to high achievement of the program student learning outcomes. Program Student Learning Outcomes may be revised.

Learning Resources

Library and Information Technology (A.S. Degree and Certificate)

Student achievement of all Program SLOs is high. Evaluation of SLOs from the courses indicates that students are mastering these concepts and skills. Because technology is such a critical part of providing library services, the use of technology is embedded in all coursework within the program.

Student Follow-Up Survey: Twenty-eight of the total 53 respondents to the survey had obtained a position in a library. Of the 51 current or former students who responded to the question “Do you feel that attending the LIBT program has helped you get a job?” only 5% responded no. Of the 51 students who answered the question, over 84% felt that attending the LIBT program helped them advance in their employment. Of the 49 responses, over 95% would choose the LIBT program again.

Mathematics, Statistics & Engineering

Civil Engineering (A.S. Degree)

Students were highly successful in meeting the Program Student Learning Outcomes for all Engineering Degrees.

Electrical/Computer Engineering (A.S. Degree)

Students were highly successful in meeting the Program Student Learning Outcomes for all Engineering Degrees.

General Engineering (A.S. Degree)

Students were highly successful in meeting the Program Student Learning Outcomes for all Engineering Degrees.

Mechanical/Aeronautical Engineering (A.S. Degree)

Students were highly successful in meeting the Program Student Learning Outcomes for all Engineering Degrees.

Science & Allied Health

Chemistry (A.S. Degree)

The students in Chemistry 421, the capstone course in the program, take a nationally standardized examination. The results for SCC students were compared to those of students around the country. The questions on the test were aligned with the ProLOs stated for the chemistry program. In every case, SCC students did better than the national average. Overall, the mean raw score nationally is 39 out of 70 or 56%. The mean score for all SCC students who took the same exam over 2 semesters and 2 different instructors was 86%.

Nursing, Registered (A.S. Degree)

Associate degree nursing students were highly successful in accomplishing the program student learning outcomes. The NCLEX licensure exam pass rate in 2011 was 98.4% percent.

Nursing, Vocational (A.S. Degree)

Vocational nursing students were highly successful in accomplishing the program student learning outcomes. The NCLEX -PN licensure exam pass rate for 2011-12 was 96.25% percent.

Occupational Therapy Assistant (A.S. Degree)

Student achievement is high for each of the Program SLO's listed. Students leave the OTA Program as competent entry-level practitioners. The program has a strong and positive reputation on a regional level. Clinics are often impressed with the professionalism and skills of the students from SCC. While the OTA Program pass rate on the NBCOT exam is within ACOTE standards, it would be beneficial to students to determine the variables affecting those who do not pass on the first time. For the classes completing in 2010-2012, a follow-up survey was distributed, with a 28% response rate (20/72). All respondents, or 100%, indicated that they "agree" (35%) or "strongly agree" (65%) that the SCC OTA Program adequately prepared them to work as an entry-level OTA.

IV. General Education Outcomes (GELOs), General Student Services Student Learning Outcomes and Institutional Student Learning Outcomes

For the past several years, the combination of General Education SLOs (GELOs) and General Student Services SLOs have formed the Institutional Student Learning Outcomes (ISLOs) for Sacramento City College. Data assessing those outcomes is provided below.

We are currently revising our Institutional Student Learning Outcomes (ISLOs). In the past, we have used a combination of GE SLOs and Student Services SLOs as our ISLOs. However, review of that process suggested that not all students were being fully captured in the ISLOs; for example, certificate completers do not take the full range of GE courses. We are revising our ISLOs to be sure that all students are included. The proposed new ISLOs are not meant to replace the existing GELOs. The GELOs would remain in place and courses meeting GE areas would be expected to align with the appropriate GELOs. The ISLOs would form be a set of student learning outcomes which would be expected of all students completing educational programs (certificate or degree) at SCC, not just those completing a degree. The following comes from the Spring 2013 Draft of Proposed ISLOs:

Upon completion of a course of study (degree or certificate) 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)
- use information resources effectively and 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. (Critical Thinking and Problem Solving)
- apply content knowledge, demonstrate fluency, and evaluate information within his or her course of study. (Depth of knowledge)

Students completing degrees will have completed the ISLOs as part of the General Education courses (see GELOs). Students completing certificates will have completed the ISLOs as a part of their required courses for the certificate.

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

Analyses of Student Services SLOs are also part of the Institutional SLOs of the college. Most student services units used a pre- and post-test model to assess short term changes in student learning.

Conclusions drawn from assessment data included the following:

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

Continuous improvements in methods for assessing student learning were consistently expressed. Two types of changes in SLOs were identified by several units. One change was based upon achieving greater clarity about what desired student learning the unit wanted assessed. This led to revising the SLOs. The other change came from identifying more effective intervention methods and making changes. An example of an intervention method change included explaining and "modeling" the desired learned behavior rather than only using explanation. (Data source: Student Services Program Reviews 2012 through 2014)

General Education Outcome assessment uses the CCSSE survey and course-based assessment.

SCC is currently using the Community College Survey of Student Engagement (CCSSE) to assess General Education SLOs (GELOs). The CCSSE is administered at SCC every two years. Items from the CCSSE were mapped to the GELOs and results from those items are analyzed. Change over time is tracked. Comparisons are made between students who have completed more than 30 units and those who have completed fewer units. Because this is a student self-assessment and a more direct measure of skills is desired by the college, we are moving to a course-embedded approach as well. A computer data-entry system is being designed so that faculty can enter their courses SLO assessment results into a database. Course SLOs are mapped to program SLOs and GELOs. As a result, we will be able to use the assessment of course and program SLOs to assess GELOs.

In Summer and Fall 2014, SCC completed two types of GE SLO assessments

- (1) An assessment of GE outcomes based on the CCSSE, a nationwide survey of the level of engagement of community college students in their learning experiences. 2014 was the 4th CCSSE conducted at SCC.
- (2) Recognizing that the student survey approach provided only an indirect assessment of student learning, the college undertook a comprehensive, course embedded assessment of GE SLOs (Assessment of General Education Learning Outcomes, Fall 2014, Sacramento City College, Author and Principal Investigator: Rick Woodmansee). The *GELO Alignment* document developed by the GE Subcommittee of the Curriculum Committee was used to determine linkages between GELO areas and the GE Areas stated in the SCC General Education Graduation Requirements.

The following information comes directly from those reports.

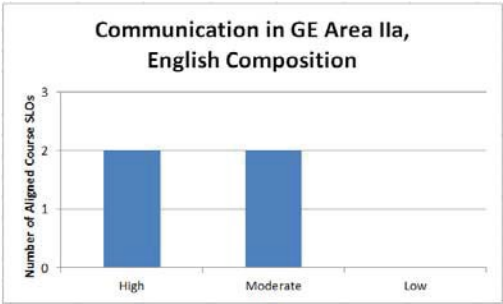
A. Course Embedded Assessment: Assessment of General Education Learning Outcomes, Fall 2014

For all course reports on file within each GE Area, course SLO assessment information (course SLO, assessment results, and plans for follow-up changes) for the GELO-aligned SLOs was copied into a single spreadsheet. So a single spreadsheet was created for each GE Area, and each row of the spreadsheet contained information about one GELO-aligned SLO. Once the spreadsheets were created for each GE Area, the results for each GELO were compiled into a single spreadsheet. A column indicating the GE area was added. Results were sorted by GE area, then by level of success. For each GE area, and for each level of success, the number of SLOs reporting that level of success was counted. Bar graphs were made from these counts.

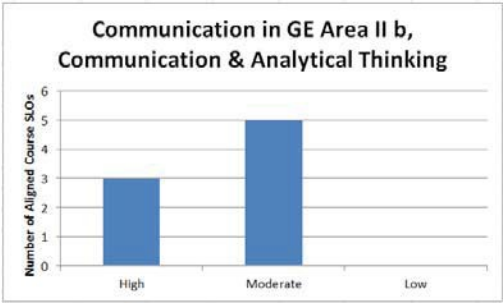
For SLOs with moderate and low success, plans for follow-up changes were reviewed. A summary of ideas for helping students achieve high success was created. The ideas for helping students achieve high success were organized into categories. Redundancies were eliminated, as appropriate.

GE Area - Communication: Upon completion of the AA or AS degree students will be able to... demonstrate effective reading, writing, and speaking skills.

Results of assessment of course SLOs aligned with the Communication GELO were rated ‘high’, ‘moderate’, or ‘low’ based on a rubric developed by the SLO Assessment Committee. (See appendix 2.) Results, summary, discussion and plans for follow-up are shown below.



Summary of Assessment Results: None of the course reports for course SLOs aligned with the Communication GELO showed low success. For English Composition courses, the number of aligned course SLOs with high success and the number of aligned course SLOs with moderate success were equal. For Communication and Analytical Thinking courses, the number of aligned course SLOs with moderate success exceeded the number of aligned course SLOs with high success.

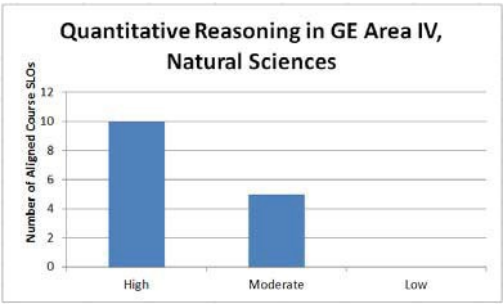
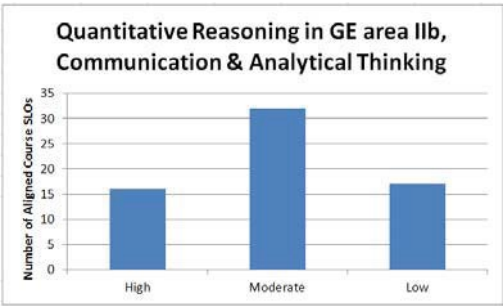


Discussion:

Results for English composition only include four course SLOs. In order to better assess the Communication GELO within the English Composition courses, the campus needs course SLO reports for more English composition courses and each such report needs to include several composition SLOs. This issue will be further discussed by the SLOAC.

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

Results of assessment of course SLOs aligned with the Communication GELO were rated ‘high’, ‘moderate’, or ‘low’ based on a rubric developed by the SLO Assessment Committee. (See appendix 2.) Results, summary, discussion and plans for follow-up are shown below.

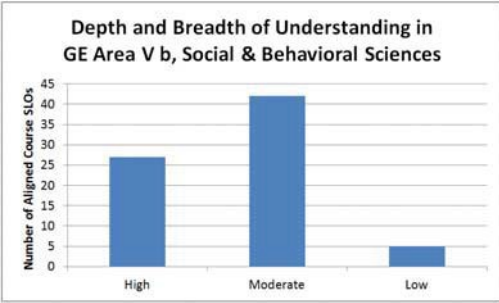
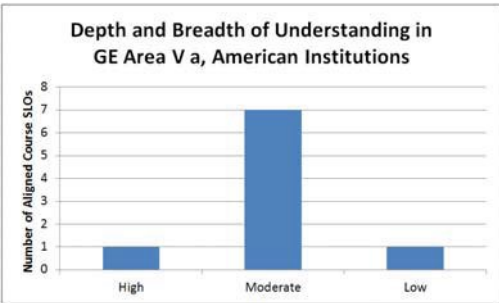
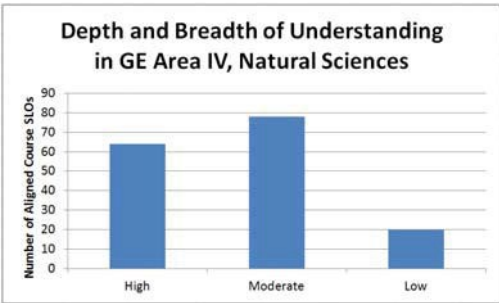
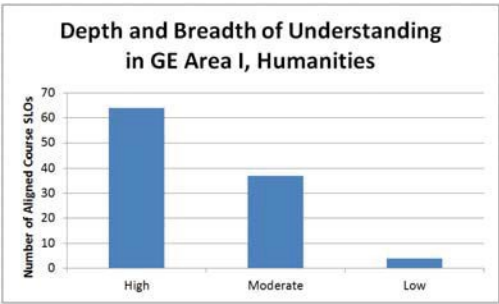


Summary of Assessment Results: For Communication and Analytical Thinking courses, the number of aligned course SLOs with high success was about equal to the number of aligned course SLOs with low success, with the number of aligned course SLOs with moderate success twice as much as the number of aligned course SLOs with high success. For Quantitative Reasoning courses, none of the course reports for course SLOs aligned with the Quantitative Reasoning GELO showed low success; the number of aligned course SLOs with high success was about double the number of aligned course SLOs with moderate success.

Discussion: Relative to the other six GELOs, Quantitative Reasoning shows the highest frequency of aligned SLOs with which students have low success. This indicates that success in Quantitative Reasoning is an area of concern within the General Education Program.

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

Results of assessment of course SLOs aligned with the Communication GELO were rated ‘high’, ‘moderate’, or ‘low’ based on a rubric developed by the SLO Assessment Committee. (See appendix 2.) Results, summary, discussion and plans for follow-up are shown below.



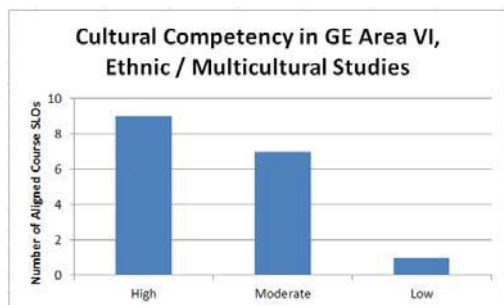
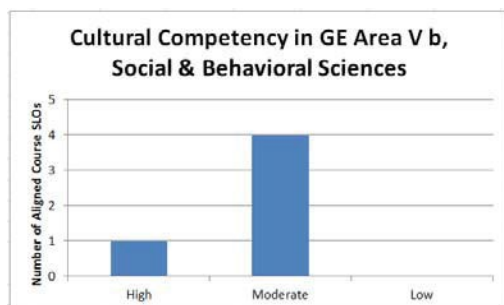
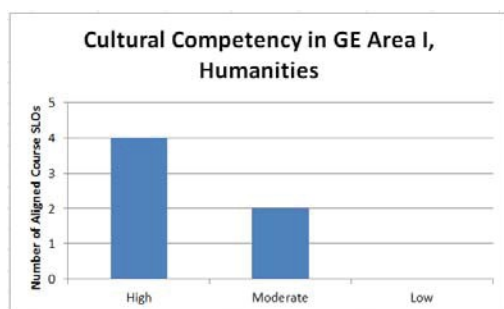
Summary of Assessment Results: For Humanities courses, the number of aligned course SLOs with high success was about twice as much as the number of aligned course SLOs with moderate success, while relatively few aligned course SLOs showed low success. Whereas, for courses in the Natural Sciences and the Social & Behavioral Sciences, the number of aligned course SLOs with moderate success exceeded the number of aligned course SLOs with high success by close to 50%, while the number of aligned course SLOs with low success was relatively small in comparison. For American Institution courses, the number of aligned course SLOs with moderate success was seven times as great as the number of aligned courses SLOs with high or low success.

Discussion: All course SLOs from Depth and Breadth courses were assumed to be aligned with the Depth and Breadth GELO. Consequently, there were many GELO-aligned course SLOs within the humanities, natural sciences, and social & behavioral sciences. It should be noted for future GELO assessments that this was the most time-consuming aspect of the GELO assessment.

Relative to the other six three GE Areas, American Institutions shows a low frequency of aligned SLOs with which students have high success. This indicates that success in American Institutions courses may be an area of concern within the General Education Program.

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

Results of assessment of course SLOs aligned with the Communication GELO were rated 'high', 'moderate', or 'low' based on a rubric developed by the SLO Assessment Committee. (See appendix 2.) Results, summary, discussion and plans for follow-up are shown below.

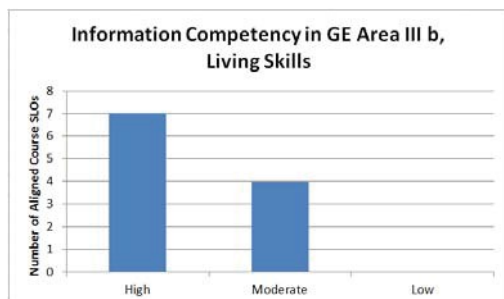
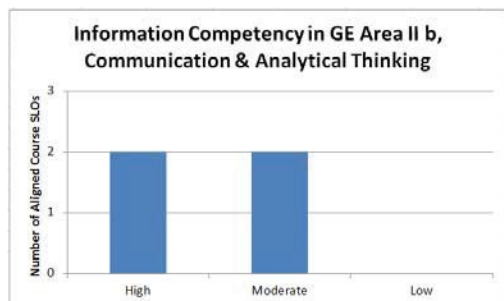
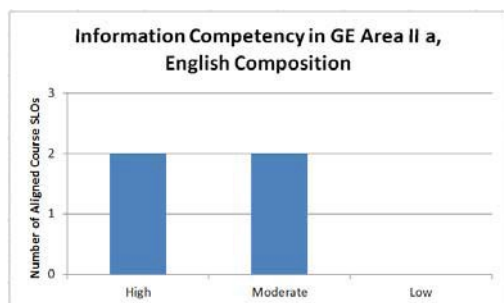


Summary of Assessment Results: Neither Humanities nor Social and Behavioral Science course SLOs aligned with the Cultural Competency GELO showed low success. For Humanities courses, twice as many aligned course SLOs showed high success compared to moderate success. Within the Social and Behavioral Science courses, four times as many aligned course SLOs showed moderate success compared to high success. For Ethnic/Multicultural Studies courses not also part of the Humanities and Social and Behavioral Science areas, the number of aligned course SLOs with high success modestly exceeded the number with moderate success, while the number of aligned course SLOs with low success was relatively small.

Discussion: Within the Social & Behavioral Sciences GE Area, there is only one specific GELO for Cultural Competency. It is 'Analyze race as a cultural construct and assess its societal impact'. This made for a fairly narrow assessment of Cultural Competency within the Social & Behavioral Sciences. Further discussion by the SLOAC is needed regarding this result

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

Results of assessment of course SLOs aligned with the Communication GELO were rated 'high', 'moderate', or 'low' based on a rubric developed by the SLO Assessment Committee. (See appendix 2.) Results, summary, discussion and plans for follow-up are shown below.

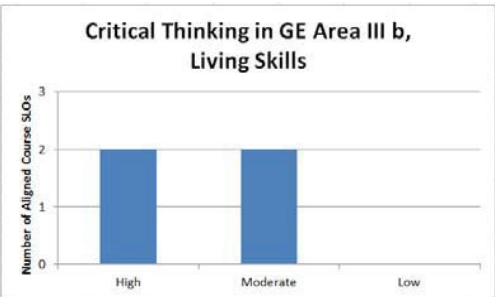
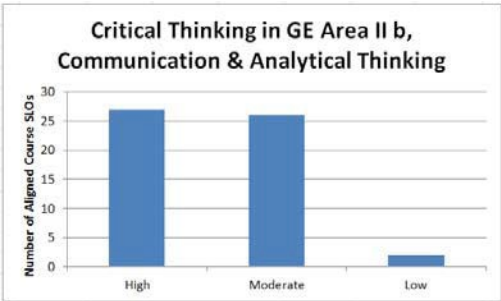
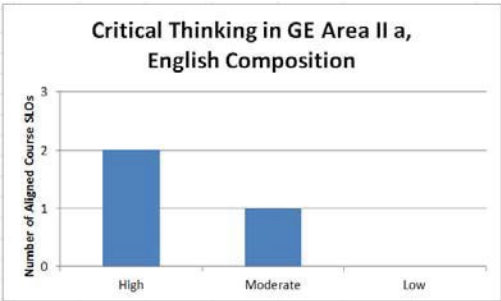
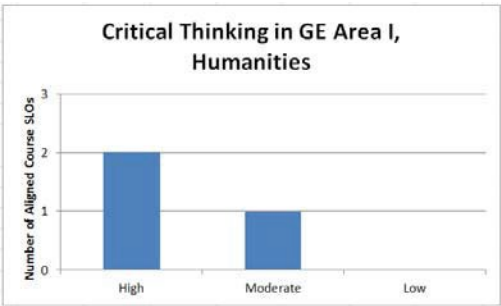


Summary of Assessment Results: None of the course reports for course SLOs aligned with the Information Competency GELO showed low success. For both English Composition courses and Communication & Analytical Thinking courses, the number of aligned course SLOs with high success and the number of aligned course SLOs with moderate success were equal. For Living Skills courses, the number of aligned course SLOs with high success was about double the number of aligned course SLOs with moderate success.

Discussion: Results for English composition only include four course SLOs; the same is true for Communication & Analytical Thinking. In order to better assess the Information Competency GELO within the English Composition and Communication & Analytical Thinking courses, the campus needs course SLO reports for more of these courses. This issue will be further discussed by the SLOAC.

GE Area - Critical Thinking: Upon completion of the AA or AS degree students will be able to ... demonstrate skills in problem solving, critical reasoning and the examination of how personal ways of thinking influence these abilities.

Results of assessment of course SLOs aligned with the Communication GELO were rated ‘high’, ‘moderate’, or ‘low’ based on a rubric developed by the SLO Assessment Committee. (See appendix 2.) Results, summary, discussion and plans for follow-up are shown below.



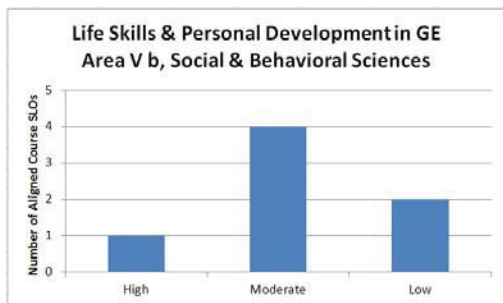
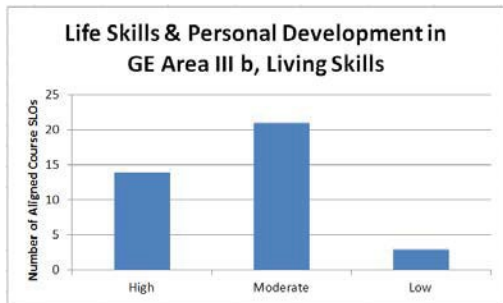
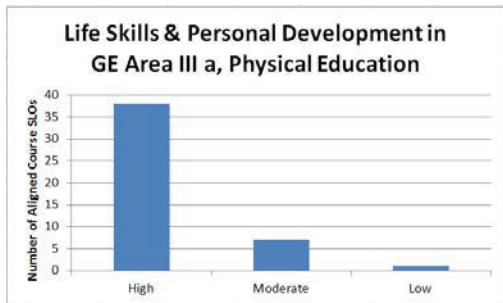
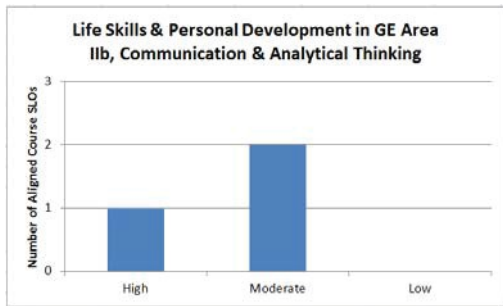
Summary of Assessment Results: No Humanities, English Composition, nor Living Skills course SLOs aligned with the Critical Thinking GELO showed low success. For both Humanities and English Composition aligned course SLOs, twice as many showed high success as compared to moderate success. For Living Skills course SLOs aligned with Critical Thinking, the number of course SLOs with high success was equal to the number of course SLOs with moderate success. For Communication & Analytical Thinking courses, the number of aligned course SLOs with high success slightly exceeded the number with moderate success, while the number of aligned course SLOs with low success was relatively small.

Discussion: Critical Thinking can show up in more GE areas than our methods currently observe. Specifically, there are no linkages between Critical Thinking and the sciences (natural and social & behavioral).

Within the humanities GE Area, there is only one specific GELO for Critical Thinking. The same statement is true of the living skills GE Area. This made for a fairly narrow assessment of Critical Thinking within these areas. Further discussion by the SLOAC is needed regarding this result

GE Area - Life Skills and Personal Development: Upon completion of the AA or AS degree students will be able to ... demonstrate growth and lifelong learning skills in the personal, academic, and social domains of the lives.

Results of assessment of course SLOs aligned with the Communication GELO were rated ‘high’, ‘moderate’, or ‘low’ based on a rubric developed by the SLO Assessment Committee. (See appendix 2.) Results, summary, discussion and plans for follow-up are shown below.



Summary of Assessment Results: For Communication & Analytical Thinking Course SLOs aligned with the Life Skills and Personal Development GELO, none showed low success while twice as many showed moderate success compared to high success. Within the Physical Education courses, aligned course SLOs showed high success about five times as often as moderate success, with only a very small number of aligned course SLOs showing low success. For Living Skills courses, students had moderate success with an aligned course SLO about 1.5 times as often as they had high success, while they had low success with aligned course SLOs relatively infrequently. Within the Social & Behavioral Science courses, students had low success with an aligned course SLO twice as often as they had high success, and they had moderate success with an aligned course SLO four times as often as they had high success.

Discussion: Within the humanities GE Area, there is only one specific GELO for Life Skills and Personal Development, “critically reflect and evaluate moral and ethical responsibilities as a world citizen, building a larger consciousness and purpose beyond self.” Based on this sample GELO, no course SLOs from humanities courses were deemed to be aligned with the Life Skills and Personal Development GELO area. Within the Social & Behavioral Sciences GE Area, there are only two specific GELOs for Life Skills and Personal Development. This made for a fairly narrow assessment of Life Skills and Personal Development within the Social & Behavioral Sciences. Despite the low sample size within this GE area, it might be important to notice that more SLOs showed low success.

