



*Working Together
Pursuing Excellence
Inspiring Achievement*

Institutional Effectiveness Reports Fall 2017



Prepared by the Office of Planning,
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(PRIE) for the College Strategic Planning
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BASIC SKILLS REPORT, FALL 2017

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.

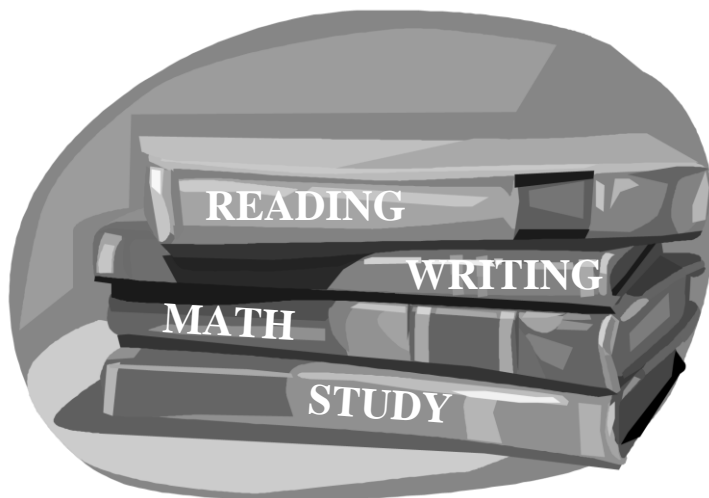
A7 Implement practices and activities that reduce achievement gaps in student success.

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.

With the exception of Reading, the majority of Fall 2016 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 2016 with assessment test results who placed into pre-collegiate or pre-transfer levels

Fall 2016	Transfer-level	1 level below transfer	2 or more levels below transfer
Reading	55.9	26.6	17.8
Writing	37.1	34.6	28.3
Math	8.6	37.2	54.2

Source: EOS Profile and Portability Database

Many students continue to struggle with essential skills Math.

The high-enrollment math course, Math 100 (Elementary Algebra), had Fall 2016 End Of Semester (EOS) enrollments of 1,244 and success rates of approximately 42 to 43 percent in Fall 2015 and Fall 2016.

MATH	Success (Yes/No)	F15 Count	F15 %	F16 Count	F16 %
Math 100 (2 levels below transfer)	NO	726	57.7%	706	56.8%
	YES	532	42.3%	538	43.2%
	Total	1,258	100.0%	1,244	100.0%
Math 34 (3 levels below transfer)	NO	256	50.6%	252	51.3%
	YES	250	49.4%	239	48.7%
	Total	506	100.0%	491	100.0%
Math 27/28 (4 levels below transfer)	NO	356	49.4%	373	54.5%
	YES	365	50.6%	311	45.5%
	Total	721	100.0%	684	100.0%

Basic skills classes fill fairly quickly.

Some English and Math pre-transfer essential skills classes are among the SCC courses with the highest EOS enrollment per academic year. For Fall 2016 and Fall 2017 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 the reporting data source makes a 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 2016, the percentage of placements into courses numbered lower than 100 was 17.8 percent for Reading, 28.3 percent for Writing, and 31.3 percent for Math. This section considers all students, while 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 EOS data for Fall 2016 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 2016 EOS, all students			
ENGRD	Level	Number	Percent
10	3 Levels below Transfer	840	6.54
11	2 Levels below Transfer	1,451	11.30
110	1 Level below Transfer	3,413	26.57
310	Transfer	2,231	17.37
Competency	Transfer	4,910	38.22
Total		12,845	100
ENGWR			
51	2 Levels below Transfer	3,442	28.33
101	1 Level below Transfer	4,207	34.63
300	Transfer	4,501	37.05
Total		12,150	100
MATH			
27/28	4 Levels below Transfer	2,927	20.28
34	3 Levels below Transfer	1,593	11.04
100	2 Levels below Transfer	3,301	22.87
120	1 Level below Transfer	5,364	37.17
300, 310, 335, 340, 370, or 400	Transfer	1,247	8.64
Total		14,432	100

Although close to 40 percent 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 2016 less than one-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 percent meeting competency without having to take remediation courses.

Reading Placement by Ethnicity (Fall 2016 students, EOS Profile)							
Ethnicity		ENGRD 10	ENGRD 11	ENGRD 110	Transfer	Competency (transfer)	Total
African American	#	191	254	455	245	385	1,530
	%	12.5%	16.6%	29.7%	16.0%	25.2%	100.0%
Asian	#	214	357	620	364	525	2,080
	%	10.3%	17.2%	29.8%	17.5%	25.2%	100.0%
Filipino	#	14	38	97	63	119	331
	%	4.2%	11.5%	29.3%	19.0%	36.0%	100.0%
Hispanic/Latino	#	236	519	1355	777	1,593	4,480
	%	5.3%	11.6%	30.2%	17.3%	35.6%	100.0%
Multi-Race	#	30	65	216	160	444	915
	%	3.3%	7.1%	23.6%	17.5%	48.5%	100.0%
Native American	#	1	8	19	12	14	54
	%	1.9%	14.8%	35.2%	22.2%	25.9%	100.0%
Other Non-White	#	4	7	16	14	12	53
	%	7.5%	13.2%	30.2%	26.4%	22.6%	100.0%
Pacific Islander	#	19	32	71	50	41	213
	%	8.9%	15.0%	33.3%	23.5%	19.2%	100.0%
Unknown	#	6	6	21	17	61	111
	%	5.4%	5.4%	18.9%	15.3%	55.0%	100.0%
White	#	125	165	543	529	1,716	3,078
	%	4.1%	5.4%	17.6%	17.2%	55.8%	100.0%
Total	#	840	1,451	3,413	2,231	4,910	12,845
	%	6.5%	11.3%	26.6%	17.4%	38.2%	100.0%

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

Writing Placement by Ethnicity (Fall 2016 students, EOS Profile)					
Ethnicity		ENGWR 51	ENGWR 101	Transfer	Total
African American	#	616	437	309	1,362
	%	45.2%	32.1%	22.7%	100.0%
Asian	#	765	641	517	1,923
	%	39.8%	33.3%	26.9%	100.0%
Filipino	#	88	111	134	333
	%	26.4%	33.3%	40.2%	100.0%
Hispanic/Latino	#	1,186	1,703	1,343	4,232
	%	28.0%	40.2%	31.7%	100.0%
Multi-Race	#	176	277	461	914
	%	19.3%	30.3%	50.4%	100.0%
Native American	#	21	15	14	50
	%	42.0%	30.0%	28.0%	100.0%
Other Non-White	#	14	13	13	40
	%	35.0%	32.5%	32.5%	100.0%
Pacific Islander	#	70	85	38	193
	%	36.3%	44.0%	19.7%	100.0%
Unknown	#	23	32	54	109
	%	21.1%	29.4%	49.5%	100.0%
White	#	483	893	1,618	2,994
	%	16.1%	29.8%	54.0%	100.0%
Total	#	3,442	4,207	4,501	12,150
	%	28.3%	34.6%	37.0%	100.0%

The need for basic skill remediation is most pronounced in Math placements. Less than 10 percent of students taking the math placement test place into transfer-level math courses. Close to 40 percent of African American and “other non-white” and 36 percent of 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. Only Asian and Filipino students have more than 15 percent placing into a transferable math course.

