

# Institutional Effectiveness Reports Fall 2016

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Together*

*Pursuing  
Excellence*

*Inspiring  
Achievement*



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

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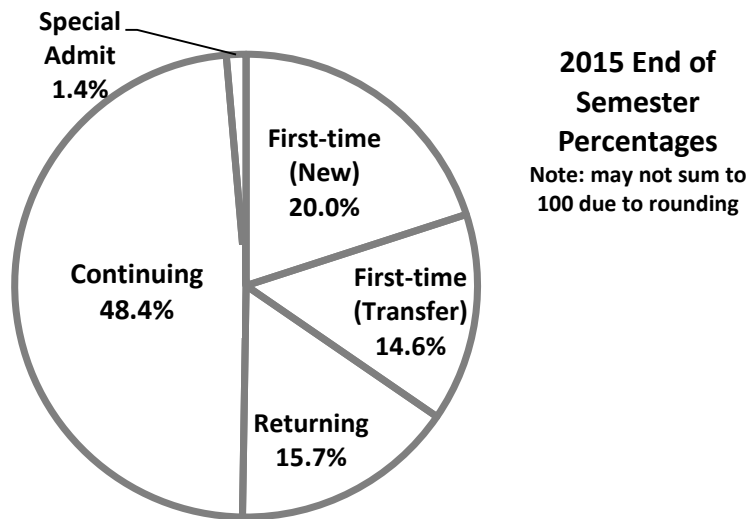
Sacramento City College seeks to create a learning community that celebrates diversity, nurtures personal growth and inspires academic and economic leadership.

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# SCC Factbook Report

## Snapshot of the 2015-16 SCC Student Population

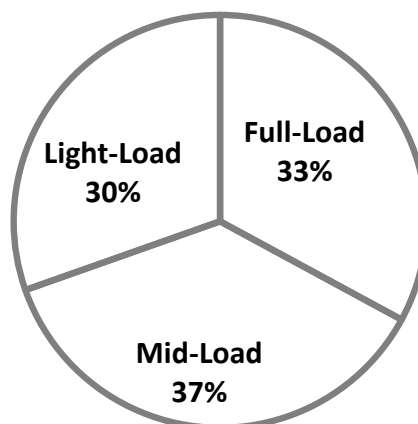
**In Fall 2015, the end-of-semester enrollment at SCC was 23,229 students—slightly lower than 23,966 in Fall 2014. Almost half of these were continuing students. There were also substantial numbers of new first-time students, new transfer students and students returning to SCC after a gap in enrollment.**



*Source: LRCCD, EOS Research Database files*

**SCC students are primarily taking part-time unit loads, with only 33% taking 12 or more units in Fall 2015.**

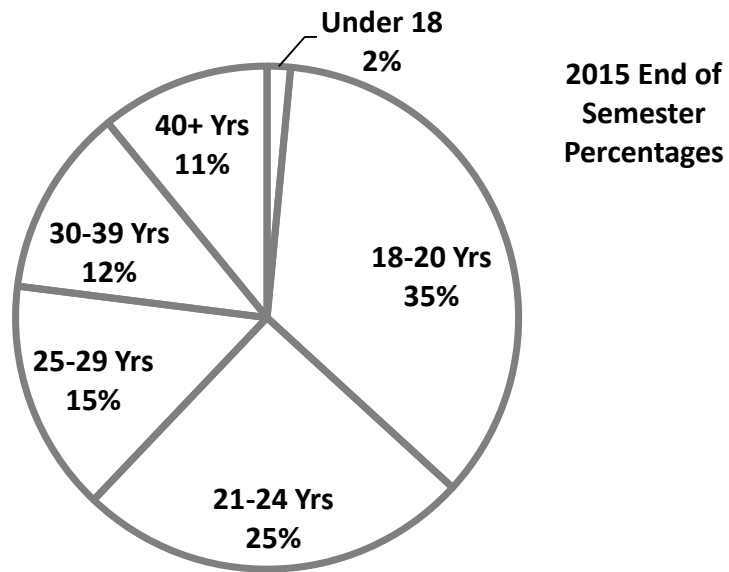
**Fall 2015 Student Unit Load**  
(light <6units, mid>6<12 units, full >=12 units)



*Source: LRCCD, EOS Research Database files*

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

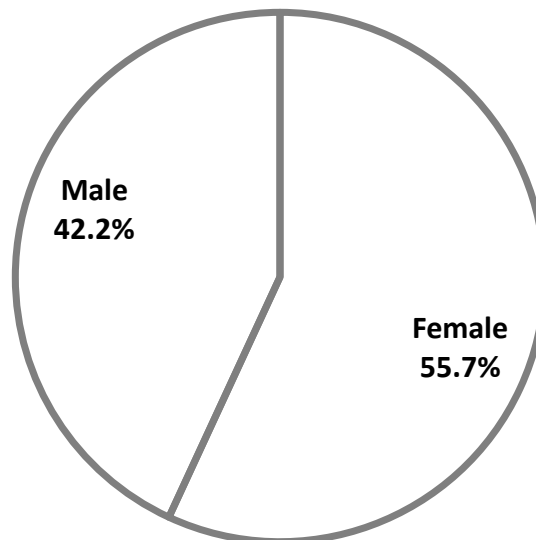
**Fall 2015 SCC Student Age Group Distribution**



*Source: LRCCD, EOS Research Database files*

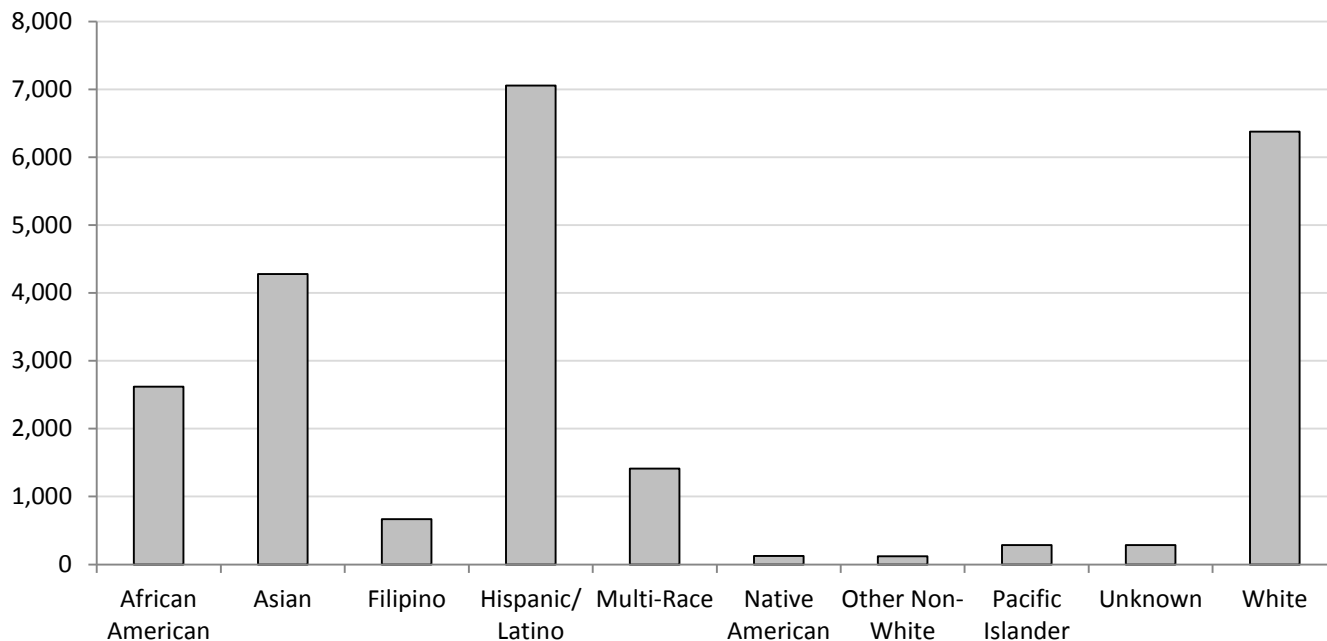
**More women than men attend SCC.**

2015 End of Semester Percentages



*Source: EOS Profile Data*

**SCC has an ethnically diverse student population, with no racial/ethnic group making up over 30% of the student body in Fall 2015.**

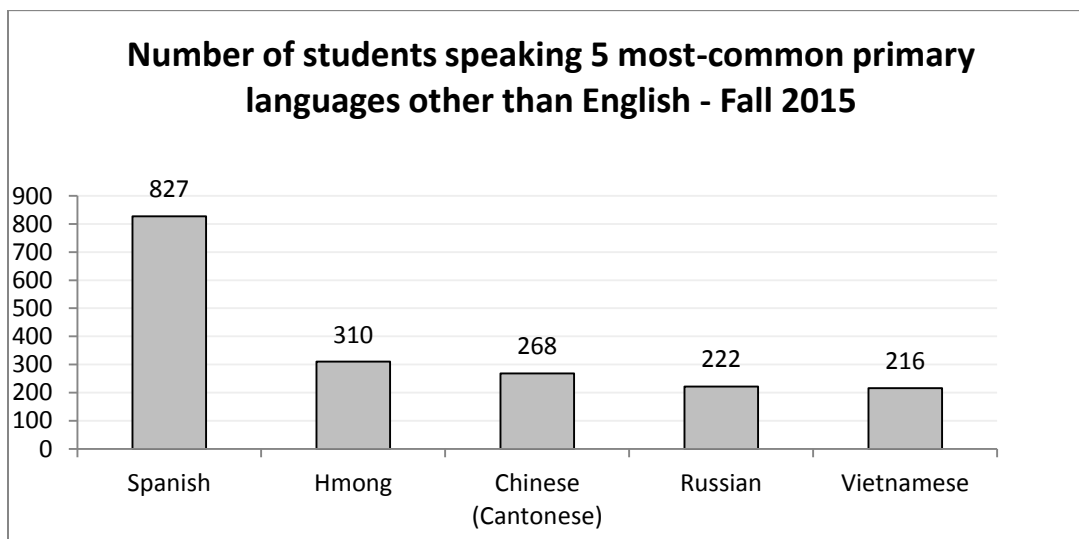


**SCC Student Ethnicity Profile Fall 2015**

Fall	African American		Asian		Filipino		Hispanic/Latino		Multi-Race		Native American		Other Non-White		Pacific Islander		Unknown		White	
2015	2,620	11.3%	4,278	18.4%	668	2.9%	7,055	30.4%	1,414	6.1%	126	0.5%	119	0.5%	286	1.2%	285	1.2%	6,378	27.5%

Source: EOS Profile Data

**Approximately 15% 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 = 478).**



Source: LRCCD, EOS Research Database files

**In Fall 2015 the most commonly listed majors for first-time in college students were business, general education transfer, and biology (accounting for 27% of new students).**

**Top 10 Major Areas of Study – First-time in College Students  
Fall 2015**

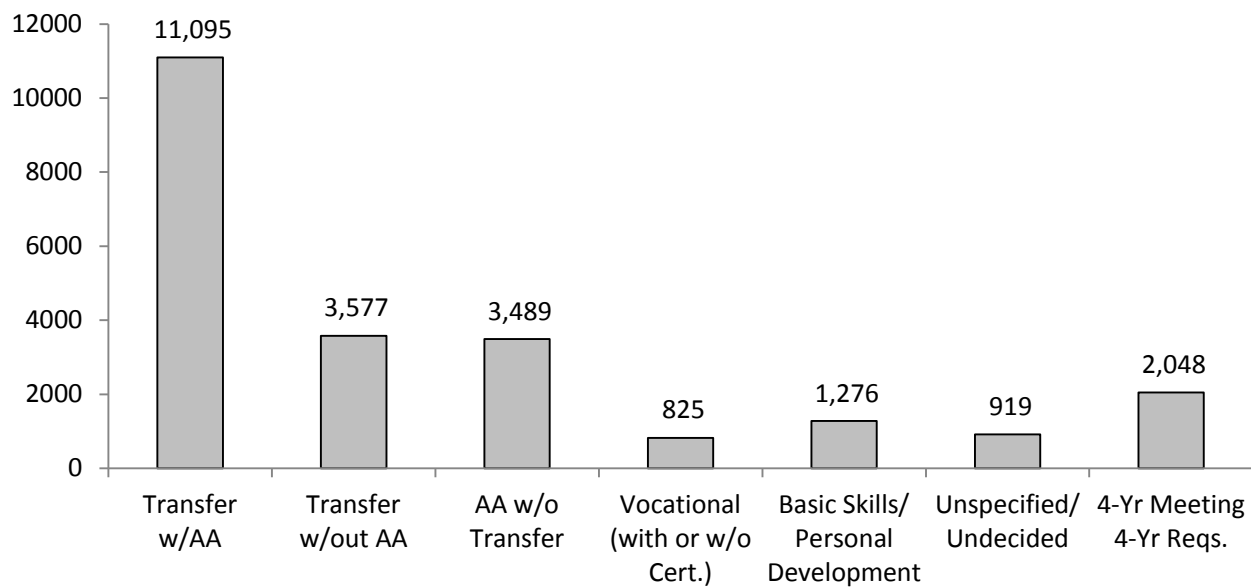
2015	# of Students
Business	321
General Ed/ Transfer	304
Biology	223
Nursing (RN)	189
Administration of Justice	174
Engineering	149
Psychology	133
Computer Science	102
Kinesiology	86
Early Childhood Education	73

**Notes:** 1) The single largest category in Fall 2015 is "Undecided" (461 students); 2) Data not comparable to the Fall 2014 First-time Freshman slide. "First time in college" student data used to align with SSSP definitions; 3) The data from 2014 forward is not comparable to earlier years because area of study was added as a variable and is only available at the end of semester.

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 2015**



Source: LRCCD, EOS Research Database files

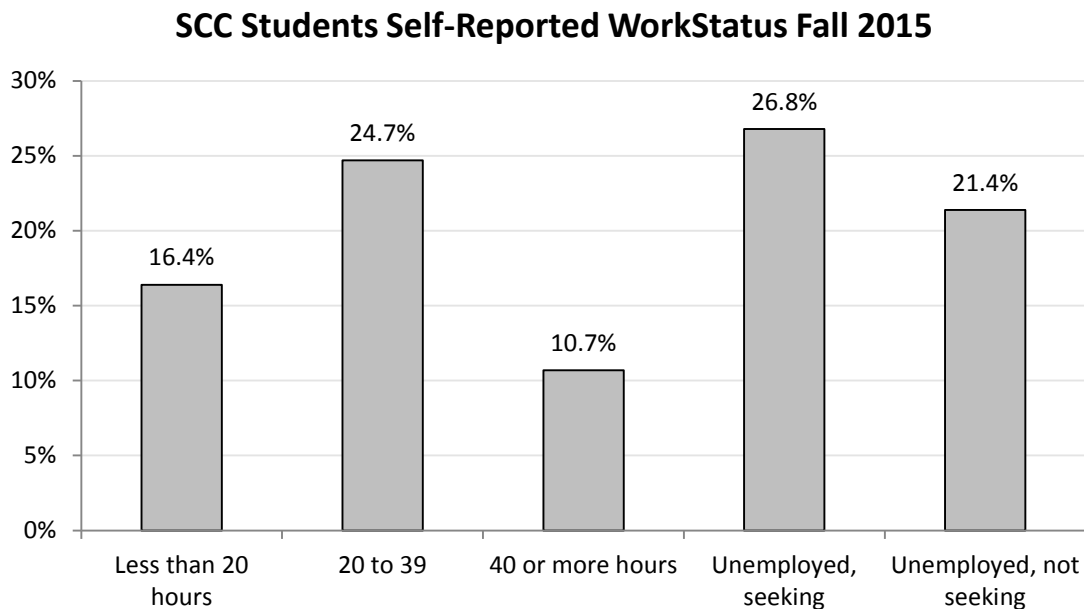
**While a high percentage of SCC students come from many areas across the Sacramento region, the top zip codes account for almost half of students.**

<b>SCC student home zip codes Fall 2015</b> Source: EOS Profile Data			
<b>Top Zip Codes</b>	<b>Location/Post Office Name</b>	<b>2015</b>	<b>% of Total</b>
95822	Land Park	1,414	6.1
95823	Parkway	1,317	5.7
95691	West Sacramento	1,081	4.7
95831	Pocket / Greenhaven	1,075	4.6
95820	Oak Park / Fruitridge	1,019	4.4
95828	Florin	892	3.9
95616	Davis	864	3.7
95824	Colonial	794	3.4
95826	Perkins	744	3.2
95758	Elk Grove	742	3.2
95624	Elk Grove	646	2.8
95818	Broadway / Upper Land Park	621	2.7
Total for the top zips shown above		<b>11,209</b>	<b>48.4</b>
All others student home zip codes		<b>12,020</b>	<b>52.0</b>
Total		<b>23,229</b>	<b>May not sum due to rounding</b>

**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, about 40% of them come from ten local high schools.**

<b>SCC Fall 2015 Top 10 Feeder High Schools</b> Source: EOS Profile Data		
<b>High School</b>	<b>Enrollment</b>	<b>Percent of recent HS grads</b>
C. K. McClatchy High	141	6.9
River City Senior High	135	6.6
John F. Kennedy High	123	6.0
Davis Senior High	80	3.9
Luther Burbank High	65	3.2
Hiram W. Johnson High	62	3.0
Laguna Creek High	56	2.7
Rosemont High School	48	2.3
Monterey Trail High	44	2.2
Inderkum High School	41	2.0

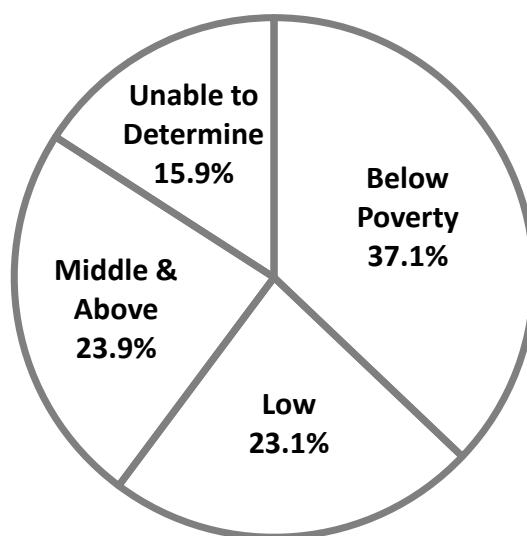
**Close to half of SCC students are employed. Almost 27% of SCC students are unemployed and are seeking work.**



*Source: EOS Profile data*

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

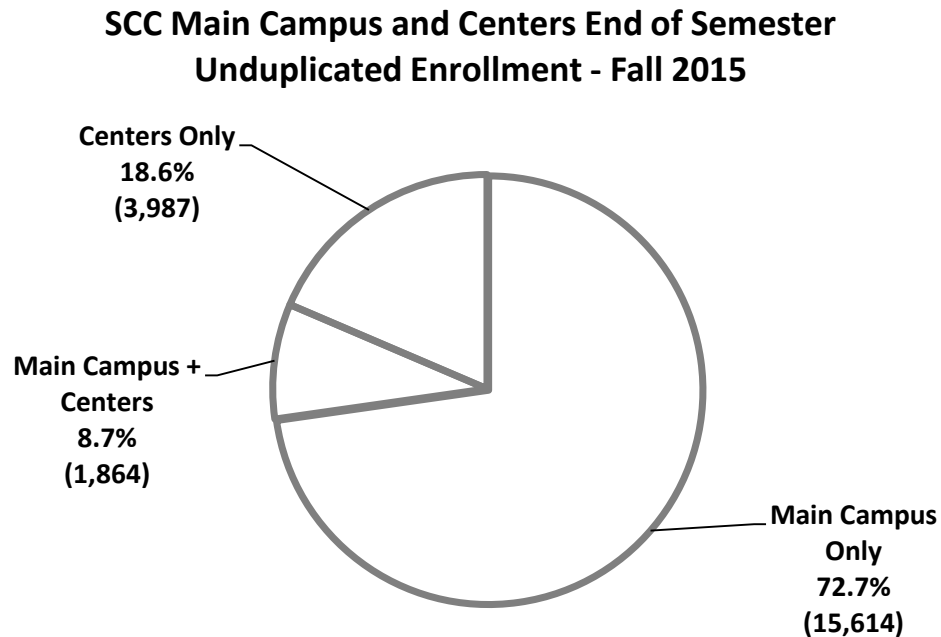
**SCC Student Self-Reported Household  
Income Level - Fall 2015**



*Source: EOS Profile Data*

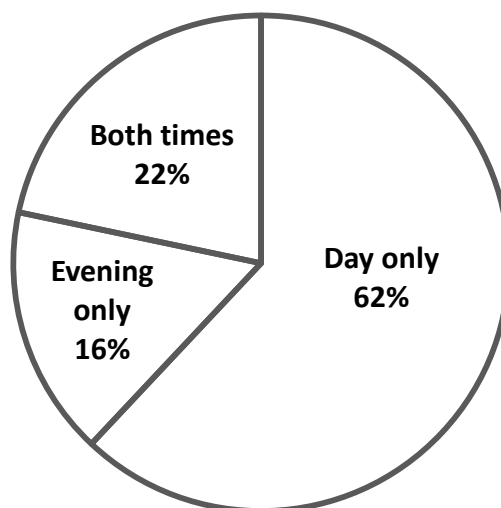


During Fall 2015, most students attended classes at the Main Campus, but over 18% took classes only at the West Sacramento or Davis Centers.



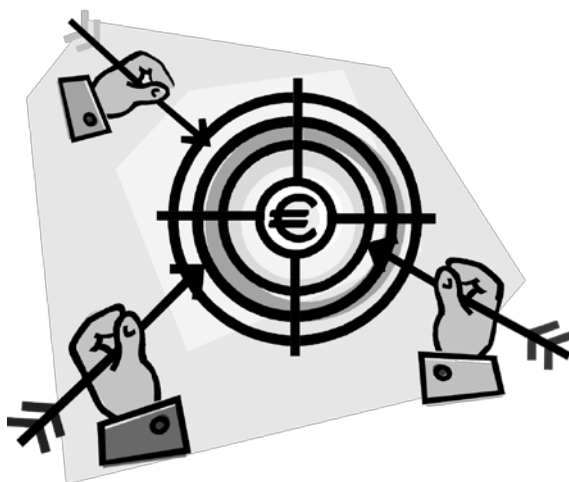
In Fall 2015, 62% of SCC students took only day classes, 16% took only evening classes and 22% took both day and evening classes.

**SCC Day and Evening Unduplicated Enrollment - Fall 2015  
(excludes solely online students)**



Source: LRCCD Transcript

**Indicators for College Goals**  
**Fall 2016**  
**Indicators for the 2015-16 College Goals**



## SCC Key Performance Indicators (KPIs)

KPIs are compared to the value (baseline, standard, or state average) that represents the college expectation for the indicator. Green circle = at or above expectation. Yellow triangle= somewhat below expectation. Red diamond= substantially below expectation.

SCC Student Metrics (PRIIE data)	Institutionally set standard	Most recent SCC value	
Overall course success (Fall semesters)	63%	66%	●
Fall to Fall Persistence at SCC	37%	44%	●
Transfers to UC/CSU per year	700	735	●
Degrees awarded per year	1,000	1582	●
Certificates awarded per year	350	479	●
CTE Perkins employment rates	60-75%	14 of 26 exceed standard	◆
CTE licensure exam pass rates	80%	20 of 22 exceed standard	▲

CCCCO State 2016 Scorecard Student Metrics	State average	Most recent SCC cohort	
Completion rate	47%	47%	●
3-semester persistence rate (at any community college)	73%	76%	●
Earned 30+ units (at any community college)	68%	61%	◆
CTE completion metric	51%	56%	●
Skills-builder median earning change	15%	15%	●
<i>Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within 3 years of entering college. Students are followed for 6 years.</i> <i>Completion = Completed a degree, certificate or transfer-related outcome within 6 years of starting college.</i>			

Enrollment Metrics	2015-16	5 year change	
Fall End of semester headcount (PRIIE data)	23,229	-3%	▲
Annual headcount (CCCCO data)	32,525	-8%	◆
<i>Data sources: PRIIE EOS profile data files</i> <i>CCCCO data: <a href="http://extranet.cccco.edu/Divisions/StudentServices/Transfer/Resources/TransferData.aspx">http://extranet.cccco.edu/Divisions/StudentServices/Transfer/Resources/TransferData.aspx</a></i>			

College Process Measures (PRIIE data)	SCC baseline value	Most recent SCC value	
Percent of unit plan objectives fully or partially accomplished	70% (2014-15)	66% (2015-16)	▲
Percent of employees reporting moderate to high engagement with college decision-making	70% (2011)	64% (2014)	◆
Percent of active courses with ongoing SLO assessment	77% (2011-12)	95% (2015-16)	●

# College 2015-16 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 FOR GOAL A:

Core indicators are compared to the value (baseline, standard, or state average) that represents the college expectation for the indicator. Green circle = at or above expectation. Yellow triangle= somewhat below expectation. Red diamond= substantially below expectation.

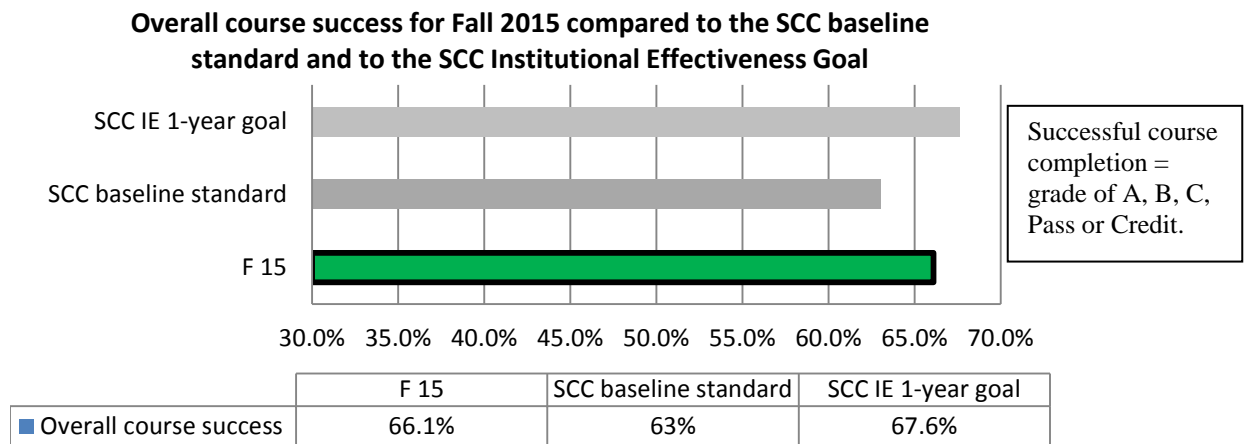
SCC Student Metrics (PRIE data)	F 11	F 12	F 13	F 14	F15	SCC baseline standard	
Overall course success	69%	67%	66%	66%	<b>66%</b>	63%	●
Fall-to-Fall persistence rate at SCC	40%	43%	42%	42%	<b>44%</b>	37%	●
<i>Notes:</i> Key indicator values are rounded to the nearest percent Successful course completion 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.  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.							

CCCCO Student Scorecard Metrics	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2009-2010 State average	
Remedial English progression	37%	36%	39%	38%	<b>38%</b>	45%	◆
Remedial Math progression	21%	21%	21%	21%	<b>24%</b>	33%	◆
Remedial ESL progression	41%	43%	42%	43%	<b>45%</b>	29%	●
<i>Notes:</i> Key indicator values are rounded to the nearest percent Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within 3 years of entering college. Students are followed for 6 years. Remedial Progression = 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. Source: 2016 CCCCCO Student Success Scorecard							

## INDICATORS FOR GOAL A STRATEGIES:

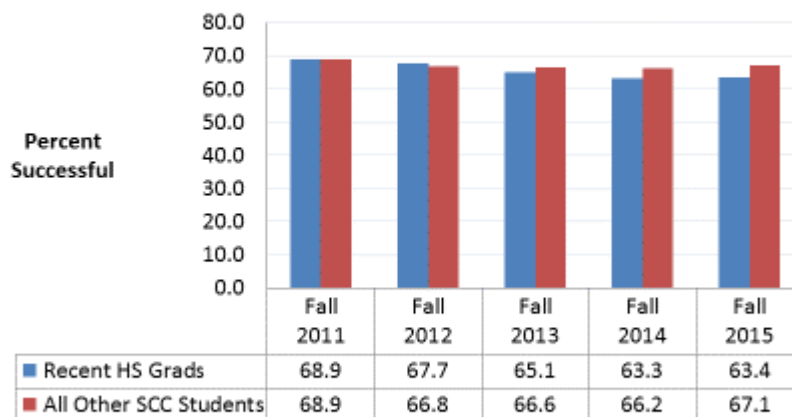
### A1. Promote the engagement and success of all students, with a special emphasis on first-year students who are transitioning to college. (KPI)

The overall course success rate for all SCC students was similar for Fall 14 (65.8%) and Fall 15 (66.1%). The overall course success rate at SCC exceeds the expected baseline standard of 63%. The SCC Institutional Effectiveness Partnership Initiative (IEPI) goal for overall course success for the 2015-16 academic year was 67.6%. The college will continue to work toward this aspirational goal in the next academic year.



Course success rate for recent HS graduates was very similar for Fall 2014 and Fall 2015.

### SCC Successful Course Completion by Recent High School Grad Status, Fall 2011 to Fall 2015 (%)



Source: EOS Research Database Files

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Differences in course success between recent high school graduates and other students are similar. There was less than 4 percentage points difference in Fall 2015.

The Spring 2016 CCSSE Survey provides evidence on the areas where student engagement with their education is highest and where it is lowest for SCC. In the areas of highest engagement, SCC meets or exceeds the overall results of the 2016 CCSSE national cohort. In the areas of lowest student engagement, SCC is well below the overall results of the 2016 CCSSE national cohort. (All information below is from the 2016 Key Findings Report provided by CCSSE.)

Areas of highest student engagement at SCC include:

- The number of books not assigned in class read by students for personal enjoyment or academic enrichment.
- The extent to which the students perceive that the college encourages them to spend significant amounts of time studying.
- The extent to which students perceive that the college encourages contact among students from different economic, social and racial/ethnic backgrounds.
- The frequency with which students use career counseling.
- The frequency with which students use tutoring.

Areas of lowest student engagement at SCC include:

- The number of times students asked questions in class or contributed to class discussions.
- The number of times students participated in a community-based project as part of a regular course.
- The number of times students discussed grades or assignments with instructors.
- The number of times that students talked about career plans with an instructor.
- The frequency with which students used computer labs on campus.

During the 2015-16 academic year SCC implemented a variety of activities that promote the engagement and success of students, with an emphasis on first-year students. The Student Success & Support Program (SSSP) plan is key to these activities. In addition, the college continues its collaborations through the Sacramento Pathways to Success. The Transfer Center participated in the Freshmen Welcome event in the Fall, presenting to over 200 students. The Student Equity Academy developed workshops for students and professors which address the engagement and success of all students.

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

SCC now has 22 Associate Degrees for Transfer, with several more awaiting CCCCCO approval. The SOCRATES reports show that in 2015-16, 394 courses and 104 programs were reviewed (SOCRATES data); 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 Student Learning Outcomes (SLOs), etc. Faculty members report plans to modify classes (e.g. teaching methods, exams, assignments) in response to SLO assessment.

College services are reviewed and modified as needed. For example, some 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.

**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. (KPI)**

The number of overall awards (degrees + certificates) increased from 2011-12 to 2013-14 and then declined slightly. These numbers exceed the SCC baseline standards of 1,000 degrees and 350 certificates awarded annually. The number of students transferring to CSU/UC declined in 2015-16, but is above the college baseline standard. The number exceeds the SCC baseline standard of 700 transfers to CSU/UC annually.

SCC metrics: (PRIE data)	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	SCC standard	SCC 10 year range
Number of degrees awarded	1,500	1,481	1,654	1,634	1582	1,000	798– 1,500
Number of certificates awarded	405	534	491	637	479	350	344–534
Number of students transferring to CSU/UC	739	958	1,095	924	735	700	728– 1,095

The SCC score on the Completion metric of the State Scorecard declined for recent cohorts; SCC is just below the state average for this metric.

SCC Completion Overall State Scorecard Metric (CCCCO 2016 Scorecard data)					
Beginning year of Cohort					
2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	State Average
57.3%	55.0%	51.8%	47.0%	47.0%	47.1%
Notes: 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 SCC 2009-2010 cohort for this metric included 2,960 students.					

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.

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* (2016 CCCCCO Scorecard)						
Metric	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	2008-09 Cohort	2009-10 Cohort	2009-10 State average
Remedial English progression	37.0%	36.2%	38.6%	38.4%	37.9%	45.4%
Remedial Math progression	20.9%	20.9%	20.6%	21.2%	23.9%	32.7%
Remedial ESL progression	40.7%	43.1%	42.3%	43.2%	44.8%	28.6%
Notes: 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.						

In Spring 2016, SCC received a Basic Skills Transformation Grant which will allow the college to implement a number of key changes beginning in Fall 2016.

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

SLOs are the same for a given course at all locations and through all modalities. Course success for courses delivered more than 50% online is very similar to the overall SCC rate.

Course Success by Modality From PRIE planning data website	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Courses more than 50% online	63.7%	66.6%	64.2%	64.1%	64.3%	63.7%
SCC Overall	66.7%	68.7%	66.5%	66.4%	65.5%	66.1%
Notes: Online course/section = 51% or more of the instruction time through the internet.  Successful course completion = grade of A, B, C, Pass or Credit.						

Equivalent services are available for both on-campus and distance education (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.

The SCC Distance Education Academic Senate subcommittee regularly discusses how college processes might be improved to support DE students. The 2016-17 Distance Education Program Plan reflects that review and discussion. In Spring 2016, online tutoring services expanded substantially.



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

<b>Successful Course Completion* by SCC Location (PRIE data)</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>
Davis Center Courses	68.5%	68.7%	63.5%	66.1%	65.5%	66.0%
West Sacramento Center Courses	72.0%	70.3%	65.3%	65.3%	64.9%	65.9%
SCC Overall	66.7%	68.7%	66.5%	66.4%	65.5%	66.1%
<i>Notes: Successful course completion = grade of A, B, C, Pass or Credit.</i>						

Equivalent services are available for students at the Centers and outreach locations, and both on and off the main campus.

#### **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 (CAC), which works with faculty across the disciplines to enhance classroom instruction. The work of the CAC was commended by the 2015 Accrediting Commission for Community and Junior Colleges (ACCJC) visiting team.

SCC has a strong staff development program related to effective teaching for a diverse student body. The work of the Teachers for Equity, the Village, and the Community of Care are especially notable in this area.

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

Currently there is a substantial gap in course success rates between racial/ethnic groups of students. This gap has been fairly steady over the past few years.

<b>Percentage point gaps in Successful Course Completion (PRIE data)</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>
Gender	2.8	1.5	2.1	2.7	1.0
Race/ethnicity	20.2	19.8	20.2	21.2	22.7
Age	6.4	6.4	3.5	5.3	4.8
<i>Notes: Successful course completion = grade of A, B, C, Pass or Credit. Gap = highest group minus lowest group</i>					

The Student Equity Plan implements practices and activities designed to reduce achievement gaps in student success. The Student Equity Academy has been developed and has begun

meeting; this community of practice is charged with improving outcomes for students who have historically experienced disproportionate impacts in academic success.

The Sacramento Pathways project is a joint effort of Sacramento City Unified School District (SCUSD), SCC, and California State University, Sacramento (CSUS). One of the goals of the SCC Pathways project 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.

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

Nearly all active courses and the great majority of instructional and student service programs have ongoing SLO assessment. SLO assessment is also reflected in SCC's unit planning, showing that changes are being made at the unit level based on SLO assessment. Most of the objectives that used SLO data were fully or partially accomplished during the 2015-16 academic year.

<b>Use of SLO assessment data</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
Percent of Unit Plan objectives linked to SLO data	13%	18%	17%	15%	10%
Percent of active courses with ongoing SLO assessment	77%	86%	94%	94%	95%
Percent of instructional programs with ongoing SLO assessment	47%	47%	65%	86%	86%
Percent of student services areas with ongoing SLO assessment	100%	100%	86%	100%	100%
<i>Source: SLO Coordinator files, ACCJC Annual Report</i>					

The Student Learning Outcomes Assessment Committee has been very active. A new online data entry portal for course SLO assessment results is in use.

Student Services areas and instructional departments use SLO assessment to identify and implement changes. Instructional departments use the results of SLO assessment to modify teaching methods, choose new course materials, modify curriculum, etc.

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

The SSSP and Student Equity plans function together as a 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. In the next academic year, the SSSP, Student Equity, and Basic Skills Initiative plans will be combined into one master plan.

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

**A10. Ensure that students have opportunities to be involved in a range of co-curricular activities.**

The CCSSE survey shows that from 2012 to 2016 there was a slight increase in students participating in college-sponsored activities.

CCSSE Responses		2012 %	2014 %	2016 %
About how many hours do you spend in a typical 7 - day week <b>participating in college-sponsored activities</b> (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)?	None	87	81	79
	1 to 10	12	15	17
	11 or more	1	4	4

The Student Associated Council (SAC) has been very active in engaging students. The ACCJC visiting team report included a commendation related to the work of the SAC.

SCC has 18 intercollegiate sports teams with approximately 500 student athletes. The athletics department communicates a wide variety of information related to these teams.

## 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 FOR GOAL B:

Core indicators are compared to the college expectation (baseline, standard, or state average) for the indicator. Green circle = at or above expectation. Yellow triangle= somewhat below expectation. Red diamond= substantially below expectation.

SCC Completion Metrics:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	SCC standard	
Degrees awarded	1,500	1,481	1,654	1,634	1582	1,000	●
Certificates awarded	405	534	491	637	479	350	●
Students transferring to CSU/UC	739	958	1,095	924	735	700	●
Data sources: LRCCD Awards File ; CCCCCO data: <a href="http://extranet.cccco.edu/Divisions/StudentServices/Transfer/Resources/TransferData.aspx">http://extranet.cccco.edu/Divisions/StudentServices/Transfer/Resources/TransferData.aspx</a> Note: Key indicator values are rounded to the nearest percent.							

CCCCO 2016 Scorecard Metrics:	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	2008-09 Cohort	2009-10 Cohort	State average	
Completion rate, all students in cohort	57%	55%	53%	48%	<b>47%</b>	47%	●
CTE Completion rate	55%	56%	59%	54%	<b>56%</b>	51%	●
3-semester persistence rate (at any community college)	78%	77%	76%	76%	<b>76%</b>	73%	●
Earned 30+ units	60%	60%	62%	62%	<b>61%</b>	68%	◆
Notes: Key indicator values are rounded to the nearest percent. Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within 3 years of entering college. The 2009-10 SCC cohort included 2,960 students. 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. Source: 2016 CCCCCO Student Success Scorecard							

Enrollment Metrics	2011-12	2012-13	2013-14	2014-15	2015-16	5 year change	
Fall End of semester headcount (PRIIE data)	23,887	24,828	23,913	23,966	<b>23,229</b>	-3%	▲
Annual headcount (CCCCO data)	35,554	34,389	33,229	33,029	<b>32,525</b>	-8%	◆
Annual FTES (CCCCO data)	16,775.9	16,213.1	15,899.5	15,720.2	<b>15,534.9</b>	-7%	◆
Data sources: PRIIE EOS profile data files CCCCCO data: <a href="http://extranet.cccco.edu/Divisions/StudentServices/Transfer/Resources/TransferData.aspx">http://extranet.cccco.edu/Divisions/StudentServices/Transfer/Resources/TransferData.aspx</a> Note: Key indicator values are rounded to the nearest percent.							

## **INDICATORS FOR GOAL B STRATEGIES**

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

New courses and programs are revised and developed as needed. In 2015-16, 394 courses and 104 programs were reviewed (SOCRATES data). New Associate's Degrees for Transfer have been developed.

Several new pathways for Career Technical Education (CTE) students have been implemented at SCC including the CAP, CRANE, and STREAM initiatives.

The SSSP plan for 2015-16 is being implemented. Additional staff have been hired, interventions are being developed, and professional development is being provided.

SCC has received and is implementing a Hispanic-Serving Institutions (HSI) grant. This will allow us to better serve the growing Hispanic community.

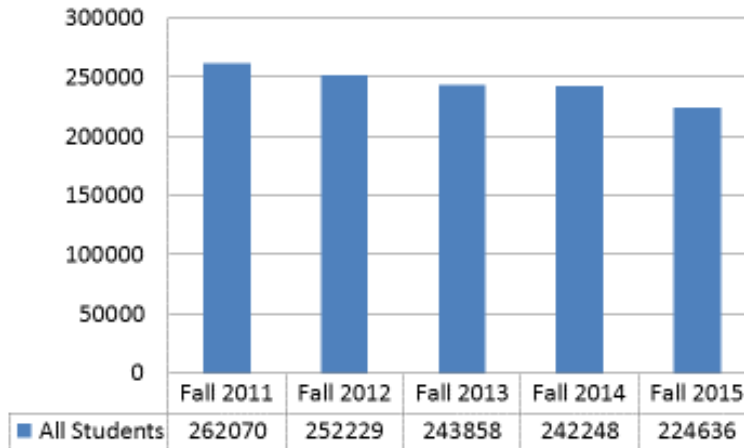
SCC partners with SCUSD and CSUS on a project called Sacramento Pathways to Success. The intent of this K-12 and post-secondary higher education partnership is to provide all students and their parents and families with a seamless local educational pathway from high school through college to career. Activities involved with the effort include additional advising and educational planning services, as well as events to help students transition throughout their education, like Senior Saturdays, Summer Success Academy, and New Student Workshops.

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

Quantitative and qualitative data are used across the college to improve enrollment management processes. For example, the use of college and district data to identify enrollment trends resulted in some courses being scheduled in eight-week blocks for Fall 2015. The Education Master Plan has been revised and updated. The Planning, Research & Institutional Effectiveness (PRIE) Office provides enrollment information on an ongoing basis for all instructional areas.

SCC enrollment has been declining in recent years. Overall enrollment was down slightly for Fall 2015 compared to Fall 2014. There were 4,648 first time new students and 11,231 continuing students enrolled in Fall 2015. Most recent available data show that enrollment for Fall 2016 is lagging behind that of Fall 2015.

## Enrollment Trends by EOS WSCH Fall 2011 to 2015

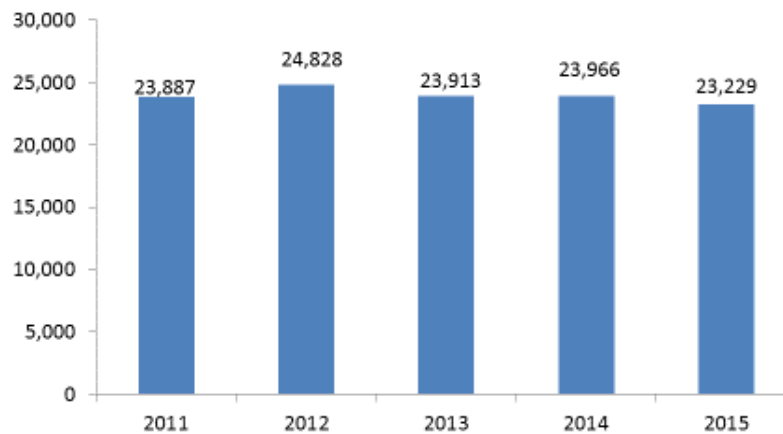


Source: EOS 320 Report  
(Beginning with 2016 report, shows actual rather than projected)

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Sacramento City College  
Office of Planning, Research & Institutional Effectiveness

## Enrollment Trends by End of Semester Headcount Fall 2011 to Fall 2015



Source: EOS Profile Data Files

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Sacramento City College  
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The SCC Enrollment Management Team has begun extensive efforts to increase semester-to-semester retention and reduce barriers to student enrollment. During the 2015-16 Winter Break, administrative offices from across the college made phone calls to those Fall 2015 students who had not enrolled for Spring 2016 to encourage them to continue their education by returning to SCC for Spring 2016.

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

CCSSE 2016 data indicate that overall respondent scores on the CCSSE benchmarks are down slightly compared to the 2014 survey. However, on the 2016 survey, the mean scores for respondents with 30 or more units are higher than for respondents with fewer units, indicating that student engagement with their studies increases as they progress in their education at SCC.

*Community College Survey of Student Engagement – Sacramento City College (2016 Administration)*

**2016 Benchmark Scores Report - Main Survey**

Breakout by Credit Hours Earned [Weighted]

2016 CCSSE Benchmarks SCC	0 to 29	30+ Credits	
Benchmark	Score	Score	Difference
Active and Collaborative Learning	42.4	51.0	8.6
Student Effort	44.3	49.4	5.1
Academic Challenge	44.7	52.8	8.2
Student-Faculty Interaction	42.9	49.2	6.3
Support for Learners	46.8	52.4	-.6

SCC has developed a variety of ways to disseminate information to students and engage them with the college. The college effectively communicates with students. For example:

- The 2015 report of the accreditation visiting team included a commendation for the library website developed for student use.
- Signs were used across campus to remind students to “Save your Spot” for Spring 2016.
- During the Fall 2015 Semester personal emails were sent to all students concerning Los Rios Measure A, participation in accreditation meetings, participation in Study Abroad opportunities and the new Grad Guru mobile app.
- Numerous personal emails were sent to all students in the immediate aftermath, and up to six weeks after, the on-campus shooting incident of September 3, 2015.

The SSSP plan for 2015-16 is being implemented. Additional staff have been hired, interventions are being developed, and professional development is being provided. The Essential Support Teams in English, ESL, and Math (ESTEEM), a recently-implemented Basic Skills Initiative activity, combines instruction, student support services, and supplemental instruction to provide students taking basic-skills courses with structured support to help them be successful in their coursework and better navigate the college system.

**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. Based on the SSSP plan, additional classified staffing (temporary and permanent) are being added to provide initial follow-up with new first-time-in-college (FTIC) students that have not completed Orientation, Assessment, and Counseling/Educational Planning services. These students will be required to complete these services prior to the next registration. In addition, staff will conduct follow-up studies to determine why applicants who completed one or more of these components did not subsequently enroll. At each key point of the matriculation process where students did not continue, follow-up contact is now being done either by phone call or email. Follow-up services include the utilization of supplemental materials, referrals to a particular resource or department, and contact information.

As already stated, the SSSP plan for 2015-16 is being implemented. Additional staff have been hired, interventions are being developed, and professional development is being provided. In order to increase the number of students using services and resources, the SSSP and Student Equity plans have supported the creation of “The Village.” The Village is a collaborative home base and initial student point of entry for programs such as EOPS, CalWORKs, DSPS, UMOJA, RISE and PUENTE.

**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.).**

Construction and modernization projects are proceeding in a timely manner. For example:

- The Rodda Hall North 3<sup>rd</sup> Floor Modernization Project has been completed.
- Davis Center Phase 2 (New) Construction Project will provide 15,806 additional square feet of Classroom, Faculty Offices, Computer Labs, and other assignable space at the end of construction. This project is currently on schedule and is slated to begin site construction in June 2016.
- The Veterans Resource Center has moved to a new and improved location.
- The Mohr Hall Modernization (New) Construction Project will provide 18,048 additional square feet of Classroom, Faculty Offices, and other assignable space at the end of construction. This project is slated to begin site construction in June 2017.

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. The Information Technology Program Plan establishes a replacement plan, 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.).**

SCC has a range of effective partnerships with external partners. These include Sacramento Pathways to Success, the CCSSE/NSSE Engaging Latino Students project, the 2+2+3 Law School Partnership, CAP, CRANE, STREAM, etc.

SCC students continue to benefit from the work of the Career Center. 2016 licensure exam pass rates for SCC CTE students are high, and nearly all exceed the college-set standards.