B. CCSSE Items Mapped to SCC General Education Learning Outcome (GELO) Areas

An assessment of GE outcomes based on the CCSSE, a nationwide survey of the level of engagement of community college students in their learning experiences. 2014 was the 4th CCSSE conducted at SCC. The survey was administered in 2008, 2010, 2012, and 2014. The survey was administered in classrooms between March and May 2014. The number of student respondents from SCC in 2014 was 1,454.

The two most commonly used scales for the CCSSE items that map to the GELOs are shown below:

A. Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much

B. Scale: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often

We use these scales to indicate the level of GELO achievement reported by students as shown below:

Mean item score (CSSSE items mapped to GELOs)	Indication of GELO achievement
Less than 1.5	GELO not achieved
1.5 – 2.4	Low achievement of GELO
2.5 – 3.4	Moderate achievement of GELO
3.5 – 4.0	High achievement of GELO
<i>Note: The CCSSE weighted means were used</i>	

As students move through their work at SCC they are expected to increase their mastery of the General Education Student Learning Outcomes. Thus, the mean item scores for students who have completed 30 or more units are compared to the mean scores for students who have fewer units. The completion of 30 units has been recognized as a significant milestone by the California Community College Chancellor's Office (see the state Scorecard metrics). Most of these students have not completed their educational programs at SCC, and so will continue to increase their achievement of GE SLOs. We expect to see an average score indicating moderate achievement of the GE SLOs among students with 30 or more units.

GE Area – Communication

Upon completion of the AA or AS degree students will be able to demonstrate effective reading, writing, and speaking skills.

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units. The overall means for these items have varied slightly over time (2008-2014)

Q 12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014	2014 mean - students with < 30 units	2014 mean students with 30+ units
c. Writing clearly and effectively	2.70 (moderate)	2.75 (moderate)	2.71 (moderate)	2.82 (moderate)	2.72 (moderate)	3.05 (moderate)
d. Speaking clearly and effectively	2.58 (moderate)	2.68 (moderate)	2.68 (moderate)	2.72 (moderate)	2.62 (moderate)	2.95 (moderate)

Related CCSSE items suggest that we may be able to enhance the achievement of this GE SLO by (1) encouraging students to make more class presentations (2) discuss the ideas from their classes with others outside of class, (3) do more reading and writing.

Q4. In your experiences at this college during the current school year, about how often have you done each of the following?				
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014
b. Made a class presentation	1.98	2.11	2.01	2.09
n. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.65	2.68	1.72	1.81

Q6. During the current school year, about how much reading and writing have you done at this college?				
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.18	2.19	2.12	2.07
c. Number of written papers or reports of any length	2.93	3.01	2.77	2.88

GE Area - Quantitative Reasoning

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units. The overall mean for this items have varied slightly over time (2008-2014)

Q12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014	2014 mean students with < 30 units	2014 mean students with 30+ units
f. Solving numerical problems	2.59 (moderate)	2.58 (moderate)	2.62 (moderate)	2.54 (moderate)	2.41 (moderate)	2.81 (moderate)

Other related measures: None available from CCSSE

GE Area - Depth and Breadth of Understanding

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units. The overall mean of this item has varied slightly over time (2008-2014)

Q12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014	2014 mean students with < 30 units	2014 mean students with 30+ units
a. Acquiring a broad general education	2.95 (moderate)	2.99 (moderate)	3.01 (moderate)	3.00 (moderate)	2.87 (moderate)	3.27 (moderate)

Related CCSSE items suggest that we may be able to enhance student achievement of this GE SLO by encouraging students to further practice memorization and analysis skills in classes.

Q5. During the current school year, how much has your coursework at this college emphasized the following mental activities?				
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	2.93	2.88	2.91	2.88
b. Analyzing the basic elements of an idea, experience, or theory	2.99	2.96	2.95	3.02

GE Area - Cultural Competency

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units. The overall mean for this item has varied slightly over time (2008-2014)

Q12 How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014	2014 mean students with < 30 units	2014 mean students with 30+ units
k. Understanding people of other racial and ethnic backgrounds	2.59 (moderate)	2.64 (moderate)	2.59 (moderate)	2.65 (moderate)	2.56 (moderate)	2.8 (moderate)

Related CCSSE items suggest that we may be able to enhance student achievement of this GE SLO by continuing to develop opportunities for students to have conversations with others unlike themselves.

Q 4 In your experiences at this college during the current school year, about how often have you done each of the following?				
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014
s. Had serious conversations with students of a different race or ethnicity other than your own	2.63	2.67	2.66	2.70
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	2.51	2.53	2.49	2.53
Q9 How much does this college emphasize each of the following?				
1 = very little to 4 = very much	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.57	2.69	2.64	2.70

GE Area - Information Competency

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units. The overall mean for this item has varied slightly over time (2008-2014)

Q12 How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014	2014 mean students with < 30 units	2014 mean students with 30+ units
g. Using computing and information technology	2.57 (moderate)	2.61 (moderate)	2.57 (moderate)	2.61 (moderate)	2.51 (moderate)	2.8 (moderate)

Related CCSSE items suggest that we may be able to enhance student achievement of this GE SLO by further encouraging students to use the internet and other computer functions in their academic work.

Q4 In your experiences at this college during the current school year, about how often have you done each of the following?				
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014
j. Used the Internet or instant messaging to work on an assignment	2.89	3.07	3.02	3.13

Q9 How much does this college emphasize each of the following?				
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014
g. Using computers in academic work	2.99	3.10	3.08	3.10

GE Area - Critical Thinking

Upon completion of the AA or AS degree students will be able to demonstrate skills in problem solving, critical reasoning and the examination of how personal ways of thinking influence these abilities.

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units. The overall mean for this item has varied slightly over time (2008-2014)

Q12 How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014	2012 mean for students with < 30 units	2012 mean for students with 30+ units
e. Thinking critically and analytically	2.94 (moderate)	2.92 (moderate)	2.97 (moderate)	2.98 (moderate)	2.92 (moderate)	3.12 (moderate)

Related CCSSE items suggest that we may be able to enhance student achievement of this GE SLO by further encouraging students to integrate and organize ideas, make judgments about the soundness of information and apply information to new skills.

Q4. In your experiences at this college during the current school year, about how often have you done each of the following?				
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014
d. Worked on a paper or project that required integrating ideas or information from various sources	2.76	2.86	2.70	2.84

Q5. During the current school year, how much has your coursework at this college emphasized the following mental activities?				
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014
c. Synthesizing and organizing ideas, information, or experiences in new ways	2.82	2.80	2.80	2.86
d. Making judgments about the value or soundness of information, arguments, or methods			2.65	2.72
e. Applying theories or concepts to practical problems or in new situations	2.74	2.68	2.78	2.77
f. Using information you have read or heard to perform a new skill.	2.85	2.80	2.83	2.81

GE Area - Life Skills and Personal Development

Upon completion of the AA or AS degree, students will be able to demonstrate growth and lifelong learning skills in the personal, academic, and social domains of their lives.

The primary CCSSE measures show generally moderate achievement of the GELO for students with 30 or more units completed. However students report low achievement of one item - “contributing to the welfare of your community”. Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units.

Q12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014	2014 mean for students with < 30 units	2014 mean for students with 30+ units
h. Working effectively with others	2.67 (moderate)	2.73 (moderate)	2.71 (moderate)	2.75 (moderate)	2.75 (moderate)	2.78 (moderate)
i. Learning effectively on your own	2.91 (moderate)	2.93 (moderate)	2.96 (moderate)	2.92 (moderate)	2.91 (moderate)	2.97 (moderate)
j. Understanding yourself	2.66 (moderate)	2.73 (moderate)	2.61 (moderate)	2.74 (moderate)	2.7 (moderate)	2.83 (moderate)
l. Developing a personal code of values and ethics	2.46 (low)	2.50 (moderate)	2.42 (low)	2.53 (moderate)	2.45 (low)	2.71 (moderate)
m. Contributing to the welfare of your community	2.08 (low)	2.06 (low)	2.05 (low)	2.05 (low)	1.99 (low)	2.16 (low)
n. Developing clearer career goals	2.68 (moderate)	2.73 (moderate)	2.62 (moderate)	2.66 (moderate)	2.6 (moderate)	2.81 (moderate)
o. Gaining information about career opportunities	2.51 (moderate)	2.50 (moderate)	2.43 (low)	2.45 (low)	2.39 (low)	2.56 (moderate)

Related CCSSE items suggest that we may be able to enhance student achievement of this GE SLO by further encouraging students to prepare more extensively for class, interact with other students and the professor, participate in community based projects, and by helping them find the support they need to thrive academically and socially.

Q4. In your experiences at this college during the current school year, about how often have you done each of the following?				
1 = Never 2 = Sometimes 3 = Often 4 = Very often	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014
a. Asked questions in class or contributed to class discussions	2.73	2.79	2.73	2.81
e. Come to class without completing readings or assignments (<i>Low value is "good"</i>)	1.97	1.95	1.93	1.9
f. Worked with other students on projects during class	2.51	2.63	2.44	2.52
g. Worked with classmates outside of class to prepare class assignments	1.99	2.01	1.93	1.89
h. Tutored or taught other students (paid or voluntary)	1.45	1.48	1.38	1.38
i. Participated in a community-based project as a part of a regular course	1.34	1.39	1.29	1.32
k. Used email to communicate with an instructor	2.62	2.84	2.81	2.84
l. Discussed grades or assignments with an instructor	2.45	2.56	2.49	2.58
m. Talked about career plans with an instructor or advisor	2.01	2.03	1.96	2.02
q. Worked with instructors on activities other than coursework	1.36	1.41	1.36	1.39

Q9. How much does this college emphasize each of the following?				
1 = Very little 2 = Some 3 = Quite a bit, 4 = Very much	Item mean 2008	Item mean 2010	Item mean 2012	Item mean 2014
a. Encouraging you to spend significant amounts of time studying	3.02	3.02	3.04	3.09
b. Providing the support you need to help you succeed at this college	2.88	2.97	2.9	3.00
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.89	2.01	1.89	2.7
e. Providing the support you need to thrive socially	2.10	2.24	2.13	1.98
f. Providing the financial support you need to afford your education	2.34	2.54	2.39	2.23

Staff and College Processes Report 2014

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

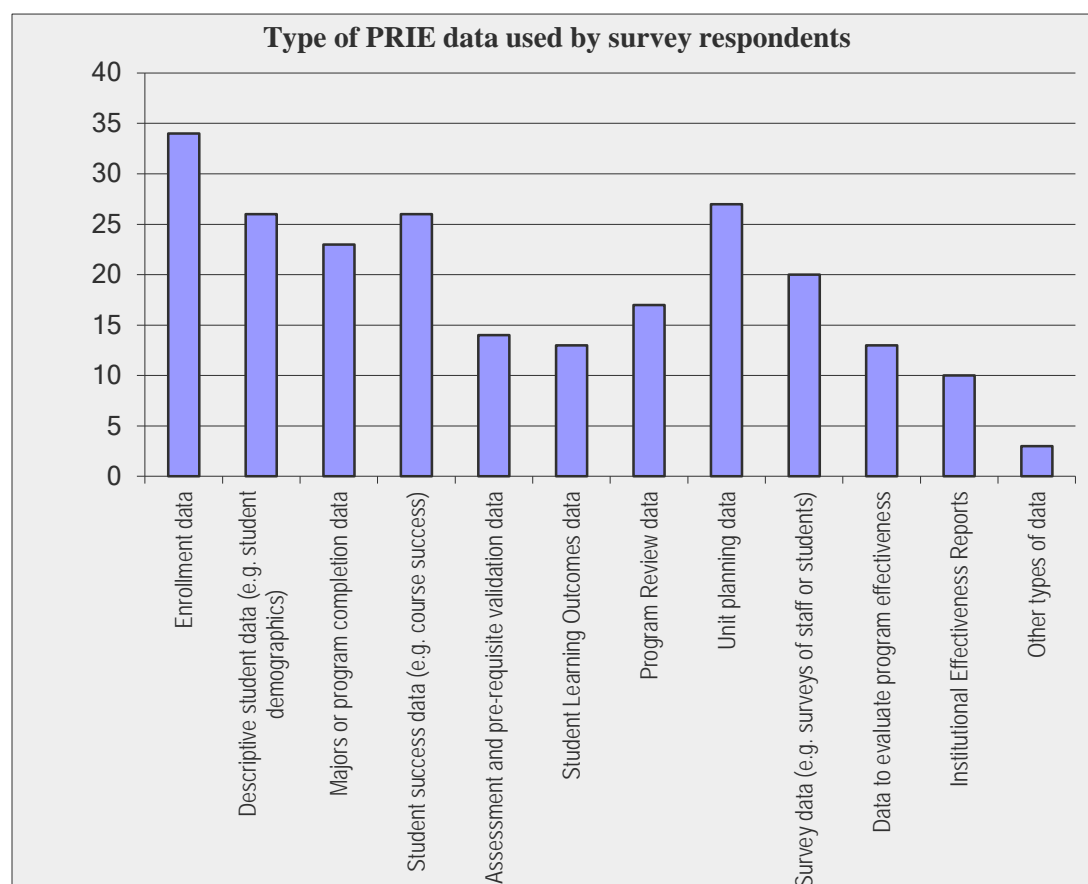
Error rates for most administrative processes are low.

Error rates for administrative processes were low for most categories. Unfortunately, the error rate for *intents* was 33%, which is down from last year but still unfortunately high.

Error Rates 3rd Quarter 2014	Submitted	1st Qtr Errors	2nd Qtr	3rd Qtr	Error Rate
Absence Reports	2,406	22	23	26	3%
Budget Entries	643	9	2	7	3%
Intents	52	7	2	8	33%
Requisitions	1,097	15	7	10	3%
Travel Authorizations	457	12	10	8	9%

A variety of evidence shows that the college is using data in planning and decision making.

The operational work of college units is based on data. College planning processes at all levels include data analysis. Departments use a wide range of data for planning and decision-making.



Staff and College Processes Report

Staff Demographics

The majority of employees are faculty members. 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 reached its peak in 2008 and since then has decreased slightly to 1,045 in 2013. 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

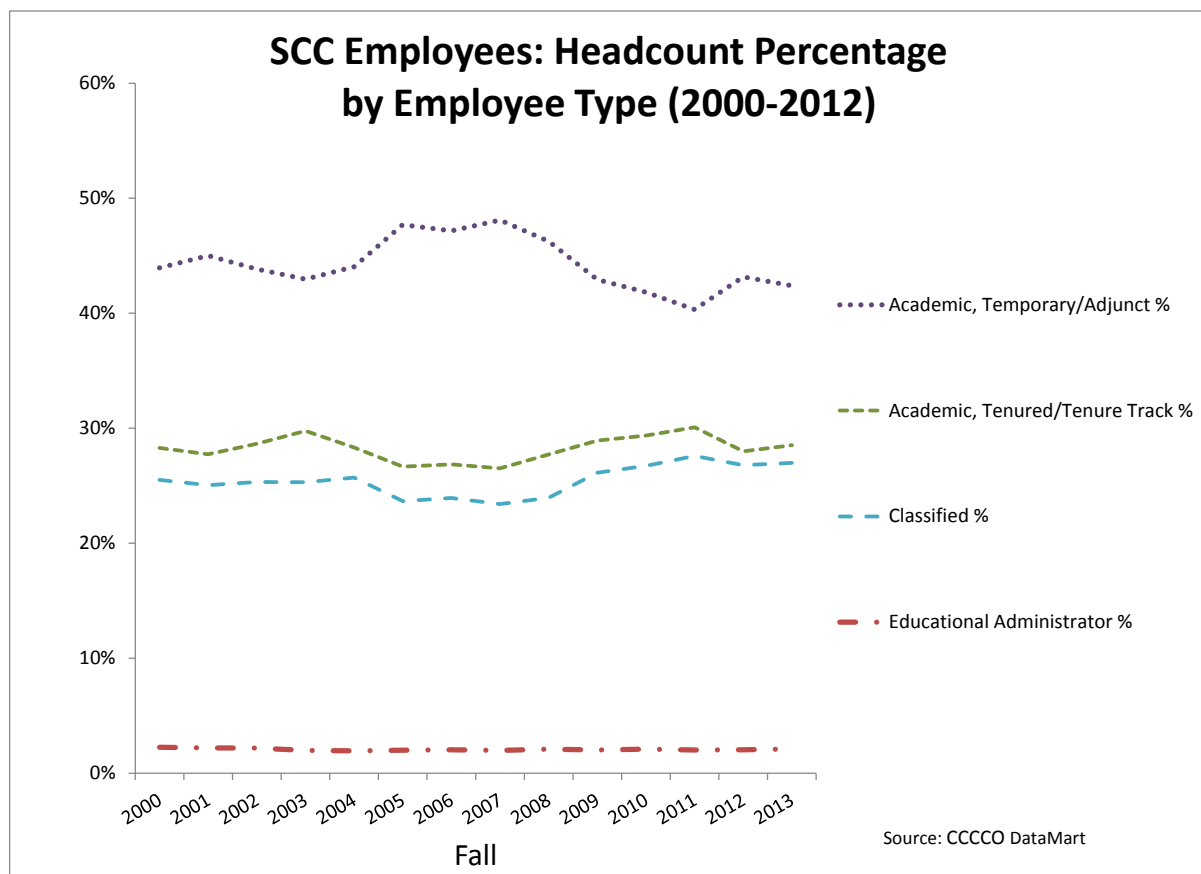
Fall:	Headcount
2004	1,031
2005	1,103
2006	1,128
2007	1,162
2008	1,198
2009	1,144
2010	1,100
2011	1,044
2012	1,075
2013	1,045
Source: CCCCCO Data Mart	

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.

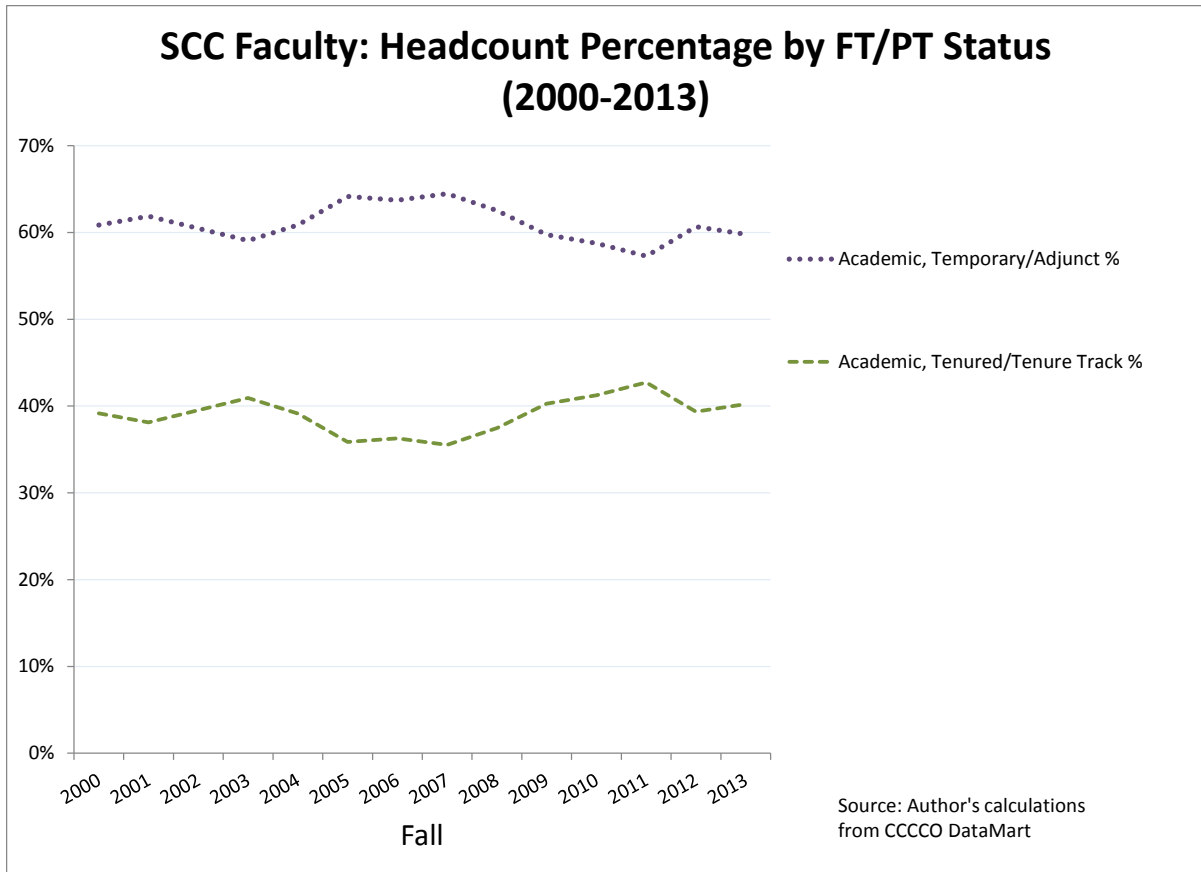
	Employee Count	Employee %
Sacramento City Total	1,045	100.00%
Educational Administrator	22	2.11%
Academic, Tenured/Tenure Track	298	28.52%
Academic, Temporary	443	42.39%
Classified	282	26.99%

Source: California Community Colleges Chancellor's Office Faculty & Staff Demographics Report. Report Run Date As Of : 3/4/2014 4:43:46 PM

Year	Total SCC Faculty Headcount (full time +adjunct)
2004	746
2005	820
2006	835
2007	867
2008	886
2009	822
2010	783
2011	735
2012	765
2013	741
Source: CCCCCO Data Mart	



The percentage of faculty that are 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.

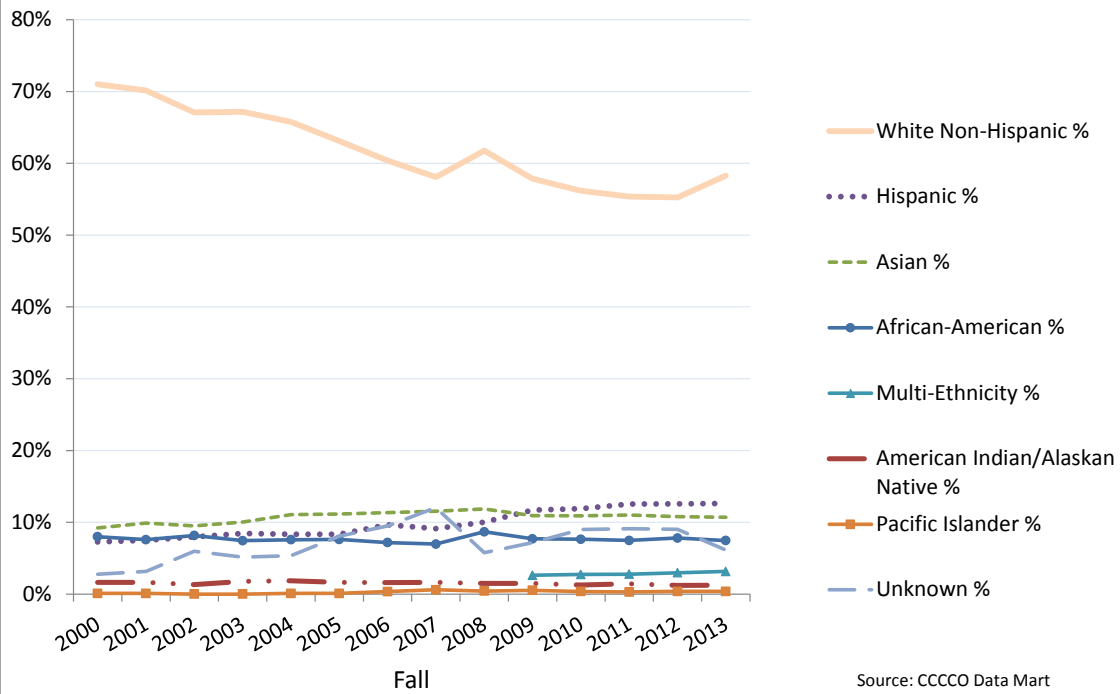


Diversity of employees

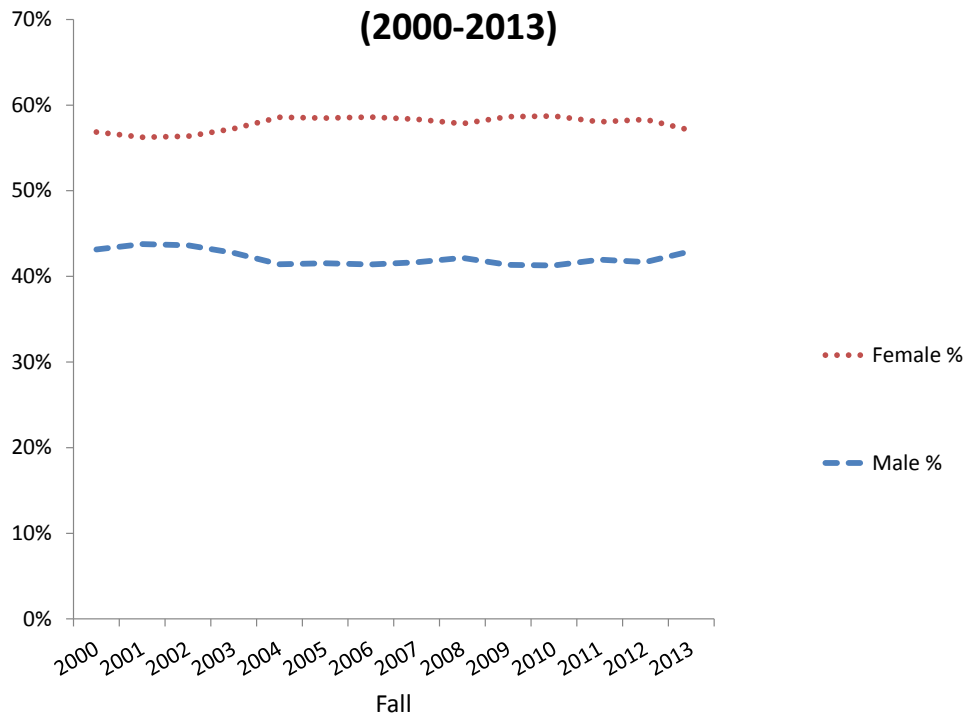
SCC employees are a diverse group with respect to demographic characteristics such as age, gender, and ethnicity. However, employees are not as diverse as the student body. As a group, employees have higher shares of older employees, female employees, and white, non-Hispanic employees than the student body.

