

Institutional Effectiveness Reports Fall 2015

*Working
Together*

*Pursuing
Excellence*

*Inspiring
Achievement*



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

PRIE Staff:

Marybeth Buechner

Jay Cull

Anne Danenberg

Andrea Galang

Katherine Zoloty

Phone: 558-2512 or 558-2511

Email: buechnm@scc.losrios.edu

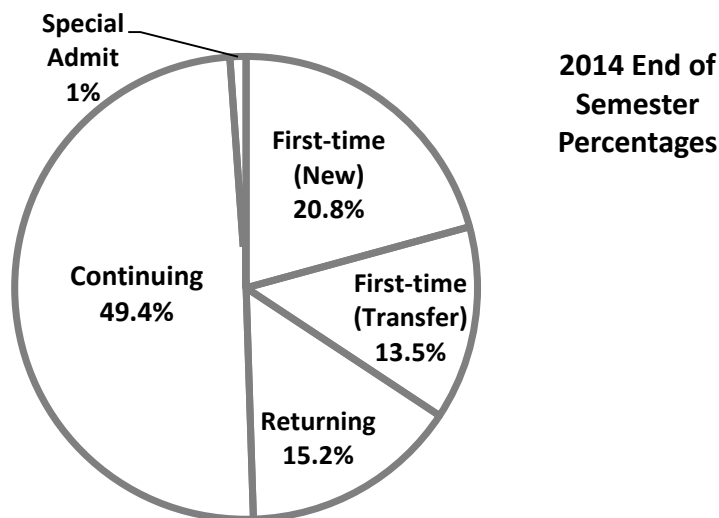
Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth and inspires academic and economic leadership.

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SCC Factbook Report

Snapshot of the 2014-15 SCC Student Population

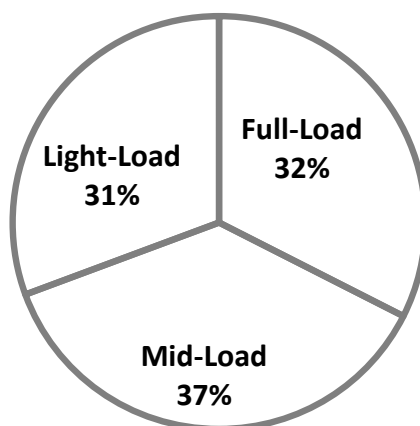
In Fall 2014, the end-of-semester enrollment at SCC was 23,966 students—about the same as 23,913 in Fall 2013. Almost half of these were continuing students. There were also substantial numbers of new first-time students, new transfer students and students returning to SCC after a gap in enrollment.



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 2014.

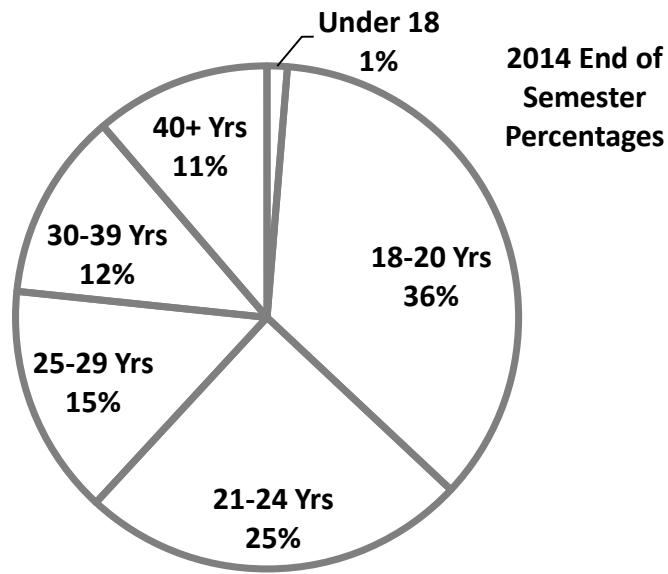
Fall 2014 Student Unit Load
(light <6units, mid>6<12 units, full >=12 units)



Source: LRCCD, EOS Research Database files

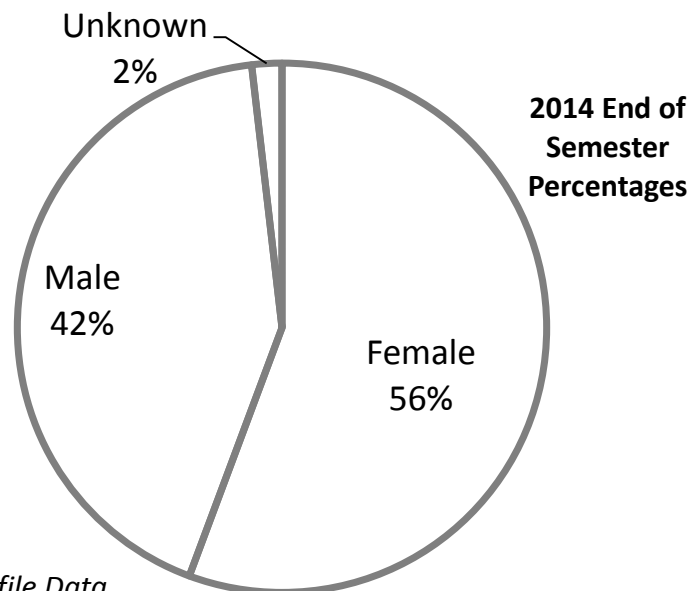
SCC students represent a wide range of ages. The majority of SCC students are over 20 years old, with the 18-20 year old age group making up 36% of all students.

Fall 2014 SCC student age group distribution



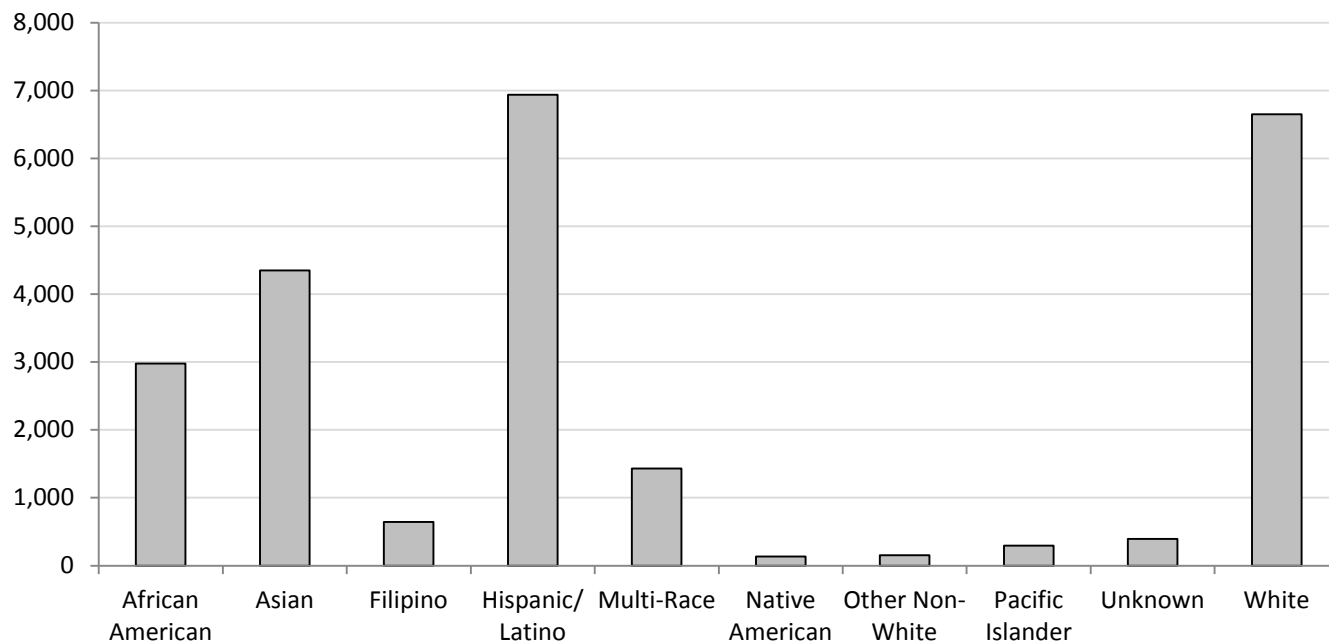
Source: LRCCD, EOS Research Database files

More women than men attend SCC.



Source: EOS Profile Data

SCC has an ethnically diverse student population, with no racial/ethnic group making up over 29% of the student body in Fall 2014.

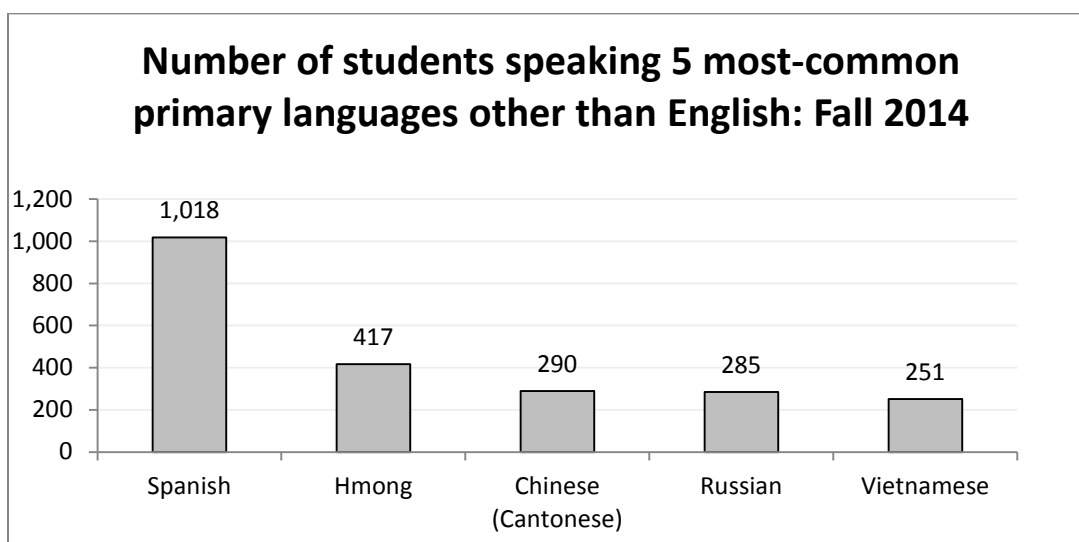


SCC Student Ethnicity Profile Fall 2014

Fall	African American		Asian		Filipino		Hispanic/Latino		Multi-Race		Native American		Other Non-White		Pacific Islander		Unknown		White	
2014	2,979	12.4%	4,350	18.2%	643	2.7%	6,938	29.0%	1,429	6.0%	134	0.6%	154	0.6%	297	1.2%	394	1.6%	6,648	27.7%

Source: EOS Profile Data

Approximately 17% of SCC students speak a primary language other than English. Although Hmong is the second-largest, single non-English category, more students speak one of the Chinese languages (Cantonese, Mandarin, Shanghai, and other Chinese = 511).



Source: LRCCD, EOS Research Database files

In Fall 2014 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 – First-time Freshmen
Fall 2014**

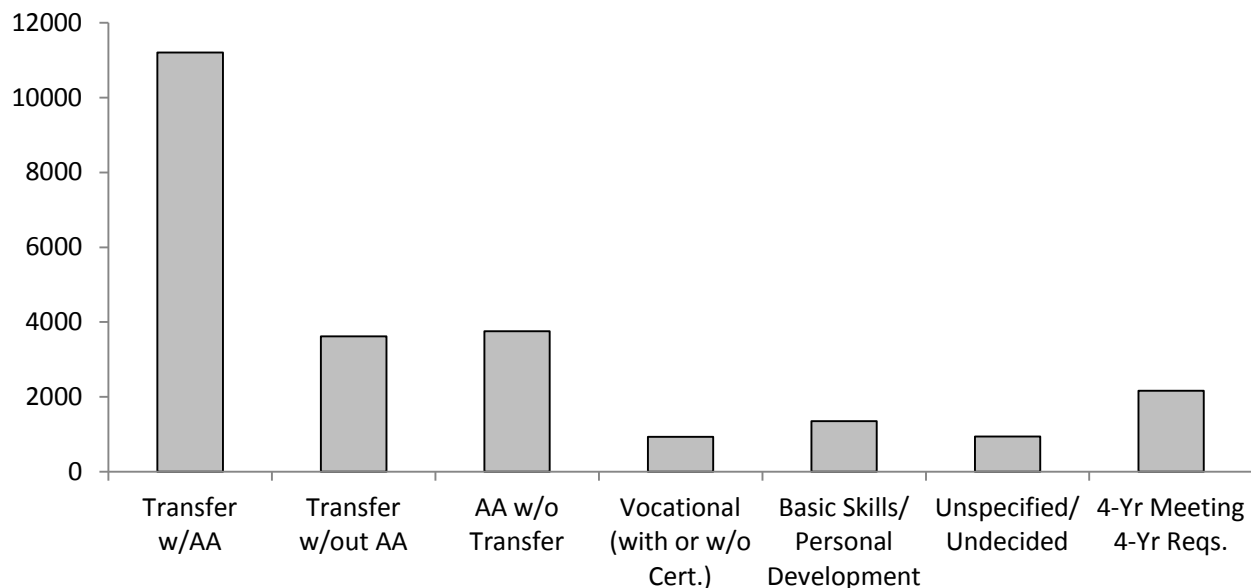
2014	# of Students
General Ed/ Transfer	338
Business	306
Nursing (RN)	247
Administration of Justice	182
Biology	159
Psychology	146
Engineering	115
Computer Science	100
Early Childhood Education	82
Kinesiology	68

Notes: 1) The data from 2014 is not comparable to earlier years because area of study was added as a variable and is only available at the end of semester. 2) The single largest category in Fall 2014 is "Undecided" (667 students).

Source: Fall 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 2014



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.

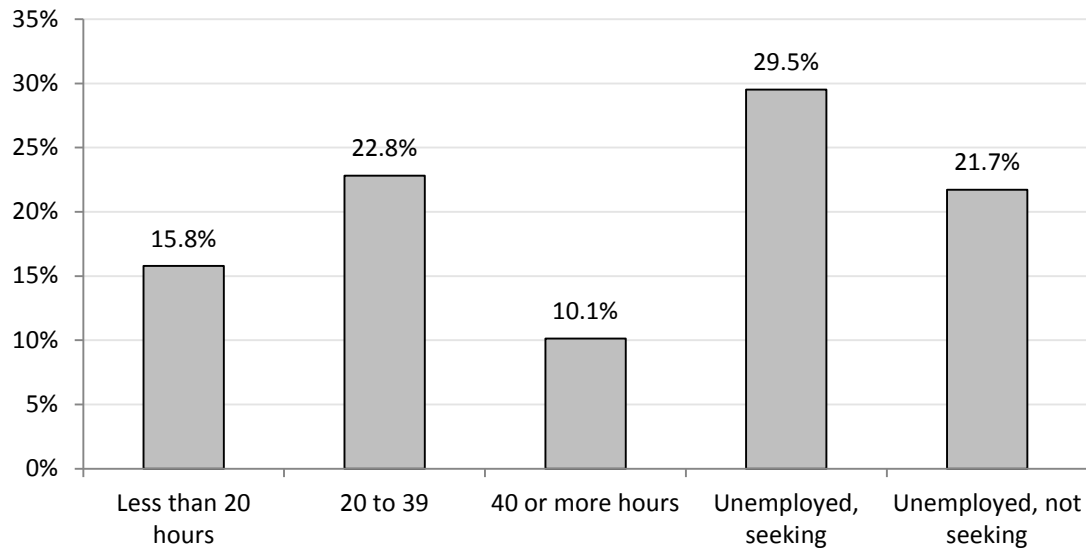
SCC student home zip codes Fall 2014 Source: EOS Profile Data			
Top Zip Codes	Location/Post Office Name	2013	% of Total
95822	Land Park	1,567	6.6
95823	Parkway	1,391	5.9
95831	Pocket / Greenhaven	1,135	4.8
95820	Oak Park / Fruitridge	1,030	4.3
95691	West Sacramento	1,012	4.3
95828	Florin	942	4.0
95758	Elk Grove	762	3.2
95826	Perkins	760	3.2
95824	Colonial	748	3.2
95616	Davis	738	3.1
95818	Broadway / Upper Land park	671	2.8
95624	Elk Grove	630	2.7
Total for the top zips shown above		11,386	48.0
All others student home zip codes		12,580	52.0
Total		23,966	May not sum due to rounding

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 California high schools, over 40% of them come from ten local high schools.

SCC Fall 2014 Top 10 Feeder High Schools Source: EOS Profile Data		
High School	Enrollment	Percent of recent HS grads
River City Senior High	134	6.41
John F. Kennedy High	124	5.93
C. K. McClatchy High	116	5.54
Davis Senior High	90	4.30
Hiram W. Johnson High	82	3.92
Luther Burbank High	76	3.63
Franklin High School	65	3.11
Rosemont High School	56	2.68
Sheldon High School	54	2.58
Inderkum High School	49	2.34

Close to half of SCC students are employed. Almost 30% of SCC students are unemployed and are seeking work.

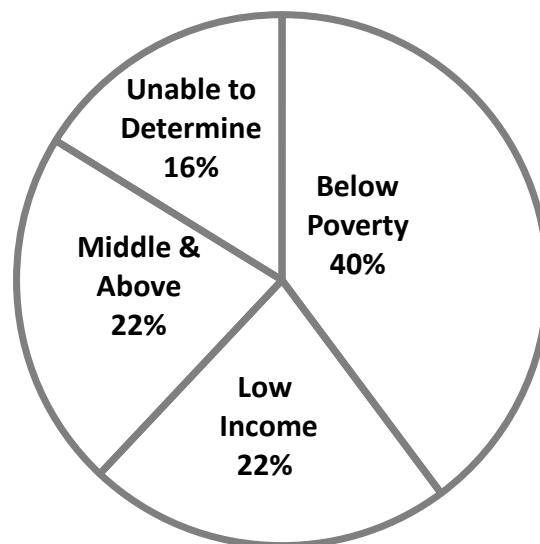
SCC students self-reported work status Fall 2014



Source: EOS Profile data

Just over 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.)

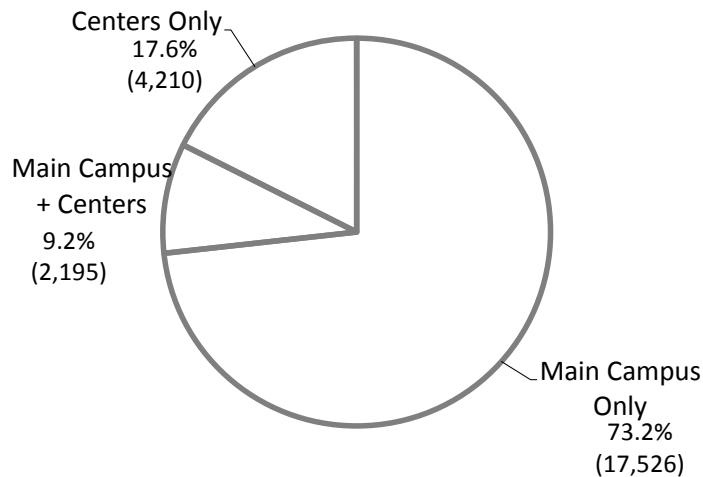
**SCC student self-reported household income level
Fall 2014**



Source: EOS Profile Data

During Fall 2014, most students attended classes at the Main Campus, but over 17% took classes only at the West Sacramento or Davis Centers.

**SCC Main Campus and Centers
End of Semester Unduplicated Enrollment – Fall 2014**

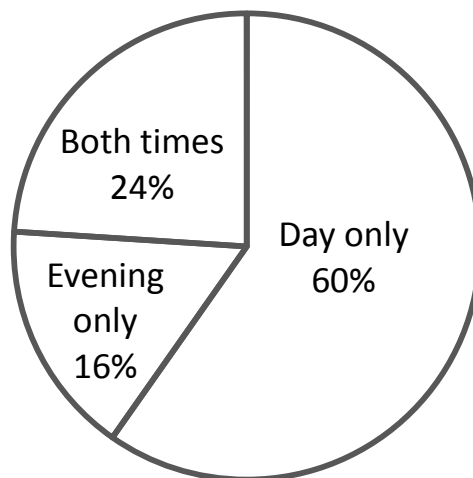


Source: Transcript Snapshot

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

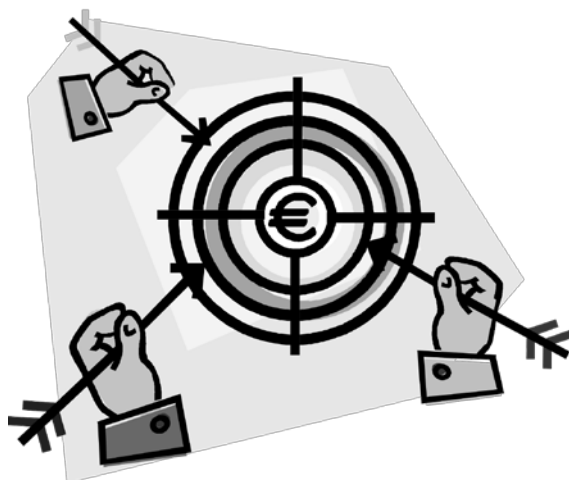
In Fall 2014, 60% of SCC students took only day classes, 16% took only evening classes and 24% took both day and evening classes.

**SCC Day and Evening Unduplicated Enrollment Fall 2014
(excludes solely online students)**



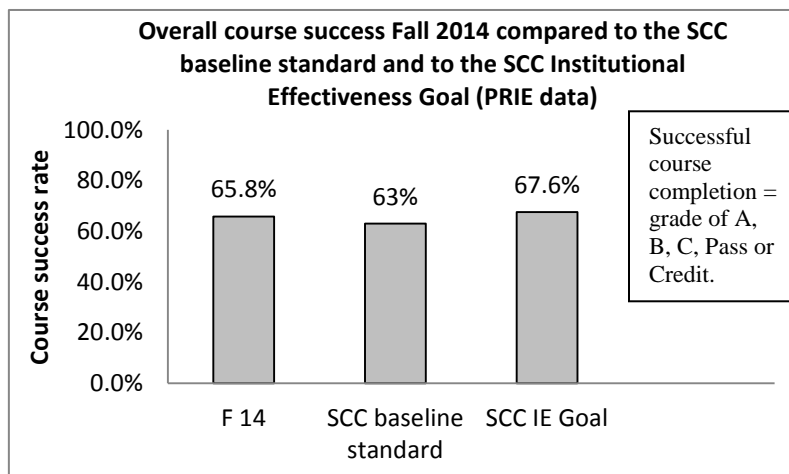
Source: LRCCD Transcript

**Indicators for College Goals
Fall 2015
Indicators for the 2014-15 College Goals**



SCC Key Points

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 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. While the numbers of degrees and transfers to UC/CSU have fluctuated, numbers of certificates have steadily increased between 2011-12 and 2014-15.

SCC metrics: (PRIE data)	2011- 2012	2012- 2013	2013- 2014	2014- 2015	SCC standard	SCC 10 year range
Number of degrees awarded	1,500	1,481	1,654	1,634	1,000	798–1,500
Number of certificates awarded	405	534	491	637	350	344–534
Number of students transferring to CSU/UC	739	958	1,095	924	700	728–1,095

Sources: *LRCCD Awards File* and <http://extranet.cccco.edu/Divisions/StudentServices/Transfer/Resources/TransferData.aspx>

SCC Goal C: Organizational Effectiveness: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement. Of those objectives for which a response was provided, 70% were fully or partially accomplished in the 2014-15 academic year.

2014-15 Unit Plan Accomplishment		
	N	Percent*
Not accomplished in 2014-15**	194	30%
Partially accomplished in 2014-15	184	28%
Fully Accomplished in 2014-15	275	42%
Total	653	100%
*Percent of those objectives for which a response was provided.		
**Many of those objectives not accomplished have end dates in 2015-16 or later.		

College 2014-15 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.

CORE INDICATORS:

SCC metrics: (PRIE data)	F 11	F 12	F 13	F 14	SCC baseline standard	SCC 10 year range
Overall course success	68.7%	66.9%	66.4%	65.8%	63%	63.7% - 68.7%
<i>Successful course completion rates are calculated by dividing the number of A, B, C, and Pass grades by the total number of grades awarded (A,B,C,P,D,F,NP,I,W), and multiplying the result by 100.</i>						
Fall-to-Fall persistence rate at SCC	40.2%	43.0%	41.6%	42.0%	37%	37.8% - 43.0%
<i>Fall-to-Fall persistence measures the percent of students who are enrolled at SCC in a given Fall Semester who are also enrolled in the subsequent Fall Semester.</i>						

State Scorecard metrics: (2015 Scorecard data)	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	2008-09 Cohort	State average	SCC 5 cohort range
Cohort 3-semester persistence in the CCC system*	77.6%	77.5%	76.2%	75.6%	70.5%	75.6% - 77.6%
<i>*Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within 3 years of entering college. The metric shows the percent of these students who enrolled for 3 consecutive semesters anywhere in the California Community College System.</i>						
Percent of cohort who earned 30+ units*	60.1%	59.6%	62.3%	62.0%	66.5%	58.7% - 65.5%
<i>*Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within 3 years of entering college. The metric shows the percent of these students who earned at least 30 units anywhere in the California Community College system withing 6 years of entering college.</i>						

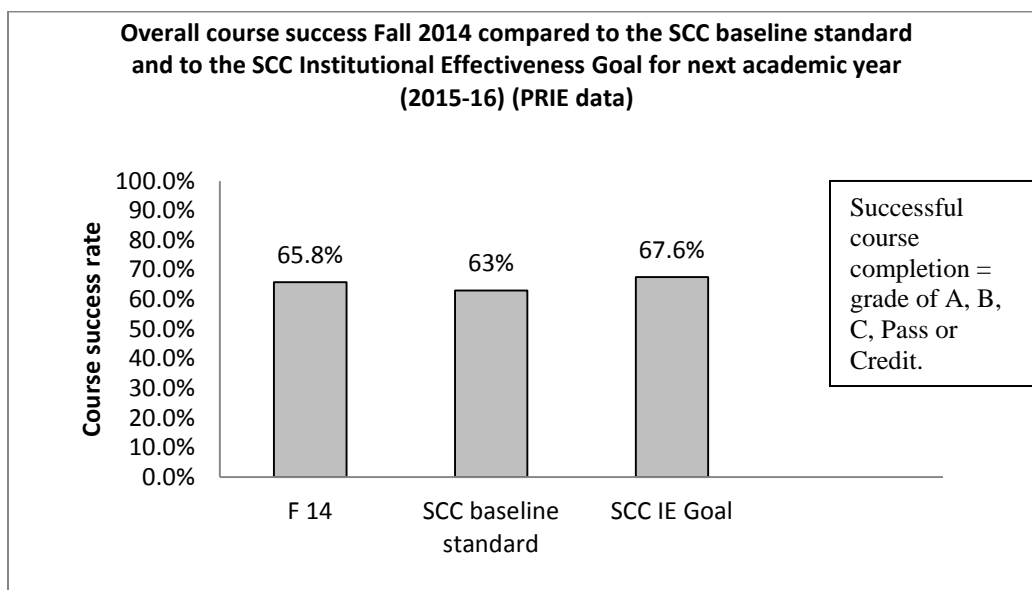
2015 Scorecard SCC Remedial Metric	Beginning year of student cohort				
	2004-05	2005-06	2006-07	2007-08	2008-09
Remedial English progression	40.2%	37.1%	36.3%	38.8%	38.5%
Remedial Math progression	19.0%	20.9%	20.9%	20.6%	21.2%
Remedial ESL progression	39.3%	40.7%	43.1%	42.3%	43.2%
<i>Percentage of credit 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>					

Overall – 2014-15 Unit Plan Accomplishment, College Goal A		
(note: percentages may not add to 100% due to rounding)	N	%
Not accomplished	123	25
Partially accomplished	128	26
Fully accomplished	190	38
No response	56	11
Total	497	100

INDICATORS FOR EACH STRATEGY UNDER GOAL A

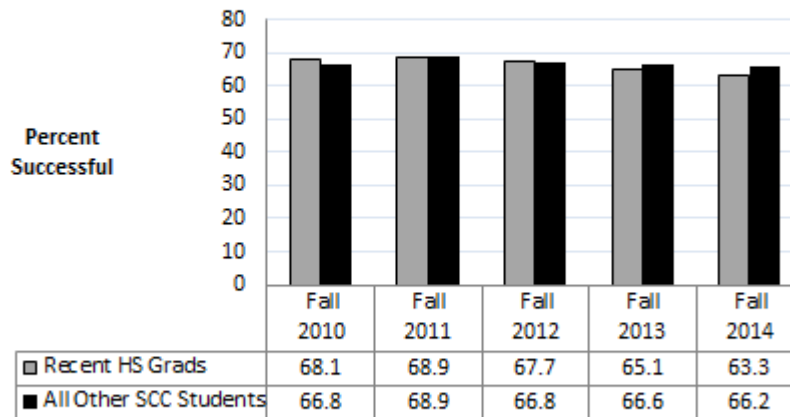
A1. Promote the engagement and success of all students, with a special emphasis on first-year students who are transitioning to college.

The overall course success rate for all SCC students was similar for Fall 13 (66.4%) and Fall 14 (65.8%). The overall course success rate at SCC exceeds the college baseline standard of 63%. The SCC Institutional Effectiveness Partnership Initiative (IEPI) goal for overall course success for the 2015-16 academic year is 67.6%



Course success rate for recent HS graduates was similar for Fall 13 (65.1%) and Fall 14 (63.3%).

SCC Successful Course Completion by Recent High School Grad Status, Fall 2010 to Fall 2014 (%)



Source: EOS Research Database Files

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. Although the course success rates of recent high school graduates (those students who were in high school the spring immediately preceeding the fall semester in which they enrolled at SCC) have shown a slight decrease in recent years, these success rates are similar to those of all other SCC students.

Evidence of student engagement can be found in the Fall 2014 Student Accreditation Survey; over 90% of the respondents agreed or strongly agreed that:

- “I have access to current and accurate information about the college through college publications and the college website.”
- “I have access to any needed learning support services (tutoring, computer labs, etc.)”
- “I am aware of what skills and knowledge I need to learn to succeed in my classes.”

On that same survey, over 90% of the respondents agreed or strongly agreed that, “I have access to any needed learning support services (tutoring, computer labs, etc.)”

During the 2014-15 academic year SCC implemented a variety of activities that promote the engagement and success of students, with an emphasis on first-year students. The SSSP plan is key to these activities. In addition, partnerships with local High Schools have been developed to increase student success. Sacramento Pathways to Success is a partnership between SCC, SJUSD, and CSUS. The project focuses on providing students and families with a clearer pathway 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.

The SOCRATES reports show that in the 2014-15 academic year, over 516 courses and over 143 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. Faculty report plans to modify classes (e.g. teaching methods, exams, assignments) in response to SLO assessment. The percentage of programs reporting ongoing assessment of Program SLO increased from 65% in 2013-14 to 86% in 2014-15.

College services are reviewed and modified as needed. For example, Student Services areas use SLO assessment to identify and implement changes (2014-15 Student Services SLO survey). On the Fall 2014 Student Accreditation Survey over 90% of the respondents agreed or strongly agreed that “I have access to any needed student services (counseling, orientation, etc.)” Many student services are being reviewed as part of the SSSP Plan and the Student Equity Plan. An extensive program evaluation process began in 2014-15 as part of those plans; a SSSP/Student Equity Research Analyst has been hired to conduct those analyses. The results of that evaluation will be available in the next academic year.

On the 2014 Employee Accreditation Survey most of the respondents agreed or strongly agreed that data are used to improve services and programs.

2014 employee accreditation survey results (PRIE)	
<i>My area or department uses research and/or evaluation to improve services/programs.</i>	Response Percent
Strongly Agree	20%
Agree	55%
Disagree	14%
Strongly Disagree	4%
Don't Know	8%
<i>answered question 167</i>	
<i>Data are regularly evaluated by the college to assess institutional effectiveness and provide insight into actions needed for continuous process improvement.</i>	Response Percent
Strongly Agree	14%
Agree	53%
Disagree	10%
Strongly Disagree	4%
Don't Know	18%
<i>answered question 165</i>	

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 overall awards (degrees + certificates) has increased from 2010-11 to 2014-15. The number exceeds the SCC baseline standards of 1,000 degrees and 350 certificates awarded annually. The number of students transferring to CSU/UC has fluctuated between

2010-11 and 2014-15. The number exceeds the SCC baseline standard of 700 transfers to UC/CSU annually.

SCC metrics: (PRIIE data)	2011- 2012	2012- 2013	2013- 2014	2014- 2015	SCC standard	SCC 10 year range
Number of degrees awarded	1,500	1,481	1,654	1,634	1,000	798–1,500
Number of certificates awarded (PRIIE data)	405	534	491	637	350	344–534
Number of students transferring to CSU/UC (PRIIE data)	739	958	1,095	924	700	728–1,095

The SCC score on the Completion metric of the State Scorecard declined for recent cohorts; however, SCC is above the state average.

SCC Completion Overall State Scorecard Metric* (2015 Scorecard)										
2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		State Average
Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Rate
2,214	56.6%	2,549	57.3%	2,567	55.0%	2,790	51.8%	2,968	47.0%	46.8%
*Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within 3 years of entering college. The metric shows the percent of these students who completed a degree, certificate or transfer-related outcome within 6 years of starting college at SCC.										

During the 2014-15 academic year SCC implemented various programs and activities to provide students with the tools they need to plan and complete their educational goals. The new SSSP and Student Equity Plans have been drivers of this work.

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.

Course success rates increased for some basic skills levels and decreased in others.

- Course success rates increased slightly in Fall 2014 for Math courses two levels below transfer. For other levels of pre-transfer Math courses, Fall 2014 course success rates were similar to or lower than the previous year.
- Course success rates for basic skills English Writing was very similar to the previous year for courses one level below transfer and increased slightly for courses two levels below transfer.
- Course success rates for basic skills Reading courses two levels below transfer was very similar to the previous year. Course success declined for Reading courses one or three levels below transfer.
- ESL Writing basic skills course success rates increased in courses one or two levels below transfer but decreased in courses three level below transfer.

CCCCO Scorecard remedial progression rates for the latest SCC student cohort increased slightly for Math and ESL and decreased very slightly for English.

CCCCO Scorecard SCC Remedial Progression Metric* (2015 Scorecard)	Beginning year of student cohort				
	2004-05	2005-06	2006-07	2007-08	2008-09
Remedial English progression	40.2%	37.1%	36.3%	38.8%	38.5%
Remedial Math progression	19.0%	20.9%	20.9%	20.6%	21.2%
Remedial ESL progression	39.3%	40.7%	43.1%	42.3%	43.2%
<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>					

Several areas of the college developed strategies that encourage students to complete basic skills classes near the beginning of their educational programs. For example the Assessment Center provided information to 3,450 students about the role assessment placements play in the course prerequisite process. The Basic Skills Initiative Steering Committee is reviewing relevant research on best practices in the basic skills.

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

Student Learning Outcomes are the same for a given course at all locations and through all modalities. Course success for online courses is very similar to the overall SCC rate. Success rates in the one-way video modality are considerably lower; this modality is very rarely used at SCC.

Course Success by Modality From PRIE planning data website	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Online Courses*	66.4%	64.2%	63.6%	66.6%	64.2%	63.9%	64.1%
SCC Overall**	66.4%	65.5%	66.7%	68.7%	66.3%	66.0%	65.3%
<i>*Online course/section = 51% or more of the instruction time through the internet. **Successful course completion = grade of A, B, C, Pass or Credit.</i>							

On the Fall 2014 Student Accreditation Survey, over 90% of respondents who had taken Distance Education (DE) classes, as well as those who had not taken DE classes, agreed or strongly agreed that:

- “I have access to current and accurate information about the college through college publications and the college website.”
- “I am aware of what skills and knowledge I need to learn to succeed in my classes.”

Equivalent services are available for both on campus and DE students. The College Catalog and schedule of classes are available online. Students are able to apply to SCC, add and drop classes, pay for classes and purchase parking permits by using “eServices” which is reached

from the Online Services webpage. Scholarship applications for students are available online. On the Fall 2014 Student Accreditation Survey, over 89% of respondents who had taken DE classes, as well as those who had not taken DE classes, agreed or strongly agreed that:

- “I have access to any needed learning support services (tutoring, computer labs, etc.)”
- “I have access to any needed student services (counseling, orientation, etc.)”

The SCC Distance Education Academic Senate subcommittee reviewed data on course success rates by course modality. The committee discussed how college processes might be improved to reduce any gaps in course success rates between delivery modalities. The 2015-16 Distance Education Program Plan reflects that review and discussion.

Locations:

Over recent years course success has been similar for the main campus and the centers.

Successful Course Completion* by SCC Location	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Davis Center Courses	69.1%	66.5%	68.5%	68.7%	63.5%	66.1%	65.5%
West Sacramento Center Courses	72.7%	70.7%	72.0%	70.3%	65.3%	65.3%	64.9%
SCC Overall	66.4%	65.5%	66.7%	68.7%	66.3%	66.0%	65.3%
<i>*Successful course completion = grade of A, B, C, Pass or Credit. Source: PRIE planning data website</i>							

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. The SCC Foundation provided \$3,500 for the Davis Center study area where students can meet and collaborate. Online pilots are currently underway with the goal for further expansion of synchronous online counseling, advisement, tutoring, and writing assistance.

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

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

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

The gap in course success between students in different age groups has decreased recently. Currently the only substantial gap in course 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* (PRIE 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	F14
Gender gap in course success	2.8%	1.5%	2.1%	2.7%
Race/ethnicity gap in course success	20.2%	19.8%	20.2%	21.2%
Age gap in course success	6.4%	6.4%	3.5%	5.3%
<i>*Successful course completion = grade of A, B, C, Pass or Credit.</i>				

The State Scorecard Completion metric measures the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer-related outcome. The gap by gender is very small. The other gaps between groups are substantial, however those for race and age have decreased for the most recent cohort compared to previous cohorts.

Percentage Point Gaps in State Scorecard Completion Metric * <i>Rate of highest group minus rate of lowest group (CCCCO 2015 Scorecard Data.)</i>			
	2006-07 cohort	2007-08 cohort	2008-09 cohort
Gender	3.7	0.8	0.5
Race/Ethnicity	38.1	35.3	31.6
Age group	26.1	32.5	20.1
College preparation (prepared – unprepared)	24.7	21.9	25.6
Economically disadvantaged (yes/no)	22.2	24.9	23.1
DSPS (yes/no)	26.3	23.2	23.7
*Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within 3 years of entering college. The metric shows the percent of these students who completed a degree, certificate or transfer-related outcome within 6 years of starting college at SCC.			

The Student Equity Plan implements practices and activities designed to reduce achievement gaps in student success. The Student Equity Academy has been developed and is meeting; this community of practice is charged with improving outcomes for students who have historically experienced disproportionate impacts in academic success.

One of the goals of the SCC pathways projects is to reduce achievement gaps among student groups. 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.

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

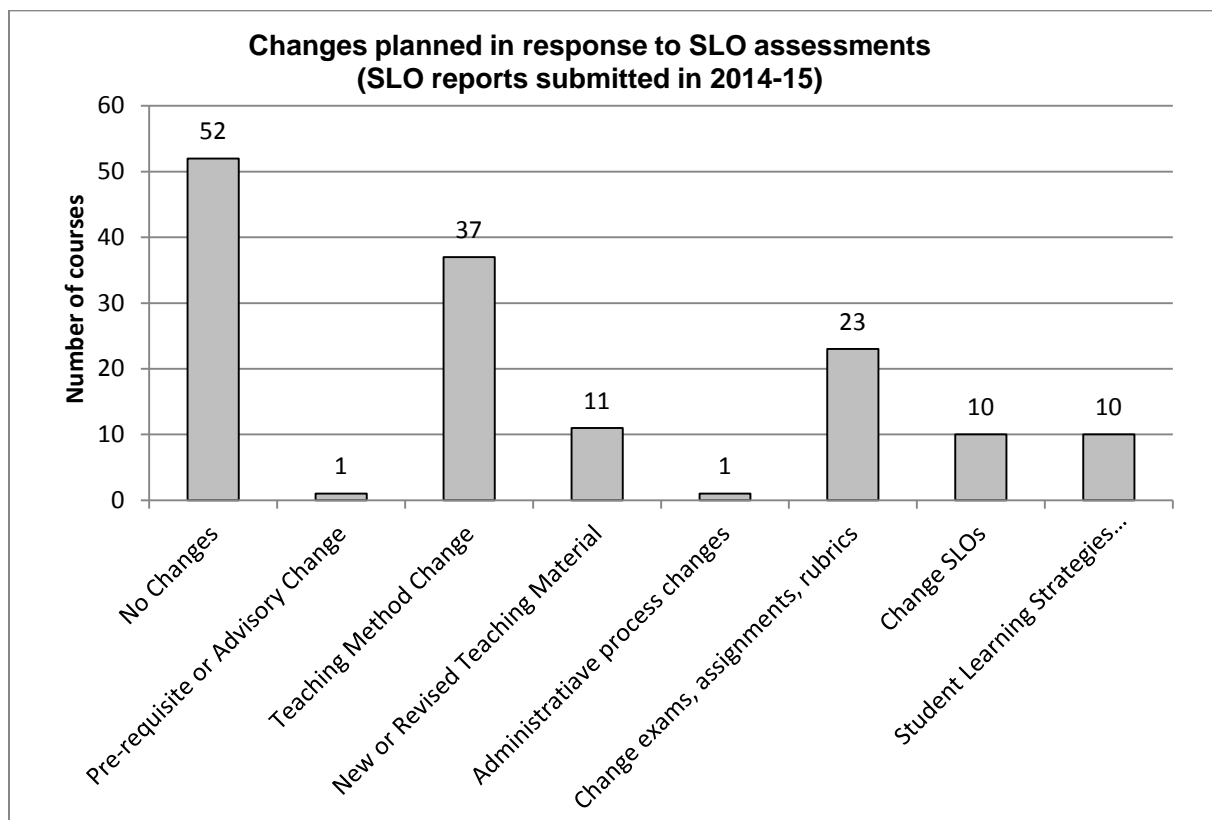
SLO assessment is also reflected in SCC's unit planning, showing that changes are being made at the unit level based on SLO assessment. The great majority (88%) of the objectives that used SLO data were fully or partially accomplished during the 2014-15 academic year.

Use of SLO assessment data (Data source = SLO Coordinator files)	2011-2012	2012-2013	2013-2014	2014-2015
Percent of Unit Plan objectives linked to SLO data	13%	18%	17%	15%
Percent of active courses with ongoing SLO assessment	77%	86%	94%	94%
Percent of instructional programs with ongoing SLO assessment	47%	47%	65%	86%
Percent of student services activities with ongoing SLO assessment	100%	100%	86%	100%

Student Services areas used SLO assessment to identify and implement changes (2014-15 Student Services SLO Survey).

The Student Learning Outcomes Assessment Committee has been very active. A review of Institutional and General Education SLOs was completed and approved by the Academic Senate on December 2, 2014. A new online data entry portal for course SLO assessment results is under development.

Instructional departments use the results of SLO assessment to modify teaching methods, course curriculum, etc. In the 2014-15 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.



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

The SSSP and Student Equity plans combined are the college-wide plan to increase college completion. The SSSP and Student Equity plans have been adopted as Institutional Plans at SCC. SCC is on track to complete the full implementation of these plans.

SCC set baseline standards of 1,000 degrees and 350 certificates awarded annually.

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.

CORE INDICATORS:

SCC metrics: (PRIIE data)	2011- 2012	2012- 2013	2013- 2014	2014- 2015	SCC standard	SCC 10 year range
Number of degrees awarded	1,500	1,481	1,654	1,634	1,000	798–1,500
Number of certificates awarded (PRIIE data)	405	534	491	637	350	344–534
Number of students transferring to CSU/UC (PRIIE data)	739	958	1,095	924	700	728–1,095

State Scorecard metrics: (2015 Scorecard data)	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	2008-09 Cohort	State average	SCC 5 cohort range
Cohort completion rate*	57.3%	55.0%	51.8%	47.0%	46.8%	47.0% - 57.3%
*Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within 3 years of entering college. The metric shows the percent of these students who completed a degree, certificate or transfer-related outcome within 6 years of starting college at SCC.						

2014-15 Unit Plan Accomplishment, College Goal B		
(note: percentages may not add to 100% due to rounding)	N	%
Not accomplished	57	23
Partially accomplished	58	23
Fully accomplished	96	38
No response	42	17
Total	253	100

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 2014-15 academic year over 500 courses and over 100 programs have been reviewed; many have been modified. Examples include new Associates Degrees for transfer.

Courses, programs, schedules, and services have been revised as needed. For example, SCC now has 22 Associate Degrees for Transfer.

On the Fall 2014 Student Accreditation Survey 78% of the respondents agreed or strongly agreed that “SCC provides educational programs and learning support services to students with different needs.”

A variety of actions across the college support this strategy:

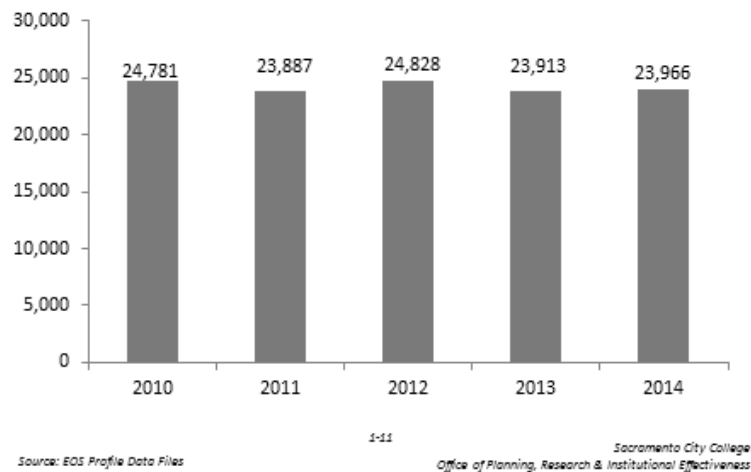
- The AVPI and faculty members have participated in CAERC (Capital Adult Education Regional Consortium), working with the County Office of Education, The Los Rios partners, and community agencies to develop a plan for addressing adult education needs in the region.
- A new Allied Health certificate and degree program was developed and has been submitted to the college curriculum committee.
- Industry needs have been identified through LMI data and attendance at industry advisory meetings.
- An application for CTE enhancement funds for the Dental Hygiene, HVACR, and Computer Science and Aeronautics programs was submitted. This involved researching student award data and industry needs data.
- Faculty in the Business Department were awarded a \$5,000 mini-grant to help start a City Business Development Center which would help small business owners and allow students to apply what they have learned in their business classes.
- The Career Center is coordinating additional services with the Work Experience Program to present at Outreach locations.
- The SCC Foundation provided \$20,635 for the Dental Health Clinic and \$16,865 for the Photography Program for essential updates to equipment in order to meet industry standards.

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. For example, the use of college and district data to identify enrollment trends has resulted in some courses being scheduled in eight week blocks for fall 2015. The Education Master Plan is being revised and updated. The PRIE Office provides enrollment information on an ongoing basis for all instructional areas. This has recently been updated to include additional information.

Enrollment has declined slightly in recent years.

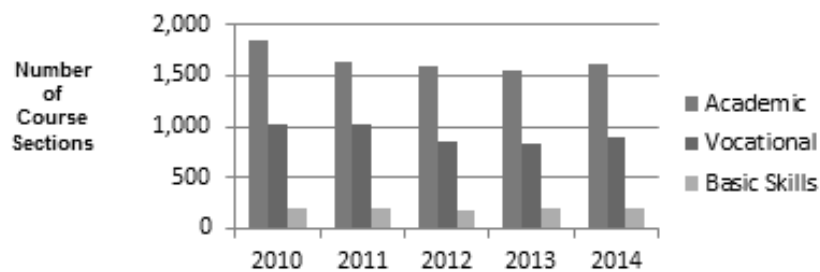
**Enrollment Trends by End of Semester Headcount
Fall 2010 to Fall 2014**



Early indicators for Fall 2015 show a slight decrease in enrollment. Late start classes may reverse this trend.

SCC provides a stable balance of academic, vocational, and basic skills courses.

**SCC Academic, Vocational & Basic Skills Courses
Fall 2010 to Fall 2014**



Fall	Academic		Vocational		Basic Skills		Total
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
2014	1,621	59.86%	899	33.20%	188	6.94%	2,708

Source: EOS MISF

11-11

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

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

SCC has developed a variety of ways to disseminate information to students and engage them with the college. On the Fall 2014 Student Accreditation Survey, over 90% of the respondents agreed or strongly agreed that, “I have access to current and accurate information about the college through college publications and the college website.”