Many CTE programs exceed the college-set standards for Perkins employment rates. A number of programs have fallen below the college-set standards for Perkins employment; this was an item of discussion for the College Strategic Planning Committee this spring.

Employment metrics	SCC Baseline Standard	Most Recent Value
CTE Perkins employment rates (varies by program, CCCCCO data)	60-75%	14 of 26 exceed standard
CTE licensure exam pass rates (departmental data)	80%	20 of 22 exceed standard
Skills-builder median earning change (CCCCO data)	N/A	+15.4%

**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/middle schools and CSUS to align curriculum around the English, Reading and Writing Curriculum (ERWC). 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.

SCC metrics:	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	SCC standard	SCC 10 year range
Number of degrees awarded	1,500	1,481	1,654	1,634	1582	1,000	798–1,654
Number of certificates awarded	405	534	491	637	479	350	344–637
Number of students transferring to CSU/UC	739	958	1,095	924	735	700	728–1,095
<i>Source: PRIE data</i>							

State Scorecard metrics:	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	2008-09 Cohort	2009-10 Cohort	State average
Completion rate, all students in cohort	57.1%	55.0%	52.8%	48.2%	47.0%	47.1%
Completion rate, college-prepared students	75.7%	74.1%	69.9%	67.9%	67.6%	70.0%
Completion rate, unprepared students	51.1%	49.3%	47.5%	42.4%	40.2%	39.6%
<p><i>Notes:</i>  Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within 3 years of entering college. The 2009-10 SCC cohort included 2,960 students. 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.</p> <p>Source: 2016 Student Success Scorecard (<a href="http://scorecard.cccco.edu/scorecard.aspx">http://scorecard.cccco.edu/scorecard.aspx</a>)</p>						

State Scorecard metrics show that SCC students are persisting in college at a rate higher than the state average, but accumulating units relatively slowly. The 3-semester persistence rate in the California Community College 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.

CCCCO Student Scorecard Metrics (2016 Scorecard)	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2009-2010 State average
3-semester persistence rate (at any community college)	77.6%	77.5%	76.2%	75.6%	75.8%	73.4%
Earned 30+ units (at any community college)	60.1%	59.6%	62.3%	62.0%	60.9%	67.6%
<p><i>Notes:</i>  Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within 3 years of entering college.  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 California Community College System.</p>						

College completion, as measured by the State Scorecard metric, is much lower for students who enter SCC unprepared for college work than for those students who are prepared for college. There is very little gap between male and female students on the CCCCCO State Scorecard Completion metric. However, there are substantial gaps between students of different race/ethnicity and age. There is also a substantial gap between those students prepared for college-level work and those who were unprepared when they started college.

<b>Percentage Point Gaps in State Scorecard Completion Metric *</b> Rate of highest group minus rate of lowest group (CCCCO 2016 Scorecard data.)				
	<b>2006-07 cohort</b>	<b>2007-08 cohort</b>	<b>2008-09 cohort</b>	<b>2009-10 cohort</b>
Gender	4	0	1	3
Race/Ethnicity	38	33	30	32
Age group	26	34	22	24
College preparation (prepared/unprepared)	25	22	26	27
Economic Disadvantage	22	24	22	28
<i>*Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within 3 years of entering college. Completion = completed a degree, certificate or transfer-related outcome within 6 years of starting college at SCC.</i>				

For the 2009-10 cohort, the lowest achieving groups for areas with large achievement gaps in the scorecard completion metric were:

- African-American
- Students 20 to 24 years of age
- Students unprepared for college
- Economically disadvantaged students


Key supporting activities (leading indicators) include:


- Implementation of the SSSP Plan is underway.
- Allied Health Learning Community (AHLIC) is a defined education plan which provides a clear two- to three-year pathway to a variety of Allied Health career programs and Associate in Science (A.S.) Degrees in Biology or Nutrition.
- The Associate Vice President of Instruction (AVPI) for CTE is working with health professions and New Technology 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, CAP and STREAM grants.


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



**CORE INDICATORS FOR GOAL C:**

Core indicators are compared to the value (baseline, standard, or state average) that represents the college expectation for the indicator. Green circle = above expectation. Yellow triangle= at or near expectation. Red diamond= substantially below expectation.

<b>College Planning Processes</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-16</b>	<b>Expectation</b>	
95% or more of division unit plans completed by deadline	Yes	Yes	Yes	<b>Yes</b>	Yes	

<b>Budget Metric</b>	<b>2015-16 Mid-year</b>	<b>Projected 2016-17</b>	<b>Projected 2017-18</b>	<b>Projected difference 2016-17 to 2017-18</b>	
VPA FY 2015-16 mid-year budget update: Total fund available	5,085,657	5,467,172	4,600,919	-2%	

<b>Employee engagement metric</b>	<b>2011</b>	<b>2014</b>	<b>SCC baseline value</b>	
Percent of employees reporting moderate-high personal engagement with college decision-making	70%	64%	70%	

<b>College process metrics (PRIIE data)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>SCC baseline value</b>	
Percent of unit plan objectives fully or partially accomplished	72%	75%	70%	66%	70%	
Percent of active courses with ongoing SLO assessment	77%	94%	94%	95%	77%	

## INDICATORS FOR GOAL C 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.**

Many college units have modified processes in order to improve effectiveness. A review of College Participatory Decision-Making processes was completed. The process for providing training for new faculty was revised to include a “New Faculty” series of workshops. Following a review of safety training, a number of active-shooter trainings were added. Numerous workshops on equity in hiring processes were held. Hiring was completed in an effective and timely manner. PRIE data show that unit plans are completed on time.

College administrative processes	2012-2013	2013-2014	2014-2015	2015-16
95% or more of division unit plans completed by deadline	Yes	Yes	Yes	Yes

Planning processes were modified as suggested by the Budget Committee. In addition, interviews with Deans, Department Chairs, and Supervisors provided input for improvement of the processes. For example, the online unit planning form was modified to provide better connections between program plans and unit plans. SSSP and Student Equity plans are now college institutional plans. A review of unit plans for 2016-17 indicates that a substantial number of unit plan objectives align with each of the three College Goals. Two thirds of Unit Plan objectives were fully or partially accomplished in the 2015-16 academic year.

2015-16 Unit Plan accomplishment – All objectives (PRIE data)	N
Not accomplished	177
Not accomplished but in progress (e.g. multiyear objectives)	43
Partially accomplished	174
Fully accomplished	256
No response	114
Total	764

2015-16 Unit Plan accomplishment - Objectives for which a response was given (PRIE data)				
	All	Aligned with Goal A	Aligned with Goal B	Aligned with Goal C
Number of objectives with responses	650	533	313	234
Percent Not accomplished	27%	23%	25%	26%
Percent .not accomplished but in progress (e.g. multiyear objectives)	7%	7%	7%	6%
Percent partially accomplished	27%	27%	29%	24%
Percent fully accomplished	39%	40%	40%	44%
<i>Note: An objective can be aligned with more than one College Goal</i>				

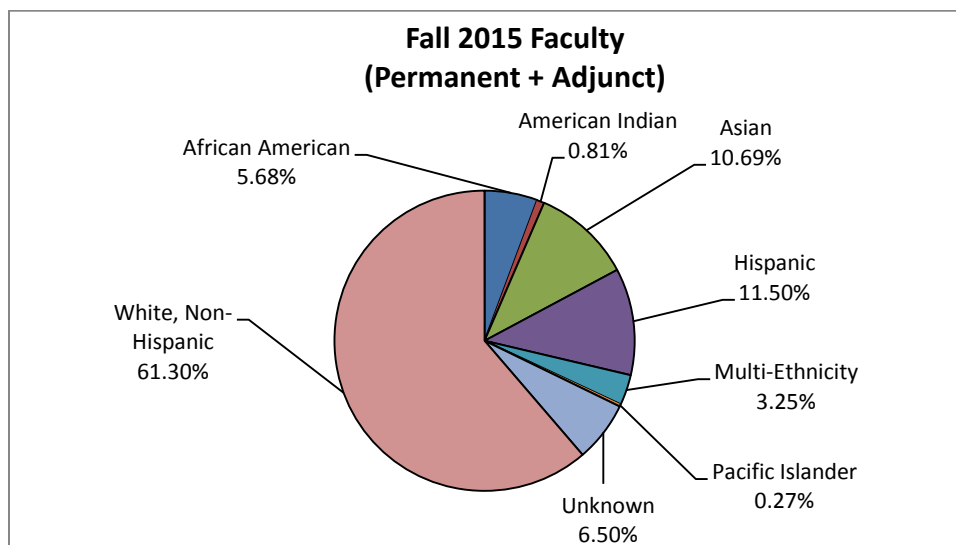
Key supporting activities (leading indicators) include:

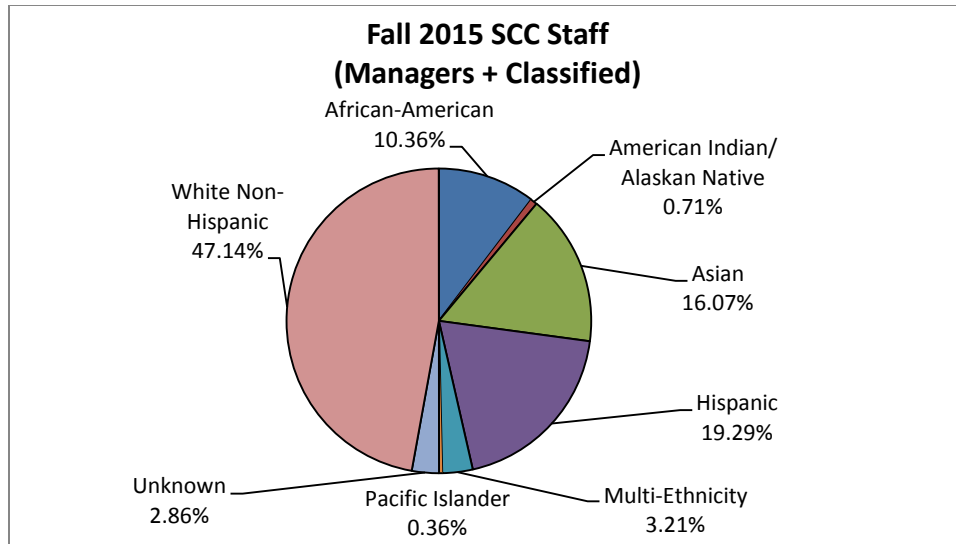
- The Staff Resource Center provided many professional development workshops.
- The Student Equity Plan includes activities related to staff development. For example, a major Equity Summit was held for college employees. An Equity Charrette was held during the spring semester.
- An analysis of unit plans for 2016-17 indicates that a substantial number of unit plan objectives align with the Student Equity and SSSP Plans.
- Communication about planning and resource allocation is provided. Individual meetings about the planning process were held with department chairs as requested. Workshops on planning and resource allocation processes were provided.

## **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. The college has implemented training on “Hiring the best for a diverse workforce” in order to support diversity in hiring.

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. For example, 61%% of SCC faculty and 47% of SCC staff are White Non-Hispanic, compared to 28% of SCC students.





Employee engagement in activities related to the diversity of students and community, and support for diversity, is a strength of SCC. The 2015 accreditation report from the visiting team included a commendation for related work by the SCC Cultural Awareness Center (CAC). Many staff development activities are related to diversity. These activities are rated very highly by attendees.

Key supporting activities (leading indicators) include:

- The Student Equity Plan includes activities related to faculty and staff effectiveness in working with a diverse student population.
- Use of the teaching demonstration process for new faculty hires is proceeding as planned.

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

The major health, wellness and safety initiative at SCC in the 2015-16 academic year was the implementation of environmental standards related to smoking on campus. In August 2016, the college will become smoke/vape/tobacco free.

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. SCC Health Services provides health education, health screening, mental health support and other services for students. Smoking cessation assistance is available through SCC Health Services.

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

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.
- Program reviews include data on student demographics, enrollment, success, SLO achievement, and achievement of degrees and certificates.
- The SCC Institutional Effectiveness Reports are utilized across the college.

A variety of data reports were provided, including the Fall 2015 Institutional Effectiveness Reports. Training related to the use of data for planning has been provided via meetings, documents, individual trainings, and flex workshops.

The college will begin a major data-based review of its Strategic Plan and overall planning process in Fall 2016.

#### **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. A Communication and Governance Survey is conducted on a periodic basis, most recently in 2014. The 2014 results show that, overall, SCC employees agree that college communication is effective. However, ratings are lower than in the 2011 survey.

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

A variety of efforts support the effectiveness of communication at SCC. College publications are consistently reviewed for possible improvement.

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

VPA metrics show that SCC is fiscally sound. Solid procedures in place have served the college well over these past several years. However, enrollment declines will result in a projected reduction in overall funding in the next years.

Budget Metric	2015-16 Mid-year	Projected 2016-17	Projected 2017-18	Projected Trend
VPA FY 2015-16 mid-year budget update: Total fund available	5,085,657	5,467,172	4,600,919	Decline

Only 13% of unit plan objectives were not accomplished because of a lack of funding, hiring constraints, or facilities constraints.



<b>Reported Reasons that 2015-16 Unit Plan Objectives Were Not Completed</b>		
<b>Reason</b>	<b>N</b>	<b>% of objectives with responses</b>
No- but in progress (Multiyear, End date not met)	43	7%
No-Facilities constraints	17	3%
No-Hiring constraints	28	4%
No-Lack of funding	40	6%
No-Other reasons	92	14%

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

The review of Participatory Decision Making (PDM) processes was completed this Spring. The taskforce has provided recommendations which will be engaged by the college in Fall 2016.

A wide array of staff development activities that promote participation in decision making, connection and collegiality at the college have been offered.

The “Celebration of Excellence” awards were included as part of the main convocation events rather than as a separate session. This ensured a greater awareness of the awards and recognition of the awardees.

**Leading indicators:**

A Participatory Decision Making (PDM) charrette was conducted during Spring semester. The PDM taskforce has finalized its report, which will be presented in Fall 2016.

## **Sacramento City College 2015-16 College Goals & Strategies**

### **SCC Goal A: Teaching and Learning**

**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 new 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 and technological 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.
- A10. Ensure that students have opportunities to be involved in a range of co-curricular activities.

### **SCC Goal B: Student completion of educational goals**

**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.

B8. Provide programs and services that help students overcome barriers to goal completion.

### **SCC Goal C: Organizational Effectiveness**

**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 2016

## (Data through 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.**

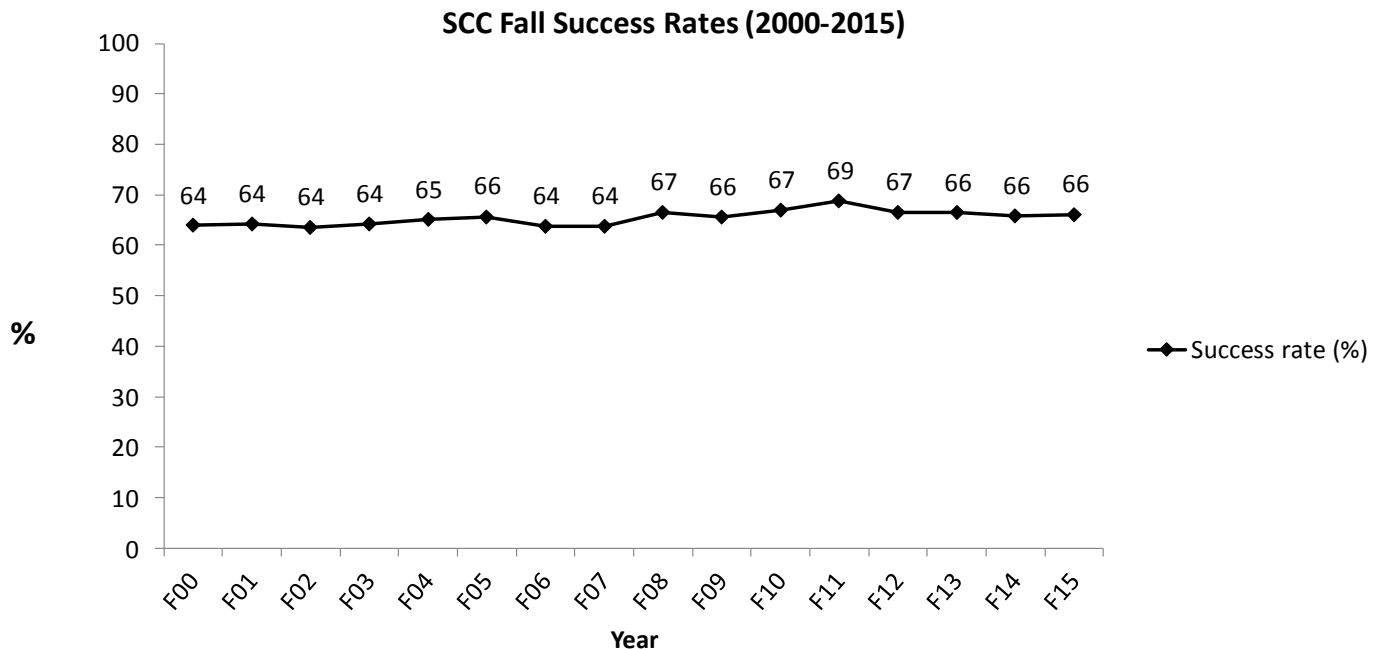
C4. Utilize quantitative and qualitative data to help guide decision-making throughout the institution.



## 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 moderately well**

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

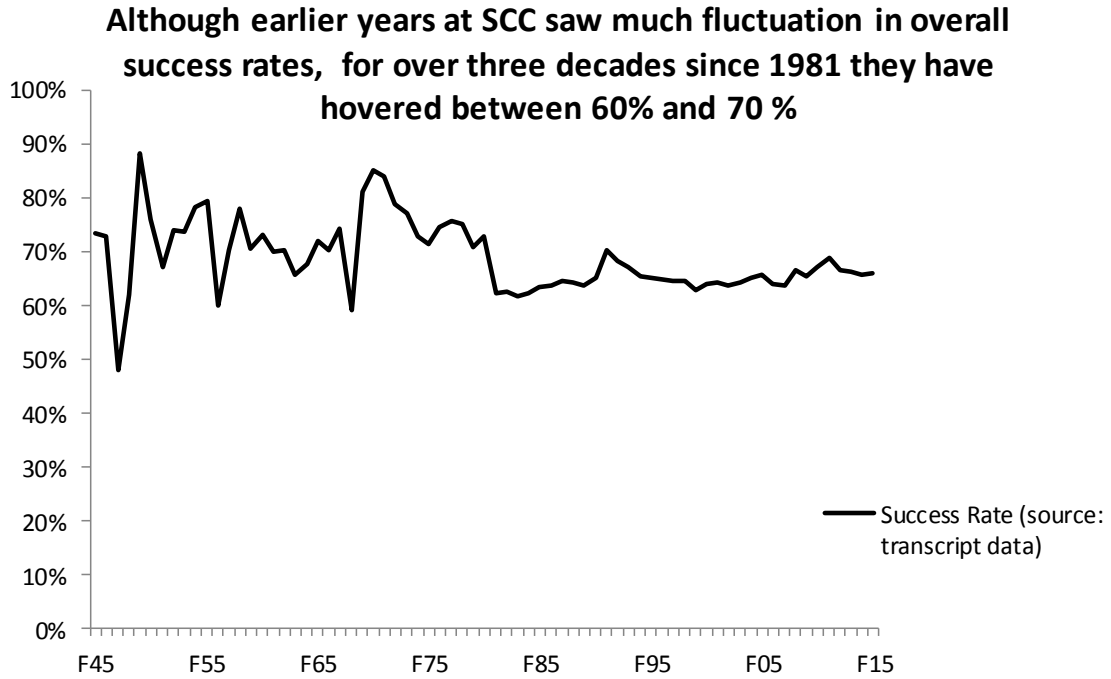
- an above average course success rate
- an above average 3 consecutive semester persistence rate anywhere in the system
- a below average rate of students earning 30+ units
- average Fall to Fall persistence at the college
- an above-average 3 year graduation rate
- above average completion / SPAR rate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

# Benchmarks – Detailed Analysis

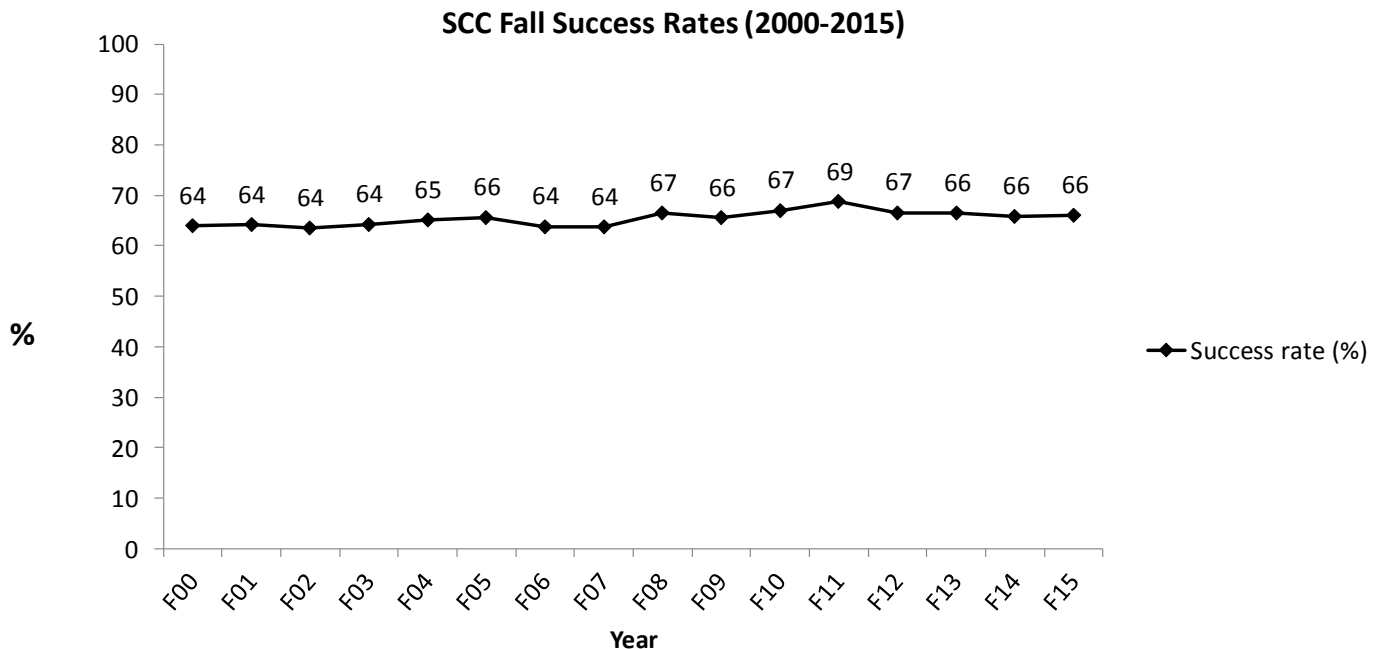
## Trend data on overall college course success

**Overall course success rate has been relatively stable at SCC for over 30 years.**

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



The figure below details the last 15 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.



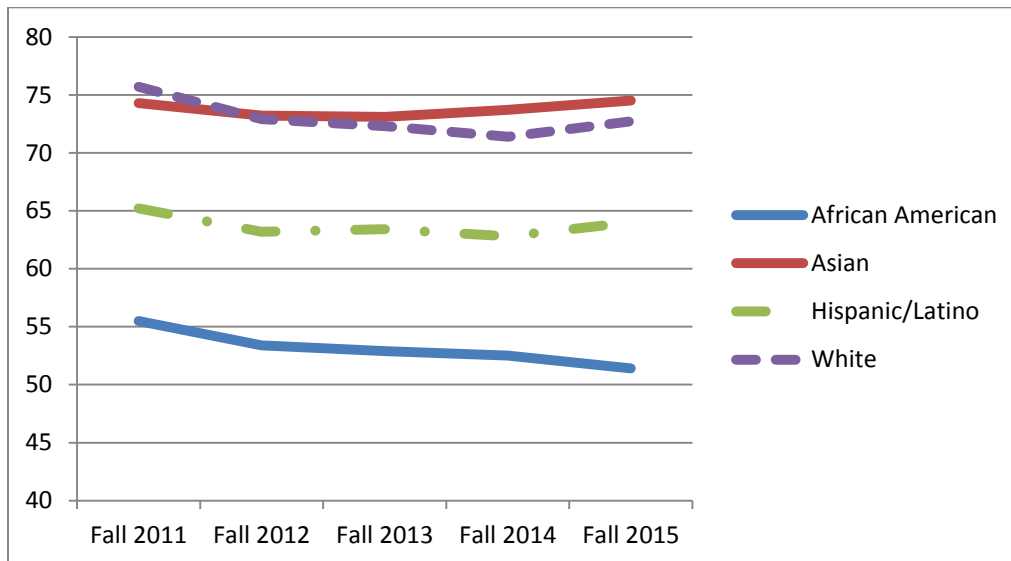
## Trends in course success by demographic group: Achievement gaps

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

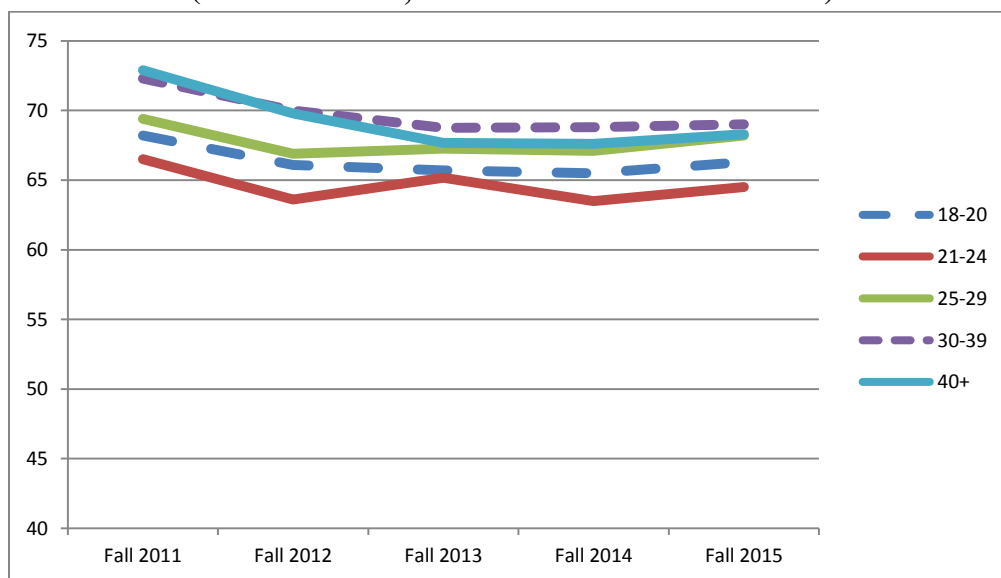
African American and Latino students have average course success rates that are consistently lower than White or Asian students and these gaps have not narrowed over the past several years. Younger students typically have lower success rates than older students. Although the gap between these younger students and students of other ages has narrowed somewhat, success rates for all age groups remained almost unchanged from Fall 2014 to Fall 2015. (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.

<b>SCC compared to similar colleges on CCCCCO Data Mart, IPEDS, and SCORECARD measures – Summary</b> (Sources and dates in parentheses)						
<b>Measure</b>	<b>Group low (%)</b>	<b>Group high (%)</b>	<b>Group Avg. (%)</b>	<b>SCC (%)</b>	<b>SCC minus Avg.</b>	<b>SCC Position</b>
Course success rate (CCCCO Data Mart: credit courses, Fall 2015) (Note: This may not exactly match the PRIE calculated course success rate for SCC students due to slight differences in definitions and calculations.)	63.75	73.05	63.53	<b>66.42</b>	2.89	Above average
3 consecutive semester persistence anywhere in the CCC system (CCCCO SCORECARD 2014-15 outcome)	66.92	84.08	73.41	<b>75.84</b>	2.41	Above average
Rate of students earning 30+ units (CCCCO SCORECARD 2014-15 outcome)	60.88	74.05	65.26	<b>60.88</b>	-4.38	Below average
Fall to Fall persistence of full time students at the college (IPEDS Fall 2014).	61	73	69	<b>70</b>	1.00	Average
Graduation rate within 150% of time to normal completion (3 year rate, IPEDS 2014)	12	31	22	<b>25</b>	3.00	Above Average
Completion / SPAR (CCCCO SCORECARD 2014-15 outcome)	33.58	54.92	42.76	<b>46.96</b>	4.20	Above average
Achievement gap in course success between highest and lowest racial/ethnic groups (CCCCO Data Mart: credit courses, Fall 2015)	15.63	37.30	23.70	<b>22.84</b>	0.86	Average
Basic skills course success rate (CCCCO Data Mart, Fall 2015)	54.75	69.42	63.50	<b>60.23</b>	-3.27	Below Average
Minimum cell size of 60 required per CCCCCO's "Ensuring Equitable Access and Success" to be eligible for disproportionate impact analysis.  Notes: <ul style="list-style-type: none"> <li>• Average = within 1 percentage point of the average</li> <li>• Above average/Below average = 1-5 percentage points above or below the average</li> <li>• Well above average/Well below average = more than 5 percentage points above or below the average</li> </ul>						

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 2015	Achievement gap between racial/ethnic groups (%) = highest success rate minus lowest success rate (Fall 2015)
American River College	70.66	26.68
City College of San Francisco	73.05	20.82
Cosumnes River College	64.96	20.62
Evergreen Valley College	70.60	19.46
Long Beach City College	63.75	30.72
Los Angeles City College	65.67	37.30
Los Angeles Mission College	64.49	40.45
Los Angeles Valley College	66.38	21.77
<b>Sacramento City College</b>	<b>66.42</b>	<b>22.84</b>
San Bernardino Valley College	66.20	15.63
San Jose City College	69.74	15.63
<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 2015 (%)	Basic skills course success rate Fall 2015 (%)
American River College	85.47	69.42
City College of San Francisco	82.69	66.47
Cosumnes River College	88.08	63.71
Evergreen Valley College	86.08	67.16
Long Beach City College	88.18	62.82
Los Angeles City College	89.95	65.86
Los Angeles Mission College	82.62	54.75
Los Angeles Valley College	84.37	63.71
<b>Sacramento City College</b>	<b>81.46</b>	<b>60.23</b>
San Bernardino Valley College	88.40	61.10
San Jose City College	83.72	63.29
<i>Source: CCCCCO Data Mart</i>		

**Persistence in college** (called “retention” in IPEDS)

CA community colleges with enrollment category = greater than 10,000, multi-campus, urban, less than 50% white students, and similar to SCC on percent of students on FA and FT: PT ratio. (IPEDs data for 2014; SCORECARD data from the 2015 report)	SCORECARD three consecutive terms’ persistence anywhere in the CCC system 2009-10 Cohort (2014-15 outcome) (%)	IPEDS Full time year to year “retention” rate* 2014 (%)	IPEDS Part time year to year “retention” rate* 2014 (%)
American River College	71.08	70	44
City College of San Francisco	84.08	70	38
Cosumnes River College	74.53	73	53
Evergreen Valley College	70.23	72	47
Long Beach City College	77.67	73	50
Los Angeles City College	74.53	63	38
Los Angeles Mission College	70.97	71	53
Los Angeles Valley College	71.45	73	48
<b>Sacramento City College</b>	<b>75.84</b>	<b>70</b>	<b>28</b>
San Bernardino Valley College	70.22	66	57
San Jose City College	66.92	61	41
*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, 2014:**

CA community colleges with enrollment category = greater than 10,000, multi-campus, urban, less than 50% white students, and similar to SCC on percent of students on FA and FT: PT ratio. Based on IPEDs data for 2009.	IPEDS Graduation rate (%) – degree certificate within 100% of normal time (2 years)	IPEDS Graduation rate (%) – degree certificate within 150% of normal time	IPEDS Graduation rate (%) - degree/certificate within 200% of normal time
American River College	8	27	37
City College of San Francisco	10	31	42
Cosumnes River College	5	29	41
Evergreen Valley College	5	29	41
Long Beach City College	5	18	26
Los Angeles City College	3	14	23
Los Angeles Mission College	2	12	21
Los Angeles Valley College	5	18	27
<b>Sacramento City College</b>	<b>7</b>	<b>25</b>	<b>34</b>
San Bernardino Valley College	3	17	25
San Jose City College	10	22	29

**Progress rates:**

<b>SCORECARD data for CA community colleges similar to SCC:</b> 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.	<b>SCORECARD Completion/SPAR 2009-10 Cohort, 2014-15 Outcomes (%)</b>	<b>SCORECARD Students Earning 30+ Units 2009-10 Cohort, 2014-15 Outcomes (%)</b>
American River College	41.82	64.75
City College of San Francisco	54.92	74.05
Cosumnes River College	42.06	68.14
Evergreen Valley College	51.03	67.71
Long Beach City College	38.67	67.47
Los Angeles City College	33.58	65.04
Los Angeles Mission College	37.21	63.71
Los Angeles Valley College	42.40	65.67
<b>Sacramento City College</b>	<b>46.96</b>	<b>60.88</b>
San Bernardino Valley College	35.37	57.55
San Jose City College	46.38	62.93

**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  $\geq 2.0$ )

**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\\_0/2016%20specs.pdf](http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/2016%20specs.pdf) (retrieved 05/26/2016)

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>		
<b>Percent of all students enrolled, by race/ethnicity and percent of students who are women: Fall 2009</b>		
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
<b>Unduplicated 12-month headcount (2009-10), total FTE enrollment (2009-10), and full- and part-time fall enrollment (Fall 2009)</b>		
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
<b>Percent of all undergraduates receiving aid by type of aid: 2009-10</b>		
Any grant or scholarship aid	48	44
Pell grants	17	18
Federal loans	3	3

# Enrollment Report

## Fall 2016

(Most data are 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.**

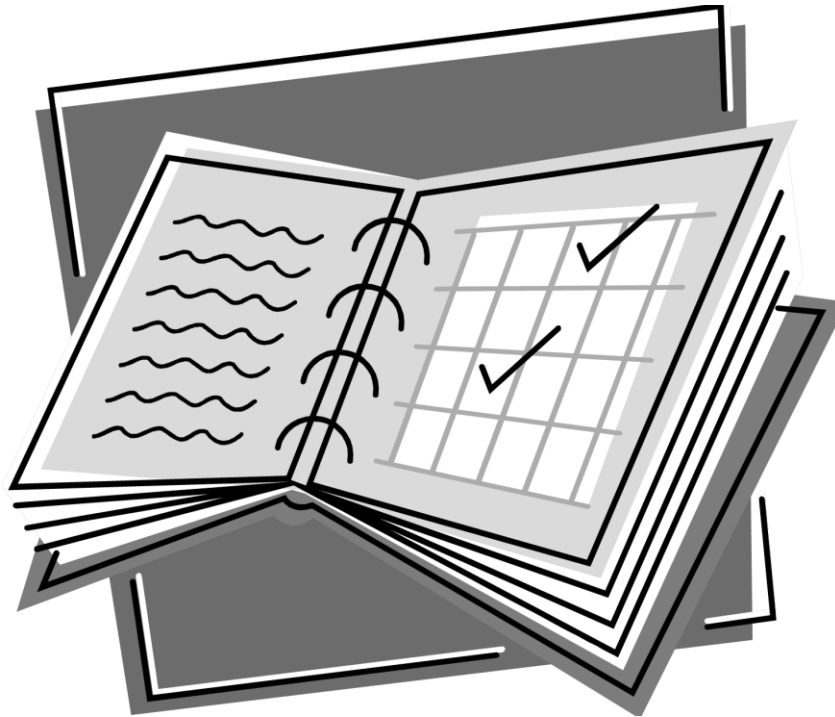
A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.

**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.

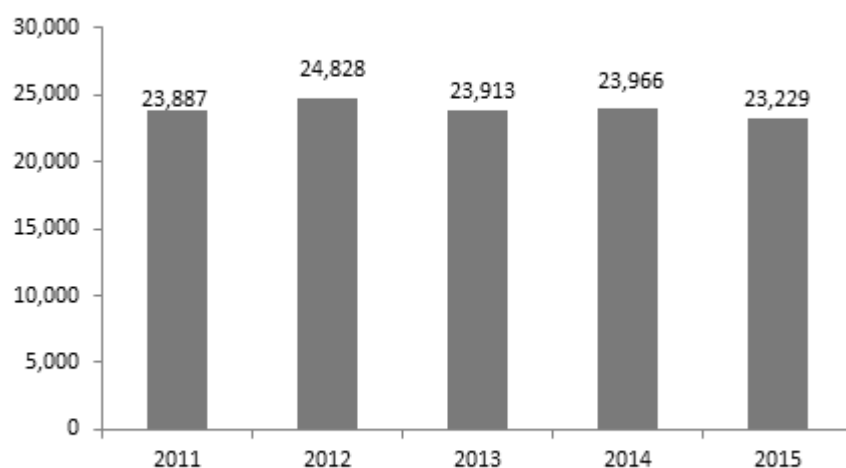
B7. Provide students with clear pathways to goal completion.



# 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 14% from the peak of 27,028 students in Fall 2009 (not shown in chart).

Enrollment Trends by End of Semester Headcount  
Fall 2011 to Fall 2015



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. A little over one half are working full or part

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

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

## SCC Student Ethnicity Profile (Fall 2015)

Source: EOS Profile Data

Fall	African American		Asian		Filipino		Hispanic/Latino		Multi-Race		Native American		Other Non-White		Pacific Islander		Unknown		White	
2015	2,620	11.3%	4,278	18.4%	668	2.9%	7,055	30.4%	1,414	6.1%	126	0.5%	119	0.5%	286	1.2%	285	1.2%	6,378	27.5%

**Most classes filled for Fall 2016—but not as quickly as in the past.**

Only two of the 10 instructional divisions had 50% or more of class seats filled as *open registration* began well-before the start of Fall 2016. The same two divisions were over 70% full in terms of overall course enrollment by 50 days before the start of the Fall 2016 Semester. By the first day of the term, four of the divisions were over 90% full and the overall college was approaching 90% full as well.

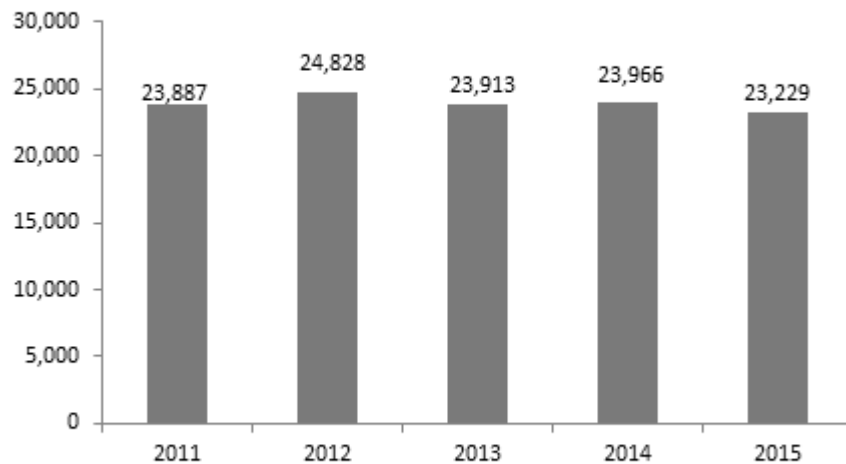
96 days before Fall 16	50 days before Fall 16	14 days before Fall 16
2 divisions were at least 50% full	2 divisions were 70% or more full	4 of 10 divisions were more than 80% full.

# Enrollment Report: Detailed Analysis

## Overall Enrollment Trends

Overall enrollment declined from its high point in Fall 2009, fluctuating slightly between 2011 and 2015. Fall 2015 end of semester enrollment was about 14% 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 2011 to Fall 2015



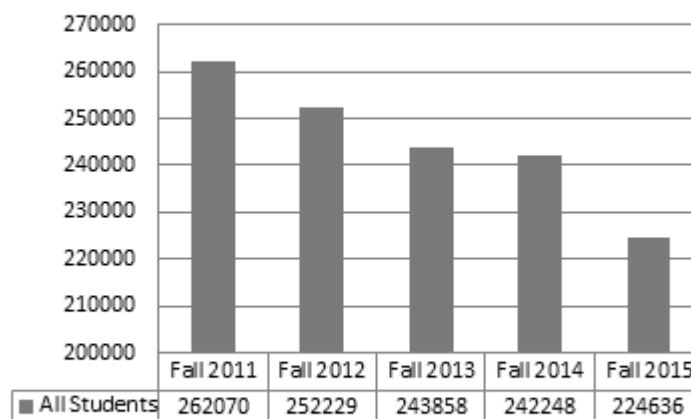
Source: EOS Profile Data Files

1-11

Sacramento City College  
Office of Planning, Research & Institutional Effectiveness

WSCH has also declined; Fall 2015 semester WSCH is down about 14% from the level in Fall 2011.

Enrollment Trends by EOS WSCH  
Fall 2011 to 2015



Source: EOS 320 Report  
(Beginning with 2016 report, shows actual rather than projected)

3 of 11

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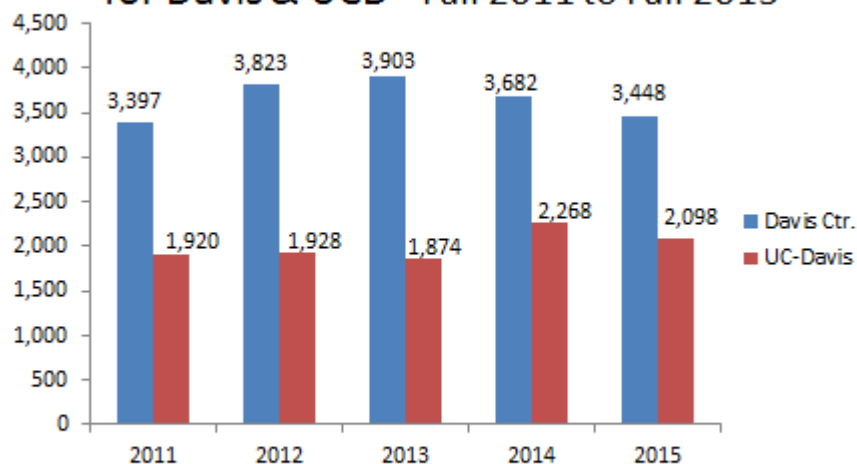
**Distance Education enrollment in online classes has grown over the last five years—especially in internet-based instruction--while other distance modalities have generally become less-utilized.**

<b>DE Full-time equivalent students (FTES)</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>
Delayed Interaction (Internet Based)	676.97	653.64	637.28	746.82	778.10
One-way interactive video and two-way interactive audio	15.16	8.60	17.64	n/a	n/a
Two-way interactive video and audio	n/a	n/a	n/a	n/a	n/a
Video one-way (e.g. ITV, video cassette, etc.)	13.81	11.69	5.99	21.69	n/a
<b>TOTAL</b>	<b>705.95</b>	<b>673.93</b>	<b>660.90</b>	<b>768.51</b>	<b>778.10</b>

Source: CCCCO Data Mart [http://datamart.cccco.edu/Students/FTES\\_Summary\\_DE.aspx](http://datamart.cccco.edu/Students/FTES_Summary_DE.aspx) (6/11/2015)

**Enrollment at the Davis Center increased steadily from Fall 2011 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 decreased in Fall 2014 and again in Fall 2015, while enrollment in courses taught at UCD increased in Fall 2014 and fell in Fall 2015.**

**End of Semester Duplicated Enrollment Trends  
for Davis & UCD - Fall 2011 to Fall 2015**

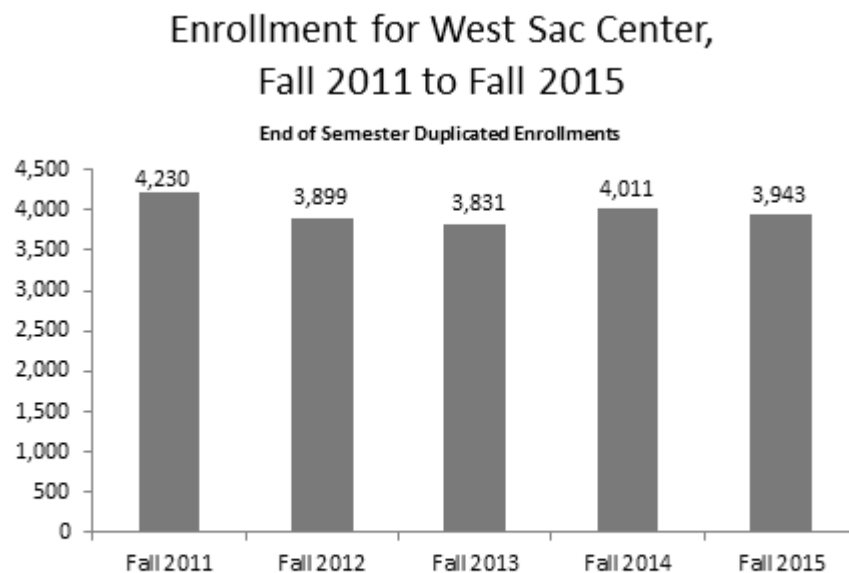


Source: Transcript Snapshot

3-11

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Enrollment at the West Sacramento Center decreased from 2011 to 2013, but increased slightly in Fall 2014 and held relatively steady in Fall 2015.



Source: Transcript Snapshot

4-11

Sacramento City College  
Office of Planning, Research & Institutional Effectiveness

## Access

SCC first-time freshmen include lower proportions of Asian, Pacific Islander and Filipino students than do the top feeder high schools, while SCC first-time freshmen include higher proportions of Multi-race students. SCC first-time freshmen include proportional percentages of Hispanic or Latino, American Indian/Alaskan Native, African American, and White students based on 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 2015 compared to SCC first time freshmen									
	Hispanic or Latino of Any Race	American Indian or Alaska Native <sup>1</sup>	Asian <sup>1</sup>	Pacific Islander <sup>1</sup>	Filipino <sup>1</sup>	African American <sup>1</sup>	White <sup>1</sup>	Two or More Races <sup>1</sup>	Not Reported
Feeder group percentages (N = 18852)	31.6%	0.7%	20.9%	2.0%	3.7%	15.4%	20.8%	4.5%	0.5%
SCC 1st-time freshmen percentages (N= 3183)	37.4%	0.6%	15.1%	1.5%	2.5%	12.4%	21.8%	8.2%	0.4%
Is this group in SCC's population is over- or under- or proportionally represented?	Proportional	Proportional	Under	Under	Under	Proportional	Proportional	Over*	Under*
*These groups are small and this could be an artifact of allowing students to self-identify rather than their parents' responses in K-12									
<sup>1</sup> These groups do not include Hispanic or Latino students.									
CDE Source: <a href="http://data1.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx">http://data1.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx</a> ; Retrieved 8/30/2016; 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 2015, Hispanic/Latino (30.4%), White (27.5%), Asian (18.4%) and African American (11.3%) 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.