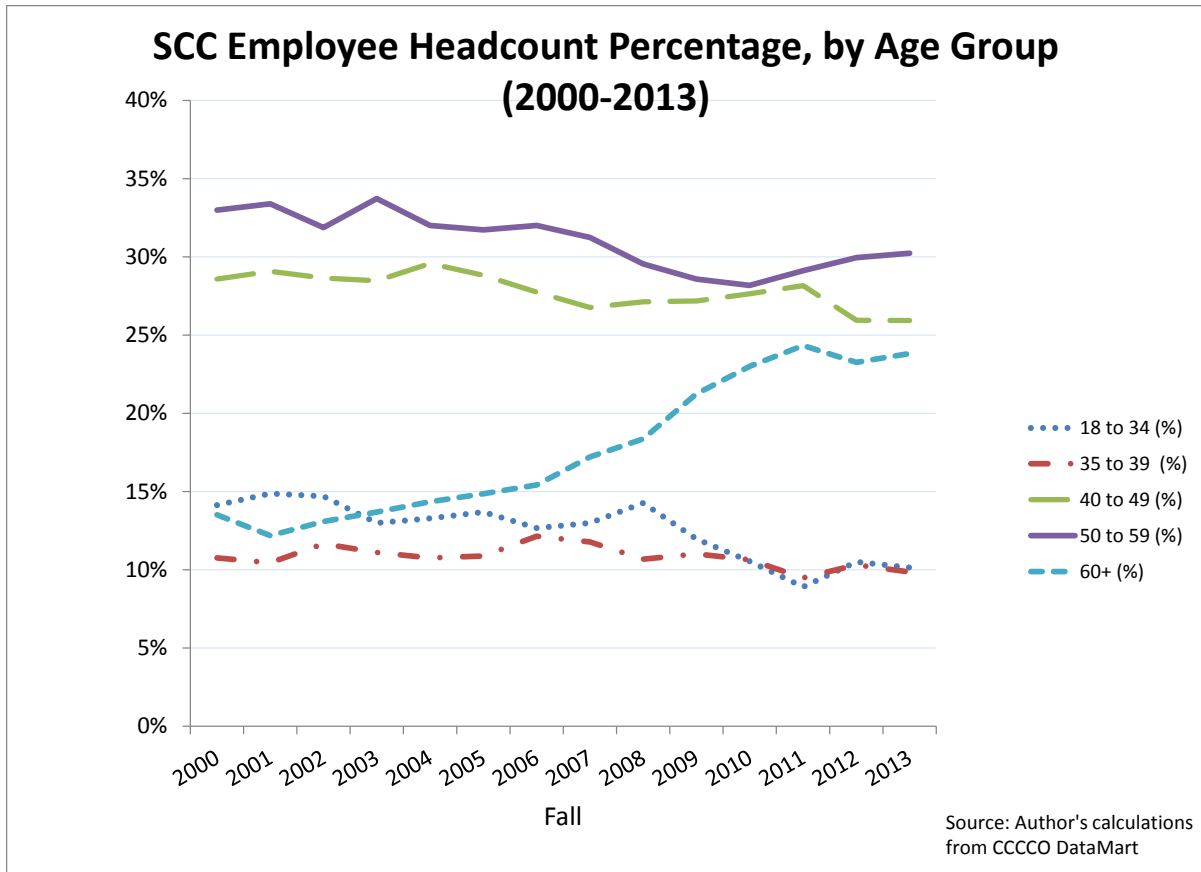
Employee demographics suggest a trend toward diversifying SCC employees' ethnic composition, while gender composition has changed little over the last decade and the percentage of employees over age 60 has increased dramatically—particularly since 2005. On the other hand, gender composition has remained quite flat since 2000.

SCC Employee Headcount Percentage, by Ethnicity (2000-2013)



SCC Employee Headcount Percentage, by Gender (2000-2013)





Administrative Services Metrics

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

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 administrative processes	2011-12	2012-13	2013-14
Number of process metrics with error rates 5% or less (VPA metrics from 3 rd quarter)	3 of 5 (60%)	2 of 5 (40%)	3 of 5 (60%)
Number of CDF, IR, lottery fund, or categorical programs with burn rates in the red (VPA metrics from 3 rd quarter)	6	12	6
95% or more of division unit plans completed by deadline (PRIIE data)	No	Yes	Yes
Number of unit plan objectives aligned with Goal C (PRIIE data)	N/A	31%	31%

Budget metrics indicate that the College is controlling costs and working with the financial constraints. Most 2013-14 unit plan objectives associated with resource requests were accomplished. Many objectives that were not accomplished have end years of 2014-15 or later. Unit plan objectives associated with hiring permanent classified staff were the least likely to have been accomplished.

Resource or action	Percent fully or partially accomplished
Financial request	65%
IT request	58%
Facilities request	49%
Hire full time faculty	63%
Hire permanent classified staff	41%

Budget metrics demonstrate continued fiscal soundness. SCC has weathered the budget crisis well. The college is poised to grow in the 2014-15 year. Solid procedures in place have served the college well over these past several years.

- Categorical funds are being integrated into the SCC resource allocation process resulting in more transparent categorical integration throughout college in FY 2014-15
- 3rd quarter metrics show that approximately 93.6% of authorized classified positions were filled.
- Ongoing college costs and program plan allocations were adequately funded with sufficient funds remaining to provide for unit plan requests for new resources.
- 3rd Quarter 2013-14 metrics show that overall only 10% of college funds had “burn rate” in the red = greater than 10% of that projected. Broken down by funding area:
 - 9% (3 of 32) College Discretionary Fund areas had a burn rate in the red
 - 14% (2 of 14) Instructionally-Related fund areas had a burn rate in the red
 - 0% (0 of 6) Lottery fund areas had a burn rate in the red
 - 12% (1 of 8) Large Categorical fund areas had a burn rate in the red

College Discretionary Fund (CDF) Burn Rate Year-to-Date 31 March 2014

Division / Unit	Appropriations	Expenditures	Percentage	Burn Rate Indicator
President	41,949	15,494	37%	
PIO	9,38	4,64	50%	
PRIE	16,714	4,67	28%	
IT	23,712	15,003	63%	
CCR	6,26	3,55	57%	
VPA	13,141	1,96	15%	
Operations	277,473	173,954	63%	

VPI	12,006	6,89	57%	
West Sacramento Ctr	33,509	16,545	49%	
Davis Center	32,927	20,836	63%	
AVP- Rick Ida	21,761	3,21	15%	
AT	89,359	53,268	60%	
Business	26,517	4,62	17%	
LRC	222,576	152,675	69%	
Allied Health	27,660	11,056	40%	
Science	128,588	93,496	73%	
BSS	37,839	12,583	33%	
AVP- Julia Jolly	36,383	7,34	20%	
MSE	27,096	13,370	49%	
HFA	120,730	66,464	55%	
L&L	26,194	15,491	59%	
P.E., Health & Athletics	161,857	131,488	81%	
VPS	11,663	4,98	43%	
AVP	7,477	5,772	77%	
Counseling & Student Success	36,427	28,497	78%	
Matric Office	60,009	33,963	57%	
Cultural Awareness	10,903	3,951	36%	
Campus Life	10,036	62	6%	
RISE	539	48	91%	
Voter Registration	8,88	8,77	99%	
Admissions & Records	54,079	61,250	113%	
Financial Aid	12,242	4,81	39%	

*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 2014

Division/Unit	2014 Total Budget	Expenditures	Expenditure Percentage	Burn Rate Indicator*
Admissions- Commencement	2,570	0	0%	
Counseling	4,023	2,353	70%	
Davis Center	1,353	885	89%	
Campus Development	9,595	0	0%	
Financial Aid	850	0	0%	
Humanities & Fine Arts	39,999	26,879	73%	
Language & Literature	23,799	7,567	40%	
Math Science Engineering	922	0	0%	
Multicultural Activities	30,687	12,815	46%	
P.E., Health, & Athletics	88,037	87,881	100%	
RISE	3,732	1,994	51%	
Student Development	10,196	5,827	51%	
West Sacramento Center	1,403	623	62%	
Total	217,165	146,824	73%	

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

**Lottery Burn Rate
Year-to-Date 31 Mach 2014**

Division	Base (100% Funded)	Appropriations	Expenditures	Percentage	Burn Rate Indicator*
AT	33,000	43,777	28,261	65%	
BSS	3,770	4,053	1,418	35%	
HFA	34,730	35,346	32,568	92%	
IT	3,200	3,200	158	5%	
KHA	70,000	70,176	69,488	99%	
SAH	30,300	31,244	31,035	99%	

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

**Categorical Large Program Burn Rate
Year-to-Date 31 March 2014**

Categorical Program	Appropriations	Expenditures	Percentage	Burn Rate Indicator*
Basic Skills FY11-12	141,689	93,938	66%	
VTEA	798,010	539,418	68%	
CalWORKs/TANF	532,734	356,850	67%	
DSPS	1,176,342	798,413	68%	
Matriculation	1,263,469	747,417	59%	
BOG BFAP	904,878	689,875	76%	
CARE	156,285	112,926	72%	
EOPS	1,163,255	898,566	77%	

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

Unit Plan Accomplishment

Most unit plan objectives for the 2013-14 academic year were accomplished.

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. The 2013-14 Unit Plan Accomplishment Reports included 665 objectives across the four College Service Areas. Multi-year objectives show the start year and the end year for the objective, indicating a 2, 3 or 4 year window for implementation. In some cases an end year was not specified. Over half of the 2013-14 unit plan objectives had completion dates of 2014-15 or later. Units are asked to report if each unit plan objective has been accomplished, partially accomplished, or not accomplished in a given academic year.

Overall, 70% of the 2013-14 unit plan objectives were accomplished or partly accomplished in the 2013-14 academic year. Many objectives that were not accomplished have end years of 2014-15 or later.

Overall Accomplishment of 2013-14 Unit Plan Objectives			
	Fully accomplished in 2013-14	Partially accomplished in 2013-14	Not accomplished in 2013-14
Total (all objectives)	40%	30%	29%
2013-14 or unspecified end date*	47%	27%	25%
2014-15 or later end date	36%	33%	32%
*Note: Because of the wording of the instructions it is likely that unit plan writers may not have listed an end date for single-year objectives. This ambiguity was fixed in the 2014-15 unit plan instructions.			

Based on PRIE coding of narrative responses, unaccomplished objectives with a 2013-14 or unspecified completion date were not achieved for a variety of reasons (see below). Unfortunately, a lack of information on the unit plan accomplishment reports made it difficult to determine the reason for the lack of accomplishment in many cases.

- Lack of funding = 14%
- Hiring constraints = 8%
- Facilities constraints = 8%
- Other stated reason = 14%
- Undetermined/no response = 45%

The unit plan objectives aligned with the college goals (Note: an objective may align with more than one goal).

Goal A: Teaching & Learning Effectiveness: 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 B: Student Completion of Education Goals: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.

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

Completion of unit plan objectives is consistent across the three broad college goals. Most objectives associated with each college goal were accomplished. Many objectives that were not accomplished have end years of 2014-15 or later.

College Goal	N	Percent fully or partly accomplished
Goal A	525	69%
Goal B	233	73%
Goal C	204	76%

Data Use & Continuous Improvement

Data was used in decision-making and continuous improvement 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:

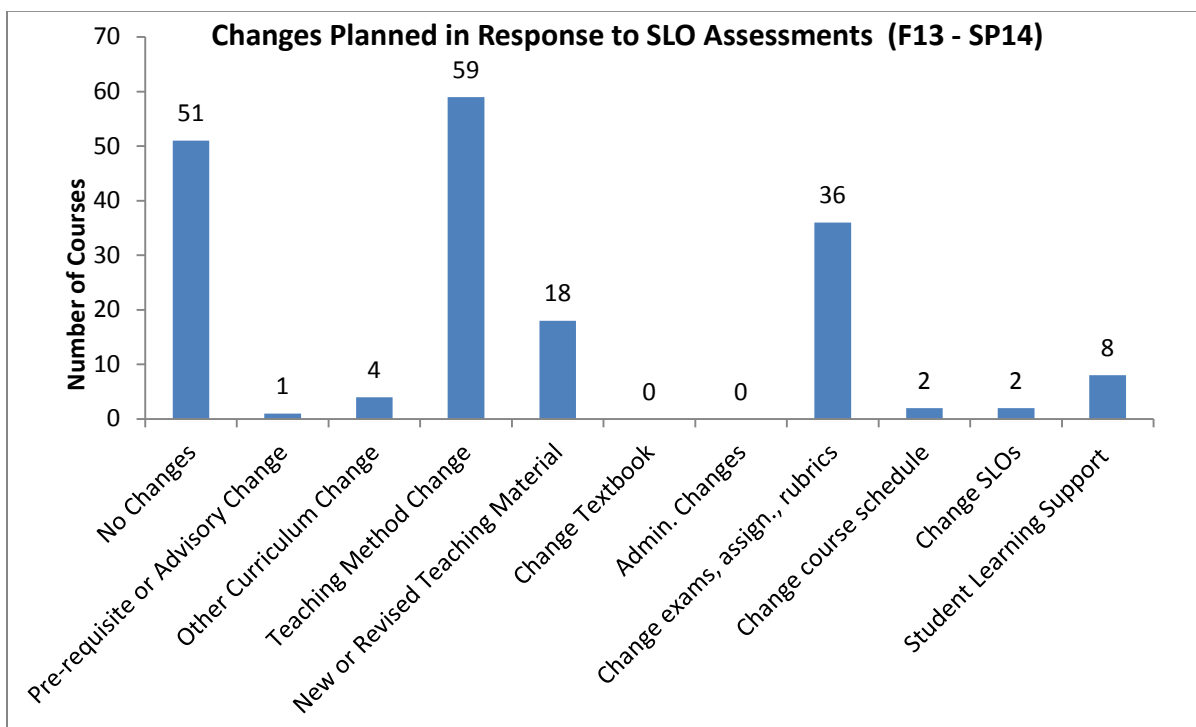
- Unit planning data includes student demographics, enrollment, success, and achievement information.
- Program plans include data on measures of merit for the program.
- Institutional plans include appropriate data analysis.
- Tutoring services collect and use student survey data to improve processes.
- Program reviews include data on student demographics, enrollment, success, SLO achievement, and achievement of degrees and certificates.
- Pre-requisites are selected for courses based on data analyses.

- The Basic Skills Initiative committee evaluates the effectiveness of interventions to increase student achievement.
- The SCC Institutional Effectiveness Reports are utilized across the college.

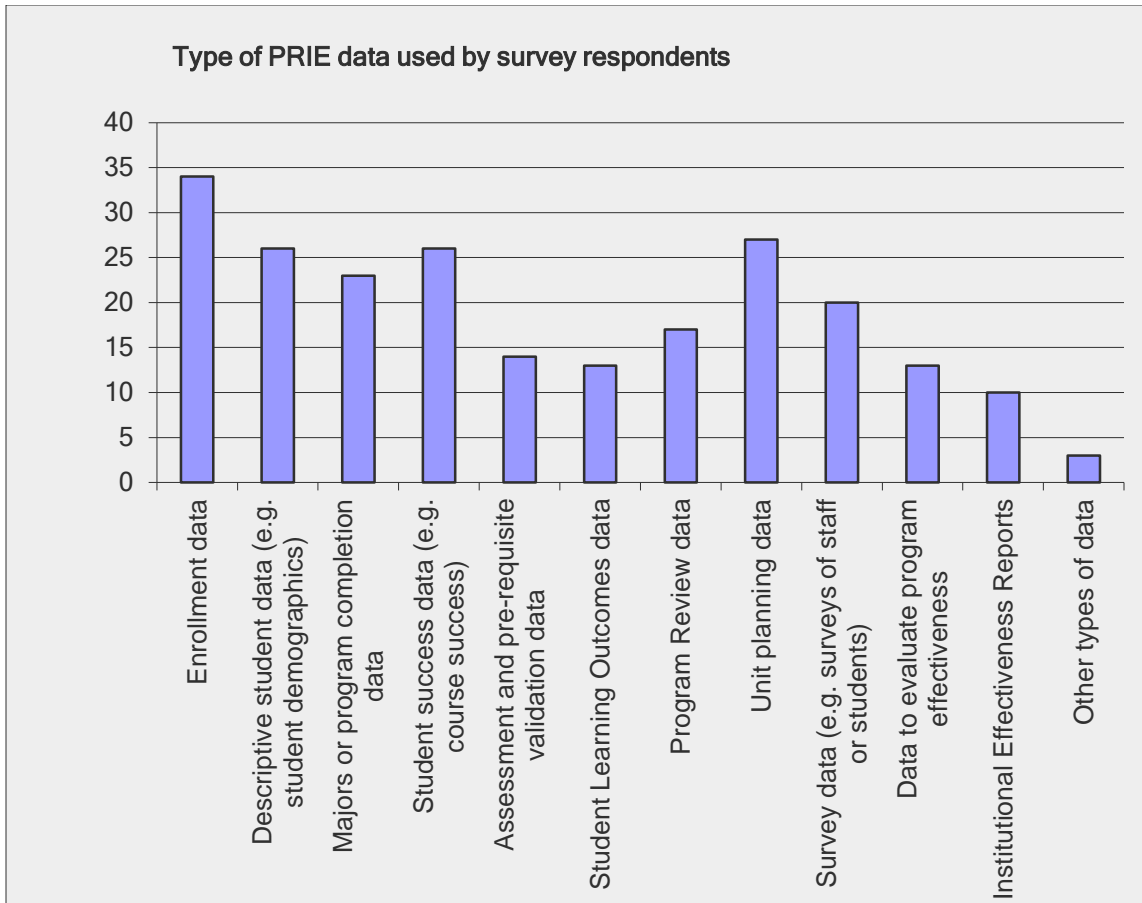
SLO assessment data is used widely throughout the college.

Use of SLO assessment data (Data source = SLO Coordinator files)	2011-12	2012-13	2013-14
Percent of Unit Plan objectives linked to SLO data	13%	18%	17%
Percent of active courses with ongoing SLO assessment	77%	86%	94%
Percent of instructional programs with ongoing SLO assessment	47%	47%	65%
Percent of student services activities with ongoing SLO assessment	100%	100%	86%
Percent of institutional SLOs with ongoing assessment	100%	100%	100%

SLO data has been used to make changes to courses:



The PRIE office works with areas across the college to assist in the use of data for planning and decision-making. A PRIE feedback survey conducted in Fall 2013 showed that the many survey respondents had worked with PRIE on unit planning, enrollment data, descriptive student data, and student success data. Detailed results are shown below.



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

- The pilot program to implement expanded teaching demonstrations as part of the faculty hiring processes is continuing.
- Administrative Services provides effective training and orientations for classified staff.
- Management staff participate in LRCCD New Deans Academy, LRMA workshops, etc.
- The unit plan process was successfully converted to online data entry. Over 98% of all unit plans were entered by the deadline.
- The SOCRATES reports show that thus far in the 13-14 academic year, 281 courses and 42 programs have been modified. This includes modifications related to the regular updating of course outlines as part of program review, changes related to the new repeatability policies, revision of SLOs, etc.
- Student services and support programs have been modified to enhance student achievement. Examples include:

- A Student Services Institute was held Jan. 9, 2014 to evaluate fall semester and prepare for spring semester.
- The Human Career Development Institute held January 15, 2014 to address curricular overlap between instructors.
- The Vocational Nursing, Dental Hygiene Dental Assisting and Occupational Therapy Assistant programs have all moved to using an online application process to ease the application process from both students and Division staff.
- The Los Rios Study Abroad Program reviewed and enhanced the processes and procedures that governed our participation and succeeded in increasing student participation from an average of 4 to 5 students to a total of 21 in one semester.
- The Computer Information Science (CIS) area is taking steps to introduce a cohort group to improve outcomes, particularly in the Web programs.

Environmental Scan Report

Fall 2014

(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 2013 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 29% of the student body.

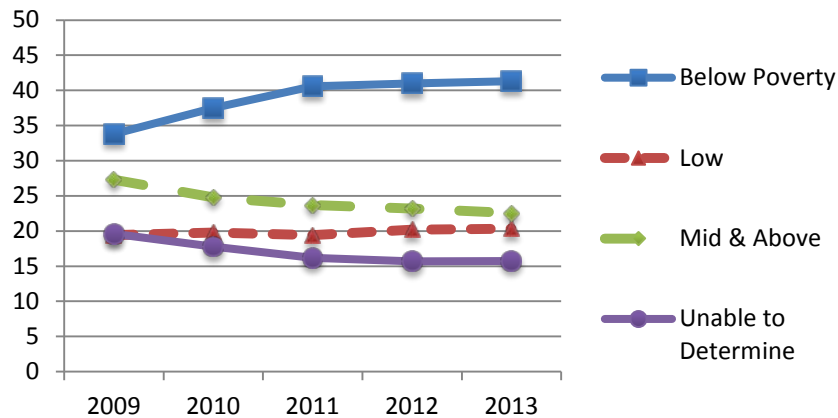
In Fall 2013 (census data) almost 58% of SCC students were 24 years old or younger.

Student unit Load Fall 2013 (Source EOS Profile Data)					
Full -Load 12 or More Units		Mid-Load 6-11.99 Units		Light-Load Up to 5.9 Units	
7,735	32.4%	8,617	36.0%	7,546	31.6%

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 few years; in Fall 2013 it was about 41%.

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; most of those issues are still relevant.

1. A Rising Demand for Accountability and Performance
2. Leveling Off of High School Graduates
3. Increasing Competition in the Educational Market Place
4. An Aging Work Force
5. 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.

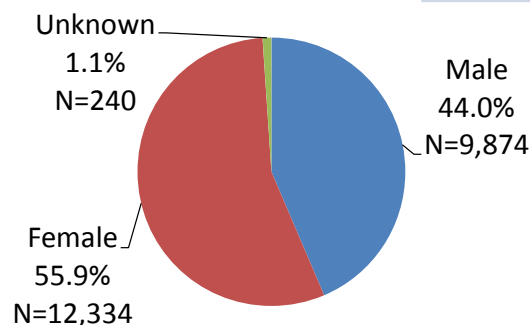
In Fall 2013 (census data) 57.7% of SCC students were 24 years old or younger. The largest age group of students at SCC was 18-20 (6,695 students) followed by the 21 to 24 year olds (6,049 students). Females made up 55.9% of the student population. SCC has a very diverse student population with no single ethnic group comprising more than 29% of the student body. In Fall 2013, white students made up the highest percentage (28.3%) followed by Hispanic/Latino (27.0%) and Asian (17.1%) students.

Characteristics of All Students (N=22,448) Fall Census 2013

Race/Ethnicity	Percent
African American	13.6
Asian	17.1
Filipino	2.7
Hispanic/Latino	27.0
Multi-Race	6.4
Native American	0.7
Other Non-White	0.9
Pacific Islander	1.5
Unknown	1.8
White	28.3
First Generation College Students: 42.8%	

School & Work	
Recent High School Graduates	9.8%
Enrolled Part Time	65.0%
Working Full- or Part-time	50.8%
Low Income/Below Poverty	66.4%

Age	Percent
Under 18	0.9
18-20	29.8
21-24	27.0
25-29	16.3
30-39	13.2
40+	12.8
Average Age: 27.15	



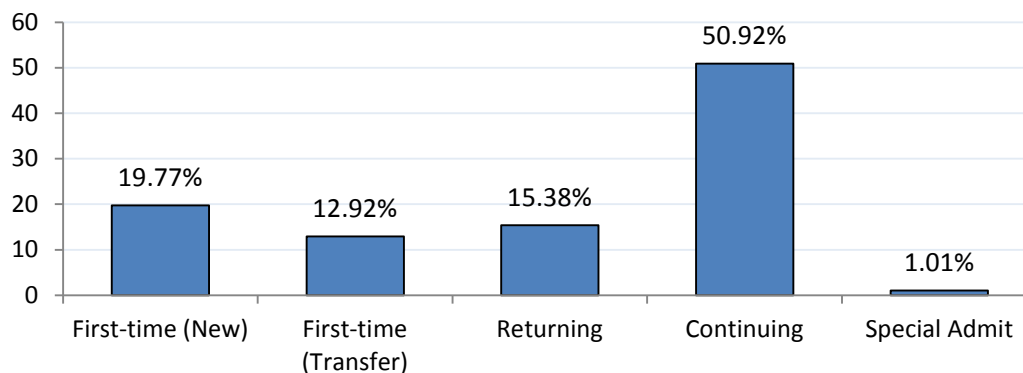
Source: Census Profile

2-1

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Most SCC students are continuing students.

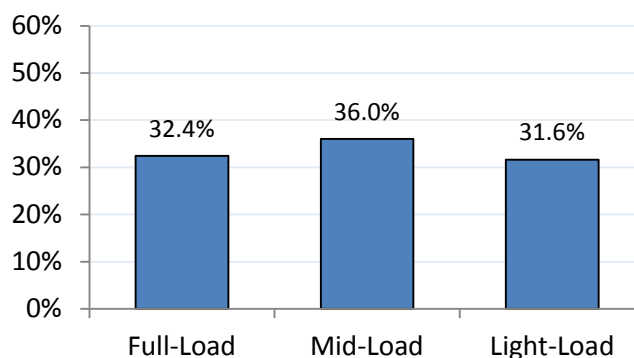
Fall 2013 Enrollment Status (Source: EOS Profile Data)



Most SCC students take fewer than 12 units per semester.