Key supporting activities (leading indicators) include:

- Implementation of the SSSP Plan is underway. Plan elements have been partially implemented as of mid-year.
- The college disseminated over 2,000 scholarship brochures to all division offices and mailed them to students in honors, highest honors, and Phi Theta Kappa.
- The AVPI for CTE worked with Stevenson Media on the development of a booklet and video for the promotion of CTE programs at SCC.

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. The implementation of the SSSP plan focuses on the experiences of first time students. Student use of front door services at the college is substantial.

CCCCO Matriculation Services Summary Report	Service received	
	Fall 2014	Spring 2015
Note: Non-exempt students		
Academic/Progress Probation Services	197	354
Counseling/ Advisement Services	8,484	7,779
Education Plan Services	4,929	3,854
Initial Assessment Services Placement	5,592	4,203
Initial Orientation Services	4,948	2,293

On the Fall 2014 Student Accreditation Survey, 90% of the respondents agreed or strongly agreed that “I have access to any needed student services (counseling, orientation, etc.)”

Key supporting activities (leading indicators) include:

- Assessment provided 10,331 assessments as of December 2014.
- Counseling had 420 appointments for Financial Aid SAPs.
- Counseling provided the following iSEPs for 2014: Abbreviated - 12,344; Comprehensive - 2,570; Total - 14,914. Counseling produced 4,827 ISEPS between October 2014 and December 2014.
- Information and Orientation had 8,179 counter contacts and 2,300 first time in college follow-up phone calls.
- Information and Orientation had 2,200 SOS Contacts for iSEP.

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. For example, the new Student Services Building opened in Spring 2015. 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. A 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. Industry partnerships have been expanded. This work has been led by the Associate Vice President of Instruction who works with CTE programs. Examples include work with the Sacramento Builders Exchange on the implementation of the ACE and Design Build programs and pursuing the award of SCC credit for these courses, work with PG&E and a workforce incubator on an application for use of their curriculum in several energy related areas, and work with Mendocino College on submission of a proposal for Prop 39 funds.

Key supporting activities (leading indicators) include:

- SCC held a USDA Internship workshop with Juan Alvarez leading the discussion. Approximately 120 students attended to learn more. One student applied for and was awarded an internship with the FDA in Fremont for this spring term.
- The President's Office has partnerships with Sacramento City College, West Sacramento Center and Washington Unified School District in various ways.
- SCC West Sacramento hosted meetings of the West Sacramento Education Foundation.

B7. Provide students with clear pathways to goal completion.

As part of Sacramento Pathways to Success, the English Department is working with SCUSD high schools and middle schools and with CSU Sacramento to align curriculum around the ERWC (English, Reading and Writing Curriculum). This curricular alignment will better prepare students transitioning from high school to SCC or CSUS, one goal of which is to have more students start directly in Freshman Composition instead of developmental courses. Other examples of pathway partnerships include the CCSSE/NSSE Engaging Latino Students Pathway, the 2+2+3 Pathway to Law School and the Career Pathways Trust CRANE and CAP grants.

The 3-semester persistence rate in the CCC system is higher for SCC students than the State average. The percent of the student cohort completing 30 or more units is lower than the State average.

CORE INDICATORS:

SCC metrics: (PRIIE data)	2011- 2012	2012- 2013	2013- 2014	2014- 2015	SCC standard	SCC 10 year range
Number of degrees awarded	1,500	1,481	1,654	1,634	1,000	798–1,500
Number of certificates awarded (PRIIE data)	405	534	491	637	350	344–534
Number of students transferring to CSU/UC (PRIIE data)	739	958	1,095	924	700	728–1,095

State Scorecard metrics: (2015 Scorecard data)	2006-07 Cohort	2007-08 Cohort	2008-09 Cohort	State average	SCC 5 cohort range
Cohort completion rate*	55.0%	51.8%	47.0%	46.8%	47.0% - 57.3%
3-semester persistence in the CCC system **	77.5%	76.3%	75.6%	70.5%	73.3% - 77.6%
Percent of cohort who earned 30+ units***	59.6%	62.3%	62.0%	66.5%	58.7% - 65.5%
Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within 3 years of entering college. *The completion metric shows the percent of the cohort who completed a degree, certificate or transfer-related outcome within 6 years of starting college at SCC. **The 3-semester persistence metric shows the percent of the cohort who enrolled for 3 consecutive semesters anywhere in the California Community College System. ***The 30+ unit metric shows the percent of the cohort who earned 30 or more units in the in the California Community College System.					

Key supporting activities (leading indicators) include:

- Implementation of the SSSP Plan is underway.
- AHLC is a defined education plan which provides a clear two- to three-year pathway to a variety of Allied Health career programs and an A.S. degree in Biology or Nutrition.
- The AVPI for CTE is working with Health Professions and New Tech High School on a pilot to offer a student success course to freshmen for students who will participate as dual enrolled students at SCC.
- The AVPI for CTE met with the work experience and internship coordinator to discuss improvement of career opportunities for students.
- Prerequisite validation reports were completed for BUS 100, BUS 310 and History during the Fall 2014 semester.
- CCSSE/NSSE Engaging Latino Students
- 2+2+3 Pathway to Law school
- Career Pathways Trust CRANE and CAP grants.

SCC Goal C: Organizational Effectiveness

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

CORE INDICATORS:

Number of CD, lottery fund, or categorical programs with burn rates in the red	2012-13	2013-14	2014-15	3 year range
	12	6	7	6-13

Percent of employees reporting moderate-high personal engagement with college decision-making	2011	2014
	70%	64%

2014-15 Unit Plan Accomplishment Overall		
	N	Percent*
Not accomplished in 2014-15**	194	30%
Partially accomplished in 2014-15	184	28%
Fully Accomplished in 2014-15	275	42%
Total	653	100%
*Percent of those objectives for which a response was provided; nearly all units reported on the accomplishment of each unit objective.		
**Many of those objectives not accomplished have end dates in 2015-16 or later.		

Overall – 2014-15 Unit Plan Accomplishment, College Goal C		
	Goal C	
(note: percentages may not add to 100% due to rounding)	N	Percent*
Not accomplished	52	23%
Partially accomplished	53	24%
Fully accomplished	75	34%
No response	42	19%
Total	222	100%
*Percent of those objectives for which a response was provided; nearly all units reported on the accomplishment of each unit objective.		
**Many of those objectives not accomplished have end dates in 2015-16 or later.		

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.

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

- A Student Services Institute was held January 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 Staff Resource Center provided many professional development workshops. The average satisfaction rating for this programming was 4.67 out of 5.00.

The VPA office continually tracks staff processes through annual and quarterly review. These reviews consist of the annual program review and the quarterly metric assessments of classified personnel. The metrics and supporting data indicate that our processes are effective. VPA metrics indicate that the number of CDF, IR, lottery fund, or categorical programs with burn rates in the red decreased has from the 2012-13 level. Unit plans are completed in a timely manner. About a third of unit plan objectives align with Goal C.

College administrative processes	2012-2013	2013-2014	2014-2015
Number of CDF, IR, lottery fund, or categorical programs with burn rates in the red (VPA metrics from 3 rd quarter)	12	6	7
95% or more of division unit plans completed by deadline (PRIIE data)	Yes	Yes	Yes
Number of unit plan objectives aligned with Goal C (PRIIE data)	31%	29%	29%

The 2014-15 Unit Plan Accomplishment Reports included 756 objectives across the four College Service Areas. Of those objectives for which a response was provided, 70% were fully or partially accomplished in the 2014-15 academic year.

2014-15 Unit Plan Accomplishment Overall		
	N	Percent*
Not accomplished in 2014-15**	194	30%
Partially accomplished in 2014-15	184	28%
Fully Accomplished in 2014-15	275	42%
Total	653	100%
*Percent of those objectives for which a response was provided; nearly all units reported on the accomplishment of each unit objective.		
**Many of those objectives not accomplished have end dates in 2015-16 or later.		

Most of the unit plan objectives that are directly aligned with Goal C were fully or partially completed in 2014-15. Many of those objectives not accomplished have end dates in 2015-16 or later.

Overall – 2014-15 Unit Plan Accomplishment, College Goal C		
	Goal C	
(note: percentages may not add to 100% due to rounding)	N	Percent
Not accomplished	52	23%
Partially accomplished	53	24%
Fully accomplished	75	34%
No response	42	19%
Total	222	100%

Key supporting activities (leading indicators) include:

- The Business & CIS Division implemented a more formalized faculty mentoring program this past year. As a result, we had fewer late book orders and fewer late grade submissions.
- The college is working on streamlining the college's travel procedures and on posting easily accessible, understandable and relevant information for the use of the college community.
- Administrative Services provides effective training and orientations for Classified Staff.
- Management staff participate in LRCCD New Deans Academy, LRMA workshops, etc.
- The online unit planning process was successfully used in Fall 2014. Unit Plan Accomplishment Reports were entered online in Spring 2015.

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

The process for requesting, prioritizing and hiring new faculty and staff is occurring effectively and in a timely fashion at SCC. Over the past five years the percentage of White Non-Hispanic employees at SCC has decreased and the number of Hispanic employees has increased by approximately three percentage points. The SCC student population is substantially more diverse than the employee population.

Students view faculty as knowledgeable and see the college as demonstrating an understanding of fairness and diversity. On the Fall 2014 Student Accreditation Survey:

- Over 90% of the respondents agreed or strongly agreed that, "My professors know their subject matter."
- 86% of the respondents agreed or strongly agreed that, "The college demonstrates an understanding of, and concern for, issues of fairness and diversity"
- 78% of the respondents agreed or strongly agreed that, "SCC provides educational programs and learning support services to students with different needs."

Key supporting activities (leading indicators) include:

- The AVPI has conducted ten training sessions over the past six months for all constituency groups: “Hiring the Best for a Diverse Workforce,” training required every two years for service on hiring committees.
- The Staff Equity and Diversity Committee began (and will implement this coming year), a plan to select better channels/media for communicating job openings that will provide a stronger pool of diverse applicants. Each department is going to provide a list of places to advertise based on their unique situations.
- The Staff Resource Center has offered activities related to the diversity of students and community.
- The Cultural Awareness Center (CAC) has worked in collaboration with faculty across the curriculum to coordinate a wide range of CAC programs.
- SCC completed implementation of the pilot teaching demonstration process for new faculty hires. The use of expanded teaching demonstrations as part of the faculty hiring processes is now a part of the faculty hiring process at SCC.

C3. Promote health, wellness and safety throughout the institution.

The major health, wellness and safety initiative at SCC in the 2014-15 academic year was the implementation of environmental standards related to smoking on campus. Designated smoking areas have been established and are functioning well. Health Services coordinated the implementation of the new environmental standard for smoking at SCC and provided updated information, as well as gathered feedback from all constituency groups at the beginning of the semester.

Other health and safety activities occurred across the college. A subcommittee of the Safety Committee was created by President Jeffery to investigate ways to create a healthier campus. The Staff Resource Center provided 23 workshops related to health and safety that reached 389 attendees and had an overall satisfaction rating of 4.87 out of 5.00

The Health Services department has taken the lead on promoting health, wellness and safety at the college. The department staff participate in campus and district committees, chair the Safety Committee, head the subcommittee of the Safety Committee for smoking issues on campus, participate as part of campus Crisis Intervention Team and the Food Services Advisory Group, and meet regularly with Health Services nurses throughout the district. Health Services supports other departments by assisting with performing body composition testing for fitness and nutrition classes; providing TB testing for International Students, Allied Health Students and ECE students; tracking and assisting International Students with Health Insurance and TB clearance; and presenting in HCD classes.

Key supporting activities (leading indicators) include:

- Health Services participated in World AIDS Day by doing outreach on HIV/STI prevention in the quad in conjunction with SCC Psychology classes, and doing an interview with FOX 40 news highlighting the acceptance of an electric golf cart from Capital City AIDS Fund to be used in educating SCC students on reproductive health.

- The Chemistry Department reviewed drafts of the Division's (a) Illness, (b) Injury Prevention Plan (IIPP), Emergency Action Plan (EAP), and (c) Chemical Hygiene Plan (CHP).
- College President Kathryn Jeffery has begun a new health initiative called "Come Walk With Me."
- SCC staff participated in the LRCCD health improvement challenges.
- 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)	2012-13	2013-14	2014-15
Percent of active courses with ongoing assessment	86%	94%	94%
Percent of instructional programs with ongoing assessment	47%	65%	86%
Percent of student services programs with ongoing assessment	100%	86%*	86%
Percent of institutional SLOs with ongoing assessment	100%	100%	100%
<i>*The way student services programs report SLOs was restructured, resulting in a lower number for 2013-14 than for 2012-13.</i>			

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.

The College gathers information to evaluate its communication processes and work toward improvement. For example, the results of the Communication and Governance Survey 2014 show that, overall, SCC employees agree that College communication is effective. However, ratings are lower than in the 2011 survey. SCC employees feel knowledgeable about the effectiveness of College communication. Relatively few respondents answered "Don't know" to these items. The most common answer to items related to the effectiveness of communication was "agree." The percent strongly agreeing or agreeing is considerably lower

than in the 2011 survey. This is especially noticeable in the responses of the classified staff, where all items declined by more than 10 percentage points. Administrators generally agreed more that communication is effective than did other groups.

Percent of employees reporting moderate-high personal engagement with college decision-making (SCC Communication and Governance Survey)	<i>2011</i>	<i>2014</i>
	70%	64%

Effective college communication 2014 Survey: Percent of “strongly agree” or “agree” responses. (SCC Communication and Governance Survey)			
(Changes of 10 or more percentage points from 2011 to 2014 are noted by bold italics)			
	Faculty	Classified staff	Administrator
College communication processes share information effectively across the College.			
2011 Survey	43%	<i>49%</i>	<i>90%</i>
2014 Survey	36%	<i>33%</i>	<i>73%</i>
Information about major College processes is readily available to me.			
2011 Survey	49%	<i>59%</i>	<i>100%</i>
2014 Survey	42%	<i>43%</i>	<i>87%</i>
Information about the work of my division is readily available to me.			
2011 Survey	62%	<i>77%</i>	100%
2014 Survey	67%	<i>43%</i>	100%
Overall, the College is moving in the right direction with respect to campus climate and communication.			
2011 Survey	<i>48%</i>	<i>64%</i>	<i>100%</i>
2014 Survey	<i>38%</i>	<i>33%</i>	<i>71%</i>
My senate or representative council has sufficient opportunities to communicate about College decisions.			
2011 Survey	57%.	<i>54%</i>	<i>90%</i>
2014 Survey.	48%	<i>40%</i>	<i>71%</i>

A variety of efforts support the effectiveness of communication at SCC. For example: In Spring 2015 the College President formed a task force to review the Guide to Participatory Decision-Making at Sacramento City College (also referred to as the Blue Book). During the course of the 2015-16 academic year the taskforce will use this, and other data, to make recommendations for continuous improvement of governance and communication at SCC.

C6. Continue to exercise transparent and fiscally sound financial management.

VPA metrics show that SCC is fiscally sound.

Metrics indicate that many staff processes are working effectively.

College administrative processes	2012-13	2013-14	2014-15
Number of CDF, lottery fund, or categorical programs with burn rates in the red (VPA metrics from 3 rd quarter)	12	6	7

Budget metrics demonstrate continued fiscal soundness. SCC has weathered the budget crisis well. Solid procedures in place have served the college well over these past several years.

Relatively few unit plan objectives, only 11%, were not accomplished because of a lack of resources (funding, hiring, or facilities). The most commonly chosen response was “Other”, indicating that many factors affect the accomplishment of unit plan objectives.

Reported Reasons that Unit Plan Objectives Were Not Completed		
Reason	N	% of all objectives
No-Multi Year Objective, End Date Not Met	29	4
No-Facilities constraints	19	3
No-Hiring constraints	22	3
No-Lack of Funding	37	5
No-Other	87	12
Total No's	194	26

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

Compared to the 2011 survey findings the Communication and Governance Survey 2014 showed improvement in some areas and a decline in others. The percent of respondents that selected “high” or “moderate” engagement in college decision-making increased for administrators on some items, but decreased for most items for faculty and classified staff.

Engagement in College decision-making: Percent of “high” or “moderate” responses by constituency groups. (Changes of 10 or more percentage points from 2011 to 2014 are noted by bold italics)			
	Faculty	Classified staff	Administrator
My personal sense of engagement with College decision-making is...			
2011 Survey	72%	58%	100%
2014 Survey	68%	51%	100%
In general, engagement in decision-making across the College is...			
2011 Survey	53%	63%	70%
2014 Survey	50%	49%	94%
The degree to which engagement with decision-making is expected of SCC employees is...			
2011 Survey	60%	58%	70%
2014 Survey	48%	41%	100%
The degree to which engagement with decision-making is valued by College administration is...			
2011 Survey	54%	58%	100%
2014 Survey	62%	48%	88%
The degree to which my job allows time for me to participate in College decision-making is...			
2011 Survey	57%	60%	100%
2014 Survey	45%	37%	88%

Sacramento City College 2014-15 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 2015

(Data through 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.

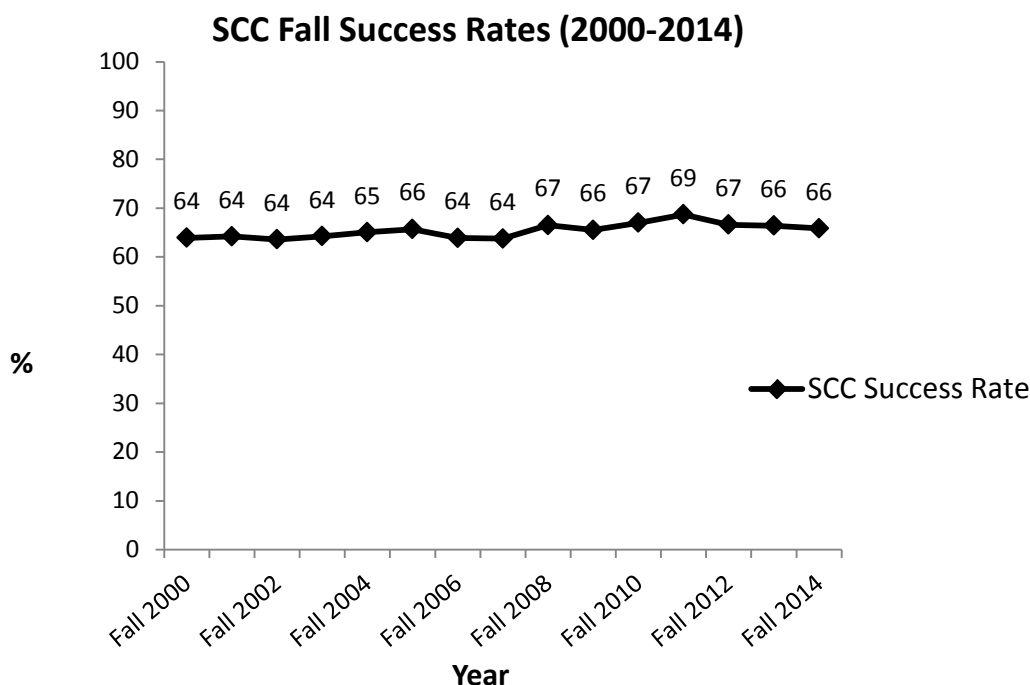
C4. Utilize quantitative and qualitative data to help guide decision-making throughout the institution.



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%. Course success rates indicate the percent of successful grades, A, B, C, Credit or Pass, out of all grades assigned for a group of students. Grades of D, F, W, I No Pass, or No Credit are not considered successful grades.



Some achievement gaps persist, others are narrowing.

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

Comparison to similar colleges: SCC is doing reasonably well

IPEDS (Integrated Postsecondary Educational Data System) 2009 data was used by PRIIE to define a set of colleges that are similar to SCC in size, multi-campus district status, urbanicity, diversity, student financial aid and percentage of part-time students. Compared to these colleges, SCC has:

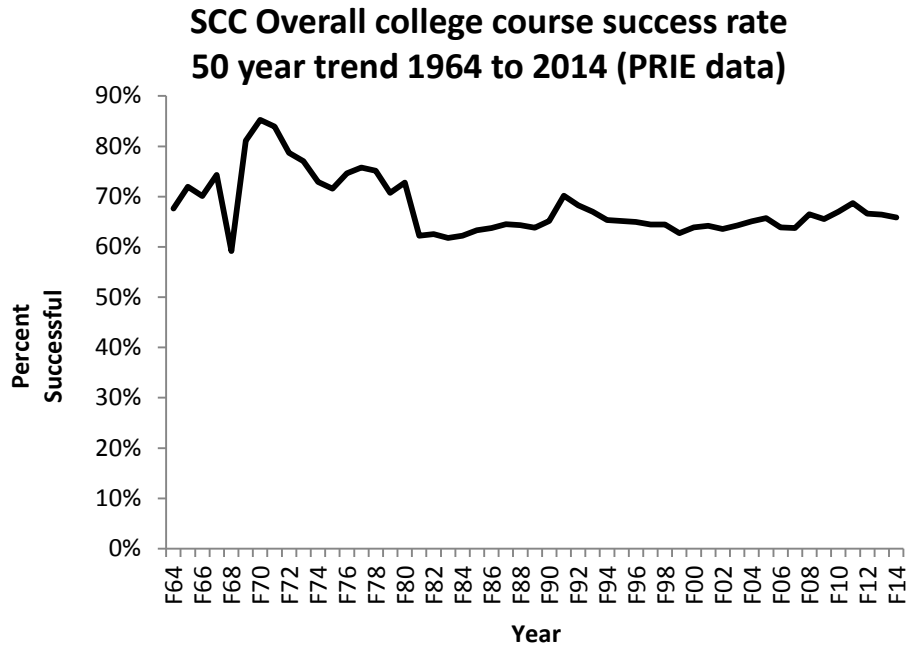
- an above average course success rate
- a well-above average 3 consecutive semester persistence anywhere in the system
- a below average rate of students earning 30+ units
- average Fall to Fall persistence at the college
- an average 3 year graduation rates
- above average completion / SPAR rate (includes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

Benchmarks – Detailed Analysis

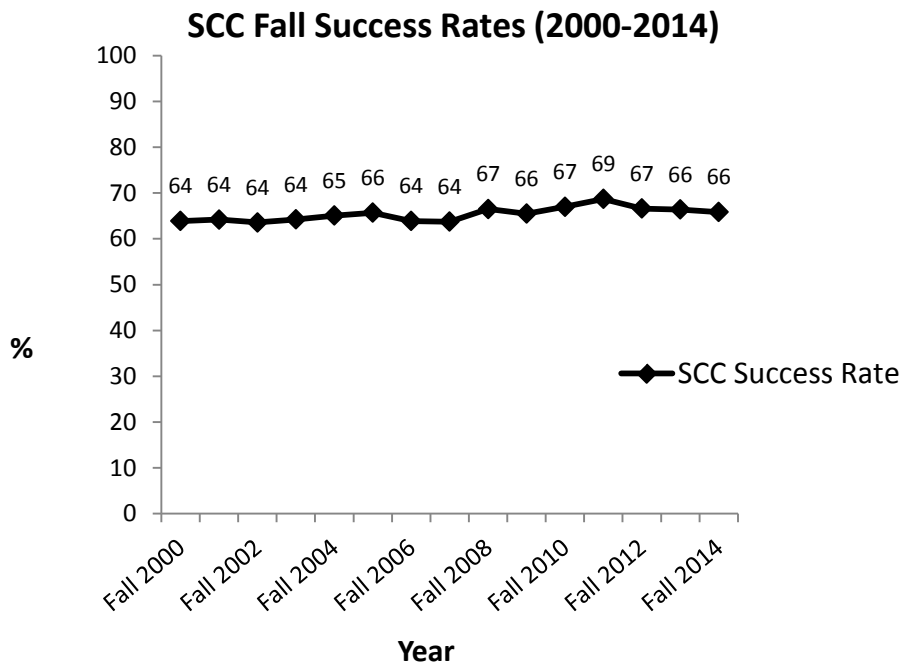
Trend data on overall college course success

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.



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.

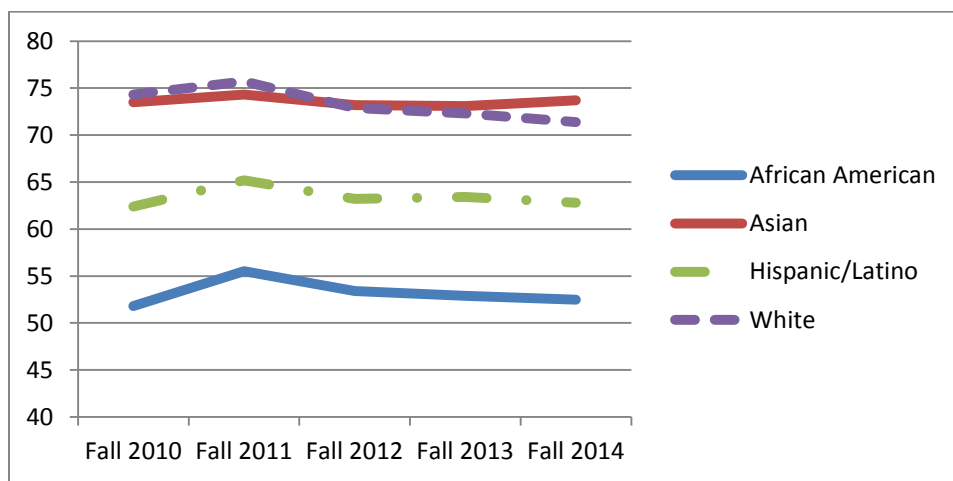


Trends in course success by demographic group: Achievement gaps

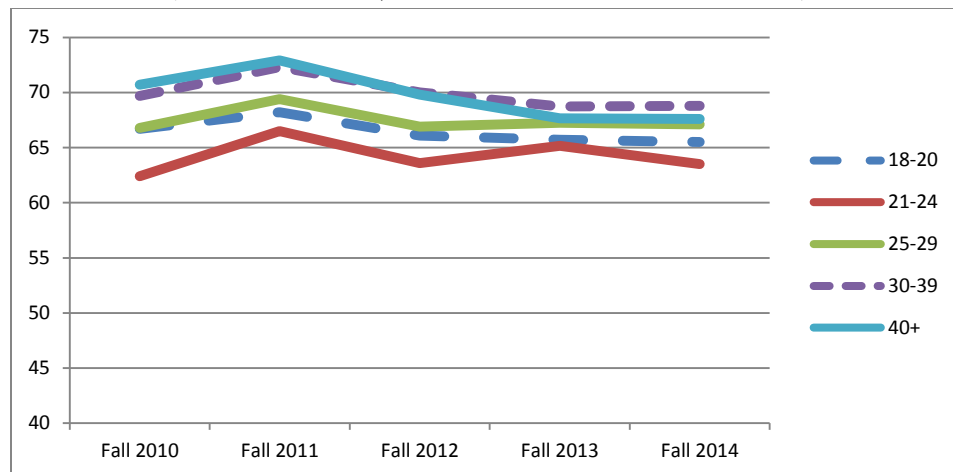
There are gaps in course success rates between students of different races and ages.

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 remained almost unchanged from Fall 2013 to Fall 2014, with the exception of a slight decrease in the success rate of students aged 21 to 24. (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 2011 and Fall 2012 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:

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)

Course success measures:

Compared to CCCCCO Data Mart, SCORECARD, and IPEDS measures for this group of colleges SCC has:

- an above average course success rate
- a smaller ethnic achievement gap in course success
- a below average basic skills course success rate

The data present a complex picture. SCC students have a higher than average overall course success rate, near the group high. The gap between racial and ethnic groups, while substantial, is somewhat lower than the average for the benchmark colleges. Both of these measures suggest that SCC students are succeeding about as well, or slightly better, in their classes as do students at similar colleges. However, the basic skills course success rate for SCC students is slightly lower than average for the benchmark group of colleges.

Measures of persistence in college:

- a well-above average 3 consecutive semester persistence anywhere in the system
- average Fall to Fall persistence at the college for full time students

SCC students have a relatively high 3-semester consecutive persistence rate in college (anywhere in the CCC system). However, the Fall to Fall persistence rate at SCC for full time students is about average for the benchmark colleges. This suggests that SCC students may move between colleges fairly often.

Completion measures:

Compared to CCCCCO Data Mart, SCORECARD, and IPEDS measures for this group of colleges SCC has:

- above average Scorecard completion rate (this includes program completion and transfer prepared status)
- an average 3 year graduation rate for full time students
- a below average rate of students earning 30+ units

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

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 2014) (Note: This may not exactly match the PRIE calculated course success rate for SCC students due to slight differences in definitions and calculations.)	63.39	70.18	66.65	69.84	3.19	Above average
3 consecutive semester persistence anywhere in the CCC system (CCCC SCORECARD 2013-14 outcome)	61.44	80.43	70.56	75.64	5.08	Well above average
Rate of students earning 30+ units (CCCC SCORECARD 2013-14 outcome)	56.99	73.72	63.81	61.96	-1.85	Below average
Fall to Fall persistence of full time students at the college (IPEDS Fall 2013).	61	77	69.82	69	-0.82	Average
Graduation rate within 150% of time to normal completion (3 year rate, IPEDS 2013)	12	32	19.36	19	-0.36	Average
Completion / SPAR (CCCC SCORECARD 2013-14 outcome)	33.51	55.39	42.50	46.97	4.47	Above average
Rate of students earning 30+ units (CCCC SCORECARD 2013-14 outcome)	56.99	73.72	63.81	61.96	-1.85	Below average
Achievement gap in course success between highest and lowest racial/ethnic groups (CCCC Data Mart: credit courses, Fall 2014)	14.94	27.66	20.53	20.57	0.04	Average
Basic skills course success rate (CCCC Data Mart, Fall 2014)	53.70	72.04	63.37	60.73	-2.64	Below Average
Notes: <ul style="list-style-type: none"> • Average = within 1 percentage point of the average • Above average/Below average = 1-5 percentage points above or below the average • "Well above average/Well below average = more than 5 percentage points above or below the average 						

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 2014	Achievement gap between racial/ethnic groups (%) = highest success rate minus lowest success rate (Fall 2014)
American River College	69.29	27.66
City College of San Francisco	69.84	20.79
Cosumnes River College	63.93	19.81
Evergreen Valley College	70.14	14.94
Long Beach City College	63.39	20.85
Los Angeles City College	64.42	19.99
Los Angeles Mission College	64.28	24.81
Los Angeles Valley College	67.37	19.87
Sacramento City College	65.63	20.57
San Bernardino Valley College	64.78	18.84
San Jose City College	70.18	17.66
<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	86.39	72.04
City College of San Francisco	85.71	61.90
Cosumnes River College	88.63	63.95
Evergreen Valley College	88.16	68.17
Long Beach City College	87.44	62.95
Los Angeles City College	89.19	57.87
Los Angeles Mission College	85.89	53.70
Los Angeles Valley College	87.15	68.46
Sacramento City College	83.93	60.73
San Bernardino Valley College	87.68	62.11
San Jose City College	86.01	65.21
<i>Source: CCCCCO Data Mart</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 2013; SCORECARD data from the 2014 report)	SCORECARD three consecutive terms' persistence anywhere in the CCC system 2008-09 Cohort (2013-14 outcome) (%)	IPEDS Full time year to year “retention” rate* 2013 (%)	IPEDS Part time year to year “retention” rate* 2013 (%)
American River College	72.53	68	44
City College of San Francisco	80.43	68	39
Cosumnes River College	75.86	77	50
Evergreen Valley College	69.36	74	47
Long Beach City College	78.32	73	51
Los Angeles City College	63.77	61	38
Los Angeles Mission College	61.44	70	52
Los Angeles Valley College	64.97	76	48
Sacramento City College	75.64	69	27
San Bernardino Valley College	68.46	70	55
San Jose City College	65.43	62	38
*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	7	20	28
City College of San Francisco	10	32	42
Cosumnes River College	5	20	27
Evergreen Valley College	7	26	37
Long Beach City College	4	16	25
Los Angeles City College	3	12	19
Los Angeles Mission College	4	14	23
Los Angeles Valley College	6	18	29
Sacramento City College	6	19	26
San Bernardino Valley College	4	14	22
San Jose City College	11	22	29

Progress rates:

SCORECARD data for CA community colleges similar to SCC: Enrollment category = greater than 10,000, multi-campus, urban, less than 50% white students, similar to SCC on percent of students on FA and FT: PT ratio (IPEDs 2009). SCORECARD data from the 2013 CCCCCO report.	SCORECARD Completion/SPAR 2008-09 Cohort, 2013-14 Outcomes (%)	SCORECARD Students Earning 30+ Units 2008-09 Cohort, 2013-14 Outcomes (%)
American River College	43.47	66.23
City College of San Francisco	55.39	73.72
Cosumnes River College	42.60	67.75
Evergreen Valley College	50.61	63.42
Long Beach City College	41.16	69.90
Los Angeles City College	33.93	61.97
Los Angeles Mission College	34.74	57.53
Los Angeles Valley College	42.10	62.94
Sacramento City College	46.97	61.96
San Bernardino Valley College	33.51	56.99
San Jose City College	43.07	59.49

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 a CCC)
- 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
<i>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.</i>		
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

Enrollment Report

Fall 2015

(Most data are 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.

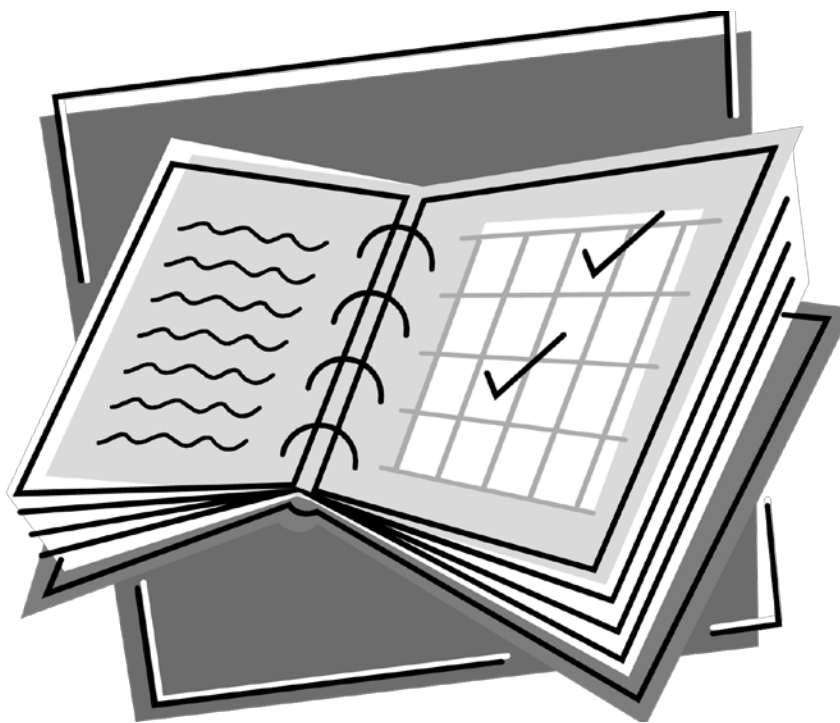
A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.

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.

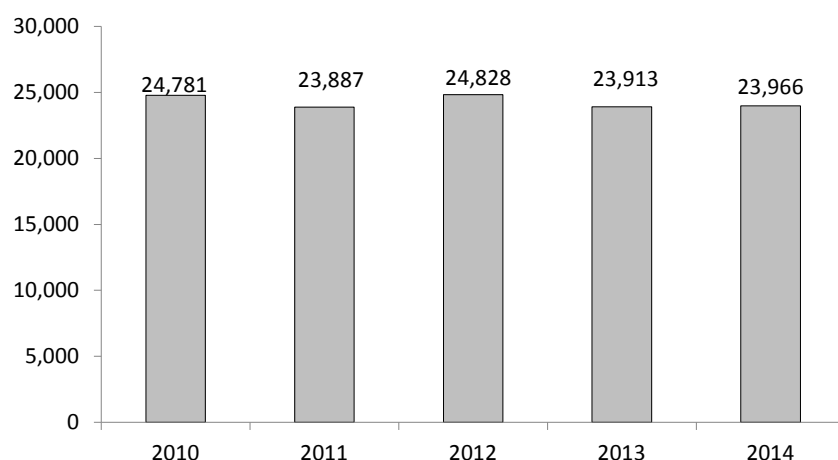
B7. Provide students with clear pathways to goal completion.



Enrollment Report Key Points

Overall enrollment has fluctuated over the past five years, but remains lower than its high point of over 27,000 in 2009. End of semester enrollment has decreased about 11% from the peak of 27,028 students in Fall 2009 (not shown).

Enrollment Trends by End of Semester Headcount
(Fall 2010 to Fall 2014)



Source: EOS Profile Data Files

1-11

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

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

No single racial/ethnic group makes up over 29% of the SCC student population. SCC students represent a wide range of age groups but over half of the students are 18-24 years old.

Many SCC students are working and many are poor. Close to half are working full or part time and

over 62% 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 four year college or university.

SCC Student Ethnicity Profile (Fall 2014)

Source: EOS Profile Data

Fall	African American		Asian		Filipino		Hispanic/Latino		Multi-Race		Native American		Other Non-White		Pacific Islander		Unknown		White	
2014	2,979	12.4%	4,350	18.2%	643	2.7%	6,938	29.0%	1,429	6.0%	134	0.6%	154	0.6%	297	1.2%	394	1.6%	6,648	27.7%

Classes filled for Fall 2015—but not as quickly as in the past.

Six of the 10 instructional divisions had 50% or more of class seats filled as *open registration* began 96 days before the start of Fall 2015. Seven divisions were over 70% full in terms of overall course enrollment by 50 days before the start of the Fall 2015 Semester. By the first day of the term, half of the divisions were over 90% full and the overall college was close to 90% full as well.

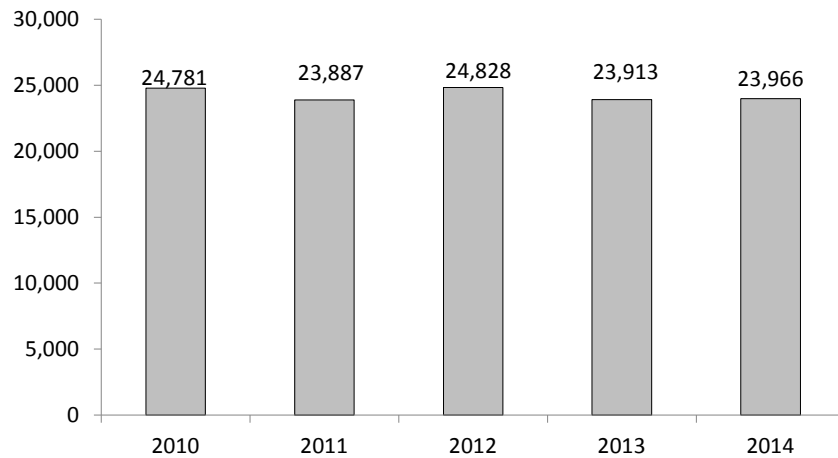
96 days before Fall 15	50 days before Fall 15	14 days before Fall 15
6 divisions were at least 50% full	7 divisions were 70% or more full	7 of 10 divisions were more than 80% full.

Enrollment Report: Detailed Analysis

Overall Enrollment Trends

Overall enrollment declined from its high point in Fall 2009, fluctuating slightly between 2010 and 2014. Fall 2014 end of semester enrollment was about 11% lower than the peak of 27,028 students in Fall 2009 (not shown). Census trends are similar to end-of-semester.

Enrollment Trends by End of Semester Headcount
(Fall 2010 to Fall 2014)



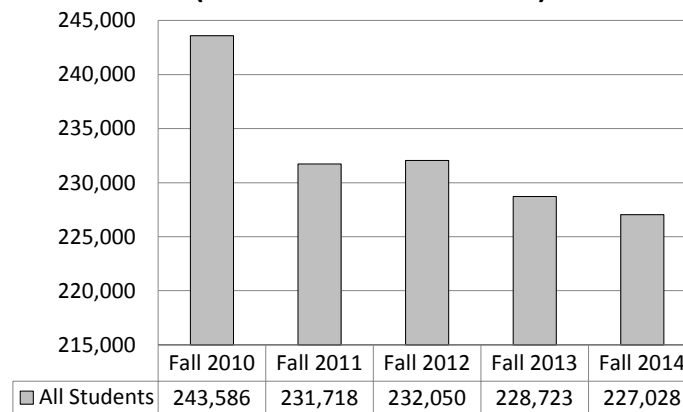
Source: EOS Profile Data Files

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Sacramento City College
Office of Planning, Research & Institutional Effectiveness

WSCH has also declined; Fall 2014 semester WSCH is down about 7% from the level in Fall 2010.

Enrollment Trends by Semester WSCH
(Fall 2010 to 2014)



Source: EOS 320 Report

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Sacramento City College
Office of Planning, Research & Institutional Effectiveness

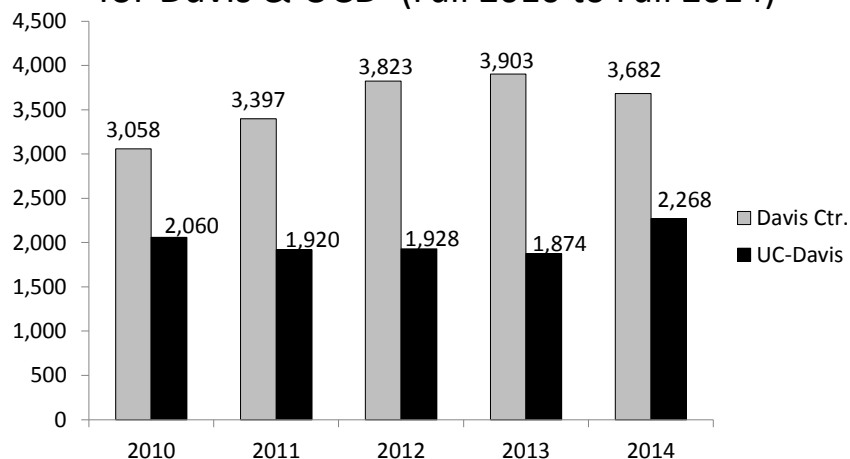
Distance Education enrollment in online classes has grown over the last five years—especially in internet-based instruction--while other distance modalities have generally become less-utilized.

DE Full-time equivalent students (FTES)	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Delayed Interaction (Internet Based)	635.05	676.97	653.64	637.28	746.82
One-way interactive video and two-way interactive audio	36.22	15.16	8.60	17.64	n/a
Two-way interactive video and audio	4.53	n/a	n/a	n/a	n/a
Video one-way (e.g. ITV, video cassette, etc.)	16.95	13.81	11.69	5.99	21.69
TOTAL	692.75	705.95	673.93	660.90	768.51

Source: CCCCO Data Mart http://datamart.cccco.edu/Students/FTES_Summary_DE.aspx (6/11/2015)

Enrollment at the Davis Center increased steadily from Fall 2010 to Fall 2013 while enrollment of UC Davis (UCD) students in developmental courses taught at UCD by SCC professors declined slightly over the same time period. Enrollment at the Davis Center had a slight decrease in Fall 2014 while enrollment in courses taught at UCD increased in Fall 2014.

**End of Semester Duplicated Enrollment Trends
for Davis & UCD (Fall 2010 to Fall 2014)**

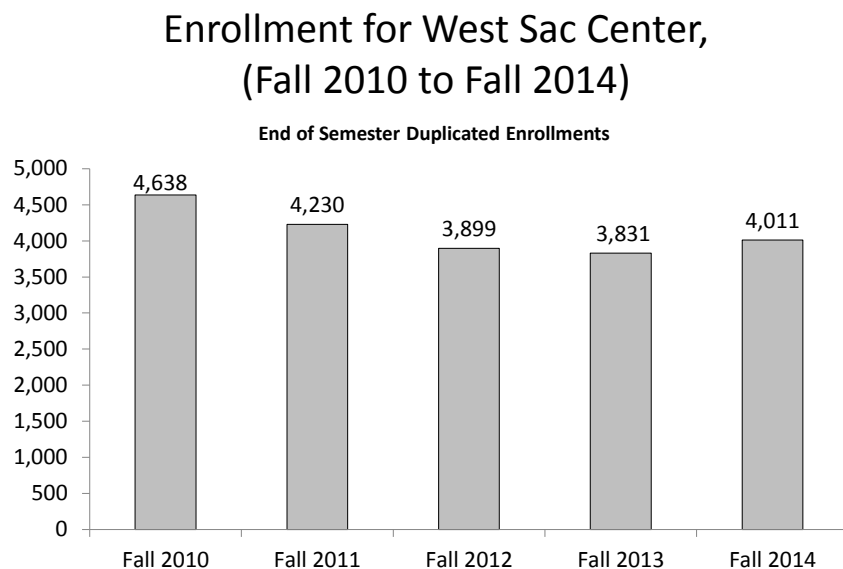


Source: Transcript Snapshot

5-11

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

Enrollment at the West Sacramento Center decreased from 2010 to 2013, but increased slightly in Fall 2014.



4-11

Source: Transcript Snapshot

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

Access

SCC first-time freshmen include somewhat greater percentages of Hispanic or Latino, African American, Multi-race and White students than do the top feeder high schools. SCC first-time freshmen include lower percentages of American Indian/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 2014 compared to SCC first time freshmen									
	Hispanic or Latino of Any Race	American Indian or Alaska Native ¹	Asian ¹	Pacific Islander ¹	Filipino ¹	African American ¹	White ¹	Two or More Races ¹	Not Reported
Feeder group percentages (N = 17028)	30.7%	0.7%	23.9%	1.6%	3.6%	13.3%	21.8%	4.3%	0.1%
SCC 1st-time freshmen percentages (N= 3373)	36.6%	0.4%	13.7%	1.3%	2.1%	13.8%	23.5%	7.8%	0.8%
Is this group in SCC's population is over- or under- or proportionally represented?	Moderately Over	Under	Under	Under	Under	Proportional	Proportional	Over*	Over*
*These groups are small and this could be an artifact of allowing students to self-identify rather than their parents' responses in K-12									
¹ These groups do not include Hispanic or Latino students.									
CDE Source: http://data1.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx ; Retrieved 7/8/2015; SCC Data Source: Census Profile									

Student Demographics

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

In Fall 2014, Hispanic/Latino (29.0%), White (27.7%), Asian (18.2%) and African American (12.4%) 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.

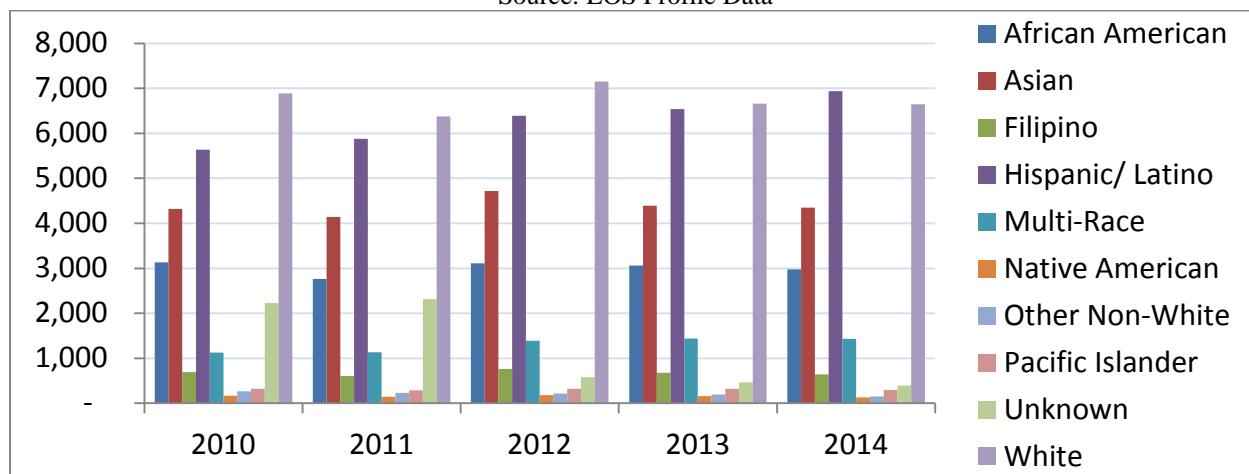
SCC Student Ethnicity Profile (Fall 2011-Fall 2014)

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%
2014	2,979	12.4%	4,350	18.2%	643	2.7%	6,938	29.0%	1,429	6.0%	134	0.6%	154	0.6%	297	1.2%	394	1.6%	6,648	27.7%

Number of students in racial/ethnic groups by year (Fall 2010 to Fall 2014)

Source: EOS Profile Data



SCC Students' Primary non-English Languages (Fall 2010 to Fall 2014)

Source: EOS Profile Data

Fall	Spanish	Cantonese	Russian	Vietnamese	Hmong
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
2014	1,018	290	285	251	417

Students aged 21 and older make up a majority of SCC students. More than 36% of SCC students are under 21 years old.