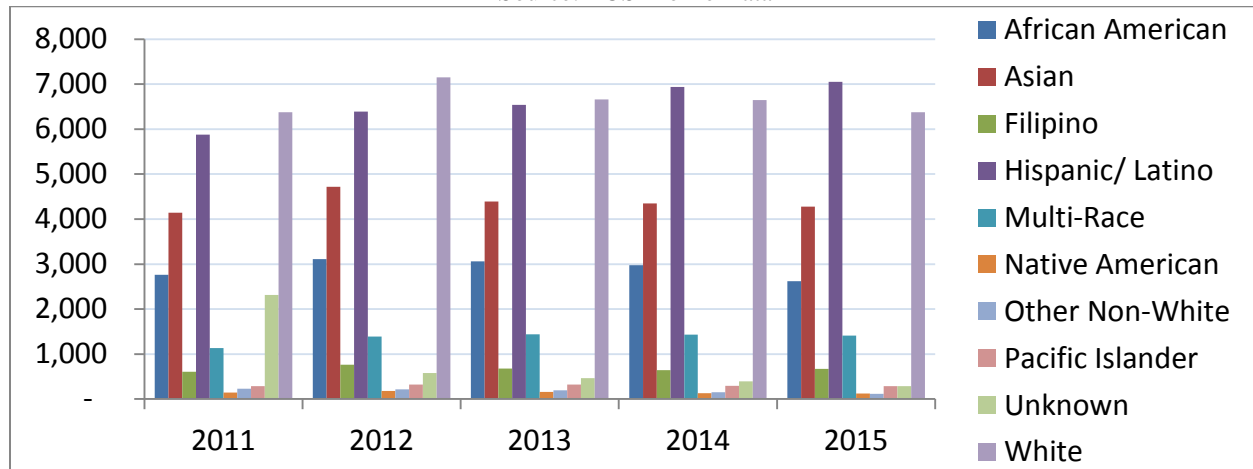
### SCC Student Ethnicity Profile (Fall 2012-Fall 2015)

Source: EOS Profile Data

Fall	African American		Asian		Filipino		Hispanic/Latino		Multi-Race		Native American		Other Non-White		Pacific Islander		Unknown		White	
2012	3,112	12.5%	4,722	19.0%	765	3.1%	6,389	25.7%	1,393	5.6%	181	0.7%	219	0.9%	321	1.3%	578	2.3%	7,148	28.8%
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%
2015	2,620	11.3%	4,278	18.4%	668	2.9%	7,055	30.4%	1,414	6.1%	126	0.5%	119	0.5%	286	1.2%	285	1.2%	6,378	27.5%

### Number of students in racial/ethnic groups by year (Fall 2011 to Fall 2015)

Source: EOS Profile Data



### SCC Students' Top Five Primary non-English Languages (Fall 2011 to Fall 2015)

Source: EOS Profile Data

Fall	Spanish	Cantonese	Russian	Vietnamese	Hmong
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
2015	827	268	222	216	310

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

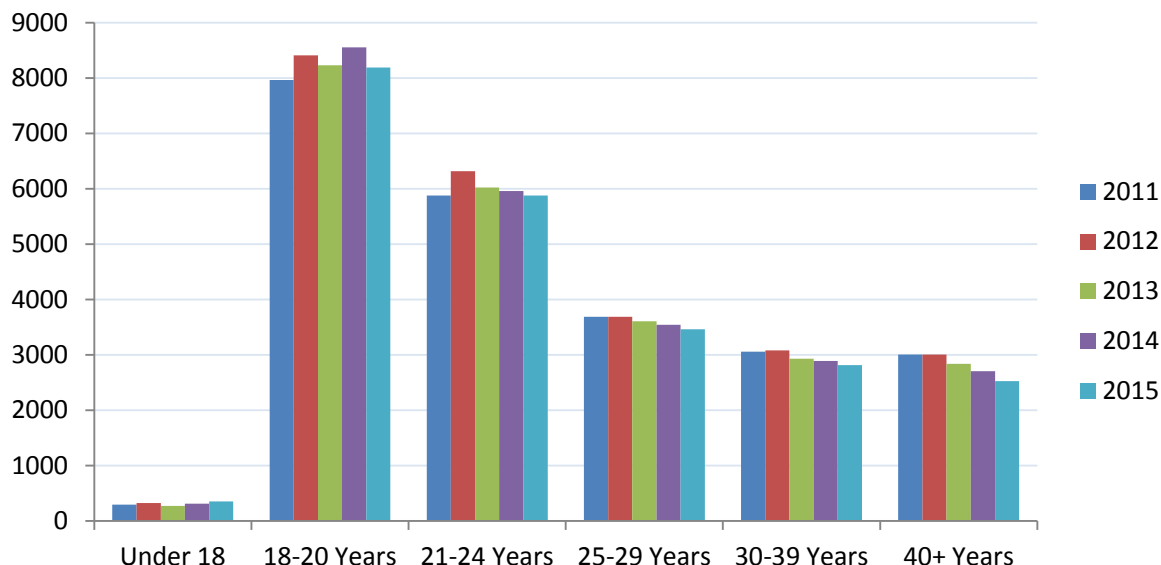
### SCC Age Group Distribution (Fall 2011 to Fall 2015)

Source: EOS Profile Data

Fall	Under 18		18-20		21-24		25-29		30-39		40+	
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%
2015	352	1.5%	8,189	35.3%	5,881	25.3%	3,461	14.9%	2,817	12.1%	2,529	10.9%

### Number of students in age groups (Fall 2011 to Fall 2015)

Source: EOS Profile Data



**More women than men attend SCC.**

### SCC Gender Distribution Fall 2011 to Fall 2015

Source: EOS Profile Data

Fall	Female		Male	
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%
<b>2015</b>	<b>12,938</b>	<b>55.7%</b>	<b>9,804</b>	<b>42.2%</b>

**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 2011 to Fall 2015)

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	%
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%
<b>2015</b>	<b>7,632</b>	<b>32.9%</b>	<b>8,515</b>	<b>36.7%</b>	<b>7,072</b>	<b>30.4%</b>

**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 2011 to Fall 2015)**

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.
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%
<b>2015</b>	<b>47.8%</b>	<b>15.4%</b>	<b>15.0%</b>	<b>3.6%</b>	<b>5.5%</b>	<b>4.0%</b>	<b>8.8%</b>

**Almost 40% of SCC students were first generation college students from 2011 to 2013, but the proportion has been on a downward trend the last two years.**

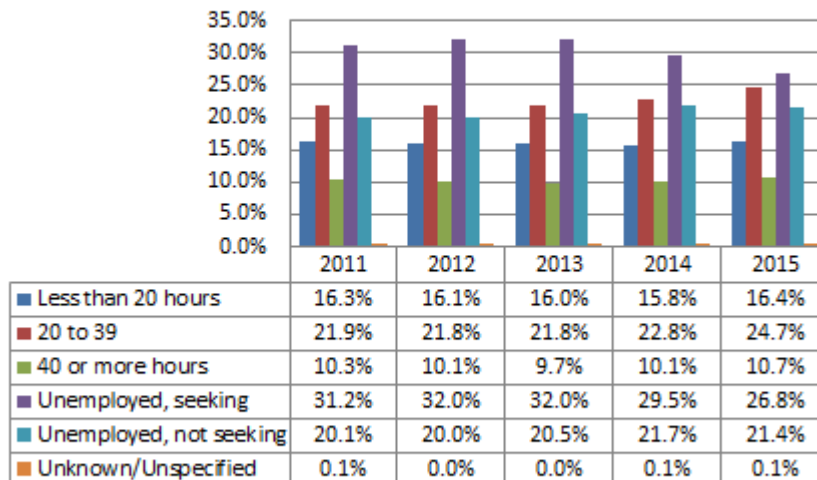
#### **SCC College Students, by First Generation Status (Fall 2011 to Fall 2015)**

Source: EOS Profile Data

Fall	First Generation College Student?				Total
	Yes		No		
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
2015	7,570	32.6%	15,659	67.4%	23,229

**Almost 30% of SCC students are unemployed and seeking work. Nearly half (51.8%) are working.** Although the percentage of students who are unemployed and seeking work increased substantially from 2009 to 2012, it appears that the percentage has decreased. Meanwhile, the percentage of students employed full time has fluctuated between 2011 and 2015.

## SCC Students' Weekly Work Status Fall 2011 to Fall 2015



Source: EOS Profile Data

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### **Close to 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.)

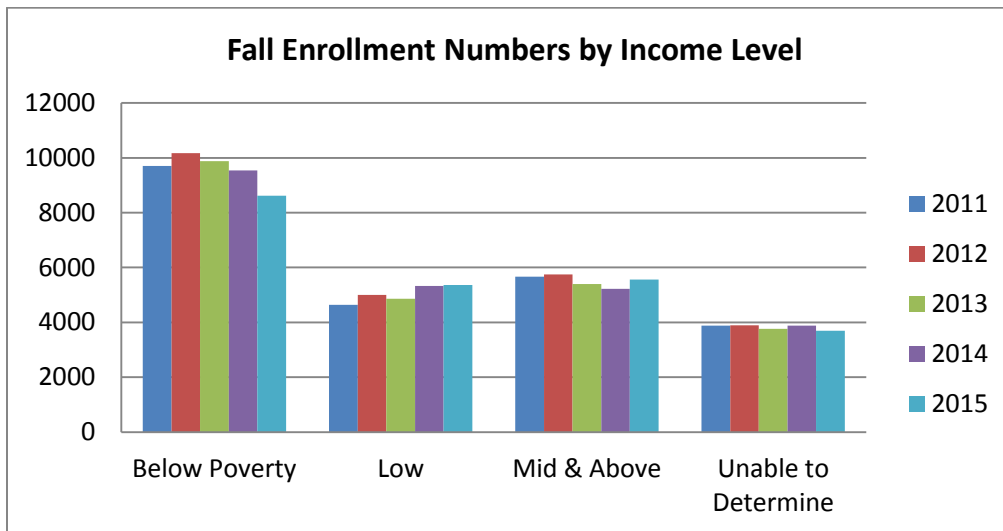
## SCC Student Household Income Level (Fall 2011 to Fall 2015)

Source: EOS Profile Data

Fall	Below Poverty		Low		Middle & Above		Unable to Determine		Total
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
2015	8,618	37.1%	5,359	23.1%	5,557	23.9%	3,695	15.9%	23,229

**Number of students in household income ranges**  
**(note that overall enrollment decreased Fall 2011 – Fall 2015)**

Source: EOS Profile Data

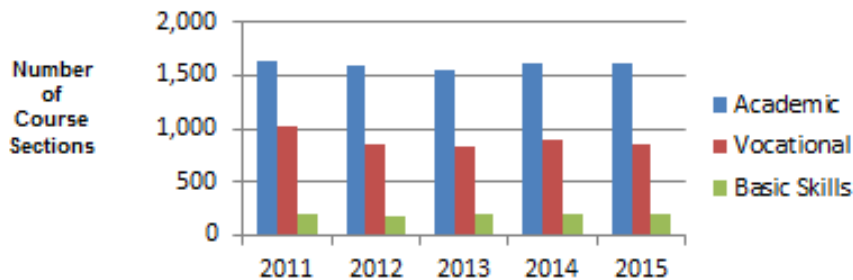


### Patterns of Course Offerings

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 2011 to Fall 2015



Fall	Academic		Vocational		Basic Skills		Total
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
2015	1,615	60.55%	861	32.28%	191	7.16%	2,708

11-11

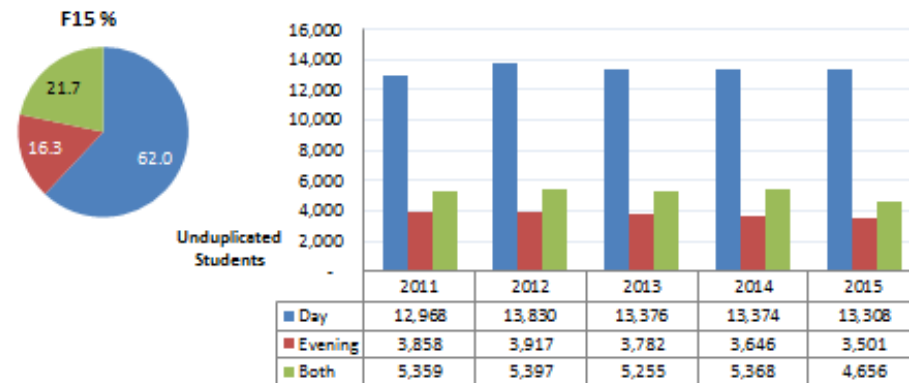
Source: EOS MSF

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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 2011 to Fall 2015



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

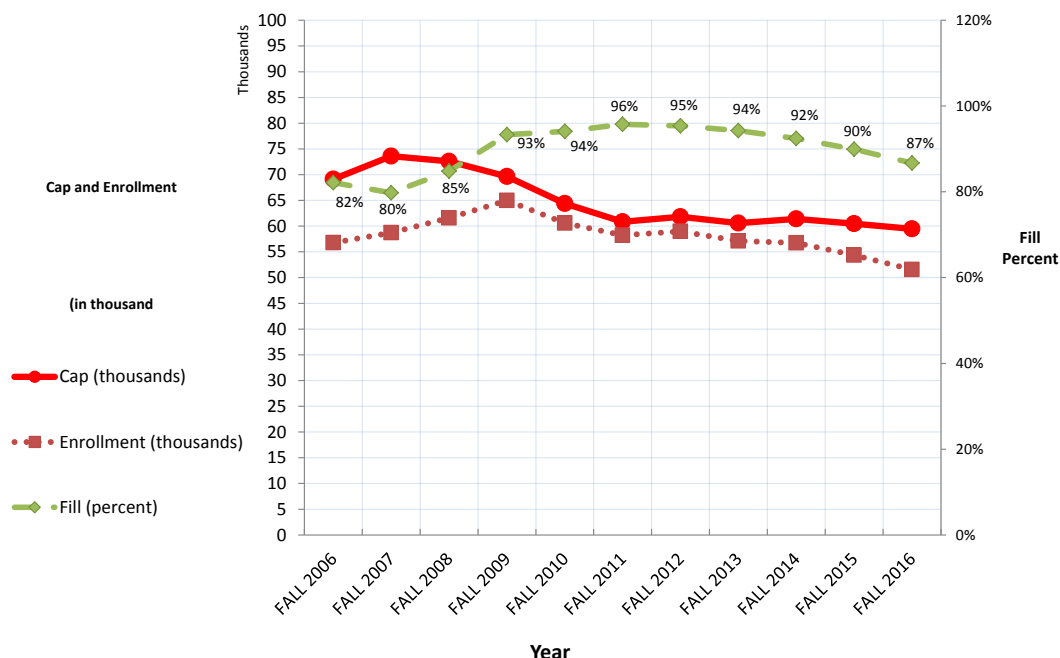
8-11

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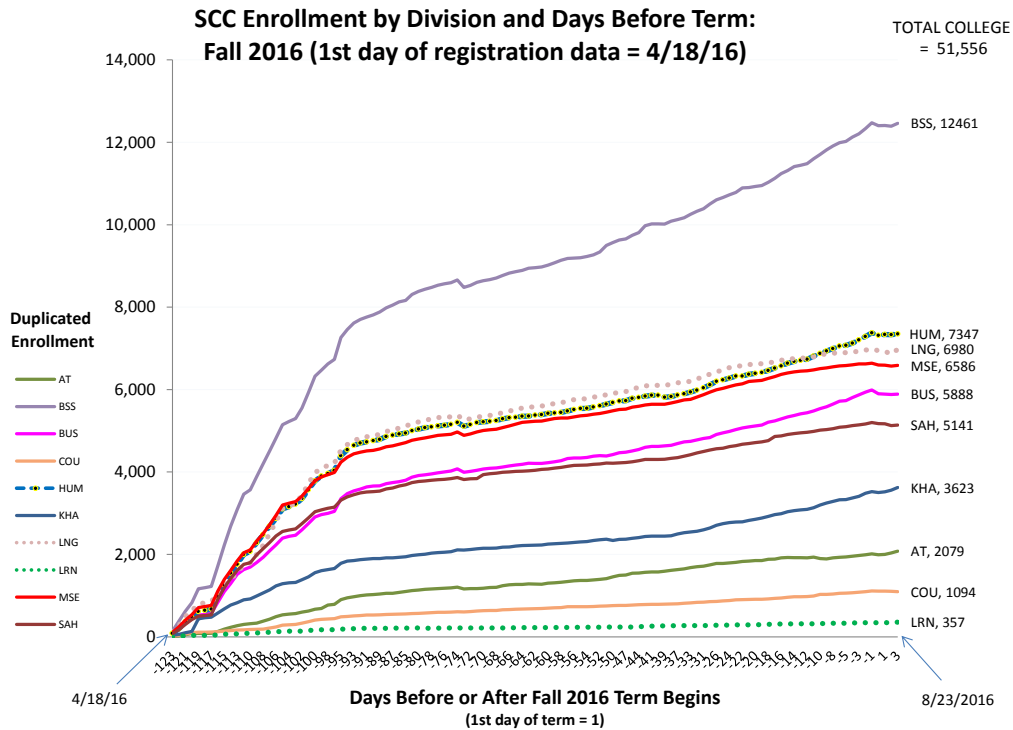
## Course Enrollment Patterns

It is no surprise that enrollment has been declining since 2009. The figure below contains cap and enrollment on the left vertical axis and fill percent on the right axis. It shows that at the beginning of the term, fall 2016 duplicated enrollment is lower than fall 2006 by about 5,200 enrollments.

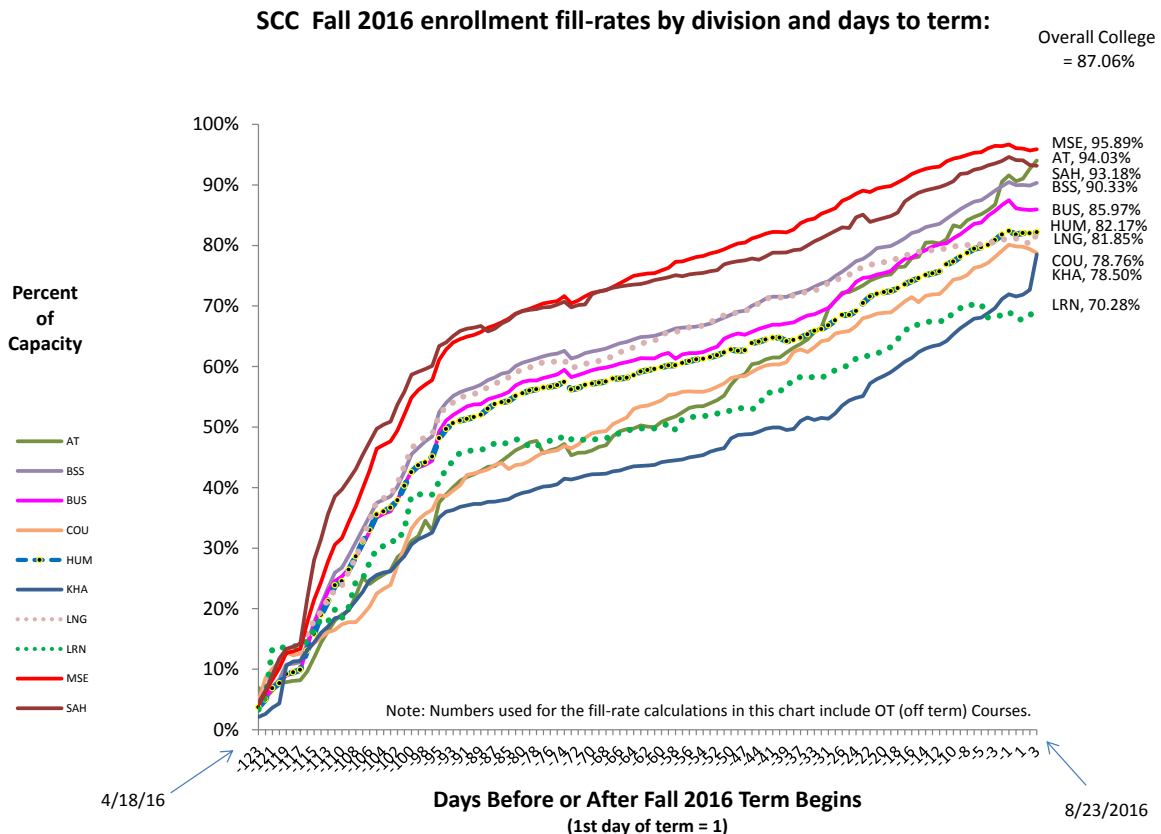
## SCC Overall Fall Term Duplicated Cap, Enrollment, and Fill as of third week of August, 2006 through 2016



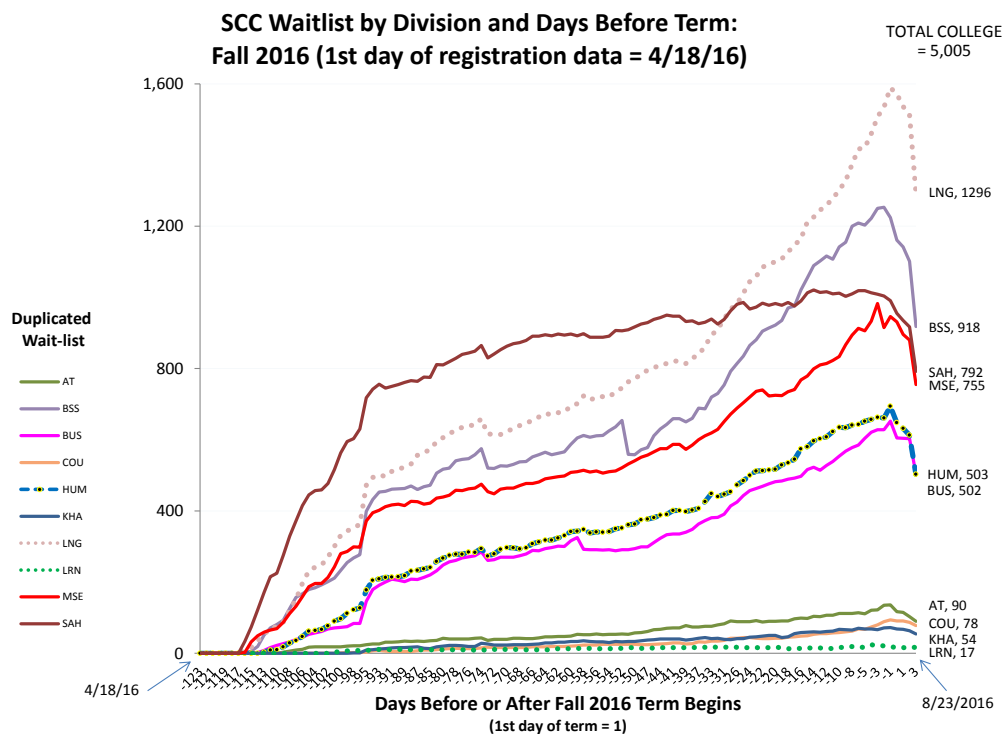
The BSS division consistently has the largest enrollment of all SCC instructional divisions.



All but one division (LRN) had fill rates over 75% as the Fall 2016 term began. These percentages are similar to a year ago. Note that enrollment caps have been reduced in many divisions.

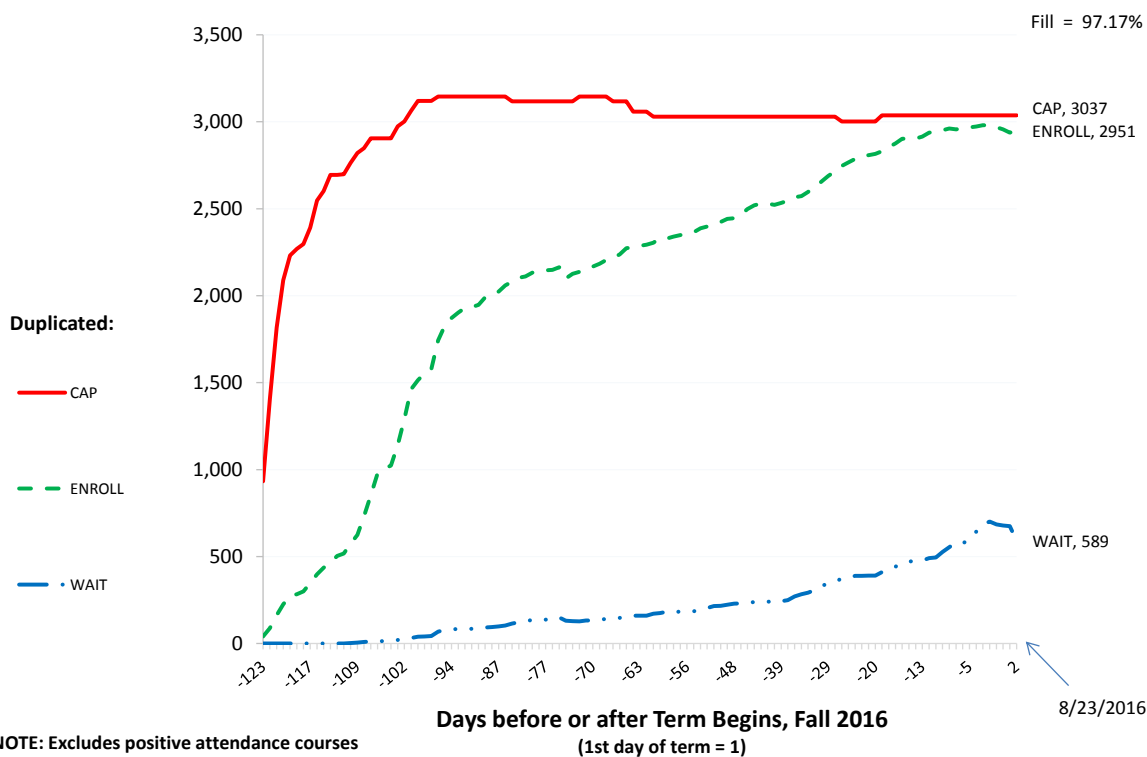


Although most divisions had substantial waitlists for Fall 2016, the overall duplicated waitlists were lower than the same time in 2015.



Pre-collegiate basic skills courses filled quickly and were close to two-thirds full before Fall 2016 *open registration*, which began well-before the term started.

**SCC Pre-Collegiate Basic Skills Duplicated Enrollment Cap, Enrollment, and Waitlist by Days before or after Term Begins:**  
Fall 2016 (1st day of P-zero registration data = 4/18/16)



# Student Success and Support Program (SSSP), Matriculation, & First-year Student Report, 2016

## (2015-2016 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 students:** 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 in College 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 in college students who take the assessment tests place below transfer level.

The majority of first-time in college 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 in college students taking the assessment test placing into pre-collegiate or pre-transfer levels		
Fall 2015	Pre-collegiate	Pre-transfer
Reading*	21.6%	51.3%
Writing	28.4%	69.5%
Math	34.8%	93.8%

\*Includes assessed students who met reading competency

(Source: EOS Profile Data)

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

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

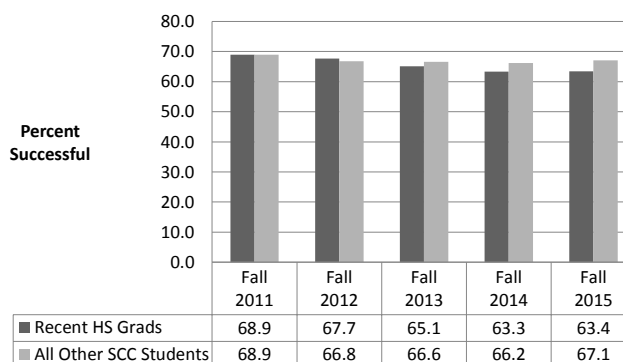
Although they represent a wide variety of ethnic groups, over 37% are Hispanic/Latino. Almost two thirds of first-time in college students have household incomes that are considered low income or below the poverty line. About half are enrolled part time and a third are first generation college students.

School & Work, Fall 2015 Census Profile	
Recent High School Graduate	62.1%
Enrolled Part Time	49.7%
Working Full- or Part-time	37.7%
Low Income/Below Poverty	62.4%
First generation college student	33.3%

## The overall course success rate for recent high school graduates has fluctuated since 2011.

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 2011 to Fall 2015 (%)



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

### A Look at First-time in College Students, Recent High School Graduates, and First-time Students

“First-time in College students” include students who have been out of high school for any period of time.

“Recent high school graduates” are those students who graduated from high school within the academic year before starting at SCC. “First-time Students” are a similar cohort to first-time in college students, but are defined by the CCCCCO as students with a first-time status taking their first class in any California Community College. “First-time students” are only used in CCCCCO data, like the Scorecard. Not all first-time students or first-time in college students are recent high school graduates. (Sacramento City College teaches some developmental courses for UCD students at UCD; those students are not included in this data.)

### SCC first-time in College students are a young and very diverse group.

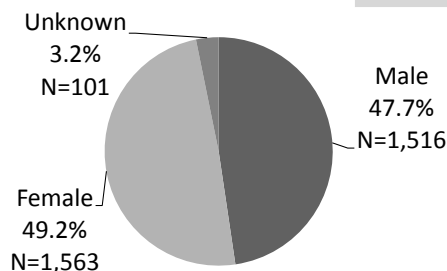
In Fall 2015, 15% of students were first-time in college students, following the SSSP definition. When compared to students who are not first-time in college students, they are younger (average age 21 compared to 28), a lower percentage are female (49% compared to 56%), a lower percentage are white (22% compared to 29%), a higher percentage are enrolled full-time (50% compared to 33%), a lower percentage are working full- or part-time (38% compared to 59%), a slightly lower percentage are low income or below poverty (62% compared to 66%), and a slightly lower percentage are first generation college students (33% compared to 36%). Source: Census Profile, Fall 2015.

## Characteristics of First-time in College Students N=3,180 (14.8% of students) Fall Census 2015

Race/Ethnicity	
African American	12.5%
Asian	15.1%
Filipino	2.5%
Hispanic/Latino	37.5%
Multi-Race	8.2%
Native American	0.6%
Other Non-White	0.0%
Pacific Islander	1.5%
Unknown	0.4%
White	21.8%
First Generation College Students: 33.3%	
Disabled Students: 3.8%	

School & Work	
Recent High School Graduates	62.1%
Enrolled Part Time	49.7%
Working Full- or Part-time	37.7%
Low Income/Below Poverty	62.4%

Age	
Under 18	1.4%
18-20	78.4%
21-24	8.8%
25-29	4.6%
30-39	3.5%
40+	3.2%
Average Age: 20.72	



### Notes:

- Starting in Fall 2013, data reflect methodology changes on the application that impact gender and first generation.
- Data not comparable to the Fall 2014 First-time Freshman slide. "First time in college" student data used to align with SSSP definitions.

Source: Census Profile

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**The most common major stated by SCC first-time in college students in 2015 was "Business" (321). However, the single largest group of students was "undecided" (461).**

## Top 10 Major Areas of Study – First-time in College Students Fall 2015

2015	# of Students
Business	321
General Ed/ Transfer	304
Biology	223
Nursing (RN)	189
Administration of Justice	174
Engineering	149
Psychology	133
Computer Science	102
Kinesiology	86
Early Childhood Education	73

Notes: 1) The single largest category in Fall 2015 is "Undecided" (461 students); 2) Data not comparable to the Fall 2014 First-time Freshman slide. "First time in college" student data used to align with SSSP definitions; 3) The data from 2014 forward is not comparable to earlier years because area of study was added as a variable and is only available at the end of semester.

1 of 4

Source: Fall Census Profile

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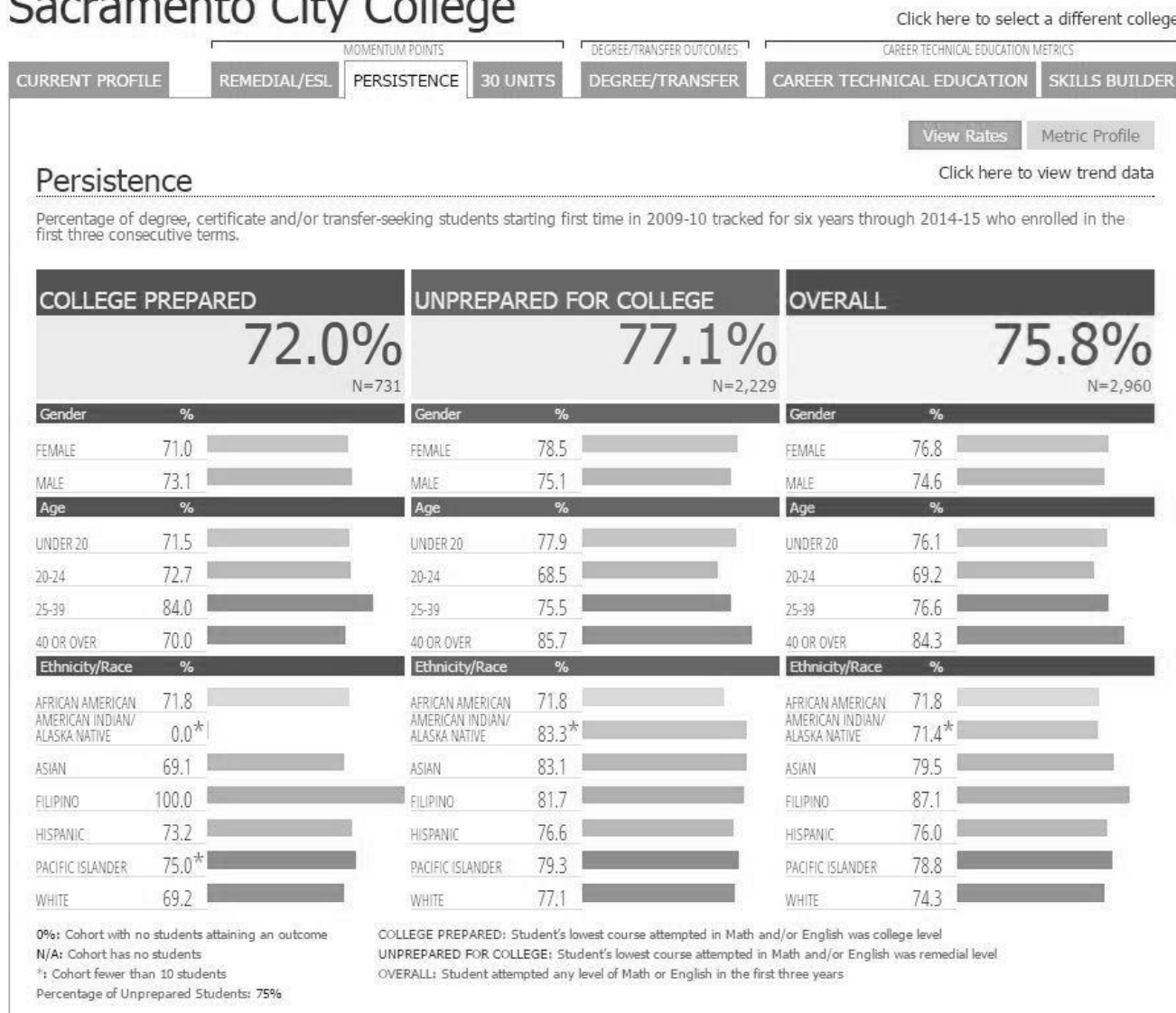
# California's Student Success Scorecard: Focus on Cohorts of First-time Students

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

## Momentum Point: Persistence

The most recent Scorecard data show that over 75% of the degree-, certificate-, or transfer-seeking, first-time students beginning at SCC in the 2009-2010 academic year persisted for three consecutive terms somewhere in the California Community College System. (The most recent data available is for outcomes during the 2014-2015 academic year.)

## Sacramento City College



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, 76.8% of females and 74.6% 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 6/16/2016)



## Momentum Point: 30 Units

The most recent Scorecard data show that 61% of the degree-, certificate-, or transfer-seeking, first-time students beginning at SCC in the 2009-2010 academic year earned at least 30 units somewhere in the California Community College System. (The most recent data available is for outcomes during the 2014-2015 academic year.)

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



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, 62.5% of females and 59.0% of males in the cohort earned at least 30 units during the study period. The percentages do not sum to 100%.

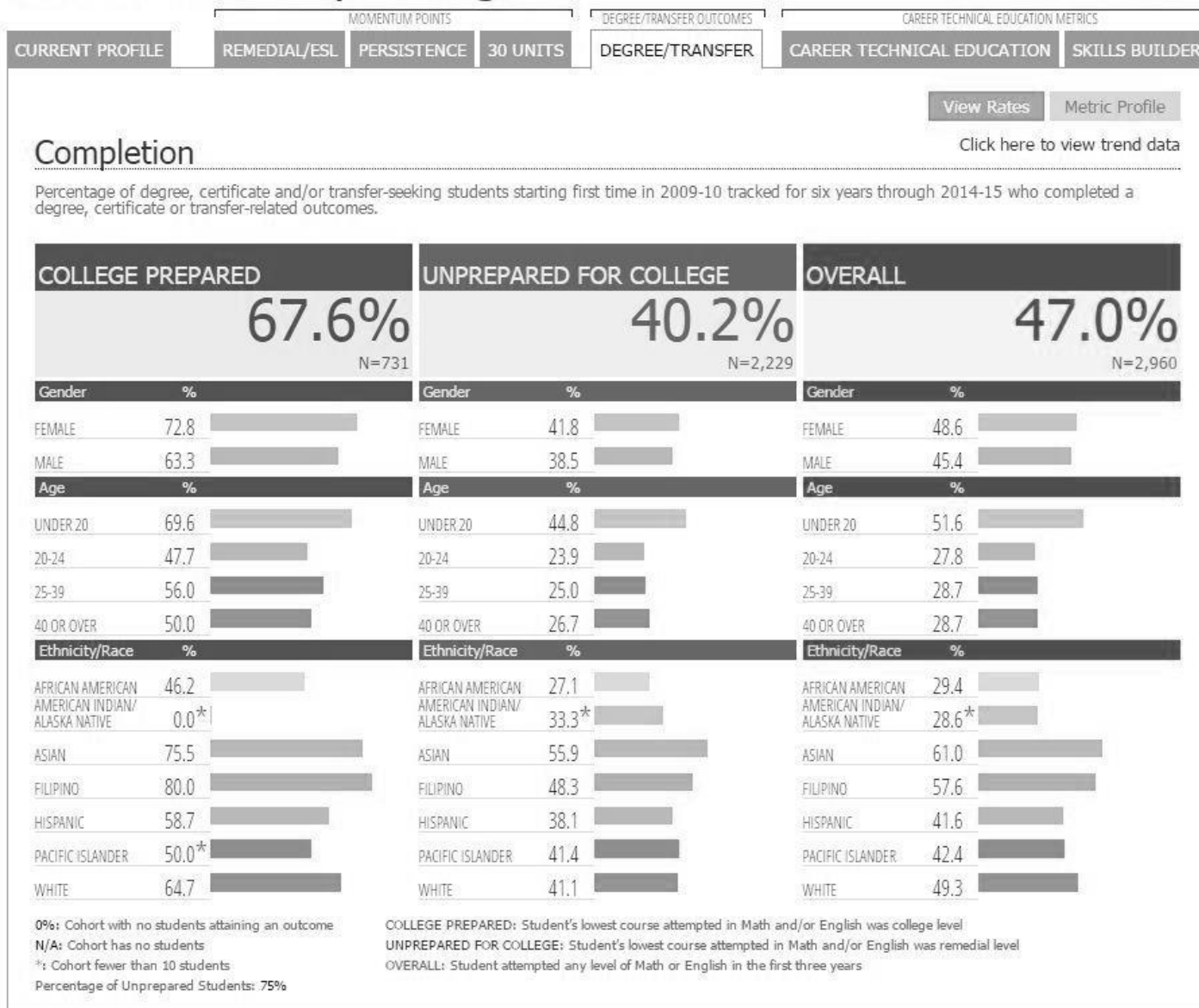
<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home> (retrieved 6/16/2016)

## Completion Outcomes: Degree/Transfer

The most recent Scorecard data show that nearly half of the degree-, certificate-, or transfer-seeking, first-time students beginning at SCC in the 2009-2010 academic year completed a degree, certificate, or transfer-related outcomes within six years. (The most recent data available is for outcomes during the 2014-2015 academic year.)

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

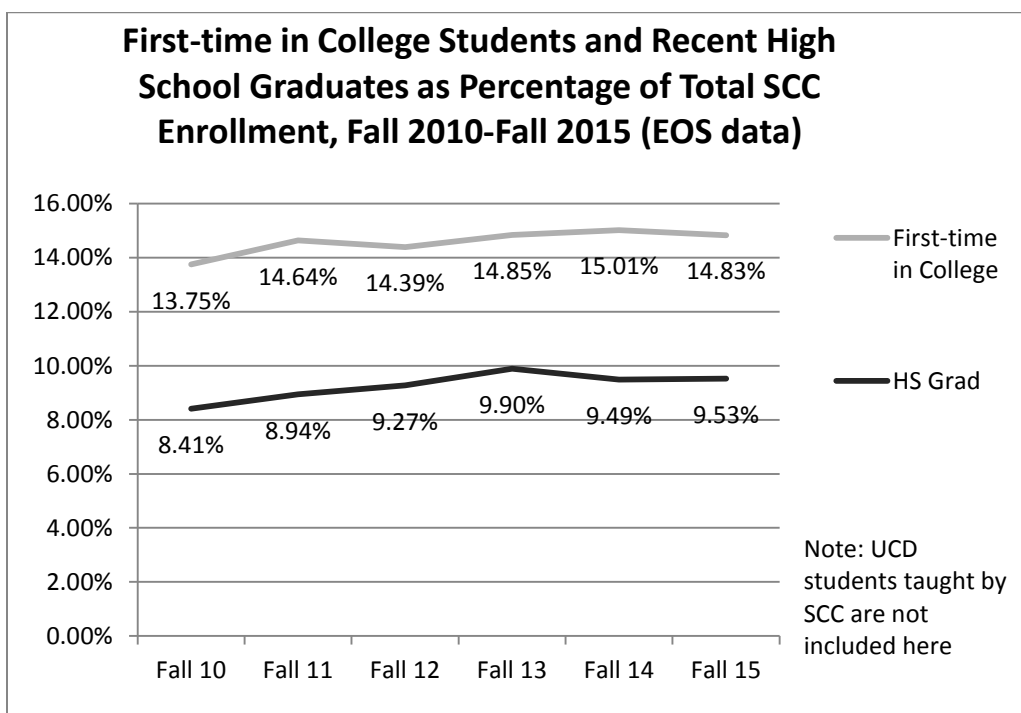
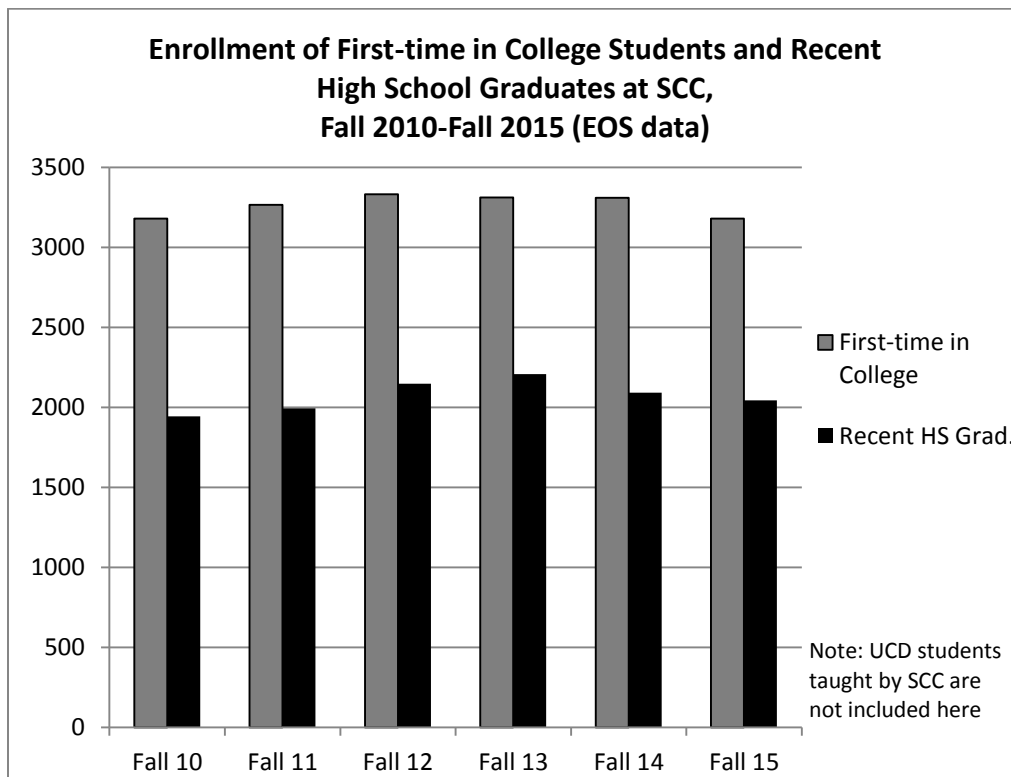


For each student category shown, the percentage is *of the given demographic*. For example, in the overall completion column on the right side of the figure, 48.6% of females and 45.4% of males in the cohort completed a degree, certificate, or transfer-related outcome within six years. The percentages do not sum to 100%. Note that college-prepared first-time students are much more likely than unprepared students to attain a completion outcome (67.6% and 40.2%, respectively).

<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home> (retrieved 6/16/2016)

**For the most part, the number of first-time in college 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 in college 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
2011	193	9.7%	325	16.3%	46	2.3%	622	31.2%	156	7.8%	5	0.3%	19	1.0%	365	18.3%	11	0.6%	252	12.6%	1,994
2012	238	11.1%	369	17.2%	59	2.7%	729	34.0%	169	7.9%	10	0.5%	26	1.2%	514	23.9%	10	0.5%	23	1.1%	2,147
2013	259	11.7%	344	15.6%	54	2.5%	802	36.3%	185	8.4%	8	0.4%	24	1.1%	499	22.6%	1	0.1%	31	1.4%	2,207
2014	236	11.3%	285	13.6%	49	2.3%	833	39.8%	162	7.7%	7	0.3%	26	1.2%	479	22.9%	1	0.1%	14	0.7%	2,092
2015	235	11.5%	276	13.5%	56	2.7%	815	39.9%	172	8.4%	10	0.5%	25	1.2%	446	21.8%	0	0.0%	8	0.4%	2,043

(Data source: EOS profile data)

**Most recent high school graduates who enrolled at SCC in Fall 2015 also enrolled in Spring 2016.**

Fall 2015 to Spring 2016 Semester Persistence of High School Graduates enrolled at SCC		
Ethnicity	# of Students - 1st Fall	Fall to Spring Persistence Rate (%)
African American	235	68.9%
Asian	276	81.2%
Filipino	56	80.4%
Hispanic/Latino	815	77.8%
Multi-Race	172	72.7%
Native American	10	80.0%
Pacific Islander	25	84.0%
Unknown	8	50.0%
White	446	75.8%
<b>High School graduates enrolled at SCC:</b> Those students ages 19 and younger, who received a high school diploma in the year specified.		
<b>Persistence Rate to Spring:</b> 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		
<b>Data Sources:</b> LRCCD End of Semester Profile and Transcript.		

## Assessment – Placement into pre-collegiate essential skills courses.

In Fall 2015, there were 2,043 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 2015, the percentage of recent HS students placing into courses numbered lower than 100 was 30.9% for Reading, 25.4% for Writing, and 27.7% for Math. However, of the 1,819 students with reading data, 666 (37%) 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 2015		Levels Below Transfer (LBT)			Transfer	Total
		10 (3 LBT)	11 (2 LBT)	110 (1 LBT)	310 (Transfer)	
TOTAL RECENT HS STUDENTS'	#	135	221	571	226	1,153
PLACEMENT LEVEL	%	11.7%	19.2%	49.5%	19.6%	100.0%

Source: EOS Profile Data, Fall 2015

WRITING, Fall 2015		Levels Below Transfer (LBT)		Transfer	Total
		51 (2 LBT)	101 (1 LBT)	300 (Transfer)	
TOTAL RECENT HS STUDENTS'	#	466	782	587	1,835
PLACEMENT LEVEL	%	25.4%	42.6%	32.0%	100.0%

Source: EOS Profile Data, Fall 2015

MATH, Fall 2015		Levels Below Transfer (LBT)				Transfer Level	Total
		27 (4 LBT)	34 (3 LBT)	100* (2 LBT)	120* (1 LBT)	All Transfer Level Math Courses <sup>o</sup>	
TOTAL RECENT HS STUDENTS'	#	391	145	427	837	137	1,937
PLACEMENT LEVEL	%	20.2%	7.5%	22.0%	43.2%	7.1%	100.0%

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

<sup>o</sup>Transfer level math placements include the following courses: MATH 300, 310, 335, 340, 370, and 400.