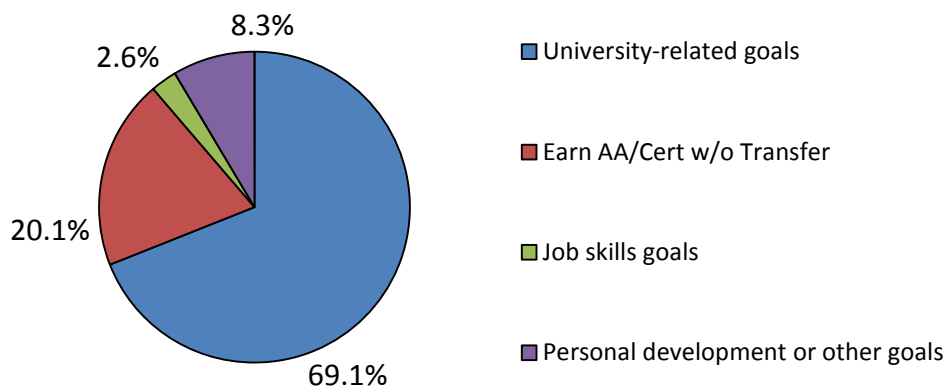
In Fall 2013, 31.6% of the students at SCC were taking less than 6 units; 36.0% were taking 6 to 11.99 units, and 32.4% were taking 12 or more units.

Unit Load of Students Fall 2013 (Source: EOS Profile Data)



Almost 70% of the students at the end of Fall 2013 semester at SCC had university-related goals and almost 20% intended to earn a degree or certificate without transferring.

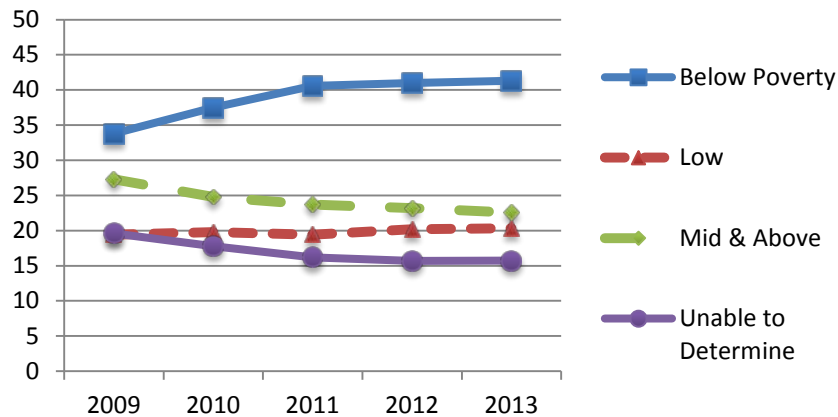
All Students % (N=23,913)



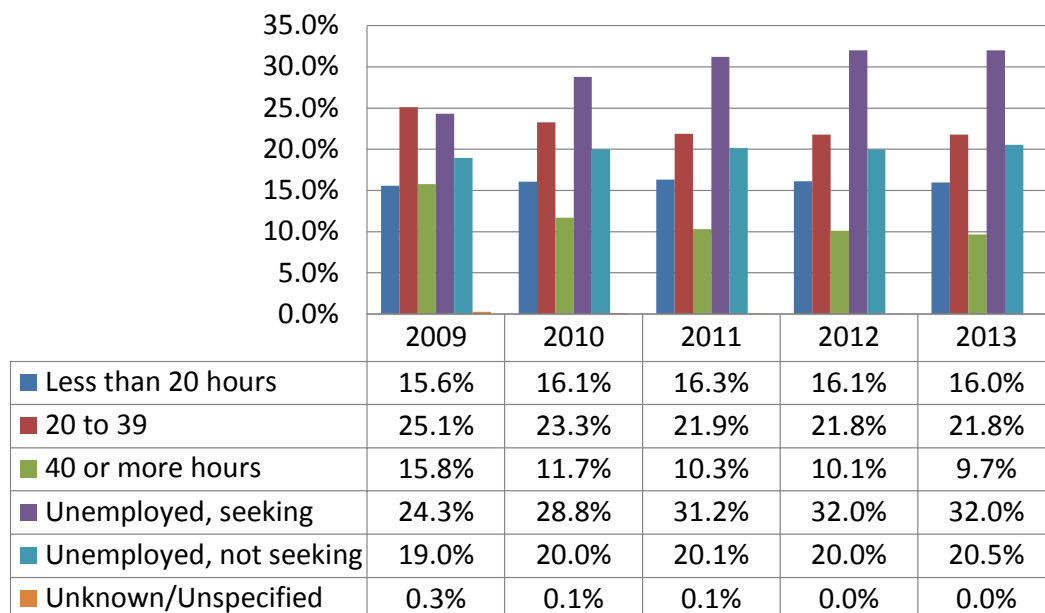
- University-related goals: Transfer w/ AA, Transfer w/out AA , 4-yr student meeting 4-Yr requirements
- Degree/Cert without transfer: AA/AS degree no transfer, Vocational degree no transfer, Earn a certificate
- Job skills goals: Acquire Job Skills Only, Update Job Skills Only, Maintain Certificate/License
- 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. However, the percentage of students who are unemployed and looking for work may have leveled off.

SCC Student Household Income (EOS, Fall 2013)
(Percent of Students in Each Income Category)



SCC Students' Weekly Work Status Fall 2009 to Fall 2013



Source: EOS Profile Data

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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. Most of those factors are still relevant in 2014:

- A Rising Demand for Accountability and Performance
- 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 a greater emphasis on increasing the number of students who complete degrees and certificates. Although Proposition 30, passed in 2012, restored deferred funding and the 2014-15 state budget proposed substantial restoration, the District and College have strategic initiatives to address the factors above. 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

2013 STAR test results for Sacramento County schools show that a substantial number of students score below proficiency level in English or Math. Such deficiencies are likely to impact the teaching and learning process at SCC.

2013 STAR Test Results, Sacramento County, All Students - California Standards Test Scores

Data Source – California Department of Education, Assessment and Accountability Division,

<http://star.cde.ca.gov/star2013/Index.aspx> (retrieved 9/4/2014)

CST English-Language Arts 2013 STAR Test Results, Sacramento County, All Students

Grade	2	3	4	5	6	7	8	9	10	11
Students Tested	18,303	17,361	16,805	16,501	16,217	16,318	16,151	16,464	16,238	16,160
% of Enrollment	98.3 %	94.2 %	92.6 %	92.0 %	91.3 %	92.2 %	91.6 %	92.9 %	93.0 %	93.6 %
Students with Scores	18,260	17,334	16,784	16,488	16,202	16,294	16,125	16,423	16,188	16,108
Mean Scale Score	349.4	339.7	369.6	361.3	360.2	361.0	357.5	363.4	348.2	340.0
% Advanced	20 %	17 %	35 %	26 %	25 %	25 %	26 %	28 %	22 %	19 %
% Proficient	31 %	25 %	27 %	31 %	33 %	34 %	29 %	33 %	27 %	26 %
% Basic	26 %	32 %	24 %	28 %	28 %	26 %	29 %	24 %	30 %	28 %
% Below Basic	13 %	16 %	10 %	9 %	10 %	11 %	10 %	10 %	12 %	15 %
% Far Below Basic	10 %	10 %	4 %	6 %	4 %	6 %	6 %	5 %	9 %	12 %

CST Mathematics 2013 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	18,289	17,473	16,949	16,647	16,318	14,505	8,421	8,259	3,654	1,582
% of Enrollment	98.20%	94.80%	93.40%	92.80%	91.90%	81.90%	47.70%	46.60%	20.90%	9.20%
Students with Scores	18,236	17,435	16,926	16,627	16,305	14,485	8,410	8,244	3,641	1,572
Mean Scale Score	366.8	387.3	386.5	383.4	362.8	353	357.2	311.3	292.2	285.3
% Advanced	28%	36%	42%	29%	23%	16%	16%	3%	1%	1%
% Proficient	31%	26%	26%	32%	30%	34%	33%	21%	11%	9%
% Basic	21%	21%	17%	20%	26%	28%	27%	29%	24%	21%
% Below Basic	15%	14%	12%	14%	16%	18%	20%	34%	43%	42%
% Far Below Basic	5%	4%	3%	5%	4%	5%	4%	13%	21%	28%

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

Total Enrollment on First Day of Testing: 178,683

Total Number Tested: 177,530

Total Number Tested in Selected Subgroup: 177,530

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 (2013-14)	% free or reduced price lunch* (2013-14)	% English language learner (2013-14)	% of seniors taking the SAT (2012-13)	State API Base rank (2012-13)
Luther Burbank	4.1	81	25.5	44.2	2
Hiram Johnson	7.4	91	27.2	27.8	3
River City	34.8	63	9.5	42.1	4
Rosemont	33.9	71	9.8	36.2	4
McClatchy	24.9	61	11.9	45.0	6
Kennedy	13.3	62	12.4	46.5	5
Davis Senior	55.0	21	5.6	78.2	9

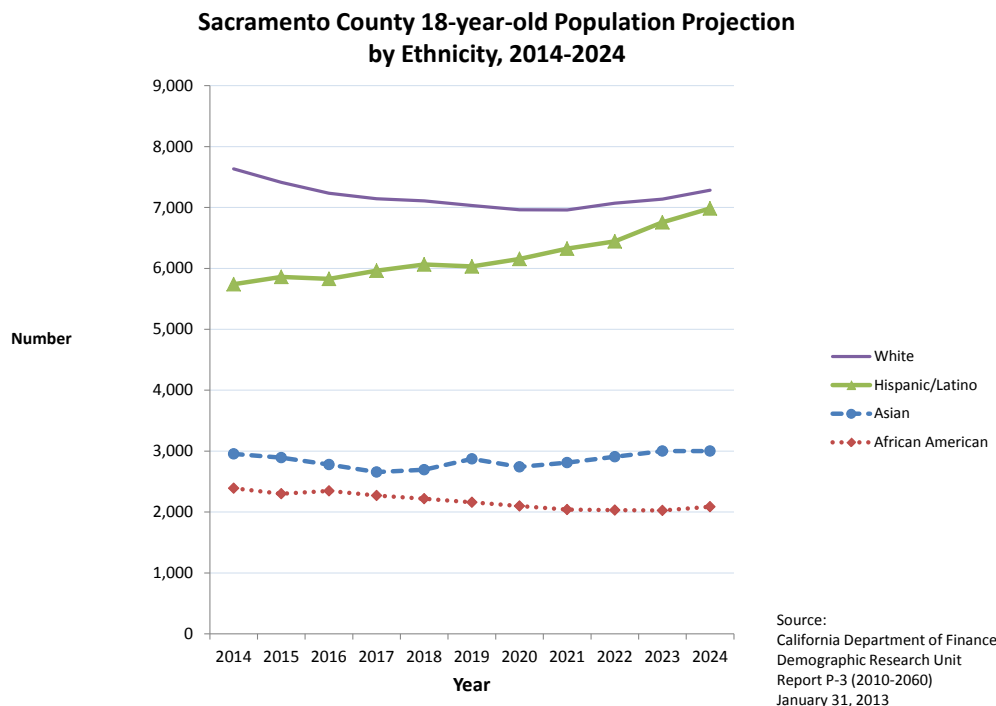
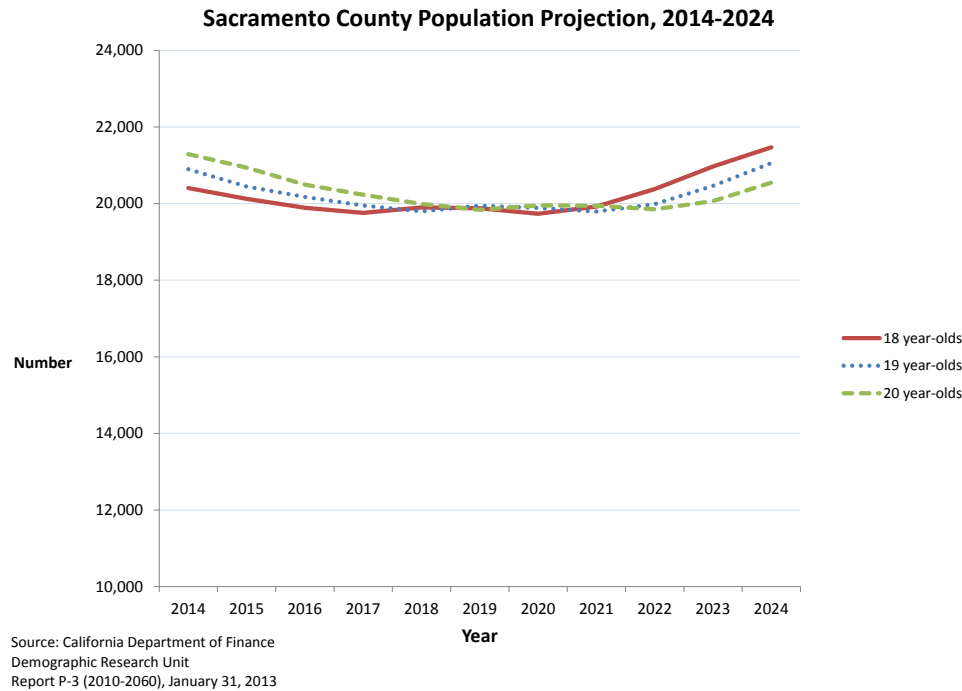
* based on Adjusted Percent of Eligible FRPM ages 5-17

Source: California Department of Education, DataQuest <http://dq.cde.ca.gov/dataquest/> (retrieved 9/4/2014)

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 2.5% to 7% reduction in these numbers between 2014 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-age Latinos is actually expected to continue an upward trend 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 to 7.4% in August 2014.

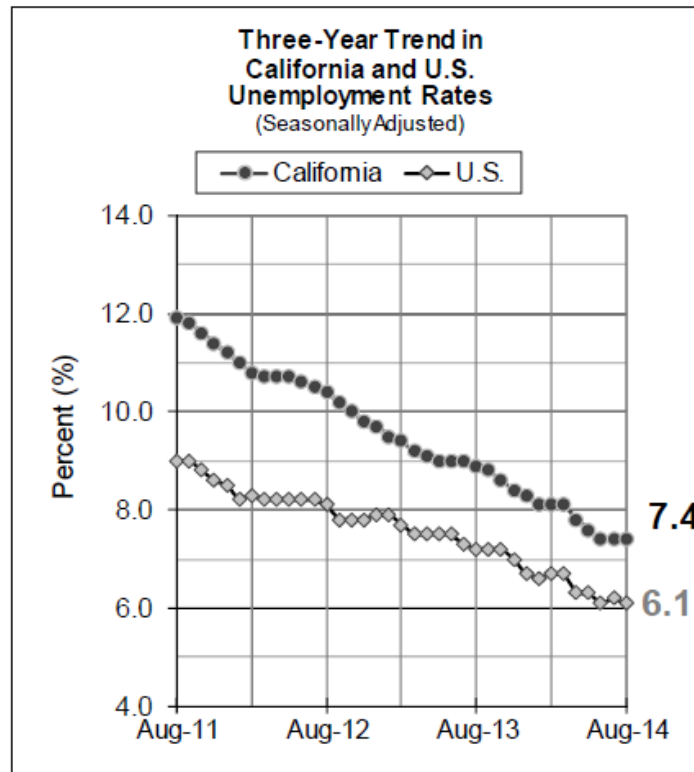


Figure from the “California Labor Market Review, August 2014” <http://www.calmis.ca.gov/file/1fmonth/CaLMR.pdf> (retrieved 9/23/2014)

Sacramento's Labor Market & Regional Economy: Sacramento Business Review, 2014 Outlook states:

“Overall, things look promising for 2014, and the Sacramento area should continue to see slow and steady job growth. Additionally, prospects of a new downtown arena and state government surpluses provide additional support suggesting future growth should be sustainable.” (Sacramento Business Review, page 7)

The document can be found at the following website:

http://www.cbaweb.cba.csus.edu/sacbusinessreview/Sacramento_Business_Review/Archives_files/SBR_Report_14_Web.pdf (retrieved 9/23/2014)

SCC offers programs in some areas where continued 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.

In 2013, the top 10 major areas of study for new SCC students included Nursing, Business, and Computer fields, which are among those fields expected to hire in California in the near future. Biology is also on the list of popular majors, and biology-based fields of study such as Veterinary Technicians, Medical Scientists, and Physical Therapists are among those occupations expected to grow over the next few years. New programs in green technologies at the College are also in areas of expected job growth.

In terms of 2013-14 graduates, Registered Nursing, Business, Computer Information fields, and Biology also appeared in the list of top degrees and certificates earned by SCC graduates.

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
Occupation	Related SCC program, courses, or major	Change	%Change

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 Equity Report 2014

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.

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.

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.



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

Student Achievement Report - Key Points

Successful Course Completion

In Fall 2013 course success rates were similar for most comparison groups (age, modality, location, etc.). Gaps in course success rates were substantial for students from different racial/ethnicity groups.

Gaps in Successful Course Completion between SCC student groups (PRIE data) Successful course completion = Grade of A, B, C, P	F 13
Gender gap	2.1%
Race/ethnicity	20.2%
Age group	3.5%
Course modality (50% or more DE – SCC overall)	2.2%
Course location (SCC overall, Davis, West Sac)	0.8%
Income category (below poverty, low income, middle & above)	9.9%

College Completion

Substantial gaps in the State Scorecard Completion metric occur for student groups of different ages, race/ethnicity, level of college preparation, and economic status. The gap between economically disadvantaged students and those who are not economically disadvantaged has increased in recent cohorts.

Gaps in the State Scorecard Completion Metric between SCC student groups (% of a specific cohort that transfers or graduates within 6 years)	Beginning year of cohort		
<i>Rate of highest group minus rate of lowest group (CCCCO 2014 Scorecard Data.)</i>	2005-06 cohort	2006-07 cohort	2007-08 cohort
Gender	4.6%	3.7%	0.4%
Race/ethnicity	30.8%	26.1%	32.4%
Age group	30.8%	26.1%	32.4%
College preparation (prepared – unprepared)	24.2%	24.6%	22.1%
Economically disadvantaged yes/no	16.1%	22.0%	24.7%

Student Equity Report – Detailed Analysis

Access

SCC first time freshmen include somewhat greater percentages of Hispanic, African American, Multi-race and White students than do the top feeder High Schools. SCC first time freshmen include lower percentages of American/Alaskan Native, Asian, Pacific Islander and Filipino students than do the top feeder High Schools. (Note: not all SCC students report their race on the college application)

Demographics of SCC's top feeder high schools fall 2013 compared to SCC first time freshmen									
	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported
Feeder group percentages N = 17028	30.4%	0.8%	21.2%	1.8%	3.7%	14.1%	23.0%	4.5%	0.5%
SCC 1st-time freshmen percentages N= 3407	33.2%	0.5%	14.7%	1.3%	2.1%	14.6%	23.5%	8.3%	1.8%
Is this group in SCC's population is over-or under-represented?	over	under	under	under	under	over	over	over*	over*
<i>*These groups are small and this could be an artifact of allowing students to self-identify rather than their parents' responses in K-12</i>									
CDE Source: http://data1.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx ; SCC Data Source: Census Profile									

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

SCC Student Household Income Level									
Note: This measure is based on US Dept Health and Human Services definitions									
Fall	Below Poverty		Low		Middle & Above		Unable to Determine		Total
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
2013	9,884	41.3%	4,866	20.4%	5,399	22.6%	3,764	15.7%	23,913
Source: EOS Profile Data									

Course Success

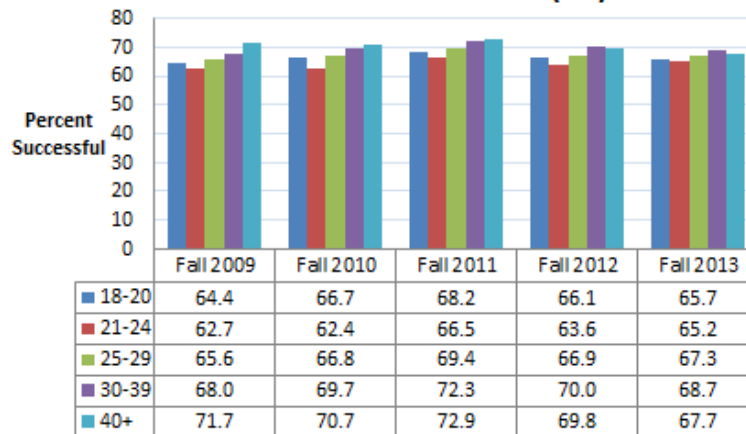
In Fall 2013 course success rates were similar for most comparison groups (age, modality, location, etc.). Gaps in course success rates were substantial for students from different racial/ethnicity groups.

Gaps in Successful Course Completion between SCC student groups (PRIIE data) Successful course completion = Grade of A, B, C, P	F 13
Gender gap	2.1%
Race/ethnicity	20.2%
Age group	3.5%
Course modality (50% or more DE – SCC overall)	2.2%
Course location (SCC overall, Davis, West Sac)	0.8%
Income category (below poverty, low income, middle & above)	9.9%

There are not substantial differences in course success 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. Note: The overall pattern of a slight drop in course success rates from Fall 2011 to Fall 2012 was due to an increase in the number of “W” grades following a change in the drop-without-a-W date.

**SCC Successful Course Completion by Age,
Fall 2009 to Fall 2013 (%)**



Source: EOS Research Database Files

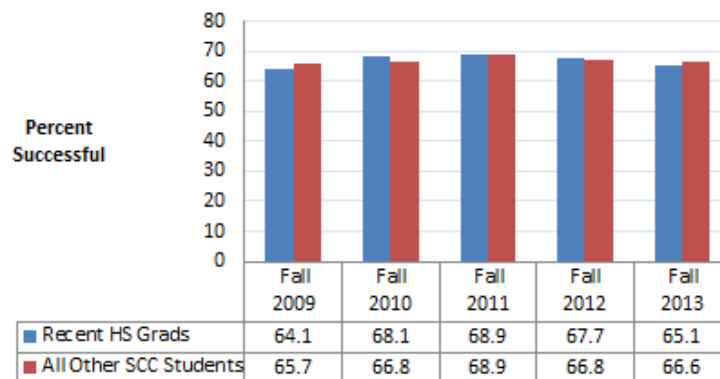
4-10

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There are not substantial differences 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.

SCC Successful Course Completion by Recent High School Grad Status, Fall 2009 to Fall 2013 (%)

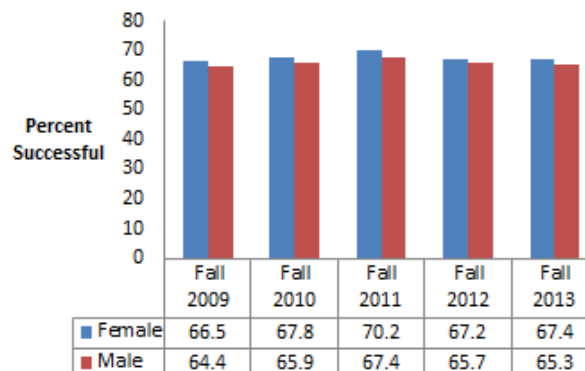


Source: EOS Research Database Files

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There is not a substantial difference between the course success rates of male and female students.

SCC Successful Course Completion by Gender, Fall 2009 to Fall 2013 (%)



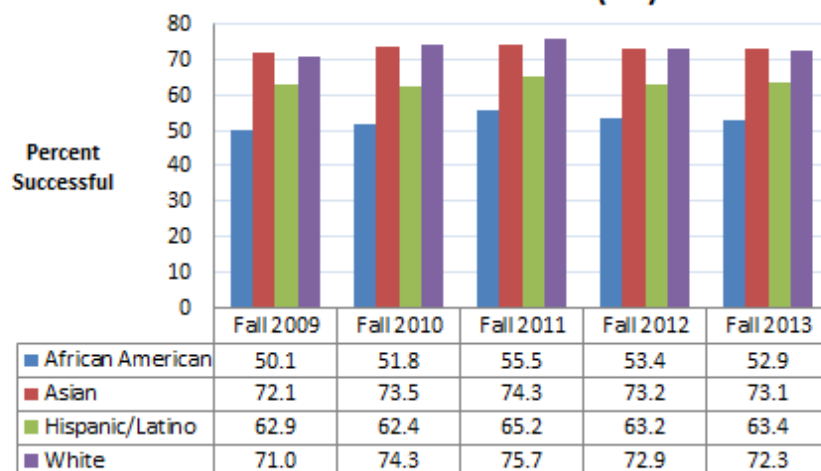
Source: EOS Research Database Files

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There are substantial and persistent gaps in course success between racial/ethnic groups.

African American and Hispanic/Latino students have lower course success rates than do Asian or White students. Note: The overall pattern of a slight drop in course success rates from Fall 2011 to Fall 2012 was due to an increase in the number of “W” grades following a change in the drop-without-a-W date.

**SCC Successful Course Completion by Ethnicity,
Fall 2009 to Fall 2013 (%)**



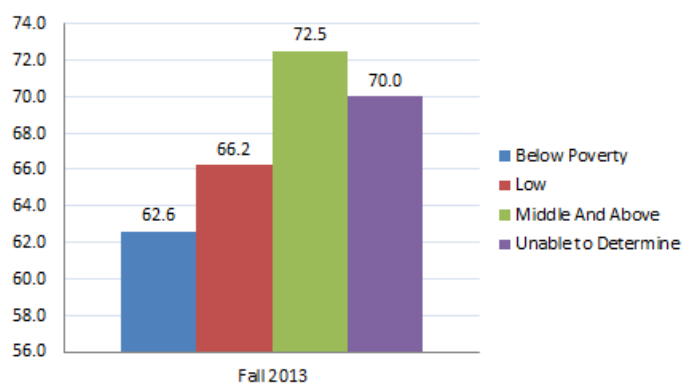
Source: EOS Research Database Files

3-10

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Course success rates increase with student income level.