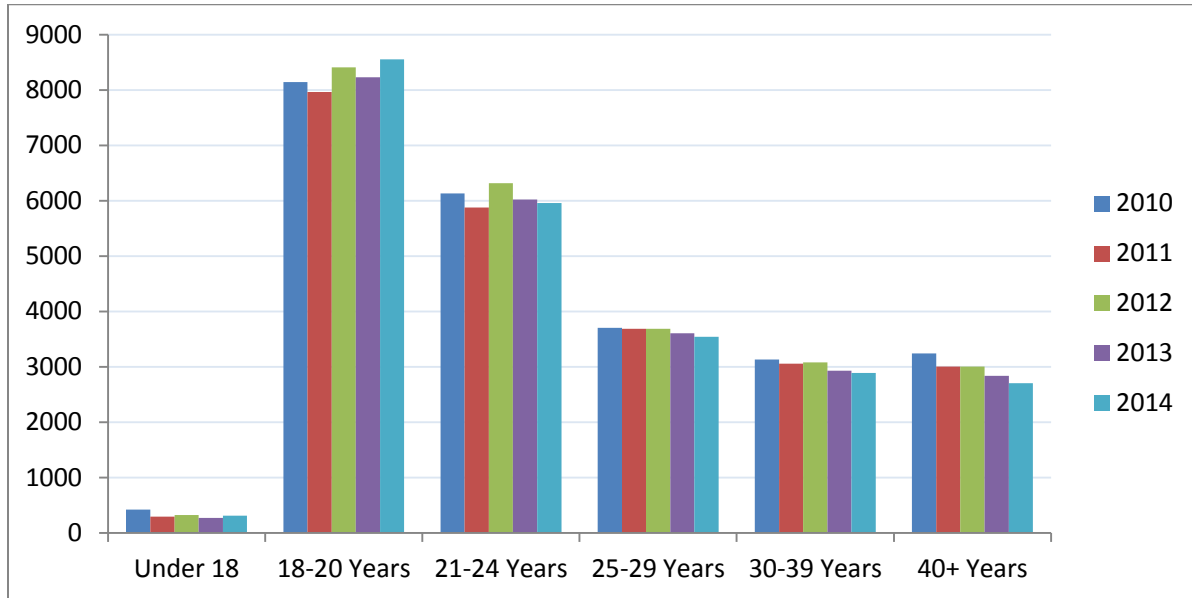
SCC Age Group Distribution (Fall 2010 to Fall 2014)

Source: EOS Profile Data

Fall	Under 18		18-20		21-24		25-29		30-39		40+	
2010	422	1.7%	8,145	32.9%	6,131	24.7%	3,708	15.0%	3,132	12.6%	3,243	13.0%
2011	294	1.2%	7,963	33.3%	5,880	24.6%	3,690	15.4%	3,056	12.8%	3,004	12.6%
2012	326	1.3%	8,410	33.9%	6,317	25.4%	3,688	14.9%	3,082	12.4%	3,005	12.1%
2013	275	1.1%	8,230	34.4%	6,026	25.2%	3,610	15.1%	2,933	12.3%	2,839	11.9%
2014	311	1.3%	8,553	35.7%	5,962	24.9%	3,544	14.8%	2,892	12.1%	2,704	11.3%

Number of students in age groups (Fall 2010 to Fall 2014)

Source: EOS Profile Data



More women than men attend SCC.

SCC Gender Distribution Fall 2010 to Fall 2014

Source: EOS Profile Data

Fall	Female		Male	
2010	14,076	56.8%	10,465	42.2%
2011	13,392	56.1%	10,300	43.1%
2012	13,844	55.8%	10,739	43.3%
2013	13,302	55.6%	10,371	43.4%
2014	13,347	55.7%	10,771	42.5%

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 2010 to Fall 2014)

Source: EOS Profile Data

Unit Load	Full -Load 12 or More Units		Mid-Load 6-11.99 Units		Light-Load Up to 5.9 Units	
	N	%	N	%	N	%
2010	7,422	30.0%	8,821	35.6%	8,291	33.5%
2011	7,098	29.7%	8,967	37.5%	7,599	31.8%
2012	7,685	31.0%	9,104	36.7%	8,005	32.2%
2013	7,735	32.4%	8,617	36.0%	7,546	31.6%
2014	7,778	32.5%	8,829	36.8%	7,343	30.6%

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 2010 to Fall 2014)

Source: EOS Profile Data

	Transfer goals		Non-transfer degree, certificate or vocational goals		Educational development or undecided goals		Student from 4-year school
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.
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%
2014	46.8%	15.1%	15.7%	3.9%	5.6%	3.9%	9.0%

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.

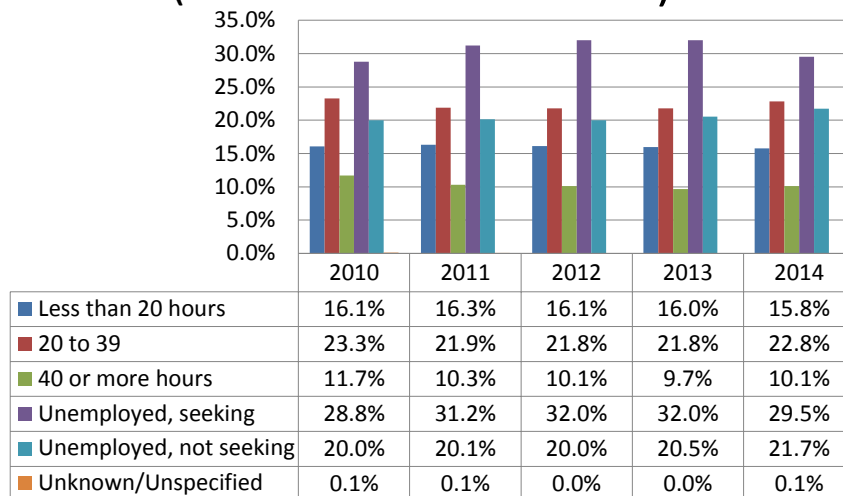
SCC College Students, by First Generation Status (Fall 2010 to Fall 2014)

Source: EOS Profile Data

Fall	First Generation College Student?				Total
	Yes		No		
2010	9,327	37.6%	15,454	62.4%	24,781
2011	9,288	38.9%	14,599	61.1%	23,887
2012	9,633	38.8%	15,195	61.2%	24,828
2013	9,522	39.8%	14,391	60.2%	23,913
2014	8,337	34.8%	15,629	65.2%	23,966

Almost 30% of SCC students are unemployed and seeking work. Nearly half (48.7%) are working. Although the percentage of students who are unemployed and seeking work increased substantially from 2009 to 2012, it appears that the percentage may be decreasing. Meanwhile, the percentage of students employed full time has fluctuated between 2011 and 2014.

SCC Students' Weekly Work Status (Fall 2010 to Fall 2014)



Source: EOS Profile Data

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

While the percentage of students living in households below poverty has fluctuated somewhat over the last 5 years, the percentage of students in low income households has increased. The percentage with middle or above household incomes has decreased over the same time period. (Note: This measure uses U.S. Department of Health and Human Services definitions for income levels.)

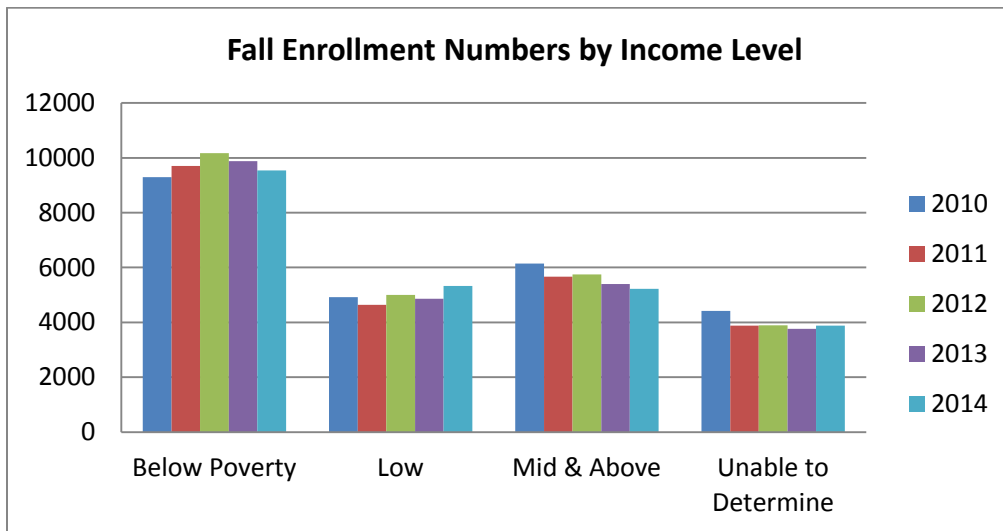
SCC Student Household Income Level (Fall 2010 to Fall 2014)

Source: EOS Profile Data

Fall	Below Poverty		Low		Middle & Above		Unable to Determine		Total
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
2014	9,535	39.8%	5,326	22.2%	5,222	21.8%	3,883	16.2%	23,966

Number of students in household income ranges
(note that overall enrollment decreased Fall 2009-Fall 2014)

Source: EOS Profile Data

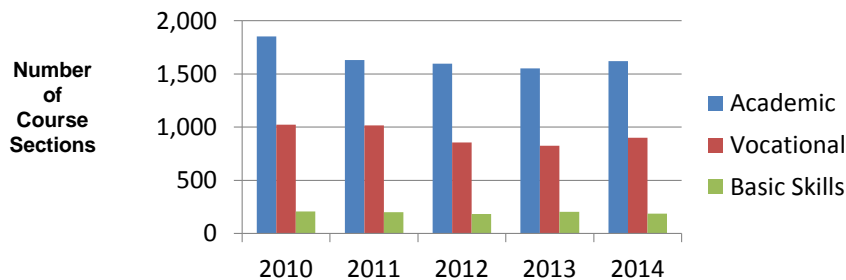


Patterns of Course Offerings

The college maintained a balance of academic and vocational courses while day enrollment increased and evening enrollment decreased.

As enrollment declined, so did numbers of course sections. Still, the percentages of each course type have remained fairly steady.

SCC Academic, Vocational & Basic Skills Courses (Fall 2010 to Fall 2014)



Fall	Academic		Vocational		Basic Skills		Total
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
2014	1,621	59.86%	899	33.20%	188	6.94%	2,708

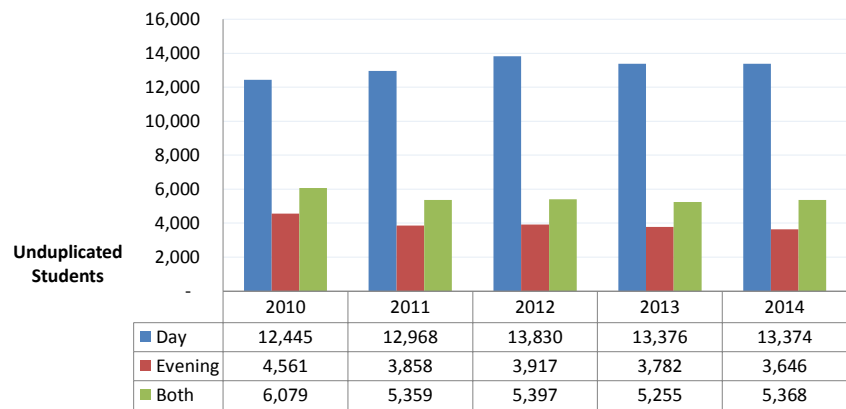
11-11

Source: EOS MSF

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The number and percentage of students enrolled in exclusively day sections has increased while the number and percentage of students enrolled in evening-only or a combination of day and evening sections have decreased over the same time (percentages not shown).

SCC Day/Evening Unduplicated Enrollment (Fall 2010 to Fall 2014)



Source: LRCCD EOS Research Database Files
(Transcript and MSF)
NOTE: Does not include students who take only online courses.

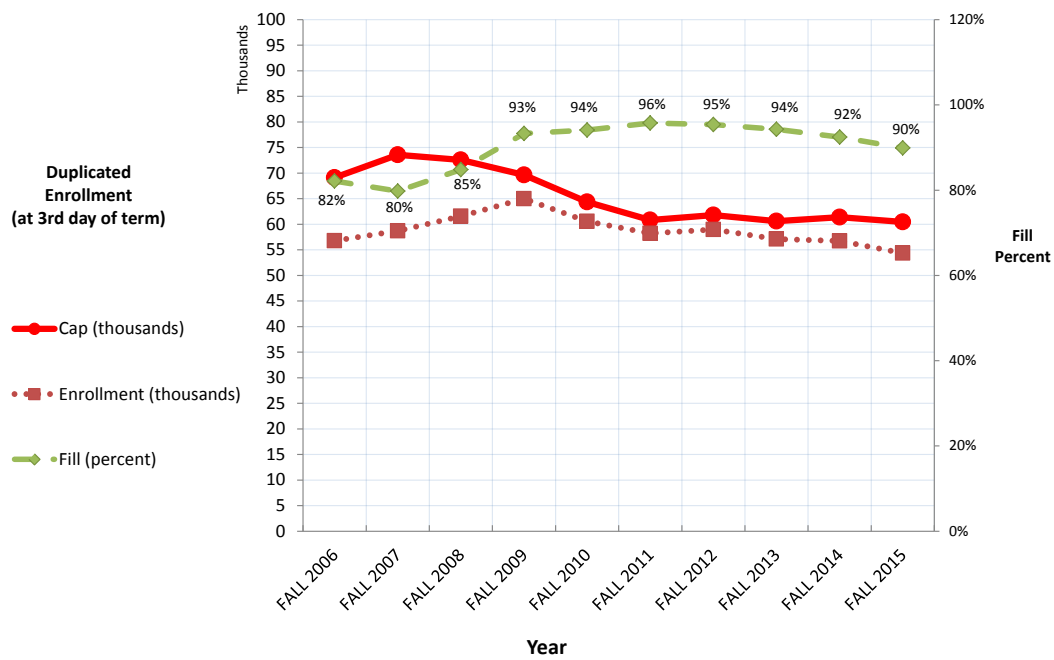
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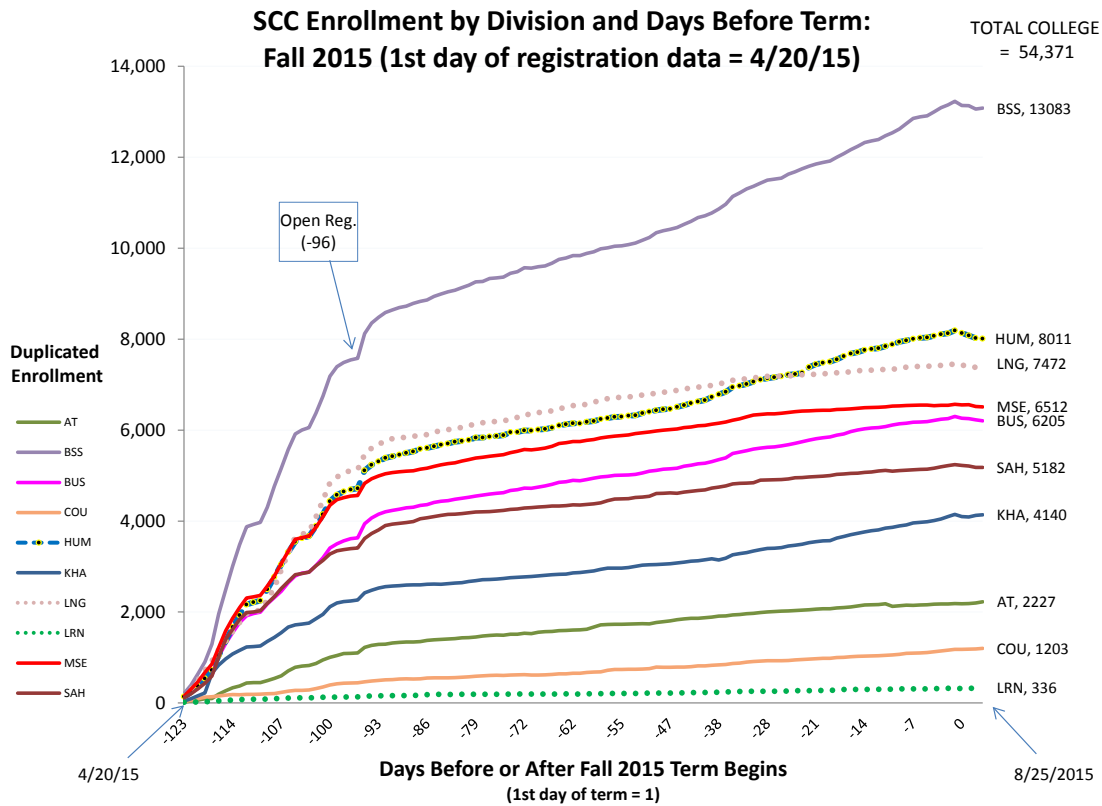
Course Enrollment Patterns

Although enrollment has been declining since 2009, when we examine patterns from a longer-term perspective, overall enrollment in 2015 is only slightly lower than in 2006, before the onset of the “great recession.” The figure below contains cap and enrollment on the left vertical axis and fill percent on the right axis.

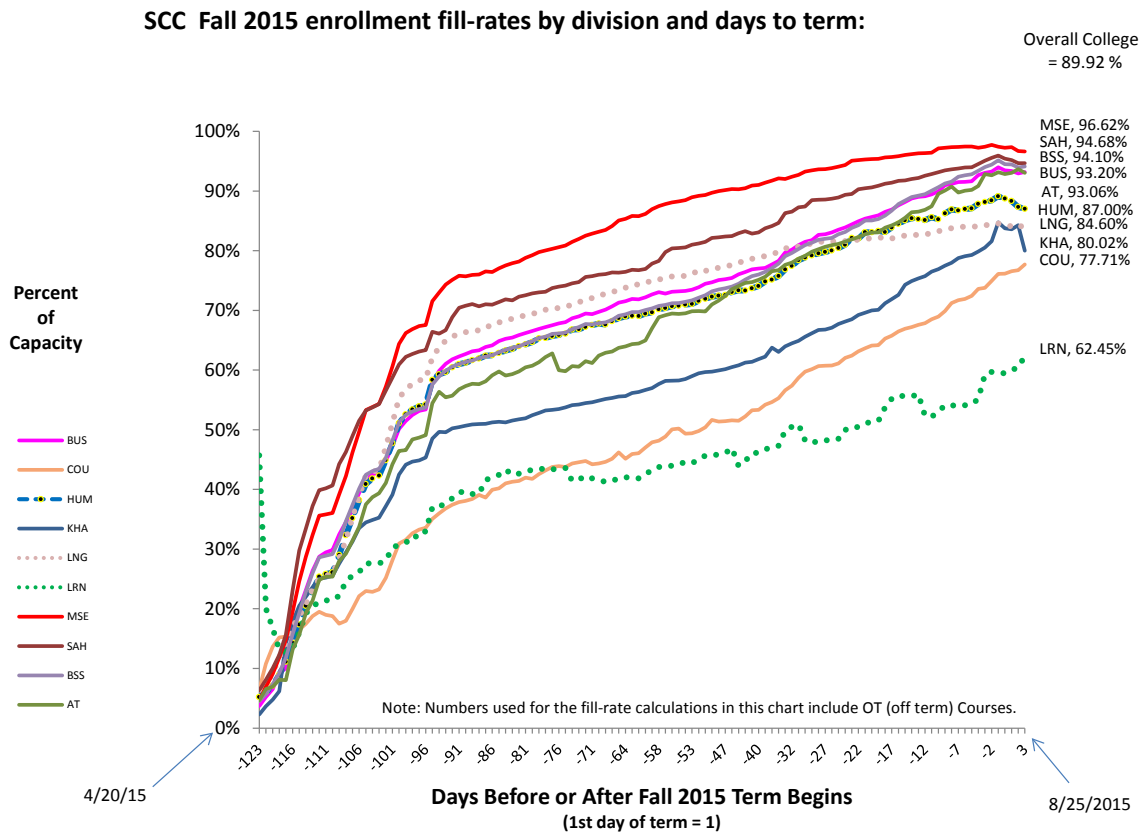
SCC Overall Fall Term Duplicated Cap, Enrollment, and Fill
 3rd day of term (3rd week of August), 2006 through 2015



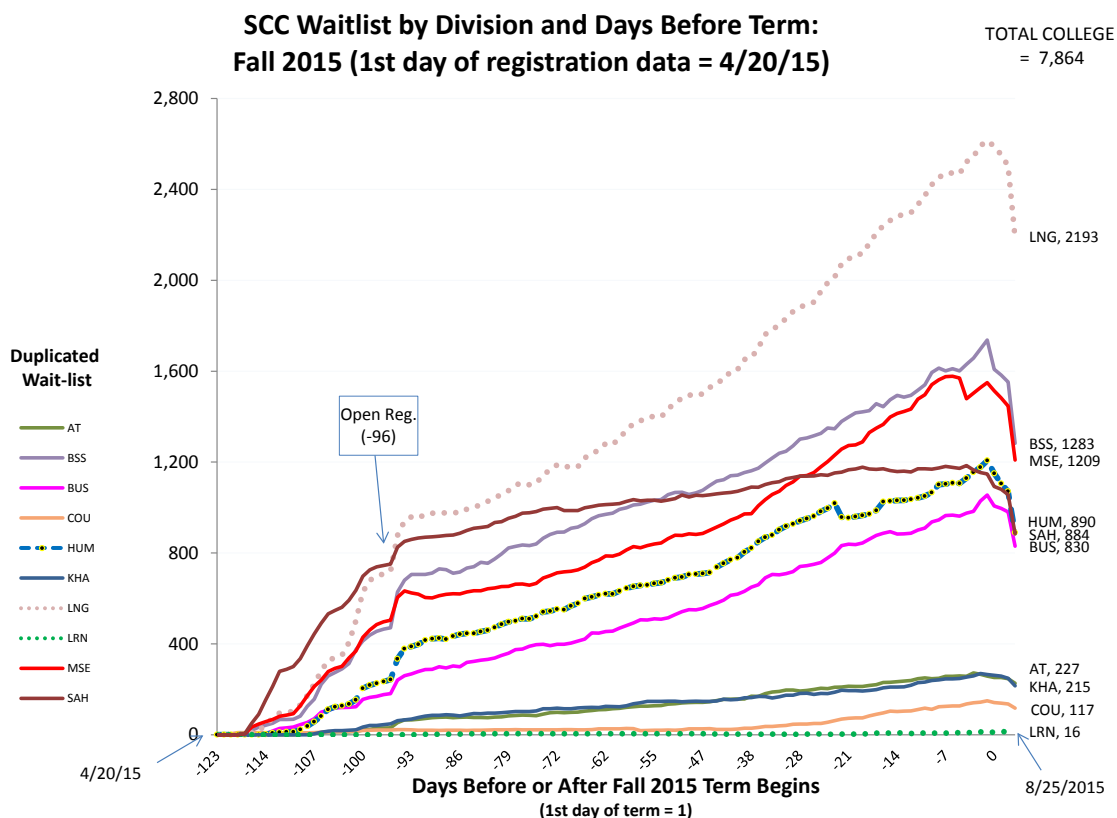
The BSS division consistently has the largest enrollment of all SCC instructional divisions.



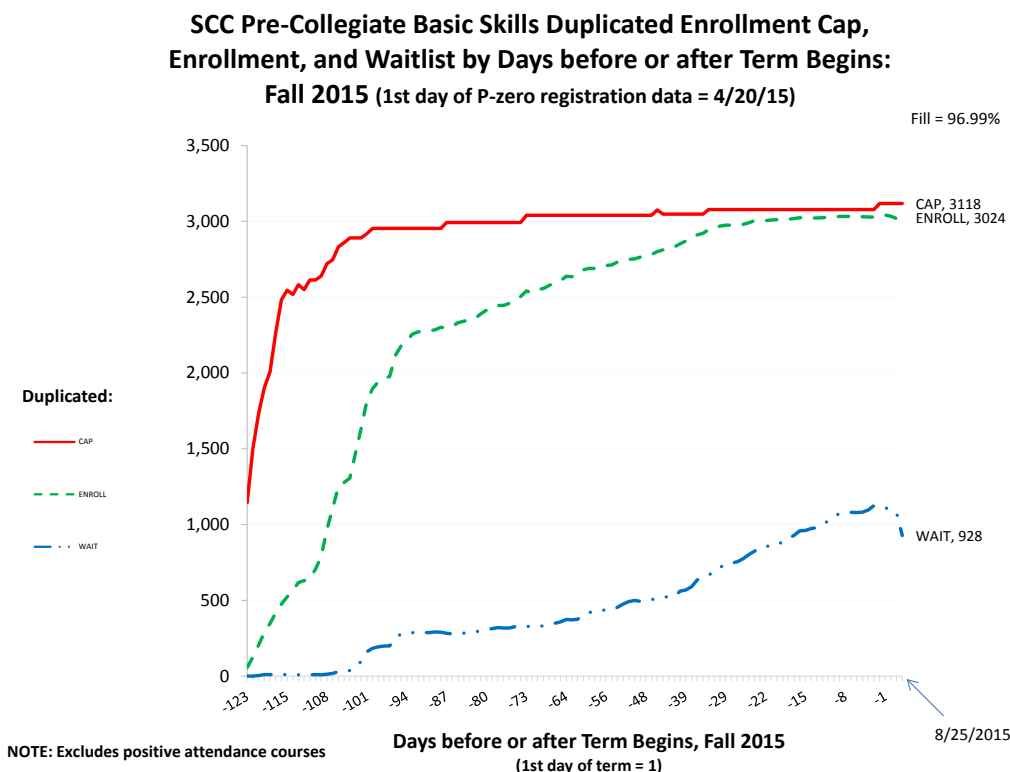
All but one division (LRN) had fill rates over 75% as the Fall 2015 term began. These percentages are lower than a year ago. Note that enrollment caps have been reduced in many divisions.



Although most divisions had substantial waitlists for Fall 2015, the overall duplicated waitlists were lower than the same time in 2014.



Pre-collegiate basic skills courses filled quickly and were two-thirds full before Fall 2015 *open registration*, which began 96 days before the term started.



Student Success and Support Program (SSSP), Matriculation, & First-year Student Report, 2015

(2014-2015 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.



In this section, several different kinds of new students are referenced. These different new student groups are defined below:

First-time freshmen: students who have enrolled at Sacramento City College for the first time and have never been enrolled at any other California Community College (only used in CCCC Scorecard data).

First-time new students: students who have enrolled at Sacramento City College for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students, as defined by the SSSP Plan.

Recent high school graduates: students who have graduated from a high school within the previous academic year, aged 19 or younger.

SSSP, Matriculation, & First-year Student Report - Key Points

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

The majority of first-time 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.)

First-time new students taking the assessment test placing into pre-collegiate or pre-transfer levels		
Fall 2014	Pre-collegiate	Pre-transfer
Reading	23.0%	50.5%
Writing	37.1%	71.8%
Math	35.4%	93.1%

(Source: EOS Profile Data)

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

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

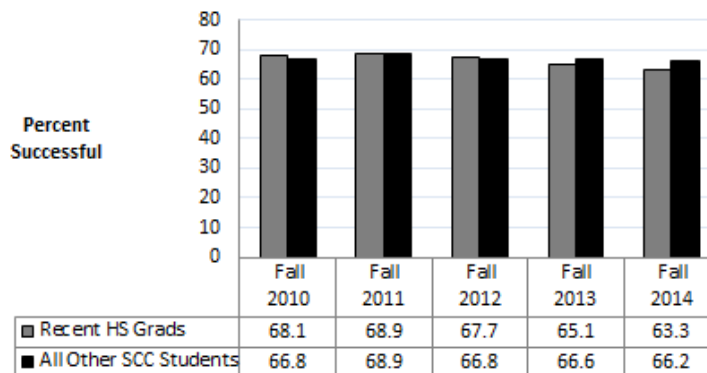
Although they represent a wide variety of ethnic groups, over 36% are Hispanic/Latino. Almost two thirds of first-time new students have household incomes that are considered low income or below the poverty line. More than half are enrolled part time and over 32% are first generation college students.

School & Work, Fall 2014 Census Profile	
Recent High School Graduate	61.0%
Enrolled Part Time	53.2%
Working Full- or Part-time	34.0%
Low Income/Below Poverty	65.7%
First generation college student	32.3%

The overall course success rate for recent high school graduates has fluctuated since 2010.

The course success for recent HS graduates fluctuated during the last 5 years. The decrease in Fall 2012 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 2010 to Fall 2014 (%)



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 New Students and Recent High School Graduates

“First-time new students” include students who have been out of high school for any period of time. Not all first-time new students are recent high school graduates. “Recent high school graduates” are those students who graduated from high school within the academic year 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 new students are a young and very diverse group.

In Fall 2014, 15% of students were first-time new students, following the SSSP definition. When compared to students who are not first-time new students, they are younger (average age 21 compared to 27), a lower percentage are female (50% compared to 57%), a lower percentage are white (23% compared to 26%), a higher percentage are enrolled full-time (47% compared to 30%), a lower percentage are working full-or part-time (34% compared to 51%), a higher percentage are low income or below poverty (66% compared to 61%), and a lower percentage are first generation college students (32% compared to 35%).

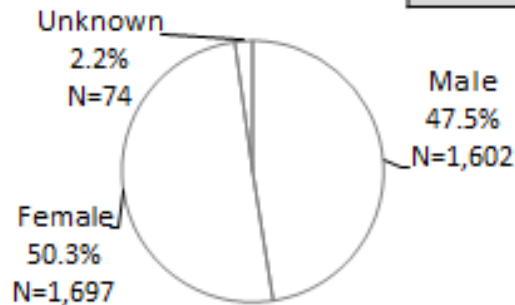
Characteristics of First-Time Freshmen N=3,373 (15.3% of students) Fall Census 2014

Race/Ethnicity	Percent
African American	13.8
Asian	13.7
Filipino	2.4
Hispanic/Latino	36.6
Multi-Race	7.8
Native American	0.4
Other Non-White	0.0
Pacific Islander	1.3
Unknown	0.8
White	23.5
First Generation College Students: 31.8%	
Disabled Students: 2.5%	

Note:
Starting in Fall 2013, data reflect methodology changes on the application that impact gender and first generation.

School & Work	
Recent High School Graduates	61.7%
Enrolled Part Time	52.9%
Working Full- or Part-time	33.9%
Low Income/Below Poverty	63.6%

Age	Percent
Under 18	1.5
18-20	78.0
21-24	9.1
25-29	4.2
30-39	3.9
40+	3.3
Average Age: 20.79	



Source: Census Profile

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The most common major stated by SCC first-time new students in 2014 was “General Education/Transfer” (331). However, the single largest group of students was “undecided” (661).

Top 10 Major Areas of Study – First-Time New Students Fall Census 2013 & 2014

2013	# of Students	2014	# of Students
General Ed/ Transfer	298	General Ed/ Transfer	331
Nursing (RN)	264	Business	301
Business	235	Nursing (RN)	245
Biology	165	Administration of Justice	177
Administration of Justice	164	Biology	151
Psychology	132	Psychology	143
Engineering	132	Engineering	111
Computer Information Science	92	Computer Information Science	99
Kinesiology	85	Early Childhood Education	83
Music	68	Kinesiology	68

Note: The single largest category in Fall 2013 and 2014 was “Undecided” (714 and 661 students, respectively).

Source: Fall EOS Profile

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

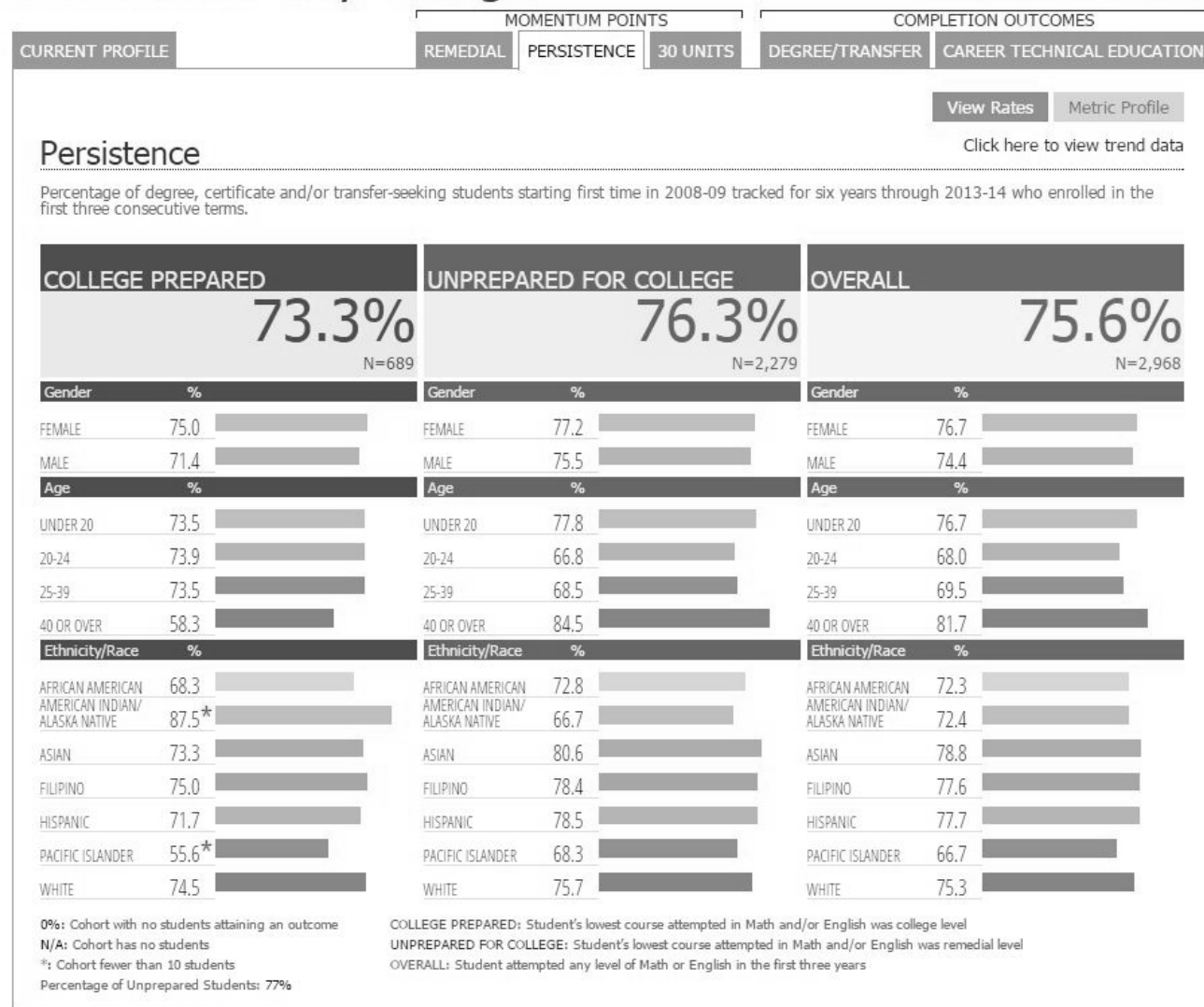
The Scorecard contains indicators such as persistence, unit attainment, remedial course progression, and completion outcomes such as degree/transfer and CTE program completions for cohorts of first-time students (remedial course progression is detailed in the Basic Skills Report).

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 2008-2009 academic year persisted for three consecutive terms somewhere in the California Community College System. (The most recent data available is for outcomes during the 2013-2014 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 74.4% of males in the cohort persisted for three semesters. The percentages do not sum to 100%.

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home> (retrieved 5/11/2015)

Momentum Point: 30 Units

The most recent Scorecard data show that 62% of the degree-, certificate-, or transfer-seeking, first-time freshmen beginning at SCC in the 2008-2009 academic year earned at least 30 units somewhere in the California Community College System. (The most recent data available is for outcomes during the 2013-2014 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, 63.7% of females and 59.8% of males in the cohort earned at least 30 units during the study period. The percentages do not sum to 100%.

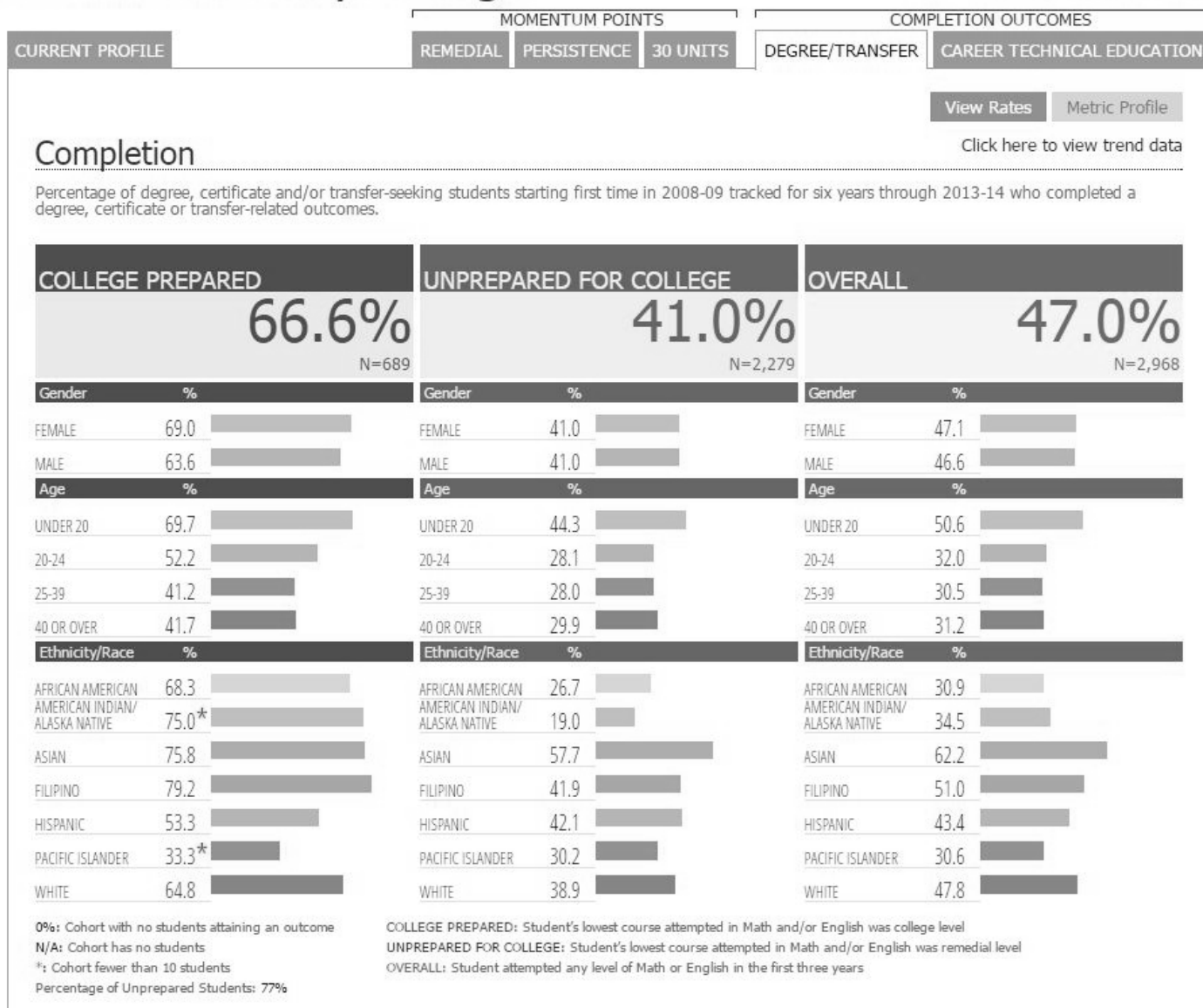
<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home> (retrieved 5/11/2015)

Completion Outcomes: Degree/Transfer

The most recent Scorecard data show that nearly 50% of the degree-, certificate-, or transfer-seeking, first-time freshmen beginning at SCC in the 2008-2009 academic year completed a degree, certificate, or transfer-related outcomes within six years. (The most recent data available is for outcomes during the 2013-2014 academic year.)

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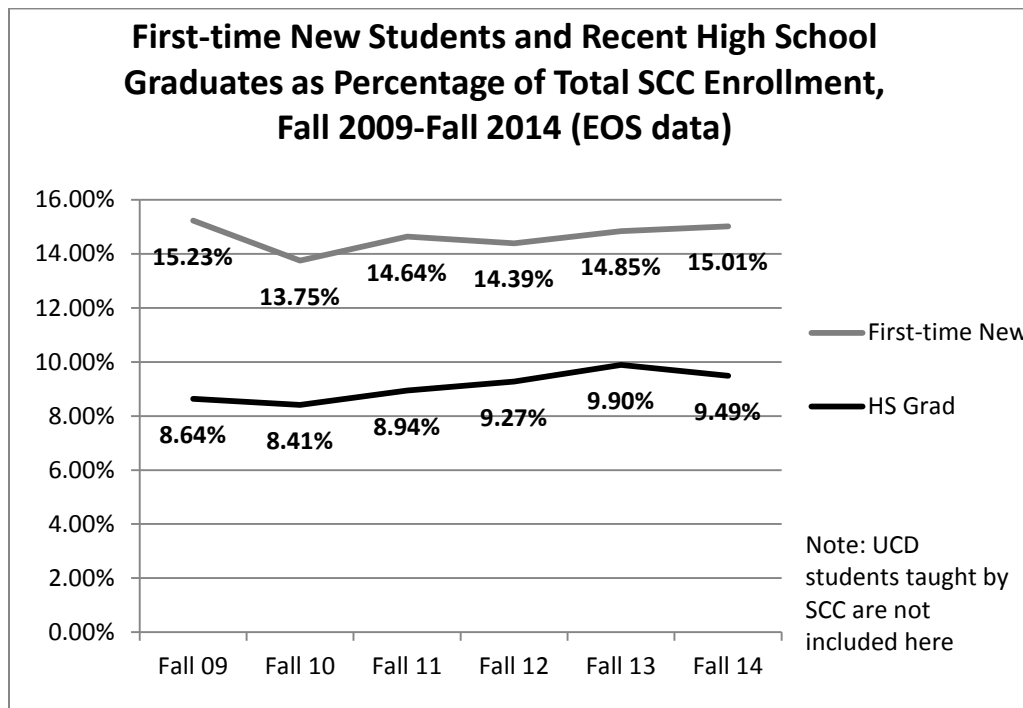
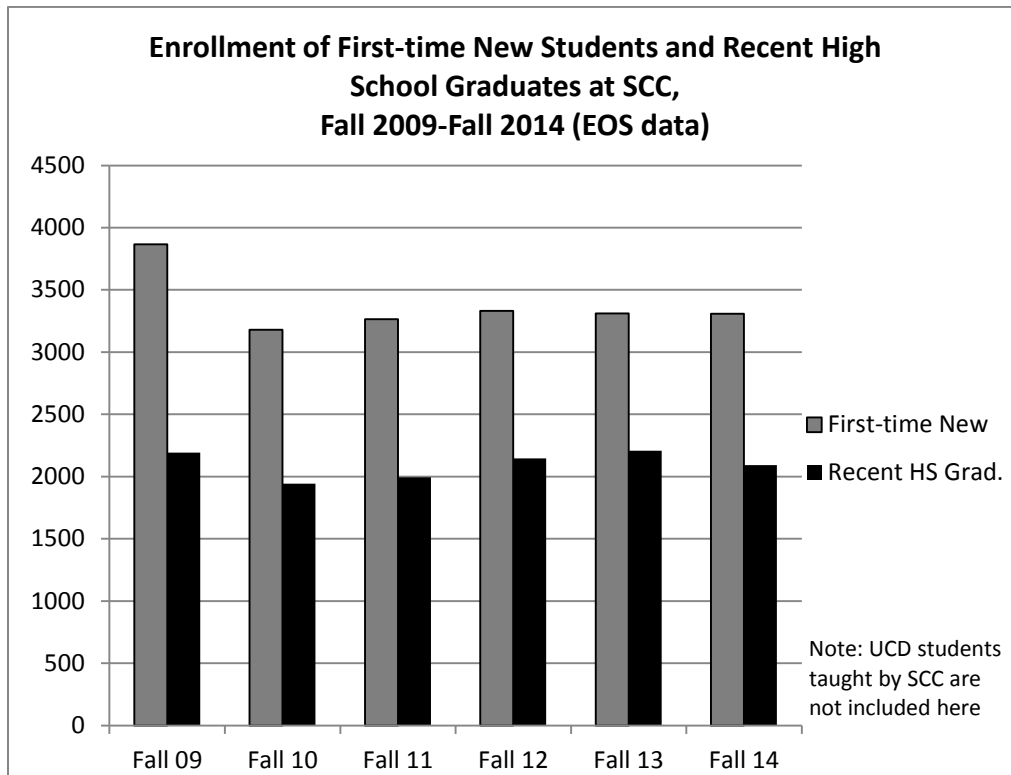


For each student category shown, the percentage is *of the given demographic*. For example, in the overall completion column on the right side of the figure, 47.1% of females and 46.6% of males in the cohort completed a degree, certificate, or transfer-related outcome within six years. The percentages do not sum to 100%. Note that college-prepared freshmen are much more likely than unprepared freshmen to attain a completion outcome (66.6% and 41.0%, respectively).

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home> (retrieved 5/11/2015)

For the most part, the number of first-time new students 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. First-time new students make up about 13-15% of all SCC students. These percentages haven't changed much over the last five years.



Although recent HS graduates at SCC are a very diverse group of ethnicities, nearly 40% are Hispanic/Latino.

SCC Recent High School Graduates: Number & Percent Ethnic Profile

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	6.80%	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	7.80%	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	34.0%	169	7.90%	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	8.40%	8	0.4%	24	1.1%	499	22.6%	1	0.1%	31	1.4%	2,207
2014	236	11.3%	285	13.6%	49	2.3%	833	39.8%	162	7.70%	7	0.3%	26	1.2%	479	22.9%	1	0.1%	14	0.7%	2,092

(Data source: EOS profile data)

Most recent high school graduates who enrolled at SCC in Fall 2014 also enrolled in Spring 2015.

Fall 2014 to Spring 2015 Semester Persistence of High School Graduates enrolled at SCC		
Ethnicity	# of Students - 1st Fall	Fall to Spring Persistence Rate (%)
African American	236	73.3%
Asian	285	85.3%
Filipino	49	81.6%
Hispanic/Latino	833	76.1%
Multi-Race	162	69.8%
Native American	7	71.4%
Other Non-White	1	100.0%
Pacific Islander	26	73.1%
Unknown	14	71.4%
White	479	72.9%
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		
Data Sources: LRCCD End of Semester Profile and Transcript.		

Assessment – Placement into pre-collegiate essential skills courses.

In Fall 2014, there were 2,092 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 2014 the percentage of recent HS students placing into courses numbered lower than 100 was 31.6% for Reading, 31.1% for Writing, and 19.2% for Math. However, of the 1,798 students with reading data, 679 (38%) 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, Fall 2014	Levels Below Transfer (LBT)			Transfer	Total
	10 (3 LBT)	11 (2 LBT)	110 (1 LBT)	310 (Transfer)	
TOTAL RECENT HS STUDENTS' PLACEMENT LEVEL #	116	237	517	249	1,119
%	10.4%	21.2%	46.2%	22.3%	100.0%

WRITING, Fall 2014	Levels Below Transfer (LBT)		Transfer	Total
	51 (2 LBT)	101 (1 LBT)	300 (Transfer)	
TOTAL RECENT HS STUDENTS' PLACEMENT LEVEL #	570	708	553	1,831
%	31.1%	38.7%	30.2%	100.0%

MATH, Fall 2014	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 #	363	137	420	862	61	24	25	1,892
%	19.2%	7.2%	22.2%	45.6%	3.2%	1.3%	1.3%	100.0%

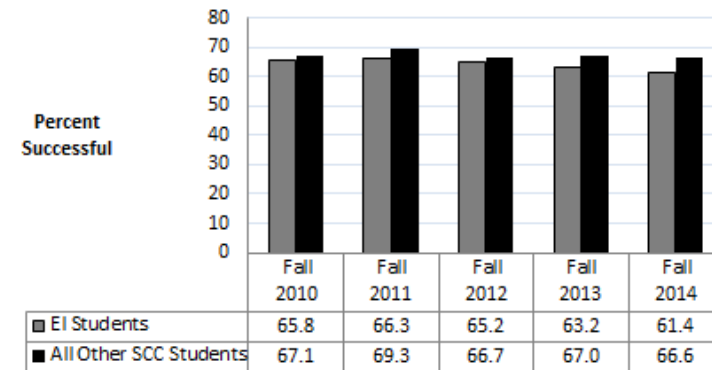
* 100 and 120 are pre-transfer, but because they are AA/AS degree-applicable, they are "collegiate" level.