Source: EOS Profile Data, Fall 2015

Placements for Sacramento City Unified School District recent high graduates are at the end of this section (pages 14-16).

## Assessment – Placement of Selected Top Feeder Recent High School Graduates

The tables below show placement rates in reading writing, and math for Fall 2015 for SCC’s top feeder high schools. (Course numbers 300 and higher = transfer level courses. Course numbers lower than 300 = pre-transfer level courses. Course numbers lower than 100 = pre-collegiate level courses. LBT=levels below transfer as coded in MIS data submitted to the State Chancellor’s Office.)

SCC Recent HS Graduate Placements in Reading by Selected Top Feeder High School Attended						
High School	Reading Placement	Levels Below Transfer (LBT)			310 (Transfer)	Total
		10 (3 LBT)	11 (2 LBT)	110 (1 LBT)		
C. K. McClatchy High	Count	9	19	33	15	76
	%	11.8%	25.0%	43.4%	19.7%	100.0%
Davis Senior High	Count	3	6	14	9	32
	%	9.4%	18.8%	43.8%	28.1%	100.0%
Florin High	Count	3	1	9	5	18
	%	16.7%	5.6%	50.0%	27.8%	100.0%
Franklin High School	Count	0	1	13	1	15
	%	0.0%	6.7%	86.7%	6.7%	100.0%
Hiram W. Johnson High	Count	4	19	19	5	47
	%	8.5%	40.4%	40.4%	10.6%	100.0%
John F. Kennedy High	Count	12	9	34	7	62
	%	19.4%	14.5%	54.8%	11.3%	100.0%
Luther Burbank High	Count	13	12	23	1	49
	%	26.5%	24.5%	46.9%	2.0%	100.0%
River City Senior High	Count	8	21	37	9	75
	%	10.7%	28.0%	49.3%	12.0%	100.0%
Rosemont High School	Count	4	5	13	5	27
	%	14.8%	18.5%	48.1%	18.5%	100.0%
Sheldon High School	Count	1	2	14	8	25
	%	4.0%	8.0%	56.0%	32.0%	100.0%
West Campus Hiram Johnson	Count	0	1	3	5	9
	%	0.0%	11.1%	33.3%	55.6%	100.0%
<b>ALL Recent High School Graduates</b>	<b>Count</b>	<b>135</b>	<b>221</b>	<b>571</b>	<b>226</b>	<b>1153</b>
	<b>%</b>	<b>11.7%</b>	<b>19.2%</b>	<b>49.5%</b>	<b>19.6%</b>	<b>100.0%</b>

Source: EOS Profile Data, Fall 2015

SCC Recent HS Graduate Placements in Writing by Selected Top Feeder High School Attended					
High School	Writing Placement	Levels Below Transfer (LBT)		300 (Transfer)	Total
		51 (2 LBT)	101 (1 LBT)		
C. K. McClatchy High	Count	29	65	42	136
	%	21.3%	47.8%	30.9%	100.0%
Davis Senior High	Count	11	22	41	74
	%	14.9%	29.7%	55.4%	100.0%
Florin High	Count	8	12	9	29
	%	27.6%	41.4%	31.0%	100.0%
Franklin High School	Count	4	15	17	36
	%	11.1%	41.7%	47.2%	100.0%
Hiram W. Johnson High	Count	25	24	7	56
	%	44.6%	42.9%	12.5%	100.0%
John F. Kennedy High	Count	30	47	34	111
	%	27.0%	42.3%	30.6%	100.0%
Luther Burbank High	Count	27	18	8	53
	%	50.9%	34.0%	15.1%	100.0%
River City Senior High	Count	27	59	33	119
	%	22.7%	49.6%	27.7%	100.0%
Rosemont High School	Count	13	18	9	40
	%	32.5%	45.0%	22.5%	100.0%
Sheldon High School	Count	3	23	10	36
	%	8.3%	63.9%	27.8%	100.0%
West Campus Hiram Johnson	Count	1	10	9	20
	%	5.0%	50.0%	45.0%	100.0%
<b>ALL Recent High School Graduates</b>	<b>Count</b>	<b>466</b>	<b>782</b>	<b>587</b>	<b>1835</b>
	<b>%</b>	<b>25.4%</b>	<b>42.6%</b>	<b>32.0%</b>	<b>100.0%</b>

Source: EOS Profile Data, Fall 2015

SCC Recent HS Graduate Placements in Math by Selected Top Feeder High School Attended							
High School	Math Placement	Levels Below Transfer (LBT)				All Transfer Level Math Courses <sup>0</sup>	Total
		27 (4 LBT)	34 (3 LBT)	100* (2 LBT)	120* (1 LBT)		
C. K. McClatchy High	Count	28	2	20	80	8	138
	%	20.3%	1.4%	14.5%	58.0%	5.8%	100.0%
Davis Senior High	Count	5	3	10	37	23	78
	%	6.4%	3.8%	12.8%	47.4%	29.5%	100.0%
Florin High	Count	6	2	10	12	1	31
	%	19.4%	6.5%	32.3%	38.7%	3.2%	100.0%
Franklin High School	Count	4	0	11	17	6	38
	%	10.5%	0.0%	28.9%	44.7%	15.8%	100.0%
Hiram W. Johnson High	Count	18	5	14	21	2	60
	%	30.0%	8.3%	23.3%	35.0%	3.3%	100.0%
John F. Kennedy High	Count	20	8	27	51	11	117
	%	17.1%	6.8%	23.1%	43.6%	9.4%	100.0%
Luther Burbank High	Count	23	4	12	25	0	64
	%	35.9%	6.3%	18.8%	39.1%	0.0%	100.0%
River City Senior High	Count	20	8	24	66	6	124
	%	16.1%	6.5%	19.4%	53.2%	4.8%	100.0%
Rosemont High School	Count	9	4	8	20	2	43
	%	20.9%	9.3%	18.6%	46.5%	4.7%	100.0%
Sheldon High School	Count	5	0	18	12	3	38
	%	13.2%	0.0%	47.4%	31.6%	7.9%	100.0%
West Campus Hiram Johnson	Count	0	0	5	15	2	22
	%	0.0%	0.0%	22.7%	68.2%	9.1%	100.0%
<b>ALL Recent High School Graduates</b>	<b>Count</b>	<b>391</b>	<b>145</b>	<b>427</b>	<b>837</b>	<b>137</b>	<b>1937</b>
	<b>%</b>	<b>20.2%</b>	<b>7.5%</b>	<b>22.0%</b>	<b>43.2%</b>	<b>7.1%</b>	<b>100.0%</b>

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

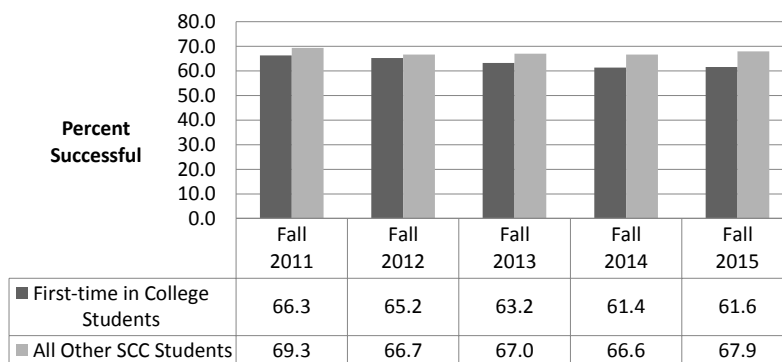
<sup>0</sup>Transfer level math placements include the following courses: MATH 300, 310, 335, 340, 370, and 400.

Source: EOS Profile Data, Fall 2015



**Course success rates of both first-time in college students (previously Education Initiative cohort) and recent HS graduates have fluctuated between Fall 2011 and Fall 2015.**

SCC Successful Course Completion by First-Time in College Cohort, Fall 2011 to Fall 2015 (%)

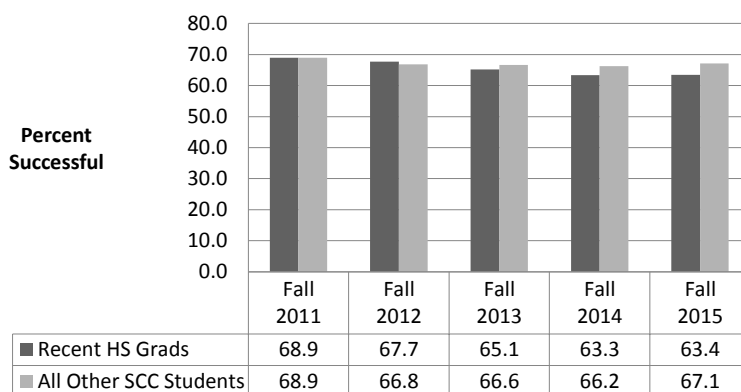


Note: The data from Fall 2015 forward is not comparable to earlier years as the cohort being tracked changed from Education Initiative cohort (students aged 18-20 years) to First-Time in College students (first-time new students not enrolled at UC Davis).

Source: EOS Research Database Files 6-10 Sacramento City College Office of Planning, Research & Institutional Effectiveness

**In both Fall of 2014 and 2015 the course success rate of recent HS graduates was somewhat lower than course success for all other students.**

SCC Successful Course Completion by Recent High School Grad Status, Fall 2011 to Fall 2015 (%)



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 2015 indicate that substantial achievement gaps exist between groups.**

<b>First (Fall) Semester Outcomes of Recent High School Graduates at SCC in Fall 2015</b>					
<b>Ethnicity</b>	<b># of Students</b>	<b>Average Units Attempted</b>	<b>Average Units Completed</b>	<b>Average Term GPA</b>	<b>Course Success Rate (%)</b>
African American	235	10.2	5.8	1.4	46.1
Asian	276	12.3	10.3	2.3	75.0
Filipino	56	12.1	9.2	2.1	70.6
Hispanic/Latino	815	11.0	7.6	1.8	62.7
Multi-Race	172	11.1	7.4	1.7	57.9
Native American	10	12.1	7.4	1.7	52.4
Pacific Islander	25	9.1	6.5	2.0	62.8
Unknown	8	10.3	6.7	1.8	65.4
White	446	11.6	8.7	2.2	69.4
<b>High School graduates enrolled at SCC:</b> Those students ages 19 and younger, who received a high school diploma in the year specified.					
<b>Course Success Rate:</b> 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					
<b>Data Sources:</b> LRCCD End of Semester Profile and Transcript files.					

<b>Spring 2016 Semester Academic Outcomes of Recent High School Graduates starting at SCC in Fall 2015</b>					
<b>Ethnicity</b>	<b># of Students</b>	<b>Average Units Attempted</b>	<b>Average Units Completed</b>	<b>SCC Average Term GPA</b>	<b>SCC Course Success Rate (%)</b>
African American	162	11.0	6.3	1.8	63.1%
Asian	224	12.6	10.2	2.5	80.1%
Filipino	45	11.9	9.6	2.6	84.3%
Hispanic/Latino	634	11.2	7.7	2.2	72.6%
Multi-Race	125	11.6	7.9	2.3	73.9%
Native American	8	9.6	7.8	2.7	85.7%
Pacific Islander	21	9.6	6.2	2.0	68.0%
Unknown	4	14.8	12.0	2.5	92.9%
White	338	12.0	9.5	2.7	85.0%
<b>High School graduates enrolled at SCC:</b> Those students ages 19 and younger, who received a high school diploma in the year specified.					
<b>Course Success Rate:</b> 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					
<b>Data Sources:</b> LRCCD End of Semester Profile and Transcript files.					

## Special Focus: Assessment Placement by SCUSD Recent High School Graduates

The tables below show placement rates in reading, writing, and math for Fall 2015 for recently graduated students from Sacramento City Unified School District high schools. (Course numbers 300 and higher = transfer level courses. Course numbers lower than 300 = pre-transfer level courses. Course numbers lower than 100 = pre-collegiate level courses. LBT = levels below transfer as coded in MIS data submitted to the State Chancellor's Office.)

SCC SCUSD Recent High School Graduates Placements						
Reading Placements						
	Levels Below Transfer (LBT)			Transfer	Total	
	10 (3 LBT)	11 (2 LBT)	110 (1 LBT)	310 (Transfer)		
Count	50	79	150	48	327	
%	15.3%	24.2%	45.9%	14.7%	100.0%	
Writing Placements						
	Levels Below Transfer (LBT)		Transfer	Total		
	51 (2 LBT)	101 (1 LBT)				
Count	148	215	129	492		
%	30.1%	43.7%	26.2%	100.0%		
Math Placements						
	Levels Below Transfer (LBT)				Transfer	Total
	27 (4 LBT)	34 (3 LBT)	100* (2 LBT)	120* (1 LBT)	All Transfer Level Math Courses <sup>o</sup>	
Count	121	25	105	251	26	528
%	22.9%	4.7%	19.9%	47.5%	4.9%	100.0%

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

◊Transfer level math placements include the following courses: MATH 335, 370, and 400.

Source: EOS Profile Data, Fall 2015

# Basic Skills Report

## Fall 2016

**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 2015 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 enrolled in Fall 2015 with assessment test results who placed into pre-collegiate or pre-transfer levels (Source: EOS Profile and Portability Database)		
Fall 2015	Pre-collegiate	Pre-transfer
Reading	17.7%	43.3%
Writing	29.7%	64.3%
Math	31.6%	92.3%

## Many students struggle with essential skills Math.

The high-enrollment math course, Math 100 (Elementary Algebra), had Fall 2015 end-of-semester enrollments of 1,258 and success rates of approximately 40% to 42% in each of the two falls examined below (Fall 2014, Fall 2015).

MATH	Successful	F14 Count	F14 % Successful (no / <b>yes</b> )	F15 Count	F15 % Successful (no / <b>yes</b> )
Math 100 (2 levels below transfer)	NO	784	59.30%	726	57.70%
	<b>YES</b>	539	40.70%	532	42.30%
	Total	1323	100.00%	1258	100.00%
Math 34 (3 levels below transfer)	NO	240	48.10%	256	50.60%
	<b>YES</b>	259	51.90%	250	49.40%
	Total	499	100.00%	506	100.00%
Math 27/28 (4 levels below transfer)	NO	335	52.50%	356	49.40%
	<b>YES</b>	303	47.50%	365	50.60%
	Total	638	100.00%	721	100.00%

## Basic skills classes fill fairly quickly.

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

For Fall 2015 and Fall 2016 pre-collegiate basic skills courses reached cap well before the beginning of the semester. This means that some 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 (All students)

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 2015, the percentage of placements into courses numbered lower than 100 was 17.2% for Reading, 29.7% for Writing, and 32.2% 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 2015 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 2015 End of Semester, all students			
ENGRD	Level(s) Below Transfer	Number	Percent
10	3 LBT	858	6.4
11	2 LBT	1,493	11.14
110	1 LBT	3,551	26.51
310	Transfer	2,264	16.9
Competency	Transfer	5,231	39.05
<b>Total</b>		13,397	100

ENGWR	Level(s) Below Transfer	Number	Percent
40/50/51	2 LBT	3,640	29.7
100/101	1 LBT	4,204	34.31
300	Transfer	4,410	35.99
<b>Total</b>		12,254	100

MATH	Level(s) Below Transfer	Number	Percent
27/28	4 LBT	3,107	20.82
34	3 LBT	1,702	11.41
100	2 LBT	3,318	22.24
120	1 LBT	5,543	37.15
300, 310, 335, 340, 370, or 400	Transfer	1,252	8.39
<b>Total</b>		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, in Fall 2015

less than half of most of the ethnic groups shown in the next table meet reading competency when initially tested. Only Whites and the few students in the “unknown” category have rates exceeding 50% meeting competency without having to take remediation courses.

Reading Placement by Ethnicity (Fall 2015 students, EOS Profile)							
Ethnicity		ENGRD 10	ENGRD 11	ENGRD 110	Transfer	Competency (transfer)	Total
African American	#	230	286	536	263	451	1,766
	%	13.02	16.19	30.35	14.89	25.54	100
Asian	#	208	353	638	357	563	2,119
	%	9.82	16.66	30.11	16.85	26.57	100
Filipino	#	18	36	106	82	107	349
	%	5.16	10.32	30.37	23.5	30.66	100
Hispanic/Latino	#	243	514	1,359	751	1,651	4,518
	%	5.38	11.38	30.08	16.62	36.54	100
Multi-Race	#	23	65	229	155	458	930
	%	2.47	6.99	24.62	16.67	49.25	100
Native American	#	8	7	29	13	27	84
	%	9.52	8.33	34.52	15.48	32.14	100
Other Non-White	#	2	11	16	19	16	64
	%	3.13	17.19	25	29.69	25	100
Pacific Islander	#	14	36	76	43	37	206
	%	6.8	17.48	36.89	20.87	17.96	100
Unknown	#	5	10	18	21	70	124
	%	4.03	8.06	14.52	16.94	56.45	100
White	#	107	175	544	560	1,851	3,237
	%	3.31	5.41	16.81	17.30	57.18	100
Total	#	858	1,493	3,551	2,264	5,231	13,397
	%	6.4	11.14	26.51	16.9	39.05	100

Similar patterns are evident for English writing. When examining placement into “freshman English,” there is variation across groups. African American and Native American 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 2015 students, EOS Profile)					
Ethnicity		ENGWR 51	ENGWR 101	Transfer	Total
African American	#	710	484	308	1,502
	%	47.27	32.22	20.51	100
Asian	#	780	600	506	1,886
	%	41.36	31.81	26.83	100
Filipino	#	85	129	118	332
	%	25.6	38.86	35.54	100
Hispanic/Latino	#	1,255	1,627	1,250	4,132
	%	30.37	39.38	30.25	100
Multi-Race	#	183	282	415	880
	%	20.8	32.05	47.16	100
Native American	#	30	29	15	74
	%	40.54	39.19	20.27	100
Other Non-White	#	15	13	24	52
	%	28.85	25	46.15	100
Pacific Islander	#	71	75	39	185
	%	38.38	40.54	21.08	100
Unknown	#	25	30	61	116
	%	21.55	35.86	52.59	100
White	#	486	935	1,674	3,095
	%	15.7	30.21	54.09	100
Total	#	3,640	4,204	4,410	12,254
	%	29.7	34.31	35.99	100



The need for basic skill remediation is most-pronounced in Math placements. Less than 10% of students taking the math placement test place into transfer level math courses. Over 40% of the African American and Native 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 15% placing into a transferable math course.

Math Placement by Ethnicity (Fall 2015 students, EOS Profile)							
Ethnicity		MATH 27	MATH 34	MATH 100	MATH 120	Transfer	Total
African American	#	749	283	347	414	51	1,844
	%	40.62	15.35	18.82	22.45	2.77	100
Asian	#	282	182	409	1,188	476	2,537
	%	11.12	7.17	16.16	46.83	18.76	100
Filipino	#	36	26	101	182	55	400
	%	9	6.5	25.25	45.5	13.75	100
Hispanic/Latino	#	1,104	580	1,165	1,813	208	4,870
	%	22.67	11.91	23.92	37.23	4.27	100
Multi-Race	#	194	108	232	409	86	1,029
	%	18.85	10.5	22.55	39.75	8.36	100
Native American	#	35	17	19	14	2	87
	%	40.23	19.54	21.84	16.09	2.3	100
Other Non-White	#	26	10	20	19	4	79
	%	32.91	12.66	25.32	24.05	5.06	100
Pacific Islander	#	51	28	56	73	9	217
	%	23.5	12.9	25.81	33.64	4.15	100
Unknown	#	23	20	32	45	17	137
	%	16.79	14.6	23.36	32.85	12.41	100
White	#	607	448	937	1,386	344	3,722
	%	16.31	12.04	25.17	37.24	9.24	100
Total	#	3,107	1,702	3,318	5,543	1,252	14,922
	%	20.82	11.41	22.24	37.15	8.39	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 2015 retention exceeds 70% for all subject and level combinations and most have retention above 80%. Success rates rose in some course-level combinations and fell in others.

ENGLISH READING			Success				Retention			
Success and retention rates, by Subject and Course Level			F14 Count	F14 %	F15 Count	F15 %	F14 Count	F14 %	F15 Count	F15 %
Reading	Transfer level	NO	136	23.60%	149	29.50%	80	13.90%	86	17.00%
		YES	441	76.40%	356	70.50%	497	86.10%	419	83.00%
		Total	577	100.00%	505	100.00%	577	100.00%	505	100.00%
	1 level below transfer	NO	191	38.40%	191	35.20%	80	16.10%	105	19.30%
		YES	307	61.60%	352	64.80%	418	83.90%	438	80.70%
		Total	498	100.00%	543	100.00%	498	100.00%	543	100.00%
	2 levels below transfer	NO	137	36.80%	125	39.20%	60	16.10%	55	17.20%
		YES	235	63.20%	194	60.80%	312	83.90%	264	82.80%
		Total	372	100.00%	319	100.00%	372	100.00%	319	100.00%
	3 levels below transfer	NO	90	47.10%	67	37.60%	52	27.20%	47	26.40%
		YES	101	52.90%	111	62.40%	139	72.80%	131	73.60%
		Total	191	100.00%	178	100.00%	191	100.00%	178	100.00%

ENGLISH WRITING			Success				Retention			
Success and course retention rates, by Subject and Course Level			F14 Count	F14 %	F15 Count	F15 %	F14 Count	F14 %	F15 Count	F15 %
Writing	Transfer Level	NO	765	32.70%	703	34.80%	452	19.30%	335	16.60%
		YES	1578	67.30%	1317	65.20%	1891	80.70%	1685	83.40%
		Total	2343	100.00%	2020	100.00%	2343	100.00%	2020	100.00%
	1 level below transfer	NO	471	44.10%	461	39.60%	180	16.90%	198	17.00%
		YES	596	55.90%	702	60.40%	887	83.10%	965	83.00%
		Total	1067	100.00%	1163	100.00%	1067	100.00%	1163	100.00%
	2 levels below transfer	NO	310	42.90%	329	49.10%	129	17.90%	115	17.20%
		YES	412	57.10%	341	50.90%	593	82.10%	555	82.80%
		Total	722	100.00%	670	100.00%	722	100.00%	670	100.00%

MATH			Success				Retention			
Success and course retention rates, by Subject and Course Level			F14 Count	F14 %	F15 Count	F15 %	F14 Count	F14 %	F15 Count	F15 %
MATH	Transfer Level	NO	636	47.30%	539	42.60%	351	26.10%	325	25.70%
		YES	709	52.70%	726	57.40%	994	73.90%	940	74.30%
		Total	1345	100.00%	1265	100.00%	1345	100.00%	1265	100.00%
	1 level below transfer	NO	1287	54.50%	1230	54.70%	644	27.30%	575	25.60%
		YES	1074	45.50%	1019	45.30%	1717	72.70%	1674	74.40%
		Total	2361	100.00%	2249	100.00%	2361	100.00%	2249	100.00%
	2 levels below transfer	NO	784	59.30%	726	57.70%	401	30.30%	361	28.70%
		YES	539	40.70%	532	42.30%	922	69.70%	897	71.30%
		Total	1323	100.00%	1258	100.00%	1323	100.00%	1258	100.00%
	3 levels below transfer	NO	240	48.10%	256	50.60%	80	16.00%	113	22.30%
		YES	259	51.90%	250	49.40%	419	84.00%	393	77.70%
		Total	499	100.00%	506	100.00%	499	100.00%	506	100.00%
	4 levels below transfer	NO	335	52.50%	356	49.40%	104	16.30%	156	21.60%
		YES	303	47.50%	365	50.60%	534	83.70%	565	78.40%
		Total	638	100.00%	721	100.00%	638	100.00%	721	100.00%

ESL			Success				Retention			
Success and course retention rates, by Subject and Course Level			F14 Count	F14 %	F15 Count	F15 %	F14 Count	F14 %	F15 Count	F15 %
ESL	Transfer Level	NO	10	22.20%	10	23.30%	8	17.80%	4	9.30%
		YES	35	77.80%	33	76.70%	37	82.20%	39	90.70%
		Total	45	100.00%	43	100.00%	45	100.00%	43	100.00%
	1 level below transfer	NO	9	11.80%	11	14.70%	3	3.90%	0	0.00%
		YES	67	88.20%	64	85.30%	73	96.10%	75	100.00%
		Total	76	100.00%	75	100.00%	76	100.00%	75	100.00%
	2 levels below transfer	NO	28	32.20%	26	34.70%	1	1.10%	0	0.00%
		YES	59	67.80%	49	65.30%	86	98.90%	75	100.00%
		Total	87	100.00%	75	100.00%	87	100.00%	75	100.00%
ESL Grammar	Transfer Level	NO	28	20.70%	27	24.80%	12	8.90%	14	12.80%
		YES	107	79.30%	82	75.20%	123	91.10%	95	87.20%
		Total	135	100.00%	109	100.00%	135	100.00%	109	100.00%
	1 level below transfer	NO	14	14.00%	10	9.80%	3	3.00%	8	7.80%
		YES	86	86.00%	92	90.20%	97	97.00%	94	92.20%
		Total	100	100.00%	102	100.00%	100	100.00%	102	100.00%

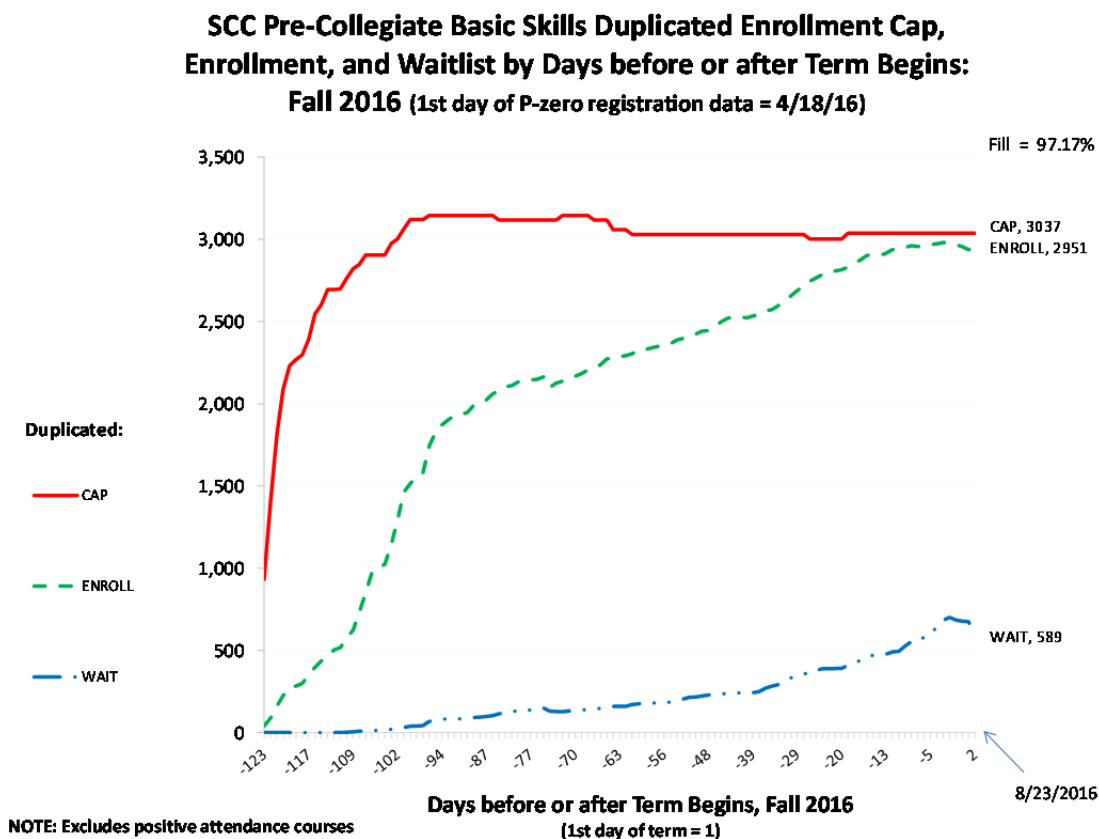
ESL, cont.			Success				Retention			
Success rates, by Subject and Course Level			F14 Count	F14 %	F15 Count	F15 %	F14 Count	F14 %	F15 Count	F15 %
ESL Reading	Transfer Level	NO	12	12.00%	22	27.20%	4	4.00%	10	12.30%
		YES	88	88.00%	59	72.80%	96	96.00%	71	87.70%
		Total	100	100.00%	81	100.00%	100	100.00%	81	100.00%
	1 level below transfer	NO	23	10.10%	18	7.30%	4	1.80%	4	1.60%
		YES	205	89.90%	227	92.70%	224	98.20%	241	98.40%
		Total	228	100.00%	245	100.00%	228	100.00%	245	100.00%
	2 levels below transfer	NO	28	16.70%	37	20.40%	9	5.40%	13	7.20%
		YES	140	83.30%	144	79.60%	159	94.60%	168	92.80%
		Total	168	100.00%	181	100.00%	168	100.00%	181	100.00%
	3 levels below transfer	NO	36	37.90%	34	37.80%	14	14.70%	11	12.20%
		YES	59	62.10%	56	62.20%	81	85.30%	79	87.80%
		Total	95	100.00%	90	100.00%	95	100.00%	90	100.00%
ESL Writing	Transfer Level	NO	35	28.70%	21	21.40%	16	13.10%	9	9.20%
		YES	87	71.30%	77	78.60%	106	86.90%	89	90.80%
		Total	122	100.00%	98	100.00%	122	100.00%	98	100.00%
	1 level below transfer	NO	27	23.90%	*	*	11	9.70%	*	*
		YES	86	76.10%	*	*	102	90.30%	*	*
		Total	113	100.00%	*	*	113	100.00%	*	*
	2 levels below transfer	NO	24	22.90%	30	29.10%	12	11.40%	13	12.60%
		YES	81	77.10%	73	70.90%	93	88.60%	90	87.40%
		Total	105	100.00%	103	100.00%	105	100.00%	103	100.00%
	3 levels below transfer	NO	41	35.70%	54	27.60%	18	15.70%	22	11.20%
		YES	74	64.30%	142	72.40%	97	84.30%	174	88.80%
		Total	115	100.00%	196	100.00%	115	100.00%	196	100.00%

\*ESLW Fall 2014 and Fall 2015 1-level-below-transfer data are not comparable due to coding inconsistencies.

ESL Listening	1 level below transfer	NO	7	12.30%	4	6.30%	7	12.30%	2	3.10%
		YES	50	87.70%	60	93.80%	50	87.70%	62	96.90%
		Total	57	100.00%	64	100.00%	57	100.00%	64	100.00%
	2 levels below transfer	NO	15	11.30%	23	16.90%	5	3.80%	11	8.10%
		YES	118	88.70%	113	83.10%	128	96.20%	125	91.90%
		Total	133	100.00%	136	100.00%	133	100.00%	136	100.00%
	3 levels below transfer	NO	21	23.30%	24	28.90%	12	13.30%	12	14.50%
		YES	69	76.70%	59	71.10%	78	86.70%	71	85.50%
		Total	90	100.00%	83	100.00%	90	100.00%	83	100.00%

## Enrollment patterns and essential skills courses

**For Fall 2016, enrollment in pre-collegiate basic skills courses neared the enrollment cap about ten days before the beginning of the Fall Semester.**



This year's pattern continues a departure from recent 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.

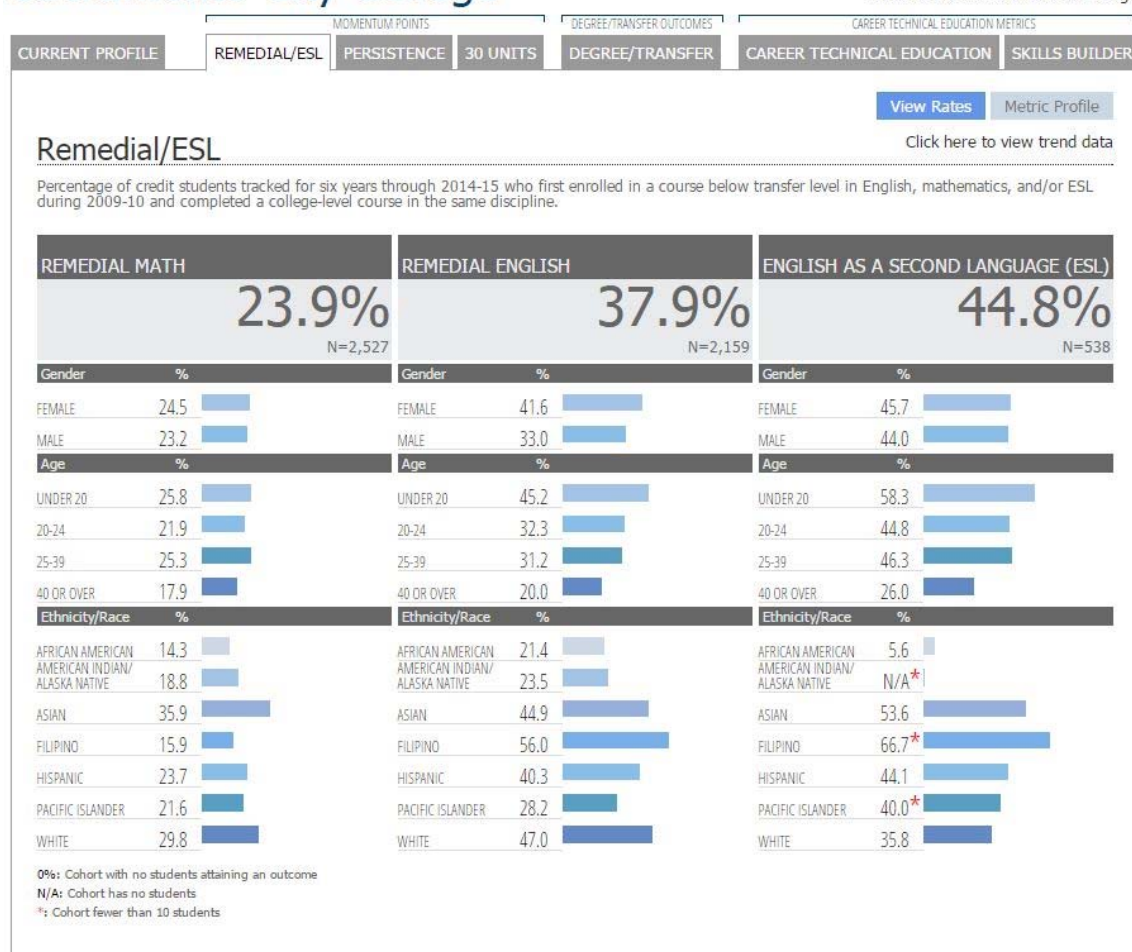
## Special Focus: Scorecard on Basic Skills Progression Rates

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 2009-2010 academic year, approximately 24% of Math, 38% of English, and 45% 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 2014-2015 academic year.)

## Sacramento City College



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, 45.7% of females and 44% 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 6/16/2016)

## **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](http://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](http://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](http://www.asccc.org/Publications/Papers/BasicSkills.htm#defined)

# Student Achievement Report

## Fall 2016

**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.



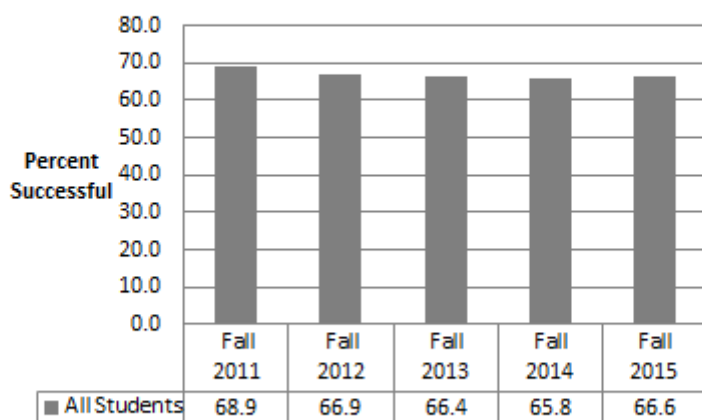
*Note: For additional information on some subgroups of students see the First-year Student Report or the Basic Skills Report.*



# Student Achievement Report - Key Points

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

## SCC Successful Course Completion, Fall 2011 to Fall 2015 (%)



1-10

Source: Research Database Files

Sacramento City College  
Office of Planning, Research & Institutional Effectiveness

In Fall 2015, 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 (PRIIE data) Successful course completion = Grade of A, B, C, P	F 12	F 13	F 14	F 15
Gender gap in course success	1.5%	2.1%	2.7%	1.0%
Race/ethnicity gap in course success	19.8%	20.2%	21.2%	23.1%
Age gap in course success	6.4%	3.5%	5.3%	4.5%
Modality gap in course success (Internet based – Lecture)	2.1%	2.2%	1.2%	4.4%
Location gap in course success (SCC main, Davis, West Sac)	2.8%	0.8%	0.6%	0.3%
Income gap (below poverty, low income, middle & above)	10.9%	9.9%	10.2%	11.1%

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

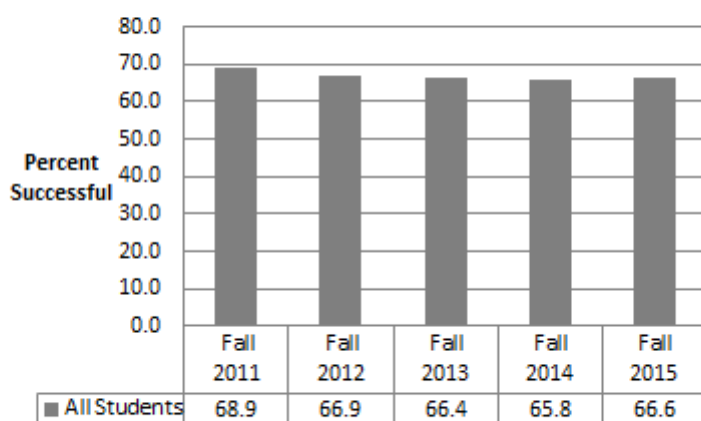
## Course Success Rates

**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 2011 to Fall 2015 (%)



Source: Research Database Files

1-10

Sacramento City College  
Office of Planning, Research & Institutional Effectiveness

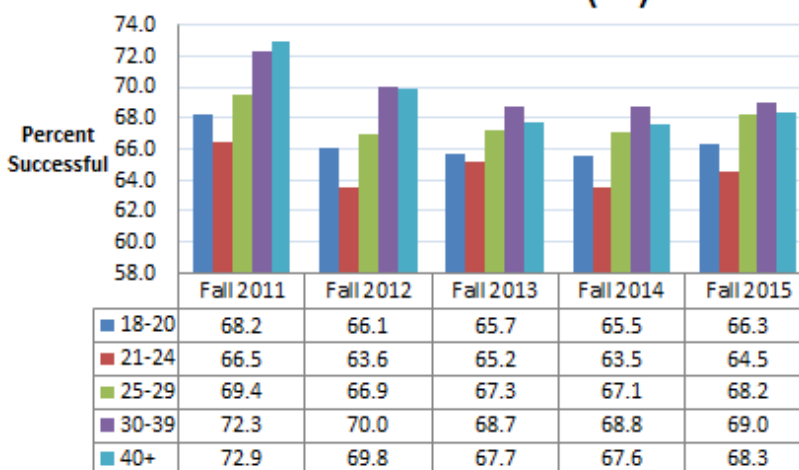
**Gaps in course success rates are currently substantial only for students from different racial/ethnicity groups and income levels.**

Successful Course Completion Metrics (PRIE data) Successful course completion = Grade of A, B, C, P	F 12	F 13	F 14	F 15
Gender gap in course success	1.5%	2.1%	2.7%	1.0%
Race/ethnicity gap in course success	19.8%	20.2%	21.2%	23.1%
Age gap in course success	6.4%	3.5%	5.3%	4.5%
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Income gap (below poverty, low income, middle & above)	10.9%	9.9%	10.2%	11.1%

**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 4.5% 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 2011 to Fall 2015 (%)

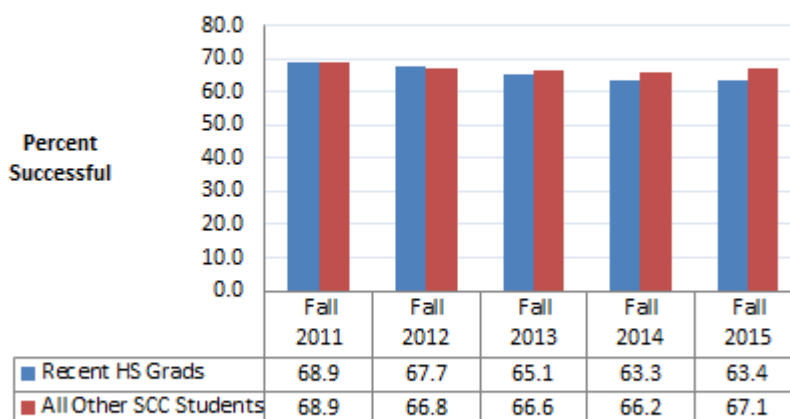


Source: EOS Research Database Files  
 4-10  
 Sacramento City College  
 Office of Planning, Research & Institutional Effectiveness

**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.

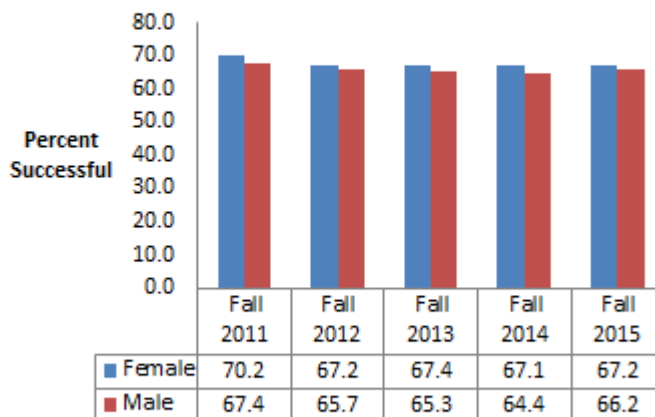
### SCC Successful Course Completion by Recent High School Grad Status, Fall 2011 to Fall 2015 (%)



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 2011 to Fall 2015 (%)



Source: EOS Research Database Files

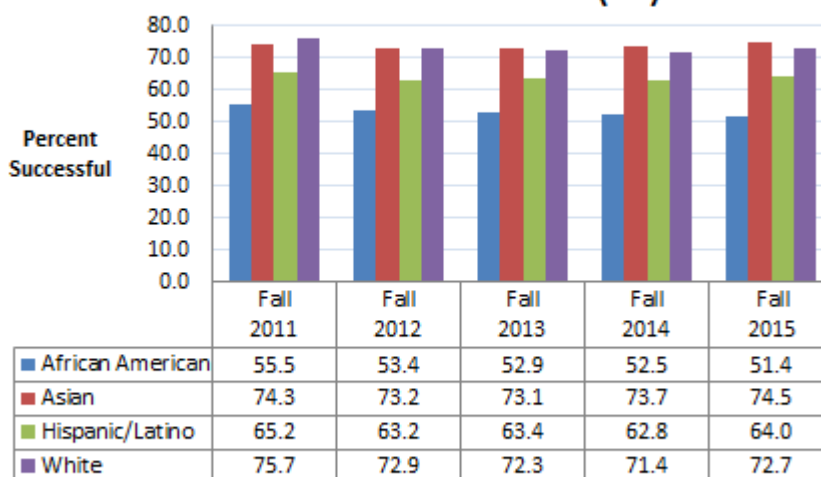
2-10

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**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 2011 to Fall 2015 (%)



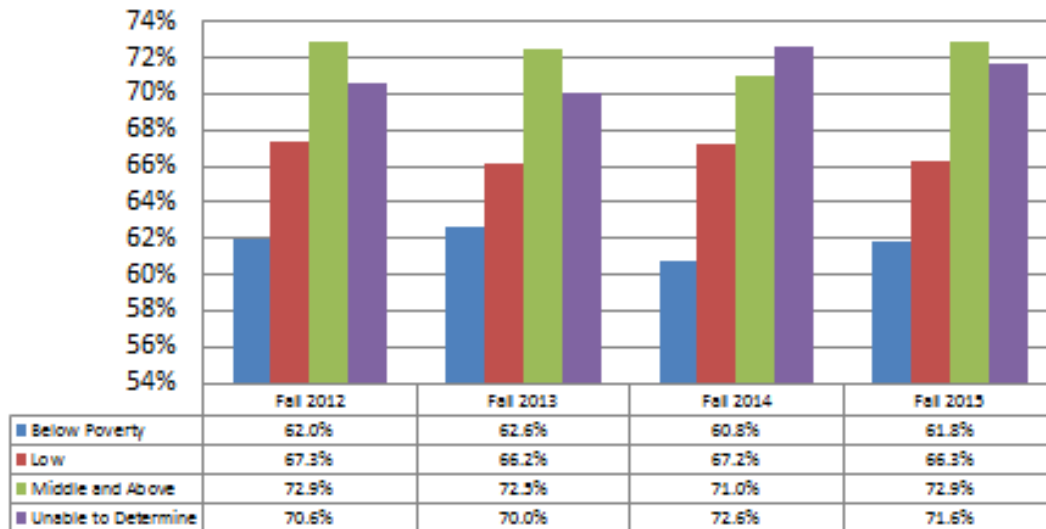
Source: EOS Research Database Files

3-10

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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 (%)



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

8 of 10

*Source: LRCCD, EOS Research Database files*

*Sacramento City College  
Office of Planning, Research & Institutional Effectiveness*

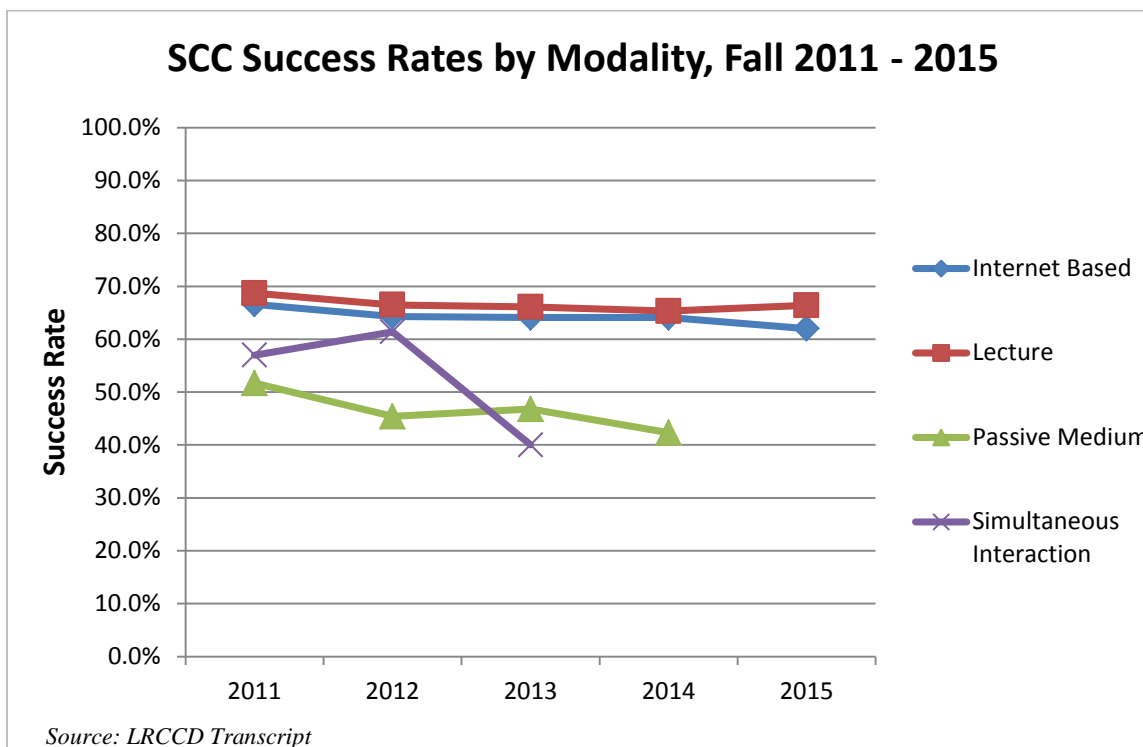
## SCC Student Household Income Level (Fall 2011 to Fall 2015)

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
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
2015	8,618	37.1%	5,359	23.1%	5,557	23.9%	3,695	15.9%	23,229
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. As of 2015, only the internet-based distance modality remains.