Math Placement by Ethnicity (Fall 2016 students, EOS Profile)							
Ethnicity		MATH 27	MATH 34	MATH 100	MATH 120	Transfer	Total
African American	#	632	236	338	390	45	1,641
	%	38.5%	14.4%	20.6%	23.8%	2.7%	100.0%
Asian	#	267	169	441	1,160	453	2,490
	%	10.7%	6.8%	17.7%	46.6%	18.2%	100.0%
Filipino	#	38	25	91	169	66	389
	%	9.8%	6.4%	23.4%	43.4%	17.0%	100.0%
Hispanic/Latino	#	1,116	559	1,188	1,792	226	4,881
	%	22.9%	11.5%	24.3%	36.7%	4.6%	100.0%
Multi-Race	#	185	112	256	375	88	1,016
	%	18.2%	11.0%	25.2%	36.9%	8.7%	100.0%
Native American	#	22	14	10	12	3	61
	%	36.1%	23.0%	16.4%	19.7%	4.9%	100.0%
Other Non-White	#	25	8	15	14	2	64
	%	39.1%	12.5%	23.4%	21.9%	3.1%	100.0%
Pacific Islander	#	54	29	45	76	11	215
	%	25.1%	13.5%	20.9%	35.3%	5.1%	100.0%
Unknown	#	24	16	36	36	12	124
	%	19.4%	12.9%	29.0%	29.0%	9.7%	100.0%
White	#	564	425	881	1,340	341	3,551
	%	15.9%	12.0%	24.8%	37.7%	9.6%	100.0%
Total	#	2,927	1,593	3,301	5,364	1,247	14,432
	%	20.3%	11.0%	22.9%	37.2%	8.6%	100.0%

ESSENTIAL SKILLS COURSE SUCCESS AND RETENTION RATES COMPARED TO TRANSFER-LEVEL RATES

The term “basic skills” as used in statewide data refers to only pre-collegiate courses. In this report, we use the term “essential skills” to include pre-transfer as well as pre-collegiate courses.

- Courses numbered 1 through 99 are credit courses that are considered developmental or basic skills and are not acceptable for the Associate Degree or transfer credit. (Pre-collegiate.)
- Courses numbered 100 through 299 are applicable to the Associate Degree and Certificates, but not accepted as transfer credit. (College-level, but pre-transfer.)
- Courses numbered 300 through 499 are transferable, articulated with four-year institutions, and intended to meet major, general education or elective credit requirements. Courses transferable to the University of California are designated in the description. These courses are also applicable to the Associate Degree, Certificate of Achievement, and Certificates. (College-level transferable.)

Note in the tables below and on the next few pages that semester course retention rates are higher than success rates, and Fall 2016 retention exceeds 80 percent for all subject and level combinations and most have retention rates above 80 percent. 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			F15 Count	F15 %	F16 Count	F16 %	F15 Count	F15 %	F16 Count	F16 %
Reading	Transfer-level	No	149	29.5%	122	27.4%	86	17.0%	54	12.1%
		Yes	356	70.5%	324	72.6%	419	83.0%	392	87.9%
		Total	505	100.0%	446	100.0%	505	100.0%	446	100.0%
	1 level below transfer	No	191	35.2%	160	31.3%	105	19.3%	82	16.0%
		Yes	352	64.8%	352	68.8%	438	80.7%	430	84.0%
		Total	543	100.0%	512	100.0%	543	100.0%	512	100.0%
	2 levels below transfer	No	125	39.2%	97	33.4%	55	17.2%	50	17.2%
		Yes	194	60.8%	193	66.6%	264	82.8%	240	82.8%
		Total	319	100.0%	290	100.0%	319	100.0%	290	100.0%
	3 levels below transfer	No	67	37.6%	76	45.2%	47	26.4%	42	25.0%
		Yes	111	62.4%	92	54.8%	131	73.6%	126	75.0%
		Total	178	100.0%	168	100.0%	178	100.0%	168	100.0%

ENGLISH WRITING			SUCCESS				RETENTION			
Success and retention rates, by Subject and Course Level			F15 Count	F15 %	F16 Count	F16 %	F15 Count	F15 %	F16 Count	F16 %
Writing	Transfer-level	No	703	34.8%	658	32.5%	335	16.6%	322	15.9%
		Yes	1,317	65.2%	1,369	67.5%	1,685	83.4%	1,705	84.1%
		Total	2,020	100.0%	2,027	100.0%	2,020	100.0%	2,027	100.0%
	1 level below transfer	No	461	39.6%	412	39.2%	198	17.0%	172	16.3%
		Yes	702	60.4%	640	60.8%	965	83.0%	880	83.7%
		Total	1,163	100.0%	1,052	100.0%	1,163	100.0%	1,052	100.0%
	2 levels below transfer	No	329	49.1%	264	43.0%	115	17.2%	100	16.3%
		Yes	341	50.9%	350	57.0%	555	82.8%	514	83.7%
		Total	670	100.0%	614	100.0%	670	100.0%	614	100.0%

MATH			SUCCESS				RETENTION			
Success and retention rates, by Subject and Course Level			F15 Count	F15 %	F16 Count	F16 %	F15 Count	F15 %	F16 Count	F16 %
Math	Transfer-level	No	539	42.6%	622	48.4%	325	25.7%	354	27.6%
		Yes	726	57.4%	662	51.6%	940	74.3%	930	72.4%
		Total	1,265	100.0%	1284	100.0%	1,265	100.0%	1,284	100.0%
	1 level below transfer	No	1,230	54.7%	1215	54.4%	575	25.6%	511	22.9%
		Yes	1,019	45.3%	1020	45.6%	1,674	74.4%	1,724	77.1%
		Total	2,249	100.0%	2235	100.0%	2,249	100.0%	2,235	100.0%
	2 levels below transfer	No	726	57.7%	706	56.8%	361	28.7%	358	28.8%
		Yes	532	42.3%	538	43.2%	897	71.3%	886	71.2%
		Total	1,258	100.0%	1244	100.0%	1,258	100.0%	1,244	100.0%
	3 levels below transfer	No	256	50.6%	252	51.3%	113	22.3%	114	23.2%
		Yes	250	49.4%	239	48.7%	393	77.7%	377	76.8%
		Total	506	100.0%	491	100.0%	506	100.0%	491	100.0%
	4 levels below transfer	No	356	49.4%	373	54.5%	156	21.6%	162	23.7%
		Yes	365	50.6%	311	45.5%	565	78.4%	522	76.3%
		Total	721	100.0%	684	100.0%	721	100.0%	684	100.0%