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 2010 and Fall 2014.

SCC Successful Course Completion by Education Initiative (EI) Cohort, Fall 2010 to Fall 2014 (%)



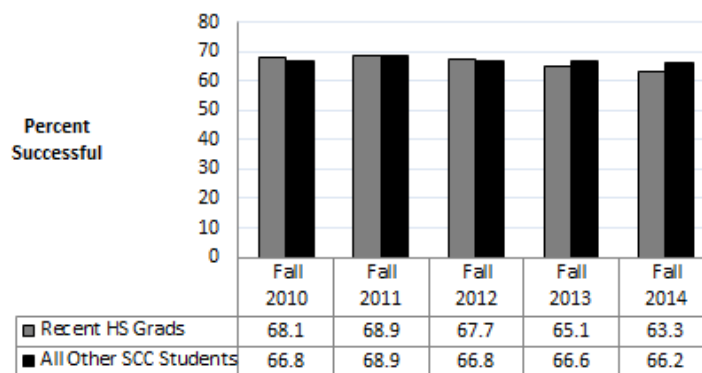
Source: EOS Research Database Files

6-10

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

In both Fall of 2013 and 2014 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 2010 to Fall 2014 (%)



Source: EOS Research Database Files

5-10

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

Source: Los Rios Community College District Research Database files. Students who dropped all of their courses prior to the “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 2014 indicate that substantial achievement gaps exist between groups.

First (Fall) Semester Outcomes of Recent High School Graduates at SCC, Fall 2014					
Ethnicity	# of Students	Average Units Attempted	Average Units Completed	Average Term GPA	Course Success Rate (%)
African American	236	9.7	6.0	1.6	55.4
Asian	285	10.7	8.8	2.3	72.7
Filipino	49	10.0	7.5	1.9	64.6
Hispanic/Latino	833	10.1	6.9	1.8	60.7
Multi-Race	162	10.0	6.1	1.6	53.7
Native American	7	8.6	5.9	2.0	63.2
Other Non-White	1	15.0	15.0	1.4	66.7
Pacific Islander	26	10.7	6.8	1.7	59.6
Unknown	14	11.0	8.6	2.1	71.7
White	479	10.6	8.0	2.2	68.8
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 2015 Semester Academic Outcomes of Recent High School Graduates starting at SCC in Fall 2014					
Ethnicity	# of Students	Average Units Attempted	Average Units Completed	Average Term GPA	Course Success Rate (%)
African American	173	10.3	6.1	1.5	50.3
Asian	243	11.5	8.8	2.1	70.5
Filipino	40	10.8	7.5	1.9	60.9
Hispanic/Latino	633	10.9	7.5	1.8	60.2
Multi-Race	113	10.3	6.4	1.7	55.9
Native American	5	7.8	4.0	1.4	36.4
Other Non-White	1	12.0	11.0	1.6	50.0
Pacific Islander	19	11.9	7.5	1.5	52.8
Unknown	10	11.4	7.8	1.5	64.7
White	349	11.6	9.5	2.4	76.0
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 2014 for SCC's top feeder high schools for first-time 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. LBT = levels below transfer as coded in MIS data submitted to the State Chancellor's Office.)

SCC First-time New Students Placements in Reading, by (TOP FEEDER) High School Attended						
High School	Reading Placement	Levels Below Transfer (LBT)			Transfer	Total
		10 (3 LBT)	11 (2 LBT)	110 (1 LBT)	310 (Transfer)	
C. K. McClatchy High	Count	14	18	28	18	78
	%	17.9%	23.1%	35.9%	23.1%	100.0%
Davis Senior High	Count	4	8	18	8	38
	%	10.5%	21.1%	47.4%	21.1%	100.0%
Florin High	Count	5	6	9	4	24
	%	20.8%	25.0%	37.5%	16.7%	100.0%
Franklin High School	Count	2	4	21	8	35
	%	5.7%	11.4%	60.0%	22.9%	100.0%
Hiram W. Johnson High	Count	16	21	32	9	78
	%	20.5%	26.9%	41.0%	11.5%	100.0%
John F. Kennedy High	Count	5	21	36	14	76
	%	6.6%	27.6%	47.4%	18.4%	100.0%
Luther Burbank High	Count	26	19	29	6	80
	%	32.5%	23.8%	36.3%	7.5%	100.0%
River City Senior High	Count	9	19	43	24	95
	%	9.5%	20.0%	45.3%	25.3%	100.0%
Rosemont High School	Count	2	4	21	11	38
	%	5.3%	10.5%	55.3%	28.9%	100.0%
Sheldon High School	Count	2	5	16	9	32
	%	6.3%	15.6%	50.0%	28.1%	100.0%
West Campus Hiram Johnson	Count	0	1	7	4	12
	%	0.0%	8.3%	58.3%	33.3%	100.0%
Total Tested ALL HS	Count	245	369	732	356	1702
	%	14.4%	21.7%	43.0%	20.9%	100.0%

Source: EOS Profile Data, Fall 2014

SCC First-time New Students Placements in Writing by (TOP FEEDER) High School Attended					
High School	Writing Placement	Levels Below Transfer (LBT)		Transfer	Total
		51 (2 LBT)	101 (1 LBT)	300 (Transfer)	
C. K. McClatchy High	Count	54	41	46	141
	%	38.3%	29.1%	32.6%	100.0%
Davis Senior High	Count	9	31	44	84
	%	10.7%	36.9%	52.4%	100.0%
Florin High	Count	13	16	7	36
	%	36.1%	44.4%	19.4%	100.0%
Franklin High School	Count	17	18	30	65
	%	26.2%	27.7%	46.2%	100.0%
Hiram W. Johnson High	Count	47	33	10	90
	%	52.2%	36.7%	11.1%	100.0%
John F. Kennedy High	Count	40	50	39	129
	%	31.0%	38.8%	30.2%	100.0%
Luther Burbank High	Count	54	23	8	85
	%	63.5%	27.1%	9.4%	100.0%
River City Senior High	Count	45	59	30	134
	%	33.6%	44.0%	22.4%	100.0%
Rosemont High School	Count	25	22	13	60
	%	41.7%	36.7%	21.7%	100.0%
Sheldon High School	Count	11	26	18	55
	%	20.0%	47.3%	32.7%	100.0%
West Campus Hiram Johnson	Count	5	14	31	50
	%	10.0%	28.0%	62.0%	100.0%
Total Tested ALL HS	Count	971	911	738	2620
	%	37.1%	34.8%	28.2%	100.0%

Source: EOS Profile Data, Fall 2014

SCC First-time New Students Placements in Math by (TOP FEEDER) High School Attended									
High School	Math Placement	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	39	10	25	61	10	0	4	149
	%	26.2%	6.7%	16.8%	40.9%	6.7%	0.0%	2.7%	100.0%
Davis Senior High	Count	9	9	4	45	10	6	6	89
	%	10.1%	10.1%	4.5%	50.6%	11.2%	6.7%	6.7%	100.0%
Florin High	Count	9	4	10	13	1	0	0	37
	%	24.3%	10.8%	27.0%	35.1%	2.7%	0.0%	0.0%	100.0%
Franklin High School	Count	6	5	11	28	4	2	1	57
	%	10.5%	8.8%	19.3%	49.1%	7.0%	3.5%	1.8%	100.0%
Hiram W. Johnson High	Count	27	8	26	35	2	0	0	98
	%	27.6%	8.2%	26.5%	35.7%	2.0%	0.0%	0.0%	100.0%
John F. Kennedy High	Count	19	12	36	61	5	2	2	137
	%	13.9%	8.8%	26.3%	44.5%	3.6%	1.5%	1.5%	100.0%
Luther Burbank High	Count	41	6	21	31	0	0	0	99
	%	41.4%	6.1%	21.2%	31.3%	0.0%	0.0%	0.0%	100.0%
River City Senior High	Count	35	7	22	76	3	1	1	145
	%	24.1%	4.8%	15.2%	52.4%	2.1%	0.7%	0.7%	100.0%
Rosemont High School	Count	12	3	11	33	1	0	1	61
	%	19.7%	4.9%	18.0%	54.1%	1.6%	0.0%	1.6%	100.0%
Sheldon High School	Count	4	3	19	29	3	0	0	58
	%	6.9%	5.2%	32.8%	50.0%	5.2%	0.0%	0.0%	100.0%
West Campus Hiram Johnson	Count	0	3	4	37	4	2	1	51
	%	0.0%	5.9%	7.8%	72.5%	7.8%	3.9%	2.0%	100.0%
Total Tested ALL HS	Count	739	276	606	1046	78	27	32	2804
	%	26.4%	9.8%	21.6%	37.3%	2.8%	1.0%	1.1%	100.0%

Source: EOS Profile Data, Fall 2014

Basic Skills Report

Fall 2015

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.

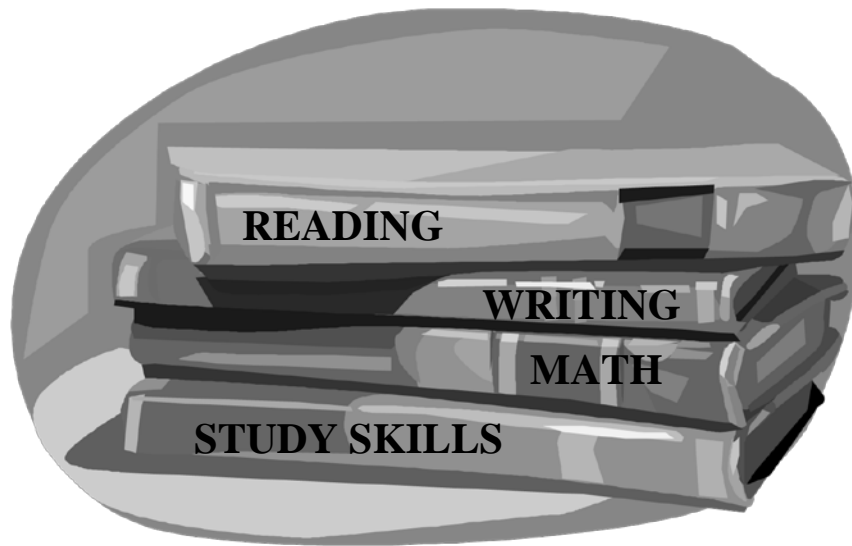
- A1. Promote the engagement and success of all students, with a special emphasis on first-year students who are transitioning to college.
- A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.
- A4. 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 2014 students with placement assessment results placed into pre-transfer basic skills classes; substantial percentages place into pre-collegiate basic skills classes.

Percent of all students with assessment test results who place into pre-collegiate or pre-transfer levels (Source: EOS Profile)		
Fall 2014	Pre-collegiate	Pre-transfer
Reading	18.5%	44.1%
Writing	32.5%	64.4%
Math	33.2%	91.9%

Many students struggle with essential skills Math.

The high-enrollment math course, Math 100, had Fall 2014 end-of-semester enrollments of over 1,300 and success rates of 41% or lower in each of the two falls examined (Fall 2013, Fall 2014).

MATH	Successful	F13 Count	F13 % Successful (no / yes)	F14 Count	F14 % Successful (no / yes)
Math 100 (2 levels below transfer)	NO	788	61.40%	784	59.30%
	YES	495	38.60%	539	40.70%
	Total	1283	100.00%	1323	100.00%
Math 34 (3 levels below transfer)	NO	197	40.90%	240	48.10%
	YES	285	59.10%	259	51.90%
	Total	482	100.00%	499	100.00%
Math 27/28 (4 levels below transfer)	NO	304	45.20%	335	52.50%
	YES	368	54.80%	303	47.50%
	Total	672	100.00%	638	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 2014, 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 2014, the percentage of placements into courses numbered lower than 100 was 18.5% for Reading, 32.48% for Writing, and 33.18% for Math. This section considers all students, while numbers in some of the other sections 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.)

The table below shows end-of-semester data for Fall 2014 students who took the placement assessment exam in reading, writing, or math. This table excludes UC Davis students taught at UC Davis by SCC faculty.

Fall 2014 End of Semester, all students			
ENGRD	Level(s) Below Transfer	Number	Percent
10	3 LBT	908	6.74
11	2 LBT	1,585	11.76
110	1 LBT	3,453	25.62
310	Transfer	2,223	16.50
Competency	Transfer	5,307	39.38
Total		13,476	100.00

ENGWR	Level(s) Below Transfer	Number	Percent
40/50/51	2 LBT	3,807	32.48
100/101	1 LBT	3,730	31.82
300	Transfer	4,184	35.70
Total		11,721	100.00

MATH	Level(s) Below Transfer	Number	Percent
27/28	4 LBT	3,200	21.52
34	3 LBT	1,733	11.66
100	2 LBT	3,243	21.81
120	1 LBT	5,485	36.89
300	Transfer	119	0.80
310	Transfer	108	0.73
335	Transfer	365	2.45
340	Transfer	124	0.83
370	Transfer	257	1.73
400	Transfer	235	1.58
Total		14,869	100.00

Although almost 40% 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 2014 students, EOS Profile)							
Ethnicity		ENGRD 10	ENGRD 11	ENGRD 110	Transfer	Competency (transfer)	Total
African American	#	243	333	565	303	518	1,962
	%	12.39	16.97	28.8	15.44	26.4	100
Asian	#	212	377	627	353	541	2,110
	%	10.05	17.87	29.72	16.73	25.64	100
Filipino	#	21	32	88	67	104	312
	%	6.73	10.26	28.21	21.47	33.33	100
Hispanic/Latino	#	238	516	1,273	706	1,569	4,302
	%	5.53	11.99	29.59	16.41	36.47	100
Multi-Race	#	43	54	207	163	469	936
	%	4.59	5.77	22.12	17.41	50.11	100
Native American	#	6	3	19	19	34	81
	%	7.41	3.7	23.46	23.46	41.98	100
Other Non-White	#	5	6	22	22	33	88
	%	5.68	6.82	25	25	37.5	100
Pacific Islander	#	17	37	71	38	44	207
	%	8.21	17.87	34.3	18.36	21.26	100
Unknown	#	8	17	34	30	96	185
	%	4.32	9.19	18.38	16.22	51.89	100
White	#	115	210	547	522	1,899	3,293
	%	3.49	6.38	16.61	15.85	57.67	100
Total	#	908	1,585	3,453	2,223	5,307	13,476
	%	6.74	11.76	25.62	16.5	39.38	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 2014 students, EOS Profile)					
Ethnicity		ENGWR 51	ENGWR 101	Transfer	Total
African American	#	799	458	327	1,584
	%	50.44	28.91	20.64	100
Asian	#	772	565	439	1,776
	%	43.47	31.81	24.72	100
Filipino	#	85	99	98	282
	%	30.14	35.11	34.75	100
Hispanic/Latino	#	1,288	1,366	1,136	3,790
	%	33.98	36.04	29.97	100
Multi-Race	#	186	261	391	838
	%	22.2	31.15	46.66	100
Native American	#	23	24	21	68
	%	33.82	35.29	30.88	100
Other Non-White	#	15	25	24	64
	%	23.44	39.06	37.5	100
Pacific Islander	#	67	67	33	167
	%	40.12	40.12	19.76	100
Unknown	#	38	48	68	154
	%	24.68	31.17	44.16	100
White	#	534	817	1,647	2,998
	%	17.81	27.25	54.94	100
Total	#	3,807	3,730	4,184	11,721
	%	32.48	31.82	35.7	100

The need for basic skill remediation is most-pronounced in Math placements. Less than 5% of students taking the math placement test place into transfer level math courses. Close to half of the African American students place into the lowest level of math offered at SCC, while Asians and Filipinos place into transfer level math at the highest rates. Still, only Asian students have more than 10% placing into a transferable math course.

Math Placement by Ethnicity (Fall 2014 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 Fall 2014 retention exceeds 70% for all subject and level combinations *except* Math courses 2 levels below transfer, which have retention just below 70%. Success rates have risen in some course-level combinations and fallen in others.

ENGLISH READING			Success				Retention			
Success and retention rates, by Subject and Course Level			F13 Count	F13 %	F14 Count	F14 %	F13 Count	F13 %	F14 Count	F14 %
Reading	Transfer level	NO	151	29.40%	136	23.60%	80	15.60%	80	13.90%
		YES	362	70.60%	441	76.40%	433	84.40%	497	86.10%
		Total	513	100.00%	577	100.00%	513	100.00%	577	100.00%
	1 level below transfer	NO	128	22.90%	191	38.40%	76	13.60%	80	16.10%
		YES	432	77.10%	307	61.60%	484	86.40%	418	83.90%
		Total	560	100.00%	498	100.00%	560	100.00%	498	100.00%
	2 levels below transfer	NO	107	35.90%	137	36.80%	42	14.10%	60	16.10%
		YES	191	64.10%	235	63.20%	256	85.90%	312	83.90%
		Total	298	100.00%	372	100.00%	298	100.00%	372	100.00%
	3 levels below transfer	NO	58	30.90%	90	47.10%	37	19.70%	52	27.20%
		YES	130	69.10%	101	52.90%	151	80.30%	139	72.80%
		Total	188	100.00%	191	100.00%	188	100.00%	191	100.00%

ENGLISH WRITING			Success				Retention			
Success and course retention rates, by Subject and Course Level			F13 Count	F13 %	F14 Count	F14 %	F13 Count	F13 %	F14 Count	F14 %
Writing	Transfer Level	NO	752	32.30%	765	32.70%	462	19.80%	452	19.30%
		YES	1579	67.70%	1578	67.30%	1869	80.20%	1891	80.70%
		Total	2331	100.00%	2343	100.00%	2331	100.00%	2343	100.00%
	1 level below transfer	NO	363	37.20%	471	44.10%	129	13.20%	180	16.90%
		YES	612	62.80%	596	55.90%	846	86.80%	887	83.10%
		Total	975	100.00%	1067	100.00%	975	100.00%	1067	100.00%
	2 levels below transfer	NO	375	48.60%	310	42.90%	151	19.60%	129	17.90%
		YES	396	51.40%	412	57.10%	620	80.40%	593	82.10%
		Total	771	100.00%	722	100.00%	771	100.00%	722	100.00%

MATH	Success	Retention
------	---------	-----------

Success and course retention rates, by Subject and Course Level			F13 Count	F13 %	F14 Count	F14 %	F13 Count	F13 %	F14 Count	F14 %
MATH	Transfer Level	NO	604	45.60%	636	47.30%	362	27.30%	351	26.10%
		YES	721	54.40%	709	52.70%	963	72.70%	994	73.90%
		Total	1325	100.00%	1345	100.00%	1325	100.00%	1345	100.00%
	1 level below transfer	NO	1113	54.60%	1287	54.50%	547	26.80%	644	27.30%
		YES	927	45.40%	1074	45.50%	1493	73.20%	1717	72.70%
		Total	2040	100.00%	2361	100.00%	2040	100.00%	2361	100.00%
	2 levels below transfer	NO	788	61.40%	784	59.30%	338	26.30%	401	30.30%
		YES	495	38.60%	539	40.70%	945	73.70%	922	69.70%
		Total	1283	100.00%	1323	100.00%	1283	100.00%	1323	100.00%
	3 levels below transfer	NO	197	40.90%	240	48.10%	102	21.20%	80	16.00%
		YES	285	59.10%	259	51.90%	380	78.80%	419	84.00%
		Total	482	100.00%	499	100.00%	482	100.00%	499	100.00%
	4 levels below transfer	NO	304	45.20%	335	52.50%	109	16.20%	104	16.30%
		YES	368	54.80%	303	47.50%	563	83.80%	534	83.70%
		Total	672	100.00%	638	100.00%	672	100.00%	638	100.00%

ESL			Success				Retention			
Success and course retention rates, by Subject and Course Level			F13 Count	F13 %	F14 Count	F14 %	F13 Count	F13 %	F14 Count	F14 %
ESL	1 level below transfer	NO	8	20.50%	9	11.80%	2	5.10%	3	3.90%
		YES	31	79.50%	67	88.20%	37	94.90%	73	96.10%
		Total	39	100.00%	76	100.00%	39	100.00%	76	100.00%
	2 levels below transfer	NO	3	17.60%	28	32.20%	2	11.80%	1	1.10%
		YES	14	82.40%	59	67.80%	15	88.20%	86	98.90%
		Total	17	100.00%	87	100.00%	17	100.00%	87	100.00%
ESL Grammar	Transfer Level	NO	24	20.90%	28	20.70%	12	10.40%	12	8.90%
		YES	91	79.10%	107	79.30%	103	89.60%	123	91.10%
		Total	115	100.00%	135	100.00%	115	100.00%	135	100.00%
	1 level below transfer	NO	20	16.50%	14	14.00%	7	5.80%	3	3.00%
		YES	101	83.50%	86	86.00%	114	94.20%	97	97.00%
		Total	121	100.00%	100	100.00%	121	100.00%	100	100.00%
ESL Listening	1 level below transfer	NO	11	17.50%	7	12.30%	2	3.20%	7	12.30%
		YES	52	82.50%	50	87.70%	61	96.80%	50	87.70%
		Total	63	100.00%	57	100.00%	63	100.00%	57	100.00%
	2 levels below transfer	NO	22	16.10%	15	11.30%	8	5.80%	5	3.80%
		YES	115	83.90%	118	88.70%	129	94.20%	128	96.20%
		Total	137	100.00%	133	100.00%	137	100.00%	133	100.00%
	3 levels below transfer	NO	21	24.70%	21	23.30%	5	5.90%	12	13.30%
		YES	64	75.30%	69	76.70%	80	94.10%	78	86.70%
		Total	85	100.00%	90	100.00%	85	100.00%	90	100.00%

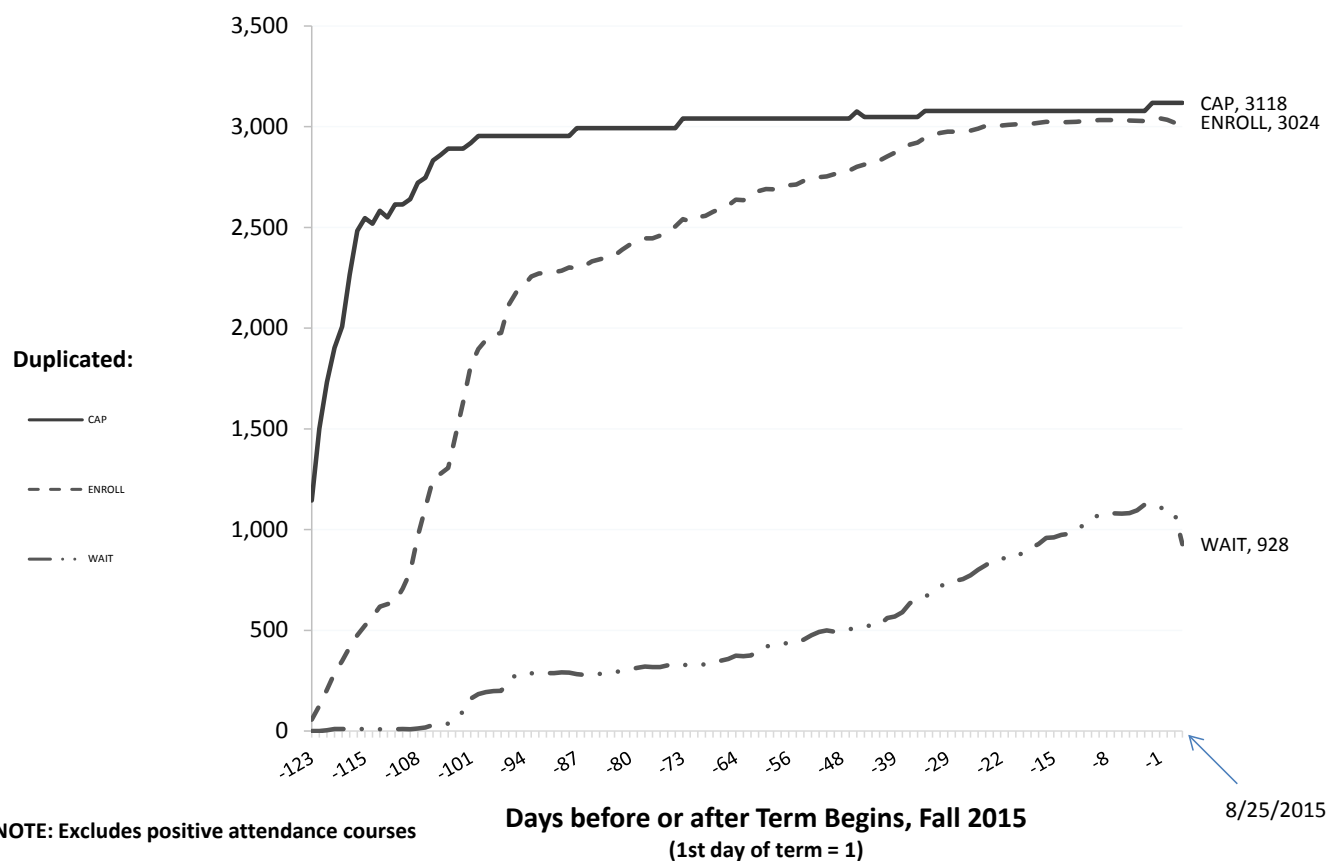
ESL, cont.			Success				Retention			
Success rates, by Subject and Course Level			F13 Count	F13 %	F14 Count	F14 %	F13 Count	F13 %	F14 Count	F14 %
ESL Reading	Transfer Level	NO	49	29.70%	12	12.00%	20	12.10%	4	4.00%
		YES	116	70.30%	88	88.00%	145	87.90%	96	96.00%
		Total	165	100.00%	100	100.00%	165	100.00%	100	100.00%
	1 level below transfer	NO	37	11.50%	23	10.10%	14	4.40%	4	1.80%
		YES	284	88.50%	205	89.90%	307	95.60%	224	98.20%
		Total	321	100.00%	228	100.00%	321	100.00%	228	100.00%
	2 levels below transfer	NO	36	20.00%	28	16.70%	10	5.60%	9	5.40%
		YES	144	80.00%	140	83.30%	170	94.40%	159	94.60%
		Total	180	100.00%	168	100.00%	180	100.00%	168	100.00%
	3 levels below transfer	NO	20	23.00%	36	37.90%	8	9.20%	14	14.70%
		YES	67	77.00%	59	62.10%	79	90.80%	81	85.30%
		Total	87	100.00%	95	100.00%	87	100.00%	95	100.00%
ESL Writing	Transfer Level	NO	45	24.70%	35	28.70%	24	13.20%	16	13.10%
		YES	137	75.30%	87	71.30%	158	86.80%	106	86.90%
		Total	182	100.00%	122	100.00%	182	100.00%	122	100.00%
	1 level below transfer	NO	30	27.30%	27	23.90%	14	12.70%	11	9.70%
		YES	80	72.70%	86	76.10%	96	87.30%	102	90.30%
		Total	110	100.00%	113	100.00%	110	100.00%	113	100.00%
	2 levels below transfer	NO	31	29.80%	24	22.90%	10	9.60%	12	11.40%
		YES	73	70.20%	81	77.10%	94	90.40%	93	88.60%
		Total	104	100.00%	105	100.00%	104	100.00%	105	100.00%
	3 levels below transfer	NO	32	29.60%	41	35.70%	10	9.30%	18	15.70%
		YES	76	70.40%	74	64.30%	98	90.70%	97	84.30%
		Total	108	100.00%	115	100.00%	108	100.00%	115	100.00%

Enrollment patterns and essential skills courses

For Fall 2015, enrollment in pre-collegiate basic skills courses neared the enrollment cap about two weeks 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 2015 (1st day of P-zero registration data = 4/20/15)**

Fill = 96.99%



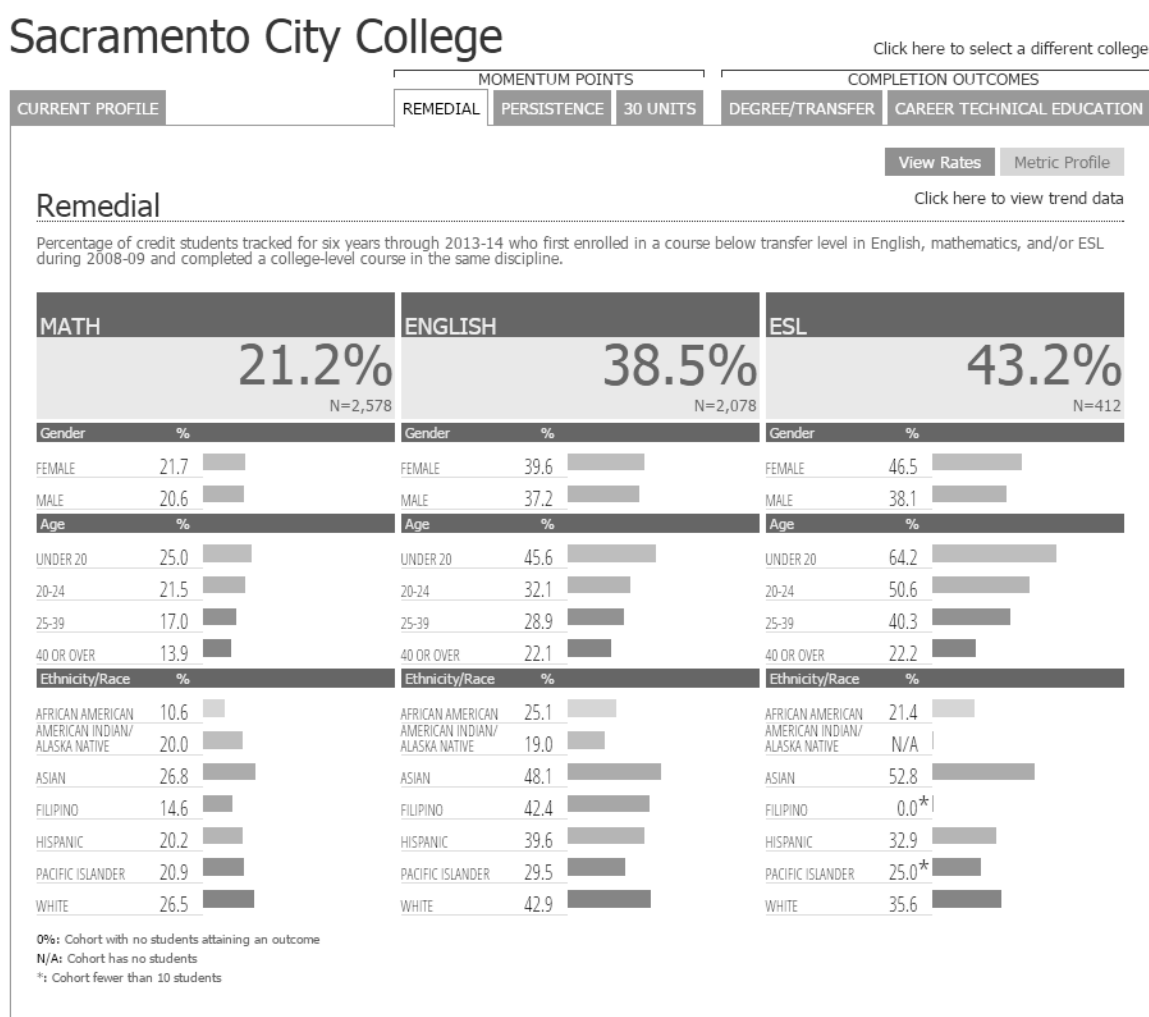
This year's pattern is a departure from the last few years. From 2010 to 2013, basic skills classes were full over two months before the beginning of the fall semester and in 2014 they were full about a month before the term began.

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 First 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 2008-2009 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 2013-2014 academic year.)



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 38.1% 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 8/27/2015)

Appendix: Some definitions of the term “Basic Skills” relevant to SCC

SCC Course Numbering System

From: 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: 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

Fall 2015

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.

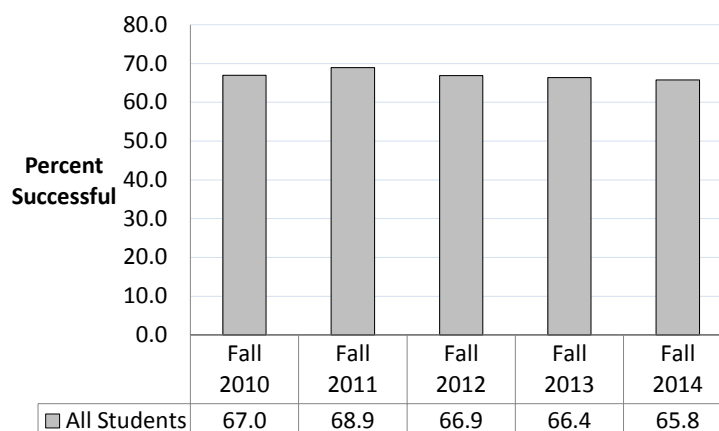


Note: For additional information on some subgroups of students see the First-year Student Report or the Basic Skills Report.

Student Achievement Report - Key Points

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

SCC Successful Course Completion, Fall 2010 to Fall 2014 (%)



1-10

Source: Research Database Files

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

In Fall 2014, course success rates were similar for most comparison groups (age, gender, modality, location, etc.). However, gaps in course success rates were substantial for students from different racial/ethnic groups and income levels.

Successful Course Completion Metrics (PRIE data) Successful course completion = Grade of A, B, C, P	F 11	F 12	F 13	F14
Gender gap in course success	2.8%	1.5%	2.1%	2.7%
Race/ethnicity gap in course success	20.2%	19.8%	20.2%	21.2%
Age gap in course success	6.4%	6.4%	3.5%	5.3%
Modality gap in course success (Internet based – Lecture)	2.1%	2.1%	2.2%	1.2%
Location gap in course success (SCC main, Davis, West Sac)	1.5%	2.8%	0.8%	0.6%
Income gap (below poverty, low income, middle & above)	12.1%	10.9%	9.9%	10.2%

Note: gaps are calculated between highest- and lowest-performing groups, except modality, which is the gap between internet-based and lecture (the two most-common instruction modalities).

Student Achievement Report – Details

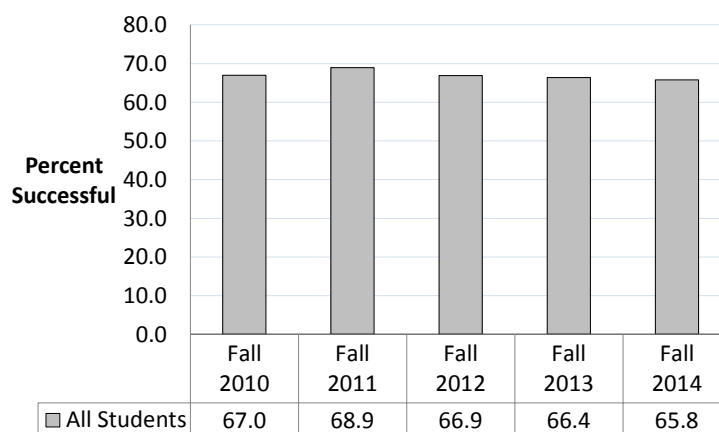
Course Success Rates

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 mid-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 2010 to Fall 2014 (%)



1-10

Source: Research Database Files

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

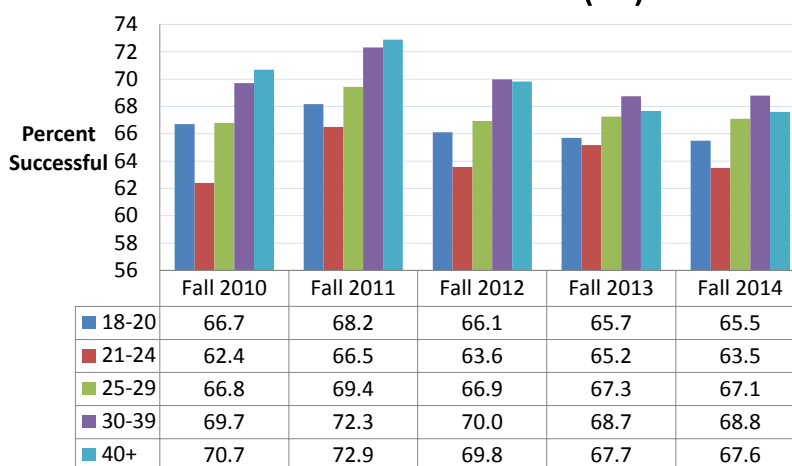
Gaps in course success rates are currently substantial only for students from different racial/ethnicity groups and income levels.

Successful Course Completion Metrics (PRIE data) Successful course completion = Grade of A, B, C, P	F 11	F 12	F 13	F 14
Gender gap in course success	2.8%	1.5%	2.1%	2.7%
Race/ethnicity gap in course success	20.2%	19.8%	20.2%	21.2%
Age gap in course success	6.4%	6.4%	3.5%	5.3%
Modality gap in course success (Internet based – Lecture)	2.1%	2.1%	2.2%	1.2%
Location gap in course success (SCC main, Davis, West Sac)	1.5%	2.8%	0.8%	0.6%
Income gap (below poverty, low income, middle & above)	12.1%	10.9%	9.9%	10.2%

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, although their course success rates have fluctuated over the past few years. This year the gap is widest between 21-24 year olds and the 30-39 age group—a 5.3% observed difference between the highest- and lowest-performing age group. 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 2010 to Fall 2014 (%)

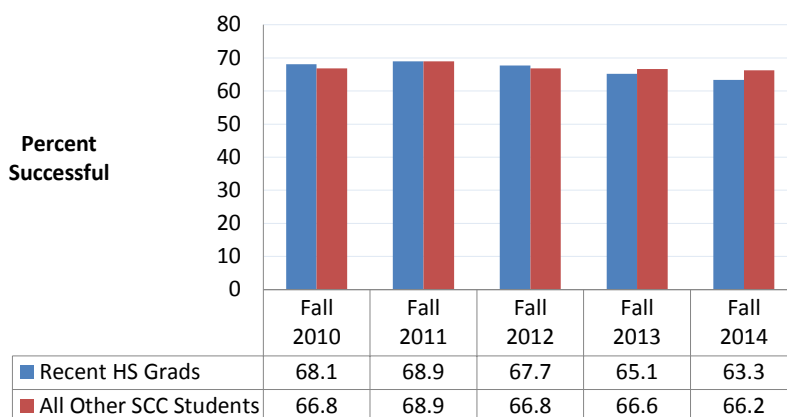


Source: EOS Research Database Files
 4-10
 Sacramento City College
 Office of Planning, Research & Institutional Effectiveness

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 students who were in high school the spring immediately preceeding the fall semester in which they enrolled at SCC) have fluctuated in recent years and are currently below those of other SCC students who are not recent high school graduates.

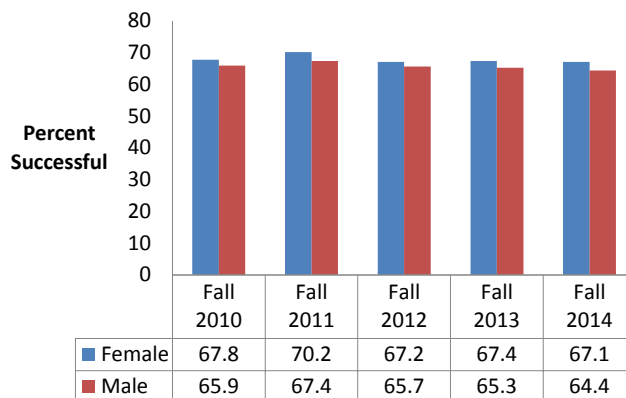
SCC Successful Course Completion by Recent High School Grad Status, Fall 2010 to Fall 2014 (%)



Source: EOS Research Database Files
 5-10
 Sacramento City College
 Office of Planning, Research & Institutional Effectiveness

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

SCC Successful Course Completion by Gender, Fall 2010 to Fall 2014 (%)



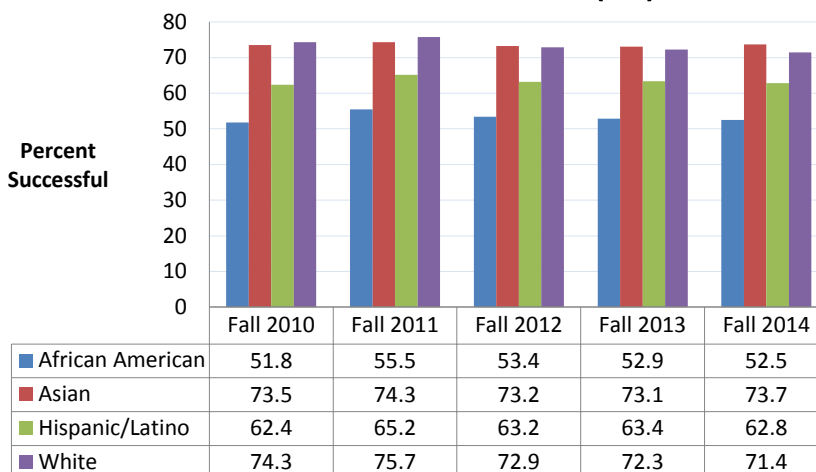
Source: EOS Research Database Files

Sacramento City College
Office of Planning, Research & Institutional Effectiveness

There are substantial and persistent gaps in course success between the four largest racial/ethnic groups at the College.

African American and Hispanic/Latino students have lower course success rates than do Asian or White students. These four ethnic groups have consistently accounted for about 85 to 90 percent of SCC's unduplicated headcount since 2000. 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 2010 to Fall 2014 (%)

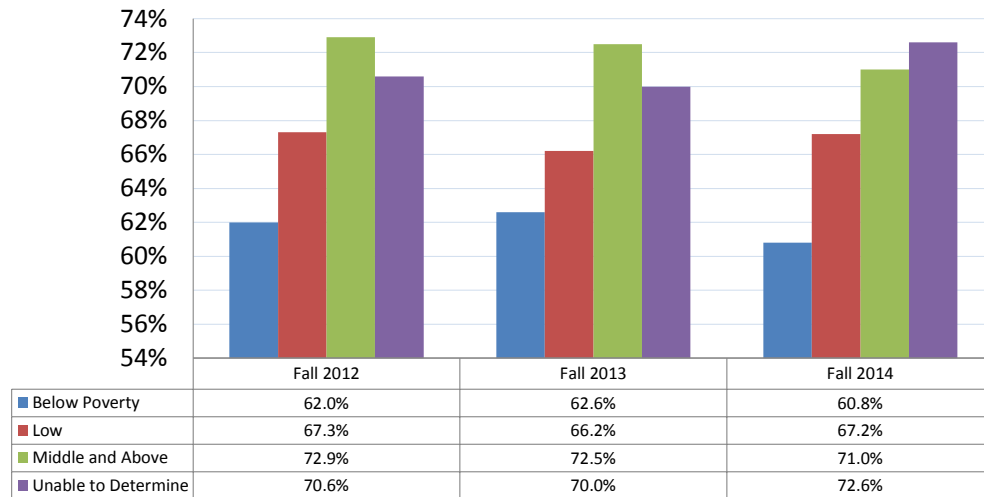


Source: EOS Research Database Files

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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 2012 to 2014



Note: Self-reported categories changed in Fall 2010;
data not comparable to earlier years

Source: LRCCD, EOS Research Database files

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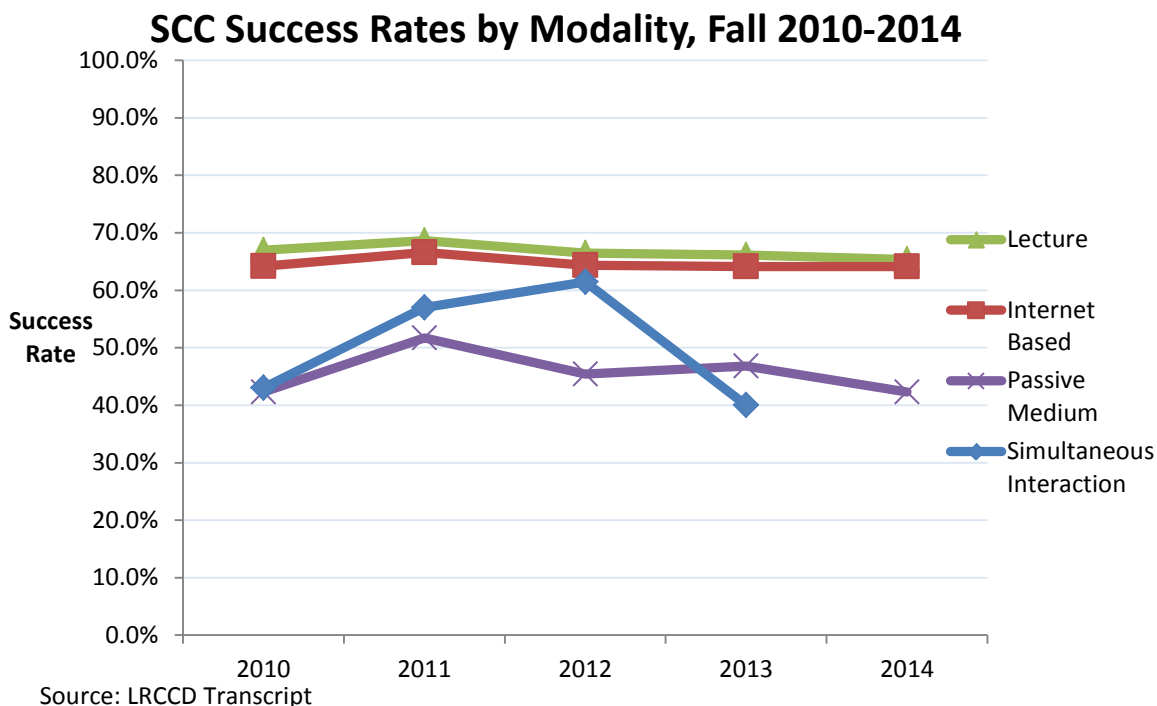
SCC Student Household Income Level (Fall 2010 to Fall 2014)

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
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
2014	9,535	39.8%	5,326	22.2%	5,222	21.8%	3,883	16.2%	23,966
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 considerably lower. Those modalities are very rarely used at SCC.



Credit Course Success Rate, Fall 2014		
California Community Colleges Chancellor's Office Data – September 2015		
Report Run Date As Of : 9/2/2015 2:13 PM	Enrollment Count	Success Rate
Sacramento City Total	58,728	65.63%
Common modalities		
Delayed Interaction (Internet Based)	6,289	63.95%
Non Distance Education Methods	52,335	65.88%
Rarely used modalities		
Video one-way (e.g. ITV, video cassette, etc.)	104	42.31%

Note: data from the CCCCO DataMart does not exactly match PRIE data due to difference in how early class drops are counted

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 slightly lower than courses taught face-to-face in lecture sections.

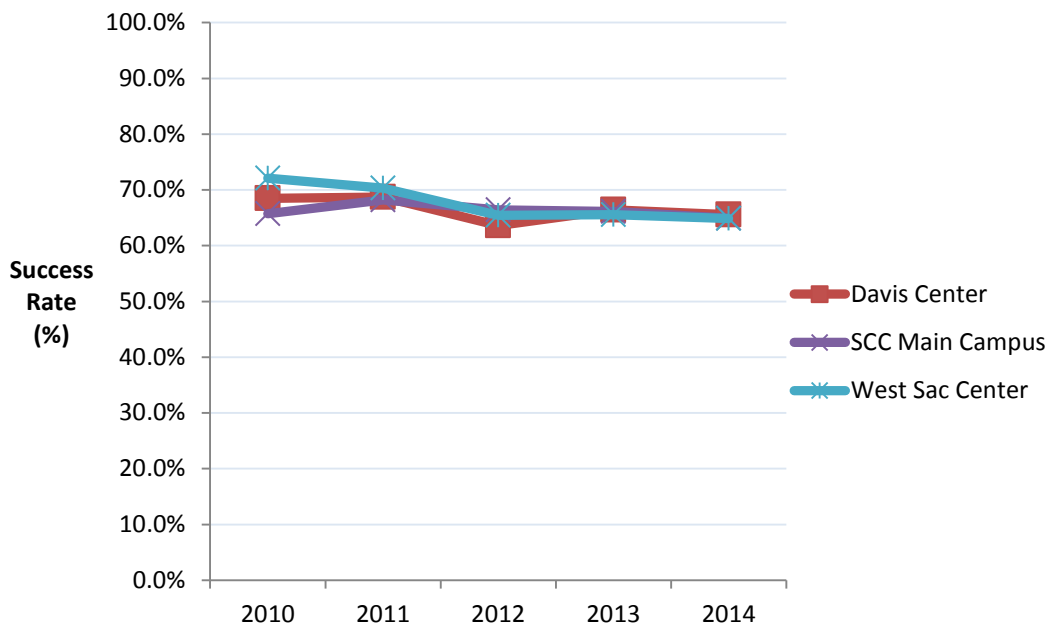
Fall Success Rates (%) by Modality					
Modality	2010	2011	2012	2013	2014
Internet Based	64.2%	66.6%	64.3%	64.1%	64.1%
Lecture	66.9%	68.7%	66.5%	66.1%	65.3%

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

Course success varies by location; however, in 2014 there is only a small difference among the three campus locations—Main Campus, West Sac, and Davis Center.