**SCC Successful Course Completion
by Income(%)**



Source: EOS Research Database Files

11-10

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Office of Planning, Research & Institutional Effectiveness

Course success varies by course modality; however, the two most used modalities (online and face-to-face) have similar course success

Course success rates are very similar for face-to-face courses and internet-based courses. Success rates in one-way video or two way audio modalities are considerable lower. Those modalities are very rarely used at SCC. (Data below from the CCCCCO data mart; these numbers do not exactly match those developed by PRIE due to difference in how early class drops are counted).

Credit Course Success Rate		
California Community Colleges Chancellor's Office Data – August 2014		
Report Run Date As Of : 8/12/2014 4:18:57 PM	Enrollment Count	Success Rate
Sacramento City Total	59,448	66.41%
Common modalities		
Delayed Interaction (Internet Based) = Online	5,531	63.75%
Non Distance Education Methods	53,786	66.74%
Rarely used modalities		
One-way interactive video and two-way interactive audio	69	49.28%
Video one-way (e.g. ITV, video cassette, etc.)	62	40.32%

PRIE examined trends in course success for online sections in which 51% or more of the instruction time was delivered through the internet. For the past few years course success rates for courses offered more than 50% online have been very slightly lower than that for all SCC courses.

From PRIE planning data website	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
More than 50% Online Course Success**	66.37%	64.19%	63.64%	66.57%	64.19%	63.88%
Overall SCC Course Success	66.36%	65.47%	66.68%	68.72%	66.30%	66.04%

**** Online course/section that delivers 51% or more of the instruction through the internet.**

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

- During the 2013 summer session, DE support services were available to faculty and students on a daily basis during the summer session.
- Online pilots are currently underway with the goal for further expansion of synchronous online counseling, advisement, tutoring, and writing assistance.
- With the launch of the Center for Online and Virtual Education (COVE), demand for recorded or live streaming videos has resulted in creation of 197 videos between Fall 2012 to mid-Fall 2013.

Milestones: Three semester persistence and completion 30 units

A. Three Semester Persistence

Substantial gaps in the Scorecard 3-semester completion rate occur for student groups of different ages and economic status. The gap is less than 10 percentage points for other demographic comparisons.

- Students 20-24 years old had relatively low 3 semester persistence rates.
- Asian and Filipino students had relatively high 3 semester persistence rates.

Gaps in State Scorecard 3 semester persistence metric for the SCC 2007-08 cohort (2014 Scorecard)	
<i>Rate of highest group minus rate of lowest group in each demographic category</i>	
Gender (female – male)	0.94%
Race/ethnicity	17.25%
Age	21.25%
Economically disadvantaged (yes/no)	8.05%
DSPS (yes/no)	0.65%

Cohort 3 Semester Persistence for the SCC 2007-2008 cohort (2014 Scorecard)	
Sacramento City Total Cohort	76.3%
Female	76.70%
Male	75.76%
Unknown	72.73%
Under 20	77.88%
20-24	63.52%
25-49	72.90%
50 or Over	80.77%
African American	72.21%
American Indian/Alaskan Native	65.00%
Asian	81.45%
Filipino	86.25%
Hispanic	74.16%
Pacific Islander	74.07%
Unknown	70.06%
White	76.35%
Not DSPS student	76.31%
DSPS student	75.66%
Not Economically disadvantaged	82.39%
Economically disadvantaged	74.34%

B. Completion of 30 units

Substantial gaps in the Scorecard 30 unit metric occur for student groups of different ages, and economic status. The gap is less than 10 percentage points for other demographic comparisons.

- Students 20-24 years old had relatively low 30 unit completion rates.
- Economically disadvantaged students completed 30 units at a higher rate than students who were not economically disadvantaged.

Gaps in State Scorecard 30 unit Completion Metric for the SCC 20078-08 cohort (2014 Scorecard)	
<i>Rate of highest group minus rate of lowest group in each demographic category</i>	
Gender (female – male)	3.26%
Race/ethnicity	8.00%
Age	13.66%
Economically disadvantaged (yes/no)	13.82%
DSPS (yes/no)	4.40%

Cohort Completion of 30 units for SCC (2014 Scorecard)	
Sacramento City Total Cohort	51.6%
Female	63.60
Male	60.34
Unknown (small N)	72.73
Under 20	62.62%
20-24	54.10%
25-49	67.76%
50 or Over	65.38%
African American	58.91%
American Indian/Alaskan Native	60.00%
Asian	62.76%
Filipino	61.25%
Hispanic	59.73%
Pacific Islander	64.81%
Unknown (Small N)	65.87%
White	64.91%
Not DSPS student	62.05%
DSPS student	66.45%
Not Economically Disadvantaged	51.79%
Economically Disadvantaged	65.61%

College Completion: Degrees, certificates and transfer

A. Scorecard Completion Metric

Completion = Percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer-related outcomes. *Note: degree, certificate and/or transfer-seeking = first-time SCC students who earned at least 6 units and attempted any Math or English course within 3 years of starting college.*

Substantial gaps in the Scorecard Completion metric occur for student groups of different ages, race/ethnicity, disability and economic status.

- The completion rates for male and female students are very similar.
- Students under 20 years old when they began college had relatively high completion rates. Students over 50 had substantially lower completion rates than did younger students.
- Asian and Filipino students had higher completion rates than other racial/ethnic groups, while completion rates for American Indian/Alaska Native and African American students were lower than for other groups.
- Economically disadvantaged students and DSPS students completed at a low rate when compared with other students.

Cohort Completion rates for SCC (2014 Scorecard)	
Sacramento City Total Cohort	51.6%
Female	51.7%
Male	52.1%
African American	33.0%
American Indian/Alaska Native	35.0%
Asian	65.6%
Filipino	68.8%
Hispanic	45.1%
Pacific Islander	51.9%
White	53.7%
< 20 years old	56.0%
20 to 24 years old	31.6%
25 to 49 years old	32.2%
50+ years old	15.4%
Economically disadvantaged	45.7%
Not economically disadvantaged	70.4%
Not DSPS student	70.4%
DSPS student	45.7%

A closer look at completion rates of economically disadvantaged students

The lower completion rate for economically disadvantaged students appears to be due to a lower transfer rate, not a lower rate of completing degrees/certificates. Economically disadvantaged students from the 2007-08 cohort actually had a degree/certificate completion rate slightly higher than that of students who were not economically disadvantaged. However, when transfer is added as a completion outcome, there is a much lower completion rate for economically disadvantaged students compared to those who were not economically disadvantaged.

Completion rate including only degrees & certificates 2007-2008 SCC cohort (from SCC 2014 Scorecard data)	
Not economically disadvantaged	28.06%
Economically disadvantaged	30.14%

Completion rate including degrees, certificates and transfer 2007-2008 SCC cohort (from SCC 2014 Scorecard data)	
Not economically disadvantaged	70.45%
Economically disadvantaged	45.71%

Trends in completion rate gaps

The gap between completion rates of males and females has decreased for recent cohorts. However, the gap between economically disadvantaged students and those who are not economically disadvantaged has increased in recent cohorts.

Gaps in State Scorecard Completion Metric (% of a specific cohort that transfers or graduates within 6 years)	Beginning year of cohort		
	2005-06 cohort	2006-07 cohort	2007-08 cohort
<i>Rate of highest group minus rate of lowest group (CCCCO 2014 Scorecard Data.)</i>			
Gender	4.6%	3.7%	0.4%
Race/ethnicity	30.8%	26.1%	32.4%
Age gap	30.8%	26.1%	32.4%
College preparation	24.2%	24.6%	22.1%
Economically disadvantaged yes/no	16.1%	22.0%	24.7%
DSPS (yes/no)	22.9%	25.8%	23.0%

B. Transfer

Substantial gaps in the CCCCCO Transfer Velocity metric occur for student groups of different ages, race/ethnicity, disability and economic status. The transfer rates for male and female students are very similar.

- Students under 25 transferred at substantially higher rates than did older students.
- There is little difference in transfer rates between males and females.
- There are substantial differences between the transfer rates of students of different races/ethnicities.
- CalWORKS and DSPS students transferred at a low rate when compared with other students.

Gaps in Transfer Velocity Transfer Rate for the SCC 2007-08 cohort (2014 Scorecard)

Rate of highest group minus rate of lowest group in each demographic category

Gender	2.88%
Race/ethnicity	25.74%
Age	25.65%
Economically disadvantaged (CalWORKS yes/no)	18.5%
DSPS (yes/no)	33.78%

Transfer rate for SCC 2007-08 cohort from CCCCCO Transfer Velocity Report % of degree-seeking cohort that transferred within 6 years (* = low N)

Sacramento City Total Cohort	41.58%
Under 20	44.2%
20 to 24	35.3%
25 to 49	18.6%
50 +	*
African-American	32.0%
American Indian/Alaskan Native	*
Asian	57.8%
Filipino	41.0%
Hispanic	32.6%
Pacific Islander	*
Unknown	28.6%
White Non-Hispanic	40.9%
Female	40.6%
Male	43.5%
Unknown	*
No Disability	42.5%
Any Disability	24.0%
Not a CalWORKs Participant	42.3%
CalWORKS Participant	8.6%

Student Voices Report 2014

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.
- 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.
- 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.



This report includes data from three student surveys conducted at SCC in 2014: the Community College Survey of Student Engagement (CCSSE), the SCC Student Accreditation Survey, and the student Perception of Progress (POP) survey. The CCSSE is a national survey in which SCC has participated biennially since 2008 (Spring); the Student Accreditation Survey is a series of questions mapped to accreditation standards (Fall); and the POP survey was developed by the Planning, Research, and Institutional Effectiveness (PRIE) Committee to help identify factors that students perceive to help or hinder their progress toward their goals at SCC.

Student Voices Report - Key Points



The CCSSE results suggest that SCC respondents are moderately engaged with college processes, and that they are not very different from their counterparts at other extra-large (and mostly urban) community colleges across the nation.



Results from a representative sample of students taking the Student Accreditation Survey suggest that a high percentage of SCC students think they have good access to information and services and that SCC offers high-quality courses, programs, and instruction—regardless of modality or location.



Results from a representative sample of students taking the student Perception of Progress (POP) survey suggest that students see their professors as the number one factor that helps them make progress toward their goals, and they see factors related to cost and finances as the biggest hindrance to making progress toward their goals. Student service areas such as course registration, counseling, and specialized services are also perceived as helping them make progress toward their goals.

Student Voices Report – Detailed Analysis

CCSSE (Spring 2014)

The CCSSE has been conducted biennially at SCC since 2008. Class sections are randomly selected, and it typically yields between 1,000 and 1,500 responses. In 2014, there are 1,453 surveys with at least one valid response. The demographics of the survey respondents compared to SCC demographics and demographics of the extra-large college comparison group are below.¹ The proportionality comparison to SCC overall, calculated in the far-right column, suggests that extreme caution must be used when generalizing this year's survey to SCC's overall student population because the survey is not representative of the college's overall student population. However, the survey results are valid for the survey respondents and are a complement to other student surveys conducted at SCC.

	SCC CCSSE Respondents Count	SCC CCSSE Respondents Percentage	SCC Population (Source: IPEDS)	X-Large Colleges Comparison Population	Means comparison (CCSSE % / SCC %)
Sex					
Male	698	48%	44%	44%	1.09
Female	731	50%	56%	56%	0.89
Race or Ethnicity					
American Indian or Native American	24	2%	1%	1%	2.00
Asian, Asian American or Pacific Islander	263	18%	22%	7%	0.82
Black or African American, Non-Hispanic	197	14%	12%	14%	1.17
White, Non-Hispanic	369	25%	29%	44%	0.86
Hispanic, Latino, Spanish	340	23%	26%	24%	0.88
Other	104	7%	9%	8%	0.78
International Student or Foreign National	93	6%	1%	2%	6.00
Age					
18 to 19	352	24%	24%	22%	1.00
20 to 21	363	25%	18%	18%	1.39
22 to 24	281	19%	16%	15%	1.19
25 to 29	185	13%	15%	14%	0.87
30 to 39	135	9%	12%	13%	0.75
40 to 49	59	4%	6%	7%	0.67
50 to 64	42	3%	5%	4%	0.60
65+	10	1%	1%	0%	1.00
Enrollment Status					
Less than full-time	599	41%	75%	65%	0.55
Full-time	855	59%	25%	35%	2.36

Note: Underlying student population data are from the most-recent year of IPEDS.

¹ Although over 1,450 students started the survey, the demographic items are at the end of the survey booklet, so there may be fewer responses for those items than for earlier items.

CCSSE item means suggest there is little difference between SCC respondents and respondents at other extra-large colleges across the country.

Although the demographics of the respondents at SCC are not proportional to the overall student body, item means suggest only a few places where SCC students' perceptions differ from students at other extra-large colleges across the country. One way to evaluate how similar SCC is to other extra-large colleges is to construct a proportionality index (shown on the far right column of the table below). Out of 145 individual item components, only 15 (10.3%) diverged 0.05 or more from the rest of the national sample, and only 9 items diverged more than 0.05. This pattern suggests that with a few exceptions, the survey respondents are quite similar to students attending other extra-large (and mostly urban) colleges. However, some of the differences point to a richness of experience with diversity.

The table below examines classroom and college activities. For example, on average, SCC survey respondents are more likely than the rest of the national sample to engage in conversations with students different from themselves and more likely to think that SCC fosters such interaction and understanding. They are also more likely to participate in college-sponsored activities. On the other hand, SCC respondents are less likely to have experience with some academic activities, such as making class presentations, math computations, and computers. SCC respondents, on average, also work fewer hours for pay.

SCC CCSSE items that diverge at least 5% from other Extra-large Colleges in the National Sample

Classroom and College Activities		SCC		X-Large Colleges		
Item	Variable	n	Mean	n	Mean	
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?						Means comparison
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						(SCC / X-large mean)
4b. Made a class presentation [ACTCOLL]	CLPRESEN	1,448	2.09	85,492	2.19	0.95
4s. Had serious conversations with students of a different race or ethnicity other than your own	DIVRSTUD	1,437	2.7	85,125	2.54	1.06
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	1,435	2.53	85,076	2.39	1.06
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?						
0 = None, 1 = 1-5 hours, 2 = 6-10 hours, 3 = 11-20 hours, 4 = 21-30 hours, 5 = More than 30 hours						
10b. Working for pay	PAYWORK	1,433	2.56	84,092	2.9	0.88
10c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	COCURR01	1,437	0.3	84,143	0.28	1.07
10d. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	1,429	1.45	83,975	1.56	0.93
Item 12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much						
12f. Solving numerical problems	GNSOLVE	1,432	2.54	83,882	2.69	0.94
12g. Using computing and information technology	GNCMPTS	1,431	2.61	83,888	2.76	0.95
12k. Understanding people of other racial and ethnic backgrounds	GNDIVERS	1,422	2.65	83,711	2.52	1.05

The comparison group on this page EXCLUDES SCC.

The next table focuses on CCSSE items related to students services and factors likely to cause a student's withdrawal from classes or college. SCC respondents are less likely to use computer labs and more likely to use career services than respondents at other extra-large colleges in the survey. On the other hand, SCC students are less likely to be satisfied with job placement services and more likely to be satisfied with DSPS than their counterparts at other extra-large colleges in the survey. Although child care is not very important to SCC respondents, it is more important to them than to students at other extra-large colleges in the sample. Finally, although not highly likely, SCC respondents estimate that working full time would be more-likely to cause them to withdraw from school than their national counterparts.

SCC CCSSE items that diverge at least 5% from other Extra-large Colleges in the National Sample

Student Services		SCC		X-Large Colleges		
Item	Variable	n	Mean	n	Mean	
Item 13.1: How often do you use the following services at this college?						
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know /N.A. category not included in means calculations)						
13.1b. Career counseling [SUPPORT]	USECACOU	1,137	1.52	67,032	1.45	1.05
13.1h. Computer lab [STUEFF]	USECOMLB	1,156	1.88	71,984	2.02	0.93
Item 13.2: How satisfied are you with the following services at this college?						
1 = Not at all, 2 = Somewhat, 3 = Very (N.A. category not included in means calculations)						
13.2c. Job placement assistance	SATJOBPL	516	1.69	28,559	1.77	0.95
13.2k. Services to students with disabilities	SATDISAB	359	2.13	19,948	2.03	1.05
Item 13.3: How important are the following services to you at this college?						
1 = Not at all, 2 = Somewhat, 3 = Very						
13.3f. Child care	IMPCHLD	1,305	1.83	77,454	1.71	1.07
Item 14: How likely is it that the following issues would cause you to withdraw from class or from this college?						
1 = Not likely, 2 = Somewhat likely, 3 = Likely, 4 = Very likely						
14a. Working full-time	WRKFULL	1,417	2.45	83,843	2.28	1.07

The comparison group on this page EXCLUDES SCC.

In general, SCC respondents in the CCSSE survey—like their national counterparts—are moderately positive about their community college experience. The full table of means and comparisons is in the Appendix at the end of this report.

Student Accreditation Survey (Fall 2014)

Marybeth Buechner, November 18, 2014

During October and November 2014 SCC invited students to complete a survey of items related to the ACCJC Accreditation Standards (Dates = 10/28/2014 - 11/10/2014). The questions on the survey were based on a survey conducted in 2008 prior to the last accreditation. The PIO Office sent an email to all students with a link to the survey. Over 1000 students responded to the survey (N = 1014). Note: Additional items that were covered in the CCSSE student survey (used by the entire district for accreditation purposes).

Respondents:

Overall the students responding to the survey are similar demographically to the overall student population with some small differences.

The students responding to the survey are diverse with respect to race/ethnicity. White and Native American students occur at a somewhat greater percentage in the survey respondents than in the overall SCC population. Asian and Hispanic students are somewhat underrepresented in the survey respondents compared to the overall student population.

What is your race/ethnicity? (You may mark more than one race/ethnicity)		
Answer Options	Response Percent	Response Count
African American	12.2%	123
Asian	14.3%	144
Filipino	2.7%	27
Hispanic/Latino	20.7%	208
Native American	4.1%	41
Pacific Islander	1.2%	12
White	49.0%	492
Other	4.5%	45
Decline to state	9.0%	90
<i>answered question</i>		1005

Survey respondents represent a wide range of age groups. Younger students (18-20 and 21-24) occur somewhat less frequently in the survey respondents than in the overall student population, while students 40 or older are somewhat over-represented in the survey respondents compared to the overall student population.

What is your age group?		
Answer Options	Response Percent	Response Count
younger than 18	1.3%	13
18-20	25.3%	254
21-24	17.2%	173
25-29	14.5%	146
30-39	15.6%	157
40 or older	21.9%	220
Decline to state	4.2%	42
<i>answered question</i>		1005

A somewhat smaller percentage of male students responded to the survey than are present in the overall student population.

What is your gender		
Answer Options	Response Percent	Response Count
Male	33.6%	337
Female	59.6%	597
Other	0.8%	8
Decline to state	6.0%	60
<i>answered question</i>		1002

Most of the students responding to the survey had not participated in activities such as student government, clubs or committees.

Have you participated in activities such as student government, student clubs, college committees, etc.?		
Answer Options	Response Percent	Response Count
Yes	18.3%	183
No	81.7%	816
<i>answered question</i>		999

Over 38% of the students who responded to the survey had taken classes at a SCC outreach center. Over 42% had taken a distance education class at SCC.

Have you taken classes at an outreach center? (e.g. Davis Center, West Sacramento Center)		
Answer Options	Response Percent	Response Count
Yes	38.5%	385
No	61.5%	614
<i>answered question</i>		999

Have you taken distance education classes at SCC? (e.g. online or televised classes)		
Answer Options	Response Percent	Response Count
Yes	42.6%	427
No	57.4%	575
<i>answered question</i>		1002

Most of the students responding to the survey have been at SCC for more than 2 semesters.

How long have you been a student at SCC?		
Answer Options	Response Percent	Response Count
1-2 semesters	32.6%	326
3-4 semesters	31.4%	314
5 or more semesters	36.0%	360
<i>answered question</i>		1000

Analysis of Responses by Topic

SCC Information and Services

Over 80% of respondents agreed or strongly agreed with items related to their access to college information and services.

Item	Percent Agree + Strongly Agree
a. I have access to current and accurate information about the college through college publications and the college website. [Standard II]	92%
b. I have access to any needed student services (counseling, orientation, etc.) [Standard II]	90%
c. I have access to any needed learning support services (tutoring, computer labs, etc.) [Standard II]	91%
d. The college provides students with clear expectations concerning the principles of academic honesty. [Standard II]	92%
e. The college demonstrates an understanding of, and concern for, issues of fairness and diversity. [Standard II]	86%
f. The college library provides adequate resources and materials for my academic needs. [Standard II]	84%

Details of response counts:

Question 1: SCC information and services											
	Strongly agree		Agree		Disagree		Strongly Disagree		Don't know		Total
a. I have access to current and accurate information about the college through college publications and the college website. [Standard II]	508	50%	424	42%	36	4%	15	1%	28	3%	1011
b. I have access to any needed student services (counseling, orientation, etc.) [Standard II]	487	49%	409	41%	62	6%	24	2%	22	2%	1004
c. I have access to any needed learning support services (tutoring, computer labs, etc.) [Standard II]	525	52%	390	39%	37	4%	16	2%	36	4%	1004
d. The college provides students with clear expectations concerning the principles of academic honesty. [Standard II]	572	57%	353	35%	32	3%	21	2%	26	3%	1004
e. The college demonstrates an understanding of, and concern for, issues of fairness and diversity. [Standard II]	469	47%	385	39%	57	6%	31	3%	57	6%	999
f. The college library provides adequate resources and materials for my academic needs. [Standard II]	485	48%	365	36%	51	5%	17	2%	87	9%	1005
answered question											1011

SCC Courses and Programs

Most respondents agreed or strongly agreed with items related to course quality and availability. The lowest agree/strongly agree rating was for the availability of courses at varied times and locations.

Item	Percent Agree + Strongly Agree
a. My professors know their subject matter.	93%
b. My professors explain course requirements, objectives and grading policies.	93%
c. My classes use technology effectively.	82%
d. I am aware of what skills and knowledge I need to learn to succeed in my classes.	91%
e. There are enough courses offered at varied times and locations for me to achieve my educational goals in a reasonable amount of time.	61%
f. SCC provides educational programs and learning support services to students with different needs.	78%

Details of response counts:

Question 2: SCC courses and programs											
Answer Options	Strongly agree		Agree		Disagree		Strongly disagree		Don't know		Total
a. My professors know their subject matter.	568	56%	378	37%	37	4%	16	2%	11	1%	1010
b. My professors explain course requirements, objectives and grading policies.	558	55%	384	38%	38	4%	21	2%	6	1%	1007
c. My classes use technology effectively.	405	40%	419	42%	120	12%	32	3%	26	3%	1002
d. I am aware of what skills and knowledge I need to learn to succeed in my classes.	505	50%	415	41%	52	5%	20	2%	11	1%	1003
e. There are enough courses offered at varied times and locations for me to achieve my educational goals in a reasonable amount of time.	251	25%	366	36%	220	22%	144	14%	24	2%	1005
f. SCC provides educational programs and learning support services to students with different needs.	415	41%	375	37%	47	5%	26	3%	14 5	14%	1008
<i>answered question</i>											1011

Analysis by Modality and Location

Students were asked “Have you taken distance education classes at SCC? (e.g. online or televised classes).” Responses were sorted by the results of this question.

SCC Information and Services

Over 80% of respondents who had taken DE classes, as well as those who had not taken DE classes, agreed or strongly agreed with items related to their access to college information and services. There were only small differences in the responses of student respondents who had or had not taken classes via Distance Education (DE) modalities.

Percent Agree + Strongly Agree		
Item	Has taken DE classes	Has not taken DE classes
a. I have access to current and accurate information about the college through college publications and the college website. [Standard II]	94%	91%
b. I have access to any needed student services (counseling, orientation, etc.) [Standard II]	91%	89%
c. I have access to any needed learning support services (tutoring, computer labs, etc.) [Standard II]	89%	90%
d. The college provides students with clear expectations concerning the principles of academic honesty. [Standard II]	94%	91%
e. The college demonstrates an understanding of, and concern for, issues of fairness and diversity. [Standard II]	87%	84%
f. The college library provides adequate resources and materials for my academic needs. [Standard II]	87%	83%

Details of response counts:

I have access to current and accurate information about the college through college publications and the college website.						
	Strongly	Agree	Disagree	Strongly Disagree	Don't know	Total
Has taken DE classes	52.58%	41.78%	3.52%	0.70%	1.41%	426
	224	178	15	3	6	
Has not taken DE classes	48.87%	41.88%	3.66%	1.92%	3.66%	573
	280	240	21	11	21	
I have access to any needed student services (counseling, orientation, etc.)						
	Strongly	Agree	Disagree	Strongly Disagree	Don't know	Total
Has taken DE classes	48.24%	42.35%	6.12%	1.65%	1.65%	425
	205	180	26	7	7	
Has not taken DE classes	49.21%	39.33%	6.00%	3.00%	2.47%	567
	279	223	34	17	14	
I have access to any needed learning support services (tutoring, computer labs, etc.)						
	Strongly	Agree	Disagree	Strongly Disagree	Don't know	Total
Has taken DE classes	55.19%	38.21%	3.77%	0.71%	2.12%	424
	234	162	16	3	9	
Has not taken DE classes	50.35%	39.44%	3.52%	2.11%	4.58%	568
	286	224	20	12	26	

The college provides students with clear expectations concerning the principles of academic honesty.						
	Strongly	Agree	Disagree	Strongly Disagree	Don't know	Total
Has taken DE classes	63.68%	30.66%	2.83%	1.42%	1.42%	424
	270	130	12	6	6	
Has not taken DE classes	51.94%	38.73%	3.35%	2.46%	3.52%	568
	295	220	19	14	20	
The college demonstrates an understanding of, and concern for, issues of fairness and diversity.						
	Strongly	Agree	Disagree	Strongly Disagree	Don't know	Total
Has taken DE classes	49.28%	37.80%	5.50%	2.39%	5.02%	418
	206	158	23	10	21	
Has not taken DE classes	45.44%	38.77%	5.96%	3.51%	6.32%	570
	259	221	34	20	36	
The college library provides adequate resources and materials for my academic needs.						
	Strongly	Agree	Disagree	Strongly Disagree	Don't know	Total
Has taken DE classes	48.46%	38.30%	5.20%	1.42%	6.62%	423
	205	162	22	6	28	
Has not taken DE classes	47.81%	35.03%	5.08%	1.75%	10.33%	571
	273	200	29	10	59	

SCC Courses and Programs

Most respondents agreed or strongly agreed with items related to course quality and availability. For most items the answers were substantially similar for students who had taken or had not taken DE classes. The lowest agree/strongly agree rating was for the availability of courses at varied times and locations. Students who had taken DE classes rated this item nine percentage points lower than those who had not taken DE classes. It may be that if students that have difficulty finding open face-to-face classes, they then choose to take a DE class.