ESL			SUCCESS				RETENTION			
Success and retention rates, by Subject and Course Level			F15 Count	F15 %	F16 Count	F16 %	F15 Count	F15 %	F16 Count	F16 %
ESL	Transfer-level	No	10	23.3%	5	8.8%	4	9.3%	2	3.5%
		Yes	33	76.7%	52	91.2%	39	90.7%	55	96.5%
		Total	43	100.0%	57	100.0%	43	100.0%	57	100.0%
	1 level below transfer	No	11	14.7%	5	7.8%	0	0.0%	0	0.0%
		Yes	64	85.3%	59	92.2%	75	100.0%	64	100.0%
		Total	75	100.0%	64	100.0%	75	100.0%	64	100.0%
	2 levels below transfer	No	26	34.7%	4	13.8%	0	0.0%	0	0.0%
		Yes	49	65.3%	25	86.2%	75	100.0%	29	100.0%
		Total	75	100.0%	29	100.0%	75	100.0%	29	100.0%
	3 levels below transfer	No	4	14.8%	20	34.5%	4	14.8%	11	19.0%
		Yes	23	85.2%	38	65.5%	23	85.2%	47	81.0%
		Total	27	100.0%	58	100.0%	27	100.0%	58	100.0%
ESL Grammar	Transfer-level	No	27	24.8%	17	13.0%	14	12.8%	5	3.8%
		Yes	82	75.2%	114	87.0%	95	87.2%	126	96.2%
		Total	109	100.0%	131	100.0%	109	100.0%	131	100.0%
	1 level below transfer	No	10	9.8%	15	15.5%	8	7.8%	8	8.2%
		Yes	92	90.2%	82	84.5%	94	92.2%	89	91.8%
		Total	102	100.0%	97	100.0%	102	100.0%	97	100.0%
ESL Reading	Transfer-level	No	22	27.2%	29	29.6%	10	12.3%	11	11.2%
		Yes	59	72.8%	69	70.4%	71	87.7%	87	88.8%
		Total	81	100.0%	98	100.0%	81	100.0%	98	100.0%
	1 level below transfer	No	18	7.3%	34	11.8%	4	1.6%	7	2.4%
		Yes	227	92.7%	253	88.2%	241	98.4%	280	97.6%
		Total	245	100.0%	287	100.0%	245	100.0%	287	100.0%
	2 levels below transfer	No	37	20.4%	29	17.3%	13	7.2%	12	7.1%
		Yes	144	79.6%	139	82.7%	168	92.8%	156	92.9%
		Total	181	100.0%	168	100.0%	181	100.0%	168	100.0%
	3 levels below transfer	No	34	37.8%	41	47.7%	11	12.2%	25	29.1%
		Yes	56	62.2%	45	52.3%	79	87.8%	61	70.9%
		Total	90	100.0%	86	100.0%	90	100.0%	86	100.0%

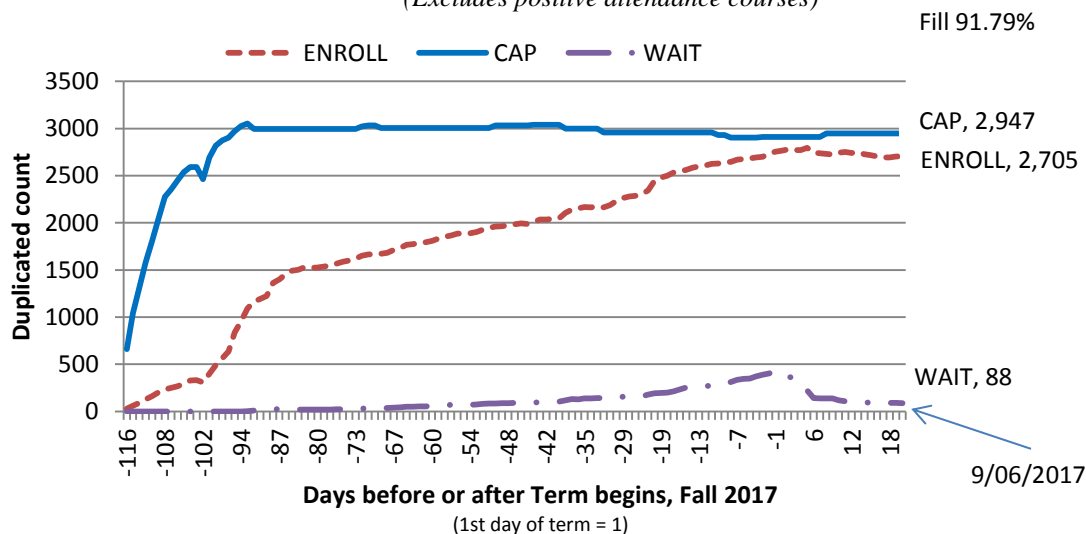
ESL (Cont'd)			SUCCESS				RETENTION			
Success and retention rates, by Subject and Course Level			F15 Count	F15 %	F16 Count	F16 %	F15 Count	F15 %	F16 Count	F16 %
ESL Writing	Transfer-level	No	21	21.4%	32	29.1%	9	9.2%	12	10.9%
		Yes	77	78.6%	78	70.9%	89	90.8%	98	89.1%
		Total	98	100.0%	110	100.0%	98	100.0%	110	100.0%
	1 level below transfer	No	*	*	13	14.6%	*	*	4	4.5%
		Yes	*	*	76	85.4%	*	*	85	95.5%
		Total	*	*	89	100.0%	*	*	89	100.0%
	2 levels below transfer	No	30	29.1%	25	25.0%	13	12.6%	7	7.0%
		Yes	73	70.9%	75	75.0%	90	87.4%	93	93.0%
		Total	103	100.0%	100	100.0%	103	100.0%	100	100.0%
	3 levels below transfer	No	54	27.6%	46	52.9%	22	11.2%	27	31.0%
		Yes	142	72.4%	41	47.1%	174	88.8%	60	69.0%
		Total	196	100.0%	87	100.0%	196	100.0%	87	100.0%
ESL Listening	1 level below transfer	No	4	6.3%	7	11.1%	2	3.1%	2	3.2%
		Yes	60	93.8%	56	88.9%	62	96.9%	61	96.8%
		Total	64	100.0%	63	100.0%	64	100.0%	63	100.0%
	2 levels below transfer	No	23	16.9%	28	20.0%	11	8.1%	15	10.7%
		Yes	113	83.1%	112	80.0%	125	91.9%	125	89.3%
		Total	136	100.0%	140	100.0%	136	100.0%	140	100.0%
	3 levels below transfer	No	24	28.9%	29	32.2%	12	14.5%	14	15.6%
		Yes	59	71.1%	61	67.8%	71	85.5%	76	84.4%
		Total	83	100.0%	90	100.0%	83	100.0%	90	100.0%

*ESL Writing Fall 2015 and Fall 2016 one level below transfer data are not comparable due to coding inconsistencies.

ENROLLMENT PATTERNS AND ESSENTIAL SKILLS COURSES

For Fall 2017 enrollment in pre-collegiate basic skills courses neared the enrollment cap about a week before the beginning of the Fall Semester.

SCC Pre-Collegiate Basic Skills Duplicated Enrollment Cap, Enrollment, and Waitlist by Days before or after Term begins: Fall 2017
(Excludes positive attendance courses)



This year's pattern is similar to last year's, which continues a departure from previous years. From 2010 to 2013, basic skills classes were full 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 Career Technical Education (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 shows that of the students who began in a below-transfer-level course at SCC in the 2010-11 academic year, approximately 27 percent of Math, 40 percent of English, and 43 percent of ESL students completed a transfer-level course in the same discipline somewhere in the California Community College System within six years. The Math and English progression percentages are slightly higher than last year's cohort. 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 2015-16 academic year.)

2017 Student Success Scorecard, Sacramento City College, Remedial/ESL

Percentage of credit students tracked for six years through 2015-16 who first enrolled in a course below transfer-level in English, Mathematics, and/or ESL during 2010-11 and completed a college-level course in the same discipline.