Although course success rates are slightly higher at the Davis Center, they are quite similar for sections taught at the SCC main campus, West Sacramento Center, and Davis Center.

SCC Success Rates by Location and Fall, 2010-2014



Source: LRCCD Transcript

West Sac and Main Campus have equivalent success rates while Davis has slightly higher success in 2014.

Fall Success Rates (%) by Location					
Location	2010	2011	2012	2013	2014
Davis Center	68.5%	68.7%	63.6%	66.4%	65.5%
SCC Main Campus	65.7%	68.2%	66.4%	66.1%	64.9%
West Sac Center	72.1%	70.3%	65.4%	65.5%	64.9%

Completion: Degrees, certificates and transfer

In Fall 2014, 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.

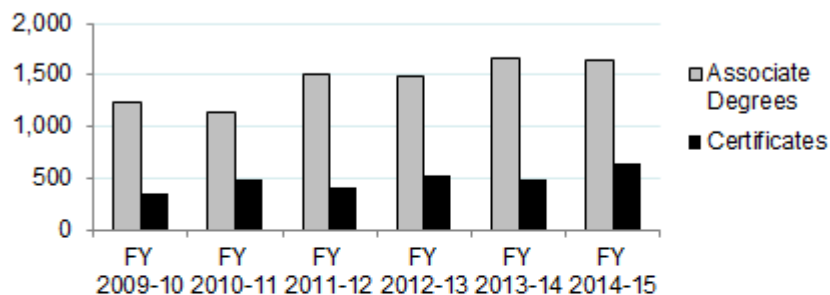
Fall	Transfer w/ AA	Transfer w/out AA	AA w/o Transfer	Vocational (with or w/o Cert.)	Basic Skills/ Personal Dev.	Unspecified/ Undecided	4-Yr Meeting 4-Yr Reqs.	Total
2010	44.8%	13.4%	13.8%	6.4%	7.0%	6.3%	8.3%	24,781
2011	46.8%	14.2%	14.3%	5.7%	6.0%	5.1%	7.9%	23,887
2012	46.5%	14.5%	14.4%	8.0%	6.0%	5.6%	5.1%	24,828
2013	46.8%	14.4%	14.8%	5.8%	6.0%	4.3%	7.9%	23,913
2014	46.8%	15.1%	15.7%	3.9%	5.6%	3.9%	9.0%	23,966

While the numbers of degrees and transfers to University of California (UC) and California State University (CSU) have fluctuated, numbers of certificates have steadily increased between 2011-12 and 2014-15.

SCC metrics: (PRIE data)	2011-2012	2012-2013	2013-2014	2014-2015	SCC standard	SCC 10 year range
Number of degrees awarded	1,500	1,481	1,654	1,634	1,000	798–1,500
Number of certificates awarded	405	534	491	637	350	344–534
Number of students transferring to CSU/UC	739	958	1,095	924	700	728–1,095

Sources: LRCCD Awards File and <http://extranet.cccco.edu/Divisions/StudentServices/Transfer/Resources/TransferData.aspx>

SCC Degrees & Certificates Awarded Academic Year 2009-10 to Academic Year 2014-15



	Associate Degrees		Certificates		Total
	Number	Percent	Number	Percent	
FY 2009-10	1,244	77.8%	354	22.2%	1,598
FY 2010-11	1,130	69.5%	496	30.5%	1,626
FY 2011-12	1,500	78.7%	405	21.3%	1,905
FY 2012-13	1,481	73.5%	534	26.5%	2,015
FY 2013-14	1,654	77.1%	491	22.9%	2,145
FY 2014-15	1,634	72.0%	637	28.0%	2,271

Source: Awards File

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

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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, decreased slightly in 2010, and has fluctuated since then. However, the number of certificates awarded has increased steadily in the last few years.

SCC metrics: (PRIIE data)	2011-12	2012-13	2013-14	2014-15	SCC standard	SCC 10 year range
Number of students transferring to CSU/UC	739	817	1,095	924	700	707–1118

The Transfer Velocity project from the State Chancellor's Office provides data that tell us something about transfer time lines (data accessible on the CCCCO data mart). The Transfer Velocity project tracks students who have shown intent to transfer by completing at least 12 units and attempting transfer level Math or English. These students' transfer outcomes are calculated for a variety of time after initial enrollment at the college. Data are available for students starting at SCC in 2004-05 or earlier. The data (not shown) shows that for students starting at SCC can take up to 10 years to transfer.

The state Scorecard metrics also 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 three quarters 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.

2015 Scorecard SCC	Beginning year of student cohort				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Persistence all	77.2%	77.2%	77.5%	76.2%	75.6%
Persistence prepared	70.9%	73.9%	76.2%	74.0%	73.3%
Persistence remedial	79.3%	78.8%	77.9%	76.9%	76.3%

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

- Pacific Islander students 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 2008-09 cohort (2015 Scorecard)	
<i>Rate of highest group minus rate of lowest group in each demographic category</i>	
Gender	2.3%
Race/Ethnicity	12.1%
Age group	13.7%
DSPS (yes/no)	4.2%
Economically disadvantaged (yes/no)	0.2%

Cohort 3-Semester Persistence for the SCC 2008-2009 cohort	
<i>(2015 Scorecard)</i>	
Sacramento City Total Cohort	75.6%
Female	76.7%
Male	74.4%
African American	72.3%
American Indian/Alaskan Native	72.4%
Asian	78.8%
Filipino	77.6%
Hispanic	77.7%
Pacific Islander	66.7%
White	75.3%
Under 20	76.7%
20-24	68.0%
25-39	69.5%
40 and over	81.7%
Not DSPS student	75.4%
DSPS student	79.6%
Not Economically disadvantaged	75.8%
Economically disadvantaged	75.6%

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. Although there was an increase in this metric from the cohort beginning in 2004-2005, 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.

2015 Scorecard SCC	Beginning year of student cohort				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
30 units all	58.7%	60.1%	59.6%	62.3%	62.0%
30 units prepared	62.8%	65.8%	64.5%	68.2%	66.0%
30 units remedial	57.4%	58.3%	58.2%	60.5%	60.7%

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

- American Indian/Alaskan Native students 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 2008-09 cohort (2015 Scorecard)	
<i>Rate of highest group minus rate of lowest group in each demographic category</i>	
Gender	3.9%
Race/Ethnicity	21.6%
Age group	8.9%
DSPS (yes/no)	3.3%
Economically disadvantaged (yes/no)	17.3%

Cohort Completion of 30 units for SCC (2015 Scorecard)	
Sacramento City Total Cohort	62.0%
Female	63.7%
Male	59.8%
African American	53.9%
American Indian/Alaskan Native	44.8%
Asian	66.4%
Filipino	61.2%
Hispanic	57.8%
Pacific Islander	56.9%
White	66.1%
Under 20	62.2%
20-24	56.6%
25-39	65.5%
40 and over	64.2%
Not DSPS student	61.8%
DSPS student	65.1%
Not Economically Disadvantaged	49.0%
Economically Disadvantaged	66.3%

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 67% 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									
	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
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	2,214	56.6%	2,549	57.3%	2,567	55.0%	2,790	51.8%	2,968	47.0%
Completion prepared	546	71.6%	628	75.6%	588	74.1%	666	68.5%	689	66.6%
Completion remedial	1,668	51.7%	1,921	51.3%	1,979	49.4%	2,124	46.6%	2,279	41.0%
<i>Note: Completion rates for several cohorts were revised by the CCCCCO in 2014 and 2015; that revised data is used here.</i>										

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	1129	50.99%
2004-2005	1268	49.74%
2005-2006 *	1160	45.19%
2006-2007 *	1111	39.82%
2007-2008 *	941	31.70%
2008-2009*	1129	50.99%
*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, disability, and economic status.

- The completion rates for male and female students are very similar.
- Students who were under 20 years old when they began college had relatively high completion rates. Students age 25-39 years 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 Pacific Islander 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.

Gaps in State Scorecard Completion Metric (% of a specific cohort that transfers or graduates within 6 years)	Beginning year of cohort		
	<i>2006-07 cohort</i>	<i>2007-08 cohort</i>	<i>2008-09 cohort</i>
<i>Rate of highest group minus rate of lowest group (CCCCO 2015 Scorecard Data.)</i>			
Gender	3.7%	0.8%	0.5%
Race/Ethnicity	38.1%	35.3%	31.6%
Age group	26.1%	32.5%	20.1%
College preparation (prepared – unprepared)	24.7%	21.9%	25.6%
DSPS (yes/no)	26.3%	23.2%	23.7%
Economically disadvantaged (yes/no)	22.2%	24.9%	23.1%

Cohort Completion rates for SCC (2015 Scorecard)	
Sacramento City Total Cohort	47.0%
Female	47.1%
Male	46.6%
African American	30.9%
American Indian/Alaska Native	34.5%
Asian	62.2%
Filipino	51.0%
Hispanic	43.4%
Pacific Islander	30.6%
White	47.8%
Under 20	50.6%
20-24	32.0%
25-39	30.5%
40 and over	31.2%
Not DSPS student	48.1%
DSPS student	26.3%
Not economically disadvantaged	64.2%
Economically disadvantaged	41.1%

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 2008-09 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 2008-2009 SCC cohort (from SCC 2015 Scorecard Data on Demand)	
Not economically disadvantaged	25.1%
Economically disadvantaged	30.5%

Completion rate including degrees, certificates and transfer 2008-2009 SCC cohort (from SCC 2015 Scorecard data)	
Not economically disadvantaged	64.2%
Economically disadvantaged	41.1%

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 slightly 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.
- Economically disadvantaged and DSPS students transferred at a low rate when compared with other students.

Gaps in Transfer Velocity Transfer Rate for the SCC 2008-09 cohort (2015 DataMart, Transfer Velocity)	
<i>Rate of highest group minus rate of lowest group in each demographic category</i>	
Gender	0.8%
Race/Ethnicity	19.5%
Age group	6.6%
DSPS (yes/no)	17.6%
Economically disadvantaged	30.8%

Transfer rate for SCC 2008-09 cohort from CCCCCO Transfer Velocity Report	
% of degree-seeking cohort that transferred within 6 years (* = low N)	
Sacramento City Total Cohort	34.9%
Female	35.1%
Male	34.3%
Unknown	*
African-American	27.1%
American Indian/Alaskan Native	*
Asian	45.5%
Filipino	46.6%
Hispanic	28.1%
Pacific Islander	*
Unknown	28.4%
White Non-Hispanic	34.0%
Under 20	36.6%
20-24	30.1%
25-39	30.0%
40 and over	*
No Disability	35.6%
Any Disability	18.0%
Not Economically disadvantaged	54.7%
Economically disadvantaged	23.9%

Student Learning Outcomes Report

Fall 2015

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:

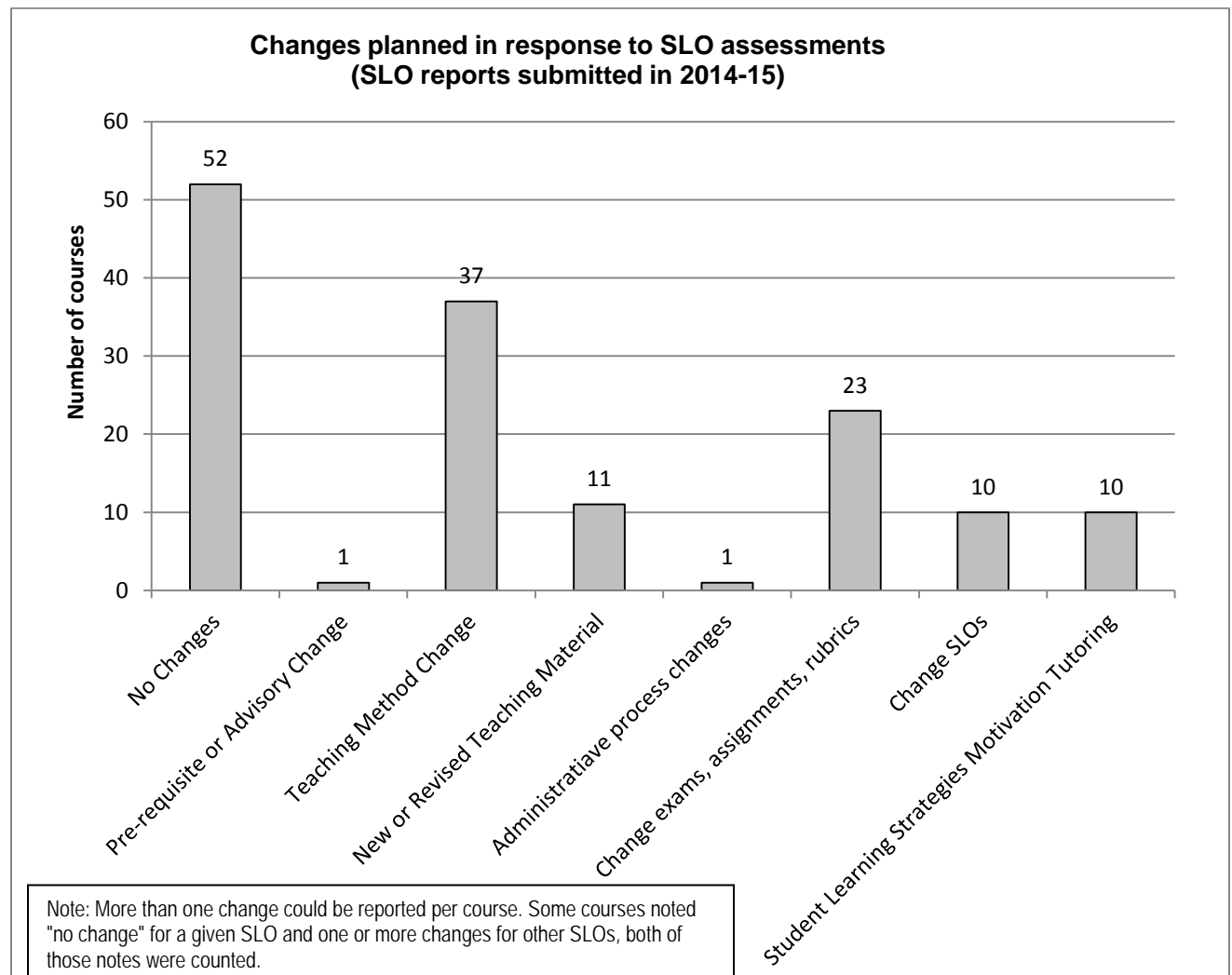
- A2. Review courses, programs and services and modify as needed to enhance student achievement.
- A5. Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations.
- A8. Assess student learning at the course, program, and institutional levels 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 to courses 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 were most widely reported. In many 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 2014 and Spring 2015.



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 2015 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)

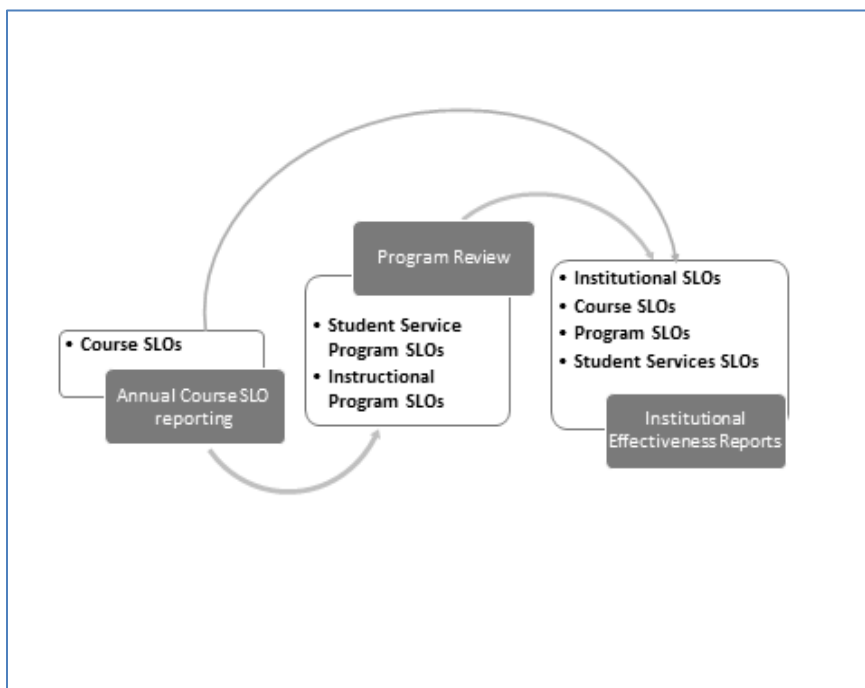
Courses	
Total number of college courses:	1310
Number of college courses with ongoing assessment of learning outcomes	1227
Percent of college courses with ongoing assessment of SLOs	94%
Instructional Programs	
Total number of college programs (all certificates and degrees, and other programs as defined by college):	201
Number of college programs with ongoing assessment of learning outcomes	172
Percent of instructional programs with ongoing assessment of SLOs (ProLOs)	86%
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%

GE and Institutional SLOs	
Number of courses identified as part of the GE program:	566
Percent of GE courses with ongoing assessment of GE learning outcomes:	99%
Number of Institutional Student Learning Outcomes defined (The combination of GE SLOs and General Student Services SLOs)	4
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 2014-15 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.

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 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.

SLOs are developed, implemented, and evaluated on a number of levels, from the course level to the institutional level. Course SLOs are developed and assessed in an ongoing fashion by SCC faculty. Course SLOs align directly with Instructional Program SLOs (ProLOs) and General Education SLOs (GELOs).



A variety of SLO process improvements occurred in the 2014-15 academic year:

- The SLO committee was reviewed and reinvigorated as the Student Learning Outcome Assessment Committee (SLOAC). The SLOAC continued work on how to

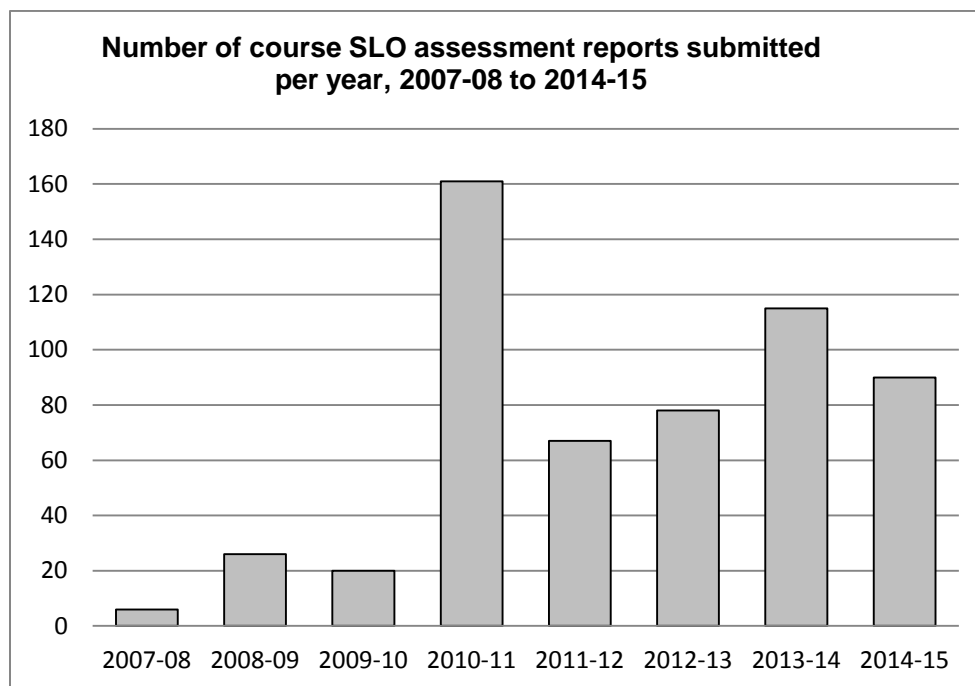
evaluate and analyze the results of the SLO assessment report for dissemination, dialogue, and strategic planning.

- A new online portal for reporting SLO assessment results has been developed. The new website will allow live interactive SLO reporting, linking course level SLOs to program level learning objectives. The College uses a course-based approach for Program and GE SLO assessment. The SLOAC online data entry system will make this reporting work much easier. That prototype went live for demonstrations in spring 2015.
- The College revised the General Education SLOs (GELOs) so that they better align with the GE areas and provide improved information about student learning.
- The six-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

Course SLO assessment is a regular part of college processes.

In 2010-11 there was a substantial increase in the number of annual course SLO assessment reports that were submitted as the college moved to improve the SLO reporting process. Since then, an average of 87 course reports per year has been submitted. The prototype went live for demonstrations in spring 2015 and will be in use in the 2015-16 academic year.



Assessment of all course SLOs is ongoing; reporting occurs on a periodic cycle. 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.

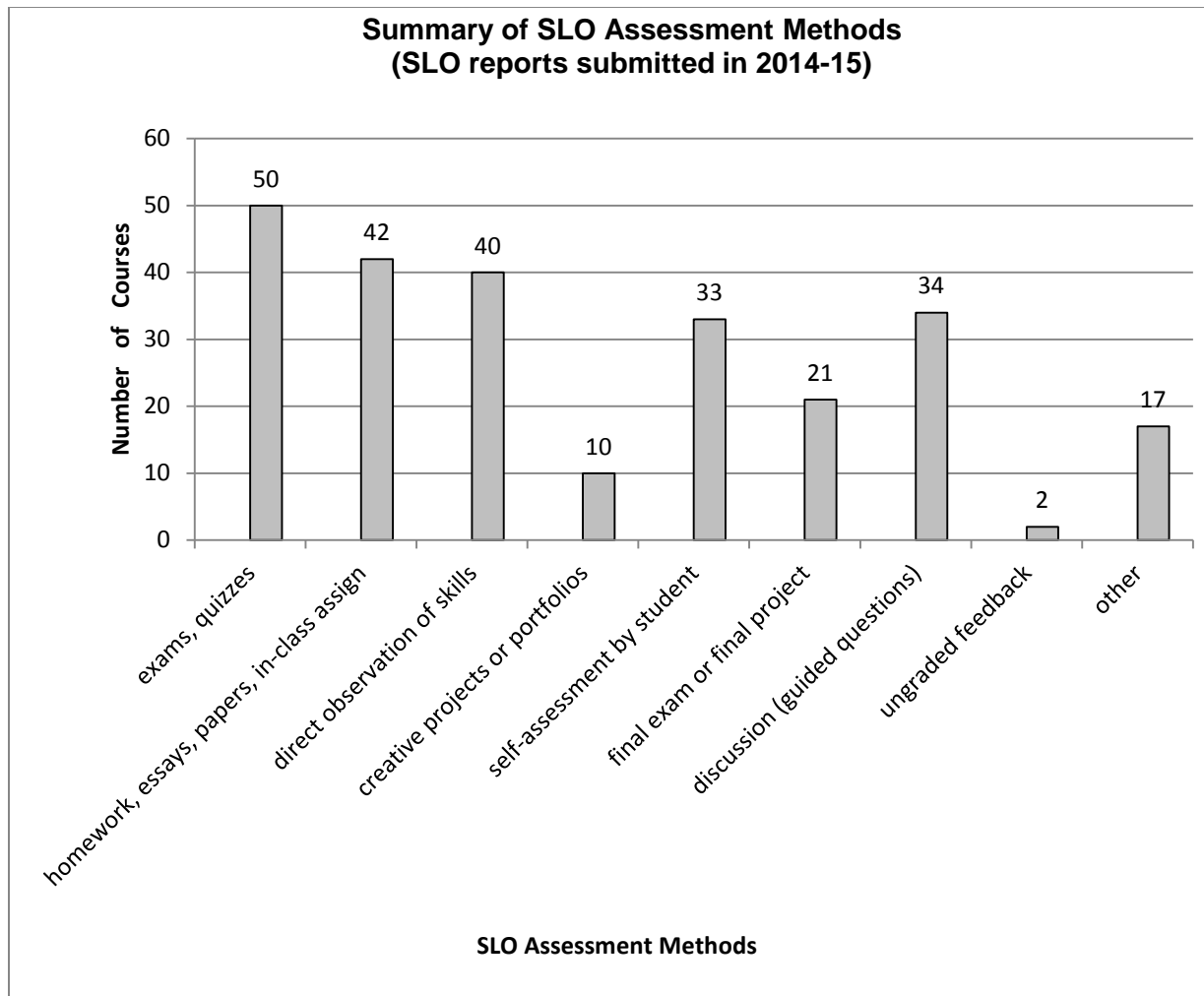
Number of sections analyzed per course (Course SLO assessment reports Fall 2014 - Spring 2015)		
Number of sections analyzed per course	Number of courses	Total number of sections analyzed
1	53	53
2	7	14
3	7	21
4	5	20
5	2	10
6	1	6
7	4	28
26	1	26
Not reported	10	10+
Total	90	178+

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 reporting purposes.

Number of SLOs analyzed per course (Course SLO assessment reports Fall 2014 - Spring 2015)		
Number of SLOs analyzed per course	Number of courses	Total number of SLOs analyzed
1	31	31
2	39	78
3	111	333
4	35	140
5	27	135
6	16	96
7	5	35
8	9	72
9	6	54
10	7	70
11	4	44
13	3	39
17	2	34
Total	295	1,161

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

Methods used to assess course SLOs include exams, quizzes, homework, direct observation of student skills, etc. By aligning the expected learning outcomes with these assessment methods, professors were able to analyze students' learning.

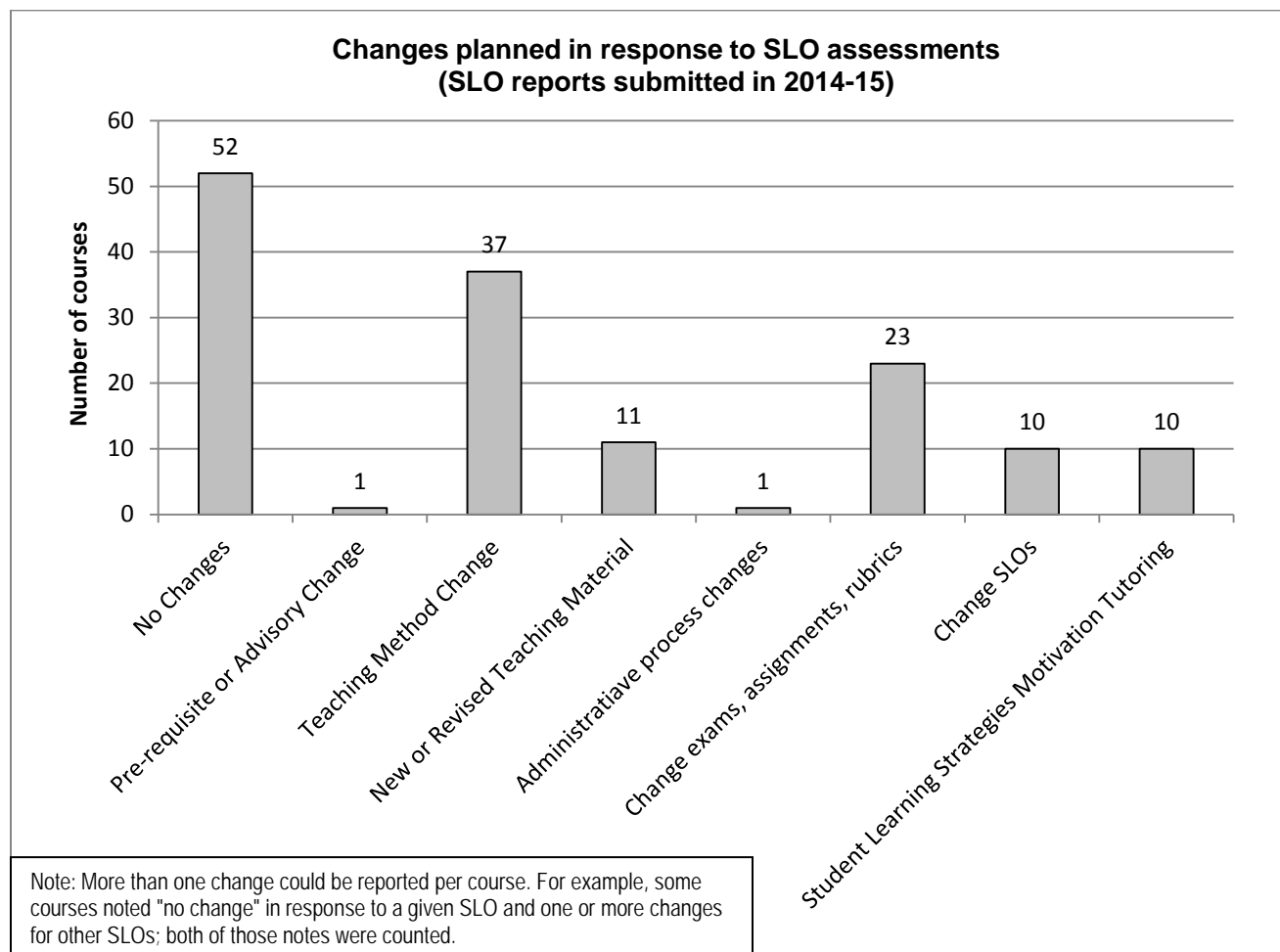


The use of these methods ensures that achievement of course SLOs is directly reflected in the grades students achieve in the courses. About two-thirds of course grades earned in the past academic year at SCC were a C or better, indicating that most students achieve the course SLOs. (For additional information see the course SLO webpage: <http://www.scc.losrios.edu/slo/course-slo/>)

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 were most 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 2014 and Spring 2015.



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; 110 of the unit plan objectives used SLO data. The great majority (88%) of the objectives that used SLO data were fully or partially accomplished during the 2014-15 academic year.

2014-15 Unit Plan Accomplishment for Objectives that link to SLO data		
	N	%
Not accomplished in 2014-15	13	12%
Fully or partially accomplished in 2014-15	97	88%
Total	110	100%

A new online SLO reporting process is being implemented for course SLO reporting during the 2015-16 academic year.

A new online portal for reporting SLO assessment results is in the process of being fully developed. The new website will allow live interactive SLO reporting, linking course level SLOs to program level learning objectives. The college uses a course-based approach for Program and GE SLO assessment. The SLOAC online data entry system will make this reporting work much easier. That prototype went live for demonstrations in spring 2015. The Computer Information Science (CISN) and Dental Assisting (DAST) departments entered pilot data into the online system during that semester.

When completed, the SLO online reporting portal will allow for data input from three different areas: Instruction, Student Services, and Learning Resources. SLOs from each of the three areas will be mapped onto Program Learning Outcomes (ProLOs). At that point, data from each of those three areas will be merged and mapped on to General Education Learning Outcomes (GELOS) and Institutional Learning Outcomes (ISLOs).

Several components of the SLO online reporting portal launched in Fall 2015. Faculty and staff in Instructional and Student Services areas are in the process of being trained to use the system at the course and the program levels. The Learning Resources component of the portal is still under development. The GELO and ISLO levels of the portal are still being developed as well. The timeline for implementation of the online SLO reporting system is shown below:

Fall 2013 and Spring 2014: The SLO Assessment Committee (SLOAC) gathered college wide feedback and suggestions regarding SLO assessment reporting needs and solutions. A mapping model was developed that would be used for the online SLO assessment reporting system. The SLOAC met with Instructional Technology (IT) to begin developing the online SLO assessment reporting system.

Fall 2014: An SLO reporter system was developed and enacted within which one faculty or staff member from each department or student services area became the point of contact for SLO assessment reporting. The SLO reporter will also be trained in the mapping model that will be used in the ProLO/SSGLO mapping during the continued development of the online SLO assessment reporting system.

Spring 2015: Instruction faculty began piloting the online SLO assessment reporting system.

Fall 2015: All instructional faculty and Student Services faculty/staff will begin using the online SLO assessment reporting system.

Fall 2015 through Spring 2017: Instructional faculty and Student Services faculty/staff will complete mapping course and area SLOs to ProLOs and SSGLOs. The mapped student learning outcomes will be incorporated into the online SLO assessment reporting system. ProLO and SSGLO reports will be created using the new online system.

Fall 2017 through Spring 2018: Instructional faculty will complete mapping ProLOs to GELOs and ISLOs. Student Services faculty and staff will complete mapping SSGLOs to ISLOs. GELO and ISLO assessment reports will be created using the new online system.

III. Student Services Outcomes

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 three-year cycle. During Student Service area meetings, area representatives report on SLO assessment methods, assessment results, and improvements made in the teaching/learning process. These reports out are used to share SLO progress within Student Services.

The Student Services SLO Workgroup is working to revise and improve the SLO process.

In Fall 2014, the Student Services SLO Workgroup reviewed resource documents and processes and made recommendations for revisions in order to streamline Division efforts. As a result, the Student Learning Outcomes Glossary for Student Services was created as a tool to reduce confusion over terms and acronyms used in the SLO development and evaluation process. In Spring 2015, the Workgroup developed a Student Services SLO Reporting Form to be used until a web-based data interface is completed.

Student Learning Outcomes Glossary for Student Services

Institutional Student Learning Outcomes (ISLOs):

This term is used to refer to the student learning outcomes of the institution (Sacramento City College); this term is used to refer to the areas of learning that students are expected to be proficient in upon completion of a course of study (degree, certificate, or substantial course work) at Sacramento City College. The student is expected to be proficient in the ISLOs regardless of whether or not they completed a degree. The ISLOs apply to Student Services General Learning Outcomes (SSGLOs) and Student Services Area Learning Outcomes (SSALOs)

Student Services General Learning Outcomes (SSGLOs):

This term is used to refer to areas of learning that students have demonstrated knowledge of upon the completion of their educational experience in Student Services at Sacramento City College.

Student Services Area Learning Outcomes (SSALOs):

This term is used to refer to any student learning outcome results from interactions with specific Student Services department/program.

Data; assessment; measurement:

The information will be gathered in order to analyze how well students achieved the student learning outcomes. This information will be reported by individual departments and stored in a campus web based database.

A survey conducted by the Workgroup showed that Student Services SLOs were being widely assessed.

Assessment methods included pre/post assessments, surveys of students, data on the use of services, student self-assessment, coursework, etc. Most departments were assessing 2 – 4 SLOs per year.

Number of SLOs assessed per year by Student Service areas responding to the workgroup survey	
Number of SLOs assessed	
1	1 area
2 – 4	10 areas
5 – 10	4 areas
More than 10	4 areas

The assessment data is used in written reports, discussions, and planning work.

For more information see the Student Services SLO Workgroup survey results at the following link:

<http://www.scc.losrios.edu/slo/student-services-slo-fall-2014-survey-responses/>

Student Service Areas align their SLOs with the SSGLOs

Student services general learning outcomes (SSGLO's)

1. Information Competency

Demonstrate the skills necessary to identify and use a variety of tools to locate and retrieve information in various formats for a variety of growth opportunities including academic, financial, personal, professional and career.

2. Life Skills and Personal Development

Take responsibility for personal growth and self-advocacy in academic, ethical, financial, personal, social, professional and career development.

3. Critical Thinking

Identify and analyze problems: creatively question, propose, analyze, implement and evaluate solutions to problems.

4. Global and Cultural Awareness

An understanding of one's own culture and its impact on others, as well as a deeper understanding of cultures other than one's own.

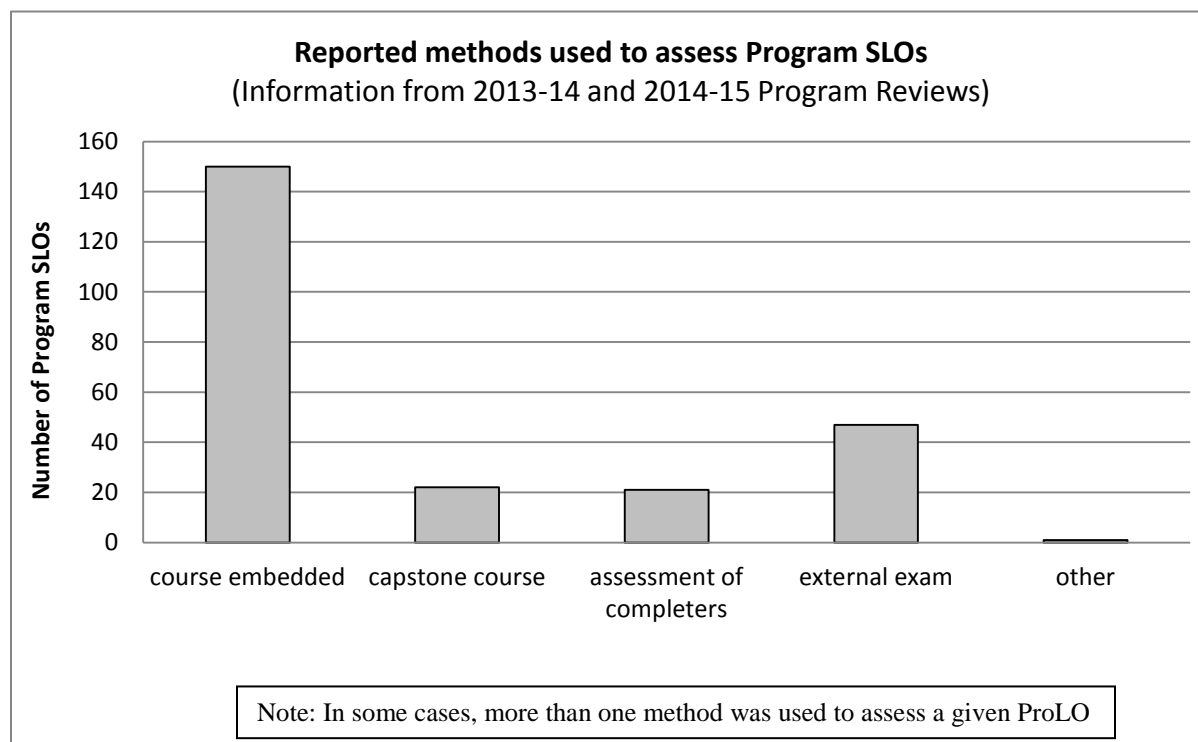
IV. Instructional Program Student Learning Outcomes (ProLOs)

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.

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

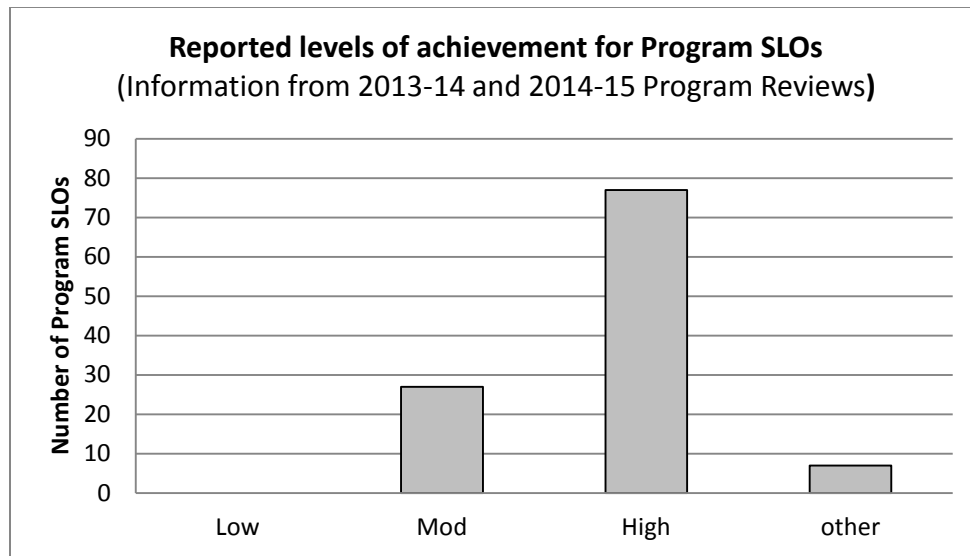
Student Learning Outcomes for degree and certificate programs (called ProLOs at SCC) have been defined for over 97% of degrees and certificates. Programs also map courses to program outcomes. Forms and guidelines for completing a ProLO matrix showing the alignment of courses with degree or certificate 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 submit this matrix.

ProLO assessment results are reported as part of Program Review. The 2013-14 and 2014-15 Program review included 204 ProLOs from 32 instructional programs. Assessments of ProLO achievement were conducted using a variety of methods, with course-embedded assessment being the most common.



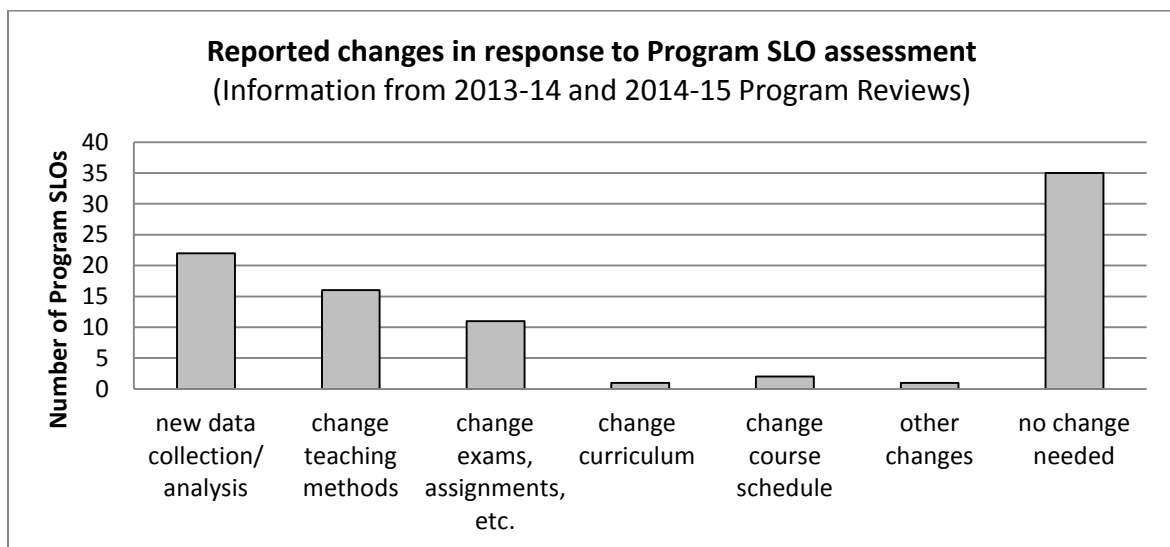
Achievement of Program SLOs is high.

No ProLOs were reported to have low levels of student achievement; the majority had high reported achievement levels. (Not all programs in the 2013-14 and 2014-15 academic years reported the level of achievement for each ProLO.)



Departments use this information to make needed changes.

Departments reported a variety of changes in response to ProLO assessment. The most common types of planned changes were new data collection or analysis, changes to teaching methods, and changes to exams or assignments.



V. General Education Outcomes (GELOs)

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.

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.

General Education Outcome assessment uses course-based assessment.

SCC had been 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. Comparisons were made between students who have completed more than 30 units and those who have completed fewer units. Since this is a student self-assessment and a more direct measure of skills is desired by the college, we have moved to a course-embedded approach. 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 Fall 2014, 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 that report.

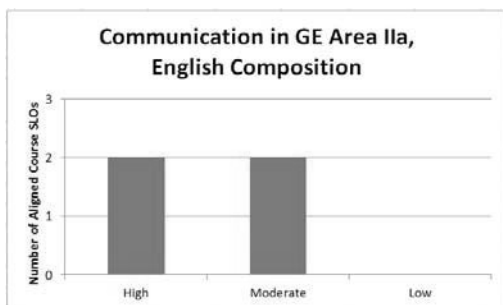
Course Embedded Assessment: Assessment of General Education Learning Outcomes, Fall 2014

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. 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.

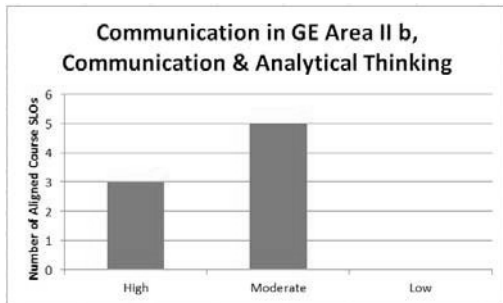
For SLOs with moderate and low success, plans for follow-up changes were reviewed. A summary of ideas for helping students achieve high success was created. The ideas for helping students achieve high success were organized into categories. Redundancies were eliminated, as appropriate.

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.



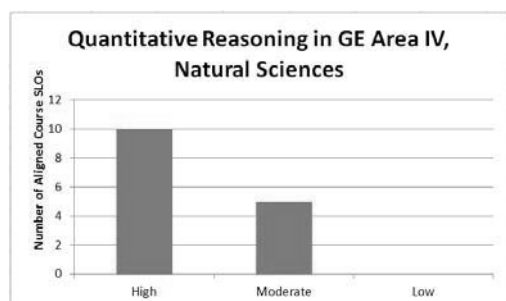
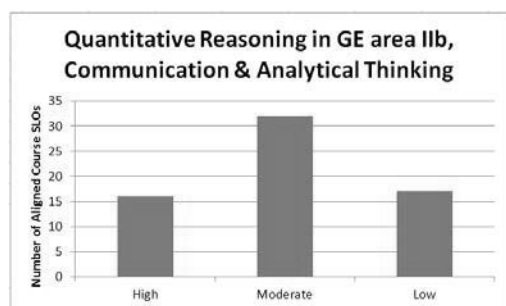
Summary of Assessment Results: None of the course reports for course SLOs aligned with the Communication GELO showed low success. For English Composition courses, the number of aligned course SLOs with high success and the number of aligned course SLOs with moderate success were equal. For Communication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

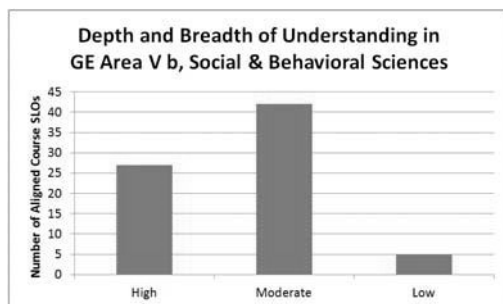
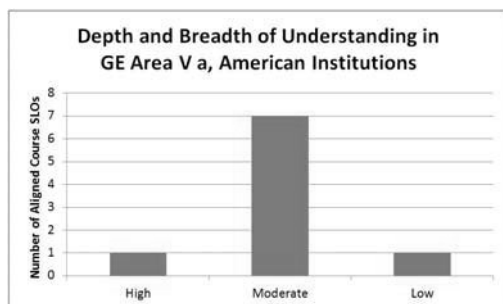
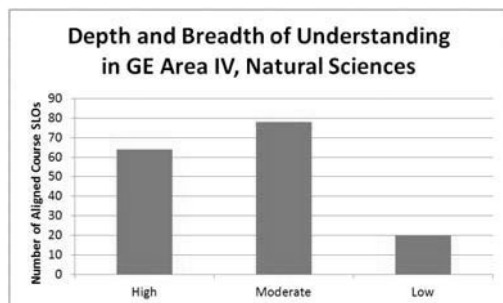
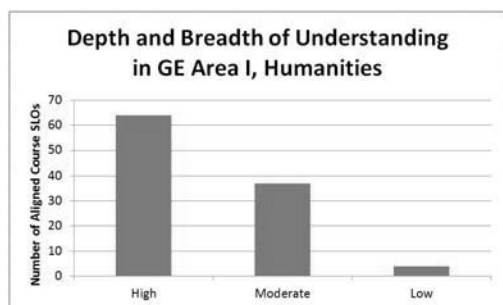


Summary of Assessment Results: For Communication and Analytical Thinking courses, the number of aligned course SLOs with high success was about equal to the number of aligned course SLOs with low success, with the number of aligned course SLOs with moderate success twice as much as the number of aligned 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.