Percent Agree + Strongly Agree		
Item	Has taken DE classes	Has not taken DE classes
a. My professors know their subject matter.	95%	93%
b. My professors explain course requirements, objectives and grading policies.	94%	94%
c. My classes use technology effectively.	86%	80%
d. I am aware of what skills and knowledge I need to learn to succeed in my classes.	93%	90%
e. There are enough courses offered at varied times and locations for me to achieve my educational goals in a reasonable amount of time.	56%	65%
f. SCC provides educational programs and learning support services to students with different needs.	79%	80%

Details of response counts:

My professors know their subject matter.						
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total
Has taken DE classes	55.63%	38.97	3.99%	0.47%	0.94%	426
	237	166	17	2	4	
Has not taken DE classes	56.54%	36.47	3.49%	2.44%	1.05%	573
	324	209	20	14	6	
My professors explain course requirements, objectives and grading policies.						
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total
Has taken DE classes	57.98%	35.68%	4.46%	1.17%	0.70%	426
	247	152	19	5	3	
Has not taken DE classes	53.68%	39.82%	3.33%	2.81%	0.35%	570
	306	227	19	16	2	
My classes use technology effectively.						
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total
Has taken DE classes	45.97%	39.34%	12.56%	1.18%	0.95%	422
	194	166	53	5	4	
Has not taken DE classes	36.56%	43.59%	11.60%	4.75%	3.51%	569
	208	248	66	27	20	
I am aware of what skills and knowledge I need to learn to succeed in my classes.						
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total
Has taken DE classes	54.59%	38.82%	5.18%	0.71%	0.71%	425
	232	165	22	3	3	
Has not taken DE classes	47.09%	43.21%	5.29%	3.00%	1.41%	567
	267	245	30	17	8	
There are enough courses offered at varied times and locations for me to achieve my educational goals in a reasonable amount of time.						
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total
Has taken DE classes	22.77%	33.57%	25.82%	14.79%	3.05%	426
	97	143	110	63	13	
Has not taken DE classes	26.54%	38.49%	19.33%	13.88%	1.76%	569
	151	219	110	79	10	
SCC provides educational programs and learning support services to students with different needs.						
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total
Has taken DE classes	42.25%	36.38%	5.40%	1.64%	14.32%	426
	180	155	23	7	61	
Has not taken DE classes	40.28%	37.65%	4.20%	3.15%	14.71%	571
	230	215	24	18	84	

Analysis by Location

Students were asked “Have you taken classes at an outreach center? (e.g. Davis Center, West Sacramento Center)”. Responses were sorted by the results of this question.

SCC Information and Services

Over 80% of respondents who had taken classes at outreach sites, as well as those who had not taken classes at outreach sites, agreed or strongly agreed with items related to their access to college information and services. The responses of student respondents who had or had not taken classes at the outreach sites were very similar.

Percent Agree + Strongly Agree		
Item	Has taken classes at an outreach site	Has not taken classes at an outreach site
a. I have access to current and accurate information about the college through college publications and the college website. [Standard II]	94%	91%
b. I have access to any needed student services (counseling, orientation, etc.) [Standard II]	89%	90%
c. I have access to any needed learning support services (tutoring, computer labs, etc.) [Standard II]	93%	91%
d. The college provides students with clear expectations concerning the principles of academic honesty. [Standard II]	92%	92%
e. The college demonstrates an understanding of, and concern for, issues of fairness and diversity. [Standard II]	84%	86%
f. The college library provides adequate resources and materials for my academic needs. [Standard II]	85%	84%

Details of response counts:

I have access to current and accurate information about the college through college publications and the college website.						
	Strongly agree	Agree	Disagree	Strongly Disagree	Don't know	Total
Has taken classes at an outreach site.	50.00%	44.01%	3.65%	0.78%	1.56%	384
	192	169	14	3	6	
Has not taken classes at an outreach site.	50.65%	40.69%	3.59%	1.80%	3.27%	612
	310	249	22	11	20	
I have access to any needed student services (counseling, orientation, etc.)						
	Strongly agree	Agree	Disagree	Strongly Disagree	Don't know	Total
Has taken classes at an outreach site.	46.98%	41.99%	6.82%	2.36%	1.84%	381
	179	160	26	9	7	
Has not taken classes at an outreach site.	49.84%	39.97%	5.43%	2.47%	2.30%	608
	303	243	33	15	14	

I have access to any needed learning support services (tutoring, computer labs, etc.)						
	Strongly agree	Agree	Disagree	Strongly Disagree	Don't know	Total
Has taken classes at an outreach site.	53.83%	38.79%	3.96%	1.06%	2.37%	379
	204	147	15	4	9	
Has not taken classes at an outreach site.	51.48%	39.18%	3.28%	1.80%	4.26%	610
	314	239	20	11	26	
The college provides students with clear expectations concerning the principles of academic honesty.						
	Strongly agree	Agree	Disagree	Strongly Disagree	Don't know	Total
Has taken classes at an outreach site.	60.99%	31.15%	3.93%	1.31%	2.62%	382
	233	119	15	5	10	
Has not taken classes at an outreach site.	54.37%	38.06%	2.64%	2.47%	2.47%	607
	330	231	16	15	15	
The college demonstrates an understanding of, and concern for, issues of fairness and diversity.						
	Strongly agree	Agree	Disagree	Strongly Disagree	Don't know	Total
Has taken classes at an outreach site.	50.00%	34.39%	6.35%	2.91%	6.35%	378
	189	130	24	11	24	
Has not taken classes at an outreach site.	45.14%	41.02%	5.27%	3.13%	5.44%	607
	274	249	32	19	33	
The college library provides adequate resources and materials for my academic needs.						
	Strongly agree	Agree	Disagree	Strongly Disagree	Don't know	Total
Has taken classes at an outreach site.	49.08%	36.22%	6.04%	1.31%	7.35%	381
	187	138	23	5	28	
Has not taken classes at an outreach site.	47.54%	36.56%	4.59%	1.80%	9.51%	610
	290	223	28	11	58	

SCC Courses and Programs

Most respondents agreed or strongly agreed with items related to course quality and availability. For most items the answers were substantially similar for students who had taken or had not taken DE classes. The lowest agree/strongly agree rating was for the availability of courses at varied times and locations.

Percent Agree + Strongly Agree		
Item	Has taken classes at an outreach site	Has not taken classes at an outreach site
a. My professors know their subject matter.	95%	93%
b. My professors explain course requirements, objectives and grading policies.	93%	92%
c. My classes use technology effectively.	83%	82%
d. I am aware of what skills and knowledge I need to learn to succeed in my classes.	94%	91%
e. There are enough courses offered at varied times and locations for me to achieve my educational goals in a reasonable amount of time.	58%	63%
f. SCC provides educational programs and learning support services to students with different needs.	77%	79%

Details of response counts:

My professors know their subject matter.						
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total
Has taken classes at an outreach site.	54.69%	40.10%	3.91%	0.78%	0.52%	384
	210	154	15	3	2	
Has not taken classes at an outreach site.	57.03%	36.11%	3.59%	2.12%	1.14%	612
	349	221	22	13	7	
My professors explain course requirements, objectives and grading policies.						
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total
Has taken classes at an outreach site.	56.14%	39.43%	2.61%	1.83%	0.00%	383
	215	151	10	7	0	
Has not taken classes at an outreach site.	55.25%	37.05%	4.59%	2.30%	0.82%	610
	337	226	28	14	5	
My classes use technology effectively.						
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total
Has taken classes at an outreach site.	40.53%	42.63%	12.89%	2.11%	1.84%	380
	154	162	49	8	7	
Has not taken classes at an outreach site.	40.30%	41.61%	11.35%	3.95%	2.80%	608
	245	253	69	24	17	

I am aware of what skills and knowledge I need to learn to succeed in my classes.						
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total
Has taken classes at an outreach site.	50.66%	43.04%	4.46%	0.79%	1.05%	381
	193	164	17	3	4	
Has not taken classes at an outreach site.	50.16%	40.30%	5.59%	2.80%	1.15%	608
	305	245	34	17	7	
There are enough courses offered at varied times and locations for me to achieve my educational goals in a reasonable amount of time.						
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total
Has taken classes at an outreach site.	21.61%	36.46%	22.92%	16.93%	2.08%	384
	83	140	88	65	8	
Has not taken classes at an outreach site.	26.97%	36.35%	21.	12.66%	2.47%	608
	164	221	131	77	15	
SCC provides educational programs and learning support services to students with different needs.						
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total
Has taken classes at an outreach site.	40.36%	36.72%	4.69%	3.13%	15.10%	384
	155	141	18	12	58	
Has not taken classes at an outreach site.	41.48%	37.54%	4.59%	2.13%	14.26%	610
	253	229	28	13	87	

Perception of Progress (POP) Survey (Spring 2014)

Anne Danenberg, Fall 2014

Background

In Spring 2013, a student member of the Planning, Research, and Institutional Effectiveness (PRIE) Committee suggested that it would be useful to know what students' perception of their progress is, and what factors students perceive as helping or hindering their progress. The committee discussed this possibility and decided to develop a pilot survey. An open-ended Perception of Progress (POP) survey was developed and targeted to a group of classes that represented a range of courses from all instructional divisions at the college. Approximately 160 respondents were included in the pilot survey. During the summer of 2013, the responses were coded and analyzed to find the most-common types of responses (or themes). These common themes were used to develop a closed-ended survey that could be administered to a large sample, and in Spring 2014 the survey was "piggy-backed" onto a prerequisite validation study survey that was being administered to *all* History class sections. Given that History has an English Writing 101 prerequisite, and to ensure that lower level courses and CTE courses were represented in the survey, several additional classes were targeted, including sections of developmental English and Math, Business, Cosmetology, Electrical Technology, and Graphic Communications. Over 1,400 surveys were completed by students during the second half of the Spring 2014 semester. When matched to LRCCD institutional research data using the unique student identification number and class section number, the final matched sample consists of 1,278 observations.

Sample

Although the POP survey is not a random sample, the final sample is remarkably representative of the college as a whole along several dimensions, including gender, ethnicity, income level, and first generation college student. With the addition of the targeted courses, there are 132 of approximately 200 majors represented in the sample. Tables 1 through 8 below contain selected student demographics for the sample and for the College in Spring 2014.

There are some key differences between students in the sample and the college as a whole: students in the sample are more-likely to be traditional college age (Table 2), much more-likely to be taking 12 or more units (Table 6), and much more likely to be working toward transfer-related goals (Table 8).

Table 1

Gender	Survey Respondents	Survey %	College %
F	657	51.41	54.21
M	597	46.71	43.84
U	24	1.88	1.94
Total	1,278	100.00	100.00

Table 2

Age Group	Survey Respondents	Survey %	College %
18 – 20	449	35.13	29.32
21 – 24	441	34.51	27.55
25 – 29	168	13.15	16.19
30 – 39	136	10.64	13.08
40 and Over	81	6.34	12.71
Under 18	3	0.23	1.16
Total	1,278	100.00	100.00

Table 3

Ethnicity or Race	Survey Respondents	Survey %	College %
African American	165	12.91	12.70
Asian	204	15.96	18.60
Filipino	31	2.43	2.60
Hispanic/Latino	354	27.70	27.00
Multi-Race	78	6.10	6.00
Native American	11	0.86	0.70
Other Non-White	7	0.55	0.90
Pacific Islander	13	1.02	1.30
Unknown	21	1.64	1.80
White	394	30.83	28.40
Total	1,278	100.00	100.00

Table 4

Hours Employed	Survey Respondents	Survey %	College %
1 to 9	71	5.56	5.35
10 to 19	203	15.88	12.18
20-29	260	20.34	16.34
30-39	88	6.89	7.83
40 or more	71	5.56	10.97
None, not seeking employment	158	12.36	17.41
None, seeking employment	425	33.26	29.87
Unknown/Unspecified	2	0.16	0.04
Total	1,278	100.00	100.00

Table 5

Income Level	Survey Respondents	Survey %	College %
Below Poverty	530	41.47	43.07
Low	299	23.40	23.00
Middle And Above	325	25.43	21.69
Unable to Determine	124	9.70	12.24
Total	1,278	100.00	100.00

Table 6

Unit Load (Spring 2014)	Survey Respondents	Survey %	College %
12 Or Over	770	60.25	33.70
6 - 11.99	444	34.74	38.31
Up To 5.9	64	5.01	27.90
Unknown	0	0.00	0.09
Total	1,278	100.00	100.00

Table 7

First Generation College Student	Survey Respondents	Survey %	College %
N	788	61.66	60.33
Y	490	38.34	39.67
Total	1,278	100.00	100.00

Table 8

Educational Goal	Survey Respondents	Survey %	College %
Earn AA/AS Degree- no Transfer	166	12.99	15.87
Earn a Certificate	18	1.41	3.85
Four-yr Student Mtg 4-yr Reqs	13	1.02	4.65
Transfer to 4-Year after AA/AS	761	59.55	46.97
Transfer to 4-Year- no AA/AS	276	21.60	16.37
Undecided on Goal	21	1.64	4.49
ALL OTHER GOALS	23	1.80	7.81
Total	1278	100.00	100.00

Regarding gender, ethnicity, income, employment status, and first-generation college student status, the students in the sample are remarkably similar to the college as a whole. Therefore, it is reasonable to conclude that the sample is representative of those demographic groups as well as college-age students, full-time students, and students who are pursuing transfer-related goals. However, it may not be generalizable to part-time students, older students and those who are not pursuing transfer.

The next section presents the response patterns of survey respondents.

Response Frequencies for those who did not reply “Don’t Know or Not applicable”

Prompt: Please think about your overall experience at the college and with its services and policies.

Most of the respondents (over 70%) are in their first or second year. Just under half say that “yes,” they are satisfied with how quickly they are moving toward their goals. When we explore satisfaction responses by time spent working toward goals, respondents are more likely to be satisfied until completion of the third year. Those with four or more years at SCC are more likely to be dissatisfied than satisfied with the pace of their progress.

Please think about your goals in attending Sacramento City College.

Q5 How long have you been working toward your goal(s) at SCC? If you have returned to SCC after a break from school, think about only the most recent amount of time you’ve spent at SCC since returning.

Table 9

ITEM	PERCENT
This is my first year (1 or 2 semesters).	35.54
Two years (3-4 semesters)	35.75
Three years (5-6 semesters)	19.21
Four years (7-8 semesters)	5.70
More than four years (9 or more semesters)	3.80

Q6 Are you satisfied with how quickly you are moving toward your goals at SCC?

Table 10

ITEM n=1420; mean=3.42	PERCENT
Yes, very satisfied.	19.49
Yes, somewhat satisfied.	29.49
Neutral.	29.35
No, not satisfied.	17.10
No, very unsatisfied.	4.50

Table 11

Satisfaction by time invested (includes all responses—matched to IR data or not)

Satisfied with pace

Time working toward goals	No	Yes	Neutral/ missing	Total
1st Year Count	58	294	153	505
Row %	11.49	58.22	30.3	100
2 years Count	114	264	130	508
%	22.44	51.97	25.59	100
3 years Count	76	103	94	273
Row %	27.84	37.73	34.43	100
4 years Count	32	19	30	81
Row %	39.51	23.46	37.04	100
> 4 years Count	27	14	13	54
Row %	50	25.93	24.07	100
Missing Count	0	2	2	4
Row %	0	50	50	100
Total Count	307	696	422	1,425
Row %	21.54	48.84	29.61	100

Please think about *factors at SCC* that help or hinder (slow down or make harder) your progress toward your goals (includes all non-missing student responses).

For the most part, respondents perceive that more factors included in the survey are a help than a hindrance as they move toward their goals. Only four of nineteen factors are perceived as hindering respondents' progress: cost of textbooks; personal finances or money issues; cost of college such as tuition, fees, and parking permits; and the maximum unit policy (which is not significantly different from the "neutral" value). Given that three of four factors seen as hindrances relate to finances, it is safe to say that the number one factor that respondents see as a barrier to their progress is the cost of going to college.

Many more factors are seen as helping students make progress toward their goals at SCC. The top five factors are related to professors; tutoring and library services; access to financial aid or scholarships; and a student's personal attitude. Although not ranked as highly, on average, factors related to student services are also seen as relatively helpful—knowledge of support services, registration for required classes, and counseling advice. Particularly noteworthy is evidence that although the mean for item 7 (getting into required classes) is not one of the highest means, it does have one of the highest percentages of "helps a lot" response category (44.25%). This pattern suggests that students may see an earlier registration priority as an important positive factor.

The full response frequency tables and means are in tables below.

Thinking about your *classes*, please mark the degree to which the following *SCC factors* help or hinder (slow down or make harder) your progress toward your goals.

Table 12

ITEM (Numeric scale is 1="hinders a lot" to 5= "helps a lot" with N/A or D/K set to "missing")	Helps a lot (%)	Helps some (%)	Neither helps nor hinders (%)	Hinders some (%)	Hinders a lot (%)	N/A or D/K (%)
Q7 Getting into required classes.	44.25	17.22	10.94	17.43	9.03	1.13
Q8 Time or mode (in-person, online, etc.) that classes are offered.	29.69	31.45	17.77	13.75	5.43	1.90
Q9 Attitude, availability, or helpfulness of professors.	50.99	32.32	10.70	4.08	1.13	0.77
Q10 Teaching methods or classroom policies.	34.06	37.66	19.32	6.84	1.69	0.35
Q11 Cost of buying or accessing textbooks for classes.	9.10	10.02	21.95	33.31	24.91	0.71

Thinking about *support services outside of the classroom*, please mark the degree to which the following *SCC factors* help or hinder (slow down or make harder) your progress toward your goals.

Table 13

ITEM (Numeric scale is 1="hinders a lot" to 5= "helps a lot" with N/A or D/K set to "missing")	Helps a lot (%)	Helps some (%)	Neither helps nor hinders (%)	Hinders some (%)	Hinders a lot (%)	N/A or D/K (%)
Q12 Scheduling time with a counselor.	22.46	26.62	23.73	13.70	7.98	5.51
Q13 Counseling advice.	26.29	32.44	21.55	8.98	4.95	5.80
Q14 Knowledge about support services (disability services, veterans affairs, financial aid, RISE, MESA, etc.).	24.88	24.52	31.52	5.44	2.33	11.31
Q15 Tutoring labs, programs, or college library.	35.85	34.72	20.25	1.76	1.27	6.07
Q16 Financial aid or scholarships.	47.42	17.85	17.64	4.80	4.16	8.05

Thinking about ***College, District, or Statewide rules***, please mark the degree to which the following factors help or hinder (slow down or make harder) your progress toward your goals.

Table 14

ITEM (Numeric scale is 1="hinders a lot" to 5= "helps a lot" with N/A or D/K set to "missing")	Helps a lot (%)	Helps some (%)	Neither helps nor hinders (%)	Hinders some (%)	Hinders a lot (%)	N/A or D/K (%)
Q17 Costs (tuition, fees, parking permit, etc.).	11.89	14.03	29.49	29.27	13.53	1.71
Q18 Financial aid policy or process.	14.06	18.73	28.76	19.22	11.59	7.56
Q19 Repeatability policy (number of times I can repeat a course).	12.54	15.17	40.68	12.83	9.50	9.28
Q20 Program or degree/certificate requirements.	15.12	23.04	40.42	12.93	3.89	4.52
Q21 Maximum unit policy.	9.65	11.71	44.36	18.24	9.94	6.10

Thinking about your ***personal life***, please mark the degree to which the following factors help or hinder (slow down or make harder) your progress toward your goals.

Table 15

ITEM (Numeric scale is 1="hinders a lot" to 5= "helps a lot" with N/A or D/K set to "missing")	Helps a lot (%)	Helps some (%)	Neither helps nor hinders (%)	Hinders some (%)	Hinders a lot (%)	N/A or D/K (%)
Q22 Work schedule (flexible or not).	18.71	14.58	23.97	22.83	12.45	7.40
Q23 Support from or responsibilities to my family or friends (childcare, etc.).	28.10	19.83	26.18	14.84	6.99	3.99
Q24 Money or finances.	14.69	12.62	20.83	33.81	16.76	1.21
Q25 Personal characteristics (My attitude, distraction level, motivation, work-ethic, etc.).	41.08	26.12	16.47	12.16	2.95	1.22

Item counts, means, and standard deviations for those who did **not** reply "don't know or not applicable."

Survey Means

Note that 3 is both the “neutral” value and the arithmetic mean of 1,2,3,4, and 5. So, means above 3 can be thought of as “above average” and means below 3 can be thought of as “below average,” or means below 3 can be thought of as hindering and those above 3 as helping progress toward goals. Responses labeled as “neutral” do not have a statistically significant difference from the arithmetic mean. Items in ***bold italics*** are the lowest and highest survey means. Characteristics of professors are perceived as being the most-helpful factor, while cost of textbooks is seen as the biggest hindrance to progress.

Table 16

Item (1=“hinders a lot” response to 5=“helps a lot” response)	Number of Responses	Mean	SD	Hinders, Helps, or Neutral
Q7 Getting into required classes.	1401	3.71	1.42	Helps
Q8 Time or mode (in-person, online, etc.) that classes are offered.	1391	3.68	1.20	Helps
<i>Q9 Attitude, availability, or helpfulness of professors.</i>	<i>1409</i>	<i>4.29</i>	<i>0.90</i>	<i>Helps a lot</i>
Q10 Teaching methods or classroom policies.	1412	3.96	0.98	Helps
<i>Q11 Cost of buying or accessing textbooks for classes.</i>	<i>1407</i>	<i>2.45</i>	<i>1.23</i>	<i>Hinders</i>
Q12 Scheduling time with a counselor.	1338	3.44	1.23	Helps
Q13 Counseling advice.	1333	3.70	1.13	Helps
Q14 Knowledge about support services (disability services, veterans affairs, financial aid, RISE, MESA, etc.).	1255	3.72	1.02	Helps
Q15 Tutoring labs, programs, or college library.	1330	4.09	0.89	Helps a lot
Q16 Financial aid or scholarships.	1302	4.08	1.15	Helps a lot
Q17 Costs (tuition, fees, parking permit, etc.).	1379	2.81	1.20	Hinders slightly
Q18 Financial aid policy or process.	1307	3.05	1.23	Neutral
Q19 Repeatability policy (number of times I can repeat a course).	1280	3.09	1.13	Neutral
Q20 Program or degree/certificate requirements.	1350	3.34	1.03	Helps slightly
Q21 Maximum unit policy.	1323	2.92	1.07	Neutral
Q22 Work schedule (flexible or not).	1301	3.05	1.32	Neutral
Q23 Support from or responsibilities to my family or friends (childcare, etc.).	1345	3.49	1.26	Helps
Q24 Money or finances.	1384	2.74	1.30	Hinders
Q25 Personal characteristics (My attitude, distraction level, motivation, work-ethic, etc.).	1373	3.91	1.16	Helps

Survey Item Means by Ethnicity

Higher means indicate that students perceive those factors to be more helpful to making progress toward their goals. This section excludes "Not Applicable" or "Don't Know" responses. Groups with fewer than 30 are also excluded (American Indian, Pacific Islander, Other-nonwhite, and Unknown).

For most groups and factors, students are at least moderately positive about factors associated with student progress. African American respondents tend to be the most "positive" about the factors that help or hinder progress in that on average, they have the highest means for eight of the nineteen items. Multi-race respondents tend to be the least "positive" in that on average, they have the lowest item means for 10 of the 19 items. Although this pattern emerges across the factors and ethnic groups, much variation exists.

The tables below contain item means by student ethnicity.

Thinking about your classes, please mark the degree to which the following *SCC factors* help or hinder (slow down or make harder) your progress toward your goals.

Table 17

	Item means by Ethnicity					
ITEM (Numeric scale is 1="hinders a lot" to 5= "helps a lot" with N/A or D/K set to "missing")	African American (n≈150)	Asian (n≈200)	Filipino (n≈30)	Latino (n≈350)	Multi-race (n≈75)	White (n≈375)
Q7 Getting into required classes.	4.05	3.84	3.40	3.76	3.34	3.50
Q8 Time or mode (in-person, online, etc.) that classes are offered.	3.93	3.76	3.90	3.69	3.60	3.52
Q9 Attitude, availability, or helpfulness of professors.	4.22	4.37	4.21	4.25	4.13	4.37
Q10 Teaching methods or classroom policies.	3.91	4.05	4.04	3.89	4.00	3.99
Q11 Cost of buying or accessing textbooks for classes.	2.36	2.55	2.93	2.53	2.23	2.41

Thinking about support services outside of the classroom, please mark the degree to which the following *SCC factors* help or hinder (slow down or make harder) your progress toward your goals.