REMEDIAL/ESL	Remedial Math		Remedial English		ESL	
Completion Rate	2,465	26.7%	1,925	39.5%	499	43.3%
Gender						
Female	1,354	26.5%	1,062	42.5%	297	45.1%
Male	1,089	26.9%	847	36.0%	193	40.4%
Age						
< 20 years old	891	29.3%	958	48.3%	114	61.4%
20 to 24 years old	726	24.7%	498	31.9%	113	44.2%
25 to 39 years old	605	30.2%	315	33.0%	151	42.4%
40+ years old	243	14.4%	154	22.7%	121	26.4%
Ethnicity/Race						
African American	436	13.1%	377	22.5%	27	40.7%
American Indian/ Alaska Native	22	18.2%	15	33.3%	*	0.0%
Asian	231	32.0%	286	53.1%	205	45.9%
Filipino	35	20.0%	35	45.7%	*	50.0%
Hispanic	712	26.3%	543	38.5%	111	38.7%
Pacific Islander	29	34.5%	23	56.5%	*	40.0%
White	543	38.1%	302	48.0%	70	47.1%

Source: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home> (Retrieved 10/02/2017)

* Cohort fewer than 10 students.

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 table above, 45.1 percent of females and 40.4 percent of males in the cohort completed a transfer-level course in ESL or English. The percentages do not sum to 100 percent.

APPENDIX: SOME DEFINITIONS OF “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

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.”

California Community Colleges Chancellor’s Office

From the CCCCCO 2012 Report on Basic Skills Accountability, (p.2): “[T]hose foundation skills in reading, writing, mathematics, and English as a Second Language (ESL), as well as learning skills and study skills, which are necessary for students to succeed in college-level work.”

http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/REPORT_BASICSKILLS_FINAL_110112.pdf

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

BENCHMARKS REPORT, FALL 2017

(Data through 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.

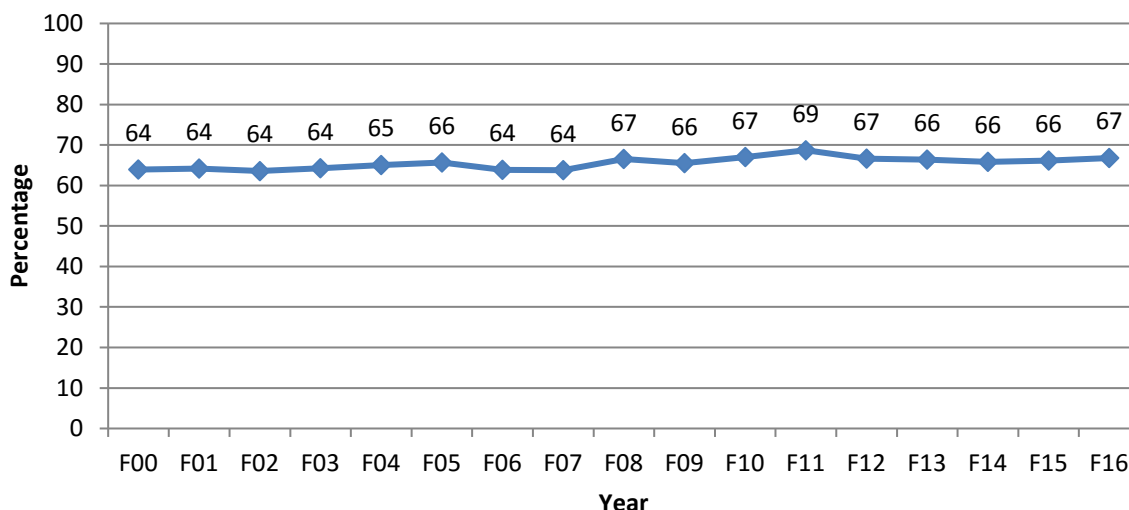
C4 Utilize quantitative and qualitative data to help guide decision-making throughout the institution.



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 to 70 percent. 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 Credit, or No Pass are not considered successful grades.

SCC Fall Success Rates (2000 to 2016)



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.

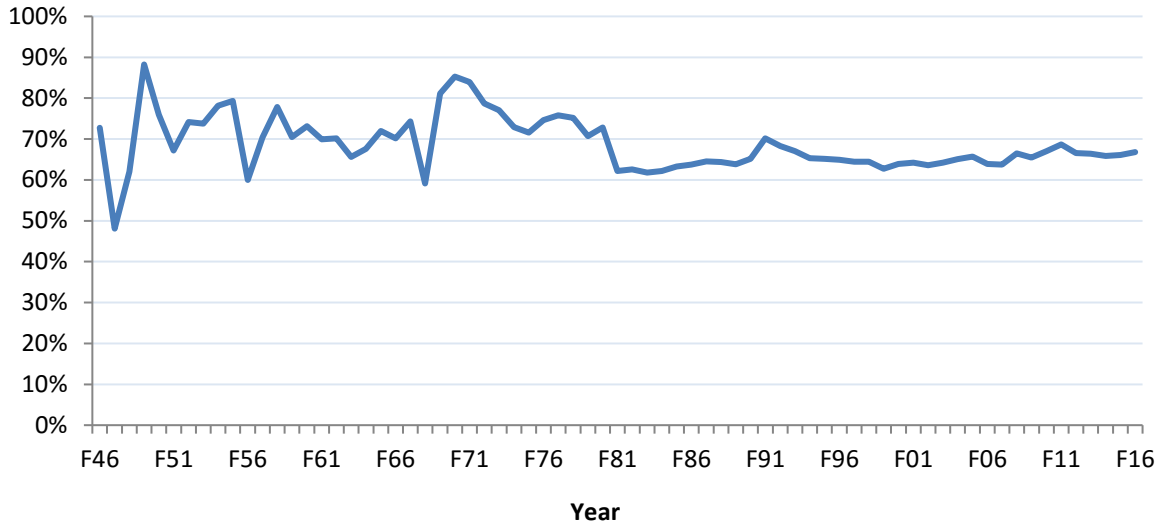
Comparison to similar colleges: SCC is doing moderately well. IPEDS (Integrated Postsecondary Educational Data System) 2009 data was used by PRIE to define a set of colleges that are similar to SCC in size, multi-campus district status, urbanicity, diversity, student financial aid and percentage of part-time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

- an above average course success rate
- an above average three-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 three-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 REPORT: DETAILED ANALYSIS

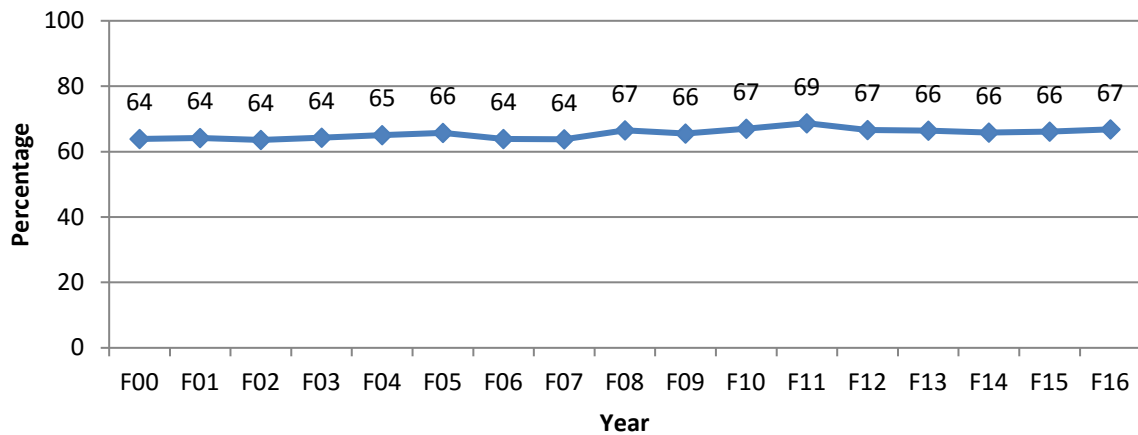
TREND DATA ON OVERALL COLLEGE COURSE SUCCESS

Overall course success rate has been relatively stable at SCC for more than 30 years. Although earlier years at SCC saw much fluctuation in overall success rates, for more than three decades since 1981, they have hovered between 60 and 70 percent.