Credit Course Success Rate, Fall 2015		
California Community Colleges Chancellor's Office Data		
Report Run Date As Of : 7/22/2016 3:15:52 PM	Enrollment Count	Success Rate
Sacramento City Total	56,620	66.42%
<b>Common modalities</b>		
Delayed Interaction (Internet Based)	6,677	63.52%
Non Distance Education Methods	49,943	66.80%

Note: data from the CCCCO DataMart does not exactly match PRIE data due to difference in how early class drops are counted (retrieved 7/22/2016)

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.

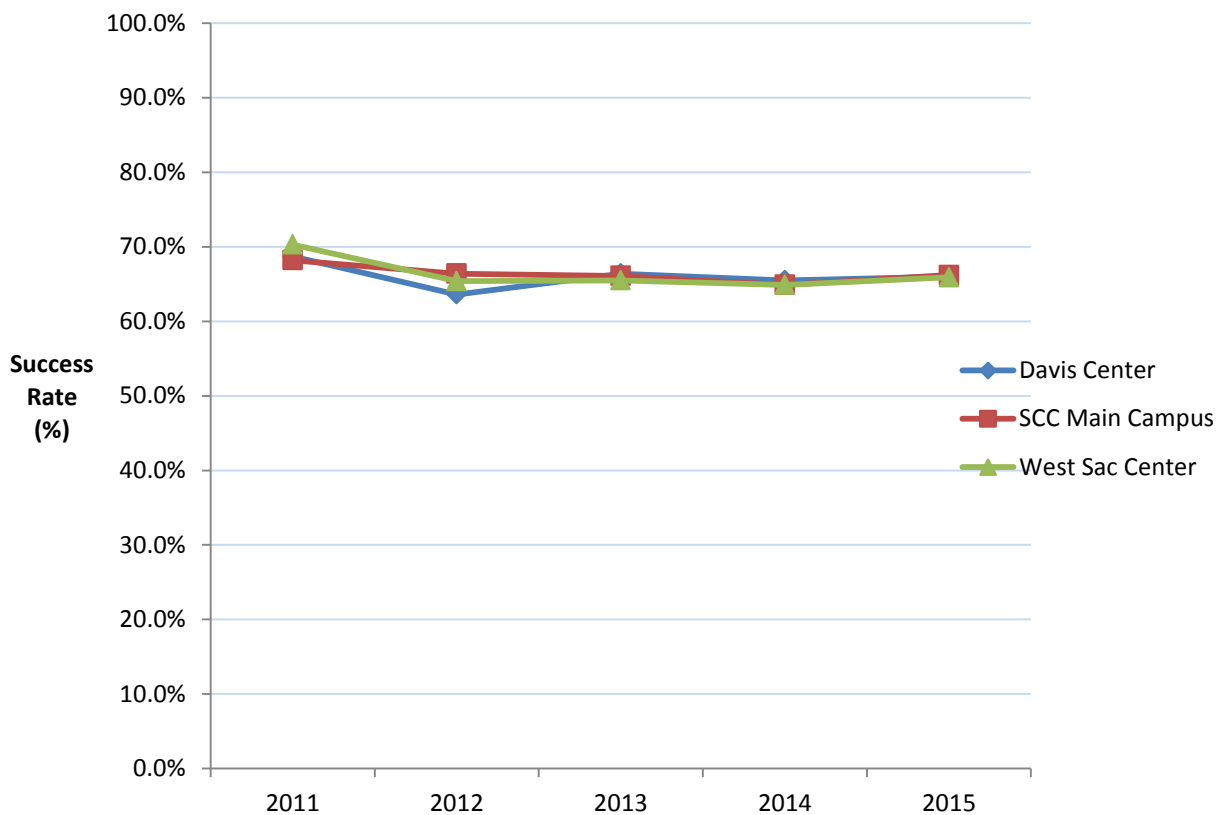
Fall Success Rates (%) by Modality					
Modality	2011	2012	2013	2014	2015
Internet Based	66.6%	64.3%	64.1%5	64.1%	62.0%
Lecture	68.7%	66.5%	66.1%	65.3%	66.4%

Online course/section that delivers 51% or more of the instruction time through the internet. (LRCCD Research files)

**Course success varies by location; however, in 2015 there is only a small difference among the three campus locations—Main Campus, West Sac, and Davis Center.**

Course success rates are quite similar for sections taught at the SCC Main Campus, West Sacramento Center, and Davis Center.

### SCC Success Rates by Location and Fall, 2011 - 2015



Source: LRCCD Transcript

**All SCC locations have equivalent success rates of 66% in Fall 2015.**

Fall Success Rates (%) by Location					
Location	2011	2012	2013	2014	2015
Davis Center	68.7%	63.6%	66.4%	65.5%	66.0%
SCC Main Campus	68.2%	66.4%	66.1%	64.9%	66.2%
West Sac Center	70.3%	65.4%	65.5%	64.9%	65.9%

## Completion: Degrees, certificates and transfer

**In Fall 2015, 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 transferring without an Associate's Degree being the most common goal. The table below shows the percent of students with various educational goals.

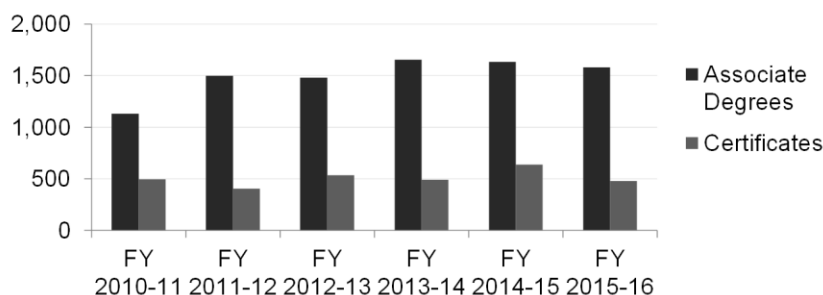
Fall	Transfer w/ AA	Transfer w/out AA	AA w/o Transfer	Vocational (with or w/o Cert.)	Basic Skills/ Personal Dev.	Unspecified/ Undecided	4-Yr Meeting 4-Yr Reqs.	Total
2011	46.8%	14.2%	14.3%	5.7%	6.0%	5.1%	7.9%	23,887
2012	46.5%	14.5%	14.4%	8.0%	6.0%	5.6%	5.1%	24,828
2013	46.8%	14.4%	14.8%	5.8%	6.0%	4.3%	7.9%	23,913
2014	46.8%	15.1%	15.7%	3.9%	5.6%	3.9%	9.0%	23,966
<b>2015</b>	<b>47.8%</b>	<b>15.4%</b>	<b>15.0%</b>	<b>3.6%</b>	<b>5.5%</b>	<b>4.0%</b>	<b>8.8%</b>	<b>23,229</b>

Numbers of degrees, certificates, and transfers to University of California (UC) and California State University (CSU) have all fluctuated over the past few years.

SCC metrics: (PRIIE data)	2012-2013	2013-2014	2014-2015	2015-2016	SCC standard	SCC 10 year range
Number of degrees awarded	1,481	1,654	1,634	1,582	1,000	798–
Number of certificates awarded	534	491	637	479	350	344–637
Number of students transferring to CSU/UC	958	1,095	924	735	700	728–1,118

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

### SCC Degrees & Certificates Awarded Academic Year 2010-11 to Academic Year 2015-16



Fiscal/Academic Year	Associate Degrees		Certificates		Total
	Number	Percent	Number	Percent	
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
FY 2015-16	1,582	76.8%	479	23.2%	2,061

Source: Awards File

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

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Sacramento City College  
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**Most students who show intent to transfer do so, but it can take up to several years after they begin at SCC.**

The Transfer Velocity project from the State Chancellor's Office provides data that tell us something about transfer time lines (data accessible on the CCCCO data mart). The Transfer Velocity project tracks students who have shown intent to transfer by completing at least 12 units and attempting transfer level Math or English. These students' transfer outcomes are calculated for a variety of time after initial enrollment at the college. Data are available for students starting at SCC in 2004-05 or earlier. The data (not shown) suggest that for students starting at SCC, it 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 basic skills work when entering college. This appears to be due to some prepared students completing or transferring in two semesters.

<b>2016 Scorecard SCC</b>	<b>Beginning year of student cohort</b>				
	<i>2005-2006</i>	<i>2006-2007</i>	<i>2007-2008</i>	<i>2008-2009</i>	<i>2009-2010</i>
Persistence all	77.6%	77.5%	76.3%	75.4%	75.8%
Persistence prepared	74.0%	76.5%	74.2%	72.6%	72.0%
Persistence unprepared	78.7%	77.8%	76.9%	76.2%	77.1%

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.

- African American students had relatively low 3-semester persistence rates.
- Asian, Filipino and Pacific Islander students had relatively high 3-semester persistence rates.

<b>Gaps in State Scorecard 3-semester persistence metric for the SCC 2009-10 cohort (2016 Scorecard)</b>	
<i>Rate of highest group minus rate of lowest group in each demographic category</i>	
Gender	2.2%
Race/Ethnicity	15.3%
Age group	15.1%
DSPS (yes/no)	6.8%
Economically disadvantaged (yes/no)	1.5%

<b>Cohort 3-Semester Persistence for the SCC 2009-2010 cohort</b>	
<i>(2016 Scorecard)</i>	
<b>Sacramento City Total Cohort</b>	<b>75.8%</b>
Female	76.8%
Male	74.6%
African American	71.8%
Asian	79.5%
Filipino	87.1%
Hispanic	76.0%
Pacific Islander	78.8%
White	74.3%
Under 20	76.1%
20-24	69.2%
25-39	76.6%
40 and over	84.3%
Not DSPS student	75.5%
DSPS student	82.3%
Not Economically disadvantaged	77.0%
Economically disadvantaged	75.5%
*Does not include groups with n < 10	

## 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. 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 unprepared students who need basic skills work when entering college.

2016 Scorecard SCC	Beginning year of student cohort				
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
30 units all	60.1%	59.7%	62.3%	61.8%	60.9%
30 units prepared	65.7%	64.5%	68.1%	65.3%	69.5%
30 units unprepared	58.2%	58.3%	60.5%	60.8%	58.1%

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.

- African American 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 2009-10 cohort (2016 Scorecard)	
<i>Rate of highest group minus rate of lowest group in each demographic category</i>	
Gender	3.5%
Race/Ethnicity	17.1%
Age group	9.7%
DSPS (yes/no)	3.9%
Economically disadvantaged (yes/no)	11.1%

Cohort Completion of 30 units for SCC (2016 Scorecard)	
<b>Sacramento City Total Cohort</b>	<b>60.9%</b>
Female	62.5%
Male	59.0%
African American	48.4%
Asian	60.6%
Filipino	63.5%
Hispanic	60.0%
Pacific Islander	63.6%
White	65.5%
Under 20	61.6%
20-24	53.8%
25-39	60.3%
40 and over	63.5%
Not DSPS student	60.7%
DSPS student	64.6%
Not Economically Disadvantaged	52.2%
Economically Disadvantaged	63.3%
*Does not include groups with n < 10	

## 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. Sixty-eight percent of College prepared students complete a degree, certificate, or transfer-related outcome. College-prepared students have much higher completion rates than do unprepared students who need remedial basic skills work when entering college.

	Beginning year of student cohort									
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
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	2,539	57.1%	2,552	55.0%	2,790	52.8%	2,941	48.2%	2,960	47.0%
Completion prepared	626	75.7%	583	74.1%	667	69.9%	672	67.9%	731	67.6%
Completion remedial	1,913	51.1%	1,969	49.3%	2,123	47.5%	2,269	42.4%	2,229	40.2%
<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 Data on Demand		
Beginning year of student cohort	Number that transferred	Percentage that transferred
2004-2005	1129	50.99%
2005-2006 *	1376	54.19%
2006-2007 *	1280	50.16%
2007-2008 *	1297	46.49%
2008-2009*	1193	40.56%
2009-2010*	1071	36.18%
*Transfer was restricted by state universities in 2011 through 2014 when many of these students were finishing at SCC.		
Note: Data on Demand updates previous cohort data, those updates are reflected above.		

Substantial gaps in the Scorecard Completion metric occur for student groups of different ages, race/ethnicity, level of college preparation, disability status, 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.
- Asian and Filipino students had higher completion rates than other racial/ethnic groups, while completion rates for 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.

<b>Gaps in State Scorecard Completion Metric (% of a specific cohort that transfers or graduates within 6 years)</b>	<b>Beginning year of cohort</b>		
<i>Rate of highest group minus rate of lowest group (CCCCO 2016 Scorecard Data.)</i>	<i>2007-08 cohort</i>	<i>2008-09 cohort</i>	<i>2009-10 cohort</i>
Gender	0.2%	1.0%	3.2%
Race/Ethnicity	33.8%	29.9%	31.6%
Age group	33.6%	22.0%	23.8%
College preparation (prepared – unprepared)	22.4%	25.5%	27.4%
DSPS (yes/no)	22.9%	21.7%	16.8%
Economically disadvantaged (yes/no)	24.4%	22.4%	27.9%

<b>Cohort Completion rates for SCC (2016 Scorecard)</b>	
<b>Sacramento City Total Cohort</b>	<b>47.0%</b>
Female	48.6%
Male	45.4%
African American	29.4%
Asian	61.0%
Filipino	57.6%
Hispanic	41.6%
Pacific Islander	42.4%
White	49.3%
Under 20	51.6%
20-24	27.8%
25-39	28.7%
40 and over	28.7%
Not DSPS student	54.1%
DSPS student	31.2%
Not economically disadvantaged	71.4%
Economically disadvantaged	47.0%

### **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 2009-10 cohort actually had a degree/certificate completion rate slightly higher than that of students who were not economically disadvantaged. This rate has decreased for both economically disadvantaged and otherwise with the 2009-10 cohort. 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.

<b>Completion rate excluding transfer students 2009-2010 SCC cohort (from SCC 2016 Scorecard Data on Demand)</b>	
Not economically disadvantaged	8.5%
Economically disadvantaged	13.8%

<b>Completion rate including degrees, certificates and transfer 2009-2010 SCC cohort (from SCC 2016 DataMart data)</b>	
Not economically disadvantaged	68.9%
Economically disadvantaged	41.0%

## Transfer

**(Note: The CCCCCO Transfer Velocity data has not been updated with 2016 data as of 10/26/2016, so the data below is from the previous year)**

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.

<b>Gaps in Transfer Velocity Transfer Rate for the SCC 2008-09 cohort (2015 DataMart, Transfer Velocity)</b>	
<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%

<b>Transfer rate for SCC 2008-09 cohort from CCCCCO Transfer Velocity Report</b>	
% of degree-seeking cohort that transferred within 6 years (* = low N)	
<b>Sacramento City Total Cohort</b>	<b>34.9%</b>
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 2016

**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

## **Student Learning Outcome (SLO) assessment is occurring across the college.**

SCC has ongoing assessment of SLOs at the course, program, student service, and institutional levels. The information in the table below comes from the Spring 2016 Annual Report to ACCJC (Data sources - SOCRATES reports, spreadsheets completed by all departments, Program Reviews)

<b>Courses</b>	
Percent of active college courses with ongoing assessment of SLOs	95%
<b>Instructional Programs</b>	
Percent of instructional programs with ongoing assessment of SLOs (ProLOs)	86%
<b>Student Learning and Support Services</b>	
Percent of student and learning support activities with ongoing assessment of SLOs	100%
<b>GE and Institutional SLOs</b>	
Percent of GE courses with ongoing assessment of GE learning outcomes:	99%
Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%



# Student Learning Outcomes Report – Detailed Analysis

## I. Overview of Student Learning Outcomes Planning and Reporting Processes

**SLO assessment is occurring across the college.** SCC has ongoing assessment of SLOs at the course, program, student service, and institutional levels. The information in the table below comes from the Spring 2016 Annual Report to ACCJC. (Data sources - SOCRATES reports, spreadsheets completed by all departments, Program Reviews)

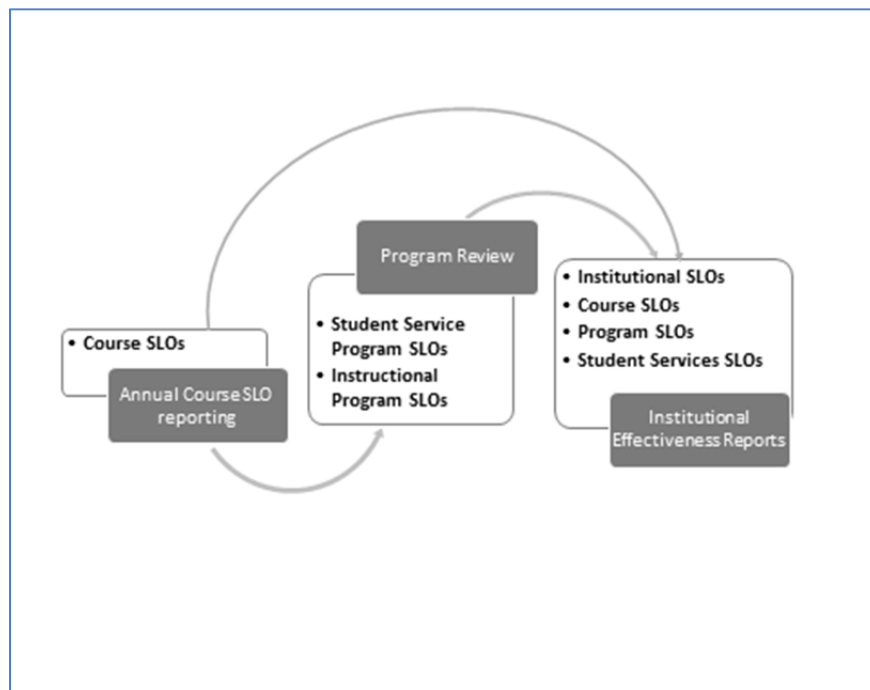
<b>Courses</b>	
Total number of active college courses:	1311
Percent of active college courses with ongoing assessment of SLOs	95%
<b>Instructional Programs</b>	
Total number of college programs (all certificates and degrees, and other programs as defined by college):	212
Percent of instructional programs with ongoing assessment of SLOs (ProLOs)	86%
<b>Student Learning and Support Services</b>	
Total number of student and learning support activities	22
Percent of student and learning support activities with ongoing assessment of SLOs	100%

<b>GE and Institutional SLOs</b>	
Number of courses identified as part of the GE program:	606
Percent of active 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, professors report changes in teaching methods, assignments or exams, and course materials in response to SLO assessment. 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.

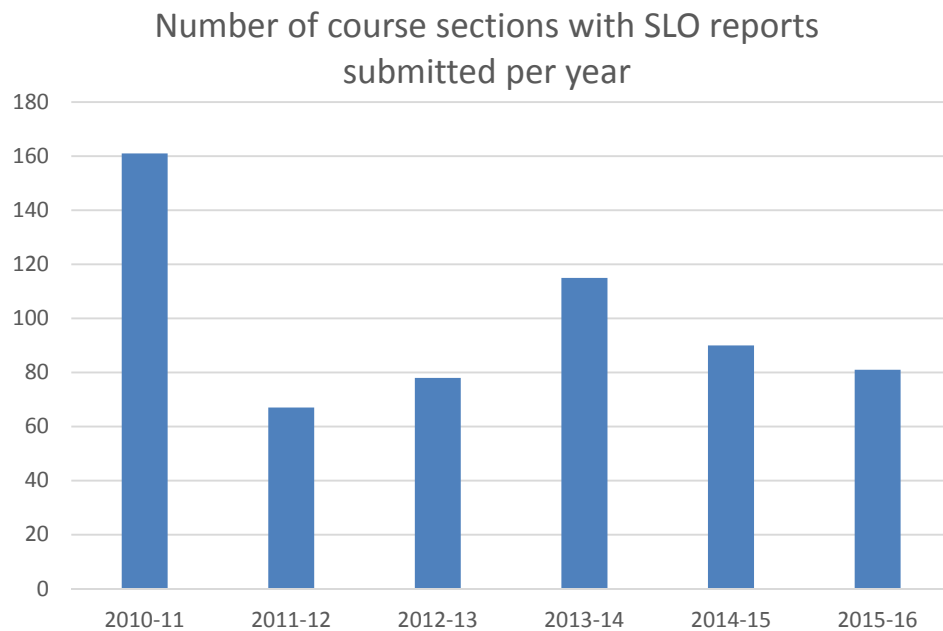
SLOs are developed, implemented, and evaluated on a number of levels, from the course level to the institutional level. Course SLOs are developed and assessed in an ongoing fashion by SCC faculty. Course SLOs align directly with Instructional Program SLOs (ProLOs) and General Education SLOs (GELOs).



## 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 over 80 course reports per year has been submitted.

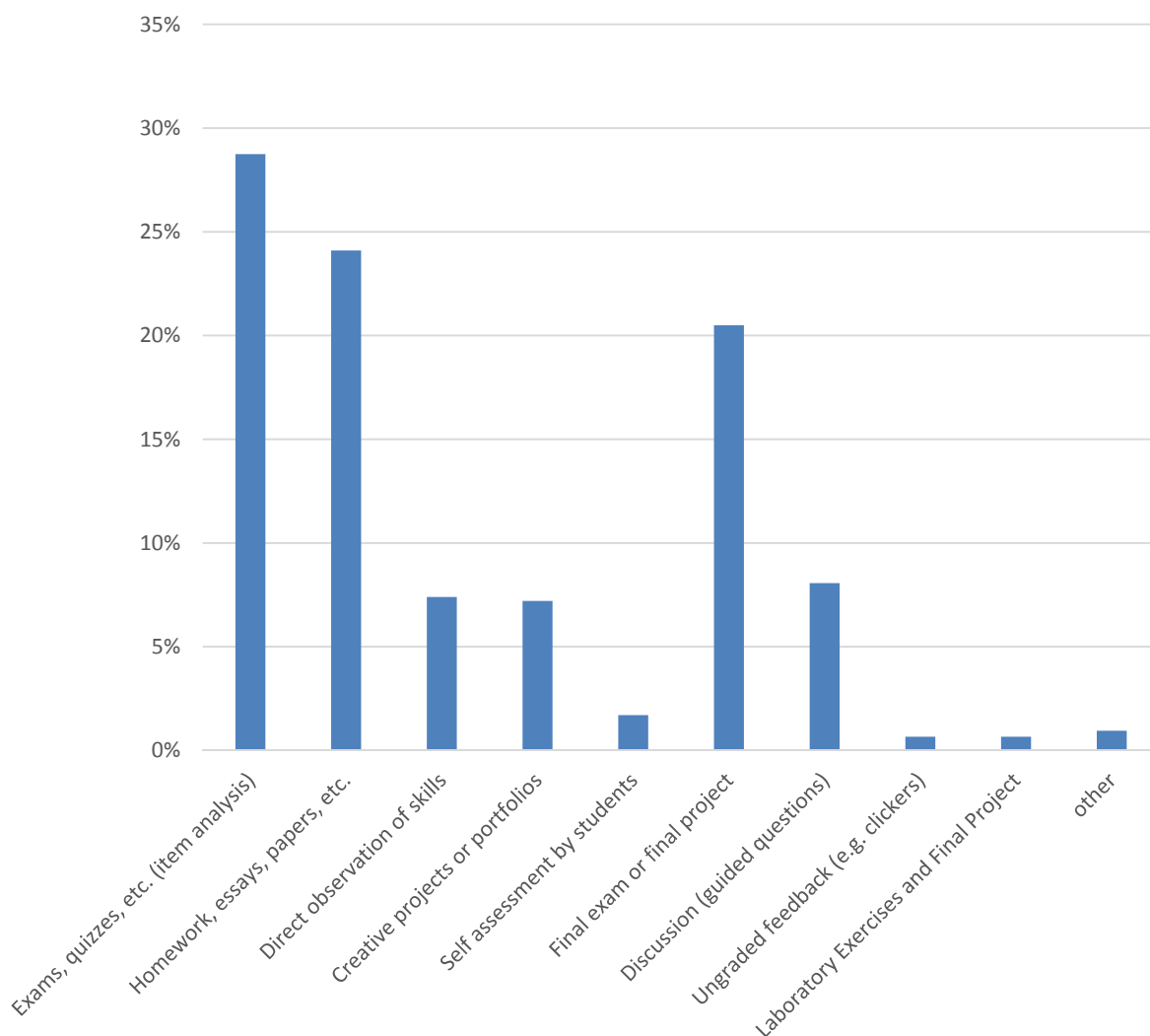
The new online portal for reporting SLO assessment results was used in the 2015-16 academic year. The new website allows live, interactive SLO reporting that links course level SLOs to program level learning objectives. The college uses a course-based approach for Program and General Education SLO assessment. The prototype went live for demonstrations in Spring 2015, and was in use for the first time in the 2015-16 academic year. Faculty and staff in both instructional and student services areas are being trained to use the system at the course and the program levels.



### **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 most commonly reported assessment method was the use of exams and quizzes. Student work on homework, essays, and papers was also frequently used to assess achievement of SLOs.

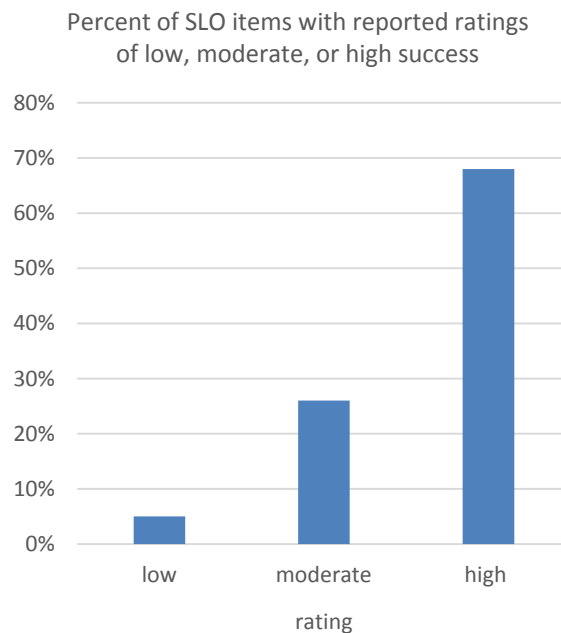
### Course SLO Assessment Methods Reported for 2015-16



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/> ).

**Most course SLOs show moderate to high achievement.**

Reports indicate that students demonstrate high achievement of most SLOs (68%), moderate achievement of some SLOs (26%), and low achievement of a few SLOs (5%).

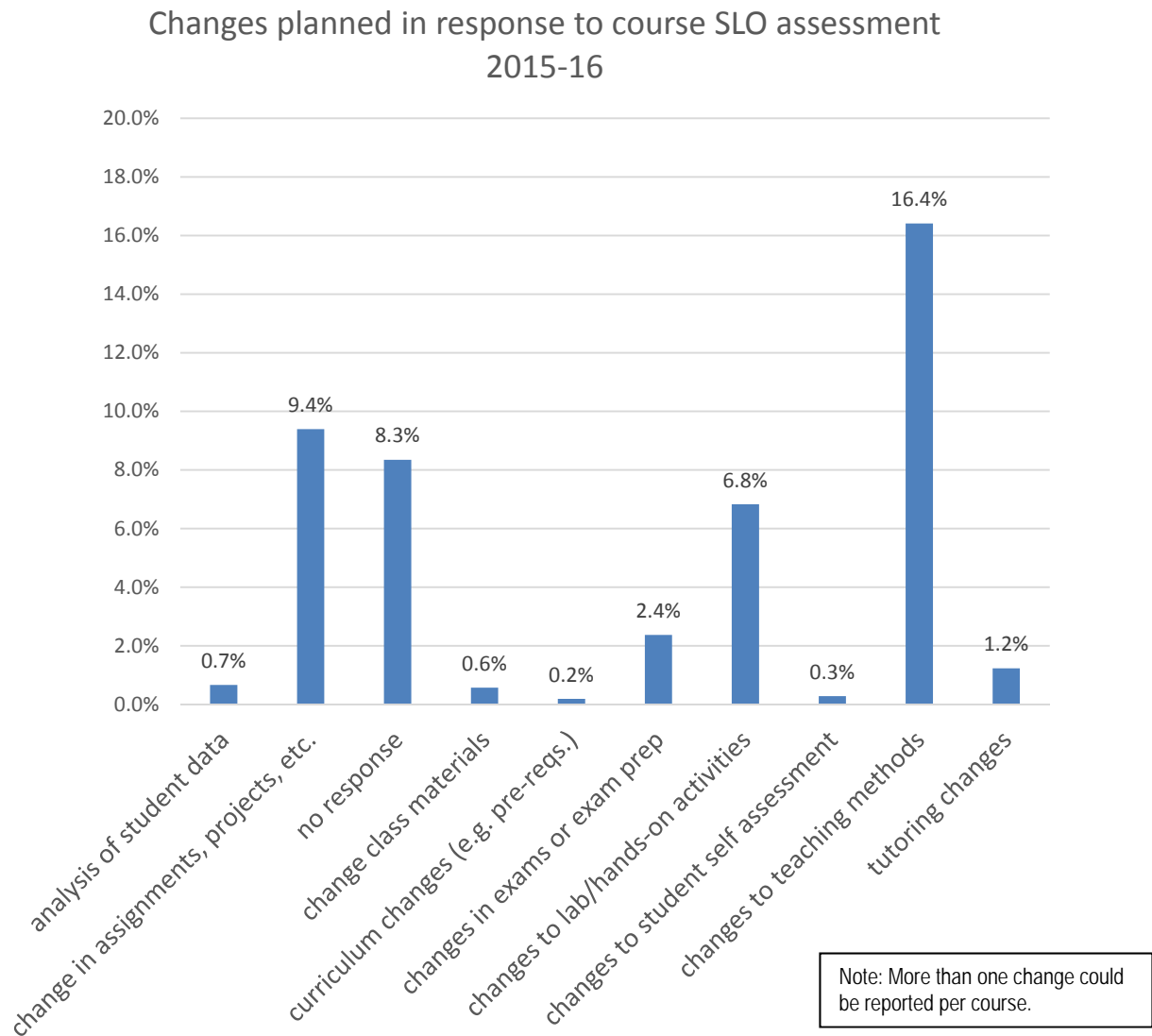


SLO achievement is roughly similar across course modalities; however, the comparison is complicated since some modalities had only a few courses reporting SLO assessment in 2015-16. (Note: the number of sections reporting is greater than the number of courses reporting since courses may have multiple sections reporting). For SLO reporting in the 2015-16 academic year, two-thirds or more of SLO items had a rating of high achievement for all course modalities. A closer look at ratings by modality shows a more complex picture. The percentage of items with a high achievement rating was greatest for online courses and lowest for courses offered with 1-50% of instruction online. However, courses offered 1-50% online also had the fewest items with a low achievement rating. (Six percent or fewer SLO items had ratings of low achievement for all course modalities.)

Ratings of SLO Achievement by Modality 2015-16 SLO Assessment Reporting (PRIE Analysis)				
	<i>Number of courses*</i>	<i>low</i>	<i>moderate</i>	<i>high</i>
Face-to-face	41	7%	27%	66%
1-50% online	8	0%	34%	64%
51-99% online	4	6%	18%	77%
100% online	11	1%	17%	90%
*A course may have multiple sections with SLO assessment reporting				

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

Almost half of the SLO items reported included planned changes to the course. Plans to modify teaching methods and make changes in exams or assignments were most widely reported. In some cases, more than one change was planned for a single course.



**Course SLO assessment informs unit planning.**

SLO assessment is also reflected in SCC's unit planning, showing that changes are being made at the unit level based on SLO assessment. Unit Plan Accomplishment Reports include information on whether SLO data was used to develop and/or evaluate the results of unit plan objectives.

In the 2015-16 planning year, 65 objectives (9% of all objectives) used SLO data. The unit plan objectives using SLO data were related to all three College Goals.

<b>2015-16 Unit Plan Objectives that Used SLO data (by College Goal) (PRIE analysis)</b>				
(Note: An objective can be aligned with more than one Goal)	All	Aligned with Goal A	Aligned with Goal B	Aligned with Goal C
Number of objectives	65	48	30	17

The majority (77%) of the objectives that used SLO data were fully or partially accomplished during the 2015-16 academic year.

<b>2015-16 Unit Plan Accomplishment for Objectives that link to SLO data (PRIE analysis)</b>		
	N	%
Not accomplished	13	20%
Not accomplished but in progress (e.g. multiyear objectives)	2	3%
Partially accomplished	24	37%
Fully accomplished	26	40%
No response	0	0%
Total	65	100%

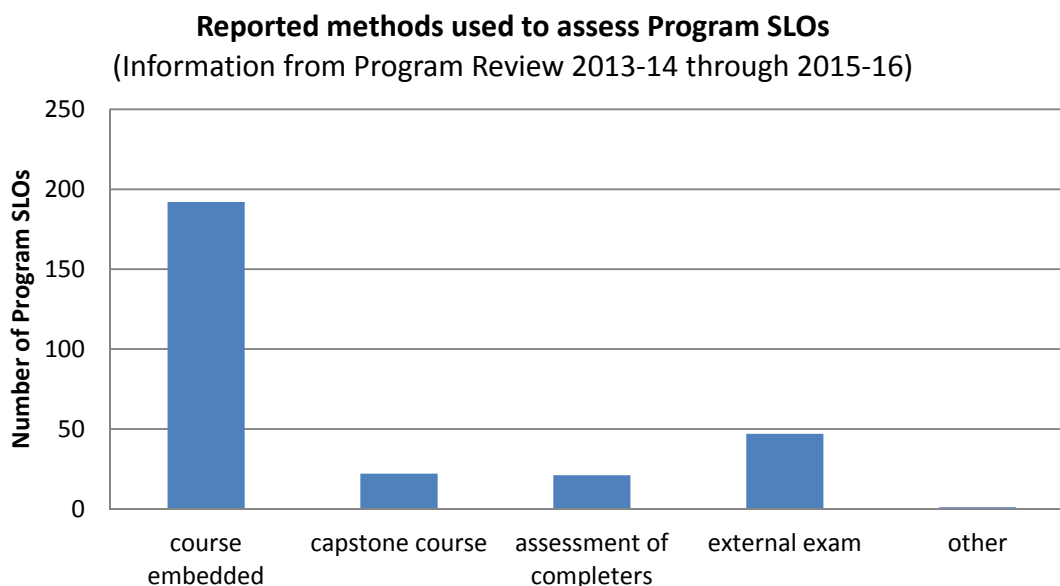
### III. Instructional Program Student Learning Outcomes (ProLOs)

*ProLOs for all SCC Degree and Certificate programs can be found in the SCC Catalog, available online at <http://www.scc.losrios.edu/catalog/>. The information below summarizes the achievement of ProLOs for SCC Degree and Certificate programs based on 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 86% of degrees and certificates. Program areas 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.

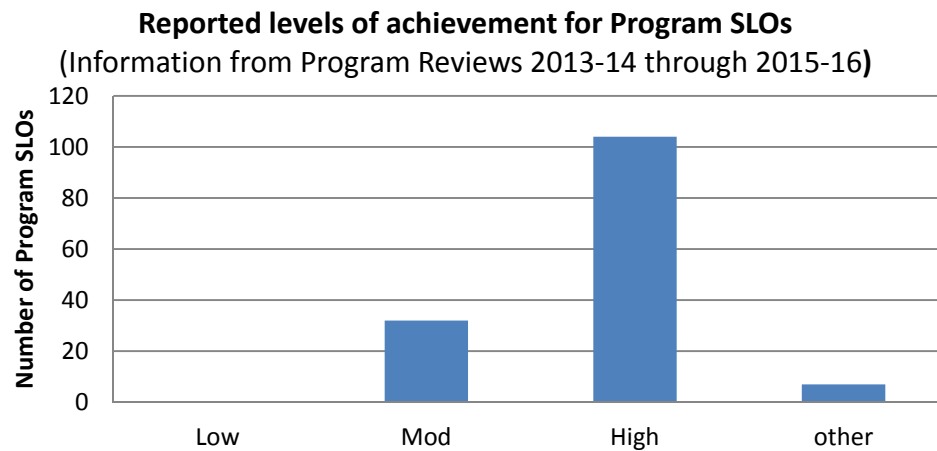
ProLO assessment results are reported as part of Program Review. The Program Reviews from 2013-14 through 2015-16 included 278 ProLOs from 35 instructional programs. Assessments of ProLO achievement were conducted using a variety of methods, with course-embedded assessment being the most common. In some cases, more than one method was used to assess a given ProLO,





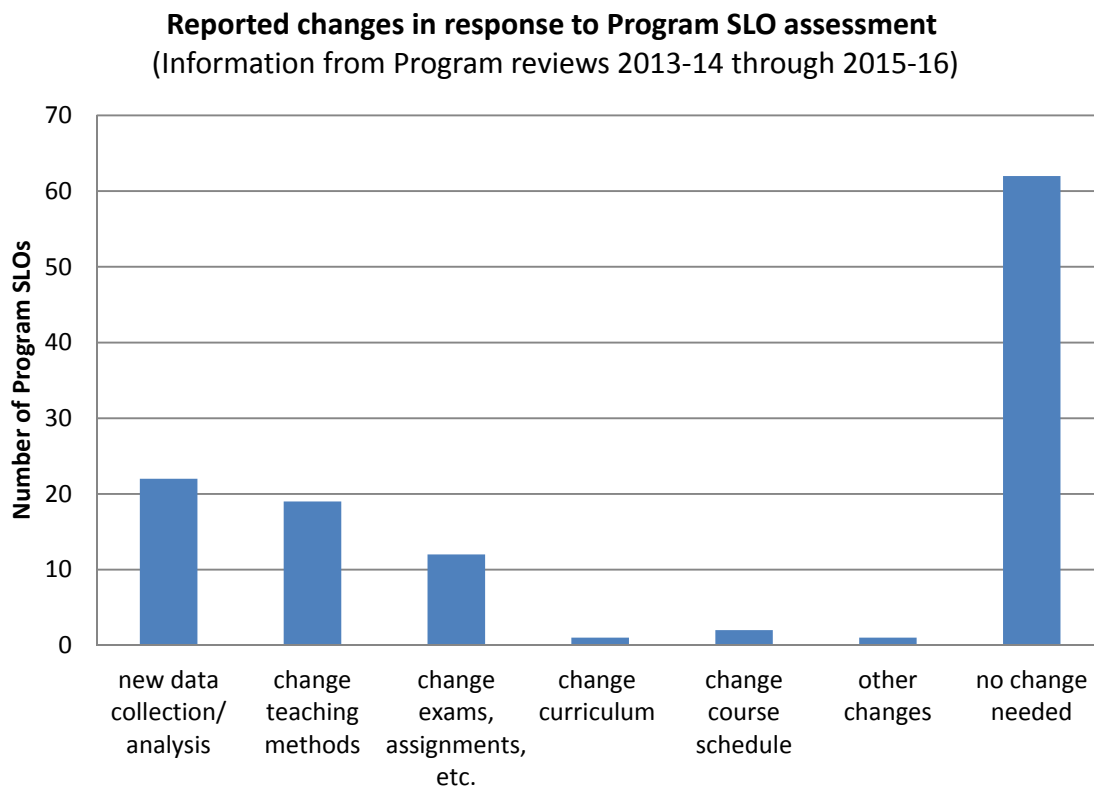
### **Achievement of Program SLOs is high.**

No ProLOs were reported to have low levels of student achievement; the majority had high reported achievement levels. (Note: not all programs 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.



## IV. Student Services Outcomes

### Student Services Learning Outcomes (SSLOs) Glossary of Terms

#### **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 Service Areas align their SLOs with the following four SSGLOs:

**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.

#### **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:**

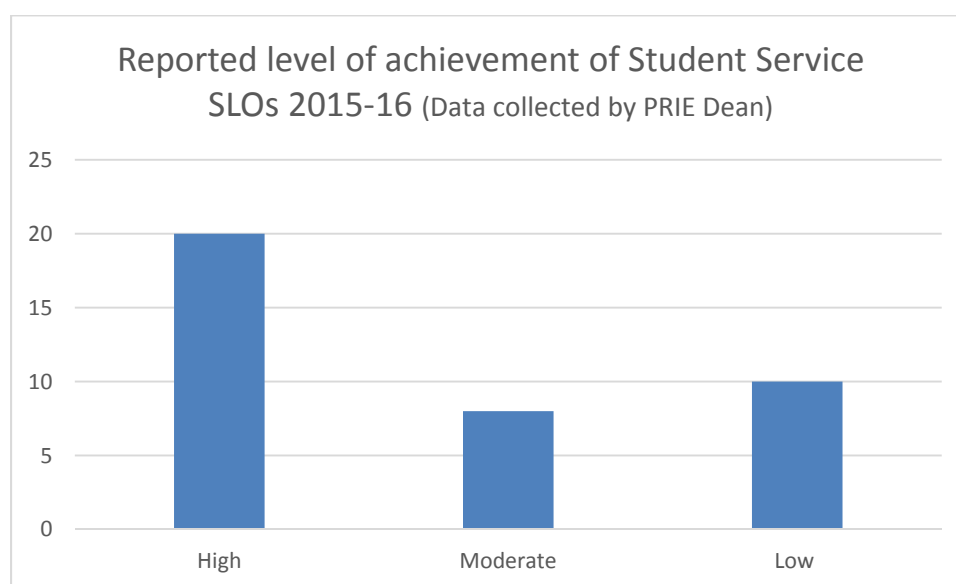
The information will be gathered in order to analyze how well students achieved the student learning outcomes. This information will be reported by individual departments and stored in a campus web based database.

#### **Student Services SLO Results for Fall 2015 through Summer 2016**

Over two-thirds of our Student Services Areas reported SLO assessment results in the 2015-16 academic year. The most commonly used assessment method was a student survey. Other assessment methods were also used.

Student Services SLO assessment methods 2015-16 (Data collected by PRIE Dean)						
Survey	Student self-assessment	Staff assessment of students	Assignment, test, or completed paperwork	direct observation	interview	other
31	10	2	7	1	2	1

Forty-eight SLOs were analyzed and results reported. The majority (28) of the SLOs reported showed moderate to high achievement. Ten SLOs were reported to show low achievement.



Many of the SLO analyses, including all of those for which low achievement was reported, resulted in planned changes for improvement. The most commonly reported planned change was the use of new or revised teaching methods. Planned changes to other areas were also reported. In a few cases, no change was planned.

Changes planned as a result of Student Services SLO assessment 2015-16 (Data collected by PRIE Dean)							
revised materials	gather more information	change assignments	change teaching methods	revise assessment tools	Revise SLO	Other	none
4	3	3	11	2	7	1	7

## V. General Education Outcomes (GELOs)

From 2010-2012 GELO assessment was conducted using CCSSE data. The approach was discontinued as SCC switched to a course-embedded assessment of GELOs. In Fall 2016, however, the SLO Coordinator indicated that the use of the CCSSE data for GELO analysis would be helpful for the current SLO report until the new online SLO assessment reporting tool is extended to fully incorporate GELOs. The analysis includes the 2010, 2012, 2014, and 2016 CCSSE data.

The mean score of SCC survey respondents for each of the core items was used to determine the level of achievement of GELOs reported by students. The two most commonly used scales for the CCSSE items that map to the GELOs are:

- A. Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much
- B. Scale: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often

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

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

### Expectation: Moderate achievement of GELOs at the 30 unit milestone:

As students move through their work at SCC they are expected to increase their mastery of the GELOs. The completion of 30 units has been recognized as a significant milestone by the California Community College Chancellor's Office (CCCCO). However, most of these students have not completed their educational programs at SCC, and so will continue to increase their achievement of GELOs as they complete more courses. Thus, we expect to see an average score indicating moderate achievement of the GELOs among students with 30 or more units.

### **Summary of the results from the CCSSE general education indicators**

A summary of data is shown below. Additional information can be found in the "CCSSE Indicators of GELO Assessment" report available in the PRIE section of the SCC website.

In 2016, students completing over 30 units showed moderate achievement on nearly all of the main CCSSE indicators in all GELO areas. However, students report low achievement of one item - "contributing to the welfare of your community".

In 2016, for all GELO areas, CCSSE item mean scores were higher for students who have taken more than 30 units than for those who have completed fewer units.

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. The mean scores for the primary CCSSE measure of this GE area ranged from 2.89 to 3.04.

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. The mean score for the primary CCSSE measure of this GE area was 2.97.

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. The mean score for the primary CCSSE measure of this GE area was 3.23.

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. The mean score for the primary CCSSE measure of this GE area was 2.82.

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. The mean score for the primary CCSSE measure of this GE area was 2.88.

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. The mean score for the primary CCSSE measure of this GE area was 3.24.

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

The primary CCSSE measures show moderate achievement of the GELO for students with 30 or more units completed. Mean scores for the primary CCSSE measures of this GE area ranged from 2.33 to 3.05.

Areas of highest GELO achievement:

Several of the main CCSSE general education indicators had 2016 mean scores greater than 3 out of 4 for students who have taken over 30 units:

<b>Q 12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>	
Item	2016 mean -students with 30+ units
12c. Writing clearly and effectively (GE Area I - Communication)	3.04
12a. Acquiring a broad general education (GELO AREA III: Depth and Breadth)	3.23
12e. Thinking critically and analytically (GELO AREA VI: Critical Thinking)	3.24
12i. Learning effectively on your own (GELO AREA VII: Life Skills)	3.05

Areas of lowest GELO achievement:

Only one of the main CCSSE general education indicators had a 2016 mean score of less than 2.5 out of 4 for students who had taken over 30 units:

<b>Q 12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>	
Item	2016 mean -students with 30+ units
12m. Contributing to the welfare of your community	2.33

Details for each GE area are shown below:

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

Main indicators: The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. We also noted that:

- Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units.
- The overall means for these items have varied only slightly over time (2010-2016).

<b>Q 12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>					
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>					
	Item mean 2012	Item mean 2014	Item mean 2016	2016 mean - students with < 30 units	<b>2016 mean - students with 30+ units</b>
12c. Writing clearly and effectively	2.71 (moderate)	2.82 (moderate)	2.76 (moderate)	2.62 (moderate)	<b>3.04 (moderate)</b>
12d. Speaking clearly and effectively	2.68 (moderate)	2.72 (moderate)	2.7 (moderate)	2.6 (moderate)	<b>2.89 (moderate)</b>

Related CCSSE items: These items show achievement in the low range. This suggests that we may be able to enhance the achievement of this GELO by encouraging students to (1) make more class presentations, (2) discuss the ideas from their classes with others outside of class, and (3) do more reading and writing.