Table 18

	Item means by Ethnicity					
ITEM (Numeric scale is 1="hinders a lot" to 5= "helps a lot" with N/A or D/K set to "missing")	African American (n≈150)	Asian (n≈200)	Filipino (n≈30)	Latino (n≈350)	Multi-race (n≈75)	White (n≈375)
Q12 Scheduling time with a counselor.	3.68	3.50	3.34	3.51	3.16	3.27
Q13 Counseling advice.	3.88	3.71	3.97	3.82	3.41	3.54
Q14 Knowledge about support services (disability services, veterans affairs, financial aid, RISE, MESA, etc.).	3.87	3.80	3.89	3.80	3.53	3.59
Q15 Tutoring labs, programs, or college library.	4.25	4.13	4.23	4.19	3.87	3.97
Q16 Financial aid or scholarships.	4.20	4.19	4.11	4.15	4.01	4.00

Note: Because number of observations varies slightly by item and ethnic group, the *approximate n* for the group is indicated in parentheses with a "≈" symbol.

Thinking about ***College, District, or Statewide rules***, please mark the degree to which the following factors help or hinder (slow down or make harder) your progress toward your goals.

Table 19

	Item means by Ethnicity					
ITEM (Numeric scale is 1="hinders a lot" to 5= "helps a lot" with N/A or D/K set to "missing")	African American (n≈150)	Asian (n≈200)	Filipino (n≈30)	Latino (n≈350)	Multi-race (n≈75)	White (n≈375)
Q17 Costs (tuition, fees, parking permit, etc.).	2.88	2.83	3.27	2.73	2.86	2.84
Q18 Financial aid policy or process.	3.14	3.17	3.19	3.07	2.77	3.01
Q19 Repeatability policy (number of times I can repeat a course).	3.05	3.11	3.04	3.13	3.10	3.03
Q20 Program or degree/certificate requirements.	3.46	3.23	3.00	3.45	3.24	3.27
Q21 Maximum unit policy.	3.08	2.93	3.00	2.97	2.74	2.80

Thinking about your ***personal life***, please mark the degree to which the following factors help or hinder (slow down or make harder) your progress toward your goals.

Table 20

	Item means by Ethnicity					
ITEM (Numeric scale is 1="hinders a lot" to 5= "helps a lot" with N/A or D/K set to "missing")	African American (n≈150)	Asian (n≈200)	Filipino (n≈30)	Latino (n≈350)	Multi-race (n≈75)	White (n≈375)
Q22 Work schedule (flexible or not).	3.16	3.28	2.78	3.02	2.90	2.93
Q23 Support from or responsibilities to my family or friends (childcare, etc.).	3.39	3.63	3.31	3.49	3.38	3.49
Q24 Money or finances.	2.77	3.02	2.90	2.59	2.56	2.72
Q25 Personal characteristics (My attitude, distraction level, motivation, work-ethic, etc.).	4.06	3.77	3.33	3.93	3.81	3.97

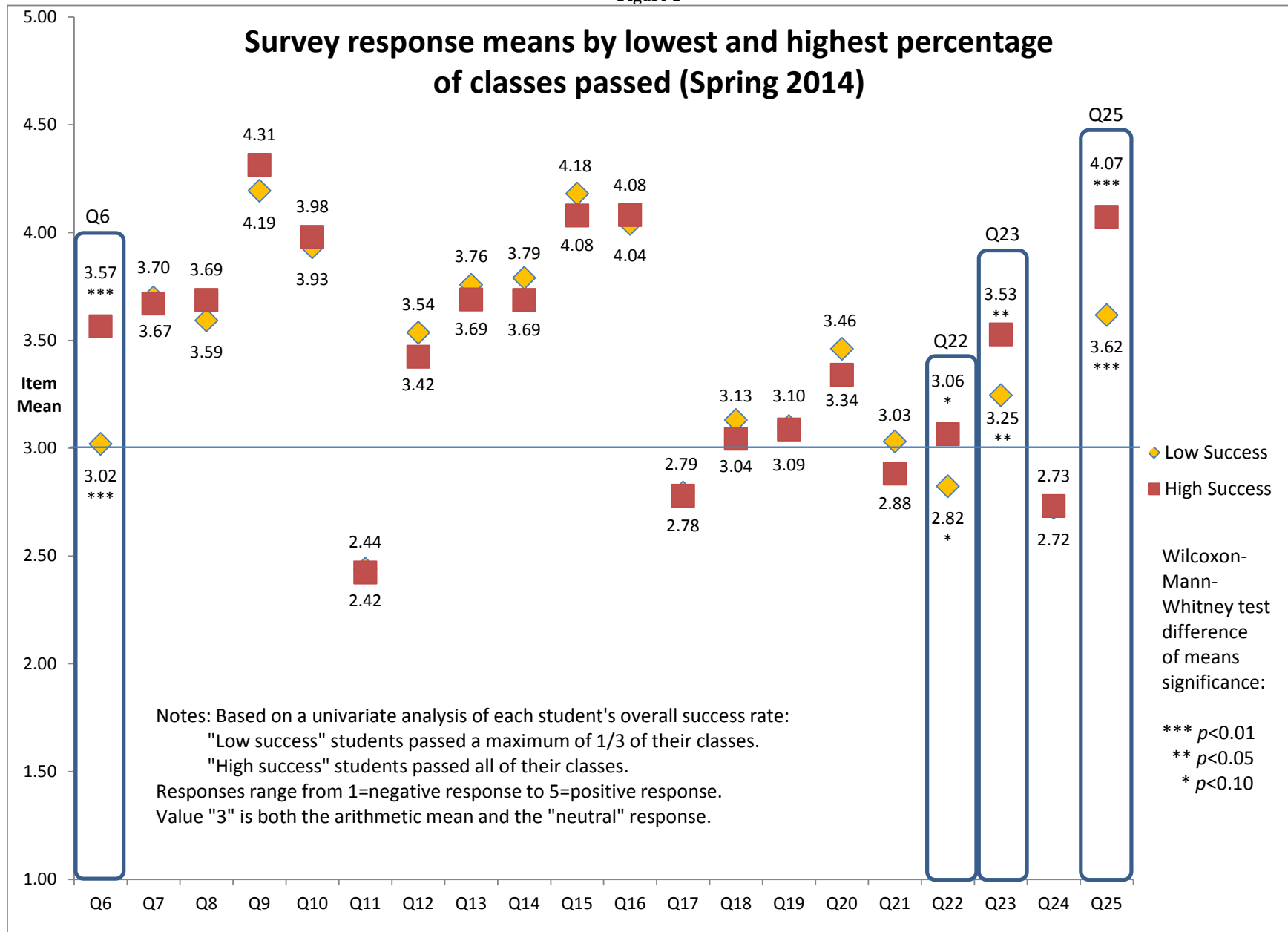
Note: Because number of observations varies slightly by item and ethnic group, the *approximate n* for the group is indicated in parentheses with a "≈" symbol.

Survey means for high-success students compared to low-success students

The figure on the next page illustrates item means calculated for survey respondents passing *at most* one-third of their classes in Spring 2014 ("low success") and respondents passing all of their classes in Spring 2014 (one-third was selected as the cut-point for low success because the median is 100 percent of courses passed while the 25th percentile is one-third of courses passed).

This figure suggests that students who pass all of their courses are significantly more satisfied with their progress than students who pass one-third or less of their courses. Other factors that indicate *statistically significant* perception differences include three personal life factors. Low-success students are more likely to see their work schedule as a hindrance. High-success students are more likely to see supportive family and friends as helping their progress, and high-success students are also significantly more likely to see their own personal characteristics as helping them make progress toward their goals.

Figure 1



APPENDIX

Community College Survey of Student Engagement - Sacramento City College (2014 Administration)

2014 Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2014 Cohort*

		SCC		X-Large Colleges		
Item	Variable	n	Mean	n	Mean	
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?						Means comparison
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						(SCC / X-large mean)
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	1,453	2.81	85,780	2.88	0.98
4b. Made a class presentation [ACTCOLL]	CLPRESEN	1,448	2.09	85,492	2.19	0.95
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	1,440	2.51	85,146	2.53	0.99
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	1,444	2.84	85,207	2.84	1.00
4e. Came to class without completing readings or assignments [STUEFF]	CLUNPREP	1,440	1.9	85,033	1.87	1.02
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	1,438	2.52	84,921	2.52	1.00
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	1,445	1.89	85,095	1.94	0.97
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	1,442	1.38	85,278	1.38	1.00
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	COMMPROJ	1,439	1.32	84,905	1.34	0.99
4j. Used the Internet or instant messaging to work on an assignment	INTERNET	1,440	3.13	84,900	3.06	1.02
4k. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	1,440	2.84	85,067	2.87	0.99
4l. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	1,441	2.58	85,143	2.57	1.00
4m. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	1,443	2.02	84,988	2.04	0.99
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	1,434	1.81	84,798	1.75	1.03
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	1,440	2.75	84,950	2.7	1.02
4p. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	1,438	2.58	85,042	2.61	0.99
4q. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	1,426	1.39	84,273	1.43	0.97
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	1,443	2.65	85,214	2.55	1.04
4s. Had serious conversations with students of a different race or ethnicity other than your own	DIVRSTUD	1,437	2.7	85,125	2.54	1.06
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	1,435	2.53	85,076	2.39	1.06
4u. Skipped class	SKIPCLAS	1,446	1.62	85,339	1.58	1.03

Item 5: During the current school year, how much has your coursework at this college emphasized the following mental activities?							
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much							
5a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	1,448	2.88	85,441	2.89		1.00
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	1,446	3.02	85,182	2.96		1.02
5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]	SYNTHESZ	1,443	2.86	84,786	2.81		1.02
5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	1,442	2.72	84,918	2.65		1.03
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	1,440	2.77	84,989	2.74		1.01
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	1,444	2.81	85,324	2.84		0.99
Item 6: During the current school year, about how much reading and writing have you done at this college?							
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20							
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings [ACCHALL]	READASGN	1,443	2.79	84,636	2.88		0.97
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	READOWN	1,437	2.07	84,602	2.08		1.00
6c. Number of written papers or reports of any length [ACCHALL]	WRITEANY	1,440	2.88	84,565	2.89		1.00
Item 7: How challenging are exams?							
1 = Extremely easy ... 7 = Extremely challenging							
7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college [ACCHALL]	EXAMS	1,393	4.89	81,378	4.91		1.00
Item 9: How much does this college emphasize each of the following?							
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much							
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	1,438	3.09	84,564	3.04		1.02
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	1,437	3	84,424	2.99		1.00
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	1,430	2.7	84,185	2.61		1.03
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	1,428	1.98	84,182	1.97		1.01
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	1,425	2.23	83,819	2.18		1.02
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	1,429	2.51	84,009	2.52		1.00
9g. Using computers in academic work	ENVCOMP	1,436	3.1	84,405	3.2		0.97

Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?							
0 = None, 1 = 1-5 hours, 2 = 6-10 hours, 3 = 11-20 hours, 4 = 21-30 hours, 5 = More than 30 hours							
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) [STUEFF]	ACADPR01	1,435	1.9	84,374	1.98		0.96
10b. Working for pay	PAYWORK	1,433	2.56	84,092	2.9		<u>0.88</u>
10c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	COCURR01	1,437	0.3	84,143	0.28		<u>1.07</u>
10d. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	1,429	1.45	83,975	1.56		<u>0.93</u>
10e. Commuting to and from classes	COMMUTE	1,427	1.34	84,077	1.33		1.01
Item 11: Mark the number that best represents the quality of your relationships with people at this college.							
1 = Unfriendly, unsupportive, sense of alienation ... 7 = Friendly, supportive, sense of belonging							
11a. Other students	ENVSTU	1,440	5.27	84,388	5.34		0.99
11b. Instructors	ENVFAC	1,440	5.72	84,418	5.61		1.02
11c. Administrative personnel and offices	ENVADM	1,434	4.88	84,230	4.8		1.02
Item 12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?							
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much							
12a. Acquiring a broad general education	GNGENLED	1,431	3	84,093	3.01		1.00
12b. Acquiring job or work-related knowledge and skills	GNWORK	1,427	2.37	83,918	2.46		0.96
12c. Writing clearly and effectively	GNWRITE	1,433	2.82	84,010	2.8		1.01
12d. Speaking clearly and effectively	GNSPEAK	1,430	2.72	83,972	2.72		1.00
12e. Thinking critically and analytically	GNANALY	1,433	2.98	83,943	2.96		1.01
12f. Solving numerical problems	GNSOLVE	1,432	2.54	83,882	2.69		<u>0.94</u>
12g. Using computing and information technology	GNCMPTS	1,431	2.61	83,888	2.76		<u>0.95</u>
12h. Working effectively with others	GNOTHERS	1,433	2.75	83,938	2.77		0.99
12i. Learning effectively on your own	GNINQ	1,427	2.92	83,936	2.96		0.99
12j. Understanding yourself	GNSSELF	1,431	2.74	83,836	2.67		1.03
12k. Understanding people of other racial and ethnic backgrounds	GNDIVERS	1,422	2.65	83,711	2.52		<u>1.05</u>
12l. Developing a personal code of values and ethics	GNETHICS	1,426	2.53	83,685	2.46		1.03
12m. Contributing to the welfare of your community	GNCOMMUN	1,422	2.05	83,582	2.04		1.00
12n. Developing clearer career goals	CARGOAL	1,430	2.66	83,819	2.68		0.99
12o. Gaining information about career opportunities	GAINCAR	1,430	2.45	83,968	2.53		0.97

Item 13.1: How often do you use the following services at this college?						
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)						
13.1a. Academic advising/planning [SUPPORT]	USEACAD	1,263	1.76	77,631	1.77	0.99
13.1b. Career counseling [SUPPORT]	USECACOU	1,137	1.52	67,032	1.45	1.05
13.1c. Job placement assistance	USEJOBPL	866	1.21	49,195	1.21	1.00
13.1d. Peer or other tutoring [STUEFF]	USETUTOR	1,102	1.55	63,983	1.53	1.01
13.1e. Skill labs (writing, math, etc.) [STUEFF]	USELAB	1,108	1.66	66,318	1.73	0.96
13.1f. Child care	USECHLD	624	1.11	35,815	1.14	0.97
13.1g. Financial aid advising	USEFAADV	1,125	1.76	66,936	1.82	0.97
13.1h. Computer lab [STUEFF]	USECOMLB	1,156	1.88	71,984	2.02	0.93
13.1i. Student organizations	USESTORG	905	1.32	53,369	1.35	0.98
13.1j. Transfer credit assistance	USETRCRD	942	1.52	56,483	1.52	1.00
13.1k. Services to students with disabilities	USEDISAB	640	1.33	36,559	1.29	1.03
Item 13.2: How satisfied are you with the following services at this college?						
1 = Not at all, 2 = Somewhat, 3 = Very (N.A. category not included in means calculations)						
13.2a. Academic advising/planning	SATACAD	1,087	2.17	68,589	2.18	1.00
13.2b. Career counseling	SATCACOU	829	2.06	47,501	2.04	1.01
13.2c. Job placement assistance	SATJOBPL	516	1.69	28,559	1.77	0.95
13.2d. Peer or other tutoring	SATTUTOR	760	2.2	44,744	2.2	1.00
13.2e. Skill labs (writing, math, etc.)	SATLAB	775	2.28	49,131	2.29	1.00
13.2f. Child care	SATCHLD	275	1.79	16,093	1.73	1.03
13.2g. Financial aid advising	SATFAADV	896	2.09	55,037	2.17	0.96
13.2h. Computer lab	SATCOMLB	935	2.42	61,708	2.48	0.98
13.2i. Student organizations	SATSTORG	553	2.02	32,965	2	1.01
13.2j. Transfer credit assistance	SATTRCRD	690	2.03	40,779	2.06	0.99
13.2k. Services to students with disabilities	SATDISAB	359	2.13	19,948	2.03	1.05

Item 13.3: How important are the following services to you at this college?						
1 = Not at all, 2 = Somewhat, 3 = Very						
13.3a. Academic advising/planning	IMPACAD	1,351	2.57	80,143	2.58	1.00
13.3b. Career counseling	IMPCACOU	1,331	2.46	79,175	2.36	1.04
13.3c. Job placement assistance	IMPJOBPL	1,319	2.12	78,171	2.06	1.03
13.3d. Peer or other tutoring	IMPTUTOR	1,321	2.27	78,211	2.19	1.04
13.3e. Skill labs (writing, math, etc.)	IMPLAB	1,312	2.3	77,945	2.26	1.02
13.3f. Child care	IMPCHLD	1,305	1.83	77,454	1.71	<u>1.07</u>
13.3g. Financial aid advising	IMPFAADV	1,328	2.47	78,166	2.45	1.01
13.3h. Computer lab	IMPCOMLB	1,325	2.36	78,379	2.42	0.98
13.3i. Student organizations	IMPSTORG	1,299	1.94	77,190	1.88	1.03
13.3j. Transfer credit assistance	IMPTRCRD	1,323	2.34	78,154	2.29	1.02
13.3k. Services to students with disabilities	IMPDISAB	1,313	2.11	77,808	2.05	1.03
Item 14: How likely is it that the following issues would cause you to withdraw from class or from this college?						
1 = Not likely, 2 = Somewhat likely, 3 = Likely, 4 = Very likely						
14a. Working full-time	WRKFULL	1,417	2.45	83,843	2.28	<u>1.07</u>
14b. Caring for dependents	CAREDEP	1,405	2.01	83,579	1.93	1.04
14c. Academically unprepared	ACADUNP	1,403	1.78	83,329	1.75	1.02
14d. Lack of finances	LACKFIN	1,409	2.49	83,534	2.48	1.00
14e. Transfer to a 4-year college or university	TRANSFER	1,402	2.65	83,624	2.62	1.01

Item 15: Friends' support.							
1 = Not very, 2 = Somewhat, 3 = Quite a bit, 4 = Extremely							
15. How supportive are your friends of your attending this college?	FRNDSUPP	1,424	3.2	83,918	3.19		1.00
Item 16: Family's support.							
1 = Not very, 2 = Somewhat, 3 = Quite a bit, 4 = Extremely							
16. How supportive is your immediate family of your attending this college?	FAMSUPP	1,418	3.44	83,679	3.46		0.99
Item 23: Total credits or units.							
0 = None, 1 = 1-14 credits, 2 = 15-29 credits, 3 = 30-44 credits, 4 = 45-60 credits, 5 = Over 60 credits							
23. How many total credit hours have you earned at this college, not counting the courses you are currently taking this term?	TOTCHRS	1,420	2.06	83,511	2.14		0.96
Item 25: Classes taken concurrently at other schools.							
1 = None, 2 = 1 class, 3 = 2 classes, 4 = 3 classes, 5 = 4 classes or more credits							
25. How many classes are you presently taking at other institutions?	OTHINST	1,429	1.43	83,904	1.4		1.02
Item 27: Overall rating of educational experience here.							
1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent							
27. How would you evaluate your entire educational experience at this college?	ENTIREXP	1,429	3.06	83,904	3.11		0.98
* The comparison group on this page EXCLUDES SCC. The sample counts (n) displayed above are unweighted.							

SCC Report on Student Success and Achievement

Completing courses successfully – About two-thirds of course grades are successful grades.

Successful grades = A, B, C, Pass, Credit. Unsuccessful grades = D, F, W, No Pass, or Incomplete.

- The Fall 2013 SCC overall course success rate = 66.4%

Staying in school – Over 76% of the students who start at SCC one fall semester enroll at a community college for 3 consecutive semesters.

- The Statewide Scorecard indicator *college persistence rate* shows that 76.3% of students starting at SCC enrolled in college for at least three consecutive semesters. (2014 Statewide Scorecard)
- Statewide Scorecard 30 unit completion rate = 62.3% (2014 Statewide Scorecard)

Basic skills – Many students starting in the lowest levels of Writing or Math don't complete transfer levels of those subjects at SCC.

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

- **English Writing:** 38.8% of the students who started in the lowest level of English writing, ENGWR 51/52, successfully completed a transferable English course (ENGWR 300 or higher).
- **Mathematics:** 20.6% of the students who started in the lowest levels of math, Math 27/28/34, successfully completed Math 120 or higher.
- **ESL:** 42.5% of the students who started in a non-transferable ESL course successfully completed a transferable ESL or English course.

Completing educational goals – Most students who are prepared for college-level work complete, graduate, or transfer.

- In 2013-14 SCC awarded 1654 degrees and 491 certificates.
- In 2012-13 817 SCC students transferred to UC or CSU (most recent data).
- The 2014 State Scorecard completion rate for SCC is higher for students who are prepared for college level work when they first come to SCC.
 - 68.5% for college-prepared students
 - 46.4% for unprepared students
 - 51.6% overall

Licensure and Job Placement rates – Many Career Technical Education programs have licensure exam pass rates of over 90%

- Twelve of nineteen CTE programs at SCC have licensure exam pass rates of over 90%.
- SCC graduates in nineteen of the twenty-five employment areas had job placement rates of over 70%.

GE Program Student Learning Outcome Achievement – All GE areas have at least moderate achievement of GE SLOs.

SCC measures how well students achieve GE SLOs based on student responses to the Community College of Student Engagement (CCSSE). This measure shows moderate achievement of all General Education Student Learning Outcomes across the college. Item scores are higher for students who have taken more than 30 units than for those who have completed fewer units indicating student progress.

Detailed information

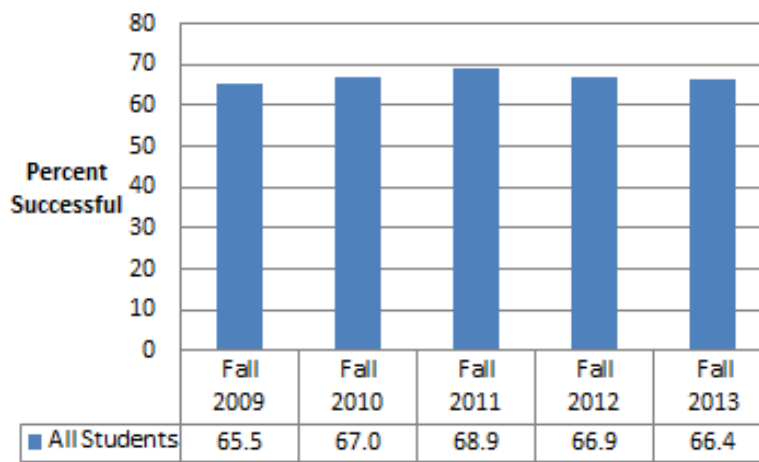
Completing courses successfully

The **course success rate** reflects the percent of students who get a grade of A, B, C or Pass/Credit in their classes.

- Successful = A, B, C, Pass, Credit
- Unsuccessful = D, F, Withdraw, No Pass, or Incomplete.

It's important to note that students who withdraw from a course are in the denominator as well as those who earn D's or F's. Students withdraw from courses for a variety of reasons including changes in their work schedules, health issues, family responsibilities, etc. 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 rate 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 63%; 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 2009 to Fall 2013 (%)



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.

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.		
Fall 2013	Pre-collegiate	Pre-transfer
Reading	23.4	50.4
Writing	37.9	72.1
Math	37.4	96.5

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

- English Writing: 38.8% of the students who started in ENGWR 51/52 successfully completed a transferable English course.
- Mathematics: 20.6% of the students who started in Math 27/28/34 successfully completed Math 120 or higher.
- ESL: 42.5% 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.

English Reading

Transfer level (300 and above) = 70.6%

1 level below transfer = 77.1%

2 levels below transfer = 64.1%

3 levels below transfer = 69.1%

English Writing

Transfer level (300 and above) = 67.7%

1 level below transfer = 69.9%

2 levels below transfer = 51.4%

Mathematics

Transfer level (300 and above) = 54.4%

1 level below transfer = 45.4%

2 levels below transfer = 38.6%

3 levels below transfer = 59.1%

4 levels below transfer = 54.8%

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 six 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 2014 Scorecard shows this as 76.3% for SCC.
- **30 unit measure:** The percent who complete 30 units within 6 years of starting college; the 2013 Scorecard shows this as 62.3% 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 (%) 2014 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 76.3%
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 62.3%

Completing educational goals

The number of degrees and certificates awarded by SCC has increased over the past few years. In 2013-14 SCC awarded 1654 degrees and 491 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
2013-14	1654	491
<i>Data source PRIE database files</i>		

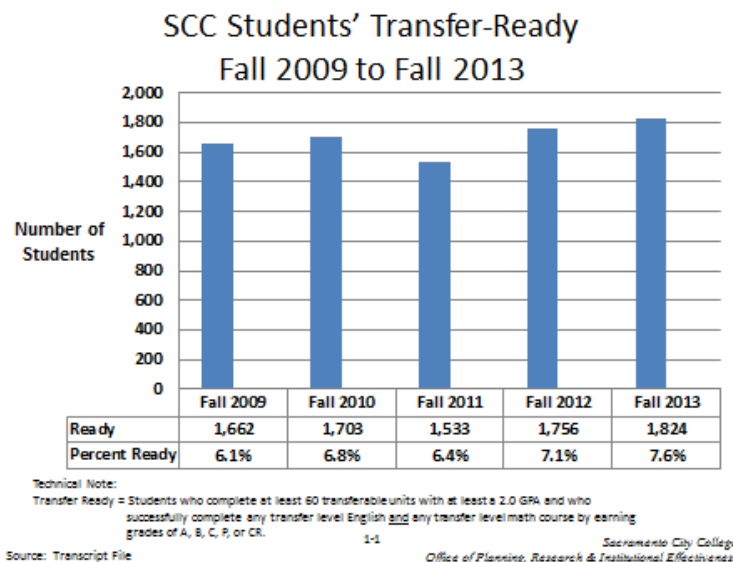
The statewide “Scorecard” for community colleges includes a **Scorecard completion measure**. This measure looks at students who earned at least 6 units and attempted any Math or English course within three years of entering college. The Scorecard completion measure gives the percent of those students

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 2014 Scorecard shows this as 51.6% overall for SCC. Students who were academically prepared for college had a Scorecard completion rate of 68.5%. Students who were not academically prepared for college had a Scorecard completion rate of 46.4%.