The figure below details the last 15 years of the 50-year trend above. The decrease in Fall 2012 is attributed to an increase in W grades, which resulted from the drop-without-a-W date change.

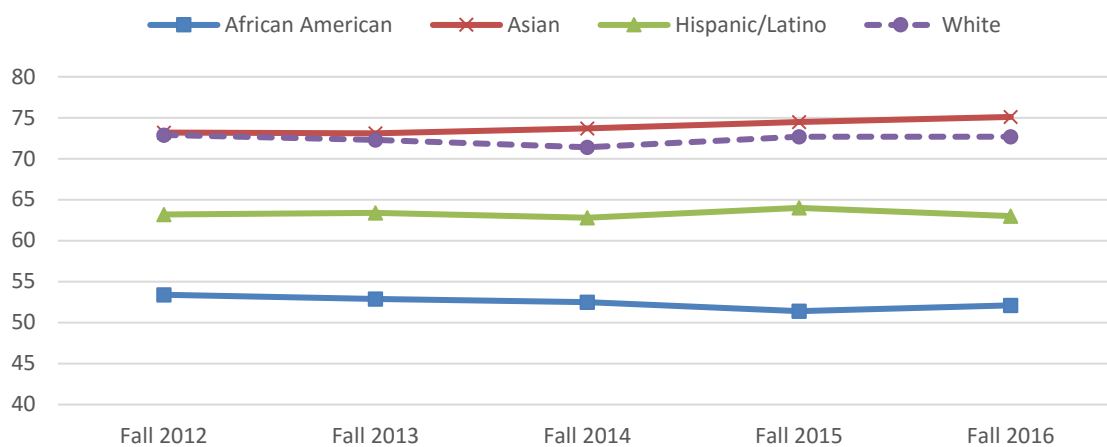
SCC Fall Success Rates (2000 to 2016)



TRENDS IN COURSE SUCCESS BY DEMOGRAPHIC GROUP: ACHIEVEMENT GAP

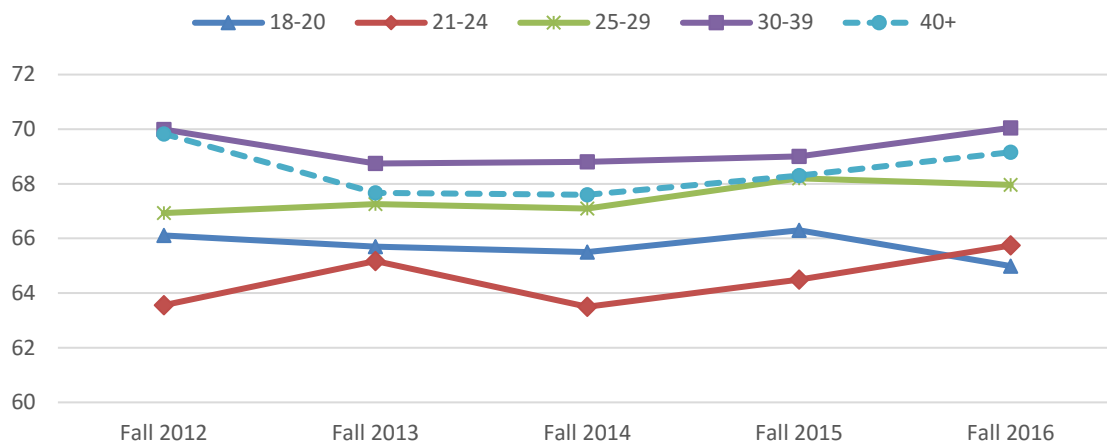
There are gaps in course success rates between students of different races and ages. African American and Latino students have average course success rates that are consistently lower than White or Asian students and these gaps have not narrowed over the past several years. Students aged 21 to 24 have had the lowest course success rates in four of the last five years. However, this year the gap is widest between the age group of 18 to 20-year-olds and 30 to 39-year-olds with a 5 percent observed difference between the highest- and lowest-performing age group. (Course success rate = Percent of students getting a grade of A, B, C, or Pass in the set of courses.)

Course Success Rates by Ethnicity



Source: LRCD, EOS Research Database Files

SCC Successful Course Completion by Age Group



Source: LRCD, EOS Research Database Files

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%, 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 well-below average ethnic achievement gap in course success
- a below average basic skills course success rate

The data presents a complex picture. SCC students have a higher than average overall course success rate. The gap between racial and ethnic groups is much 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 in comparison to 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

- an above average three consecutive semester persistence anywhere in the system
- a below average Fall-to-Fall persistence at the college for full-time students

SCC students have a relatively high three-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 below 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:

- a well-above average Scorecard completion rate (this includes program completion and transfer-prepared status)
- an above average three 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.

BENCHMARKS REPORT: 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 and dates in parentheses.

SUMMARY

SCC COMPARED TO SIMILAR COLLEGES ON CCCCCO DATA MART, IPEDS, AND SCORECARD MEASURES

Measure	Group low (%)	Group high (%)	Group Avg. (%)	SCC (%)	SCC minus Avg.	SCC Position**
Course success rate (CCCCO Data Mart Fall 2016)*	64.59	72.62	68.47	66.73	1.74	Above average
3-consecutive semester persistence anywhere in the CCC system (CCCCO SCORECARD 2015-16 outcome)	68.2	84.9	76.3	79.6	3.3	Above average
Rate of students earning 30+ units (CCCCO SCORECARD 2015-16 outcome)	61.0	75.7	67.8	63.5	-4.3	Below average
Fall-to-Fall persistence of full-time students at the college (IPEDS Fall 2016)	59	79	69	64	-5.00	Below average
Graduation rate within 150% of time to normal completion (three rate based on IPEDS data for 2013 cohort)	16	33	23	25	2.00	Above average
Completion / SPAR (CCCCO SCORECARD 2015-16 outcome)	36.9	52.7	43.9	50.2	6.3	Well-above average
Achievement gap in course success rate between highest and lowest racial/ethnic groups (CCCCO Data Mart Fall 2016)	22.94	48.44	34.46	22.94	-11.52	Well-below average
Basic skills course success rate (CCCCO Data Mart Fall 2016)	62.02	70.82	65.28	62.02	-3.26	Below average
Minimum cell size of 60 required per CCCCCO's "Ensuring Equitable Access and Success" to be eligible for disproportionate impact analysis. <i>*Note: This may not exactly match the PRIE calculated course success rate for SCC students due to slight differences in definitions and calculations.</i> <i>**Note:</i> <ul style="list-style-type: none"> Average = within 1 percentage point of the average Above average/Below average = 1 to 5 percentage points above or below the average Well-above average/Well-below average = more than 5 percentage points above or below the average 						

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

COURSE SUCCESS (CREDIT COURSES)