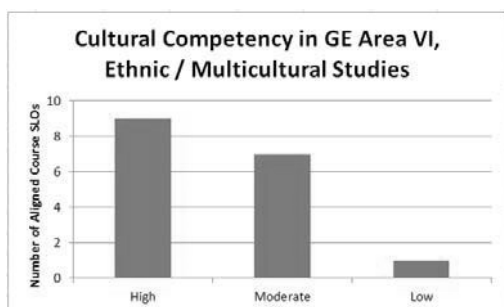
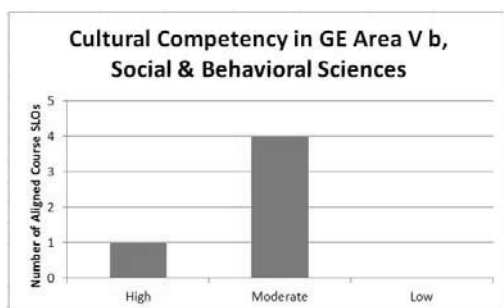
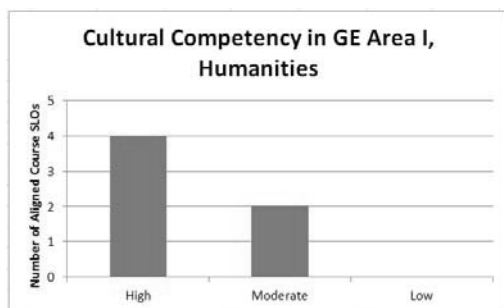
Summary of Assessment Results: For Humanities courses, the number of aligned course SLOs with high success was about twice as much as the number of aligned course SLOs with moderate success, while relatively few aligned course SLOs showed low success. Whereas, for courses in the Natural Sciences and 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.

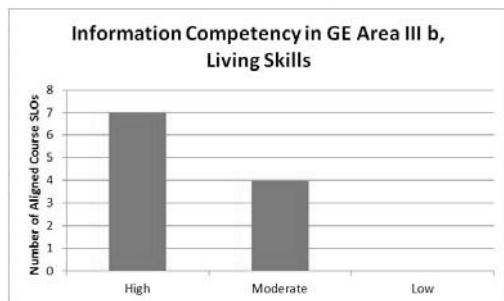
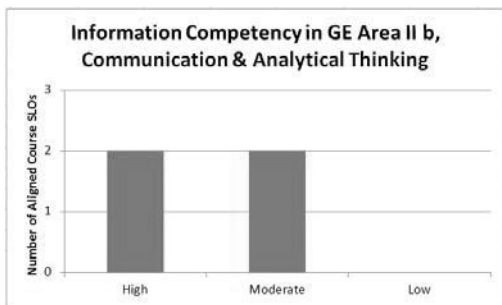
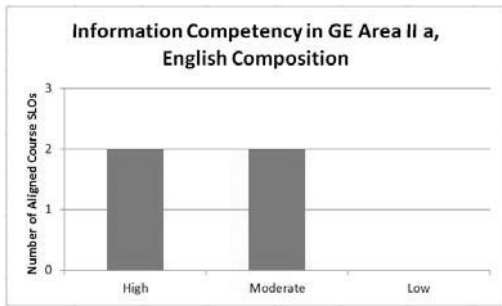


Summary of Assessment Results: Neither Humanities nor Social and Behavioral Science course SLOs aligned with the Cultural Competency GELO showed low success. For Humanities courses, twice as many aligned course SLOs showed high success compared to moderate success. Within the Social and Behavioral Science 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.

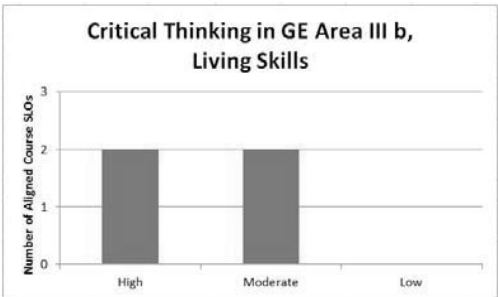
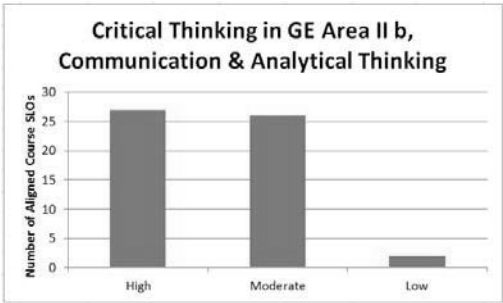
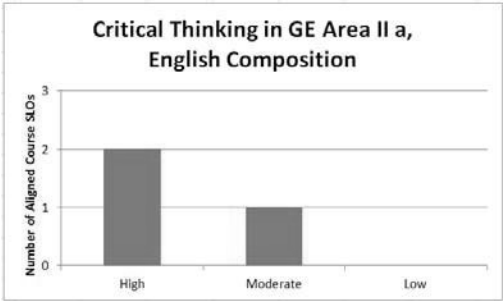
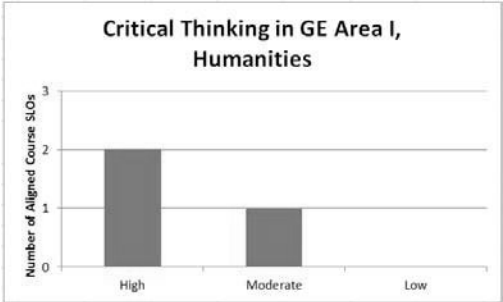


Summary of Assessment Results: None of the course reports for course SLOs aligned with the Information Competency GELO showed low success. For both English Composition courses and Communication & Analytical Thinking courses, the number of aligned course SLOs with high success and the number of aligned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



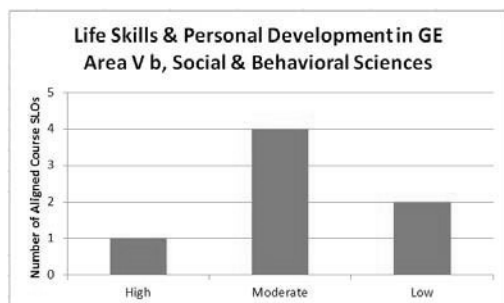
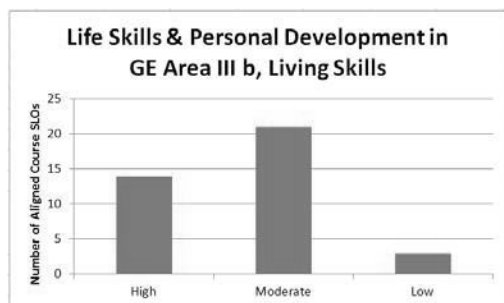
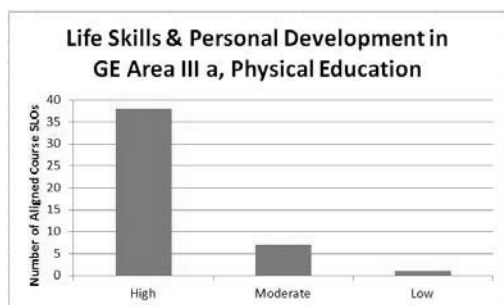
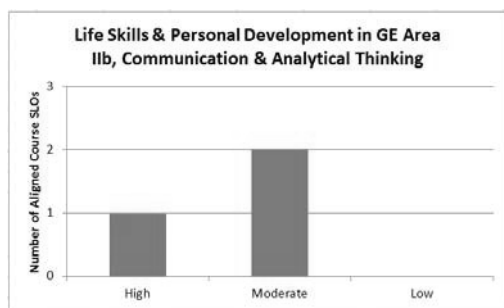
Summary of Assessment Results: No Humanities, English Composition, nor Living Skills course SLOs aligned with the Critical Thinking GELO showed low success. For both Humanities and English Composition aligned course SLOs, twice as many showed high success as compared to moderate success. For Living Skills 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.

Staff and College Processes Report

Fall 2015

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.

A variety of evidence shows that the college is using data in planning and decision making. For example, the Employee Accreditation Standards Surveys of 2014 and 2008 demonstrate that the respondents feel that the college uses research/data to improve.

Q5: My area or department uses research and/or evaluation to improve services/programs.

Q5	2014	2008
“Strongly Agree” or “Agree”	74%	71%
“Disagree” or “Strongly disagree”	18%	17%
“Don’t Know”	8%	12%

Q9: Data are regularly evaluated by the College to assess institutional effectiveness and provide insight into actions needed for continuous process improvement.

Q9	2014	2008
“Strongly Agree” or “Agree”	67%	53%
“Disagree” or “Strongly disagree”	15%	15%
“Don’t Know”	18%	32%

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:

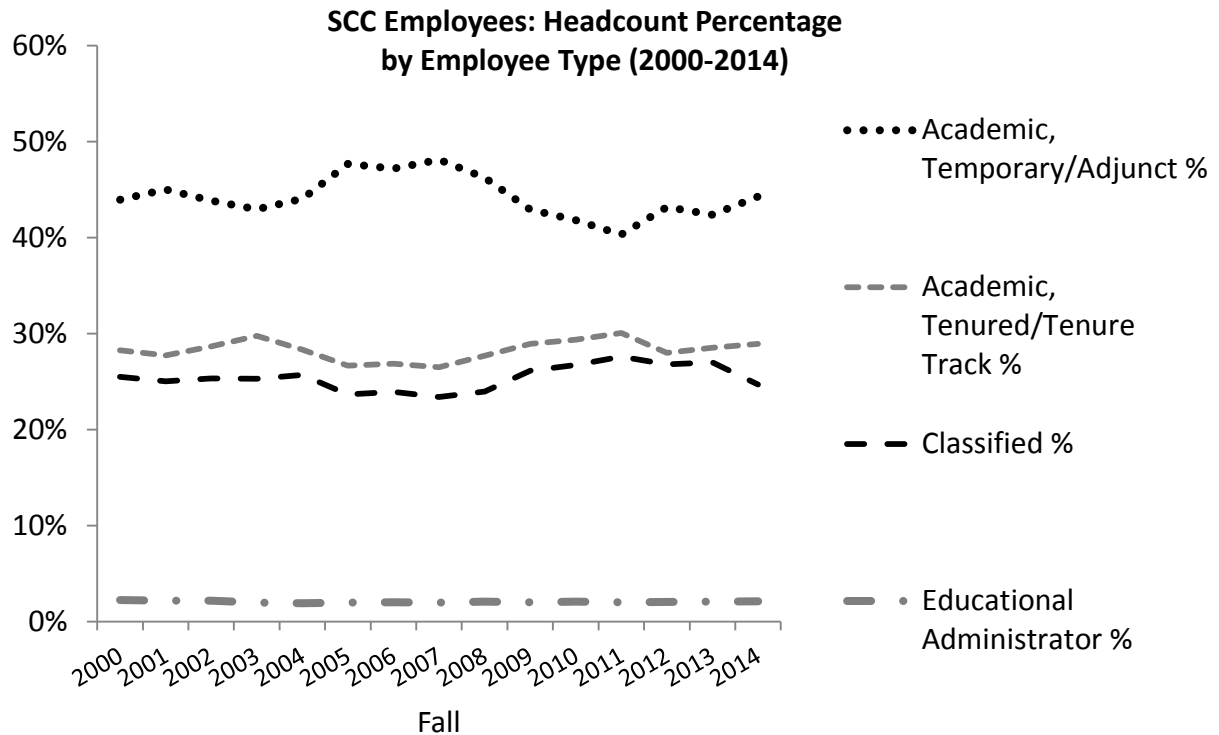
The numbers of employees reached its peak of 1,198 in 2008 and since then has decreased slightly to 1,037 in 2014. During the economic downturn that began in 2008, SCC did not experience any layoffs. However, a reduction in the number of employees occurred through attrition and reduction of class sections offered. For example, the number of faculty was greatest in 2008, just before the recession.

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
2014	1,037
Source: CCCCCO Data Mart	

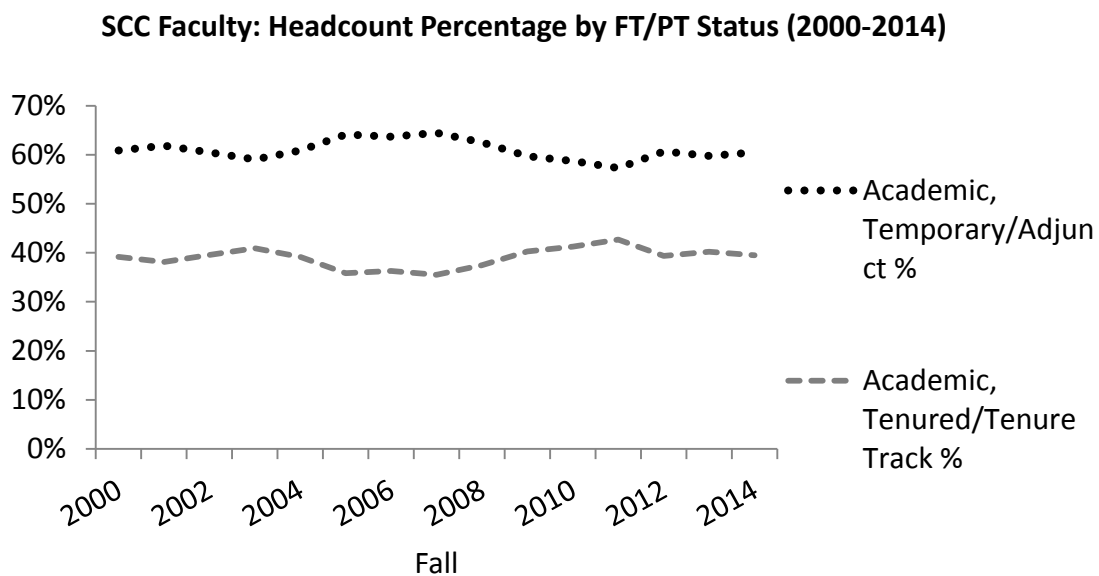
Year	Total SCC Faculty Headcount (full time +adjunct)
2004	746
2005	820
2006	835
2007	867
2008	886
2009	822
2010	783
2011	735
2012	765
2013	741
2014	759
Source: CCCCCO Data Mart	

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.



Source: CCCCCO DataMart

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.

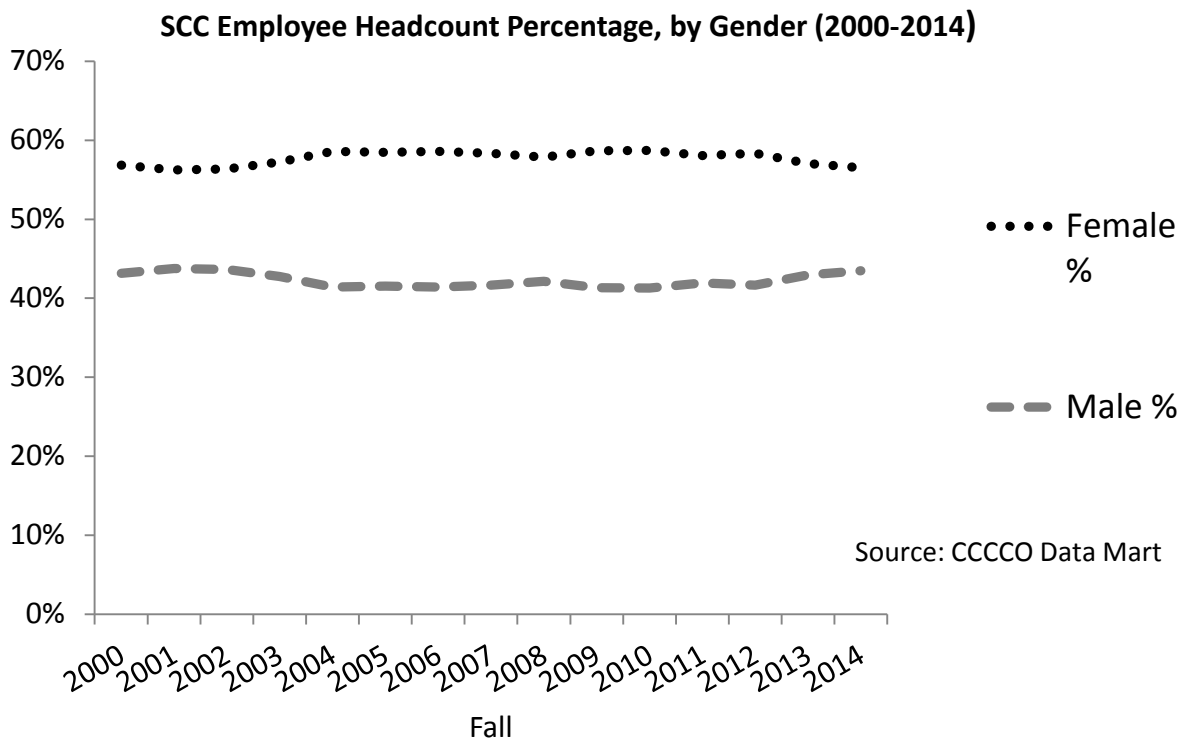


Source: Author's calculations from CCCCCO DataMart

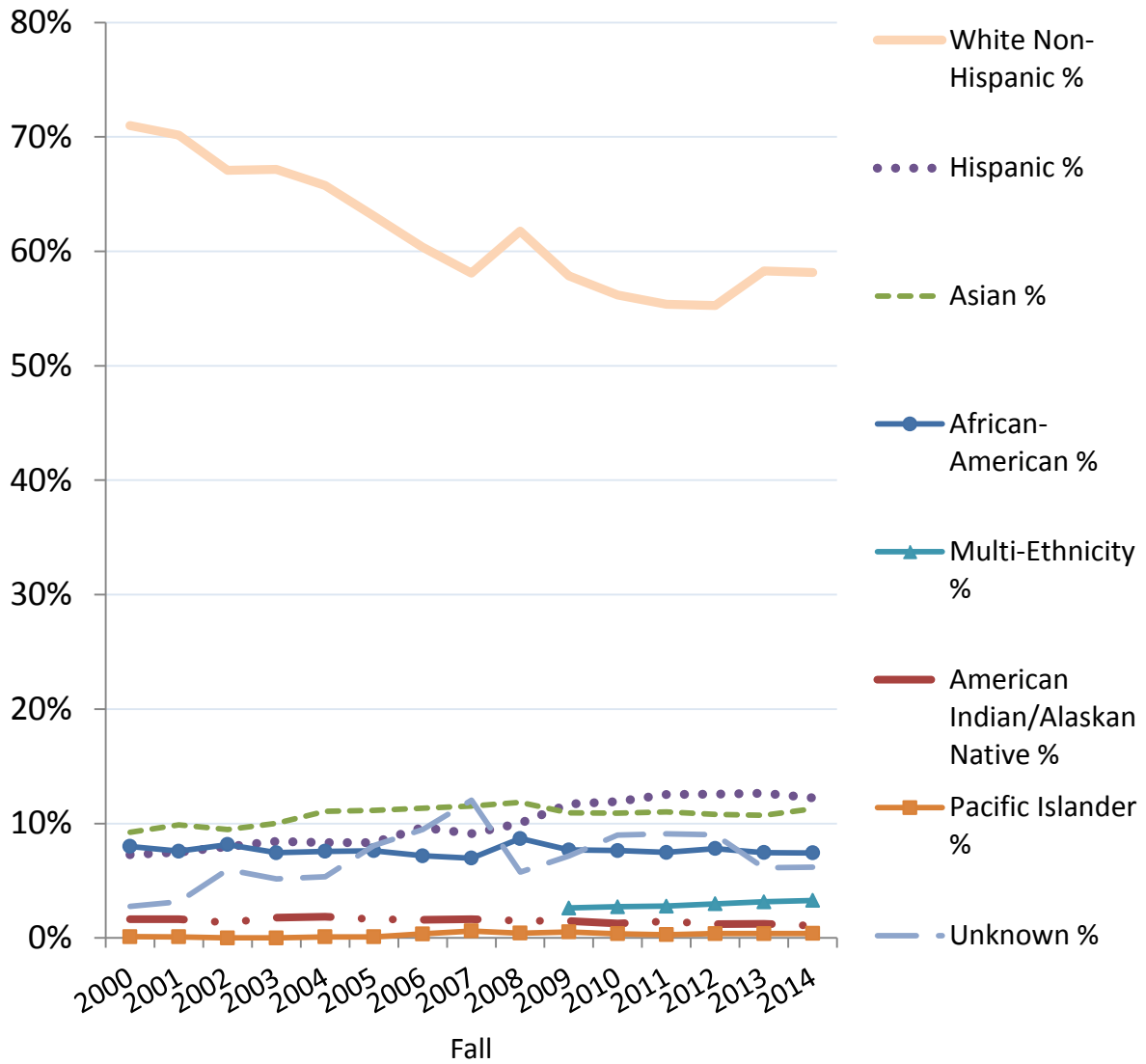
Diversity of employees

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.

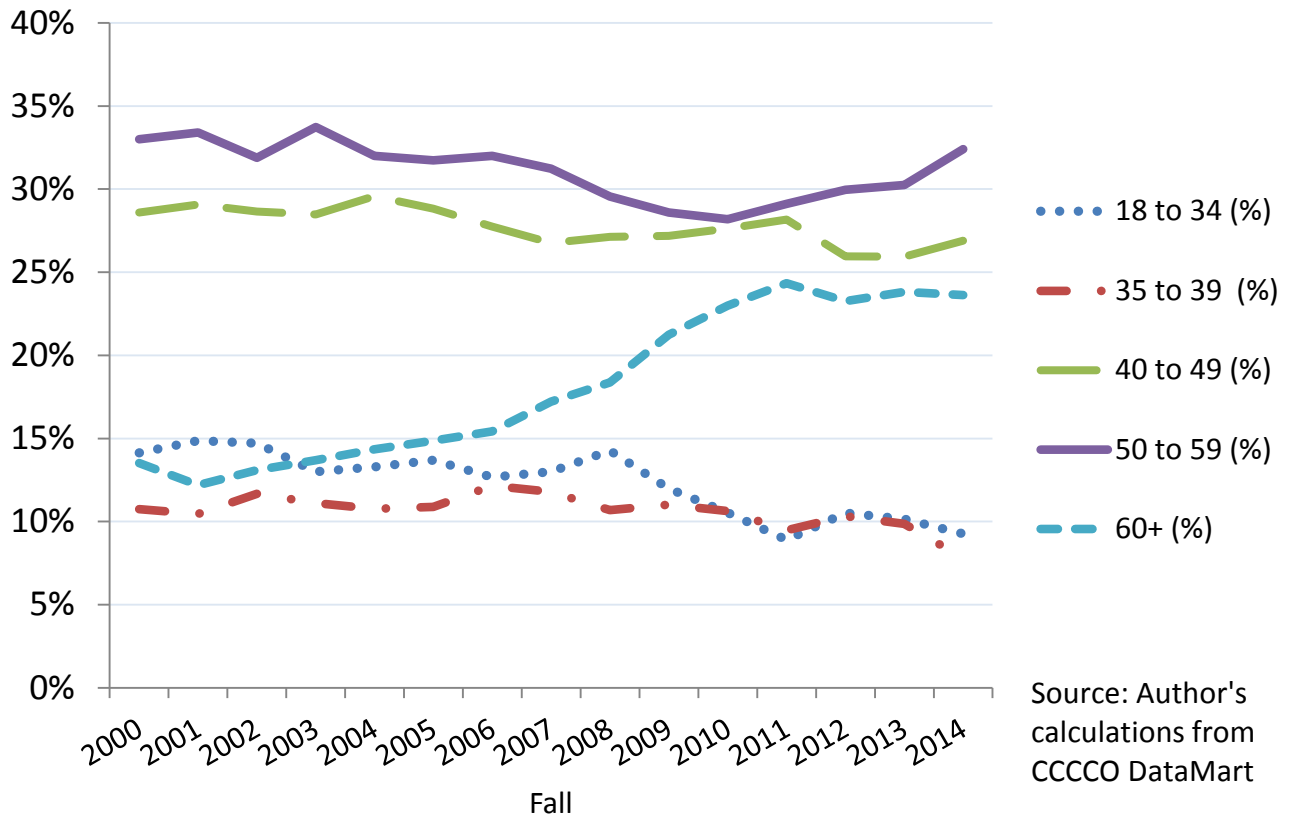


SCC Employee Headcount Percentage, by Ethnicity (2000-2014)



Source: CCCCCO Data Mart

SCC Employee Headcount Percentage, by Age Group (2000-2014)



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%.

Number of CD, lottery fund, or categorical programs with burn rates in the red	2012-13	2013-14	2014-15	3 year range
	12	6	7	6-13

Budget metrics indicate that the College is working well with the financial constraints. Relatively few unit plan objectives, only 11%, were not accomplished because of a lack of resources (funding, hiring, or facilities).

Reported Reasons that 2014-15 Unit Plan Objectives Were Not Completed		
Reason	N	% of all objectives
No-Multi Year Objective, End Date Not Met	29	4
No-Facilities constraints	19	3
No-Hiring constraints	22	3
No-Lack of Funding	37	5
No-Other	87	12
Total No's	194	26

Budget metrics demonstrate continued fiscal soundness. SCC has weathered the budget crisis well. The college is poised to grow in the 2015-16 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.
- 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 2014-15 metrics show that overall only about 10% of college funds had “burn rate” in the red = greater than 10% of that projected. Broken down by funding area:
 - 0% (0 of 6) Lottery fund areas had a burn rate in the red
 - 15% (5 of 33) College Discretionary Fund areas had a burn rate in the red
 - 7% (2 of 29) Categorical fund areas had a burn rate in the red
 - 0% (0 of 9) Large Categorical fund areas had a burn rate in the red

Lottery Burn Rate

3rd Quarter 2015 - 31 March 2015

Division	Base (100% Funded)	Appropriations	Expenditures	Percentage	Burn Rate Indicator*	Division Burn Rate
Advanced Technology	43,000	43,000	31,769	74%	> 5% and < 10%	80%
Behavioral & Social Sciences	3,770	5,088	3,576	70%	< -10%	90%
Humanities & Fine Arts	44,730	39,244	29,036	74%	> 5% and < 10%	83%
Information Technology	3,200	4,020	1,677	42%	< -10%	75%
P.E., Health & Athletics	90,000	90,588	90,177	100%	+/- 5%	95%
Science & Allied Health	40,300	40,492	40,232	99%	+/- 5%	95%

Categorical Major Program Burn Rate

3rd Quarter 2015 - 31 March 2015

Categorical	Appropriations	Expenditures	Percentage	Burn Rate Indicator*	Division Burn Rate	Actual vs Burn
Basic Skills FY12-13 / 13-14 (exp 6/15)	186,380	133,859	72%	> 5% and < 10%	78.00%	-6.18%
VTEA	774,862	530,922	69%	> 5% and < 10%	75.00%	-6.48%
CalWORKs/TANF	558,555	377,489	68%	> 5% and < 10%	75.00%	-7.42%
DSPS	1,748,398	1,099,418	63%	< -10%	75.00%	-12.12%
SSSP	2,709,574	1,137,780	42%	< -10%	75.00%	-33.01%
Student Equity	1,019,180	59,345	6%	< -10%	75.00%	-44.18%
BOG BFAP	927,687	702,201	76%	+/- 5%	75.00%	0.69%
CARE	156,285	108,831	70%	+/- 5%	71.00%	-1.36%
EOPS	1,163,328	873,714	75%	+/- 5%	75.00%	0.10%

College Discretionary Fund (CDF) Burn Rate

3rd Quarter 2015 - 31 March 2015

Division / Unit	Appropriations	Expenditures	Percentage	Burn Rate Indicator*	Division Burn Rate
President	43,483	28,208	65%	< -10%	75%
PIO	9,905	3,118	31%	< -10%	75%
PRIE	17,147	4,553	27%	< -10%	70%
IT	26,030	12,964	50%	< -10%	70%
CCR	5,227	4,965	95%	> -10%	67%
VPA	13,450	11,491	85%	> -10%	65%
Operations	285,158	217,420	76%	< -10%	90%
VPI	11,714	4,553	39%	< -10%	75%
West Sacramento Ctr	35,645	15,291	43%	< -10%	70%
Davis Center	32,556	14,881	46%	< -10%	80%
AVP- Rick Ida	23,043	4,534	20%	< -10%	75%
AT	109,116	82,233	75%	+/- 5%	75%
Business	27,526	3,674	13%	< -10%	55%
LRC	191,055	114,581	60%	< -10%	70%
Allied Health	29,243	14,271	49%	< -10%	75%
Science	117,969	87,293	74%	< -10%	85%
BSS	35,468	12,396	35%	< -10%	75%
AVP- Julia Jolly	40,106	5,865	15%	< -10%	75%
MSE	24,999	12,085	48%	< -10%	65%
HFA	116,783	60,842	52%	< -10%	75%
L&L	21,859	12,079	55%	+/- 5%	60%
P.E., Health & Athletics	144,636	173,060	120%	> -10%	90%
VPSS	2,299	72	3%	< -10%	75%
AVP	7,386	1,985	27%	< -10%	70%
Counseling & Student Success	47,530	16,734	35%	< -10%	75%
Matric. & Student Development - Matric Office	50,869	29,756	58%	< -10%	75%
Matric. & Student Development - Cultural Awareness	11,394	13,373	117%	> -10%	65%
Matric. & Student Development - Campus Life	10,952	1,769	16%	< -10%	70%
Matric. & Student Development - RISE	551	223	40%	> 5% and < 10%	50%
Matric. & Student Development - Voter Registration	9,653	8,997	93%	> -10%	75%
Admissions & Records	52,229	83,835	161%	> -10%	75%
Recruitment & Outreach	5,000	0	0%	< -10%	66%
Financial Aid	11,644	9,487	81%	> 5% and < 10%	75%

Unit Plan Accomplishment

Most unit plan objectives for the 2014-15 academic year were accomplished.

(Note: see the 2014-15 Unit Plan Accomplishment Analysis for additional information)

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 2014-15 Unit Plan Accomplishment Reports included 756 objectives across the four College Service Areas. Of those objectives for which a response was provided, 70% were fully or partially accomplished in the 2014-15 academic year. (Although nearly all units reported fully on their unit plan accomplishments, not every unit did so.)

2014-15 Unit Plan Accomplishment Objectives for which a response was provided		
	N	Percent
Not accomplished in 2014-15	194	30%
Partially accomplished in 2014-15	184	28%
Fully Accomplished in 2014-15	275	42%
Total	653	100%

The unit plan objectives aligned with the college goals

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.

2014-15 Unit Plan Accomplishment by College Goal Objectives for which a response was provided		
College Goal	N	Percent fully or partly accomplished
Goal A	441	72%
Goal B	211	73%
Goal C	180	65%

Percent of unit plan objectives aligned with Goal C (PRIIE data)	<i>2013-14 plans</i>	<i>2014-15 plans</i>	<i>2015-16 plans</i>	<i>3 year range</i>
	31%	29%	29%	29%

Data Use & Continuous Improvement

Data was used in decision-making and continuous improvement at the College

The College's strategic planning process utilizes data on student success and achievement, student learning, and student needs and perceptions. For example, the College collects and utilizes data the engagement and success of students (e.g. via the CCSSE), patterns of student placement into basic skills courses, student course success data, etc. The operational work of college units is based on data; for example:

- The new Student Equity Plan includes an extensive disproportionate impact analysis related to the success and completion rates of student demographic groups.
- 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.
- 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 College assesses its progress on achieving College Goals. Assessment of progress on College goals is part of the annual IE reports developed by PRIE.

The Employee Accreditation Standards Surveys of 2014 and 2008 demonstrate that the respondents feel that the college uses research/data to improve.

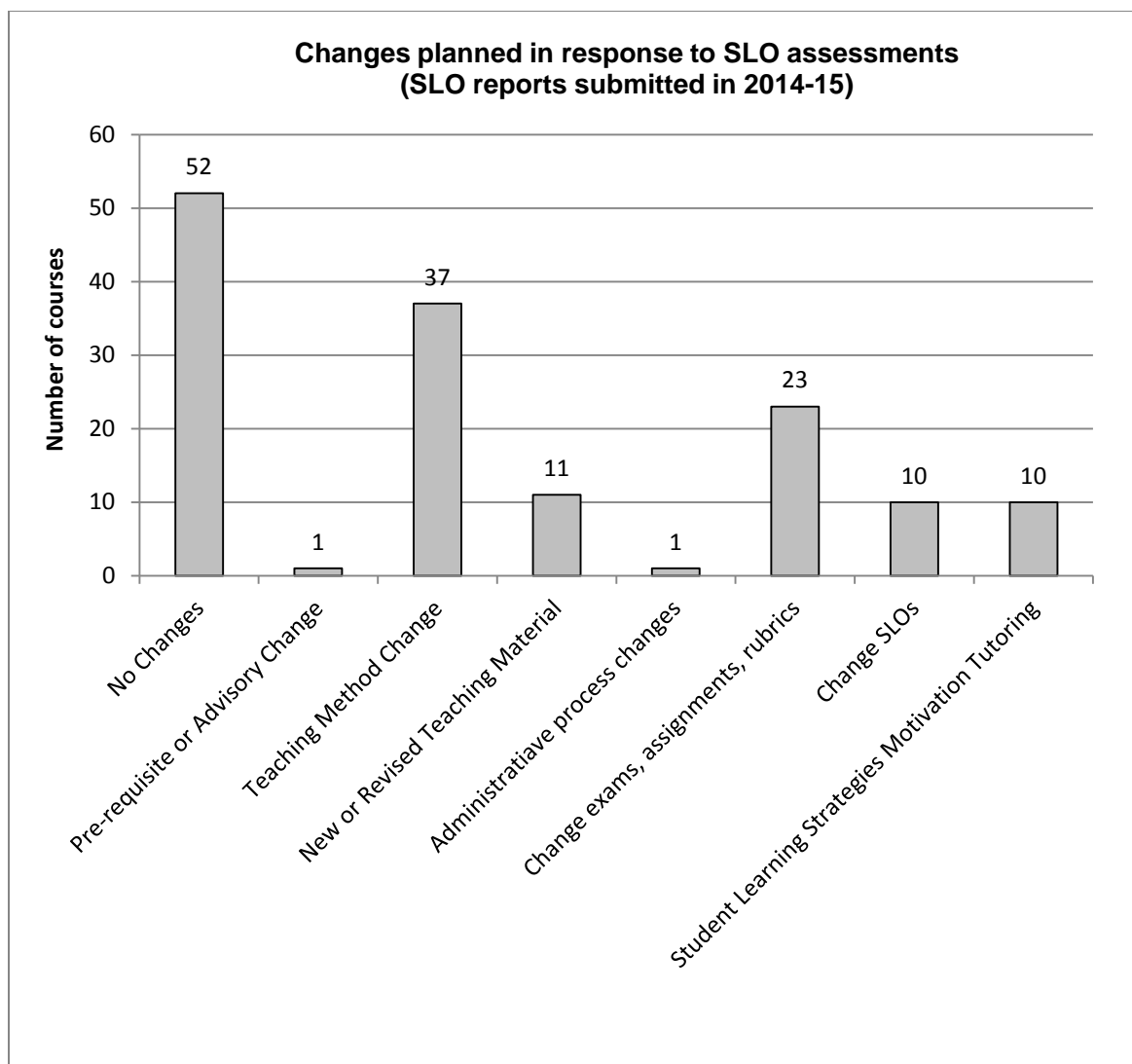
Q5: My area or department uses research and/or evaluation to improve services/programs.

Q5	2014	2008
"Strongly Agree" or "Agree"	74%	71%
"Disagree" or "Strongly disagree"	18%	17%
"Don't Know"	8%	12%

Q9: Data are regularly evaluated by the College to assess institutional effectiveness and provide insight into actions needed for continuous process improvement.

Q9	2014	2008
"Strongly Agree" or "Agree"	67%	53%
"Disagree" or "Strongly disagree"	15%	15%
"Don't Know"	18%	32%

The College has Student Learning Outcomes at the course, program, institutional, general education, and student services levels. The outcomes are systematically assessed on a planned cycle; the results of those assessments are used to improve the courses, programs, and services.



Communication & Participatory Decision-making

A review of communication and decision-making processes at the college is underway; the goal is the continuous improvement of these processes.

SCC gathers information to evaluate its communication and decision-making processes and work toward improvement. For example, the results of the Communication and Governance Survey 2014 show that overall SCC employees agree that College communication is effective, but that some ratings have fallen since the 2011 survey. This is especially noticeable in the responses of the classified staff. The formal governance structures provided by Sacramento City College function well, however, recent surveys indicate that improvements can be made. The following is a portion of the tally with some comparisons from 2011 to 2014:

Engagement in College decision-making: The percent of respondents that selected “high” or “moderate” engagement in college decision-making increased for administrators on some items, but decreased for most items for faculty and classified staff.

Engagement in College decision-making: Percent of “high” or “moderate” responses by constituency groups. (Changes of 10 or more percentage points from 2011 to 2014 are noted by bold italics.)			
	Faculty	Classified staff	Administrator
My personal sense of engagement with College decision-making is...			
2011 Survey	72%	58%	100%
2014 Survey	68%	51%	100%
In general, engagement in decision-making across the College is...			
2011 Survey	53%	63%	70%
2014 Survey	50%	49%	94%
The degree to which engagement with decision-making is expected of SCC employees is...			
2011 Survey	60%	58%	70%
2014 Survey	48%	41%	100%
The degree to which engagement with decision-making is valued by College administration is...			
2011 Survey	54%	58%	100%
2014 Survey	62%	48%	88%
The degree to which my job allows time for me to participate in College decision-making is...			
2011 Survey	57%	60%	100%
2014 Survey	45%	37%	88%

Effective Communication: The percent of respondents that “strongly agree” or “agree” that the communication at the College is effective has decreased in for all constituency groups

from 2011 to 2014, except for faculty and administrators in regard to their area divisions. There was an increase of 5 percentage points for faculty on one item, and for administrators it remained at 100 percent for one item.

Effective college communication 2014 Survey: Percent of “strongly agree” or “agree” responses. (Changes of 10 or more percentage points from 2011 to 2014 are noted by bold italics.)			
	Faculty	Classified staff	Administrator
College communication processes share information effectively across the College.			
2011 Survey	43%	49%	90%
2014 Survey	36%	33%	73%
Information about major College processes is readily available to me.			
2011 Survey	49%	59%	100%
2014 Survey	42%	43%	87%
Information about the work of my division is readily available to me.			
2011 Survey	62%	77%	100%
2014 Survey	67%	43%	100%
Overall, the College is moving in the right direction with respect to campus climate and communication.			
2011 Survey	48%	64%	100%
2014 Survey	38%	33%	71%
My senate or representative council has sufficient opportunities to communicate about College decisions.			
2011 Survey	57%.	54%	90%
2014 Survey.	48%	40%	71%

Administrative Processes: The percent of respondents that “strongly agree” or “agree” that they understand administrative and decision-making processes had some increases for administrators and some significant decreases for faculty and classified staff.

Administrative Processes: Percent of “strongly agree” or “agree” responses. (Changes of 10 or more percentage points from 2011 to 2014 are noted by bold italics.)			
	Faculty	Classified staff	Administrator
I understand how College decisions that affect my work are made.			
2011 Survey	38%	56%	90%
2014 Survey.	44%	41%	93%
I understand the overall administrative structure of the College.			
2011 Survey	66%	72%	90%
2014 Survey.	67%	59%	100%
Administrative processes in my division or unit work well.			
2011 Survey	54%	61%	80%
2014 Survey.	42%	32%	93%
Administrative processes at the broad level of the whole College work well.			
2011 Survey	34%	44%	90%
2014 Survey.	28%	24%	80%

College processes allow all constituent groups to participate in decision-making.			
2011 Survey	40%	56%	90%
2014 Survey.	31%	28%	93%
Data (qualitative or quantitative) are used in decision-making at the College.			
2011 Survey	43%	49%	80%
2014 Survey.	44%	38%	93%

Effectiveness of College Groups: Respondents from each employee group were knowledgeable about their own constituency leadership. However, it appears that College employees are not generally knowledgeable about the effectiveness of other constituency leadership groups. The pattern was similar to that of the 2011 survey. Note: Because of the large number of “Don’t Know” responses, an analysis comparing the percentage responding with the highest ranking between the two survey years was not conducted for these items.

Please rate the effectiveness of each of the following groups. (Response counts are shown. The modal response is indicated by bold italics.)					
2014 Survey	Good	Fair	Poor	Don't Know	Response Count
Academic Senate	97	55	10	59	221
Classified Senate	57	43	10	110	220
Senior Leadership Team	35	49	26	110	220
Associated Student Government	35	45	11	128	219
Executive Council	28	40	22	129	219
Department Chairs Council	57	60	9	94	220

Please rate the effectiveness of each of the following groups. (Response counts are shown. The modal response is indicated by bold italics.)				
2014 Survey	Faculty	Classified staff	Administrator	Response Count
Academic Senate				
Good	60	21	5	
Fair	33	9	6	
Poor	2	1	3	
Don't Know	11	42	1	
	106	73	15	194
Classified Senate				
Good	20	26	5	
Fair	10	24	6	
Poor	1	2	1	
Don't Know	75	20	3	
	106	72	15	193
Senior Leadership Team				
Good	14	10	7	
Fair	25	14	7	
Poor	13	4	1	

Don't Know	54	44	0	
	106	72	15	193
Associated Student Government				
Good	16	9	5	
Fair	19	15	5	
Poor	5	2	3	
Don't Know	65	46	2	
	105	72	15	192
Executive Council				
Good	11	8	4	
Fair	17	12	7	
Poor	12	4	1	
Don't Know	66	47	3	
	106	71	15	192
Department Chairs Council				
Good	33	7	9	
Fair	31	15	3	
Poor	5	2	0	
Don't Know	37	48	3	
	106	72	15	193

In Spring 2015, the College President formed a task force to review the Guide to Participatory Decision-Making at Sacramento City College (aka the Blue Book). During the course of the 2015-16 academic year the taskforce will use this, and other data, to make recommendations for continuous improvement at SCC.

Environmental Scan Report, Fall 2015

Brief Internal and External Scans

(Most data are 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.

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 2014, 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.

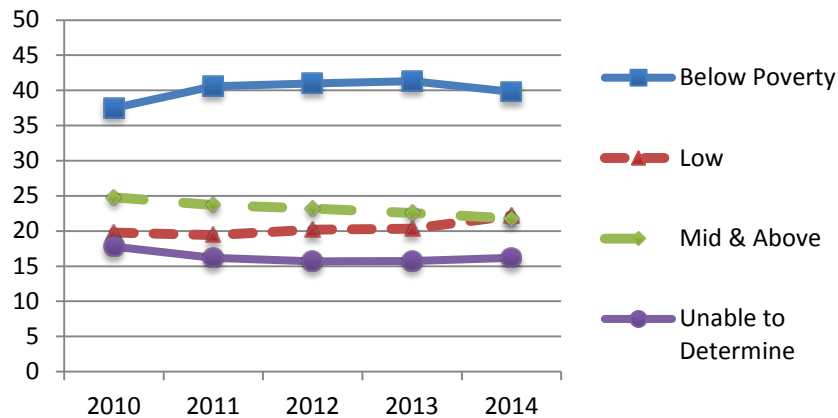
In Fall 2014 (census data), almost 62% of SCC students were 24 years old or younger.

Student unit Load Fall 2014 (Source EOS Profile Data)					
Full-Load 12 or More Units		Mid-Load 6-11.99 Units		Light-Load Up to 5.9 Units	
7,778	32.5%	8,829	36.9%	7,343	30.7%

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 2014 it was about 40%.

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



A number of external forces are affecting SCC.

The LRCCD Research Office produced an extensive review of the external environment of the Los Rios Colleges (see 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 2014 (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 2014, Hispanic/Latino students made up the highest percentage (29.0%) followed by White (28.4%) and Asian (16.6%) students.

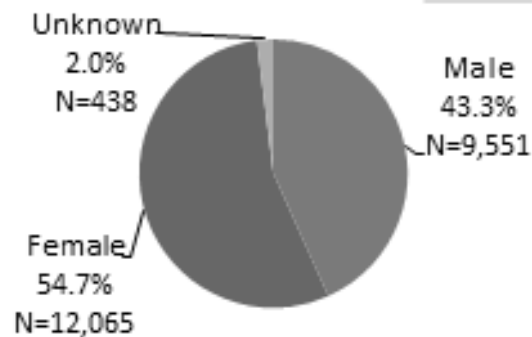
Characteristics of All Students (N=22,054) Fall Census 2014

Race/Ethnicity	Percent
African American	13.2
Asian	16.6
Filipino	2.3
Hispanic/Latino	28.6
Multi-Race	6.3
Native American	0.6
Other Non-White	0.7
Pacific Islander	1.3
Unknown	1.6
White	28.4
First Generation College Students:	37.9%
Disabled Students:	3.2%

Note:
Starting in Fall 2013, data reflect methodology changes on the application that impact gender and first generation.

School & Work	
Recent High School Graduates	9.4%
Enrolled Part Time	63.0%
Working Full- or Part-time	33.0%
Low Income/Below Poverty	67.3%

Age	Percent
Under 18	1.1
18-20	30.2
21-24	27.0
25-29	16.1
30-39	13.2
40+	12.3
Average Age: 27.0	



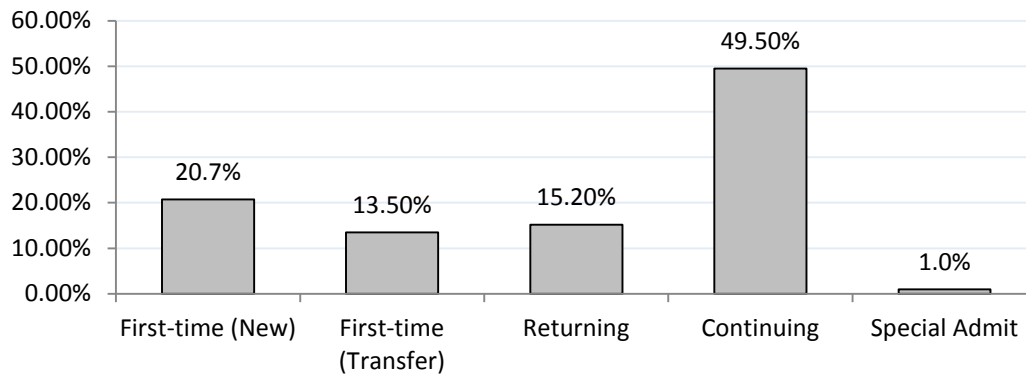
Source: Census Profile

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Sacramento City College
Office of Planning, Research & Institutional Effectiveness

Most SCC students are continuing students.

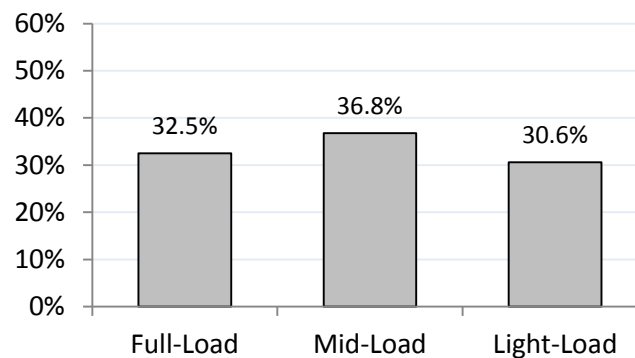
Fall 2014 Enrollment Status (Source: EOS Profile Data)



Most SCC students take fewer than 12 units per semester.

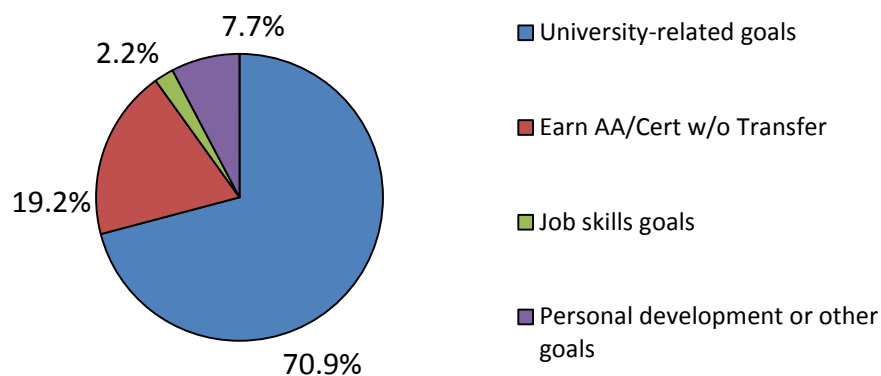
In Fall 2014, 30.6% of the students at SCC were taking less than 6 units; 36.8% were taking 6 to 11.99 units, and 32.5% were taking 12 or more units.

Unit Load of Students Fall 2014 (Source: EOS Profile Data)



Almost 71% of the students at the end of Fall 2014 semester at SCC had university-related goals and almost 20% intended to earn a degree or certificate without transferring.