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 (%) 2014 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.	68.5% for college-prepared students 46.4% for unprepared students 51.6% overall

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

Many SCC students become transfer ready each year.



The number of transferring from SCC to the University of California and the California State University has averaged just below 900 per year over the last 10 years. In 12-13 (the last year for which we have data) 817 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.

Licensure and Job Placement rates for Career Technical Education programs

Sixty-three percent of CTE programs at SCC have licensure exam pass rates of over 90%. Twenty-five percent of SCC graduates in thirty-two employment areas had job placement rates of over 70%.

Licensure examinations pass rates for students in SCC CTE programs:

Program (2010-11 exam pass rates)	Examination	Pass Rate
Cosmetology (Practical Exam)	state	87 %
Cosmetology (Written Exam)	state	77 %
Nail Technology (Practical Exam)	state	65 %
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 %
Electronics Technology (Exam Element 2)	national	85%
Electronics Technology (Exam Element 3)	national	100%
Mechanical-Electrical Technology (Type I Certification Exam)	national	100 %
Mechanical-Electrical Technology (Type II Certification Exam)	national	100 %
Mechanical-Electrical Technology (Type III Certification Exam)	national	94 %
Mechanical-Electrical Technology (Universal)	national	81%
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 2015)	Placement Rate
Business, General (includes General Business and Customer Service)	72 %
Accounting (includes Accounting, Accounting Clerk, and Full Charge Bookkeeper)	59 %

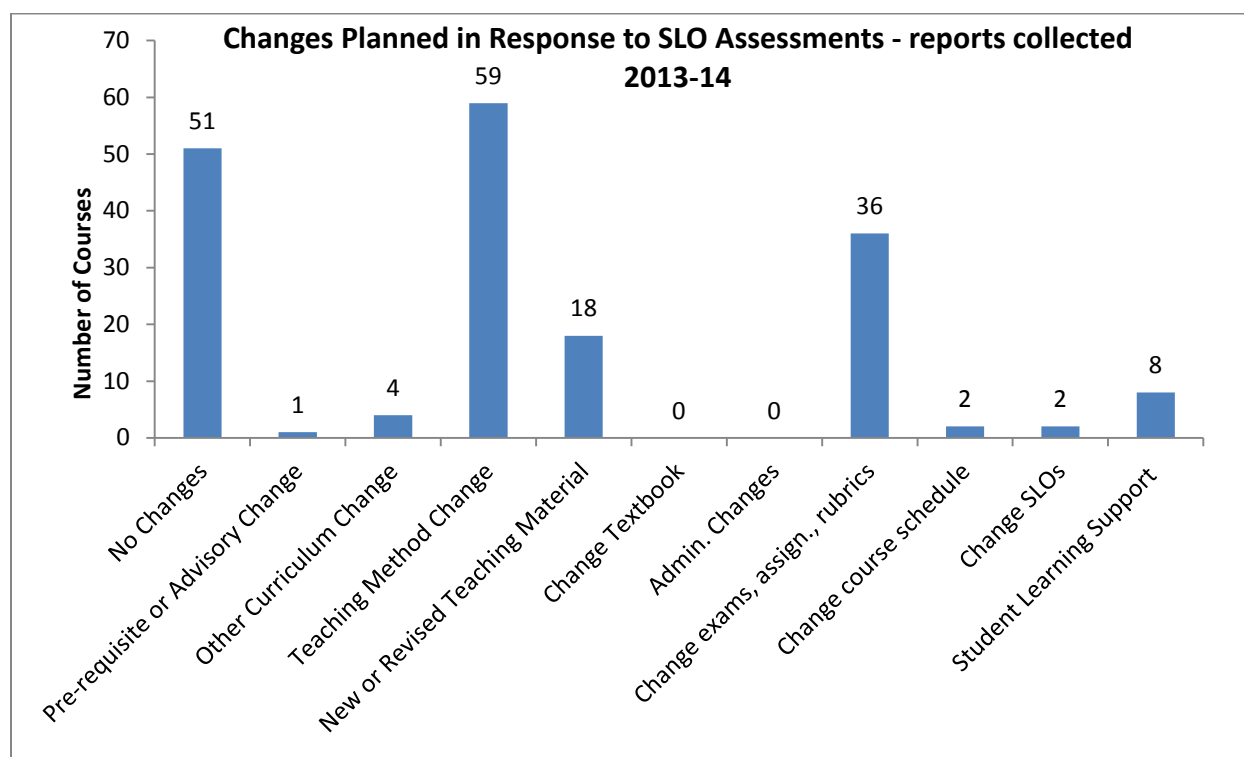
Management (includes Management and Small Business Management)	63 %
Marketing (includes Business Marketing and Business Marketing Advertising)	60 %*
Real Estate	64 %
Office Administration (includes Business Operations and Management Technology, Clerical General Office, Computer Keyboarding & Office Applications, Virtual Office and Management Technologies, and Computerized Office Technologies)	58 %
Journalism	50 %
Digital Media (includes Graphic Communications, Interactive Design, Game Design, Active Server Pages Developer, Web Developer, and 3D Animation & Modeling)	58 %
Information Technology (includes Information Processing and Management Information Science)	40 %
Computer Programming	38 %*
Information Systems Security, Computer Support (includes PC Support, and Microcomputer Technician), and Computer Networking (includes Advanced Cisco Networking, Network Administration, and Network Design)	63 %
Electronics Technology (includes Automated Systems Technician, Electronics Facilities Maintenance Technician, Electronics Mechanic, and Telecommunications Technician)	59 %
Environmental Control Technology (includes HVAC System Design, Commercial Building Energy Auditing & Commissioning Specialist, Mechanical Systems Technician, and Mechanical--Electrical Technology)	68 %
Railroad Operations	44 %
Aeronautics- Airframe and Powerplant	58 %
Drafting Technology (includes Architectural/Structural Drafting and Engineering Design Technology)	75 %
Occupational Therapy Assistant	77 %
Surveying/Geomatics	100 %*
Water and Wastewater Technology (includes Water Treatment Plant Operation and Wastewater Treatment Plant Operations)	67 %*
Commercial Music (includes Audio Production Emphasis, Music Business Management Emphasis, Performance Emphasis, and Songwriting/Arranging Emphasis)	44 %*
Applied Photography (includes Photography, Visual Journalism, Portrait and Wedding Photography, and Stock Photography)	55 %
Physical Therapist Assistant	82 %
Nursing (includes Vocational Nursing and Registered Nursing)	79 %
Dental (includes Dental Hygiene and Dental Assisting)	84 %
Fashion Production (includes Applied Apparel Studies Construction, Custom Apparel Construction and Alterations, and Fashion Design & Production)	50 %*
Early Childhood Education/Child Care (includes Child Development, Early Childhood Education Teacher, Family Child Care, School-Age Care & Education Teacher, Early	66 %

Childhood Education Administration, and Infant Care & Education Teacher)	
Gerontology	50 %*
Library & Information Technology	86 %
Community Studies - Emphasis on Direct Services	50 %*
Administration of Justice (includes Administration of Justice, Correctional Services, and Police Services)	69 %
Cosmetology (includes Cosmetology and Nail Technology)	48 %
Flight Technology	70 %

Student Learning Outcome Achievement

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

As a result of the assessment of SLOs faculty reported a variety of planned changes to their courses. Plans to modify teaching methods and changes in exams or assignments most were widely reported. In many cases, more than one change was planned for a single course. Figure 3 below shows a summary of the changes planned in response to SLO assessment in courses for which SLO assessment reports were filed between Fall 2013 and Summer 2014



I. Overview of Student Learning Outcomes Planning and Reporting Processes

SLO assessment is occurring across the college.

The Spring 2014 Annual Report to ACCJC (the accrediting body for SCC) showed that SLO assessment is occurring across the college. Data for that report is gathered from each department across the college. (Data sources - SOCRATES reports, spreadsheets completed by all departments, Program Reviews)

Courses	
Total number of college courses:	1280
Number of college courses with ongoing assessment of learning outcomes	1207
Percent of college courses with ongoing assessment of SLOs	94.3%
Instructional Programs	
Total number of college programs (all certificates and degrees, and other programs as defined by college):	213
Number of college programs with ongoing assessment of learning outcomes	139
Percent of instructional programs with ongoing assessment of SLOs (ProLOs)	65.3%
Student Learning and Support Services	
Total number of student and learning support activities	22
Number of student and learning support activities with ongoing assessment of learning outcomes	19
Percent of student and learning support activities with ongoing assessment of SLOs	86.4%

GE and Institutional SLOs	
Number of courses identified as part of the GE program:	583
Percent of GE courses with ongoing assessment of GE learning outcomes:	98.5%
Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	583
Number of Institutional Student Learning Outcomes defined (The combination of GE SLOs and General Student Services SLOs)	14
Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%

Course and program SLO assessment results are discussed within the department(s) associated with the course or program. Departments use the results of SLO assessment to modify teaching methods, course curriculum, etc. For example, in the 2013-14 academic year courses reported changes in teaching methods, changes in assignments or exams, changes in pre-requisite sequences and the use of new or revised teaching materials. All of these changes directly impact students in the classroom and are designed to increase student achievement. Course SLOs are stated on syllabi and program SLOs are stated in the college catalog. Course SLO assessment reports are available on the college website, which is accessible to all college employees and to the public. A program SLO assessment report will be available to prospective students on the new college website beginning late this semester. The Student Learning Outcome Assessment Committee discusses SLO assessment results from all levels and the College Strategic Planning Committee reviews ILO assessment results. Representatives from these committees communicate with the college community.

SLO assessment at SCC is continuous; reporting occurs periodically. Assessment of course SLOs is ongoing; results are reported for all courses over a six year cycle in a planned sequence. Program SLOs are reported as part of the Program Review cycle for instructional and student service programs. Some CTE programs also report SLO results on a regular basis as part of responses to their industry accrediting or advisory committees. General Education SLOs (part of the SCC institutional I SLOs) are assessed by use of the CCSSE survey as well as by course embedded assessment work. Student Services SLO assessment is part of the Student Services Program Review process. Departmental dialogue is used to plan changes in responses to SLO assessment. Discussion at standing committees and Senate-led committees involves all programs at the college. At the strategic level, SLO assessment informs the dialogue of the College Strategic Planning Committee. The annual SLO Report is part of the Institutional Effectiveness Reports. At the operational level, unit plans link resource allocation requests with SLO data. Unit plans form the basis of departmental resource requests.

A variety SLO planning and reporting activities occurred during the 2013-14 academic year.

- The SLO coordinator and SLO analyst worked with faculty on SLO implementation.
- College programs completed SLO assessment plans indicating which course assessments would be reported each semester over 6 years.
- Departments completed SLO annual reporting forms including types of assessments, the assessment results, and planned changes. Course SLOs were widely assessed across the colleges. The results of the assessments were used by the departments to plan changes to improve student learning.
- The SLO committee was reviewed and reinvigorated as the Student Learning Outcome Assessment Committee (SLOAC). The SLOAC continued work on how to evaluate and analyze the results of the SLO assessment report for dissemination, dialogue, and strategic planning.
- SCC GELOs were initially assessed using SCC results of the Community College Survey of Student Engagement. An evaluation showed that this assessment method provided incomplete information. Thus, the college is now implementing a course-based approach for GELO assessment. The SLOAC is developing an online data entry system that will make this reporting work much easier.

- The College is currently working to revise the General Education SLOs (GELOs) so that they better align with the GE areas and provide improved information about student learning.
- The 6-year instructional Program Review cycle has included SLO assessment results since 2010; this was expanded based on dialogue about the process.

II. Course SLO assessment and reporting

Assessment of all course SLOs is ongoing. Reporting of that assessment is provided in a planned process. Each instructional department provides a multi-year course SLO reporting plan. Annual SLO assessment reports are submitted for courses based on those plans.

Many departments included multiple sections of the same course when assessing course SLOs.

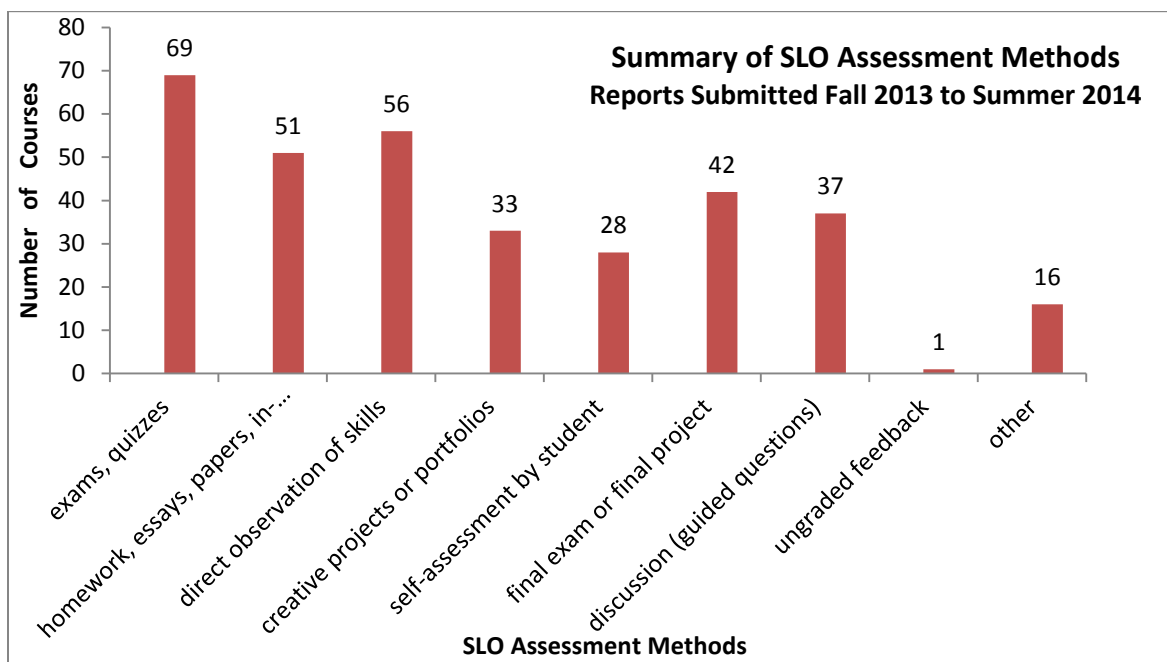
Number of sections analyzed per course (Annual course SLO assessment reports Fall 2013 to Summer 2014)		
Number of sections analyzed per course	Number of courses	Total number of sections
1	60	60
2	30	60
3	10	30
4	4	16
5	5	25
6	1	6
7	1	7
8	3	24
26	1	26

Assessment of all course SLOs is ongoing; reporting of that assessment may be targeted as reflected in department SLO assessment plans. For example, as part of their multi-year assessment plans departments may chose focal SLOs for department dialogue and reporting purposes.

Number of SLOs analyzed per course (Annual course SLO assessment reports Fall 2013 to Summer 2014)		
Number of SLOs analyzed per course	Number of courses	Total number of SLOs analyzed
1	33	33
2	36	72
3	23	69
4	15	60
5	8	40
6	5	30
7	5	35
8	3	24

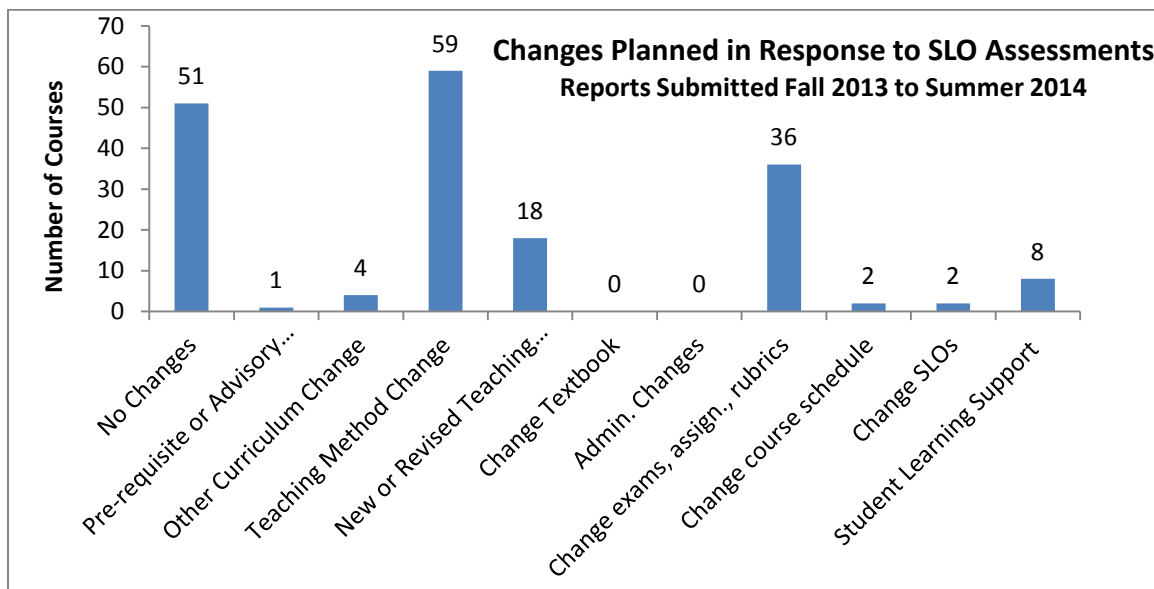
Professors used a wide variety of methods to assess course SLOs.

Multiple methods were used to assess course SLOs. By aligning the expected learning outcomes with these assessment methods, professors were able to analyze students' learning.



Faculty reported a variety of planned changes to their courses due to SLO assessment.

The success stories about the impacts of SLO assessment at SCC are best told by a look at the number and type of changes that have been made to courses based on assessment of course SLOs. 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.



Course SLO assessment informs unit planning.

SLO assessment is also reflected in SCC's unit planning, showing that changes are being made at the unit level based on SLO assessment. Unit Plan Accomplishment Reports include information on whether SLO data was used to develop and/or evaluate the results of unit plan objectives. The unit plan objectives using SLO data were related to all three College Goals. The great majority (88%) of the objectives that used SLO data were fully or partially accomplished during the 2013-14 academic year. Many objectives that were not accomplished have end years of 2014-15 or later.

2013-14 Unit Plan objectives that used SLO data		
	N	Percent
Fully or partially accomplished	57	88%
Not accomplished*	15	13%
<i>Note: Many objectives that were not accomplished have end years of 2014-15 or later.</i>		

I. Program Student Learning Outcomes

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

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

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. All new degrees and certificates and any degrees or certificates which are reviewed as part of regular program review have are to submit this matrix.

Instructional departments have mapped courses to their program SLOs. Departments use this information to make needed changes to curriculum. Several departments have used program SLO assessment and alignment to modify curriculum. Three programs, Communication Studies, Mathematics, and Psychology, have mapped program SLOs to the Degree Qualifications Profile provided by the Lumina Foundation. 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. The implementation of a revised approach to ProLO assessment for degree and certificate programs, based on this evaluation of the models, has begun. Program SLOs for all SCC

Degree and Certificate programs can be found in the SCC Catalog which can be found at the following link: <http://www.scc.losrios.edu/catalog/> .

The following programs have reported on the achievement of Program SLOs as part of recent Program Reviews. The Student Learning Outcomes Institutional Effectiveness report provides summaries of the results of Program SLO assessment. The link to that report is:

<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/44f02c92-da4f-4428-bc8f-d43f03cb3321/8-%20Student%20Learning%20Outcomes%20Report%202014.pdf>

Advanced Technology

- Cosmetology (A.S. Degree and Certificate)
- Art and Science of Nail Technology (Certificate)

Behavioral & Social Sciences

- Administration of Justice (A.S. and AS-T Degrees)
- Correctional Services (A.S. Degree)
- Police Services (A.S. Degree)
- Anthropology (A.A. and AA-T Degrees)
- Psychology (A.A. and AA-T Degrees)
- Sociology (A.A. and AA-T Degrees)

Business & Computer Information Science

- Advanced CISCO Networking (Certificate)
- Computer Science (A.S. Degree and Certificate)
- Information Processing (A.S. Degree)
- Information Processing Specialist (Certificate)
- Information Processing Technician (Certificate)
- Information Systems Security (A.S. Degree and Certificate)
- International Computer Driving License (Certificate)
- Management Information Science (A.S. Degree and Certificate)
- Network Administration (A.S. Degree and Certificate)
- Network Design (A.S. Degree and Certificate)
- PC Support (Certificate)
- Programming (Certificate)
- Web Developer (A.S. Degree and Certificate)
- Webmaster, Level 1 (Certificate)
- Webmaster, Level 2 (Certificate)
- Word Processing Technician (Certificate)

Humanities & Fine Arts

- Studio Art (A.A. Degree)
- Fine Arts (A.A. Degree)
- Communication Studies (A.A. and AA-T Degrees)

Learning Resources

- Library and Information Technology (A.S. Degree and Certificate)

Mathematics, Statistics & Engineering

- Civil Engineering (A.S. Degree)
- Electrical/Computer Engineering (A.S. Degree)
- General Engineering (A.S. Degree)
- Mechanical/Aeronautical Engineering (A.S. Degree)

Science & Allied Health

- Chemistry (A.S. Degree)
- Nursing (A.S. Degree)
- Vocational Nursing (A.S. Degree and Certificate)
- Occupational Therapy Assistant (A.S. Degree)

III. General Education Outcomes (GELOs), General Student Services Student Learning Outcomes and Institutional Student Learning Outcomes

For the past several years, the combination of General Education SLOs (GELOs) and General Student Services SLOs have formed the Institutional Student Learning Outcomes (ISLOs) for Sacramento City College. Data assessing those outcomes is provided below.

We are currently revising our Institutional Student Learning Outcomes (ISLOs). In the past, we have used a combination of GE SLOs and Student Services SLOs as our ILOs. However, review of that process suggested that not all students were being fully captured in the ILOs; for example, certificate completers do not take the full range of GE courses. We are revising our ILOs to be sure that all students are included. The proposed new ISLOs are not meant to replace the existing GELOs. The GELOs would remain in place and courses meeting GE areas would be expected to align with the appropriate GELOs. The ISLOs would form be a set of student learning outcomes which would be expected of all students completing educational programs (certificate or degree) at SCC, not just those completing a degree. The following comes from the Spring 2013 Draft of Proposed ISLOs:

Upon completion of a course of study (degree or certificate) 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)
- use information resources effectively and 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. (Critical Thinking and Problem Solving)
- apply content knowledge, demonstrate fluency, and evaluate information within his or her course of study. (Depth of knowledge)

Students completing degrees will have completed the ISLOs as part of the General Education courses (see GELOs). Students completing certificates will have completed the ISLOs as a part of their required courses for the certificate.

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

Analyses of Student Services SLOs are also part of the Institutional SLOs of the college. Most student services units used a pre- and post-test model to assess short term changes in student learning.

Conclusions drawn from assessment data included the following:

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

Continuous improvements in methods for assessing student learning were consistently expressed. Two types of changes in SLOs were identified by several units. One change was based upon achieving greater clarity about what desired student learning the unit wanted assessed. This led to revising the SLOs. The other change came from identifying more effective intervention methods and making changes. An example of an intervention method change included explaining and "modeling" the desired learned behavior rather than only using explanation. (Data source: Student Services Program Reviews 2012 through 2014)

General Education Outcome assessment uses the CCSSE survey and course-based assessment.

SCC is currently using the Community College Survey of Student Engagement (CCSSE) to assess General Education SLOs (GELOs). The CCSSE is administered at SCC every two years. Items from the CCSSE were mapped to the GELOs and results from those items are analyzed. Change over time is tracked. Comparisons are made between students who have completed more than 30 units and those who have completed fewer units. Because this is a student self-assessment and a more direct measure of skills is desired by the college, we are moving to a course-embedded approach as well. A computer data-entry system is being designed so that faculty can enter their courses SLO assessment results into a database. Course SLOs are mapped to program SLOs and GELOs. As a result, we will be able to use the assessment of course and program SLOs to assess GELOs.

In Summer and Fall 2014, SCC completed two types of GE SLO assessments

- (1) An assessment of GE outcomes based on the CCSSE, a nationwide survey of the level of engagement of community college students in their learning experiences. 2014 was the 4th CCSSE conducted at SCC.
- (2) Recognizing that the student survey approach provided only an indirect assessment of student learning, the college undertook a comprehensive, course embedded assessment of GE SLOs (Assessment of General Education Learning Outcomes, Fall 2014, Sacramento City College, Author and Principal Investigator: Rick Woodmansee). The *GELO Alignment* document developed by the GE Subcommittee of the Curriculum Committee was used to determine linkages between GELO areas and the GE Areas stated in the SCC General Education Graduation Requirements.

For more information regarding the General Education Learning Outcomes, use the following link to the Student Learning Outcomes Institutional Effectiveness report:

<https://dms.scc.losrios.edu/alfresco/d/d/workspace/SpacesStore/44f02c92-da4f-4428-bc8f-d43f03cb3321/8-%20Student%20Learning%20Outcomes%20Report%202014.pdf>