CA community colleges with enrollment category = greater than 10,000, multi-campus, urban, less than 50% white students, and similar to SCC on percent of students on Financial Aid and FT: PT ratio.	Average course success (%) Fall 2016	Achievement gap between racial/ethnic groups (%) = highest success rate minus lowest success rate (Fall 2016)
American River College	72.16	23.63
City College of San Francisco	72.62	48.44
Cosumnes River College	67.15	29.61
Evergreen Valley College	70.46	23.54
Long Beach City College	64.96	39.15
Los Angeles City College	66.53	41.21
Los Angeles Mission College	64.59	37.04
Los Angeles Valley College	67.81	40.91
Sacramento City College	66.73	22.94
San Bernardino Valley College	67.96	39.04
San Jose City College	72.20	33.54

Source: CCCC Data Mart

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 2016 (%)	Basic skills course success rate Fall 2016 (%)
American River College	86.06	70.51
City College of San Francisco	82.18	63.57
Cosumnes River College	86.39	64.28
Evergreen Valley College	85.14	67.47
Long Beach City College	84.30	63.07
Los Angeles City College	91.01	70.82
Los Angeles Mission College	83.02	56.92
Los Angeles Valley College	87.72	68.02
Sacramento City College	82.11	62.02
San Bernardino Valley College	88.27	63.51
San Jose City College	85.24	67.89

Source: CCCC Data Mart

PERSISTENCE IN COLLEGE

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.	SCORECARD three consecutive terms' persistence anywhere in the CCC system 2010-11 Cohort (2015-16 outcome) (%)	IPEDS* Full-time year-to-year "retention" rate 2016 (%)	IPEDS* Part-time year-to-year "retention" rate 2016 (%)
American River College	76.2	72	43
City College of San Francisco	84.9	72	37
Cosumnes River College	79.6	70	47
Evergreen Valley College	71.2	79	49
Long Beach City College	79.1	71	48
Los Angeles City College	75.4	65	35
Los Angeles Mission College	75.2	70	41
Los Angeles Valley College	76.1	72	48
Sacramento City College	79.6	64	24
San Bernardino Valley College	73.8	63	48
San Jose City College	68.2	59	40

Source: CCCCCO Data Mart SCORECARD data from the 2017 report; IPEDs data for 2016

*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, 2015

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* Graduation rate (%): Degree certificate within 100% of normal time (two years)	IPEDS* Graduation rate (%): Degree certificate within 150% of normal time	IPEDS** Graduation rate (%): Degree/certificate within 200% of normal time
American River College	9	25	34
City College of San Francisco	14	33	40
Cosumnes River College	7	25	37
Evergreen Valley College	6	24	38
Long Beach City College	4	17	31
Los Angeles City College	9	21	25
Los Angeles Mission College	3	16	27
Los Angeles Valley College	7	24	35
Sacramento City College	8	25	32
San Bernardino Valley College	7	20	27
San Jose City College	13	26	35

Source: IPEDs data for 2016

*Note: Based on IPEDs data for 2013 cohort. **Note: Based on IPEDs data for 2012 Cohort.

PROGRESS RATES

SCORECARD data for CA community colleges similar to SCC: Enrollment category = greater than 10,000, multi-campus, urban, less than 50% white students, similar to SCC on percent of students on FA and FT: PT ratio.	SCORECARD Completion/SPAR 2010-11 Cohort, 2015-16 Outcomes (%)	SCORECARD Students Earning 30+ Units 2010-11 Cohort, 2015-16 Outcomes (%)
American River College	43.5	67.0
City College of San Francisco	52.7	75.7
Cosumnes River College	44.9	71.4
Evergreen Valley College	49.6	71.4
Long Beach City College	39.9	69.0
Los Angeles City College	36.9	67.0
Los Angeles Mission College	38.1	65.7
Los Angeles Valley College	46.7	69.7
Sacramento City College	50.2	63.5
San Bernardino Valley College	36.9	64.2
San Jose City College	43.1	61.0

Source: CCCC Data Mart SCORECARD data from the 2016 report

According to the CCCC Research and Accountability Unit:

COMPLETION RATE (STUDENT PROGRESS AND ATTAINMENT RATE) Definition: The percentage of first-time students with a 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 an AA/AS or a Credit Certificate (Chancellor's Office approved).
- Transferred to a four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC).
- Achieved "Transfer Prepared" (student successfully completed 60 UC/CSU transferable units with a GPA ≥ 2.0).

30 UNITS RATE Definition: The percentage of first-time students with a 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: CCCC Research and Accountability Unit "Methodology for College Profile Metrics". http://extranet.cccc.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/2016%20specs.pdf (retrieved 05/26/2016)

COMPARISON GROUPS

Some additional information on comparison group	SCC	Comparison Group Median
Percent of all students enrolled, by race/ethnicity and percent of students who are women (Fall 2009)		
American Indian or Alaska Native	1	1
Asian/Native Hawaiian/ Pacific Islander	21	16
Black or African American	13	9
Hispanic/Latino	22	36
White	30	23
Two or more races	4	1
Race/ethnicity unknown	9	9
Nonresident alien	1	1
Women	58	56
Unduplicated 12-month headcount (2009-10), total FTE enrollment (2009-10) and full-time and part-time fall enrollment (Fall 2009)		
Unduplicated headcount - total	40,601	27,870
Total FTE enrollment	14,243	10,426
Full-time fall enrollment	7,097	4,520
Part-time fall enrollment	20,074	12,875
Percent of all undergraduates receiving aid by type of aid (2009-10)		
Any grant or scholarship aid	48	44
Pell grants	17	18
Federal loans	3	3

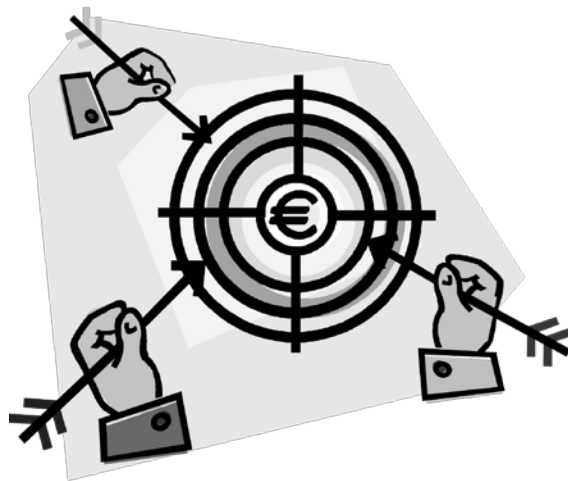
Note: Comparison group was defined in 2010 using 2009 IPEDS data. Although the indicators on the preceding pages are updated annually, the comparison group of colleges is based on 2009-10 criteria.

COLLEGE INDICATORS REPORT, FALL 2017

Key Performance Indicators




&

College Goals Achievement





SCC KEY PERFORMANCE INDICATORS (KPIs)

Note: There is often an institutionally established baseline value for the KPIs. This may be a college standard or a state average. In some cases, an aspirational goal has been established as well.

-  At or above expectation
-  Somewhat below expectation
-  Substantially below expectation (for rates this means 5 or more percentage points)

ENROLLMENT



Enrollment has been declining for several years and is substantially below the 2009-10 baseline value.

Enrollment	2016-17 value	2009-10 baseline value	
Fall End Of Semester (EOS) headcount (<i>PRIE data</i>)	22,567	27,028	
Annual headcount (<i>CCCCO data</i>)	31,531	40,417	






Source: *PRIE EOS profile data files*, *CCCCO data*: <http://datamart.cccco.edu/>

KEY MILESTONES FOR STUDENT SUCCESS

Local indicators. Overall course success and Fall-to-Fall persistence at SCC are above the college baseline standards. Course success is below the aspirational SCC Goal. An aspirational goal for Fall-to-Fall persistence of students at SCC will be set in the 2017-18 academic year.