All Students % (N=23,966)

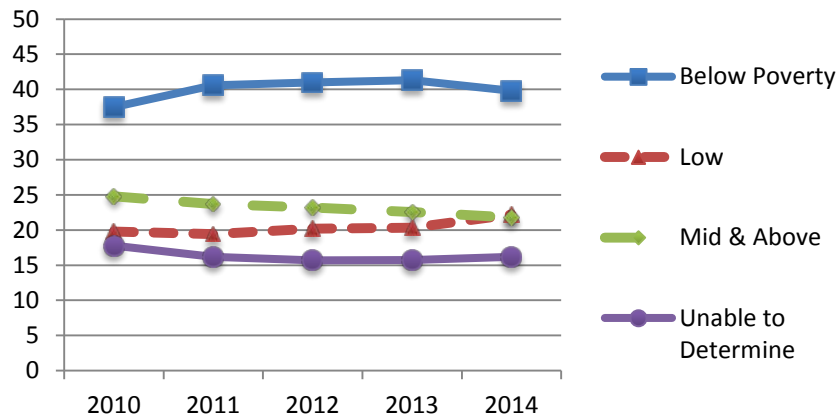


- University-related goals: Transfer w/ AA, Transfer w/out AA , 4-yr student meeting 4-Yr requirements
- Degree/Cert without transfer: AA/AS degree no transfer, Vocational degree no transfer, Earn a certificate
- Job skills goals: Acquire Job Skills Only, Update Job Skills Only, Maintain Certificate/License

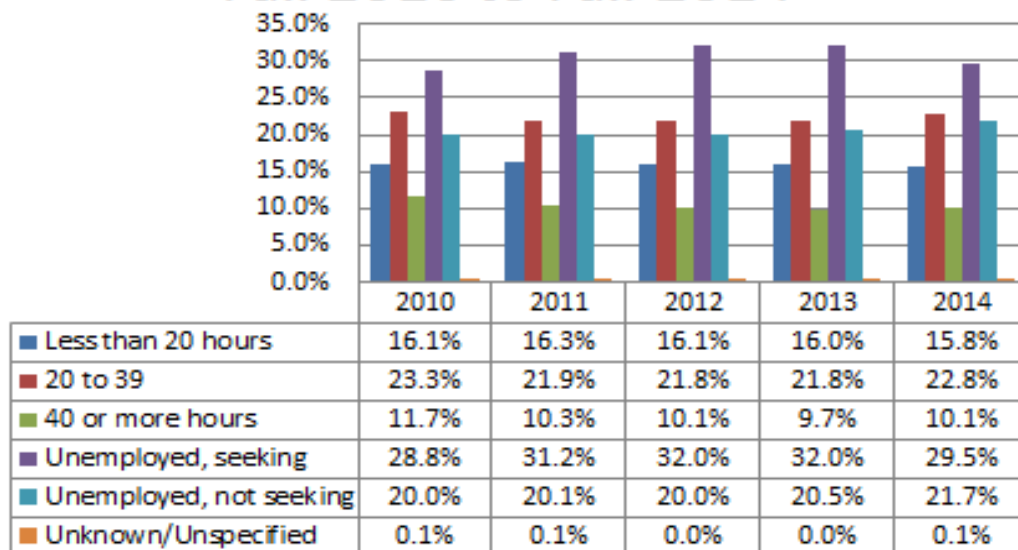
- Personal Development / Other goals: Discover Career Interests, Educational Development, Improve Basic Skills, Complete High School/GED, Undecided on Goal, Uncollected/Unreported

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 2014)
(Percent of Students in Each Income Category)



SCC Students' Weekly Work Status Fall 2010 to Fall 2014



Source: EOS Profile Data

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Sacramento City College
Office of Planning, Research & Institutional Effectiveness

External Environment

A number of external forces are affecting SCC.

In 2010 the LRCCD Research Office conducted an extensive review of the external environment of the Los Rios Colleges (see 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

The 2014-15 California Assessment of Student Performance and Progress (CAASPP) 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.

2014-15 California Assessment of Student Performance and Progress (CAASPP) Results, Sacramento County, All Students (This test replaced the STAR Test Results and is not comparable.)

English-Language Arts 2015 CAASPP Test Results, Sacramento County, All Students

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	19,177	18,559	18,691	18,153	17,860	17,998	16,910	127,347
Number of Students Tested	18,615	18,219	18,009	17,811	17,459	17,182	15,799	123,094
Percent of Enrolled Students Tested	97.1 %	98.2 %	96.4 %	98.1 %	97.8 %	95.5 %	93.4 %	96.7 %
Number of Students With Scores	18,582	18,215	18,000	17,805	17,448	17,174	15,782	123,006
Mean Scale Score	2397.0	2438.7	2479.5	2508.4	2527.9	2545.7	2582.9	N/A
 Standard Exceeded	15 %	16 %	15 %	12 %	11 %	10 %	21 %	14 %
 Standard Met	20 %	21 %	27 %	30 %	31 %	33 %	31 %	27 %
 Standard Nearly Met	27 %	22 %	22 %	30 %	26 %	29 %	25 %	26 %
 Standard Not Met	38 %	41 %	36 %	29 %	32 %	28 %	23 %	33 %

Mathematics 2015 CAASPP Test Results, Sacramento County, All Students,

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	19,177	18,559	18,691	18,153	17,860	17,998	16,910	127,347
Number of Students Tested	18,701	18,267	18,105	17,937	17,582	17,309	15,813	123,714
Percent of Enrolled Students Tested	97.5 %	98.4 %	96.9 %	98.8 %	98.4 %	96.2 %	93.5 %	97.1 %
Number of Students With Scores	18,696	18,260	18,041	17,932	17,573	17,301	15,803	123,606
Mean Scale Score	2410.6	2451.3	2478.5	2506.4	2520.5	2532.0	2556.1	N/A
Standard Exceeded	12 %	11 %	14 %	15 %	15 %	16 %	11 %	13 %
Standard Met	27 %	22 %	16 %	19 %	20 %	18 %	18 %	20 %
Standard Nearly Met	27 %	36 %	30 %	31 %	30 %	27 %	25 %	30 %
Standard Not Met	34 %	30 %	40 %	35 %	35 %	40 %	47 %	37 %

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

Total Number Tested: 141,426

Total Number of Students Enrolled in Grades Tested in County: 144,400

Data Source – California Department of Education, Assessment and Accountability Division, <http://dq.cde.ca.gov/dataquest/> (retrieved 9/15/2015)

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 (2014-15)	% free or reduced price lunch* (2014-15)	% English language learner (2014-15)	% of graduates completing UC/CSU classes (2013-14)	State API Base rank (2012-13)
Luther Burbank	4.2	72.0	25.2	50.7	2
Hiram Johnson	7.7	89.2	27.0	20.1	3
River City	34.3	63.5	8.9	43.0	4
Rosemont	32.9	64.6	10.8	27.0	4
McClatchy	25.5	40.7	11.0	53.9	6
Kennedy	12.3	52.9	11.7	48.4	5
Davis Senior	54.9	18.1	4.4	78.1	9

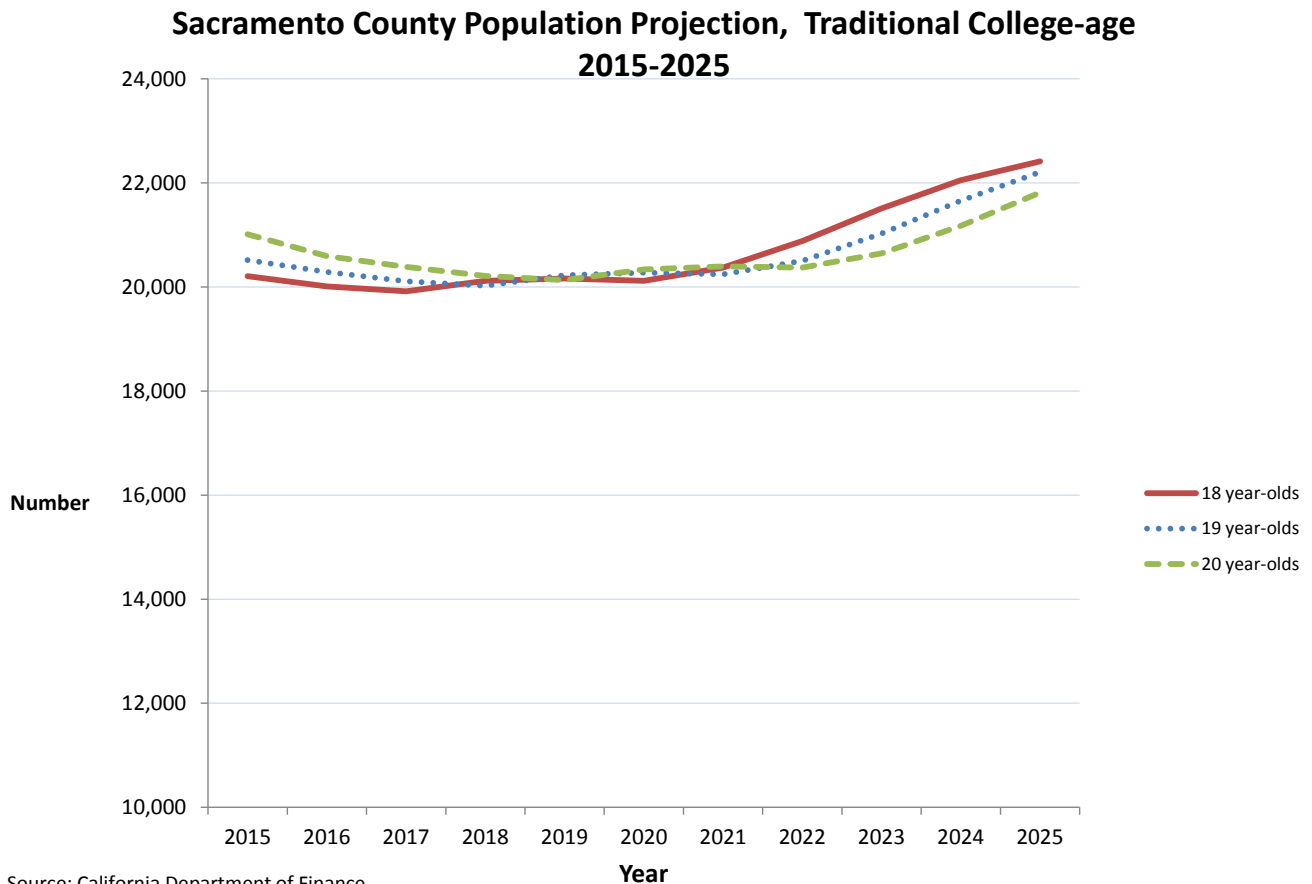
*** based on Adjusted Percent of Eligible FRPM ages 5-17**

Source: California Department of Education, [DataQuest](http://dq.cde.ca.gov/dataquest/) <http://dq.cde.ca.gov/dataquest/> (retrieved 9/15/2015)

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.

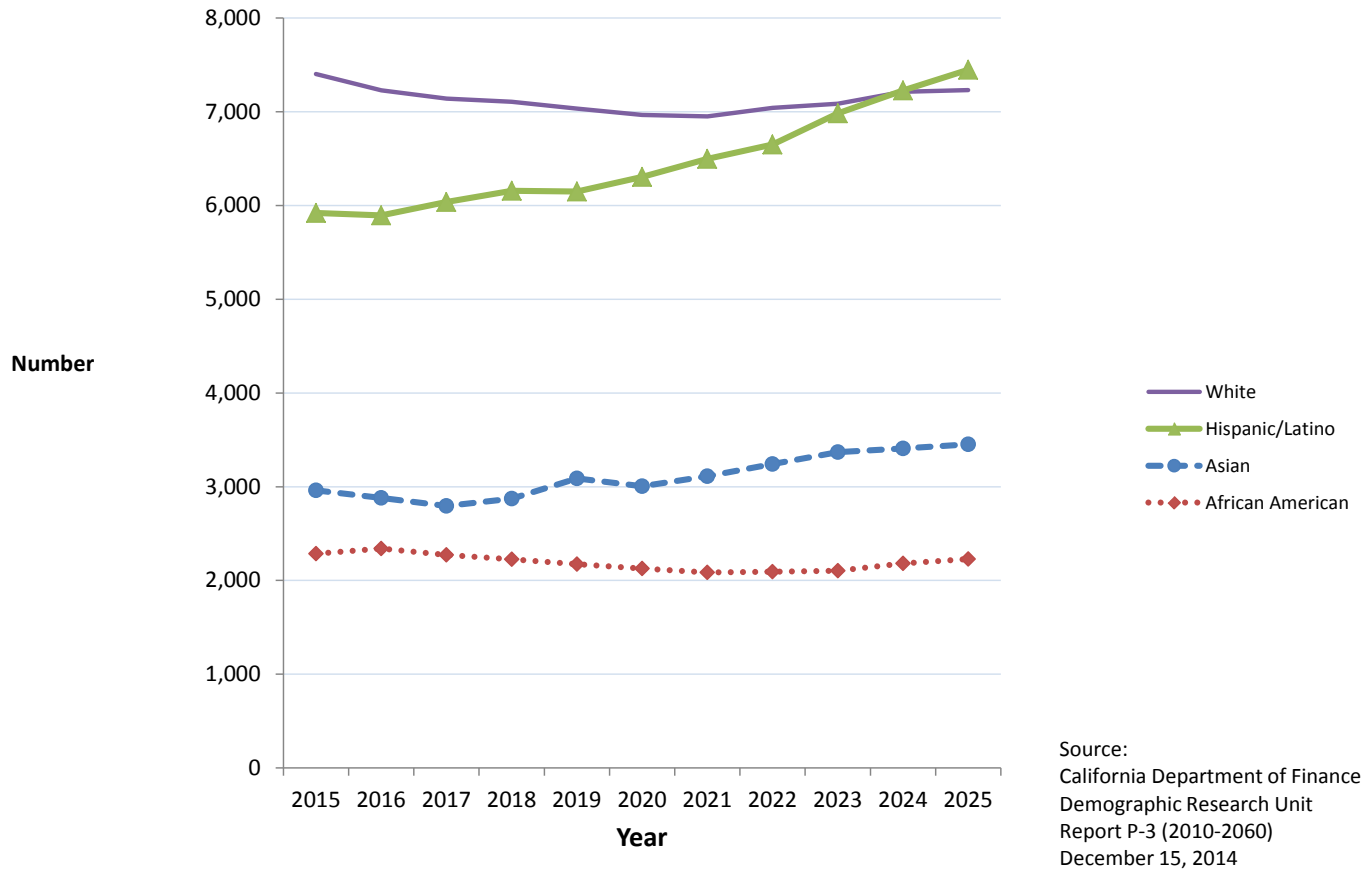
Although the numbers of 18, 19, and 20 year-olds are expected to rebound in the early 2020's, there is expected to be approximately half a percent to 3.2% reduction in these numbers between 2015 and the 2020. The figures below suggest that although the overall college-age population is expected to drop, 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: California Department of Finance
Demographic Research Unit
Report P-3 (2010-2060), December 15, 2014

Data from the California Department of Finance suggest that college-age Latinos may increase as much as 25% by 2025.

Sacramento County 18-year-old Population Projection by Ethnicity, 2015-2025



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 few years, dropping from 10.7% in June 2012 to 8.7% in July 2013 to 7.4% in August 2014 to 6.3% in June 2015. According to the California Labor Market Review (CaLMR), Sacramento County's unemployment rate in June 2015 is 5.8%.

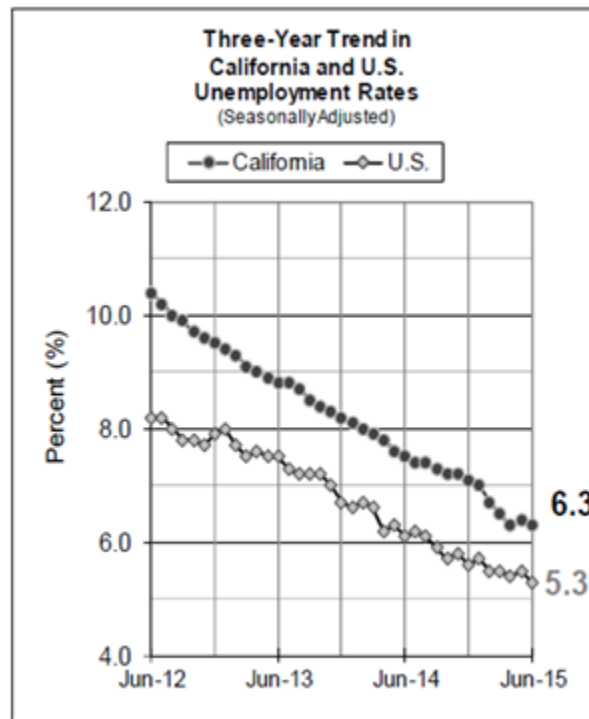


Figure from the "California Labor Market Review, June 2015" <http://www.calmis.ca.gov/file/1fmonth/CaLMR.pdf> (retrieved 8/18/2015)

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 Report14 Web.pdf](http://www.cbaweb.cba.csus.edu/sacbusinessreview/Sacramento%20Business%20Review/Archives%20files/SBR%20Report14%20Web.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$%20highlights.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 Plan Data Report

Fall 2015

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 Enrollment Report, the Student Achievement Report, the First-year Student Report, or the Basic Skills Report.

This data appears as it is shown in the Campus-Based Research section of the 2014-2015 Student Equity Plan submitted to the CCCCCO.

Student Equity Plan Data Report Key Points

SCC Campus-based research indicates African American, Latino/a, Economically Disadvantaged, and Disabled students experience the most significant disproportionate impacts.

Examples of these disparities exist across nearly all of CCCCCO's mandated indicators:

Indicators	Populations showing disproportionate impact
<i>Access</i>	Pacific Islanders and Filipino
<i>Successful Course Completion</i>	African American, age 25-49, foster youth, DSPS students
<i>ESL Progression</i>	White, age 25-49
<i>Math Basic Skills Progression</i>	African American, Hispanic, Unknown ethnicity, economically disadvantaged
<i>English Basic Skills Progression</i>	African American, Unknown ethnicity, ages 20-24 and 25-49, economically disadvantaged
<i>Degree & Cert Completion</i>	All ethnicities except Asian
<i>Transfer</i>	All ethnicities except Asian, DSPS students

Successful Course Completion, particularly in Basic Skill Progression in both Math and English Writing, is the most pressing need.

The writers of the Student Equity Plan felt that successful course completion and progression through the basic skills Math and Writing course sequences were key to student accomplishment of their educational goals. These three indicators will be the focus of SCC's initial efforts.

Student Equity Plan Data Report Detailed Analysis

This report provides the data that was used to develop the SCC Student Equity Plan. The plan addresses college efforts to reduce the achievement gaps between student groups. The plan was developed in coordination with the Student Equity Committee. The Student Equity Committee is charged with helping the college successfully serve the educational needs of the adult population who seek higher education regardless of their social, educational, ethnic, or cultural backgrounds. The committee maintains and implement the Student Equity Plan that measures student access, course completion rates, ESL and Basic Skills completion rates, degree and certificate completion rates, transfer rates, employment rates, and the supportiveness of the campus environment for all students. The following information comes from the 2014-15 Student Equity Plan.

Excerpt from the Executive Summary of the SCC 2014-15 Student Equity Plan

SCC Campus-based research indicates African American, Latino/a, Economically Disadvantaged, and Disabled students experience the most significant disproportionate impacts. Examples of these disparities exist across nearly all of CCCCO's mandated indicators.

Numerous campus-wide meetings were held, and a consensus has been reached defining the greatest immediate concern. It is our stance that Successful Course Completion, particularly in Basic Skill Progression in both Math and English Writing, is the most pressing need. Therefore, these three indicators will be the focus of our initial efforts.

The Student Equity Plan (SEqP) addresses these indicators using a three-pronged strategy:

- Provide additional support now to existing programs shown to improve successful course completion, particularly in Basic Skills English Writing and Math for targeted populations;
- Develop the capacity to coordinate existing efforts across support programs to assure the maximum institutional effectiveness and examine what additional efforts would support targeted populations from admission to ultimate achievement of their educational goals;
- Engage the broader College community in professional learning experiences focused on opportunities to “move the needle” with effective practices for engagement, retention, and successful course completion.

Goals

The following equity goals were developed:

Access: Increase enrollment of both Pacific Islander and Filipino students. Pacific Islanders and Filipinos have the lowest proportionality between their participation in feeder high schools and their enrollment at Sacramento City College.

Completion (Degree/Certificate): Increase African American student completion rates in the next four years to 55% or higher (a rate which meets or exceeds 80% of the highest performing group (Filipinos – 69%))

English and Basic Skills Completion: Increase African American student basic skills progression rates in the next five years from 24% to 39%. A rate of 39% represents 80% of the highest performing groups, Asian and White students. Thus, African Americans are adversely impacted. Asians and Whites were selected as the benchmark group since, with a 49% rate from remedial to college-level English; they are the highest performing groups. Economically disadvantaged students are also disproportionately impacted based on the 80% rule as are those in the 20-24 and 25-49 age groups.

ESL and Basic Skills Completion: Increase White student basic skills progression rates in the next five years from 34% to 41%. A rate of 41% represents 80% of the highest performing group, Asian. Thus, White students are adversely impacted. For ESL students, there is no disproportionate impact by economic status based on the 80% rule. However, those in the 25-49 age group are disproportionately impacted.

Foster Youth Successful Course Completion: Increase foster youth success rates in the next five years from 48% to 53%, the 80% success rate. Note: the data collection represents Fall 2013 only.

Math and Basic Skills Completion: Increase African American student basic skills progression rates in the next five years from 10% to 25%. A rate of 25% represents 80% of the highest performing group's progress rate (Asian). Thus, African Americans are adversely impacted. Asians were selected as the benchmark group since, with a 31% progression rate from remedial to college-level Math; they are the highest performing group. It is also important to note that although African-Americans are the lowest performing group, Hispanics, who have an 18% progression rate, also experience adverse impact based on the 80% rule. Economically disadvantaged students are also disproportionately impacted based on the 80% rule.

Transfer Completion: Increase the transfer rate of all under-performing groups, especially African Americans (32%) and Hispanics (33%) to 80% of the success rate of Asians (58%), the highest performing group.

Veteran Successful Course Completion: The goal over the next four years is to put in place excellent programs and practices to better serve student veterans. Note: the data collection represents Fall 2013 only.

2014-15 STUDENT EQUITY PLAN CAMPUS-BASED RESEARCH

OVERVIEW

Sacramento City College's Planning, Research & Institutional Effectiveness (PRIE) Office is responsible for all institutional research at the College that includes compiling and tracking student enrollment and outcomes data. As such, PRIE is critical for developing and sustaining a culture of evidenced-based decision making, upon which the success of the Student Equity Plan (SEqP) plan depends.

The PRIE Office has provided data related to student equity for several years. For example, the Institutional Effectiveness Reports, produced by PRIE, include information on student success by demographic group. In addition, course success rates by ethnicity and age are provided for use in Program Review across the college.

In response to the current requirements for a new Student Equity Plan, PRIE developed data based specifically on the procedures and data sources detailed in the March 2014 CCCCCO Student Equity Guidelines (Attachment C: Guidelines for measuring disproportionate impact in equity plans). This data was used to identify disproportionate impact as defined by the proportionality index and the 80% rule.

This research formed the basis of a shared understanding of the meaning of the data and discussions about how disproportionate impact might be reduced in the future. This research is being used to inform the institutional planning processes. Additional data related to student equity will be developed as needed in response to questions from the College community and as our Student Equity Plan continues to evolve.

CAMPUS-BASED RESEARCH RESULTS

- A. **ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

The College elected to compare the percentage of each population group enrolled to the percentage of each group in its top feeder high schools in fall 2013. Note that this is different than the data suggested in the CCCCO's guidelines. It was our judgment that a comparison of the demographics of feeder high schools with the SCC student population would provide better guidance than a comparison in terms of specific efforts to assure equitable access.

Racial/Ethnic Group	Feeder H.S.	SCC	Proportionality
Hispanic or Latino	30.4%	28%	92%
AI/AN	0.8%	0.7%	87%
Asian	21.2%	18.7%	88%
Pacific Islander	1.8%	1.3%	72%
Filipino	3.7%	2.7%	72%
African American	14.1%	12.7%	90%
White	23.0%	27.7%	121%
Two or More Races	4.5%	6.0%	134%

Data Note: SCC chose the option of using the demographics of its top feeder high schools in fall 2013 as the most appropriate means of evaluating equity of access to the College. See table below.

High School	# of students enrolled
C. K. McClatchy High	2,321
Hiram W. Johnson High	1,519
John F. Kennedy High	2,115
Luther Burbank High	1,696
Rosemont High	1,347
Franklin High	2,729
Inderkum High	1,574
River City High	2,023
Davis Senior High	1,704

The College then created proportionality between the feeder high school's composition and the demographic composition of SCC student population. All groups appear to be fairly well represented at SCC based on the feeder high school composition except for the relatively low enrollment of Pacific Islanders at 72% (n=309), and Filipino, also at 72% (n=635).

- B. SUCCESSFUL COURSE COMPLETION.** Ratio of the number of credit courses that students, by population group, actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

The data below is the ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Racial/Ethnic Group	Group Success Rate/HPG Rate	80% Rule Comp. Value
African-American	53% (LPG)	73%
American Indian/Alaskan Native	65%	90%
Asian	73% (HPG)	100%
Hispanic	63%	87%
Multi-Ethnicity	63%	86%
Pacific Islander	60%	82%
Unknown	68%	94%
White	72%	99%

The data show that the only group that shows disparity as to course completion is African-Americans. Asian and White groups have the highest success rate at 73% and 72% respectively. We also looked at retention as another aspect of “completion” and the results in that case were even more encouraging. In that case, all groups were well above the 80% rule. See table on Page 10:

Racial/Ethnic Group	proportionality index	80% rule
African-American	91.5%	87.2%
American Indian/Alaskan Native	99.6%	94.9%
Asian	104.9%	100.0%
Hispanic	99.1%	94.5%
Multi-Ethnicity	97.3%	92.7%
Pacific Islander	94.5%	90.1%
Unknown	99.0%	94.4%
White Non-Hispanic	102.4%	97.6%

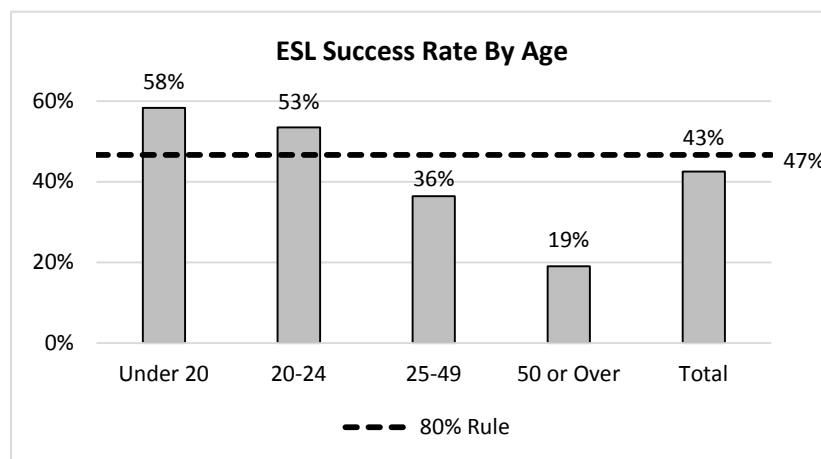
C. COURSE PROGRESSION IN BASIC SKILLS

C.1. ESL and BASIC SKILLS COMPLETION. Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 in any level below transfer and completed a degree applicable or above college-level course in ESL or English.

The data available show that White students, with an ESL progression rate of 34%, is the only group suffering a disparity under this indicator. Asian and Hispanic students have the highest success rates at 51% and 43% respectively. However, we suspect that upon disaggregation of the data other identifiable groups may be experiencing disparities as well.

Racial/Ethnic Group	Group Success Rate/HPG	80% Rule Comparison Value*
African American**	n/a	n/a
Asian	51% (HPG)	1.00
Filipino**	n/a	n/a
Hispanic	43%	0.84
Pacific Islander**	n/a	n/a
Unknown**	n/a	n/a
White	34% (LPG)	0.68
**Cohort fewer than 10 successful students		

Additionally, the College looked at the success rate of ESL students based on age group and found that those under 20 have the highest success rate and those in the 25-49 age group are disproportionately impacted based on the 80% rule. See table below.



*Fewer than 10 successful students.

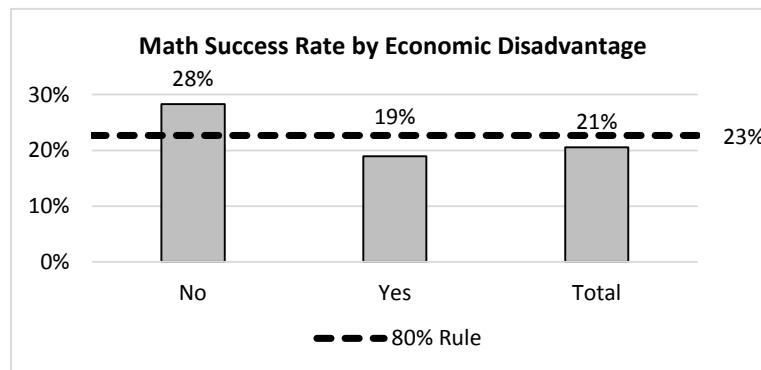
Note: The great majority of ESL students in the White category, unlike the SCC student population in general, are Russian-speaking students.

C.2 Math and Basic Skills Completion. Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 two to four levels below transfer level Math and completed a degree applicable or college-level course in Math.

The data show that the groups showing disparity as to course success rates are African American, Hispanic and Unknown. Asian, Filipino and White students have the highest success rates at 31%, 31% and 17% respectively.

Racial/Ethnic Group	Group Success Rate/HPG	Percent of HPG Value*
African American	10% (LPG)	0.33
AI/AN	25%	0.80
Asian	31% (HPG)	1.00
Filipino	31%	1.00
Hispanic	18%	0.57
Pacific Islander**	n/a	n/a
Unknown	22%	0.70
White	17%	0.85
**Cohort fewer than 10 successful students		

Additionally, the College looked at the success rate of students based on economic disadvantage and found that those who are economically disadvantaged are disproportionately impacted based on the 80% rule. See table below.

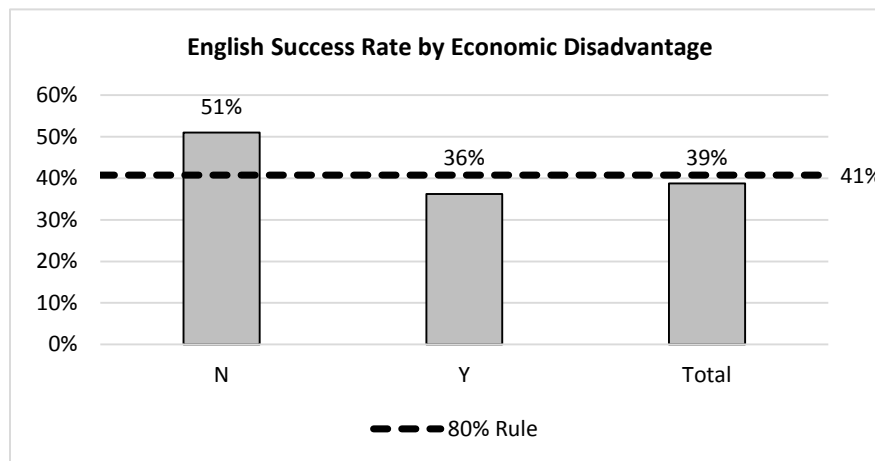


C.3 English and Basic Skills Completion. Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 and were one to four levels below transfer in English, and completed a degree applicable or above college-level course in English.

The data show that African American and Unknown groups show disparity as to course completion. Asian and White students have the highest success rates at 49% each.

Racial/Ethnic Group	Group Success Rate	80% Rule Comp. Value*
African American	24% (LPG)	0.50
American Indian/Alaska Native**	n/a	n/a
Asian	49% (HPG)	1.00
Filipino	44%	0.91
Hispanic	40%	0.83
Pacific Islander	45%	0.93
Unknown	29%	0.60
White	49% (HPG)	1.00
*If the comparison value is less than 0.80, by the 80% rule, adverse impact is implied.		
**Cohort fewer than 10 successful students		

Additionally, we looked at the success rate of students based on age and economic disadvantage, and we found that those who are in age groups 20-24 and 25-49, as well as those who are economically disadvantaged, are disproportionately impacted based on the 80% rule. See tables below.



- D. DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

The data below describes ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Racial/Ethnic Group	Group Success Rate/HPG	80% Rule Comp. Value
African American	33% (LPG)	48%
American Indian/Alaska Native	35%	51%
Asian	66%	95%
Filipino	69% (HPG)	100%
Hispanic	45%	66%
Pacific Islander	52%	75%
White	54%	78%
*Comparison value = Group value divided by HPG value. A comparison value of less than 80% implies an adverse impact.		

The data indicate that African-American students are the lowest performing group (LPG) under this metric, with a 33% success rate. This is 48% of the degree- and certificate-completion rate of Filipino students, the highest performing group (HPG). They have a success rate of 69%. While African-Americans are the lowest performing group under this metric, all other identified groups also experience adverse impacts, with the exception of Asian students.

- E. TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

The table below presents data for the ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Racial/Ethnic Group*	Group Success Rate/HPG Rate	80% Rule Comp. Value
White	41%	71%
Hispanic	33%	56%
Filipino	41%	71%
Asian	58% (HPG)	100%
African-American	32% (LPG)	55%

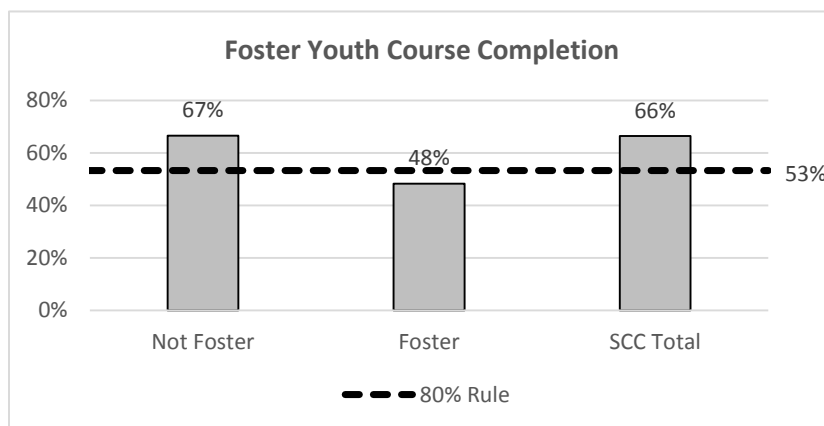
The data show that all demographic groups show adverse impacts compared to the highest achieving group, which are Asian students. African American students show the greatest disparity, with a success rate of 32%. It should also be pointed out that while Asian students are the highest performing group under this metric that their success rate is below 60%.

*Note: (1) Two groups have not been reported due to low count (“n”) values – American Indian/Alaskan Native (n= 12 for cohort and n=4 for transferred students) and Pacific Islanders (n=26 for cohort and n=13 for transferred students). (2) There was a sizable number of students for whose race/ethnicity was not disclosed (n=105) and they have not been reported.

- F. Foster Youth Successful Course Completion.** Ratio of the number of credit courses that Foster Youth actually complete by the end of the term compared to the number of courses in which Foster Youth are enrolled on the census day of the term.

Foster Youth Services (FYS) programs provide support services to foster children who suffer the traumatic effects of displacement from family and schools and multiple placements in foster care. FYS programs have the ability and authority to ensure that health and school records are obtained to establish appropriate placements and coordinate instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and other related services. FYS programs increase the stability of placements for foster children and youth. These services are designed to improve the children's educational performance and personal achievement, directly benefiting them as well as providing long-range cost savings to the state.

Foster youth students have disproportionately low successful course completion rates when compared with non-foster youth students. Foster youth suffer the traumatic effects of displacement from family and schools and multiple placements in foster care.



N = 271. Data represents Fall Semester 2013 only.

Sacramento City College will continue to work to increase Foster Youth course completion rates as stated in Goals and Activities section of this document.

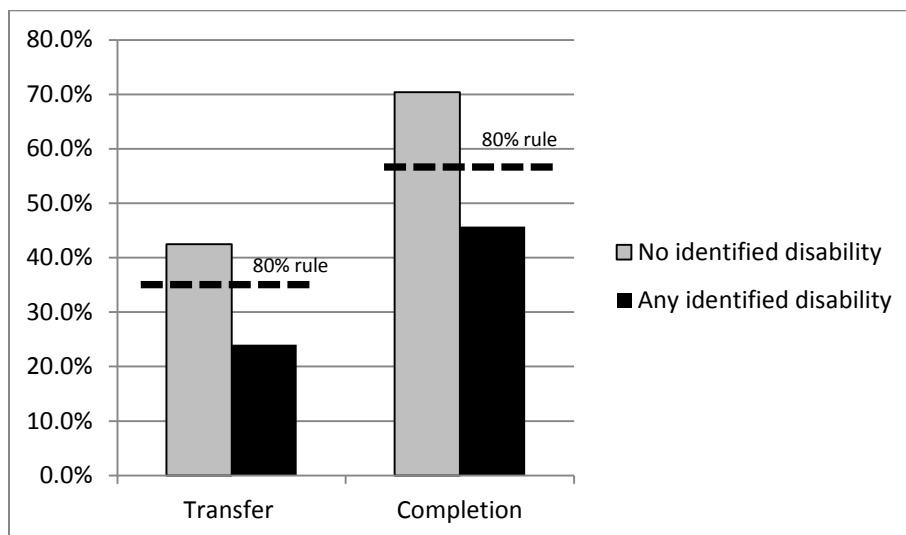
G. Students with identified disabilities. Success rates of students with identified disabilities in comparison to the general population.

Students with disabilities do well in all indicators except two – transfer and course completion.

Transfer: Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Degree & Certificate Completion: Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

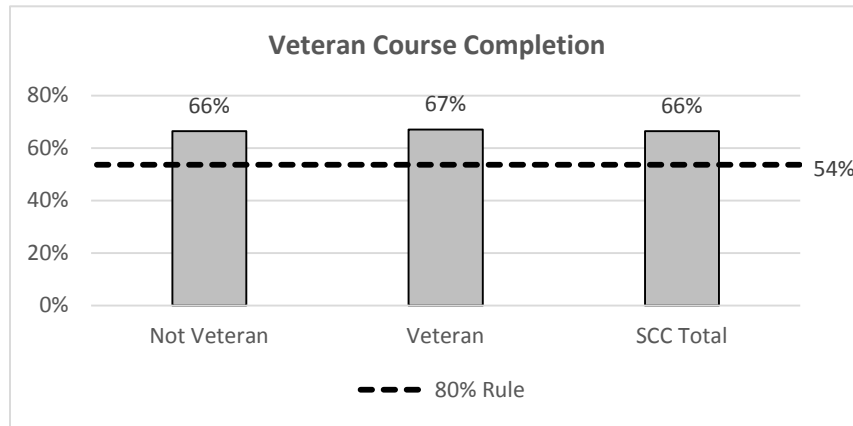
With regard to transfer, these students are at 56.5% of the success rate of the general College student population. With regard to completion, they are at 64.9% of the success rate of the general population. Both figures are well below the 80% Rule.



Student Group	Transfer	Completion
No identified disability	42.5%	70.4%
Any identified disability	24.0%	45.7%
80% Rule value	34%	56%

H. Veterans Successful Course Completion

Sacramento City College's Veterans Services Center offers assistance to help veterans achieve their educational goals. The data below indicate that Veterans are not disproportionately impacted as compared to non-veteran students with respect to course completion.



N = 2,424. The data represents Fall Semester 2013 only.

Sacramento City College will continue to provide veterans supportive services designed to increase course completion rates as stated in Goals and Activities section of this document.

Student Voices Report

Fall 2015

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.

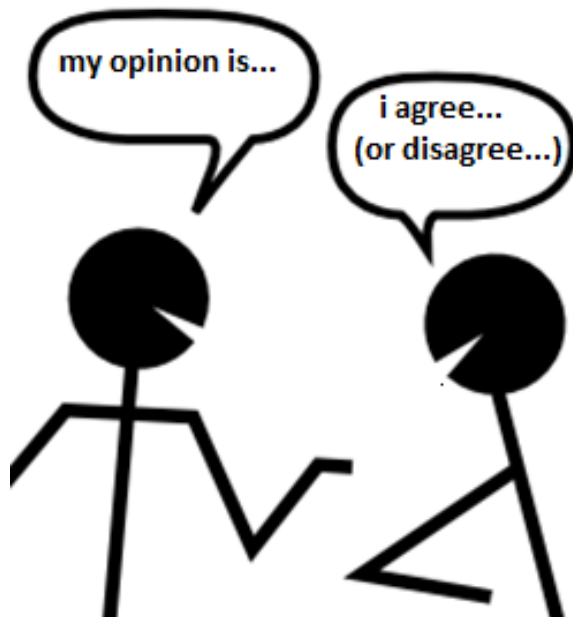
Strategies:

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 contains data from the SCC Campus Climate Survey conducted in 2014. Although the Campus Climate survey was available to all constituencies at SCC, the results presented here focus on respondents who indicated that they were students in Fall 2014.

Student Voices Report - Key Points

-  **Survey results suggest that student respondents generally think that SCC is relatively diverse** on a number of dimensions. Whereas a large share of respondents think that SCC is “very diverse” on the dimensions of age, race or ethnicity, and gender, a smaller share thinks that SCC is very diverse on the dimensions of disability, sexual orientation, gender identity, or religious or non-religious views.
-  **Many respondents think that multiple factors are likely to affect personal interactions** at SCC. Age and race or ethnicity lead the list, with other factors such as gender, sexual orientation, gender identity, disability, and religion or non-religion selected less frequently.
-  **Respondents feel relatively welcome, respected, and accepted at SCC** and they think that most people are likely to feel welcome as well. Many also think that SCC gives enough attention to issues related to diversity. However, a relatively large share of student-respondents do not know whether SCC gives enough attention to such issues. Respondents think that faculty are the most friendly, supportive, accepting, and welcoming toward them, when asked about the extent to which other students, faculty and other college employees create such environments.
-  **When asked about the frequency of fair and supportive treatment,** over half of respondents think that people at SCC are always or usually treated fairly and supportively based on the eight dimensions studied. For age, race or ethnicity, gender, and disability, these percentages are over 70%.
-  **Approximately 25% of respondents say they have experienced or witnessed** some sort of unfair or prejudiced treatment that could affect one’s work or education at SCC. Of these respondents, most think it is a moderate problem and about a quarter think that it is a serious problem. When responding to a specific list of unfair actions, many respondents cited multiple actions. The most-often cited type of behavior is jokes. Over half of respondents experiencing actions on the list characterize the severity of the experiences as minor. However, regarding the specific list of behaviors, most respondents said they had not experienced any of the actions on the list.

Student Voices Report – Detailed Analysis

Campus Climate Survey: Focus on Student Responses

Background

In 2011, members of the Student Equity Committee began discussing ways to better-understand the needs of Lesbian, Gay, Bisexual, Transgender/Transexual, Queer, and Asexual (LGBTQIA) members of the SCC community. By the 2012-2103 academic year, work began on development of the current survey. In 2013-2014 the LGBTQIA Subcommittee, working under the direction of the Student Equity committee completed the following with respect to the Campus Climate Survey:

- Completed a final draft of the SCC Campus Climate Survey;
- Piloted the survey with just over 100 participants;
- Reviewed survey results with the LGBTQIA subcommittee and the Staff Equity Committee;
- Identified ways of refining the wording on the survey, and identified several sampling strategies for the full survey roll-out.

Although the survey began with momentum from LGBTQIA, it has developed a broader focus. In keeping with the charge of the Student Equity Committee, the intent of the finalized survey is to gather information that will help the college understand the experiences of our diverse student body and effectively serve all students.

All faculty, staff, and students at SCC in Fall 2014 were invited to participate in this survey. From November 17, 2014 to December 20, 2014, over 1,200 survey responses were received using SurveyMonkey®. When we limit responses to students only for this report, the final sample consists of 828 observations.

Sample

Although the Campus Climate survey is not a random sample, the student sample is somewhat representative of the college as a whole along some dimensions, including race or ethnicity and new or continuing student status. However, there are some key differences between students in the survey and the college as a whole: students in the sample are quite a bit less-likely to say they are male (only 33% compared to 43% college-wide); they are less-likely to say they are between 18-24 years old (52.4% compared to 57.2% at SCC); and students in the survey are much more likely to say they have one or more disabilities (see Table 4). Note that to be designated as disabled by the college, students need a documented diagnosis, while the survey is self-reported and undocumented.

Tables 1 through 6 below contain selected student demographics for the sample and where categories are comparable, for the College at Fall Census 2014. In some cases, survey and college-wide categories are not comparable or there is no college-wide information. To preserve anonymity and conform to FERPA guidelines, any categories with response counts fewer than 10 have been redacted and marked with an asterisk, *except* the *missing* category.

Table 1 contains data on the gender composition in the survey and at SCC. Applying a variation of the EEOC 80% guideline in the far-right column of the table, when compared to SCC overall, a higher percentage of survey respondents say they are female and a disproportionately low percentage of survey respondents say they are male.¹ Although the number is quite small, a disproportionately high percentage of respondents identify as “other.” Note that the “other” category in the survey comprises specific categories such as transgender, genderqueer, and intersex, while the SCC “other” category is undefined.

¹ California’s recent Student Equity Program plans call for use of Equal Employment Opportunity Commission (EEOC) guidelines, 1979.

Table 1

Gender	Number	Survey Percent	SCC Percent	Proportionality
Other	21	2.54	2.00	1.27
Female	504	60.87	54.70	1.11
Male	273	32.97	43.30	0.76
<i>Missing</i>	30	3.62	<i>n/a</i>	<i>n/a</i>
Total	828	100		

Table 2 contains data on age composition of the survey respondents. Age groupings in the survey and the SCC institutional data are not comparable; however, the SCC data for 18-24 year-olds could be easily derived from existing categories. The majority of survey respondents (52.4%) are 18-24 years old, while at SCC, 18-24 year-olds comprise 57.2% of students. Using the EEOC 80% rule, this comparison suggests that survey respondents in the 18-24 year old age group are highly representative of 18-24 year-olds at the College.

Table 2

Age	Number	Percent
18-24	434	52.42
25-34	181	21.86
35-44	74	8.94
45-54	55	6.64
55-64	51	6.16
65 or older	*	*
Decline to state	19	2.29
<i>Missing</i>	5	0.6
Total	828	100

* redacted in cases where there are fewer than 10 respondents.

Table 3 lists mutually-exclusive categories for race or ethnicity responses. Although respondents could select multiple categories of racial or ethnic identification, recoding that is comparable to the official LRCCD data collection was applied to the data. Respondents who selected Hispanic or Latino are coded as Latino regardless of how many categories they selected. This recoding conforms to federal guidelines for data reporting.

Using the EEOC 80% rule in the far-right column of the table, the data suggest that the survey respondents are somewhat, but not highly representative of the SCC student body on this dimension and that some groups are disproportionately over- or under-represented in the survey. However, Asians, Latinos, and white students are proportionally represented.

Table 3

Race or Ethnicity	Number	Survey Percent	SCC Percent	Proportionality
American Indian/Alaska Native	*	*	0.60	1.00
Asian	113	13.65	16.60	0.82
African American	82	9.90	13.20	0.75
Filipino	*	*	2.50	0.44
Latino	209	25.24	28.60	0.88
Pacific Islander	*	*	1.30	0.75
White	249	30.07	28.40	1.06
Other	25	3.02	0.70	4.31
Decline to state	54	6.52	1.60	4.08
Multi-race	67	8.09	6.50	1.24
<i>Missing</i>	7	0.85	<i>n/a</i>	<i>n/a</i>
Total	828	100	100	

Coding follows Federal and LRCCD protocols for Hispanic override on multiple-category selections (i.e., if a respondent selects Hispanic/Latino, that selection overrides even if the respondent selected multiple categories).

* redacted in cases where there are fewer than 10 respondents.

Table 4 contains numbers and percentages of survey respondents who say they have one or more disabilities. The percentage in the survey is almost five times that of documented DSPS students at SCC. Conversations with survey developers suggest that disabled students may have rallied to participate in this survey at disproportionately high rates. However, the survey results are likely to accurately represent the views of the respondents.

Table 4

Disability	Number	Percent	SCC
One or more disabilities	205	24.76	5.20
Missing or decline to state	623	75.24	
Total	828	100	

Data in tables 5 (sexual orientation) and 6 (religious beliefs) have no comparable college-wide data. To our knowledge, SCC has not previously surveyed its students and employees to collect this information. However, asking about sexual orientation and religious views has become an important aspect of responding to a diverse student body with a range of characteristics and needs. SCC's desire to understand the extent to which such factors exist is in keeping with recent trends in California. For example, in 2015 the statewide community college application system, CCCApply added question regarding sexual orientation and transgender status; and the UC System added a question about sexual orientation to its undergraduate application form for 2016-2017.²

² <https://cccnexjira.com/wiki/download/attachments/67043586/2015-FormSpecifications-v1.1.pdf?version=1&modificationDate=1427475828939&api=v2>; <http://www.universityofcalifornia.edu/news/ensuring-inclusive-campus-environments-lgbt-students-faculty-and-staff> (both retrieved 8/10/2015)

Table 5 shows that approximately 16% of the respondents identify as not-heterosexual and close to 72% identify as heterosexual (“straight”). Although the original survey has many more categories than heterosexual or not heterosexual, the individual, not-heterosexual categories have small numbers of respondents. Therefore, the not-heterosexual groups are combined for analysis and reporting purposes.