<b>Q4. In your experiences at this college during the current school year, about how often have you done each of the following?</b>			
<i>Scale: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</i>			
	Item mean 2012	Item mean 2014	Item mean 2016
4b. Made a class presentation	2.01	2.09	2.02
4n. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	1.72	1.81	1.73

<b>Q6. During the current school year, about how much reading and writing have you done at this college?</b>			
<i>Scale: 1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20</i>			
	Item mean 2012	Item mean 2014	Item mean 2016
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.12	2.07	2.06
6c. Number of written papers or reports of any length	2.77	2.88	2.72

**GELO AREA II: 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.

Main indicators: The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. We also noted that:

- Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units.
- The overall mean for this items have varied only slightly over time (2010-2016).

<b>Q12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>					
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>					
	Item mean 2012	Item mean 2014	Item mean 2016	2016 mean students with < 30 units	<b>2016 mean students with 30+ units</b>
12f. Solving numerical problems	2.62 (moderate)	2.54 (moderate)	2.68 (moderate)	2.53 (moderate)	<b>2.97 (moderate)</b>

Related CCSSE items: None available from CCSSE

**GELO AREA III: 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.

Main indicators: The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. We also noted that:

- Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units.
- The overall mean of this item has varied only slightly over time (2010-2016).

<b>Q12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>					
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>					
	Item mean 2012	Item mean 2014	Item mean 2016	2016 mean students with < 30 units	<b>2016 mean students with 30+ units</b>
12a. Acquiring a broad general education	3.01 (moderate)	3.00 (moderate)	2.97 (moderate)	2.83 (moderate)	<b>3.23 (moderate)</b>



Related CCSSE items: These items show achievement in the moderate range.

<b>Q5. During the current school year, how much has your coursework at this college emphasized the following mental activities?</b>			
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>			
	Item mean 2012	Item mean 2014	Item mean 2016
5a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	2.91	2.88	2.92
5b. Analyzing the basic elements of an idea, experience, or theory	2.95	3.02	2.94

**GELO AREA IV: 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.

Main indicators: The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. We also noted that:

- Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units.
- The overall mean for this item has varied only slightly over time (2010-2016).

<b>Q12 How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>					
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>					
	Item mean 2012	Item mean 2014	Item mean 2016	2016 mean students with < 30 units	2016 mean students with 30+ units
12k. Understanding people of other racial and ethnic backgrounds	2.59 (moderate)	2.65 (moderate)	2.66 (moderate)	2.58 (moderate)	<b>2.82 (moderate)</b>

Related CCSSE items: These items show achievement in the low to moderate range. Means on these items suggest that we may be able to enhance student achievement of this GELO by continuing to develop opportunities for students to have conversations with others unlike themselves.

<b>Q 4 In your experiences at this college during the current school year, about how often have you done each of the following?</b>			
<i>Scale: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</i>			
	Item mean 2012	Item mean 2014	Item mean 2016
4s. Had serious conversations with students of a different race or ethnicity other than your own	2.66	2.70	2.58
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	2.49	2.53	2.36
<b>Q9 How much does this college emphasize each of the following?</b>			
<i>Scale: 1 = Very little to 4 = Very Much</i>			
	Item mean 2012	Item mean 2014	Item mean 2016
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.64	2.70	2.68

**GELO AREA V: 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.

Main indicators: The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. We also noted that:

- Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units.
- The overall mean for this item has varied only slightly over time (2010-2016).

<b>Q12 How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>					
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>					
	Item mean 2012	Item mean 2014	Item mean 2016	2016 mean students with < 30 units	<b>2016 mean students with 30+ units</b>
12g. Using computing and information technology	2.57 (moderate)	2.61 (moderate)	2.6 (moderate)	2.46 (moderate)	<b>2.88 (moderate)</b>

Related CCSSE items: These items show achievement in the moderate range.

<b>Q4 In your experiences at this college during the current school year, about how often have you done each of the following?</b>				
<i>Scale: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</i>				
	Item mean 2012	Item mean 2014	Item mean 2016	
4j. Used the Internet or instant messaging to work on an assignment	3.02	3.13	3.01	

<b>Q9 How much does this college emphasize each of the following?</b>			
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>			
	Item mean 2012	Item mean 2014	Item mean 2016
9g. Using computers in academic work	3.08	3.10	3.04

**GELO AREA VI: 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.

Main indicators: The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. We also noted that:

- Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units.
- The overall mean for this item has varied only slightly over time (2010-2016).

<b>Q12 How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>					
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>					
	Item mean 2012	Item mean 2014	Item mean 2016	2016 mean for students with < 30 units	<b>2016 mean for students with 30+ units</b>
12e. Thinking critically and analytically	2.97 (moderate)	2.98 (moderate)	3.0 (moderate)	2.89 (moderate)	<b>3.24 (moderate)</b>

Related CCSSE items: These items show achievement in the moderate range.

<b>Q4 In your experiences at this college during the current school year, about how often have you done each of the following?</b>			
<i>Scale: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</i>			
	Item mean 2012	Item mean 2014	Item mean 2016
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.70	2.84	2.67

<b>Q5 During the current school year, how much has your coursework at this college emphasized the following mental activities?</b>			
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>			
	Item mean 2012	Item mean 2014	Item mean 2016
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.80	2.80	2.77
5d. Making judgments about the value or soundness of information, arguments, or methods	2.65	2.72	2.65
5e. Applying theories or concepts to practical problems or in new situations	2.78	2.77	2.67
5f. Using information you have read or heard to perform a new skill.	2.83	2.81	2.76

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

Main indicators: The primary CCSSE measures show generally moderate achievement of the GELO for students with 30 or more units completed. However students report low achievement of one item - “contributing to the welfare of your community”. We also noted that:

- Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units.
- The overall means for these items have varied only slightly over time (2010-2016)

<b>Q12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>					
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>					
	Item mean 2012	Item mean 2014	Item mean 2016	2016 mean for students with < 30 units	<b>2016 mean for students with 30+ units</b>
12h. Working effectively with others	2.71 (moderate)	2.75 (moderate)	2.74 (moderate)	2.69 (moderate)	<b>2.82 (moderate)</b>
12i. Learning effectively on your own	2.96 (moderate)	2.92 (moderate)	2.95 (moderate)	2.89 (moderate)	<b>3.05 (moderate)</b>
12j. Understanding yourself	2.61 (moderate)	2.74 (moderate)	2.71 (moderate)	2.65 (moderate)	<b>2.82 (moderate)</b>
12l. Developing a personal code of values and ethics	2.42 (low)	2.53 (moderate)	2.53 (moderate)	2.45 (low)	<b>2.71 (moderate)</b>
12m. Contributing to the welfare of your community	2.05 (low)	2.05 (low)	2.06 (low)	1.92 (low)	<b>2.33 (low)</b>
12n. Developing clearer career goals	2.62 (moderate)	2.66 (moderate)	2.64 (moderate)	2.52 (moderate)	<b>2.86 (moderate)</b>
12o. Gaining information about career opportunities	2.43 (low)	2.45 (low)	2.45 (low)	2.35 (low)	<b>2.63 (moderate)</b>

Related CCSSE items: These items show achievement in the low to moderate range. Scores on these items suggest that we may be able to enhance student achievement of this GELO by further encouraging students to (1) use tutoring services, (2) participate in community based projects, and (3) work with instructors on activities other than coursework. It may also be valuable to assist students in finding help in coping with nonacademic responsibilities.

<b>Q4. In your experiences at this college during the current school year, about how often have you done each of the following?</b>			
<i>Scale: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often</i>			
	Item mean 2012	Item mean 2014	Item mean 2016
4a. Asked questions in class or contributed to class discussions	2.73	2.81	2.69
4e. Come to class without completing readings or assignments (Note: <i>Low value is "good" on this item</i> )	1.93	1.9	1.94
4f. Worked with other students on projects during class	2.44	2.52	2.51
4g. Worked with classmates outside of class to prepare class assignments	1.93	1.89	1.88
4h. Tutored or taught other students (paid or voluntary)	1.38	1.38	1.39
4i. Participated in a community-based project as a part of a regular course	1.29	1.32	1.23
4k. Used email to communicate with an instructor	2.81	2.84	2.82
4l. Discussed grades or assignments with an instructor	2.49	2.58	2.44
4m. Talked about career plans with an instructor or advisor	1.96	2.02	2.01
4q. Worked with instructors on activities other than coursework	1.36	1.39	1.41

<b>Q9. How much does this college emphasize each of the following?</b>			
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>			
	Item mean 2012	Item mean 2014	Item mean 2016
9a. Encouraging you to spend significant amounts of time studying	3.04	3.09	3.07
9b. Providing the support you need to help you succeed at this college	2.9	3.00	2.99
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.89	2.7	1.92
9e. Providing the support you need to thrive socially	2.13	1.98	2.2
9f. Providing the financial support you need to afford your education	2.39	2.23	2.5

## VI. Institutional Student Learning Outcomes (ISLOs)

### CCSSE items as indicators of ISLO achievement

The CCSSE was used as an indirect assessment of college ISLOs. In the future, a more direct, course-embedded approach will be used as the online SLO data entry tool is expanded to include ISLOs. Below, we report the 2010, 2012, 2014, and 2016 mean values of responses to CCSSE questions that were mapped to the SCC ISLO areas. Both core measures of the ISLOs and additional related items have been identified. The mean score of SCC survey respondents for each of the core items was used to determine the level of achievement of ISLOs reported by students.

### **Expectation: Moderate achievement of ISLOs at the 30 unit milestone:**

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

In 2016, students completing over 30 units showed moderate achievement on nearly all of the main CCSSE indicators for all ISLOs. Mean scores were higher for students who have taken more than 30 units than for those who have completed fewer units.

**Written Communication** Students will be able to use effective reading and writing skills.

<b>Q 12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>					
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>					
	Item mean 2012	Item mean 2014	Item mean 2016	2016 mean -students with < 30 units	<b>2016 mean -students with 30+ units</b>
12c. Writing clearly and effectively	2.71	2.82	2.76	2.62 (moderate)	<b>3.04 (moderate)</b>

**Life Competencies** Students will be able to demonstrate growth and lifelong learning skills, including healthful living, effective speaking, cross-cultural sensitivity, and/or technological proficiency.

<b>Q12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>					
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>					
	Item mean 2012	Item mean 2014	Item mean 2016	2016 mean students with < 30 units	2016 mean students with 30+ units
12l. Developing a personal code of values and ethics	2.42	2.53	2.53	2.45 (low)	<b>2.71 (moderate)</b>
12d. Speaking clearly and effectively	2.68	2.72	2.7	2.6 (moderate)	<b>2.89 (moderate)</b>
12k. Understanding people of other racial and ethnic backgrounds	2.59	2.65	2.66	2.58 (moderate)	<b>2.82 (moderate)</b>
12g. Using computing and information technology	2.57	2.61	2.6	2.46 (moderate)	<b>2.88 (moderate)</b>

**Critical Thinking and Problem Solving** Students will be able to 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.

<b>Q12 How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>					
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>					
	Item mean 2012	Item mean 2014	Item mean 2016	2016 mean students with < 30 units	2016 mean students with 30+ units
12e. Thinking critically and analytically	2.97	2.98	3.0	2.89 (moderate)	<b>3.24 (moderate)</b>



**Depth of knowledge** Students will be able to apply content knowledge, demonstrate fluency, and evaluate information within his or her course of study.

<b>Q5 During the current school year, how much has your coursework at this college emphasized the following mental activities?</b>					
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>					
	Item mean 2012	Item mean 2014	Item mean 2016	2016 mean students with < 30 units	<b>2016 mean students with 30+ units</b>
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.80	2.80	2.77	2.69 (moderate)	<b>2.93 (moderate)</b>
5d. Making judgments about the value or soundness of information, arguments, or methods	2.65	2.72	2.65	2.59 (moderate)	<b>2.77 (moderate)</b>
5e. Applying theories or concepts to practical problems or in new situations	2.78	2.77	2.67	2.59 (moderate)	<b>2.82 (moderate)</b>

**CCSSE indicators for ISLOs broken out by student subpopulation (race/ethnicity)**

**Written Communication** Students will be able to use effective reading and writing skills.

<b>Q 12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>			
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>			
12c. Writing clearly and effectively	American Indian or other Native American	17	2.82
	Asian, Asian American or Pacific Islander	286	2.75
	Black or African American, Non-Hispanic	124	2.92
	White, Non-Hispanic	335	2.64
	Hispanic, Latino, Spanish	371	2.85
	Other	114	2.75
	All Students	1,292	2.76

**Life Competencies** Students will be able to demonstrate growth and lifelong learning skills, including healthful living, effective speaking, cross-cultural sensitivity, and/or technological proficiency.

<b>Q12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>			
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>			
12d. Speaking clearly and effectively	American Indian or other Native American	18	3.26
	Asian, Asian American or Pacific Islander	284	2.66
	Black or African American, Non-Hispanic	122	2.84
	White, Non-Hispanic	336	2.49
	Hispanic, Latino, Spanish	369	2.83
	Other	112	2.81
	All Students	1,285	2.7
12g. Using computing and information technology	American Indian or other Native American	18	2.36
	Asian, Asian American or Pacific Islander	283	2.74
	Black or African American, Non-Hispanic	123	2.6
	White, Non-Hispanic	334	2.38
	Hispanic, Latino, Spanish	368	2.74
	Other	112	2.55
	All Students	1,282	2.6
12j. Understanding yourself	American Indian or other Native American	18	2.73
	Asian, Asian American or Pacific Islander	286	2.75
	Black or African American, Non-Hispanic	122	2.93
	White, Non-Hispanic	336	2.43
	Hispanic, Latino, Spanish	371	2.81
	Other	112	2.86
	All Students	1,288	2.71
12k. Understanding people of other racial and ethnic backgrounds	American Indian or other Native American	18	3.03
	Asian, Asian American or Pacific Islander	285	2.7
	Black or African American, Non-Hispanic	123	2.67
	White, Non-Hispanic	335	2.47
	Hispanic, Latino, Spanish	368	2.73
	Other	113	2.84
	All Students	1,283	2.66
12l. Developing a personal code of values and ethics	American Indian or other Native American	18	2.51
	Asian, Asian American or Pacific Islander	286	2.64
	Black or African American, Non-Hispanic	123	2.67
	White, Non-Hispanic	335	2.28
	Hispanic, Latino, Spanish	370	2.65
	Other	112	2.67
	All Students	1,285	2.53

**Critical Thinking and Problem Solving** Students will be able to 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.

<b>Q12 How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>			
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>			
12e. Thinking critically and analytically	American Indian or other Native American	18	3.12
	Asian, Asian American or Pacific Islander	284	2.99
	Black or African American, Non-Hispanic	122	3.09
	White, Non-Hispanic	337	2.9
	Hispanic, Latino, Spanish	371	3.08
	Other	112	2.94
	All Students	1,288	3

**Depth of knowledge** Students will be able to apply content knowledge, demonstrate fluency, and evaluate information within his or her course of study.

<b>Q5 During the current school year, how much has your coursework at this college emphasized the following mental activities?</b>			
<i>Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>			
5c. Synthesizing and organizing ideas, information, or experiences in new ways	American Indian or other Native American	18	2.88
	Asian, Asian American or Pacific Islander	284	2.76
	Black or African American, Non-Hispanic	126	2.7
	White, Non-Hispanic	339	2.75
	Hispanic, Latino, Spanish	370	2.77
	Other	116	2.87
	All Students	1,299	2.77
5d. Making judgments about the value or soundness of information, arguments, or methods	American Indian or other Native American	17	2.88
	Asian, Asian American or Pacific Islander	282	2.58
	Black or African American, Non-Hispanic	126	2.68
	White, Non-Hispanic	339	2.68
	Hispanic, Latino, Spanish	370	2.67
	Other	116	2.56
	All Students	1,296	2.65
5e. Applying theories or concepts to practical problems or in new situations	American Indian or other Native American	17	2.63
	Asian, Asian American or Pacific Islander	283	2.63
	Black or African American, Non-Hispanic	126	2.45
	White, Non-Hispanic	338	2.73
	Hispanic, Latino, Spanish	371	2.7
	Other	115	2.61
	All Students	1,296	2.67

# Staff and College Processes Report

## Fall 2016

### **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.



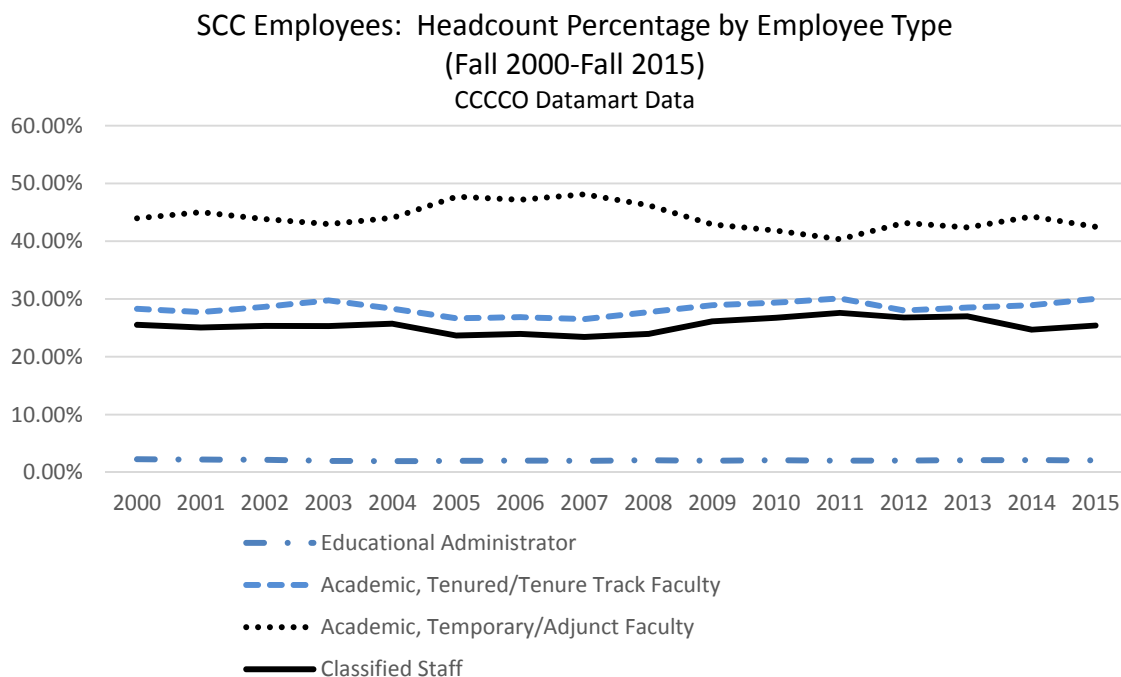
# Staff and College Processes Report – Key Points

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

Examples of data use include:

- The Student Equity Plan includes an extensive disproportionate impact 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.

**The percentage of employees in each employee category has shown no steady upward or downward trend over the last 15 years.**



**Most unit plan objectives for the 2015-16 academic year were accomplished.**

The accomplishment of unit plan objectives reflects the implementation of work that extends or develops ongoing activities as well as the accomplishment of new initiatives. The 2015-16 Unit Plan Accomplishment Reports included 764 objectives across the four College Service Areas. Of those objectives for which a response was provided, 73% were fully or partially accomplished or were in progress (e.g. multi-year objectives).

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

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.

# Staff and College Processes Report

## College Employees: Number and Demographics

The majority of employees are faculty members. Employees as a group have higher shares of white, non-Hispanic individuals compared to 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 Fall 2008 and since then has decreased slightly to 1,019 in Fall 2015. During the economic downturn that began in 2008, SCC did not experience any layoffs. However, a reduction in the number of employees occurred through attrition and reduction of class sections offered.

### Sacramento City College Employees

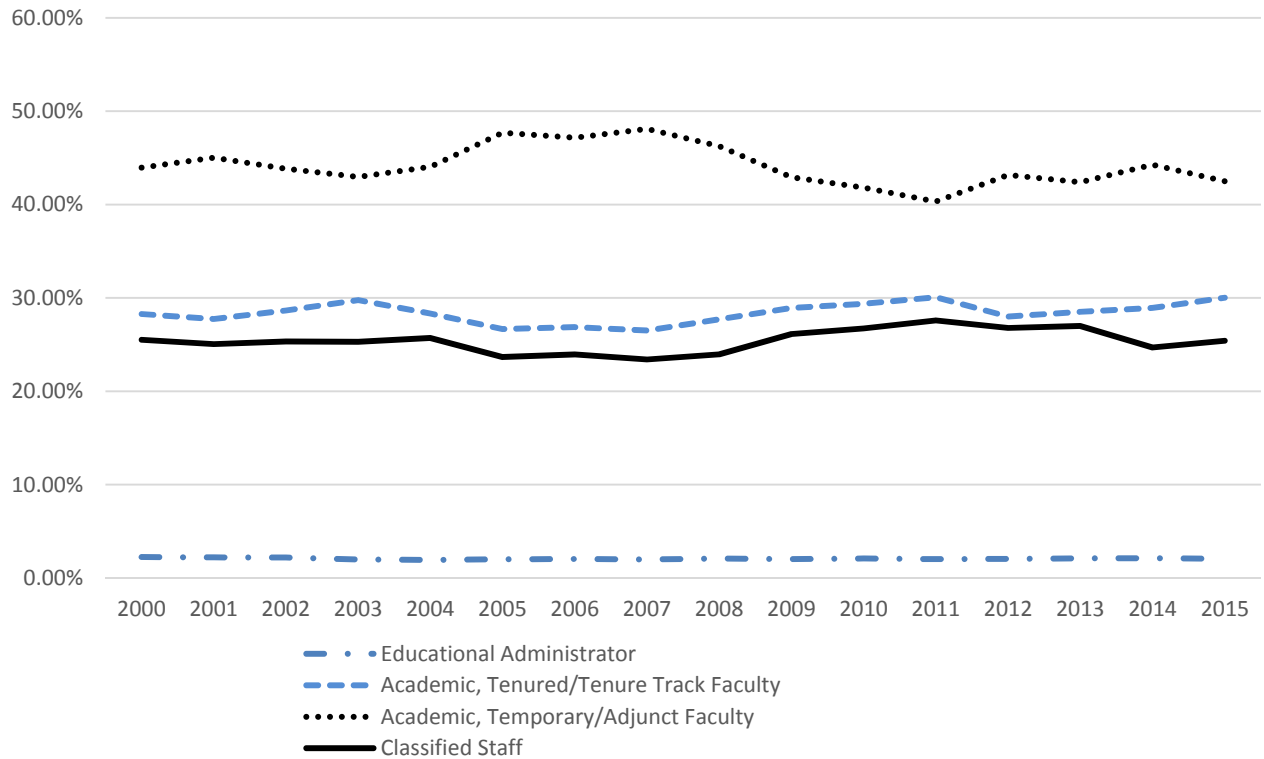
Fall:	Headcount
2004	1,031
2005	1,103
2006	1,128
2007	1,162
2008	<b>1,198</b>
2009	1,144
2010	1,100
2011	1,044
2012	1,075
2013	1,045
2014	1,037
2015	1,019
<i>Source: CCCCCO Data Mart</i>	

The percentage of employees in each employee category has shown no steady upward or downward trend over the last 15 years. The largest category of SCC employees is part-time faculty, who make up over 40% of all employees. 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. The number of employees by category over last 5 years is shown below.

Number of SCC Employees by Employee Type Fall 2011 to Fall 2015	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total	1,044	1,075	1,045	1,037	1,019
Educational Administrator	21	22	22	22	21
Academic, Tenured/Tenure Track Faculty	314	301	298	300	306
Academic, Temporary Faculty	421	464	443	459	433
Classified	288	288	282	256	259
<i>CCCCCO Datamart, Faculty and Staff Demographics Report Report Run Date: 6/6/2016</i>					

### SCC Employees: Headcount Percentage by Employee Type (Fall 2000-Fall 2015)

CCCCO Datamart Data



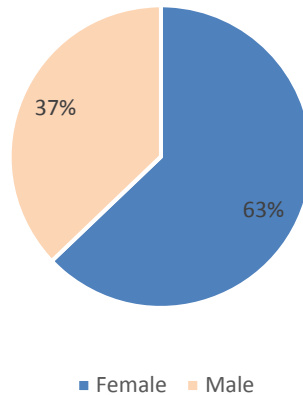
### Diversity of employees

SCC employees are diverse with respect to age.

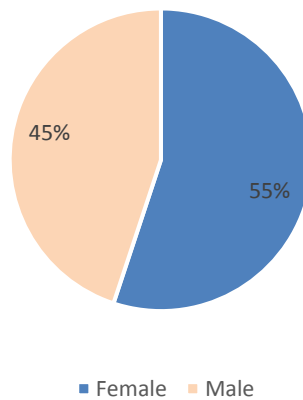
Age Group	Staff (Managers + Classified)	Faculty (Permanent + Adjunct)
under 35	17.9%	6.4%
35 to 39	8.6%	6.5%
40 to 44	7.9%	13.0%
45 to 49	12.9%	16.0%
50 to 54	16.4%	16.1%
55 to 59	16.1%	16.4%
60 to 64	12.9%	11.4%
65 to 69	5.7%	9.7%
70+	1.8%	4.6%
CCCCO Datamart, Faculty and Staff Demographics Report Report Run Date: 8/4/2016		

SCC employee populations include more females (57%) than males (43%). This is roughly similar to the SCC student body, which was approximately 42% male in Fall 2015 (CCCCO DataMart data).

**Fall 2015 SCC Staff (Manager + Classified) by Gender**  
CCCCO DataMart data



**Fall 2015 SCC Faculty (Adjunct + Full Time) by Gender**  
CCCCO DataMart data

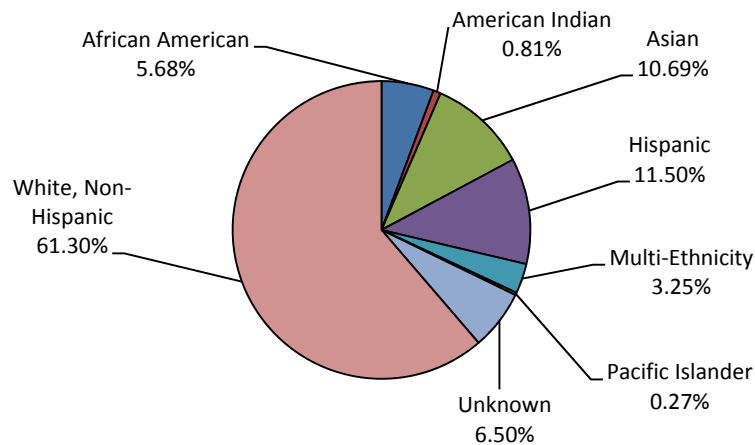


*CCCCO Datamart, Faculty and Staff Demographics Report*  
*Report Run Date: 6/6/2016*

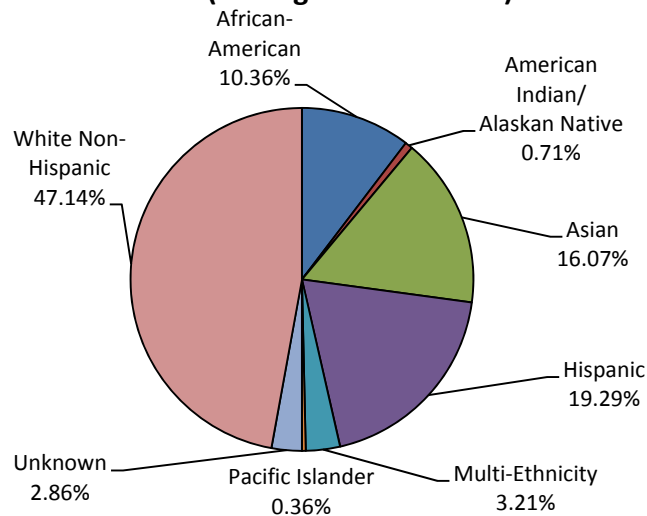


SCC employees represent many racial/ethnic groups. The faculty are somewhat less diverse than are SCC staff (managers + classified staff).

**Fall 2015 Faculty  
(Permanent + Adjunct)**



**Fall 2015 SCC Staff  
(Managers + Classified)**



CCCCO Datamart, Faculty and Staff Demographics Report  
Report Run Date: 6/6/2016

Employee groups are not as diverse as the student body with respect to race/ethnicity. The SCC student body is very diverse with no racial/ethnic group making up over 30% of the student population. The SCC student body is approximately 27% White non-Hispanic. In contrast, 61% of SCC faculty and 47% of SCC staff are White Non-Hispanic.

# Budget

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. For 2015-16, SCC continued to balance the needs of the college in conjunction with resource allocations. The college does not commit more resources than what has been allocated. This approach continues to serve the college well and will ensure that the college is well-positioned for any future financial downturn. Allocations for 2015-16 were consistent with the level of funding we received for 2014-15. There have been some small to relatively modest increases in some of our funding sources. There was also a slight decrease in our overall categorical funding allocations for 2015-16.

The College Discretionary Fund (CDF) allocation for 2016-17 is \$2,293,577 which is what our base allocation was for 2015-16. Enrollment growth is the critical component needed to ensure that our base allocation will grow in future years to meet our increased demands.

The College continues to utilize our categorical integration process in our overall budget planning process. This process provides commitments from categorical programs to support our Program Plans, where appropriate. This categorical integration will provide \$661,926 toward our Program Plans for 2016-17.

Ongoing college costs and program plan allocations were adequately funded with sufficient funds remaining to provide for unit plan requests for new resources. The 2016-17 Program Plans are funded at the most prudent levels possible, which ensures that the College will continue to provide the necessary programs and service levels for our students. General Funds (\$911,201) were used, along with Categorical funds (\$661,926) to fund the Program Plans. The Program Plans were reviewed and discussed by the Executive Leadership to ensure that the basic needs of the College will continue to be met.

To determine the level of funding for the 2016-17 Maintenance of Effort (MOE) one-time-only requests, each division's dean requesting an MOE augmentation met with the Vice President of Administration (VPA) and discussed their requests. The VPA then discussed the MOE requests with the appropriate Vice President and finalized the level of one-time-only funding approved for the MOE requests. For the 2016-17 year, a total of \$260,627 will be provided for MOE requests.

The Budget Committee was allocated \$300K for 2016-17 Unit Plan requests. This is the same level of funding that was provided in 2015-16.

*Information source for this section = 2015-16 Mid-year Budget Update, 2016-17 VPA Budget Memo to President/Council/Budget Committee Tri-Chairs.*

## Unit Plan Accomplishment

### Most unit plan objectives for the 2015-16 academic year were accomplished.

The accomplishment of unit plan objectives reflects the implementation of work that extends or develops ongoing activities as well as the accomplishment of new initiatives. The 2015-16 Unit Plan Accomplishment Reports included 764 objectives across the four College Service Areas. Of those objectives for which a response was provided, 73% were fully or partially accomplished or were in progress (e.g. multi-year objectives).

2015-16 Unit Plan Accomplishment – All objectives	
	N
In progress (e.g. multiyear objectives)	43
Not accomplished due to constraints (e.g. lack of funding)	177
Partially accomplished	174
Fully accomplished	256
No response	114
Total	764

2015-16 Unit Plan Accomplishment		
	N	Percent*
In progress (e.g. multiyear objectives)	43	7%
Not accomplished due to constraints (e.g. lack of funding)	177	27%
Partially accomplished	174	27%
Fully Accomplished	256	39%
Total	650	100%
*Percent of those objectives for which a response to this item was provided		

A variety of reasons were given for Unit Plan objectives not being accomplished. If an objective was not met, respondents were asked to choose from a drop-down menu listing several reasons for the objective not being met. Relatively few unit plan objectives, only 13%, 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 2015-16 Unit Plan Objectives Were Not Completed		
Reason	N	Percent of objectives with responses to this item
No-Facilities constraints	17	3%
No-Hiring constraints	28	4%
No-Lack of funding	40	6%
No-Other reasons	92	14%

Completion of unit plan objectives is consistent across the three broad college goals. Most objectives associated with each college goal were accomplished.

<b>2015-16 Unit Plan Accomplishment by College Goal</b> (Objectives for which a response was given)				
	<b>All</b>	<b>Aligned with Goal A</b>	<b>Aligned with Goal B</b>	<b>Aligned with Goal C</b>
Number of objectives	650	533	313	234
Percent Not accomplished	27%	23%	25%	26%
In progress (e.g. multiyear objectives)	7%	7%	7%	6%
Percent partially accomplished	27%	27%	29%	24%
Percent fully accomplished	39%	40%	40%	44%
<i>(Note: An objective can be aligned with more than one Goal)</i>				

The majority (80%) of the objectives that used SLO data were fully or partially accomplished or in progress during the 2015-16 academic year.

<b>2015-16 Unit Plan Accomplishment for Objectives that link to SLO data</b>		
	<b>N</b>	<b>%</b>
Not accomplished	13	20%
In progress (e.g. multiyear objectives)	2	3%
Partially accomplished	24	37%
Fully accomplished	26	40%
No response	0	0%
Total	65	100%

# **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 regarding 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.
- Prerequisites 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 Institutional Effectiveness (IE) reports developed by the Office of Planning, Research, and Institutional Effectiveness (PRIE).

The College has SLOs 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.

In Fall 2015, an ACCJC visiting team evaluated the college with respect to the accreditation standards. The team concluded that the college uses data for planning and continuous improvement:

The College meets Standard I.B as it has established a thorough process for planning, resource allocation, feedback and assessment. The College has a Strategic Planning Committee and Student Learning Outcomes Committee that oversee College planning and provide feedback. The PRIE Office provides data and support for the entire process from start to finish. The full implementation of the assessment cycle includes clear processes at every stage. The process is College-wide and involves all constituency groups. Institutional assessment, student learning and databased decision-making are the foundation of SCCs planning process. (SCC External Evaluation Report, January 8, 2016, p. 28)

## **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 2014 Communication and Governance Survey showed that some ratings fell from 2011 to 2014. This was especially noticeable in the responses of the classified staff. For more information, see the 2015 Staff and College Processes IE Report (posted in PRIE's Institutional Effectiveness section of the SCC website) and the full results of the 2014 Communication and Governance Report (posted in PRIE's Research Reports section of the SCC website). The Communication and Governance Survey is scheduled to be administered again in Fall 2017.

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.

The task force conducted a survey of college constituencies and held a charrette addressing how to improve Participatory Decision-Making at the college. This work will be completed in Fall 2016 with a revision of the Guide to Participatory Decision-Making at Sacramento City College (aka the Blue Book), along with the dissemination of a compilation of best practices for communication and decision-making.

## Special Focus: Incorporation of services for students into classes.

In Spring 2016 SCC participated in the Community College Faculty Survey of Student Engagement (CCFSSE). That survey provides insight into the extent to which faculty incorporate the use of specific services into their classes. A link to the CCFSSE was sent to all faculty teaching in Spring 2016. Thirty-nine adjunct and fifty-three full-time faculty responded to the survey items.

The survey results indicated that some services were more often incorporated into the respondents classes than were others. The table below shows the percent of respondents that indicated that they “often” or “sometimes” incorporated the services into their classes. Services most incorporated into classes include tutoring, services to students with disabilities, and skill labs. Services least incorporated into classes were transfer credit assistance and child care.

<b>Spring 2016 CCFSSE Survey of Faculty</b> (N = 39 adjunct + 53 full time faculty)	
<b>How much do you incorporate the use of these services into your selected course section?</b>	<b>Percent of "sometimes" or "often" responses</b>
Peer or other tutoring	70%
Services to students with disabilities	62%
Skill labs (writing, math, etc.)	61%
Academic advising/planning	50%
Computer lab	50%
Career counseling	42%
Financial aid advising	26%
Job placement assistance	25%
Student organizations	25%
Transfer credit assistance	18%
Child care	12%

# **Environmental Scan Report, Fall 2016**

## **Brief Internal and External Scans**

**(Most data are 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.**

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 2015, the majority of SCC students (approaching 70%) were attending the college part-time.

SCC has a very diverse student population with no single ethnic group including more than 30% of the student body.

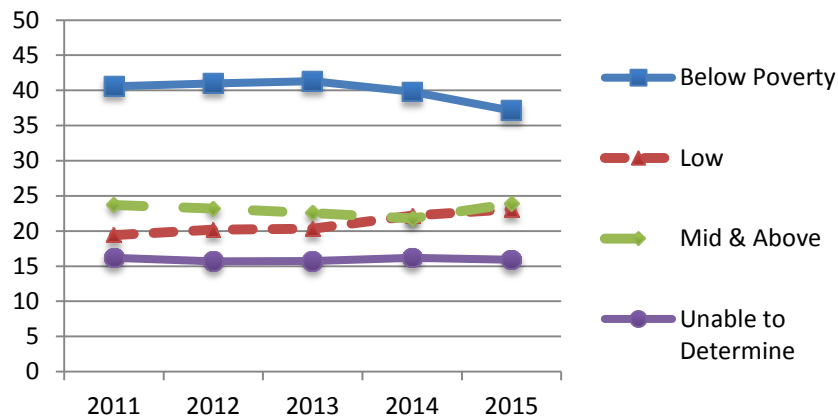
In Fall 2015 (census data), 62% of SCC students were 24 years old or younger.

## 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 fluctuated over the last five years. The percentage of students with household incomes below the poverty line has also fluctuated over the last few years; in Fall 2015 it was 37%.

Student unit Load Fall 2015 (Source EOS Profile Data)					
Full -Load 12 or More Units		Mid-Load 6-11.99 Units		Light-Load Up to 5.9 Units	
7,632	32.9%	8,515	36.7%	7,072	30.4%

**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 2016 (census data), 57.9% of SCC students were 24 years old or younger. The largest age group of students at SCC was 18-20 (5,985 students) followed by the 21 to 24 year olds (5,737 students). Females made up 55.8% of the student population. SCC has a very diverse student population: in Fall 2016, Hispanic/Latino students made up the highest percentage (31.3%) followed by White (27.8%) and Asian (17.0%) students. In 2015, SCC became a Hispanic Serving Institution (HSI) with HSI grant award and in 2016 an HSI STEM grant was awarded.

## Snapshot of the 2016 Fall Census Student Population

### Characteristics of All Students (N=20,822) Fall Census 2016

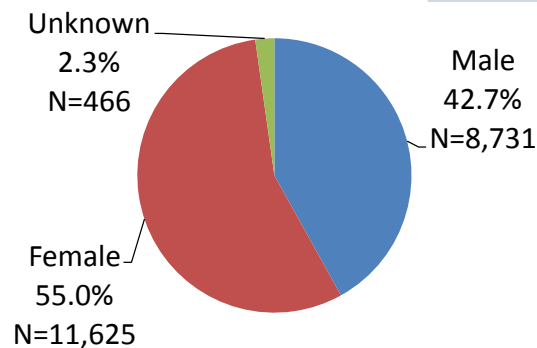
Race/Ethnicity	Percent
African American	11.1
Asian	17.0
Filipino	2.8
Hispanic/Latino	31.3
Multi-Race	6.8
Native American	0.5
Other Non-White	0.5
Pacific Islander	1.3
Unknown	1.1
White	27.8
First Generation College Students:	33.1%
Disabled Students:	5.6%

Notes:  
Starting in Fall 2013, data reflect methodology changes on the application that impact gender and first generation. Percentages may not sum to 100 due to rounding.

Source: Census Profile

School & Work	
Recent High School Graduates	8.7%
Enrolled Part Time	64.9%
Working Full- or Part-time	59.9%
Low Income/Below Poverty	62.7%

Age	Percent
Under 18	1.6
18-20	28.74
21-24	27.55
25-29	16.84
30-39	13.65
40+	11.61
Average Age: 26.9	

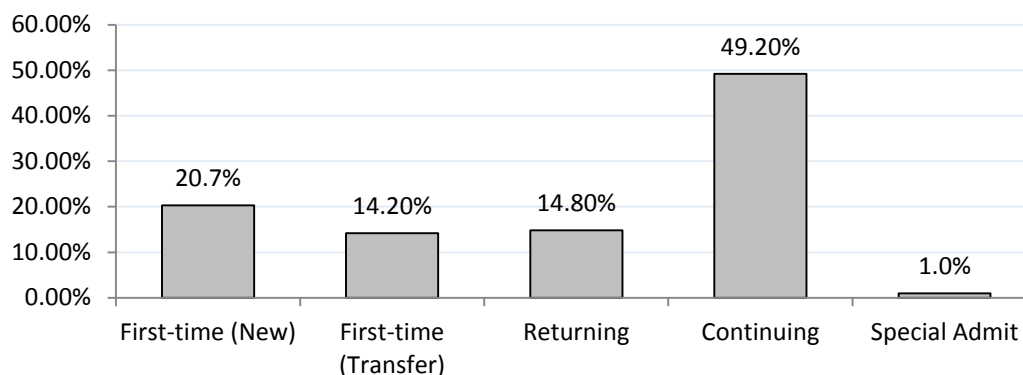


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**Most SCC students are continuing students.**

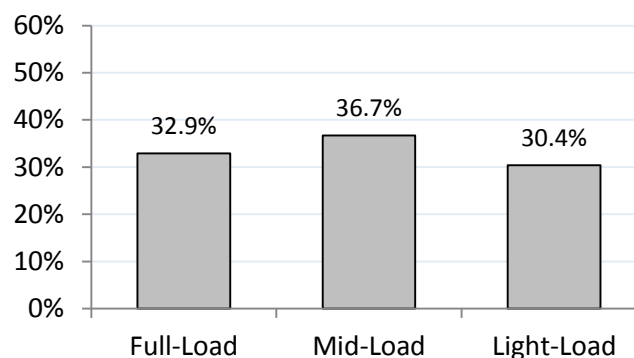
**Fall 2015 Enrollment Status (Source: EOS Profile Data)**



**Most SCC students take fewer than 12 units per semester.**

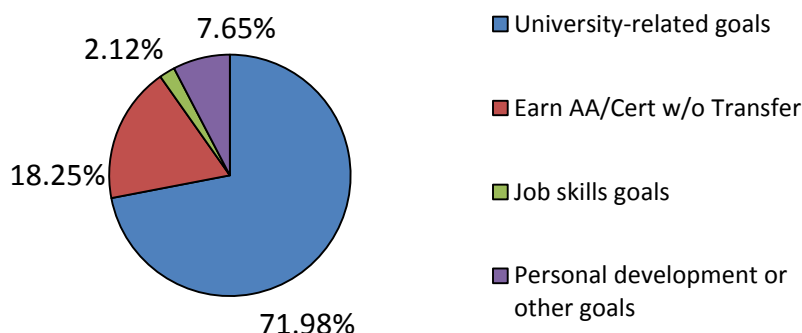
In Fall 2015, 30.4% of the students at SCC were taking less than 6 units; 36.7% were taking 6 to 11.99 units, and 32.9% were taking 12 or more units.

**Unit Load of Students Fall 2015 (Source: EOS Profile Data)**



**Almost 72% of the students at the end of Fall 2015 semester at SCC had university-related goals and almost 20% intended to earn a degree or certificate without transferring.**

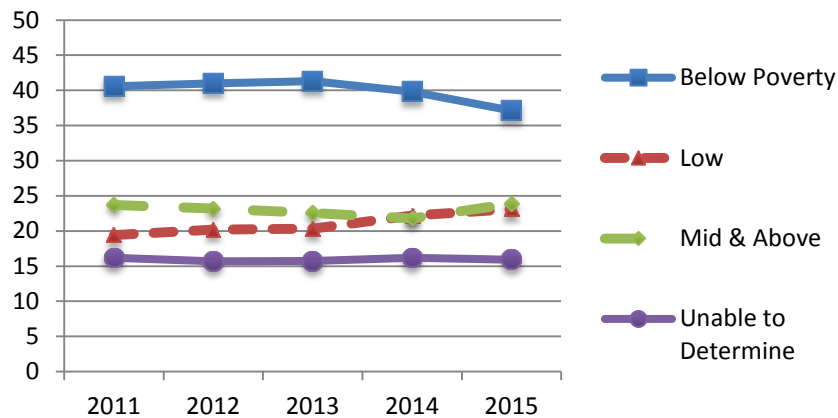
**All Students % (N=23,229)**



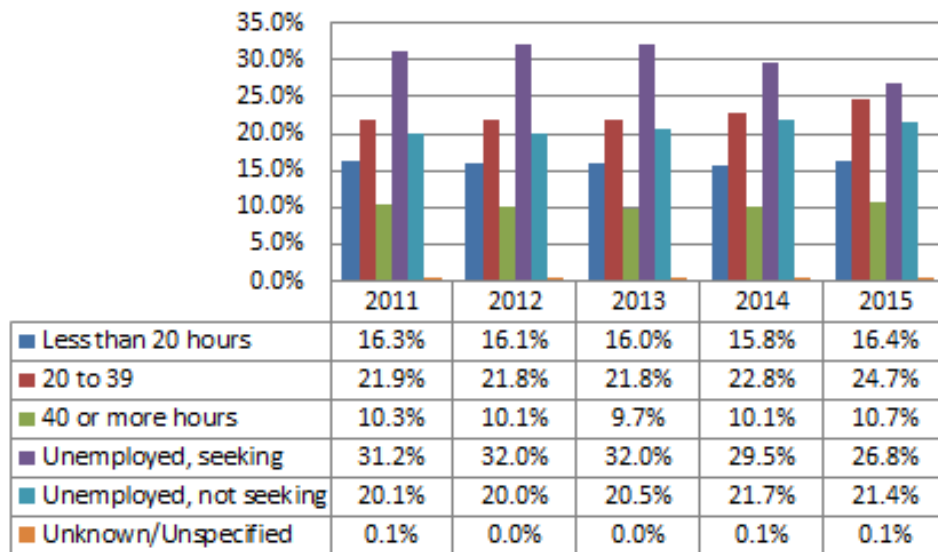
- University-related goals: Transfer w/ AA, Transfer w/out AA , 4-yr student meeting 4-Yr requirements
- Degree/Cert without transfer: AA/AS degree no transfer, Vocational degree no transfer, Earn a certificate
- Job skills goals: Acquire Job Skills Only, Update Job Skills Only, Maintain Certificate/License
- 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 fluctuated while the percentage of students living below the poverty line has also fluctuated. However, the percentage of students who are unemployed and looking for work has declined slightly.

SCC Student Household Income (EOS, Fall 2015)  
(Percent of Students in Each Income Category)



SCC Students' Weekly Work Status  
Fall 2011 to Fall 2015



Source: EOS Profile Data

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Office of Planning, Research & Institutional Effectiveness

## External Environment

### **A number of external forces are affecting SCC.**

In 2016 the LRCCD Research Office conducted an extensive review of the external environment of the Los Rios Colleges. (See the report from LRCCD Institutional Research Office, “The 2016 External Environmental Scan of the Greater Sacramento Area,” LRCCD Institutional Research, April 2016, part of the LRCCD strategic planning process. For more information, contact Betty Glycer-Culver, Director of Institutional Research [glyercb@losrios.edu](mailto:glyercb@losrios.edu)).

The 2016 report identifies eight key strategic areas for the colleges in the district. An excerpt from the report (page 30) is below:

#### **Strategic Areas on the Los Rios Community College District Horizon**

The following highlights strategic areas which may have impact to the Los Rios Colleges and the students and community we serve:

- Increasing Accountability at the federal, state and local level.
- Increasing public use and scrutiny of data especially as related to outcomes in higher education.
- A future funding model where outcomes are tied to resource allocations.
- The need to continue engagement in regional ecosystems and partnerships especially in light of the slight growth in the numbers of high school graduates and shifts in employment industry sectors across the region.
- The development of clear educational pathways with local K-12 school districts and adult education partners.
- The need to continue Los Rios partnerships with 4-year Universities and Colleges especially related to transfer pathways and Associate Degree for Transfer.
- The need to continue increased alliances with regional industry to ensure the Los Rios Colleges are preparing students for today's workforce.
- Identify and implement educational Best Practices to improve student outcomes in education and workforce/economic development throughout the region, state and nation.

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. The District and College have strategic initiatives to address the factors above.





## Local K-12 metrics

The 2015-16 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.