Local Progress Milestones (<i>PRIE data</i>)	Most recent value	Baseline standard	Goal	
Fall semester course success rate	67%	63%	70%	
Fall-to-Fall persistence at SCC	43.8%	37%	TBD	

Statewide indicators. The percent of SCC students who persist in the California community college system for three semesters exceeds the state average. However, the percent of SCC students that earn 30 or more units in six years is lower than the state average. SCC students have relatively low rates of progressing to college-level courses in Math and English, but a relatively high rate for ESL.

CCCCO Progress Milestones	Most recent SCC value	State average	
3-semester persistence rate in community college	80%	76%	
Earned 30+ units (in any community college)	64%	69%	
Remedial English progression metric*	40%	47%	
Remedial Math progression metric*	27%	34%	
Remedial ESL progression metric*	43%	31%	

* Percentage of credit students tracked for six years who first enrolled in a course below transfer-level in English, Math and/or ESL during 2010-11 and then completed a college-level course in the same discipline. *CCCCO data.*

COMPLETION OF EDUCATIONAL GOALS

Local indicators. SCC exceeds baseline standards for transfer, degree completion, and certificate completion and Career Technical Education (CTE) licensure exam pass rates. Nearly all CTE programs exceed baseline standards for employment. Aspirational goals for these metrics will be set in the 2017-18 academic year.

Completion (PRIE data)	Most recent SCC value	Institutionally set baseline standard	
Transfers to UC/CSU per year	1006	700	●
Degrees awarded per year	1692	1,000	●
Certificates awarded per year	392	350	●
CTE Perkins employment rates	23 of 26 areas exceed standard	60-75%	▲
CTE licensure exam pass rates	17 of 17 exams above standard	80%	●

Statewide indicators. SCC students exceed the state average for both overall completion rate and CTE completion rate. However, CTE skills builders had a lower median earning change than the average across the state.

Completion (CCCCO data)	Most recent SCC value	State average	
Scorecard Completion rate	50%	48%	●
Scorecard CTE completion rate	60%	54%	●
Scorecard skills-builder median earning change	+20%	+23%	▲

Source: CCCCCO data <http://datamart.cccco.edu/>

Note: Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within three years of entering college. Students are followed for six years.

Completion = Completed a degree, certificate or transfer-related outcome within six years of starting college.

FISCAL INDICATOR





The overall projected total funds available, as reported in the VPA mid-year budget update, is below the baseline value of 2015-17. The overall trend is downward.

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

COLLEGE PROCESSES

Baseline values for these metrics are those established in the year shown. The college exceeds baseline values for the timeliness of unit plan completion. However, SCC is below the baseline value for the percent of unit plan objectives that were accomplished. SCC exceeds the baseline value for the percent of courses with ongoing Student Learning Outcomes (SLO) assessment.

In the 2014 survey SCC fell below the baseline value for the engagement of college employees with decision-making at the college. The survey will be conducted again in 2017-18.

College Processes	Most recent value	Baseline value	
95% or more of division unit plans completed by deadline	Yes	Yes (2014-15)	
Percent of unit plan objectives fully or partially accomplished	66%	70% (2014-15)	
Percent of employees reporting moderate-high personal engagement with college decision-making (2014 survey results)	64%	70% (2011)	
Percent of active courses with ongoing SLO assessment (from ACCJC Annual Report)	94%	77% (2011-12)	

INDICATORS FOR COLLEGE STRATEGIC GOALS

SCC 2016-17 Goals and Strategies

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.

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

Recent Challenges: Remedial English and Math Progression are below the state average.

SCC Student Metrics (PRIE data)	F 11	F 12	F 13	F 14	F15	F16	SCC baseline standard	
Overall course success	69%	67%	66%	66%	66%	67%	63%	●
Fall-to-Fall persistence rate at SCC	40%	43%	42%	42%	44%	43.8%	37%	●

Notes: 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	2010- 2011 Cohort	State average	
Remedial English progression	37%	36%	39%	38%	38%	40%	47%	◆
Remedial Math progression	21%	21%	21%	21%	24%	27%	34%	◆
Remedial ESL progression	41%	43%	42%	43%	45%	43%	31%	●

Source: 2016 CCCCCO Student Success Scorecard; CCCCCO data: <http://datamart.cccco.edu/>

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 three years of entering college. Students are followed for six years.

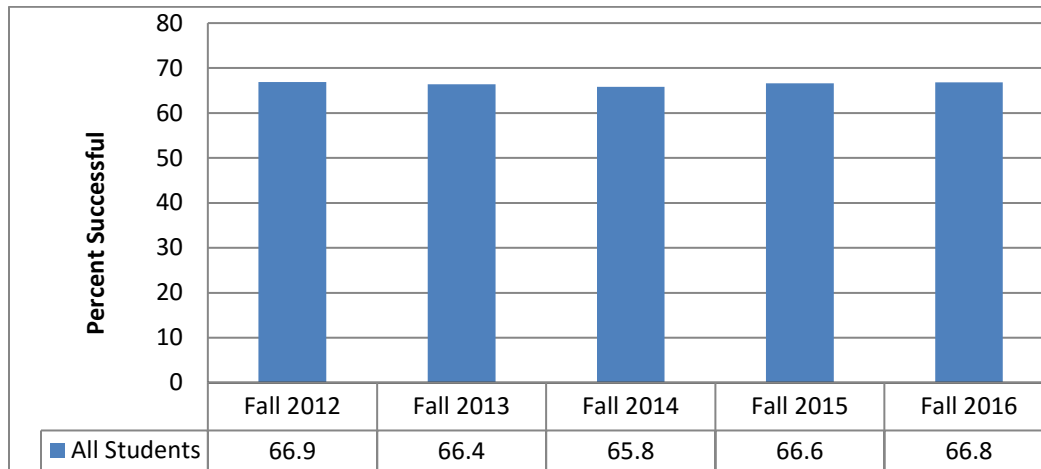
Remedial Progression = Percent of credit students tracked for six years, who started below transfer-level, in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

ADDITIONAL DATA FOR GOAL A

COURSE SUCCESS

- Baseline standard = 63%
- One-year IEPI Goal = 68.9%
- Six-year IEPI Goal = 70%

SCC Successful Course Completion, Fall 2012 to Fall 2016 (%)