Table 5

Sexual Orientation	Number	Percent
Not heterosexual	131	15.82
Heterosexual	593	71.62
<i>Missing</i>	<i>104</i>	<i>12.56</i>
Total	828	100

“Not heterosexual” includes bisexual, gay, lesbian, queer, questioning, and other.

Missing includes decline-to-state and those who did not answer.

Table 6 contains information about students’ religious or non-religious views. Approximately equal shares of respondents practice a formal religion or do not practice any formal religion (about 35% for each group). Another 30% of respondents stated “other,” did not answer the question, or declined to state their religious views.

Table 6

Religion	Number	Percent
Christian, Jewish, or Muslim	256	30.92
Eastern religion (Hindu, Buddhist)	35	4.23
Not religious	288	34.78
Other or missing	249	30.07
Total	828	100

Note: “non-religious beliefs” includes athiest, agnostic, and no religious affiliation.

Table 7 contains another type of student characteristic—student enrollment status. The following mutually-exclusive categories were created from response categories that allowed “select all that apply.” This item may have been interpreted by respondents in a way that makes it difficult to analyze and draw conclusions. Students cannot be both new and continuing, and they cannot be both full-time and part-time simultaneously. Yet, a few students selected combinations that are not possible in a single college. These responses were set to missing.

SCC collects enrollment status data using two separate questions; therefore, categories are not directly comparable to the SCC college-wide data. However, some categories could be compared more successfully than others (not shown). New and continuing student status responses seem to be fairly consistent with the College. Almost 17% of survey respondents said they are new to college, while for SCC overall this percentage is 15%. Continuing students comprise 52.3% in the survey and 53.6% college-wide. Analysis based on this dimension is quite likely to be representative of the college. When we examine full- and part-time status, it is unlikely that the survey respondents would reflect the college overall. Almost 22% of respondents said they are part-time, while 65% of the students at the college attend part-time. Over 48% of the survey respondents said they attend full-time, while only 35% of the students college-wide are full-time.

Table 7

Student Status	Number	Percent
New, no FT/PT response	88	10.63
New, FT	36	4.35
New, PT	16	1.93
Continuing, no FT/PT response	152	18.36
Continuing, FT	187	22.58
Continuing, PT	94	11.35
FT, no new/continuing response	177	21.38
PT, no new/continuing response	69	8.33
<i>Missing</i>	9	1.09
Total	828	100

The next section presents survey response patterns for an array of items related to the campus climate.

Overall results: What students think about how diverse SCC is

Table 8 contains responses about SCC's diversity. A large share of respondents think that SCC is "very diverse" on the dimensions of age, race or ethnicity, and gender (67% to 77%). Close to half of respondents think SCC is very diverse with respect to disability status. In each of these cases, a relatively small share of respondents say they "don't know" how diverse the College is. In some ways, these characteristics are easier to identify or assume about others because they often can be seen. However, when it comes to dimensions that would need at least some minimal interaction with others or a clear indication of their characteristics, the share of respondents who say the campus is very diverse is well-below half and the share of respondents who say they don't know ranges from 27% to over 41%. It would be difficult to have an opinion about another's sexual orientation, gender identity, or religious or non-religious views without some information about the other person.

Table 8

Do you think that the SCC campus community is diverse with respect to...

	Age		Race or Ethnicity		Gender		Sexual orientation	
Response	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Not diverse	27	3.26	19	2.29	27	3.26	33	3.99
Somewhat diverse	228	27.54	147	17.75	140	16.91	203	24.52
Very diverse	556	67.15	639	77.17	627	75.72	356	43.00
Don't know	16	1.93	16	1.93	27	3.26	226	27.29
Missing	1	0.12	7	0.85	7	0.85	10	1.21
TOTAL	828	100	828	100	828	100	828	100
	Gender identity & expression		Religious beliefs		non-Religious beliefs		Disabilities	
Response	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Not diverse	53	6.40	39	4.71	50	6.04	46	5.56
Somewhat diverse	212	25.60	198	23.91	173	20.89	251	30.31
Very diverse	327	39.49	340	41.06	254	30.68	409	49.40
Don't know	224	27.05	241	29.11	343	41.43	114	13.77
Missing	12	1.45	10	1.21	8	0.97	8	0.97
TOTAL	828	100	828	100	828	100	828	100

Note: "non-religious" includes atheist and agnostic beliefs

Note that for each of the eight dimensions of diversity above, the share of respondents who say the College is "not diverse" is quite small, at well-under 10%. These patterns suggest that student respondents think that SCC is quite a diverse college in some key ways.

Overall results: what students think about personal characteristics affecting interactions

Table 9 on the next page contains a summary of responses regarding personal characteristics likely to be factors affecting personal interactions at SCC. Respondents could select all that apply, and an analysis not shown revealed that most people did select more than one factor (60%).

Almost half of all respondents say that age is likely to affect personal interactions, followed by race or ethnicity (45%), religiousness (34%), and sexual orientation (32%). Note that over 26% of respondents selected “none of these factors are likely to affect personal interactions...”

Table 9

In your opinion, which of the following personal characteristics are likely to affect the personal interactions that people experience at SCC? (Select all that apply--percentages in this item will not sum to 100)

Response	Of all respondents (n = 828)		Of those who selected one or more factors (n = 608):	
	Number	Percent	Number	Percent
Age	410	49.52	410	67.43
Race or ethnicity	371	44.81	371	61.02
Gender	263	31.76	263	43.26
Sexual orientation	265	32.00	265	43.59
Gender identity and expression	251	30.31	251	41.28
Religious	282	34.06	282	46.38
non-Religious	180	21.74	180	29.61
Disability	248	29.95	248	40.79
None of these	220	26.57	n/a	

Note: "non-religious" includes athiest and agnostic

Of the respondents who did select factors in the far-right column of the table, over two-thirds say that age is a factor, over 60% say that race or ethnicity is a factor, and over 46% say that religious beliefs are a factor in personal interactions at SCC.

Overall results: what students think about respect and acceptance

Tables 10, 11, and 12 explore ideas about respect, acceptance, and whether SCC has a welcoming atmosphere. Table 10 summarizes statements about the student-respondent’s experiences. Table 11 summarizes student-respondents’ perceptions about general experiences at SCC, and Table 12 summarizes respondents’ views about how much SCC does to foster an accepting environment. In Table 10, over two-thirds of respondents “agree” or “strongly agree” with the four statements while fewer than 10% “disagree” or “strongly disagree.”

Table 10

Indicate your agreement or disagreement with the following statements...

	I feel welcome on campus.		Students on campus treat me with respect.		College employees (faculty, staff, and managers) accept me for who I am.		My experiences on campus have helped me understand people who are different from me.	
Response	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Strongly agree	308	37.20	248	29.95	324	39.13	269	32.49
Agree	310	37.44	319	38.53	339	40.94	307	37.08
Neutral	176	21.26	204	24.64	128	15.46	191	23.07
Disagree	19	2.29	41	4.95	19	2.29	36	4.35
Strongly disagree	10	1.21	10	1.21	*	*	16	1.93
Missing	5	0.60	6	0.72	10	1.21	9	1.09
Total	828	100	828	100	828	100	828	100

* redacted in cases where there are fewer than 10 respondents.

Table 11 summarizes students' responses about how welcoming respondents think the campus feels to a variety of people, including by age, race or ethnicity, gender, sexual orientation, sexual identity, religion, and disability. For age, race or ethnicity, gender, and disability, over 75% of respondents think it is "somewhat likely" or "very likely" that people of varying characteristics feel welcome at SCC. For sexual orientation, sexual identity, and religious beliefs these percentages are lower, but still, over half of respondents think that SCC is a relatively welcoming college for a diverse range of people. For this item, gender identity and expression is the only dimension to receive more than 10% of students' responses that it would be "unlikely" or "very unlikely" that such students feel welcome at SCC (11.2%).

Table 11

In your opinion, how likely is it that people feel welcome on campus? (based on each of the characteristics listed)

	Age		Race or Ethnicity		Gender		Sexual orientation	
Response	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Very likely	383	46.26	435	52.54	504	60.87	334	40.34
Somewhat likely	278	33.57	242	29.23	205	24.76	254	30.68
Neutral	122	14.73	116	14.01	97	11.71	192	23.19
Unlikely	36	4.35	22	2.66	11	1.33	29	3.50
Very unlikely	*	*	*	*	*	*	12	1.45
Missing	3	0.36	7	0.85	5	0.60	7	0.85
Total	828	100	828	100	828	100	828	100

Table 11, continued								
	Gender identity & expression		Religious beliefs		non-Religious beliefs		Disabilities	
Response	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Very likely	262	31.64	334	40.34	326	39.37	396	47.83
Somewhat likely	202	24.40	230	27.78	215	25.97	236	28.50
Neutral	262	31.64	198	23.91	220	26.57	152	18.36
Unlikely	68	8.21	45	5.43	37	4.47	26	3.14
Very unlikely	25	3.02	12	1.45	19	2.29	*	*
<i>Missing</i>	9	1.09	9	1.09	11	1.33	9	1.09
Total	828	100	828	100	828	100	828	100

* redacted in cases where there are fewer than 10 respondents.

Note: "non-religious" includes athiest and agnostic

The data in Table 12 on the next page suggests patterns similar to Table 11. Higher percentages of respondents think that SCC is giving enough attention to issues related to age, race or ethnicity, gender, and disability (over two-thirds for each), while lower percentages think so for sexual orientation, sexual identity and expression, and religion (ranging from 41% to 59%). It is noteworthy that within the latter categories, only 41.7% of respondents believe that SCC is giving enough attention to people who have diverse gender identity and expression characteristics.

There is also a relatively high percentage of respondents who “don’t know” whether SCC is giving attention to issues related to acceptance of a diverse group of people. In some ways, the “don’t know” responses to this survey item ranging from around 15% to over 40% may be more of an indication that students often know little about SCC’s policies and practices than about what SCC actually does.

Table 12

Do you believe that SCC gives enough attention to issues related to the acceptance of a diversity of people?

	Age		Race or Ethnicity		Gender		Sexual orientation	
Response	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Yes	559	67.51	615	74.28	623	75.24	442	53.38
No	90	10.87	63	7.61	56	6.76	100	12.08
Don't know	164	19.81	138	16.67	137	16.55	267	32.25
<i>Missing</i>	15	1.81	12	1.45	12	1.45	19	2.29
Total	828	100	828	100	828	100	828	100
	Gender identity & expression		Religious beliefs		non-Religious beliefs		Disabilities	
Response	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Yes	345	41.67	491	59.30	454	54.83	575	69.44
No	133	16.06	83	10.02	72	8.70	62	7.49
Don't know	329	39.73	242	29.23	287	34.66	176	21.26
<i>Missing</i>	21	2.54	12	1.45	15	1.81	15	1.81
Total	828	100	828	100	828	100	828	100

Note: "non-religious" includes athiest and agnostic

Overall, these three tables suggest that student-respondents feel relatively welcome, respected, and accepted at SCC and that they think that most people are likely to feel welcome as well. The last table also suggests that student-respondents generally believe that SCC is working to create an accepting environment for people with diverse characteristics, but that they may not know much about some of the things that SCC might be doing to create and foster an inclusive environment.

Overall results: what students think about frequency of fair and supportive treatment

Table 13 contains opinions about how fair and supportive the SCC environment is. For age, race or ethnicity, gender, and disability, over 70% of student-respondents think that people are “always” or “usually” treated fairly and supportively. For sexual orientation, gender identity and expression, religious, and non-religious beliefs, the percentages are lower, yet still above 55% for every characteristic.

“Don’t know” percentages are relatively high (around 20%) for characteristics that might not be readily seen or perceived, such as sexual orientation, sexual identity, and religious or non-religious beliefs.

Table 13

In your opinion, how often are people on campus treated fairly and supportively because of their...

	Age		Race or Ethnicity		Gender		Sexual orientation	
Response	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Always	321	38.77	314	37.92	334	40.34	255	30.80
Usually	291	35.14	285	34.42	287	34.66	250	30.19
Sometimes	96	11.59	95	11.47	75	9.06	119	14.37
Seldom	21	2.54	26	3.14	26	3.14	27	3.26
Never	*	*	10	1.21	*	*	11	1.33
Don't know	78	9.42	84	10.14	80	9.66	149	18.00
Missing	13	1.57	14	1.69	18	2.17	17	2.05
Total	828	100	828	100	828	100	828	100
	Gender identity & expression		Religious beliefs		non-Religious beliefs		Disabilities	
Response	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Always	239	28.86	262	31.64	251	30.31	333	40.22
Usually	224	27.05	241	29.11	233	28.14	252	30.43
Sometimes	127	15.34	105	12.68	103	12.44	81	9.78
Seldom	41	4.95	28	3.38	31	3.74	27	3.26
Never	13	1.57	16	1.93	*	*	*	*
Don't know	164	19.81	158	19.08	180	21.74	108	13.04
Missing	20	2.42	18	2.17	21	2.54	19	2.29
Total	828	100	828	100	828	100	828	100

* redacted in cases where there are fewer than 10 respondents.

Note: "non-religious" includes athiest and agnostic

Overall results: extent of friendly, fair, supportive, accepting environment

Table 14 explores the extent to which other students, faculty, or other college employees foster a campus climate that is friendly, supportive, accepting, and welcoming—or not—to the respondent. Student survey respondents think that faculty are the most welcoming of the three groups.

Table 14

Please rate, based on your experience on campus, to what extent other students, faculty in the classroom, and other campus employees have been friendly, supportive, accepting, and welcoming to you, based on personal characteristics such as age, race, disability, gender expression or sexual orientation. This question uses a scale from 1 to 5 where: 1= Friendly, supportive, accepting and welcoming and 5 = Unfriendly, not supportive, prejudiced, biased

Response	Other Students		Faculty		Other college employees	
	Number	Percent	Number	Percent	Number	Percent
1. Friendly, supportive, accepting, welcoming	402	48.55	501	60.51	384	46.38
2	201	24.28	175	21.14	192	23.19
3	149	18.00	86	10.39	112	13.53
4	25	3.02	24	2.90	41	4.95
5. Unfriendly, unsupportive, prejudiced	24	2.90	14	1.69	26	3.14
Don't know	21	2.54	19	2.29	62	7.49
Missing	6	0.72	9	1.09	11	1.33
Total	828	100	828	100	828	100

Table 15 summarizes the degree to which respondents think that unfair treatment they have experienced or witnessed presents a substantial problem. The majority of respondents say they have not experienced or witnessed such treatment. However, over 25% of respondents say they have.

Table 15

If you indicated that you have experienced or witnessed unfairness or prejudice, do you think that this represents a problem that could affect a person's work or education at SCC?

Response	Number	Percent
Yes	208	25.12
No	39	4.71
I don't know	95	11.47
I have not experienced or witnessed unfairness or prejudice	415	50.12
Missing	71	8.57
Total	828	100

Table 16 summarizes only the 208 “yes” responses from Table 15 above. Most of the 208 respondents who say they have experienced or witnessed unfair treatment think that it is a moderate problem.

Table 16

If you answered "yes" to the previous question, please rate the severity of the problem as you perceive it. (n=208)

Response	Number	Percent
Minor problem	49	23.56
Moderate problem	105	50.48
Serious problem	54	25.96
Total	208	100

Overall results: Unfair experiences

Tables 17 and 18 contain survey responses about specific types of unfair experiences and their severity. Similar to Table 9, respondents were able to “select all that apply” in Table 17. Therefore, numbers will not sum to 828 and percentages will not sum to 100. A relatively small percentage of students say they have experienced one or more actions listed in the survey item. Fewer than 20% have experienced any of the actions, which range from 3.5% for graffiti or property damage to 17.6% for jokes. The single largest category in this item is “none of these” (over 63%), which suggests that SCC is relatively free of unfair behavior.

However, 275 (almost a third) of respondents did say that they had experienced one or more action because of their personal characteristics. The far right columns of Table 17 summarize the responses for these students. The single largest type of experience is jokes (53%), followed by pressure to keep silent (31%) and bullying, threats or harassment (27%).

Table 17

While at SCC, have you experienced any of the following because of personal characteristics such as age, race, disability, gender expression or sexual orientation? (Select all that apply-- percentages in this item will not sum to 100)

Response	Of all respondents (n = 828)		Of those who selected one or more actions (n = 275):	
	Number	Percent	Number	Percent
Bullying, threats or harassment	73	8.82	73	26.55
Graffiti or property damage	29	3.50	29	10.55
Jokes	146	17.63	146	53.09
Pressure to keep silent	85	10.27	85	30.91
Refusal of friends/colleagues to associate with you	43	5.19	43	15.64
Denial of services	40	4.83	40	14.55
Pressure to change academic projects, work activities, or class assignments	66	7.97	66	24.00
Preferential treatment	60	7.25	60	21.82
None of these	523	63.16	n/a	

Table 18 summarizes the responses from 275 students who selected one or more of the experiences above in Table 17. Over half of respondents who have experienced any of the situations above rate the severity as a “minor problem.”

Table 18
If you have experienced any of the conditions listed above, please rate the severity of the problem as you perceive it. (n=275)

Response	Number	Percent
Minor problem	154	56.00
Moderate problem	83	30.18
Serious problem	38	13.82
Total	275	100

Conclusions

Student respondents to the SCC Campus Climate Survey generally think that SCC is relatively diverse on a number of dimensions. Whereas a large share of respondents think that SCC is “very diverse” on the dimensions of age, race or ethnicity, and gender, a smaller share thinks that SCC is very diverse on the dimensions of disability, sexual orientation, gender identity, or religious or non-religious views.

Many respondents think that multiple factors are likely to affect personal interactions at SCC. Age and race or ethnicity lead the list, with other factors such as gender, sexual orientation, gender identity, disability, and religion or non-religion selected less frequently.

Respondents feel relatively welcome, respected, and accepted at SCC and that they think that most people are likely to feel welcome as well. Many also think that SCC gives enough attention to issues related to diversity. However, a relatively large share of student-respondents do not know whether SCC gives enough attention to such issues. Respondents think that faculty are the most friendly, supportive, accepting, and welcoming toward them, when asked about the extent to which other students, faculty and other college employees create such environments.

When asked about the frequency of fair and supportive treatment, over half of respondents think that people at SCC are always or usually treated fairly and supportively based on the eight dimensions studied. For age, race or ethnicity, gender, and disability, these percentages are over 70%.

Approximately 25% of respondents say they have experienced or witnessed some sort of unfair or prejudiced treatment that could affect one’s work or education at SCC. Of these respondents, most think it is a moderate problem and about a quarter think that it is a serious problem. When responding to a specific list of unfair actions, many respondents cited multiple actions. The most-often cited type of behavior is jokes. Over half of respondents experiencing actions on the list characterize the severity of the experiences as minor. However, regarding the specific list of behaviors, most respondents said they had not experienced any of the actions on the list.

Although the environment at SCC is not perfect and the College can work to improve inclusiveness for all groups, the campus climate is generally welcoming and affirming to most respondents.

SCC Report on Student Success and Achievement, Fall 2015

OVERVIEW

Completing courses successfully – About two-thirds of course grades are a C or better.

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

- The Fall 2014 SCC overall course success rate = 65.8%

Staying in school – Although only about 40% of students of the students who start at SCC one fall semester are still at SCC the following fall, over 75% enroll at a community college somewhere in California for 3 consecutive semesters. Over 60% complete at least 30 units.

- The Statewide Scorecard indicator 3-semester persistence rate shows that 75.6% of new SCC students enroll somewhere in the California Community College system for three consecutive semesters. (2015 Statewide Scorecard)
- Statewide Scorecard 30 unit completion rate = 62.0% (2015 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:** 38.5% 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:** 21.2% of the students who started in the lowest levels of math, Math 27/28/34, successfully completed Math 120 or higher.
- **ESL:** 43.2% 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 2014-15, SCC awarded 1,634 degrees and 637 certificates.
- In Fall 2014, 924 SCC students transferred to UC or CSU (most recent data).
- College prepared students have higher 2015 State Scorecard completion rates than those who are not.
 - 66.6% for college-prepared students
 - 41.0% for unprepared students
 - 47.0% overall

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

- SCC students have pass rates of 90% or above on ten of the twenty-two licensure exams that they take. SCC students have pass rates of 80% or above on twenty of the twenty-two exams.
- SCC graduates in eleven of the twenty-eight employment areas had job placement rates of 70% or above.

Program and General Education Student Learning Outcomes–Mostly high or moderate achievement.

No instructional Program SLOs (ProLOs) were reported to have low levels of student achievement; the majority had high reported achievement levels and some reported moderate achievement levels. All General Education (GE) areas reported more high or moderate achievement than low achievement. For Instructional program SLOs and GE SLOs with moderate and low success, follow-up changes were planned.

Detailed information

This report summarizes information related to the previous academic year's student success and achievement measures.

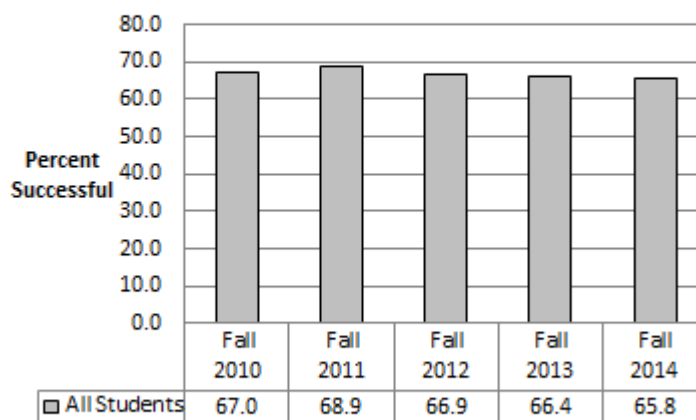
Completing courses successfully

The **course success rate** reflects the percent of grades that are A, B, C or Pass/Credit.

- 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 overall 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 66%. The college-set baseline 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 2010 to Fall 2014 (%)



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 2014	Pre-collegiate (%)	Pre-transfer (%)
Reading	18.5%	44.1%
Writing	32.5%	64.3%
Math	33.8%	91.9%

The statewide Scorecard includes measures of student progress through the sequence of basic skills courses in English Writing, Mathematics, and ESL. (2015 Scorecard)

- English Writing: 38.5% of the students who started in ENGWR 51/52 successfully completed a transferable English course.
- Mathematics: 21.2% of the students who started in Math 27/28/34 successfully completed Math 120 or higher.
- ESL: 43.2% of the students who started in a non-transferable ESL course successfully completed a transferable ESL or English course.

Course success rates (Fall 2014) for English and Math course levels show that students struggle with some levels of Math.

English Reading Course Success F14

Transfer level (300 and above) = 76.4%

1 level below transfer = 61.6%

2 levels below transfer = 63.2%

3 levels below transfer = 52.9%

English Writing

Transfer level (300 and above) = 67.3%

1 level below transfer = 55.9%

2 levels below transfer = 57.1%

Mathematics

Transfer level (300 and above) = 52.7%

1 level below transfer = 45.5%

2 levels below transfer = 40.7%

3 levels below transfer = 51.9%

4 levels below transfer = 47.5%

Staying in school

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

- **3 semester persistence:** The percent who enroll in college, somewhere in the California Community College system, for three consecutive semesters; the 2015 Scorecard shows this as 75.6% for SCC.
- **30 unit measure:** The percent who complete 30 units within 6 years of starting college; the 2015 Scorecard shows this as 62.0% for SCC

<i>The current cohort began college in 2008-2009 and was tracked through 2013-2014</i>	Percent of cohort students who....	SCC Score (%) 2015 Scorecard
Three Consecutive Semester Persistence in the CCC system		
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 75.6%
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 62.0%

SCC metrics: (PRIE data)	<i>F 12</i>	<i>F 13</i>	<i>F 14</i>	<i>SCC baseline standard</i>	<i>SCC 10 year range</i>
Fall-to-Fall persistence rate at SCC	43.0%	41.6%	42.0%	37%	37.8% - 43.0%

Completing educational goals

The number of degrees and certificates awarded by SCC has increased over the past few years. In 2014-15 SCC awarded 1,634 degrees and 637 certificates. The college-set standard for the awards is 1,000 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	1,018	361
2008-09	1,258	434
2009-10	1,242	355
2010-11	1,130	496
2011-12	1,500	405
2012-13	1,481	534
2013-14	1,654	491
2014-15	1,634	637
<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 2008 – 2009 and was tracked through 2013 – 2014</i>	N	Metric Definition Percent of cohort students who...	SCC Score (%) 2015 Scorecard
Completion rate (previously called the Student Progress and Attainment Rate)			
First-time SCC students who earned at least 6 units and attempted any Math or English course within 3 years of starting college.	2,968	...transferred to a 4-year, got a degree or certificate, or became transfer prepared within 6 years.	66.6% for college-prepared students 41.0% for students who were not prepared for college-level work. 47% overall

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

In 2014-15, 924 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-set standard for the number of students 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

Forty-five percent of CTE programs at SCC have licensure exam pass rates of 90% or above. Twenty-five percent of SCC graduates in eleven employment areas had job placement rates of 70% or above.

Licensure examinations pass rates for students in SCC CTE programs:

Program (2012-13 Exam Pass Rates; most recent data available)	CIP Code 4 digits (###.##)	Examination	Institution set standard (%)	Pass Rate (%)
Cosmetology (Written Exam)	12.04	state	80 %	77 %
Cosmetology (Practical Exam)	12.04	state	80 %	87 %
Nail Technology (Written Exam)	12.04	state	80 %	95 %
Nail Technology (Practical Exam)	12.04	state	80 %	65 %
Dental Hygiene (National Exam)	51.06	national	80 %	86 %
Dental Hygiene (State Exam)	51.06	state	80 %	90 %
Dental Assisting (Written Exam)	51.06	state	80 %	100 %
Dental Assisting (Practical Exam)	51.06	state	80 %	89 %
Physical Therapist Assistant	51.08	national	85 %	92 %
Registered Nursing	51.39	state	80 %	80 %
Vocational Nursing	51.39	state	80 %	80 %
Electronics Technology (Exam Element 1)	47.01	national	80 %	100 %
Electronics Technology (Exam Element 2)	47.01	national	80 %	90 %
Electronics Technology (Exam Element 3)	47.01	national	80 %	85 %
Mechanical-Electrical Technology (Type I Certification Exam)	15.08	national	80 %	85 %
Mechanical-Electrical Technology (Type II Certification Exam)	15.08	national	80 %	87 %
Mechanical-Electrical Technology (Type III Certification Exam)	15.08	national	80 %	89 %
Mechanical-Electrical Technology (Universal)	15.08	national	80 %	84 %
Railroad Operations	49.02	national	80 %	92 %
Aeronautics-Airframe & Powerplant	47.06	national	80 %	95 %
Air Dispatch (FAA Aircraft Dispatcher Knowledge Exam)	49.01	national	80 %	100 %
Air Dispatch (FAA Aircraft Dispatcher Practical Exam)	49.01	national	80 %	100 %

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

Program (data run Spring 2014)	CIP Code 4 digits (##. ##)	College set standard (%)	Perkins Job Placement Rate (%)
Note: Perkins job placement rates do not include self-employment; thus, college-set standards for Perkins rates are lower for areas where self-employment is common.			
Business/Commerce, Gen (includes Business Administration AST; Business, Customer Service Certificate; Business, General AA, AS)	52.01	70%	72%
Accounting (includes Accounting AS, Certificate; Accounting Clerk Entry Level Certificate; Accounting Clerk Adv Level Certificate)	52.03	70%	59%
Real Estate (includes Business, Real Estate AS)	52.15	60%	64%
Office Technology/Comput Aps (includes BusOfc Adm/Cler Gen, Lev A Certificate; Office Admin, Keyboarding Certificate; BusOffice Adm Virt Ofc Mgmt T AS; Bus/Office Adm/Simltn Intrn Lvl AS)	52.04	60%	58%
Digital Media (includes Graphic Communication AS, Certificate; GCOM, Graphic Design Prod Certificate; Game Design Certificate; Printing Technology Certificate)	9.07	60%	58%
Computer Networking (includes CIS, Network Administration AS, Certificate; CIS, Network Design AS, Certificate; CIS, Adv CISCO Networking Certificate)	11.09	70%	59%
Electronics & Electric Technology (includes ET, Auto Systems Tech AS; ET, Elect Mechanic Certificate; ET, Elec Facil Maint Tech AS, Certificate; ET, Automated Syst Tech Certificate)	47.01	70%	59%
Telecommunications Technology (includes Telecomm Technician AS, Certificate)	47.01	70%	71%
Environmental Control Technology(HVAC) (includes Mechanical-Electrical Tech AS, Certificate)	15.05	70%	68%
Railroad and Light Rail Operations (includes Railroad Operations AS, Certificate)	49.02	60%	44%
Aeronautical & Aviation Technology (includes Aero, Comb Airframe/Pwrplnt AS, Certificate)	15.08	60%	58%
Industrial Systems Technology and Maintenance (Mechanical Systems Technician Certificate; MET, Machinery Sys Tech Certificate)	15.08	70%	75%
Applied Photography (includes Photography AS)	99.1	60%	55%
Occupational Therapy Technology (includes Occupational Therapy Assistant AS)	51.08	75%	77%
Physical Therapy Assistant (includes Physical Therapist Assistant AS)	51.08	75%	82%
Registered Nursing (includes Nursing, Registered AS)	51.16	75%	84%
Licensed Vocational Nursing (includes Nursing, Vocational AS, Certificate)	51.16	75%	65%
Dental Assistant (includes Dental Assisting AS, Certificate)	51.06	75%	86%
Dental Hygenist (includes Dental Hygiene AS)	51.06	75%	80%

Child Development/Early Care and Education (includes ECE, Child Development AA; ECE, Associate Teacher Certificate; ECE, Early Childhood AA, Certificate; ECE, Teacher Certificate; ECE, Master Teacher AA, Certificate; ECE, Administration AA; ECE, Family Ch	19.07	60%	66%
Library Technician (Aide) (includes Library & Info Tech AS, Certificate)	25.03	70%	86%
Administration of Justice (includes Administration of Justice AA, AST; ADMJ, Police Services AS, Certificate)	99.21	70%	69%
Corrections (includes ADMJ, Correctional Services AS, Certificate)	43.01	70%	62%
Cosmetology and Barbering (includes Cosmetology, Art/Sci Nail Tech Certificate; Cosmetology AS, Certificate)	12.04	60%	48%
Aviation and Airport Management and Services (includes Aircraft Dispatcher AS, Certificate; Flight Technology AS, Certificate; Air Traffic Control AS)	49.01	60%	70%
Business Management (includes Business, Management AS, Certificate; Management Certificate)	52.02	70%	63%
Drafting Technology (includes EDT, Arch/Struct Drafting Certificate; EDT, HVAC Sys Design Certificate; Engineering Design Technology AS, Certificate; EDT, Elect (Power/Light Sys) AS, Certificate; EDT, HVAC/Plumbing Sys AS, Certificate; EDT, HVAC Sys Desig	89.53	70%	75%
Journalism (includes Journalism AA)	9.04	70%	50%

Student Learning Outcome Achievement

SLO assessment is occurring across the college.

SLOs are developed, implemented, and evaluated on a number of levels, from the course level to the institutional level. Course SLOs are developed and assessed in an ongoing fashion by SCC faculty. Course SLOs align directly with instructional program SLOs (ProLOs) and general education SLOs (GELOs). SLO assessment at SCC is continuous; reporting occurs periodically.

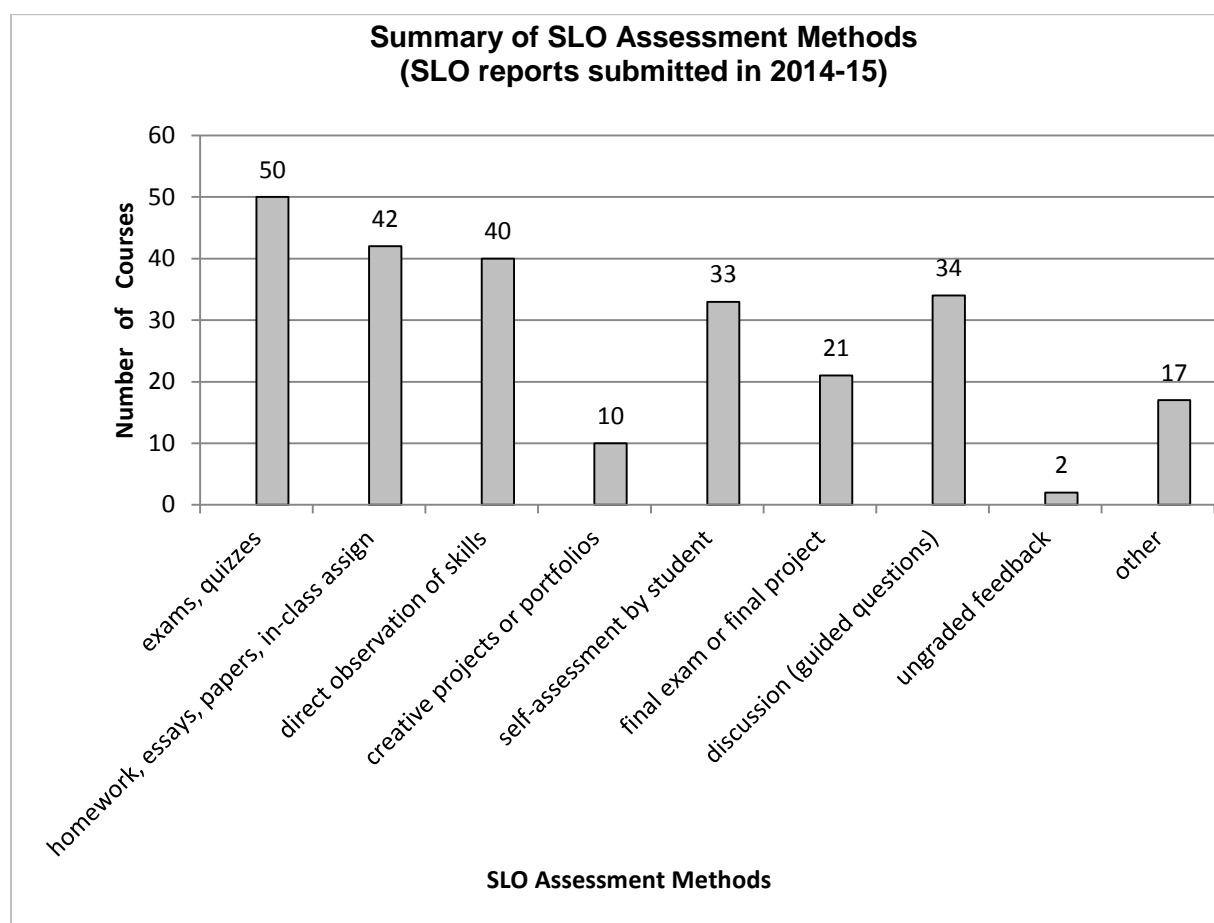
The Spring 2015 Annual Report to ACCJC (the accrediting body for SCC) showed that SLO assessment is occurring across the college. Data for that report is gathered from each department across the college. (Data sources - SOCRATES reports, spreadsheets completed by all departments, Program Reviews)

Courses	
Total number of college courses:	1310
Number of college courses with ongoing assessment of learning outcomes	1227
Percent of college courses with ongoing assessment of SLOs	94%
Instructional Programs	
Total number of college programs (all certificates and degrees, and other programs as defined by college):	201
Number of college programs with ongoing assessment of learning outcomes	172
Percent of instructional programs with ongoing assessment of SLOs (ProLOs)	86%
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%

GE and Institutional SLOs	
Number of courses identified as part of the GE program:	566
Percent of GE courses with ongoing assessment of GE learning outcomes:	99%
Number of Institutional Student Learning Outcomes defined (The combination of GE SLOs and General Student Services SLOs)	4
Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%

Professors used a wide variety of methods to assess course SLOs; these methods link course SLO assessment to grades.

Methods used to assess course SLOs include exams, quizzes, homework, direct observation of student skills, etc. By aligning the expected learning outcomes with these assessment methods, professors were able to analyze students' learning. SLO assessment at SCC is continuous; reporting occurs periodically.

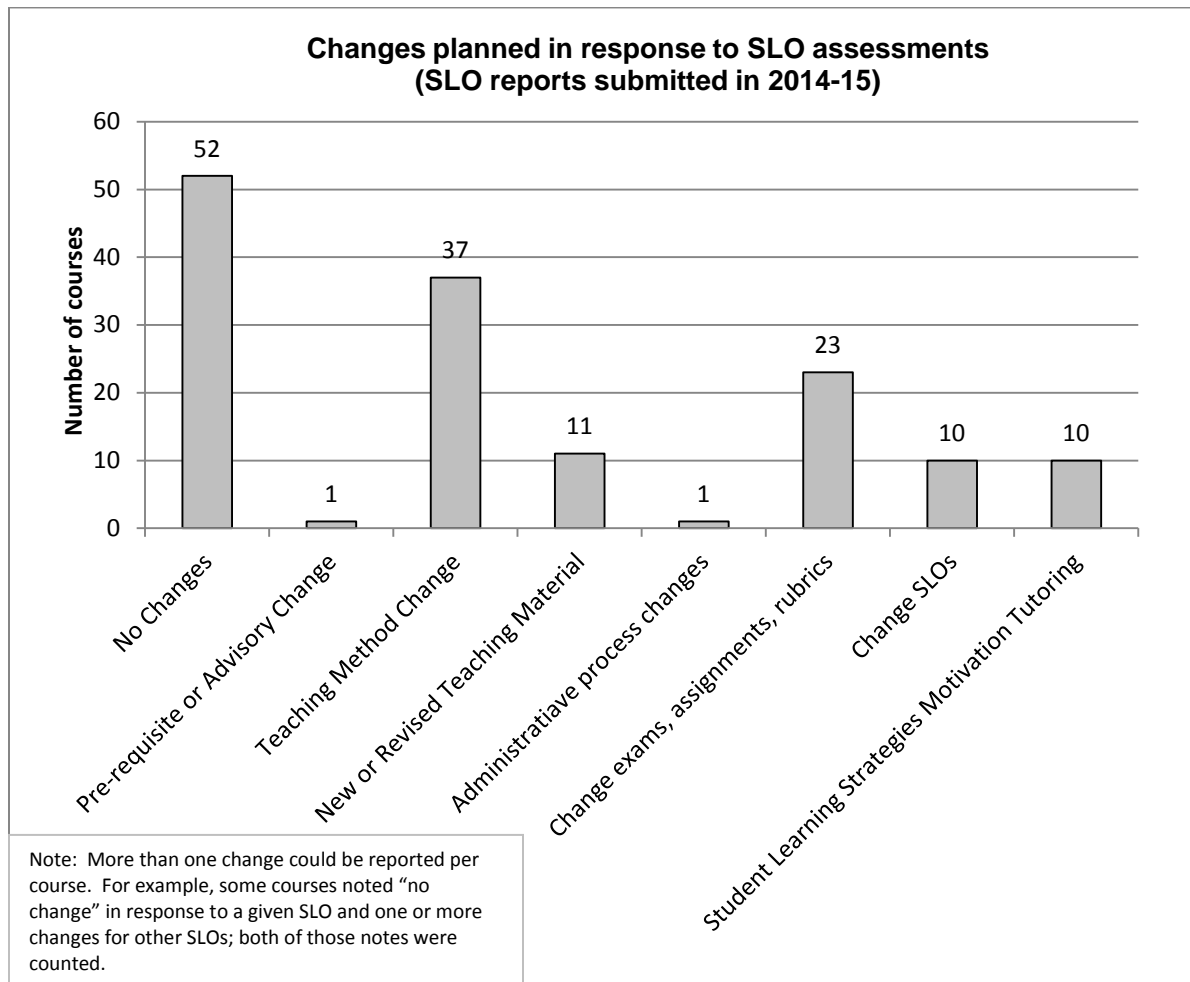


The use of these methods ensures that achievement of course SLOs is directly reflected in the grades students achieve in the courses. About two-thirds of course grades earned in the past academic year at SCC were a C or better, indicating that most students achieve the course SLOs. (For additional information see the course SLO webpage: <http://www.scc.losrios.edu/slo/course-slo/>)

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 2014 and Spring 2015.



Student Services has defined two levels of SLO:

Student Services General Learning Outcomes (SSGLOs): This term is used to refer to areas of learning that students have demonstrated knowledge of upon the completion of their educational experience in Student Services at Sacramento City College.

Student Services Area Learning Outcomes (SSALOs): This term is used to refer to any student learning outcome results from interactions with specific Student Services

department/program. Student Service Areas align their SLOs with the Student Services General Learning Outcomes (SSGLOs).

The SSGLOs are shown below:

1. Information Competency

Demonstrate the skills necessary to identify and use a variety of tools to locate and retrieve information in various formats for a variety of growth opportunities including academic, financial, personal, professional and career.

2. Life Skills and Personal Development

Take responsibility for personal growth and self-advocacy in academic, ethical, financial, personal, social, professional and career development.

3. Critical Thinking

Identify and analyze problems: creatively question, propose, analyze, implement and evaluate solutions to problems.

4. Global and Cultural Awareness

An understanding of one's own culture and its impact on others, as well as a deeper understanding of cultures other than one's own.

A survey conducted by the Workgroup showed that Student Services SLOs were being widely assessed. Assessment methods included pre/post assessments, surveys of students, data on the use of services, student self-assessment, coursework, etc. Most departments were assessing 2-4 SLOs per year.

Number of SLOs assessed per year by Student Service areas responding to the workgroup survey	
Number of SLOs assessed	
1	1 area
2-4	10 areas
5-10	4 areas
More than 10	4 areas

The assessment data is used in written reports, discussions, and planning work. For more information see the Student Services SLO Workgroup survey results at the following link:

<http://www.scc.losrios.edu/slo/student-services-slo-fall-2014-survey-responses/>

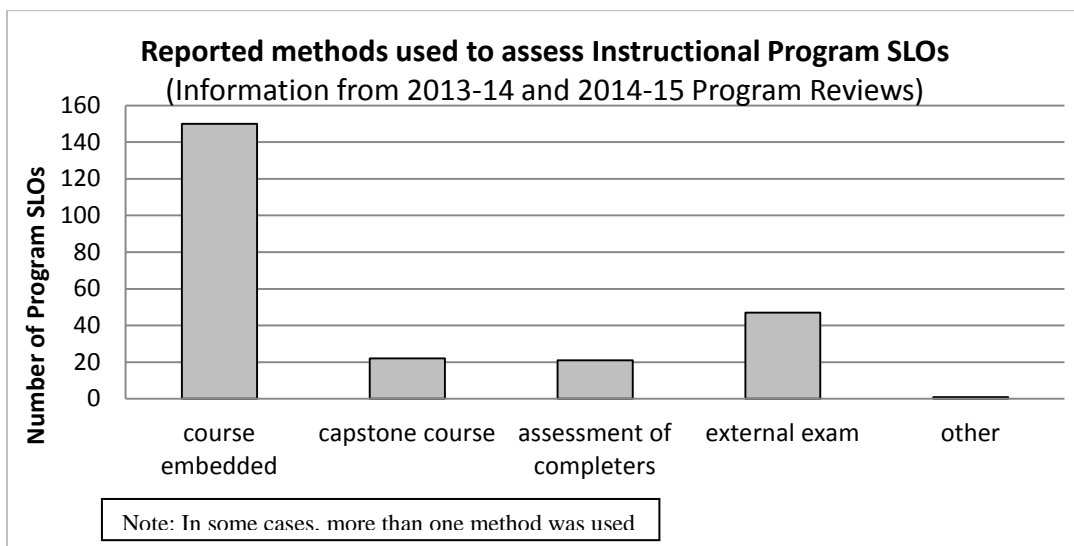
Instructional Program Student Learning Outcomes (ProLOs) are in place and assessment is being reported via the instructional program review cycle.

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 submit this matrix.

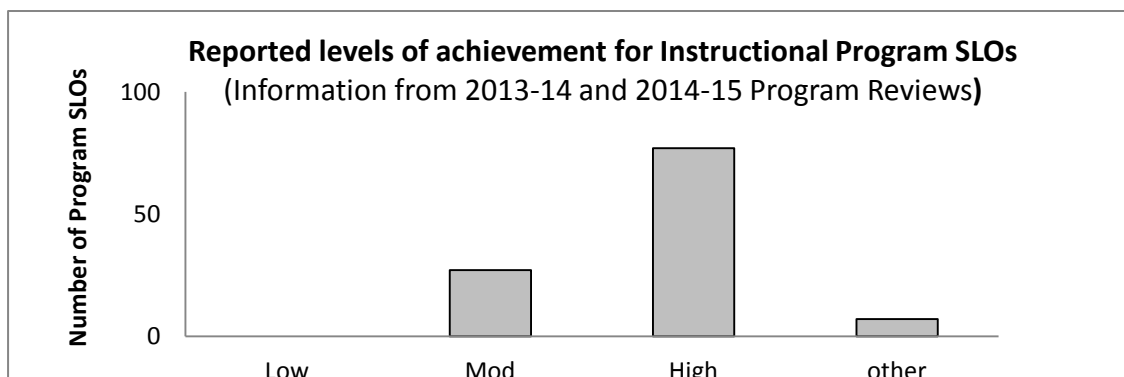
ProLO assessment results are reported as part of Program Review. The 2013-14 and 2014-15 Program review included 204 ProLOs from 32 instructional programs. Assessments of ProLO achievement were conducted using a variety of methods, with course-embedded assessment the most common.

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.



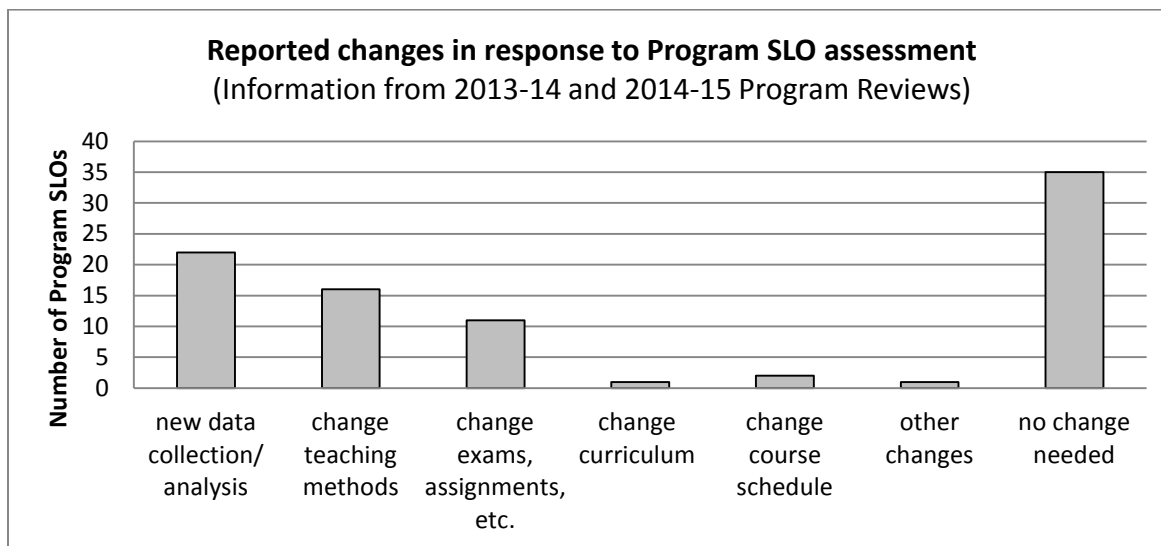
Achievement of Instructional Program SLOs is high.

No ProLOs were reported to have low levels of student achievement; the majority had high reported achievement levels. (Not all programs in the 2013-14 and 2014-15 academic years reported the level of achievement for each ProLO.)



Departments use this information to make needed changes.

Departments reported a variety of changes in response to ProLO assessment. The most common types of planned changes were new data collection or analysis, changes to teaching methods, and changes to exams or assignments.



Achievement of General Education Student Learning Outcomes (GELOs) Outcome is moderate to high

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

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

In Fall 2014, 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.

All GE areas showed more course reporting High + Moderate achievement than Low achievement. For SLOs with moderate and low success, plans for follow-up changes were reviewed. 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>