### **2015-16 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 2016 CAASPP Test Results, Sacramento County, All Students**

##### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	19,013	19,508	18,972	18,795	18,556	18,260	18,280	131,384
# of Students Tested	18,192	18,781	18,300	18,297	17,939	17,619	16,636	125,764
# of Students With Scores	18,136	18,739	18,257	18,255	17,854	17,460	16,406	125,107
<b>Mean Scale Score</b>	<b>2403.2</b>	<b>2446.3</b>	<b>2484.6</b>	<b>2513.4</b>	<b>2536.3</b>	<b>2553.5</b>	<b>2592.0</b>	<b>N/A</b>
 Standard Exceeded: Level 4	18 %	19 %	17 %	14 %	14 %	13 %	24 %	17 %
 Standard Met: Level 3	20 %	21 %	27 %	31 %	32 %	34 %	32 %	28 %
 Standard Nearly Met: Level 2	26 %	21 %	21 %	27 %	24 %	27 %	23 %	24 %
 Standard Not Met: Level 1	36 %	39 %	35 %	28 %	30 %	27 %	21 %	31 %

#### **Mathematics 2016 CAASPP Test Results, Sacramento County, All Students,**

##### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	19,012	19,509	18,974	18,797	18,553	18,256	18,277	131,378
# of Students Tested	18,282	18,877	18,378	18,345	17,979	17,659	16,575	126,095
# of Students With Scores	18,223	18,825	18,323	18,284	17,865	17,554	16,312	125,386
<b>Mean Scale Score</b>	<b>2415.4</b>	<b>2457.7</b>	<b>2480.2</b>	<b>2509.2</b>	<b>2526.7</b>	<b>2538.1</b>	<b>2563.8</b>	<b>N/A</b>
 Standard Exceeded: Level 4	14 %	14 %	15 %	17 %	17 %	18 %	12 %	15 %
 Standard Met: Level 3	28 %	23 %	16 %	19 %	20 %	17 %	20 %	21 %
 Standard Nearly Met: Level 2	26 %	34 %	29 %	31 %	30 %	25 %	24 %	29 %
 Standard Not Met: Level 1	32 %	28 %	39 %	33 %	33 %	40 %	44 %	36 %

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

Data Source – California Department of Education, Assessment and Accountability Division, <http://dq.cde.ca.gov/dataquest/> (retrieved 10/10/2016)

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 (2015-16)*	% free or reduced price meal (2015-16) **	% English language learner (2015-16)*	% of graduates completing UC/CSU classes (2014-15)*
Luther Burbank	3.6	80.1	22.3	54.1
Hiram Johnson	7.9	87.8	23.1	22.2
River City	34.2	62.4	11.1	46.3
Rosemont	33.0	74.8	9.0	33.5
McClatchy	24.6	58.2	9.0	48.0
Kennedy	12.4	61.2	10.6	47.6
Davis Senior	54.7	14.8	4.5	78.7

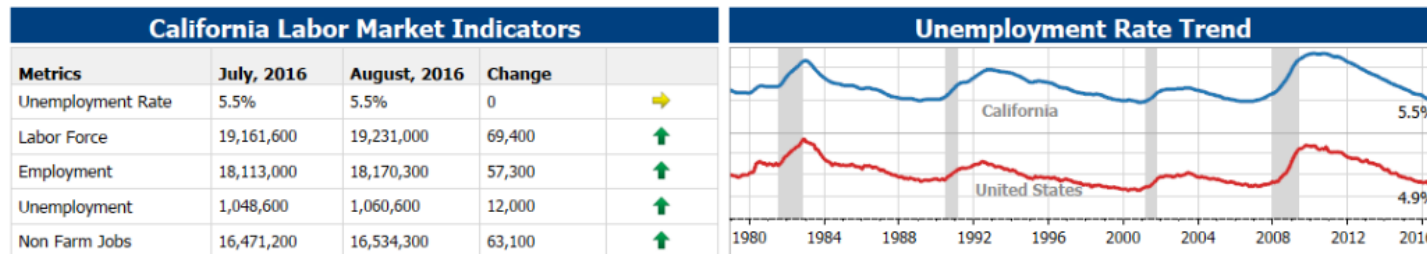
\* Source: California Department of Education, DataQuest <http://dq.cde.ca.gov/dataquest/> (retrieved 10/10/2016)

\*\* based on Adjusted Percent of Eligible FRPM ages 5-17 <http://www.cde.ca.gov/ds/sd/sd/files.asp> (retrieved 10/17/2016)

## 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 to 5.5% in July 2016. According to the California Labor Market Review (CaLMR), Sacramento County's unemployment rate in August 2016 is 5.7%.

(<http://www.labormarketinfo.edd.ca.gov/county/sacto.html#URLF> retrieved 10/17/16)



Data Source: EDD Labor Market Information Division:: Note: July 2016 data is revised and August 2016 is preliminary

Figure from <http://www.labormarketinfo.edd.ca.gov/> (retrieved 10/12/2016)



Using Bureau of Labor Statistics (BLS) data, the LRCCD report, “The 2016 External Environmental Scan of the Greater Sacramento Area,” identifies a number of occupations requiring an associate’s degree (page 27). The table below is extracted from that report. (For more information, contact Betty Glycer-Culver. [glyercb@losrios.edu](mailto:glyercb@losrios.edu) )

## Regional Economy

### Employment

#### Growth Fields Requiring Associate Degrees

The U. S. Bureau of Labor Statistics (BLS) reviews jobs from a national perspective and defines levels of education and training required in this context. For those jobs fields defined by the BLS as requiring an Associate’s Degree employment in the Allied Health field (Registered Nursing, Dental Hygienists, and Laboratory Technicians) are projected to see the greatest growth in the Greater Sacramento Region. Employment is expected to also grow in the following areas requiring an Associate’s Degree in the Sacramento Region: Web Developers, Preschool Teachers, Veterinary Technicians, Radiological Technicians, and Paralegals. The following table shows all occupations requiring an Associate’s Degree that are projected to grow from 2012 to 2022.

**Table 24: Projected Growth Fields in the Greater Sacramento Regional Area Requiring an Associate Degree: 2012 to 2022**  
Sorted by Highest Absolute Change

Associate Degrees	Annual Averages		Absolute Change	Percent Change
	2012	2022		
Registered Nurses	15,760	19,050	3,290	20.9%
Dental Hygienists	2,130	2,620	500	23.5%
Medical and Clinical Laboratory Technicians	950	1,290	340	35.8%
Web Developers	1,030	1,330	290	28.2%
Preschool Teachers, Except Special Education	2,760	3,020	260	9.4%
Veterinary Technologists and Technicians	700	930	240	34.3%
Radiologic Technologists	960	1,170	220	22.9%
Paralegals and Legal Assistants	1,210	1,410	210	17.4%
Diagnostic Medical Sonographers	310	440	140	45.2%
Medical Equipment Repairers	480	630	140	29.2%
Respiratory Therapists	700	830	130	18.6%
Agricultural and Food Science Technicians	350	450	100	28.6%
Electrical and Electronics Engineering Technicians	920	1,010	90	9.8%
Environmental Science and Protection Technicians, Including Health	300	390	90	30.0%
Physical Therapist Assistants	250	330	90	36.0%
Life, Physical, and Social Science Technicians, All Other	450	530	80	17.8%
Dietetic Technicians	280	350	70	25.0%
Electrical and Electronics Drafters	260	320	60	23.1%
Cardiovascular Technologists and Technicians	140	190	50	35.7%
Occupational Therapy Assistants	120	160	50	41.7%
Environmental Engineering Technicians	130	180	40	30.8%
Chemical Technicians	200	240	40	20.0%
Mechanical Engineering Technicians	120	140	30	25.0%
Engineering Technicians, Except Drafters, All Other	450	480	30	6.7%
Social Science Research Assistants	120	140	30	25.0%
Computer Network Support Specialists	870	900	20	2.3%
Mechanical Drafters	190	210	20	10.5%
Forest and Conservation Technicians	650	670	20	3.1%
Nuclear Medicine Technologists	100	120	20	20.0%
Magnetic Resonance Imaging Technologists	110	130	20	18.2%
Architectural and Civil Drafters	590	600	10	1.7%
Civil Engineering Technicians	580	590	10	1.7%
Broadcast Technicians	230	230	10	4.3%

Technical and Source Notes: See next page

Registered nursing and dental hygiene—two programs at SCC—top the list of growth occupations.



The same LRCCD report identifies occupations requiring Career Technical Education (CTE) skills. The table below is extracted from that report (page 28).

## Regional Economy

### Employment

#### Growth Fields Requiring Career Technical Education

The following table illustrates projected employment growth fields within the Greater Sacramento Area that require Career Technical Education. A wide range of fields are expected to see job growth including: Heavy/Tractor Trailer Truck Drivers, Allied Health field (including Medical and Nursing Assistants, LVN's, Dental Assistants, Medical Records Technicians), HVAC, Cosmetology, and Telecommunications.

**Table 25: Projected Growth Fields in the Greater Sacramento Regional Area Requiring Career Technical Education: 2012 to 2022**  
Sorted by Highest Absolute Change

Career Technical Education	Annual Averages		Absolute Change	Percent Change
	2012	2022		
Heavy and Tractor-Trailer Truck Drivers	6,620	8,150	1,530	23.1%
Medical Assistants	5,450	6,960	1,510	27.7%
Nursing Assistants	4,710	5,810	1,100	23.4%
Licensed Practical and Licensed Vocational Nurses *	2,940	3,660	720	24.5%
Heating, Air Conditioning, and Refrigeration Mechanics and Installers *	1,470	2,130	670	45.6%
Dental Assistants *	2,870	3,330	460	16.0%
Hairdressers, Hairstylists, and Cosmetologists *	2,240	2,690	460	20.5%
Manicurists and Pedicurists *	1,630	2,040	410	25.2%
Telecommunications Equipment Installers and Repairers, Except Line Installers	2,000	2,300	300	15.0%
Massage Therapists	1,100	1,350	240	21.8%
Medical Records and Health Information Technicians	820	1,040	230	28.0%
Emergency Medical Technicians and Paramedics	820	1,050	220	26.8%
First-Line Supervisors of Production and Operating Workers	1,830	2,040	210	11.5%
Aircraft Mechanics and Service Technicians *	280	460	180	64.3%
Surgical Technologists	560	730	170	30.4%
Phlebotomists	590	730	140	23.7%
Ophthalmic Medical Technicians	410	540	130	31.7%
Firefighters	1,750	1,880	130	7.4%
Skincare Specialists *	250	370	120	48.0%
Audio and Video Equipment Technicians	310	380	70	22.6%
Library Technicians *	820	880	60	7.3%
Psychiatric Technicians	190	210	20	10.5%
Electrical and Electronics Repairers, Commercial and Industrial Equipment *	320	350	20	6.3%

**Technical Notes for Tables 20 and 21:** Employment projections reflect the Greater Sacramento Regional Area; Sacramento, Roseville, Arden-Arcade Metropolitan Statistical Area (El Dorado, Placer, Sacramento, and Yolo Counties). Education and training levels have been defined by the U.S. Bureau of Labor Statistics.

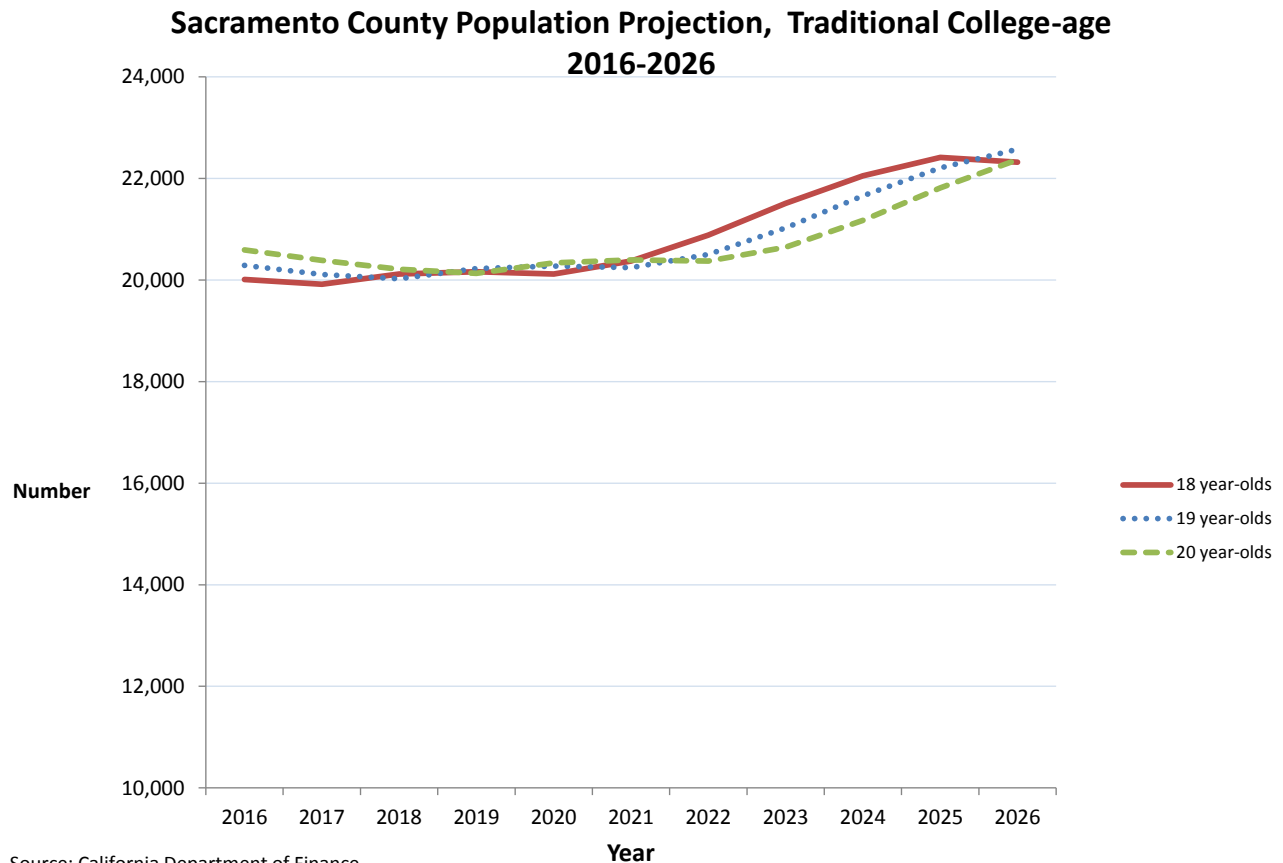
**Source:** Employee Development Department, Labor Market Division, Occupational Employment Projections, Growth Education and Training <http://www.labormarketinfo.edd.ca.gov>; published December 2014.

SCC offers a number of CTE programs on the list of growth fields. Occupations in the table that have asterisks after the title are currently offered at SCC.

## **Local Population Patterns**

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

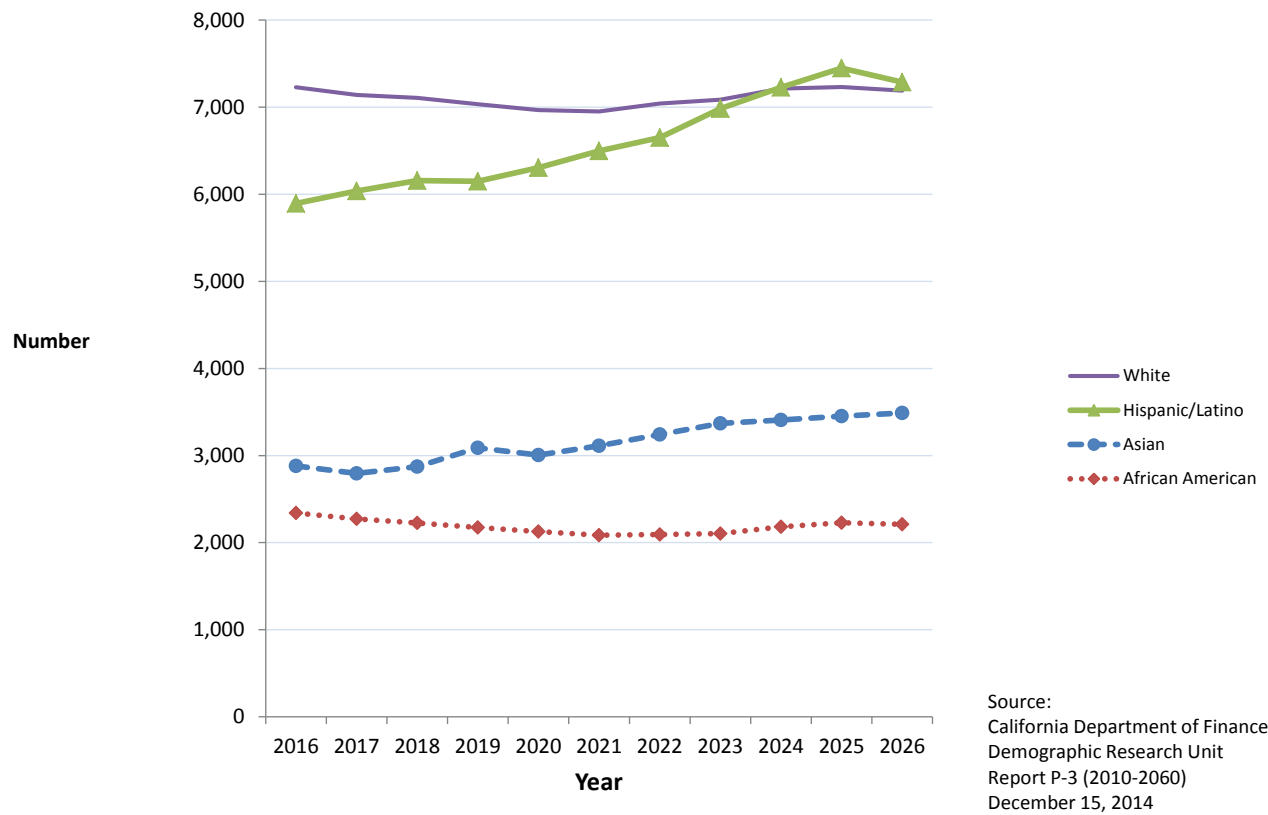
The numbers of 18, 19, and 20 year-olds are expected to rebound in the early 2020's, after a decline for a few years between 2010 and 2018. The figures below suggest that although the overall college-age population is expected to drop until the 2018, some subgroups will experience more of a decline than 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 before declining slightly.

### Sacramento County 18-year-old Population Projection by Ethnicity, 2016-2026



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

# Student Equity Plan Data Report

## Fall 2016

**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.*

*Much of the data in this IE report is formatted based on the 2015 Student Equity Plan template from the CCCCCO. While there will not be a plan submitted in 2016, data has been updated to reflect the 2015-2016 year.*

## Student Equity Plan Data Report Key Points

SCC was not required to submit an updated Student Equity Plan in the 2016 year, as it is the last year of the three-year plan cycle. However, the data below is presented to show where improvements have been made and opportunities for further progress in each indicator over the past year.

Below are the populations that show evidence of a disproportionate impact over the Student Equity indicators in 2015-2016 (groups that were not impacted in 2014-2015, but showed evidence for impact in 2015-2016 are in bold; non-bold groups have shown persisting evidence of an impact for at least two years):

Indicators	Populations showing disproportionate impact
<i>Access</i>	<b>African American</b> , males, DSPS students, Veterans
<i>Successful Course Completion</i>	American Indian/Alaskan Native, African American, Hispanic/Latino, Native Hawaiian/other Pacific Islander, more than one race, current/former foster youth, DSPS students, low-income students
<i>ESL Progression</i>	White
<i>Math Basic Skills Progression</i>	African American, <b>“some other” race</b>
<i>English Basic Skills Progression</i>	African American, <b>males</b> , DSPS students, low-income students
<i>Degree &amp; Cert Completion</i>	African American
<i>Transfer</i>	No data for 2015-2016 year

When compared to data presented in the 2014-2015 Student Equity Plan, the following populations were disproportionately impacted, but in 2015-2016, they no longer showed evidence for disproportionate impact:

Indicators	Populations no longer showing impact
<i>Access</i>	Asian
<i>Successful Course Completion</i>	-
<i>ESL Progression</i>	Hispanic/Latino, males
<i>Math Basic Skills Progression</i>	-
<i>English Basic Skills Progression</i>	Native Hawaiian/other Pacific Islander
<i>Degree &amp; Cert Completion</i>	-
<i>Transfer</i>	No data for 2015-2016 year

## 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 racial/ethnic and gender population groups enrolled to the percentage of each group in its top feeder high schools of fall 2015. Note that this is different than the data suggested in the CCCCCO'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 as SCC and its centers serve more than one city or county.

Certain data regarding special populations are not collected and/or published by high schools, including current or former foster youth, individuals with disability, low-income students, and veteran data. In the cases of these four populations, SCC data is compared to Sacramento County data.

For the access indicator, evidence for disproportionate impact is indicated by a negative percentage point difference of three percentage points or more between demographic proportions of SCC and the feeder high schools/surrounding community. This is based on the guidelines presented in the 2015 Student Equity Plan template released by the CCCCCO. The "percentage point difference" or "% Pt. Diff" below essentially shows if a demographic group is under- or over-represented at SCC. The percentage point difference is also included for the 2014-2015 data to show where improvements have been made or display trends.

Based on the percentage point difference method, Black/African American, males, students with disabilities, and veteran populations show evidence for disproportionate impacts. Most of these impacts appeared in last year's data with some small changes: Asian student enrollments have become more proportionate, and Black/African American students are enrolling at a lower rate and are now impacted.

Target Populations	SCC %	Feeder HS %	% Pt. Diff.	% Pt. Diff.
	2015-2016 Data			2014-2015 Data
American Indian/Alaska Native	1%	1%	0%	0%
Asian	19%	21%	-2%	-4%
Filipino	3%	4%	-1%	0
Black or African American	11%	15%	-4%	-2%
Hispanic or Latino	29%	32%	-2%	-2%
Native Hawaiian/other Pacific Islander	1%	2%	-1%	0%
White	28%	21%	7%	5%
Some other race	2%	0%	1%	2%
More than one race	6%	5%	1%	2%
Male	42%	51%	-9%	-9%
Female	56%	49%	7%	7%

(table continued on next page)

Target Populations	SCC %	Sacramento County %	% Pt. Diff.	% Pt. Diff.
	2015-2016 Data			2014-2015 Data
Current or former foster youth	0.4%	0.8%	0%	0%
Students with disabilities	6%	12%	-7%	-7%
Low-income students	64%	26%	37%	34%
Veterans	3%	7%	-4%	-4%

♦Data not collected/reported.

Sources: EOS Profile, CDE DataQuest, Kidsdata.org, 2015 American Community Survey

The table below shows the top ten feeder high schools used for comparison in the table above in the race and gender comparison groups.

Top Feeder High Schools	2015-2016 HS Enrollment
C. K. McClatchy High	2,268
River City High	2,057
John F. Kennedy High	2,221
Davis Senior High	1,683
Luther Burbank High	1,712
Hiram W. Johnson High	1,543
Laguna Creek High	1,797
Rosemont High	1,355
Monterey Trail High	2,302
Inderkum High	1,882

Source: CDE DataQuest

**B. SUCCESSFUL COURSE COMPLETION.** Ratio of the number of credit courses that students, by population group, successfully 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.

For the course completion indicator, evidence for disproportionate impact is indicated by a negative percentage point difference of three percentage points or more between course success rates of demographic groups to the average. This is based on the guidelines presented in the 2015 Student Equity Plan template released by the CCCCCO. The “percentage point difference” or “% Pt. Diff” below essentially shows if a demographic group is above or below the average course success rate for all students. The percentage point difference is also included for the 2014-2015 data to show where improvements have been made or display trends.

Based on the percentage point difference method, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, multi-race, foster youth, students with disabilities, and low-income student populations show evidence for disproportionate impacts in successful course completion. All of these impacts appeared in last year’s data.

Target Populations	% Courses Passed of All SCC Enrollments	% Pt. Diff.	% Pt. Diff.
	2015-2016 Data		2014-2015 Data
<b>All Student Enrollments (n=109,962)</b>	<b>67%</b>		
American Indian/Alaska Native	59%	-8%	-4%
Asian	75%	8%	7%
Filipino	71%	4%	0
Black or African American	51%	-16%	-14%
Hispanic or Latino	64%	-3%	-3%
Native Hawaiian/other Pacific Islander	61%	-6%	-5%
White	73%	6%	7%
Some other race	70%	3%	3%
More than one race	63%	-4%	-4%
Male	66%	-1%	-2%
Female	68%	1%	1%
Current or former foster youth	43%	-24%	-20%
Students with disabilities	62%	-5%	-3%
Low-income students	64%	-3%	-3%
Veterans	67%	0%	1%

0Data not collected/reported.

Source: EOS Profile



## **C. COURSE PROGRESSION IN BASIC SKILLS**

For the basic skills course progression indicator, evidence for disproportionate impact is indicated by a negative percentage point difference of three percentage points or more between basic skills progression rates of demographic groups to the average. This is based on the guidelines presented in the 2015 Student Equity Plan template released by the CCCCCO. Progression through the basic skills is tracked when a student enrolls in a below-transfer level course and counted as a success when that student completes a degree applicable course in the same field. The “percentage point difference” or “% Pt. Diff” below essentially shows if a demographic group is above or below the average basic skills progression rate for all students. The percentage point difference is also included for the 2014-2015 data to show where improvements have been made or display trends.

**C.1. ESL and Basic Skills Completion.** Percentage of credit students tracked for six years through 2014-15 who started first time in 2009-10 in any level below transfer and completed a degree applicable or college-level course in ESL or English.

The data available show that White students, with an ESL progression rate of 36% compared to the 45% average progression rate, is the only group suffering a disparity under this indicator. Disproportionate gaps in progression for Hispanic/Latino and male students have shrunk and are no longer considered disproportionate. Note that while there are not enough Black/African American students included in this cohort to meet the threshold for impact analysis, their success should also be carefully observed to see if this low progression rate is reflective of the whole group or skewed due to a small number of students.

Target Populations	Rate of Progress from Basic Skills ESL to Successful Completion in a Degree Applicable Course	% Pt. Diff.	% Pt. Diff.
	2009-2010 Cohort		2008-2009 Cohort
<b>All Students (n=538)</b>	<b>45%</b>		
American Indian/Alaska Native	*	**	**
Asian	54%	9%	9%
Filipino	*	**	◇
Black or African American	6%	**	**
Hispanic or Latino	44%	-1%	<b>-10%</b>
Native Hawaiian/other PI	*	**	**
White	36%	<b>-9%</b>	<b>-8%</b>
Some other race	44%	-1%	5%
More than one race	*	**	◇
Male	44%	-1%	<b>-5%</b>
Female	46%	1%	3%
Current or former foster youth	◇	N/A	◇
Students with disabilities	46%	**	**
Low-income students	45%	0%	0%
Veterans	◇	N/A	◇

\*Less than ten observations, data redacted.

\*\*Less than sixty observations, not eligible for disproportionate impact analysis based on the CCCCCO's *Ensuring Equitable Access and Success: A Guide to Assessing and Mitigating Disproportionate Impact in Student Success and Support Programs (2013)*

◇Data not collected/reported.

Source: CCCCCO DataOnDemand

**C.2 Math and Basic Skills Completion.** Percentage of credit students tracked for six years through 2014-15 who started first time in 2009-10 in two to four levels below transfer level Math and completed a degree applicable or college-level course in Math.

The data available show evidence that Black/African American and other race students (BS math progression rates of 14% and 21% respectively, compared to the 24% average progression rate) are suffering a disparity under this indicator.

Target Populations	Rate of Progress from Basic Skills Math to Successful Completion in a Degree Applicable Course	% Pt. Diff.	% Pt. Diff.
	2009-2010 Cohort		2008-2009 Cohort
<b>All Students (n=2,527)</b>	<b>24%</b>		
American Indian/Alaska Native	19%	**	**
Asian	36%	12%	3%
Filipino	16%	**	◇
Black or African American	14%	<b>-10%</b>	<b>-11%</b>
Hispanic or Latino	24%	0%	-1%
Native Hawaiian/other PI	22%	**	0%
White	30%	6%	5%
Some other race	21%	<b>-3%</b>	6%
More than one race	*	**	◇
Male	23%	-1%	-1%
Female	24%	1%	1%
Current or former foster youth	◇	N/A	◇
Students with disabilities	22%	-2%	-1%
Low-income students	22%	-2%	-2%
Veterans	◇	N/A	◇

\*Less than ten observations, data redacted.

\*\*Less than sixty observations, not eligible for disproportionate impact analysis based on the CCCCCO's *Ensuring Equitable Access and Success: A Guide to Assessing and Mitigating Disproportionate Impact in Student Success and Support Programs (2013)*

◇Data not collected/reported.

Source: CCCCCO DataOnDemand

**C.3 English and Basic Skills Completion.** Percentage of credit students tracked for six years through 2014-15 who started first time in 2009-10 and were one to four levels below transfer in English, and completed a degree applicable or college-level course in English.

The data available show evidence that Black/African American, males, students with disabilities, and low-income students (BS English progression rates of 21%, 33%, 29%, and 35% respectively, compared to the 38% average progression rate) are suffering a disparity under this indicator. There were not enough Native Hawaiian/Pacific Islander students to be included in this analysis, so it cannot be said whether there was an improvement in the group over the recent year.

Target Populations	Rate of Progress from Basic Skills English to Successful Completion in a Degree Applicable Course	% Pt. Diff.	% Pt. Diff.
	2009-2010 Cohort		2008-2009 Cohort
<b>All Students (n=2,159)</b>	<b>38%</b>		
American Indian/Alaska Native	24%	**	**
Asian	45%	7%	9%
Filipino	56%	**	◇
Black or African American	21%	<b>-16%</b>	<b>-13%</b>
Hispanic or Latino	40%	2%	1%
Native Hawaiian/other PI	28%	**	<b>-9%</b>
White	47%	9%	4%
Some other race	36%	-2%	5%
More than one race	39%	1%	◇
Male	33%	<b>-5%</b>	-1%
Female	42%	4%	1%
Current or former foster youth	◇	N/A	◇
Students with disabilities	29%	<b>-8%</b>	<b>-7%</b>
Low-income students	35%	<b>-3%</b>	<b>-3%</b>
Veterans	◇	N/A	◇

\*Less than ten observations, data redacted.

\*\*Less than sixty observations, not eligible for disproportionate impact analysis based on the CCCCO's *Ensuring Equitable Access and Success: A Guide to Assessing and Mitigating Disproportionate Impact in Student Success and Support Programs (2013)*

◇Data not collected/reported.

Source: CCCCO DataOnDemand

- D. DEGREE and CERTIFICATE COMPLETION.** Percentage of first-time students by population group who receive a degree or certificate out of the students in that group with a degree, certificate and/or transfer-seeking goal within six years. Students are defined as having a goal of degree, certificate, and/or transfer if they complete a minimum of six units and have attempted any mathematics or English course within the first three years.

For the award completion indicator, evidence for disproportionate impact is indicated by a negative percentage point difference of three percentage points or more between award completion rates of demographic groups to the average. This is based on the guidelines presented in the 2015 Student Equity Plan template released by the CCCCCO. The “percentage point difference” or “% Pt. Diff” below essentially shows if a demographic group is above or below the average rate of award attainment for all students. The percentage point difference is also included for the 2014-2015 data to show where improvements have been made or display trends.

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.

The data indicate that African-American students are the only group disproportionately impacted in the rate of degree and certificate completion. This impact was present in the last year’s data and the gap appears to have increased, with 9% of Black/African American students meeting their goal of completing an award, compared to 15% of all SCC students.

Target Populations	Rate of Degree and Certificate Completion	% Pt. Diff.	% Pt. Diff.
	2009-2010 Cohort		2008-2009 Cohort
<b>All Students (n=2,960)</b>	<b>15%</b>		
American Indian/Alaska Native	*	**	**
Asian	15%	1%	-2%
Filipino	21%	7%	3%
Black or African American	9%	-6%	-3%
Hispanic or Latino	14%	-1%	-1%
Native Hawaiian/other PI	12%	**	0%
White	16%	1%	3%
Some other race	16%	1%	-1%
More than one race	18%	4%	◊
Male	13%	-2%	-1%
Female	16%	2%	1%
Current or former foster youth	◊	N/A	◊
Students with disabilities	14%	0%	2%
Low-income students	15%	0%	1%
Veterans	◊	N/A	◊

\*Less than ten observations, data redacted; ◊Data not collected/reported; Source: CCCCCO DataOnDemand

\*\*Less than sixty observations, not eligible for disproportionate impact analysis based on the CCCCCO’s *Ensuring Equitable Access and Success: A Guide to Assessing and Mitigating Disproportionate Impact in Student Success and Support Programs (2013)*

In addition to releasing the 2009-2010 six-year cohort data, the CCCCCO also released a new dataset about the next three cohorts that are currently in progress. These include the 2010-2011 cohort (data based on the end of the fifth year), the 2011-2012 cohort (fourth year), and the 2012-2013 cohort (third year). Since younger cohorts have had less time, their rate of degree and certificate completion is generally lower than older cohorts. Examining these in-progress cohort rates can alert us to impending completion gaps and inform interventions to prevent or reduce gaps. The table below describes the degree and certificate completion rate for the overall cohort and target populations. The percentage point difference is based on the difference in completion rate from all students in the cohort and the specified target population.

While the 2009-2010 cohort only showed evidence for an impact against Black/African American students in the rate of award completion, the upcoming 2010-2011 cohort has two other impacted groups, Filipino and students with disabilities, in addition to the Black/African American student impact.

Rate of Degree and Certificate Completion and Equity Gaps in In-Progress Cohorts						
Target Populations	Comp. Rate	% Pt. Diff.	Comp. Rate	% Pt. Diff.	Comp. Rate	% Pt. Diff.
	2010-2011 Cohort (n=2,710)		2011-2012 Cohort (n=2,615)		2012-2013 Cohort (n=2,829)	
<b>All Students</b>	<b>12%</b>		<b>9%</b>		<b>5%</b>	
American Indian/ Alaska Native	**	**	**	**	**	**
Asian	10%	-2%	8%	0%	2%	<b>-3%</b>
Filipino	7%	<b>-5%</b>	**	**	3%	-2%
Black or African American	9%	<b>-4%</b>	7%	-2%	4%	0%
Hispanic or Latino	12%	0%	7%	-2%	4%	-1%
Native Hawaiian/other Pacific Islander	**	**	**	**	**	**
White	16%	4%	13%	4%	8%	3%
Some other race	13%	1%	10%	1%	8%	3%
More than one race	11%	-1%	11%	2%	5%	0%
Male	10%	-2%	8%	-1%	4%	-1%
Female	15%	2%	10%	1%	5%	1%
Current or former foster youth	◇	N/A	◇	N/A	◇	N/A
Students with disabilities	8%	<b>-4%</b>	7%	-2%	3%	-2%
Low-income students	12%	0%	9%	0%	5%	0%
Veterans	◇	N/A	◇	N/A	◇	N/A

\*\*Less than sixty observations, not eligible for disproportionate impact analysis based on the CCCCCO's *Ensuring Equitable Access and Success: A Guide to Assessing and Mitigating Disproportionate Impact in Student Success and Support Programs (2013)*

◇Data not collected/reported.

Source: CCCCCO DataOnDemand

The above tables use the recommended metric to measure the rate of awards given to a specific cohort. However, this metric includes students who might only have a goal of transferring to another institution, creating a larger denominator and giving the appearance of a reduced ratio of students receiving awards. While the rate of students successfully receiving awards might seem low, about a third of students who successfully “complete” (by receiving an award and/or transferring) at SCC receive a degree or certificate. It is also possible for a student to receive awards and transfer, so these two types of completion are not always mutually exclusive.

Ratio of Students Granted Degrees and/or Certificates of all Successful Completions		
Target Populations	% Students granted awards out of all completions	% Pt. Diff.
2009-2010 Cohort		
<b>All Students (n=1,390)</b>	<b>31%</b>	
American Indian/Alaska Native	*	**
Asian	25%	-6%
Filipino	37%	**
Black or African American	30%	-1%
Hispanic or Latino	33%	2%
Native Hawaiian/other Pacific Islander	29%	**
White	32%	1%
Some other race	32%	1%
More than one race	42%	11%
Male	28%	-3%
Female	33%	2%
Current or former foster youth	◇	N/A
Students with disabilities	46%	**
Low-income students	35%	4%
Veterans	◇	N/A

\*Less than ten observations, data redacted.

\*\*Less than sixty observations, not eligible for disproportionate impact analysis based on the CCCCO's *Ensuring Equitable Access and Success: A Guide to Assessing and Mitigating Disproportionate Impact in Student Success and Support Programs (2013)*

◇Data not collected/reported.

Source: CCCCO DataOnDemand

- E. TRANSFER.** Percentage of first-time students by population group who transfer to a four-year institution out of the students in that group with a transfer-seeking goal within six years (based on the methodology of the Transfer Velocity metric on the CCCC DataMart). Students are defined as having a goal of transfer if they complete a minimum of 12 units and have attempted a transfer-level course in mathematics or English. based on the methodology of the Transfer Velocity metric on the CCCC DataMart.

The data below describes ratio of the number of students by population group who receive successfully transferred to a four-year institution to the number of students in that group with the same transfer-seeking behavior\*.

**\*Note: Based on the 2015 Student Equity Plan template, it is recommended to use data from the CCCC Transfer Velocity report. This report has not been updated with 2016 data as of 10/26/2016. When the Transfer Velocity report is updated, that data will be added to this Student Equity Plan Institutional Effectiveness report.**



In addition to Transfer Velocity data, we can also examine “transfer ready” students from the DataOnDemand datasets. Transfer ready students are students that have completed transferable math and English courses, completed sixty or more transferable units overall, and have a GPA of at least 2.00, regardless of whether the student successfully transferred within the given timeframe. Below are the percentages of students by population group who have become transfer ready out of the number of students in that group with a degree, certificate and/or transfer-seeking goal, beginning in the 2009-2010 academic year and tracked for six years.

Of the 2009-2010 cohort, Hispanic/Latino and students with disabilities were slightly less likely to become transfer-ready within six years, and Black/African American students were much less likely to become transfer-ready. White and Asian students were more likely than their peers to become transfer-ready.

Target Populations	% Transfer Ready	% Pt. Diff.
2009-2010 Cohort		
<b>All Students (n=2,960)</b>	<b>19%</b>	
American Indian/Alaska Native	*	**
Asian	27%	7%
Filipino	22%	3%
Black or African American	7%	-12%
Hispanic or Latino	16%	-3%
Native Hawaiian/other Pacific Islander	21%	**
White	20%	1%
Some other race	22%	2%
More than one race	23%	4%
Male	19%	-1%
Female	20%	1%
Current or former foster youth	◇	N/A
Students with disabilities	14%	-6%
Low-income students	19%	-1%
Veterans	◇	N/A

\*Less than ten observations, data redacted.

\*\*Less than sixty observations, not eligible for disproportionate impact analysis based on the CCCC's *Ensuring Equitable Access and Success: A Guide to Assessing and Mitigating Disproportionate Impact in Student Success and Support Programs (2013)*

◇Data not collected/reported.

Source: CCCC DataOnDemand

Sources outside of the CCCCCO also report on students transferring from California community colleges. The University of California and California State University systems publish annual data on transfers by source school. The data provided by CSU and UC is further disaggregated by race, but both schools have slightly differing race response options. The UC system also includes data for students moving through the matriculation process, including application, admission, and enrollment at a UC.

When compared to the population proportions at SCC, Black/African American and Hispanic/Latino (compared to Mexican American and Other Latino) are slightly underrepresented in transfers to CSU campuses – although both demographic groups are trending upwards over the past three academic years.

CSU System - Enrolled Transfer Students from SCC by Ethnicity and Academic Year						
	AY 2015-2016		AY 2014-2015		AY 2013-2014	
	N	%	N	%	N	%
African American	39	8%	33	7%	34	5%
American Indian	*	N/A	*	N/A	0	0%
Asian American	103	20%	89	18%	155	24%
Filipino	19	4%	11	2%	28	4%
Mexican American	106	20%	96	20%	114	17%
Other Latino	27	5%	19	4%	31	5%
Pacific Islander	*	N/A	*	N/A	*	N/A
White	134	26%	143	29%	188	29%
Two or More Races	41	8%	34	7%	42	6%
Unknown	26	5%	37	8%	39	6%
Non-Resident Alien	16	3%	17	3%	22	3%
<b>All SCC – CSU Transfer Students</b>	<b>520</b>	<b>100%</b>	<b>486</b>	<b>100%</b>	<b>657</b>	<b>100%</b>

\*Less than 10 observations, data redacted.

Source: <http://asd.calstate.edu/performance/index.shtml>; accessed 9/20/2016, 10:30am

When compared to the population proportions at SCC, Black/African American and Hispanic/Latino are slightly underrepresented in transfers to UC campuses – although both are trending upward, similar to transfer student enrollments at the CSUs discussed above. White and Asian transfer students from SCC are overrepresented in the UC system.

UC System - Enrolled Transfer Students from SCC by Ethnicity and Academic Year						
	AY 2015-2016		AY 2014-2015		AY 2013-2014	
	N	%	N	%	N	%
White	87	40%	93	39%	106	40%
Asian	55	26%	70	30%	79	30%
Hispanic/ Latino	51	24%	43	18%	48	18%
African American	12	6%	13	5%	*	N/A
International	*	N/A	*	N/A	*	N/A
American Indian						
Domestic Unknown						
<b>All SCC – UC Transfer Students</b>	<b>215</b>	<b>100%</b>	<b>237</b>	<b>100%</b>	<b>263</b>	<b>100%</b>

Note: No data reported by UC for American Indian or Domestic Unknown as there were fewer than three observations.

\*Less than 10 observations, data redacted. Counts will not sum to total due to redacted data.

Source: <http://universityofcalifornia.edu/infocenter/admissions-source-school>; accessed 9/20/2016, 10:35am

The UC InfoCenter also releases data about how community college transfer students fare through the matriculation process at UC campuses. The data below describes SCC transfer students who applied, were admitted, and eventually enrolled at a UC campus in the 2015-2016 academic year. White and Asian students are slightly overrepresented in applications compared to proportions at SCC. SCC African American transfer students are less likely to be admitted than their peers.

UC Matriculation Process for SCC Transfer Students, AY2015-2016						
	Applicants		Admits		Enrollees	
	N	%	N	Admit./ App. %	N	Enroll./ Admit. %
White	133	36%	100	75%	87	87%
Asian	96	26%	68	71%	55	81%
Hispanic/ Latino	82	22%	58	71%	51	88%
African American	31	8%	16	52%	12	75%
International	12	3%	6	50%	4	67%
American Indian						
Domestic Unknown						
<b>All SCC – UC Transfer Students</b>	<b>369</b>	<b>100%</b>	<b>257</b>	<b>70%</b>	<b>215</b>	<b>84%</b>

Note: No data reported by UC for American Indian or Domestic Unknown as there were fewer than three observations.

\*Less than 10 observations, data redacted. Counts will not sum to total due to redacted data.

Source: <http://universityofcalifornia.edu/infocenter/admissions-source-school>; accessed 9/20/2016, 10:35am

# Student Voices Report

## Fall 2016

**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 supports in Goal A.1 and A.3 in particular, and contains data from the Community College Survey of Student Engagement (CCSSE) conducted in spring 2016. The first section summarizes CCSSE items regarding student service areas over four survey administrations and the second section summarizes items from the special focus questions in 2016. Most of the focus questions in 2016's CCSSE revolve around student finances and what the CCSSE calls "Student Financial Health." Understanding the degree to which students have or lack adequate financial management skills and resources is an important component of the ongoing process of assessing and responding to student needs.

## Student Voices Report - Key Points



**Many students are not taking advantage of college orientation opportunities.** Over half of the respondents indicated they have not gone through college orientation and do not plan to do so. The number of students who have gone through college orientation has increased in recent years.



**Students see the college as providing support, but spend little time in college-sponsored activities.** Most respondents see the college as providing the support that they need to succeed in college and rate their interactions with college offices as helpful. However, students consistently report spending very little time in college sponsored activities.



**Services are seen as important, but not often used.** In general, survey respondents do not use college services very often and report that they are somewhat satisfied with college services. However, most respondents have felt that college services were important to them. In 2016, 50% or more of the CCSSE respondents indicated some services were very important.



**Many students struggle financially, yet are still financially responsible.** Close to 37% of CCSSE respondents say they have too much other debt, 52% of respondents struggle some to keep up with bills or credit payments, and 58% of respondents say they are consistently living "paycheck-to-paycheck." However, 77% of respondents say they have the knowledge and skills to manage their finances well and 75% say they always pay their bills on time.



**A substantial portion of students have no access to additional, short-term financial resources.** Over 20% of respondents are not confident that they could raise any money from cash, credit, family, or friends if an unexpected need arose within the next month.



**Students work to arrange their employment hours around course schedules.** *Almost half of respondents whose work hours had changed say it was to accommodate changes in course requirements.*

## CCSSE: Student Services Summary (2010, 2012, 2014 & 2016)

SCC has participated in the Community College Survey of Student Engagement (CCSSE) the past several years. This national survey covers a wide range of information related to how students engage in their classwork and other aspects of college life. A number of CCSSE items relate directly to Student Services.

### • General CCSSE Items

**In the 2010 through 2014 surveys nearly 60% of the respondents indicated they have not gone through college orientation and do not plan to do so. The number that have taken a college orientation program increased somewhat in 2016.**

		2010 (%)	2012 (%)	2014 (%)	2016 (%)
8h. Have you done, are you doing, or do you plan to take a college orientation program or course while attending this college?	I have not done, nor plan to do	61.2	61.2	58.4	53.3
	I plan to do	13.6	15.2	16.4	13.7
	I have done	25.2	23.6	25.2	33.0
	Total	100.0	100.0	100.0	100.0

**Across all survey years, most respondents see the college as providing the support that they need to succeed. In 2016, over 70% of the respondents feel that the college quite a bit or very much emphasizes providing the support they need to succeed in college.**

		2010 (%)	2012 (%)	2014 (%)	2016 (%)
9b. How much does this college emphasize providing the support you need to help you succeed at this college?	Very little	6.8	6.7	5.6	4.5
	Some	22.4	24.9	21.5	20.6
	Quite a bit	41.8	39.7	40.3	39.7
	Very much	29.0	28.6	32.6	35.2
	Total	100.0	100.0	100.0	100.0

**Across all survey years, students consistently report spending very little time in college activities and the number has been declining slightly. In 2016, nearly 80% of the respondents spend no time in a typical week participating in college-sponsored activities.**

		2010 (%)	2012 (%)	2014 (%)	2016 (%)
10c. How much time do you spend participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) in a typical week?	None	83.8	84.2	81.5	79.3
	1-5 hours	12.1	10.9	12.6	14.2
	6-10 hours	2.1	2.4	2.6	3.3
	11-20 hours	1.1	1.6	2.2	1.7
	21-30 hours	0.3	0.5	0.7	0.7
	More than 30 hours	0.6	0.4	0.5	0.8
	Total	100.0	100.0	100.0	100.0

**Respondents general rate their interactions with college offices as helpful. In 2016, over 45% of the respondents rated their interactions with administrative personnel and offices very highly (6 -7 on the 7 point scale). Only 7.6% rated these interactions very poorly (1-2 on the 7 point scale).**

		2010 (%)	2012 (%)	2014 (%)	2016 (%)
11c. Mark the number that best represents the quality of your relationship with administrative personnel and offices.	Unhelpful, inconsiderate, rigid	4.0	3.3	2.3	3.2
	(2)	6.0	5.4	5.2	4.4
	(3)	10.3	9.8	11.4	7.6
	(4)	23.6	26.2	22.8	18.5
	(5)	22.3	20.1	19.4	21.0
	(6)	20.3	19.3	19.3	22.6
	Helpful, considerate, flexible	13.5	16	19.6	22.7
	Total	100.0	100.0	100.0	100.0

**In general over half of survey respondents feel that the college contributes to their development of career goals. In 2016 61% said that the college has contributed quite a bit or very much to the development of career goals.**

		2010 (%)	2012 (%)	2014 (%)	2016 (%)
12n. How much has your experience at this college contributed to you developing clearer career goals	Very little	15.4	19.1	16.6	12.9
	Some	29.1	24.8	26.6	25.9
	Quite a bit	29.5	30.7	30.6	32.3
	Very much	26.0	25.4	26.2	28.9
	Total	100.0	100.0	100.0	100.0
12o. How much has your experience at this college contributed to gaining information about career opportunities	Very little	20.6	24	24.4	16.9
	Some	34.9	30	28.1	27.8
	Quite a bit	23.7	25.1	25.7	29.4
	Very much	20.8	20.9	21.7	25.9
	Total	100.0	100.0	100.0	100.0

• **Frequency of use of college services:**

**In general survey respondents do not use college services very often. No services were used often by more than 30% of the 2016 CCSSE respondents.**

		2010 (%)	2012 (%)	2014 (%)	2016 (%)
13.1a. Frequency: Academic advising/planning	Do not know/not applicable	11.7	11.3	10.8	6.9
	Rarely/never	32.7	37.8	35	31.3
	Sometimes	42.0	37.6	40.5	45.2
	Often	13.6	13.3	13.7	16.6
	Total	100.0	100.0	100.0	100.0
13.1b. Frequency: Career counseling	Do not know/not applicable	15.4	16.2	18.4	19.9
	Rarely/never	47.7	52.2	47.9	50.2
	Sometimes	29.3	25.5	25	23.1
	Often	7.6	6.1	8.6	6.8
	Total	100.0	100.0	100.0	100.0
13.1c. Frequency: Job placement assistance	Do not know/not applicable	37.6	36.5	37.9	39.1
	Rarely/never	52.2	52.8	51.3	48.1
	Sometimes	7.5	7.8	8.5	9.6
	Often	2.6	2.9	2.4	3.2
	Total	100.0	100.0	100.0	100.0
13.1d. Frequency: Peer or other tutoring	Do not know/not applicable	24.9	22.4	21.8	22.7
	Rarely/never	47.5	47.5	45.9	45.8
	Sometimes	19.3	20.4	21.8	21.8
	Often	8.3	9.8	10.5	9.7
	Total	100.0	100.0	100.0	100.0
13.1e. Frequency: Skill labs (writing, math, etc.)	Do not know/not applicable	23.2	20.8	20.1	20.3
	Rarely/never	43.9	44.2	42	37.1
	Sometimes	22.4	19.4	23.3	25.4
	Often	10.5	15.6	14.6	17.3
	Total	100.0	100.0	100.0	100.0
13.1f. Frequency: Child care	Do not know/not applicable	53.9	53.6	53	55.3
	Rarely/never	42.9	42.4	43.1	39.2
	Sometimes	2.0	2.3	2.6	3.1
	Often	1.2	1.7	1.3	2.4
	Total	100.0	100.0	100.0	100.0
13.1g. Frequency: Financial aid advising	Do not know/not applicable	19.8	20.8	19.7	17.7
	Rarely/never	36.6	35.2	35.4	31.3
	Sometimes	27.4	28.6	28.5	32.0
	Often	16.3	15.5	16.4	19.0
	Total	100.0	100.0	100.0	100.0
13.1h. Frequency: Computer lab	Do not know/not applicable	16.9	17.5	16.6	12.8
	Rarely/never	33.2	35.1	33	26.4
	Sometimes	25.8	24.2	27.4	30.9
	Often	24.2	23.3	23	30.0
	Total	100.0	100.0	100.0	100.0

Frequency of use table, continued		2010 (%)	2012 (%)	2014 (%)	2016 (%)
13.1i. Frequency: Student organizations	Do not know/not applicable	34.8	38.2	35.3	33.9
	Rarely/never	49.8	45.6	48.5	45.8
	Sometimes	10.5	11.5	11.7	13.9
	Often	4.9	4.7	4.6	6.4
	Total	100.0	100.0	100.0	100.0
13.1j. Frequency: Transfer credit assistance	Do not know/not applicable	32.3	31.5	34.1	33.2
	Rarely/never	43.5	42.6	39.2	38.5
	Sometimes	16.1	18.3	19	20.3
	Often	8.1	7.6	7.6	8.0
	Total	100.0	100.0	100.0	100.0
13.1k. Frequency: Services for people with disabilities	Do not know/not applicable	52.5	52.9	53.5	54.2
	Rarely/never	37.4	38.6	36.8	35.3
	Sometimes	4.3	3.7	4.3	5.6
	Often	5.9	4.7	5.4	5.0
	Total	100.0	100.0	100.0	100.0

• **Satisfaction with college services:**

**In general students are somewhat with college services, however relatively few felt that they were very satisfied. Services for which more than 30% of 2016 CCSSE respondents indicate that they are very satisfied:**

- **Academic Advising/Planning (33.8%)**
- **Financial Aid Advising (30.3%)**
- **Computer Lab (43.3%)**

		2010 (%)	2012 (%)	2014 (%)	2016 (%)
13.2a. Satisfaction: Academic advising/planning	Not applicable	20.8	25	24	15.0
	Not at all	11.8	11.9	10.2	9.1
	Somewhat	43.9	40.1	42.3	42.0
	Very	23.5	23.1	23.5	33.8
	Total	100.0	100.0	100.0	100.0
13.2b. Satisfaction: Career Counseling	Not applicable	36.8	39.7	40.8	41.7
	Not at all	15.2	13.8	13.8	12.2
	Somewhat	30.2	30.2	27.9	27.7
	Very	17.8	16.2	17.4	18.5
	Total	100.0	100.0	100.0	100.0
13.2c. Satisfaction: Job placement assistance	Not applicable	67.6	63.1	62.9	61.9
	Not at all	12.9	16.6	16.9	12.9
	Somewhat	13.5	13.7	14.9	16.7
	Very	6.0	6.6	5.3	8.5
	Total	100.0	100.0	100.0	100.0
13.2d. Satisfaction: Peer or other tutoring	Not applicable	48.6	48.8	47.4	44.6
	Not at all	8.7	9	8	8.7
	Somewhat	26.0	22.5	25.9	24.9
	Very	16.8	19.6	18.7	21.8
	Total	100.0	100.0	100.0	100.0
13.2e. Satisfaction: Skill labs (writing, math, etc.)	Not applicable	50.2	46.3	44.5	39.0
	Not at all	6.4	9	7.6	6.9
	Somewhat	24.7	23.2	24.9	28.6
	Very	18.7	21.6	23	25.6
	Total	100.0	100.0	100.0	100.0
13.2f. Satisfaction: Child care	Not applicable	81.9	80.1	78.5	77.6
	Not at all	8.3	10	9.3	9.4
	Somewhat	5.5	5.2	7.3	7.7
	Very	4.2	4.8	4.8	5.3
	Total	100.0	100.0	100.0	100.0
13.2g. Satisfaction: Financial aid advising	Not applicable	35.7	36.9	35.7	29.5
	Not at all	13.0	16.8	15.6	11.9
	Somewhat	30.0	24.8	27.1	28.3
	Very	21.3	21.5	21.7	30.3
	Total	100.0	100.0	100.0	100.0



Satisfaction table, continued

		2010 (%)	2012 (%)	2014 (%)	2016 (%)
13.2h. Satisfaction: Computer lab	Not applicable	31.4	35.1	33.2	23.0
	Not at all	6.7	6.2	6.8	5.3
	Somewhat	27.4	26.1	25.5	28.4
	Very	34.5	32.6	34.5	43.3
	Total	100.0	100.0	100.0	100.0
13.2i. Satisfaction: Student organizations	Not applicable	62.2	63.5	62.1	56.5
	Not at all	8.5	10.2	9.8	9.8
	Somewhat	20.0	16.9	17.5	21.4
	Very	9.3	9.5	10.5	12.3
	Total	100.0	100.0	100.0	100.0
13.2j. Satisfaction: Transfer credit assistance	Not applicable	52.2	52.3	52.2	50.0
	Not at all	10.9	12.8	12.5	10.9
	Somewhat	23.0	22.5	21.2	22.6
	Very	13.8	12.4	14.1	16.5
	Total	100.0	100.0	100.0	100.0
13.2k. Satisfaction: Services for people with disabilities	Not applicable	74.5	75.5	74.1	72.4
	Not at all	7.9	8.3	6.8	7.3
	Somewhat	7.9	7.7	9	10.2
	Very	9.7	8.4	10.1	10.1
	Total	100.0	100.0	100.0	100.0

• **Importance of student services:**

*In general most respondents have felt that college services were important to them. In 2016, 50% or more of the CCSSE respondents indicated some services were very important:*

- **Academic Advising/Planning (66.9%)**
- **Career Counseling (52.4%)**
- **Financial Aid Advising (64.6%)**
- **Computer Lab (58.0%)**
- **Transfer Credit Assistance 52.2%)**

		2010 (%)	2012 (%)	2014 (%)	2016 (%)
13.3a. Importance: Academic advising/planning	Not at all	10.7	9.4	10.2	8.0
	Somewhat	20.0	24.8	22.2	25.1
	Very	69.3	65.7	67.6	66.9
	Total	100.0	100.0	100.0	100.0
13.3b. Importance: Career counseling	Not at all	17.0	17.1	15.4	18.9
	Somewhat	21.7	26	23.7	28.7
	Very	61.3	56.9	61	52.4
	Total	100.0	100.0	100.0	100.0
13.3c. Importance: Job placement assistance	Not at all	30.8	31.3	29.8	30.4
	Somewhat	30.1	26.5	28.3	29.4
	Very	39.1	42.2	41.9	40.2
	Total	100.0	100.0	100.0	100.0
13.3d. Importance: Peer or other tutoring	Not at all	24.0	25.2	21.5	24.0
	Somewhat	32.2	27.1	29.9	31.6
	Very	43.8	47.7	48.5	44.3
	Total	100.0	100.0	100.0	100.0
13.3e. Importance: Skill labs (writing, math, etc.)	Not at all	23.7	23.3	21.1	21.5
	Somewhat	28.2	26.9	27.6	31.2
	Very	48.1	49.8	51.3	47.3
	Total	100.0	100.0	100.0	100.0
13.3f. Importance: Child care	Not at all	49.0	55.5	49.3	52.0
	Somewhat	18.5	14.5	18.6	19.3
	Very	32.5	30	32.1	28.6
	Total	100.0	100.0	100.0	100.0
13.3g. Importance: Financial aid advising	Not at all	17.8	20.1	17.8	17.0
	Somewhat	14.8	16.3	17.8	18.4
	Very	67.4	63.6	64.4	64.6
	Total	100.0	100.0	100.0	100.0

Importance table, continued		2010 (%)	2012 (%)	2014 (%)	2016 (%)
13.3h. Importance: Computer lab	Not at all	18.0	19.5	18.9	15.0
	Somewhat	24.1	27	25.8	27.0
	Very	57.9	53.5	55.3	58.0
	Total	100.0	100.0	100.0	100.0
13.3i. Importance: Student organizations	Not at all	37.6	39.3	35.2	36.0
	Somewhat	35.0	33.7	35.3	36.2
	Very	27.4	27	29.4	27.8
	Total	100.0	100.0	100.0	100.0
13.3j. Importance: Transfer credit assistance	Not at all	22.3	23.7	22	25.1
	Somewhat	20.3	20.8	22.3	22.7
	Very	57.4	55.6	55.7	52.2
	Total	100.0	100.0	100.0	100.0
13.3k. Importance: Services for people with disabilities	Not at all	35.6	41.8	36.3	37.3
	Somewhat	14.4	13.1	16.6	15.8
	Very	50.0	45.1	47.1	46.8
	Total	100.0	100.0	100.0	100.0

## Student Voices: Focus on Student Financial Health (2016)

### Background

SCC has participated in the CCSSE every two years since 2008. Each survey administration has a set of questions that focuses on a timely issue for higher education and community colleges across the nation. There has recently been much controversy around student loan debt and it is estimated that in 2015 Americans collectively owed an estimated amount exceeding one trillion dollars in student debt.<sup>1</sup> Furthermore, student loan debt obligations can delay home-ownership, entrepreneurial activities, and even parenthood.<sup>2</sup> Thus, collecting information from students about their own financial situation is both timely and useful.

### Sample

The 2016 CCSSE administration randomly surveyed 72 class sections, yielding 1,376 students' responses overall.<sup>3</sup> Table 1 contains selected CCSSE respondent characteristics compared to SCC's overall student characteristics. The table suggests that the sample is moderately representative of the College's overall student characteristics. Only categories with operational definitions that could be closely matched—such as demographics and full-time student status—are included.

Table 1: 2016 CCSSE Sample Compared to SCC Student Characteristics		
Characteristic	SCC CCSSE 2016 Percent	SCC Spring 2016 Percent
Full-time student	62.46	34.46
English primary language	67.19	85.35
First-generation college student	37.07	34.06
Traditional college age (18 to 24)	68.55	55.76
<b>Gender</b>		
	SCC CCSSE 2016 Percent	SCC Spring 2016 Percent
Male	47.76	42.98
Female	52.24	54.70
<b>Race or ethnicity</b>		
	SCC CCSSE 2016 Percent	SCC Spring 2016 Percent
African American	9.98	11.11
Asian, Filipino, Pacific Islander	22.70	21.33
Native American or Hawaiian	1.53	0.57
Latino	29.25	30.32
White, non-Hispanic	27.19	28.40
Other*	9.37	8.28
*This category for SCC includes Multi, Other non-white, and Unknown.		

When compared to the College as a whole, a higher percentage of 2016 CCSSE respondents are traditional college-age, first-generation college students, and a much higher percentage are full-time students. A lower percentage of CCSSE respondents identify as English primary language speakers. However, the CCSSE sample is quite similar to SCC's overall gender and race or ethnicity composition.<sup>4</sup>

<sup>1</sup> Time Magazine. 11/30/2015, Vol. 186 Issue 22/23, p92-99.

<sup>2</sup> For example, see Boak, (10/5/2015). Associated Press.

<sup>3</sup> Note that up to 200 students declined to answer the financial health items.

<sup>4</sup> CCSSE random sample-selection is based on Census files. Therefore, the comparison is with SCC Spring 2016 Census.

## Survey Results

The following tables contain numbers and percentages of responses in each category for 2016 SCC respondents and respondents at other “extra-large” colleges in the 2016 CCSSE. The PRIE Office calibrated the first item in Table 2 using institutional data, and the percentage of respondents who say they are receiving or have received a Pell Grant during the current academic year is remarkably close to the percentage of students at SCC who are receiving a Pell Grant (28.7% for CCSSE compared with 28% for the College). These highly similar percentages suggest that in terms of financial aid and financial situations, the approximately 1,200 CCSSE respondents are likely representative of the College. However, in the third item about student loan debt, while close to 20% of CCSSE respondents say they have too much student loan debt, institutional data show that only 3% of students overall have student loans. Thus, this item may not be representative of SCC students overall. In short, the data collected in the CCSSE must be interpreted very carefully and may not be representative of and used to draw conclusions about SCC’s entire student population. However, the data give us some insights to possible patterns.

Table 2

Item	Responses	Sac City College		Ex-Large Colleges*	
		Count	Percent	Count	Percent
I am receiving or have received a Pell Grant at this college during the current academic year.	Yes	345	28.7	4,437	31.0
	No	856	71.3	9,862	69.0
	Total	1,202	100.0	14,299	100.0
I always find myself living paycheck-to-paycheck.	Strongly agree	392	32.3	3,824	26.3
	Agree	312	25.7	3,916	26.9
	Disagree	197	16.2	3,265	22.4
	Strongly disagree	100	8.2	1,638	11.3
	I am not currently employed	214	17.6	1,904	13.1
	Total	1,215	100.0	14,547	100.0
I have too much student loan debt right now.	Strongly agree	123	10.1	1,518	10.4
	Agree	95	7.8	1,754	12.1
	Disagree	141	11.6	2,235	15.4
	Strongly disagree	64	5.3	1,116	7.7
	I do not have student loan debt	791	65.1	7,912	54.4
	Total	1,214	100.0	14,535	100.0
I have too much other debt right now, such as credit card debt, car loan debt, or money owed to family or friends.	Strongly agree	174	14.6	1,861	12.9
	Agree	264	22.1	2,721	18.9
	Disagree	178	14.9	2,771	19.2
	Strongly disagree	103	8.6	1,593	11.0
	I do not have any other debt	477	39.8	5,489	38.0
	Total	1,196	100.0	14,434	100.0

Close to 37% of CCSSE respondents say they have too much other debt and 58% of respondents say they are consistently living “paycheck-to-paycheck.”

Most respondents (64%) say that SCC has provided them with adequate information about sources of financial assistance and most respondents are not in school “to continue receiving...financial aid.” Indeed, over 40% of respondents say they receive no financial aid at all at SCC. Given that close to 70% of SCC students receive some sort of financial aid assistance, it appears that financial aid students may be underrepresented in the 2016 CCSSE. It is also possible that respondents do not know that the BOG Fee waiver is a form of financial assistance and thus are omitting the BOG Fee waiver as they answer the survey. Moreover, the responses observed here may suggest that respondents “don’t know *what* they don’t know.”

Table 3

Item	Responses	Sac City College		Ex-Large Colleges*	
		Count	Percent	Count	Percent
This college has provided me with adequate information about financial assistance (scholarships, grants, loans, etc.).	Strongly agree	211	17.7	2,813	19.6
	Agree	553	46.2	5,887	41.0
	Disagree	201	16.8	2,716	18.9
	Strongly disagree	102	8.5	1,276	8.9
	I have not needed any information about financial assistance	129	10.8	1,657	11.5
Total		1,197	100.0	14,349	100.0
One reason I have stayed enrolled this academic term is to continue receiving my financial aid.	Strongly agree	49	4.1	936	6.5
	Agree	113	9.4	1,685	11.8
	Disagree	231	19.4	3,283	22.9
	Strongly disagree	297	24.9	2,875	20.1
	I do not receive financial aid	503	42.2	5,539	38.7
Total		1,192	100.0	14,318	100.0
I have the skills and knowledge to manage my finances well.	Strongly agree	231	19.3	3,312	23.1
	Agree	685	57.4	7,598	53.0
	Disagree	183	15.4	2,134	14.9
	Strongly disagree	40	3.3	445	3.1
	I do not manage my own finances	54	4.6	841	5.9
Total		1,193	100.0	14,329	100.0
I always pay my bills on time.	Strongly agree	480	40.5	6,042	42.2
	Agree	411	34.6	4,927	34.4
	Disagree	127	10.7	1,250	8.7
	Strongly disagree	21	1.8	241	1.7
	I am not responsible for paying my bills	148	12.5	1,864	13.0
Total		1,186	100.0	14,323	100.0

The majority of respondents say they have the knowledge and skills to manage their finances well (77%) and that they always pay their bills on time (75%).

While the highest percentage of respondents (46%) have not run out of money during the previous 12 months, over 40% of respondents say they are not satisfied with their present financial situation. These statements taken together with the relatively high percentage of respondents living “paycheck-to-paycheck” (Table 2) suggest that respondents may be living uncomfortably at the edge of their means.

Table 4

Item	Responses	Sac City College		Ex-Large Colleges*	
		Count	Percent	Count	Percent
I am satisfied with my present financial situation.	Strongly agree	90	7.6	1,689	11.8
	Agree	191	16.1	2,806	19.6
	Neutral	417	35.1	5,072	35.5
	Disagree	277	23.3	2,984	20.9
	Strongly disagree	214	18.0	1,750	12.2
	Total	1,189	100.0	14,301	100.0
Which option best describes how often you budget your money (how you keep track of how much money you make, how much you spend, and how much you save)?	Never, but I should	154	13.0	2,023	14.1
	Weekly	475	40.2	6,011	42.0
	Every two weeks	248	21.0	3,029	21.2
	Monthly	223	18.8	2,225	15.6
	I do not need to budget my money	83	7.0	1,017	7.1
	Total	1,184	100.0	14,305	100.0
When you budget for your future living expenses, which of these time frames is most important to you?	The next week	201	17.0	2,119	14.9
	The next couple of weeks	336	28.3	3,633	25.5
	The next few months	314	26.5	3,578	25.1
	The next year or longer	174	14.7	2,776	19.5
	I do not budget for my future living expenses	160	13.5	2,141	15.0
	Total	1,185	100.0	14,247	100.0
In the past 12 months, how many times have you run out of money and had to rely on outside resources (such as loans, friends/family, charitable organizations, etc.)?	None	544	46.1	7,486	52.6
	1-2 times	295	25.0	3,683	25.9
	3-5 times	173	14.6	1,767	12.4
	6-11 times	88	7.4	637	4.5
	12 or more times	81	6.8	646	4.5
	Total	1,180	100.0	14,219	100.0

Over half of respondents regard future expenses in the relative short-run (the next few weeks to the next few months), while close to 20% budget “future expenses” only for the next week at a time. Similarly, over 40% of respondents track their income, expenses and savings weekly. Taken together, these responses suggest that a relatively large share of respondents do not have a long or mid-range financial plan in place.

Responses in Table 6 indicate that almost half of respondents either have no trouble keeping up with bills or credit payments (33.1%); or that they have no bills (15.2%). However, 52% of respondents struggle some to keep up with bills or credit payments. Although most respondents are confident that they could come up with financial resources from a variety of sources should they need to, over 20% of respondents do not think they would be able to come up with any additional funds.

Table 5

Item	Sac City College			Ex-Large Colleges*	
	Responses	Count	Percent	Count	Percent
I am confident that I could come up with the following amount (from cash, credit, family/friends, etc.) if an unexpected need arose within the next month:	\$0	273	23.2	2,404	17.0
	\$500	425	36.1	5,395	38.1
	\$1,000	233	19.8	2,580	18.2
	\$2,000	67	5.7	977	6.9
	More than \$2,000	181	15.3	2,791	19.7
Total		1,178	100.0	14,147	100.0
How well are you keeping up with your bills and/or credit payments at the moment?	I am keeping up with no difficulties	391	33.1	5,485	38.6
	It is a struggle from time to time	446	37.8	4,799	33.8
	It is a constant struggle	125	10.6	1,155	8.1
	I am falling behind with bills and/or credit payments	37	3.2	390	2.7
	I have no bills and/or credit payments	180	15.2	2,383	16.8
Total		1,179	100.0	14,213	100.0
If your work hours have changed during the past academic year, what has been the main reason for the change?	To accommodate changes in my course requirements	352	29.7	4,754	33.5
	To make more money to pay my expenses	252	21.2	2,760	19.4
	My employer changed my work schedule	127	10.7	1,581	11.1
	My work schedule has not changed	174	14.6	2,524	17.8
	I have not worked in the past academic year	281	23.7	2,583	18.2
Total		1,187	100.0	14,201	100.0

\* The comparison group columns in Tables 2 through 5 exclude SCC.

Almost 30% of all respondents said their work hours had changed to accommodate school schedules. Another 24% of respondents were not working during the past academic year. Particularly noteworthy is the finding that *almost half of respondents whose work hours had changed* said it was to accommodate changes in course requirements. (352 of 731).

2016 comparison colleges in Table 6 include three California colleges—among them is American River College in Los Rios CCD. The comparison group is based on college enrollment, and while that is a methodological decision CCSSE has made, it is important to keep in mind that other factors may be influencing the sample characteristics in the comparison colleges. For example, Saddleback College and Orange Coast College in southern California are in affluent suburban areas that look nothing like Sacramento City College’s surrounding community. In particular, each of these southern California colleges has less than 2% African-American students while SCC has over 10% African-American students. Therefore, any benchmark comparisons must be interpreted with extreme caution.

Table 6

[Weighted]

Comparison College	State
American River College	CA
Austin Community College	TX
College of Lake County	IL
Community College of Allegheny County	PA
Community College of Philadelphia	PA
Macomb Community College	MI
Montgomery College	MD
Orange Coast College	CA
Palm Beach State College	FL
Richland College	TX
Saddleback College	CA
Santa Fe College	FL
Sinclair Community College	OH
St. Louis Community College	MO
Tarrant County College District	TX



# SCC Report on Student Success and Achievement, Fall 2016

## **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 2015 SCC overall course success rate = 66.6%

### **Staying in School – Although only about 44% of students who start at SCC one Fall semester are still attending SCC the following Fall semester, over 75% enroll at a community college somewhere in California for three consecutive semesters. Over 60% complete at least 30 units.**

- The Statewide Scorecard indicator for 3-semester persistence rate shows that 76% of new SCC students enroll somewhere in the California Community College system for three consecutive semesters. (2016 Statewide Scorecard)
- Statewide Scorecard 30 unit completion rate = 61% (2016 Statewide Scorecard)

### **Basic Skills – Many students starting in the lowest levels of Writing or Math do not complete transfer levels of those subjects at SCC.**

The 2016 Statewide Scorecard includes measures of student progress through the sequence of basic skills courses in English Writing, Mathematics, and ESL.

- **English Writing:** 38% 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:** 24% of the students who started in the lowest levels of Mathematics, (Math 27/28/34), successfully completed Math 120 or higher.
- **ESL:** 45% 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 go on to complete, graduate, or transfer.**

- In the 2015-16 academic year, SCC awarded 1,582 degrees and 479 certificates. 735 SCC students transferred to CSU or UC.
- College-prepared students have higher Scorecard completion rates than those who are unprepared.
  - 68% for college-prepared students
  - 40% for unprepared students
  - 47% overall

### **Licensure and Job Placement Rates – Many Career Technical Education (CTE) programs have licensure exam pass rates of over 90%.**

- SCC students have pass rates of 90% or above on 19 of the 22 licensure exams associated with SCC CTE programs.
- SCC graduates in 12 of the 26 employment areas had job placement rates of 70% or above (Perkins data).

### **Student Learning Outcome (SLO) Achievement - Program and General Education Student Learning Outcomes (ProLOs & GELOs) reflect mostly high or moderate achievement.**

No instructional ProLOs were reported to have low levels of student achievement; the majority had high reported achievement levels and some reported moderate achievement levels. The primary CCSSE measures used to address GELOs show moderate achievement of the GELOs for students with 30 or more units completed.

## Detailed information

This report summarizes information related to the previous academic year's student success and achievement measures. (Note: Data are rounded to the nearest whole number in most cases.)

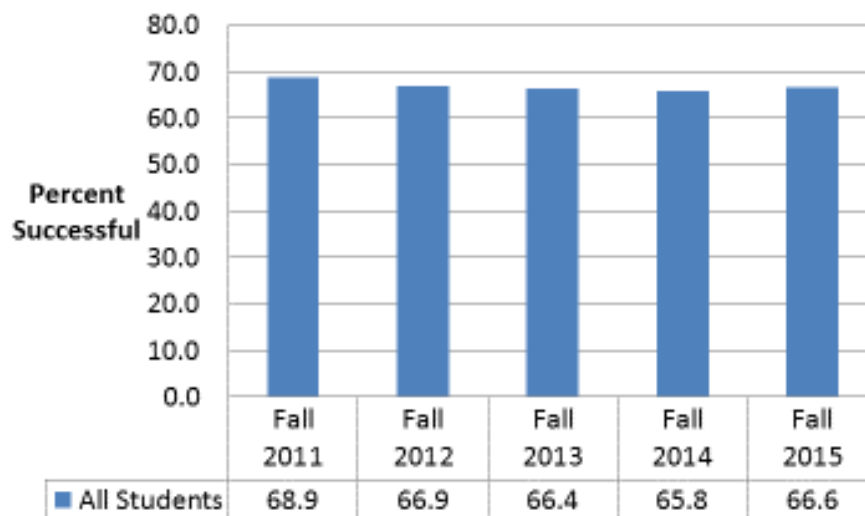
### Completing Courses Successfully

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 is 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; the average for the last 10 years is 66%. Currently the overall course success rate is about 67%. The college-set baseline standard is 63%; if course success falls below this number we will work to discover what has occurred and how the situation might be improved.

### SCC Successful Course Completion, Fall 2011 to Fall 2015 (%)



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 2012 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).

Percent of individuals taking the assessment exams placing into pre-collegiate or pre-transfer levels. (Source: EOS Profile and Portability Database)		
Fall 2015	Pre-collegiate (%)	Pre-transfer (%)
Reading	17.7%	43.3%
Writing	29.7%	64.3%
Math	31.6%	92.3%

**The statewide Scorecard** includes measures of student progress through the sequence of basic skills courses in English Writing, Mathematics, and ESL. (2016 Scorecard)

- English Writing: 38% of the students who started in ENGWR 51/52 successfully completed a transferable English course.
- Mathematics: 24% of the students who started in Math 27/28/34 successfully completed Math 120 or higher.
- ESL: 45% of the students who started in a non-transferable ESL course successfully completed a transferable ESL or English course.

## **Staying in School**

The statewide Scorecard 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 = 76%** (The percent who enroll in college, somewhere in the California Community College system, for three consecutive semesters.)
- **30 unit measure = 61%** (The percent who complete 30 units within 6 years of starting college.)

## **Completing Educational Goals**

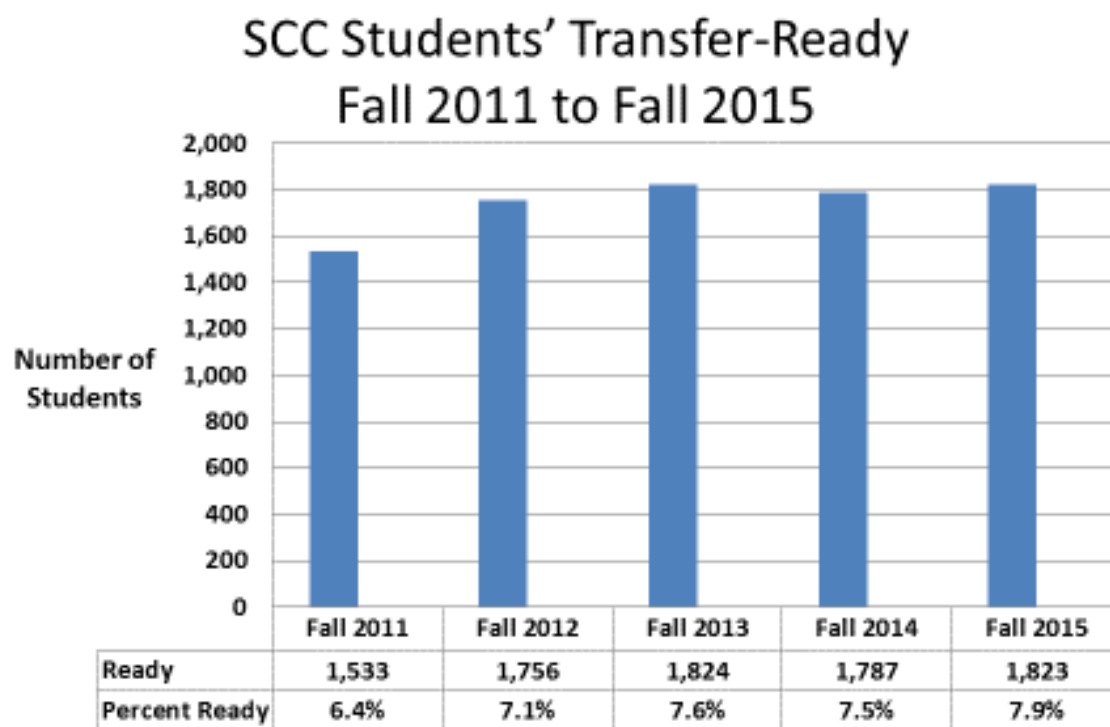
**The number of degrees and certificates awarded by SCC** has decreased over the past year, but is above the college baseline standard. The college-set standard for the awards is 1,000 for degrees awarded and 350 for certificates awarded; if awards numbers fall below the standards, we will work to discover what occurred and how the situation might be improved.

Academic Year	Associate degrees awarded	Certificates awarded
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
2015-16	1,582	479
<i>Data source: PRIE database files</i>		

The statewide Scorecard 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, were awarded a degree or certificate, or became transfer-prepared within 6 years of enrolling in community college.

- Overall SCC 2016 Scorecard Completion Rate = 47%.
- SCC 2016 Completion Rate for Academically-prepared Students = 68%.
- SCC 2016 Completion Rate for Academically-unprepared Students = 40%.

In Fall 2015, 1,823 SCC students became transfer-ready and 735 SCC students transferred to CSU or UC. (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 CSU or UC 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.



Technical Note:

Transfer Ready = Students who complete at least 60 transferable units with at least a 2.0 GPA, and who successfully complete any transfer level English and any transfer level math course by earning grades of A, B, C, P, or CR.

1-1

Sacramento City College

Source: Transcript File

Office of Planning, Research & Institutional Effectiveness

## Licensure and Job Placement rates for Career Technical Education (CTE) programs

Eighty-six percent of CTE programs at SCC have licensure exam pass rates of 90% or above.

**Licensure examinations pass rates** for students in SCC CTE programs:

CTE Program (Exam)	CIP code	Type of exam	Draft College set standard	Pass rate for 2016 annual report
Cosmetology (Written Exam)	12.04	state	80%	92%
Cosmetology (Practical Exam)	12.04	state	80%	100%
Nail Technology (Written Exam)	12.04	state	80%	100%
Nail technology (Practical Exam)	12.04	state	80%	100%
Dental Hygiene (National Exam)	51.06	national	80%	100%
Dental Hygiene (State Exam)	51.06	state	80%	100%
Dental Assisting (Written Exam)	51.06	state	80%	92%
Dental Assisting (Practical Exam)	51.06	state	80%	100%
Physical Therapist Assistant	51.08	national	85%	100%
Registered Nursing	51.39	state	80%	94%
Vocational Nursing	51.39	state	80%	86%
Electronics Technology (Exam Element 1)	47.01	national	80%	100%
Electronics Technology (Exam Element 2)	47.01	national	80%	95%
Electronics Technology (Exam Element 3)	47.01	national	80%	95%
Mechanical-Electrical Technology (Type I Certification Exam)	15.08	national	80%	93%
Mechanical- Electrical Technology (Type II Certification Exam)	15.08	national	80%	91%
Mechanical-Electrical Technology (Type III Certification Exam)	15.08	national	80%	76%
Mechanical-Electrical Technology (Universal)	15.08	national	80%	73%
Railroad Operations	49.02	national	80%	100%
Aeronautics-Airframe & Powerplant	47.06	national	80%	100%
Air Dispatch (FAA Aircraft Dispatcher Knowledge Exam)	49.01	national	80%	100%
Air Dispatch (FAA Aircraft Dispatcher Practical Exam)	49.01	national	80%	100%

Forty-six percent of CTE programs with 10 or more graduates have a job placement rate of 70% or above.

**Job placement rates** (Perkins IV Core Indicator data) for students completing SCC CTE programs:

<b>Program</b>	<b>CIP Code 4 digits</b>	<b>Institution set standard</b>	<b>Job Placement Rate (Outcome Year 2014-15)</b>
<b>Business/Commerce, General</b> (includes Business Administration AST; Business, Customer Service Certificate; Business, General AA, AS)	52.01	<b>70%</b>	60%
<b>Accounting</b> (includes Accounting AS, Certificate; Accounting Clerk Entry Level Certificate; Accounting Clerk Adv Level Certificate)	52.03	<b>70%</b>	68%
<b>Business Management</b> (includes Business, Management AS, Certificate; Management Certificate)	52.02	<b>70%</b>	50%
<b>Real Estate</b> (includes Business, Real Estate AS)	52.15	<b>60%</b>	57%
<b>Office Technology/Computer Aps</b> (includes Bus-Ofc Adm/Cler Gen, Lev A Certificate; Office Admin, Keyboarding Certificate; BusOffice Adm Virt Ofc Mgmt T AS; Bus/Offic Adm/Simltn Intrn Lvl AS)	52.04	<b>60%</b>	80%
<b>Journalism</b> (includes Journalism AA)	9.04	<b>70%</b>	Perkins count < 10
<b>Digital Media</b> (includes Graphic Communication AS, Certificate; GCOM, Graphic Design Prod Certificate; Game Design Certificate; Printing Technology Certificate, Web Professional AS, Certificate; Web Developer AS, Certificate)	9.07	<b>60%</b>	62%
<b>Computer Information Systems and Software Applications</b> (includes Management Information Science AS, Certificate; Information Processing Specialist Certificate; Information Processing Technician Certificate; Information Processing AS)	11.01	<b>70%</b>	67%
<b>Computer Software Development and Computer Programming</b> (includes Computer Science AS, Certificate; Programming Certificate)	11.02	<b>70%</b>	39%
<b>Computer Networking</b> (includes CIS, Network Administration AS, Certificate; CIS, Network Design AS, Certificate; CIS, Adv CISCO Networking Certificate, CIS, Information Systems Security AS, Certificate; PC Support Certificate)	11.09	<b>70%</b>	67%
<b>Electronics &amp; Electric Technology</b> (includes ET, Auto Systems Tech AS; ET, Elect Mechanic Certificate; ET, Elec Facil Maint Tech AS, Certificate; ET, Automated Syst Tech Certificate)	47.01	<b>70%</b>	91%

<b>Telecommunications Technology</b> (includes Telecomm Technician AS, Certificate)	47.01	<b>70%</b>	Perkins count < 10
<b>Environmental Control Technology(HVAC)</b> (includes Mechanical Electrical Tech AS, Certificate)	15.05	<b>70%</b>	85%
<b>Environmental Technology</b> (includes Field Ecology Certificate)	15.05	<b>70%</b>	Perkins count < 10
<b>Railroad and Light Rail Operations</b> (includes Railroad Operations AS, Certificate)	49.02	<b>60%</b>	50%
<b>Aeronautical &amp; Aviation Technology</b> (includes Aero, Comb Airframe/Pwrplnt AS, Certificate)	15.08	<b>60%</b>	80%
<b>Industrial Systems Technology and Maintenance</b> (Mechanical Systems Technician Certificate; MET, Machinery Sys Tech Certificate)	15.08	<b>70%</b>	75%
<b>Drafting Technology</b> (includes EDT, Arch/Structural 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 Design	89.53	<b>70%</b>	Perkins count < 10
<b>Applied Photography</b> (includes Photography AS)	99.1	<b>60%</b>	57%
<b>Occupational Therapy Technology</b> (includes Occupational Therapy Assistant AS)	51.08	<b>75%</b>	82%
<b>Physical Therapy Assistant</b> (includes Physical Therapist Assistant AS)	51.08	<b>75%</b>	69%
<b>Registered Nursing</b> (includes Nursing, Registered AS)	51.16	<b>75%</b>	86%
<b>Licensed Vocational Nursing</b> (includes Nursing, Vocational AS, Certificate)	51.16	<b>75%</b>	79%
<b>Dental Assistant</b> (includes Dental Assisting AS, Certificate)	51.06	<b>75%</b>	88%
<b>Dental Hygienist</b> (includes Dental Hygiene AS)	51.06	<b>75%</b>	85%
<b>Fashion Production and Fashion Merchandising</b> (includes Apparel Studies Construction Certificate; Applied Apparel Studies Production AA; Custom Apparel Construction and Alterations AA, Certificate)	19.09	<b>60%</b>	80%
<b>Child Development/Early Care and Education</b> (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 Childcare)	19.07	<b>60%</b>	68%
<b>Library Technician (Aide)</b> (includes Library & Info Tech AS, Certificate)	25.03	<b>70%</b>	Perkins count < 10

<b>Administration of Justice</b> (includes Administration of Justice AA, AST; ADMJ)	99.21	<b>70%</b>	76%
<b>Cosmetology and Barbering</b> (includes Cosmetology, Art/Sci Nail Tech Certificate; Cosmetology AS, Certificate)	12.04	<b>60%</b>	55%
<b>Aviation and Airport Management and Services</b> (includes Aircraft Dispatcher AS, Certificate; Flight Technology AS, Certificate; Air Traffic Control AS)	49.01	<b>60%</b>	67%



## Student Learning Outcome (SLO) Achievement

### SLO assessment is occurring across the college.

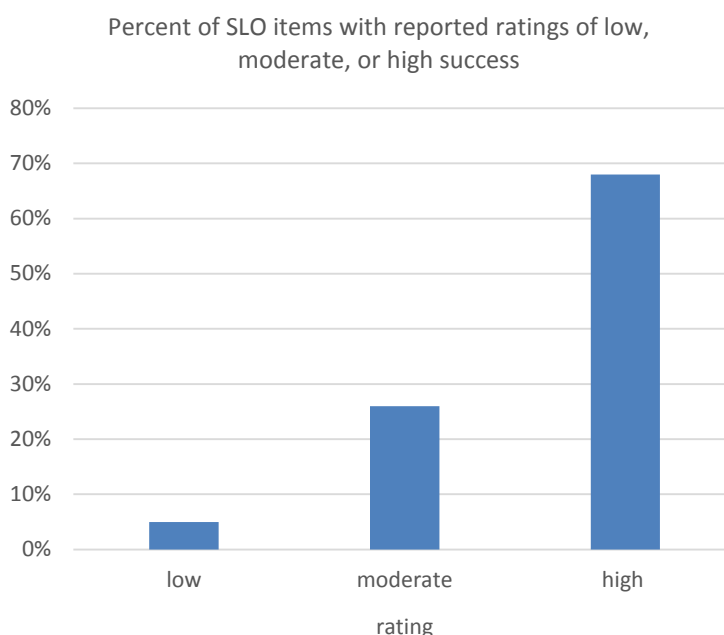
SLOs are developed, implemented, and evaluated on a number of levels, from the course level to the institutional level. Course SLOs are developed and assessed in an ongoing fashion by SCC faculty. Course SLOs align directly with instructional program SLOs (ProLOs) and general education SLOs (GELOs).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

The Spring 2016 Annual Report to ACCJC (the accrediting body for SCC) showed that SLO assessment is occurring across the college. Data for that report are gathered from each department across the college. (Data sources - SOCRATES reports, spreadsheets completed by all departments, Program Reviews)

<b>Courses</b>	
Total number of college courses:	1311
Number of college courses with ongoing assessment of learning outcomes	1243
Percent of college courses with ongoing assessment of SLOs	95%
<b>Instructional Programs</b>	
Total number of college programs (all certificates and degrees, and other programs as defined by college):	212
Number of college programs with ongoing assessment of learning outcomes	183
Percent of instructional programs with ongoing assessment of SLOs (ProLOs)	86%
<b>Student Learning and Support Services</b>	
Total number of student and learning support activities	22
Number of student and learning support activities with ongoing assessment of learning outcomes	22
Percent of student and learning support activities with ongoing assessment of SLOs	100%
<b>GE and Institutional SLOs</b>	
Number of courses identified as part of the GE program:	606
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%

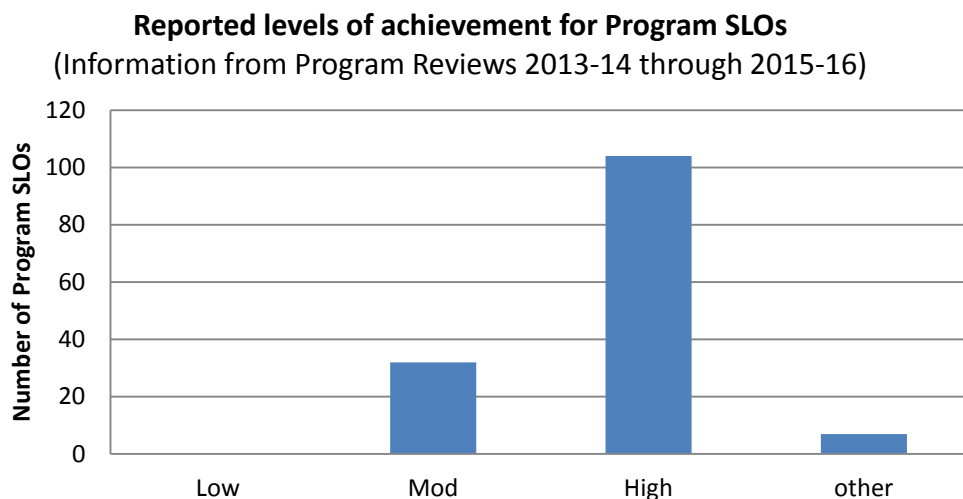
**About two-thirds of course grades earned in the past academic year at SCC were a C or better, indicating that most students achieve the course SLOs.** Professors used a wide variety of methods to assess course SLOs; these methods link course SLO assessment to grades. Methods used to assess course SLOs 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. The use of these methods ensures that achievement of course SLOs is directly reflected in the grades students achieve in the courses.

**Achievement of most course SLOs at SCC is high.** In the 2015-16 academic year, reports indicate that students demonstrate high achievement of most course SLOs (68%), moderate achievement of some course SLOs (26%), and low achievement of a few SLOs (5%).



**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 make changes in exams or assignments were most widely reported. In some cases, more than one change was planned for a single course.

**Achievement of most Program SLOs is high.** No ProLOs were reported to have low levels of student achievement; the majority had high reported achievement levels. (Note: not all programs reported the level of achievement for each ProLO.)



**Achievement of General Education Student Learning Outcomes (GELOs) by students with at least 30 units is moderate.** The completion of 30 units has been recognized as a significant milestone by the California Community College Chancellor’s Office (CCCCO). (See the state Scorecard metrics.) However, most of these students have not completed their educational programs at SCC, and so will continue to increase their achievement of GELOs as they complete more courses. Thus, we expect to see an average score indicating moderate achievement of the GELOs among students with 30 or more units. For 2016, the CCSSE survey was used to assess GELOs. In this analysis, a CCSSE score of 2.5 to 3.4 indicates moderate achievement.

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. The mean scores for the primary CCSSE measure of this GE area ranged from 2.89 to 3.04.

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. The mean score for the primary CCSSE measure of this GE area was 2.97.

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. The mean score for the primary CCSSE measure of this GE area was 3.23.

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. The mean score for the primary CCSSE measure of this GE area was 2.82.

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. The mean score for the primary CCSSE measure of this GE area was 2.88.

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

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. The mean score for the primary CCSSE measure of this GE area was 3.24.

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

**Achievement of Institutional Student Learning Outcomes (ISLOs) for students with at least 30 units is moderate.** The completion of 30 units has been recognized as a significant milestone by the California Community College Chancellor's Office (see the state Scorecard metrics). However, most of these students have not completed their educational programs at SCC, and so will continue to increase their achievement of ISLOs as they complete more courses. Thus, we expect to see an average score indicating moderate achievement of the ISLOs among students with 30 or more units. For 2016 the CCSSE survey was used to assess ISLOs. In this analysis a CCSSE score of 2.5 to 3.4 indicates moderate achievement.

Written Communication Students will be able to use effective reading and writing skills.

The primary CCSSE measure shows moderate achievement of the ISLO for students with 30 or more units completed. The mean score for the primary CCSSE measure of this GE area was 3.04.

Life Competencies Students will be able to demonstrate growth and lifelong learning skills, including healthful living, effective speaking, cross-cultural sensitivity, and/or technological proficiency.

The primary CCSSE measures shows moderate achievement of the ISLO for students with 30 or more units completed. The mean score for the primary CCSSE measure of this ISLO ranged from 2.71 to 2.89.

Critical Thinking and Problem Solving Students will be able to 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.

The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. The mean score for the primary CCSSE measure of this ISLO was 3.24.

Depth of knowledge Students will be able to apply content knowledge, demonstrate fluency, and evaluate information within his or her course of study.

The primary CCSSE measures show moderate achievement of the GELO for students with 30 or more units completed. The mean score for the primary CCSSE measure of this ISLO ranged from 2.77 to 2.93.