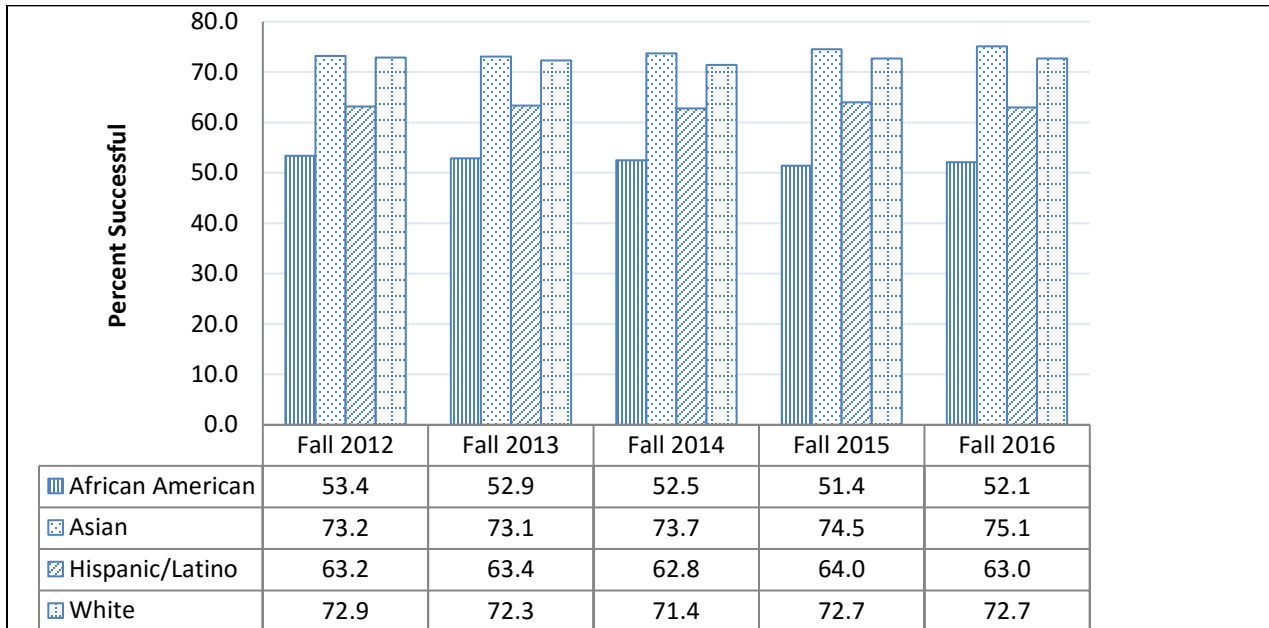
Source: EOS Research Database Files

Gaps in course success rates are currently substantial for students from different racial/ethnicity groups and income levels. Achievement gaps between other student groups are relatively small, less than five percentage points.

Gaps in Successful Course Completion Between Student Groups (<i>PRIE data</i>)					
<i>Note: Successful course completion = Grade of A, B, C, P</i>	Percentage point gap				
Comparison Groups	F12	F 13	F 14	F 15	F 16
Gender gap in course success	1.5	2.1	2.7	1.0	1.5
Race/ethnicity gap in course success	19.8	20.2	21.2	23.1	23.0
Age gap in course success	6.4	3.5	5.3	4.5	5.1
Modality gap in course success (Internet based – Lecture)	2.2	2.2	1.2	4.4	1.5
Location gap in course success (SCC main, Davis, West Sac)	2.8	0.8	0.6	0.3	2.2
Income gap (below poverty, low-income, middle & above)	10.9	9.9	10.2	11.1	11.0
Recent HS graduates versus other students	0.9	1.5	2.6	3.7	4.8

Comparing the largest racial/ethnic groups at SCC, we see that African American and Hispanic/Latino students have lower course success rates, than do Asian or White students.

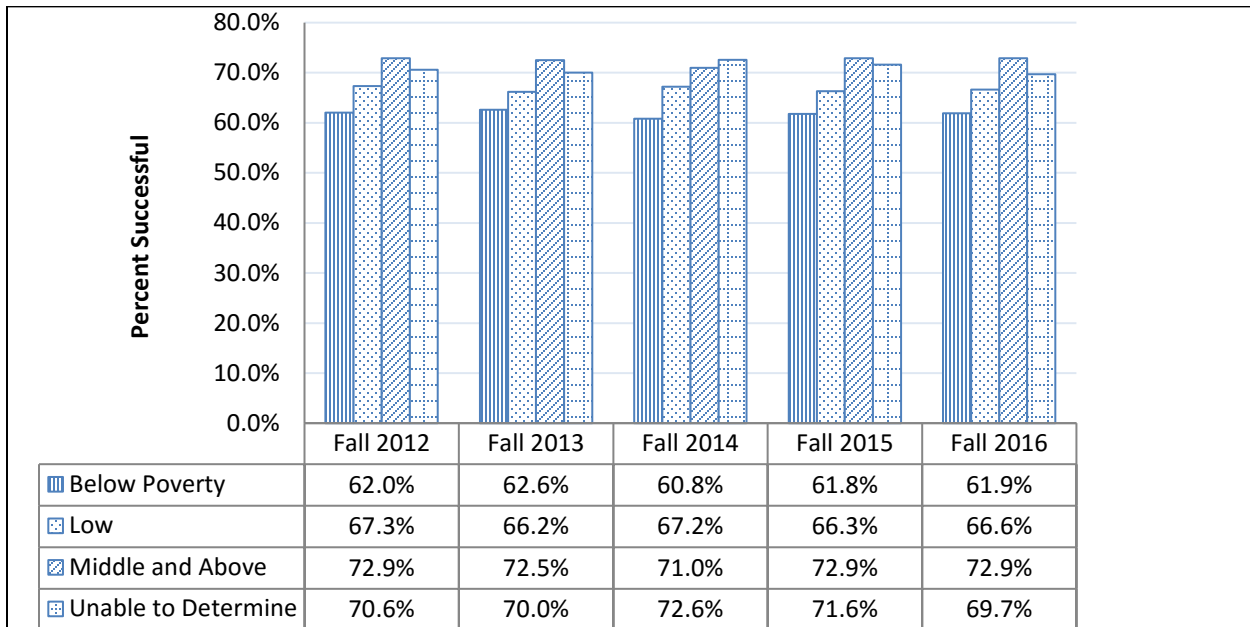
SCC Successful Course Completion by Ethnicity, Fall 2012 to Fall 2016 (%)



Source: EOS Research Database Files

Low-income students and those below the poverty line have lower course success rates than do other students.

SCC Successful Course Completion by Income (%)



Source: LRCCD, EOS Research Database files

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

BASIC SKILLS PROGRESSION

The CCCC Scorecard remedial progression metric shows that SCC students are progressing from remedial to college-level English and Mathematics at lower rates than the average for California Community Colleges. However, progression through ESL course sequences is higher at SCC than the state average.

CCCCO Student Scorecard Metrics	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	State average
Remedial English	37%	36%	39%	38%	38%	40%	47%
Remedial Math	21%	21%	21%	21%	24%	27%	34%
Remedial ESL	41%	43%	42%	43%	45%	43%	31%

Source: 2017 CCCC Student Success Scorecard, CCCC data: <http://datamart.cccc.edu/>

Note: Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within three years of entering college. Students are followed for six years.

Remedial Progression = Percent 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.

STUDENT ENGAGEMENT

In the 2016 Community College Survey of Student Engagement (CCSSE) 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

Breakout by Credit Hours Earned [Weighted]

2016 CCSSE Benchmarks SCC	0 to 29 Credits	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

The highest areas of engagement for SCC students identified by the 2016 CCSSE are:	The lowest areas of SCC student engagement were identified by the following CCSSE items:
<ul style="list-style-type: none"> Number of books read on your own (not assigned) for personal enjoyment Encouraging you to spend significant amounts of time studying Encouraging contact among students from different economic, social, and racial or ethnic backgrounds Frequency: Career counseling Frequency: Peer or other tutoring 	<ul style="list-style-type: none"> Asked questions in class or contributed to class discussions Participated in a community-based project as a part of a regular course Discussed grades or assignments with an instructor Talked about career plans with an instructor or advisor Frequency: Computer lab

SCC GOAL B: PATHS TO COMPLETION

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

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

Recent Challenges: Enrollment is declining. Students earn 30 units at a rate lower than the state average.

Enrollment	2016-17	2009-10 baseline	
Fall EOS headcount (PRIE data)	22,567	27,028	◆
Annual headcount (CCCCO data)	31,531	40,417	◆

Source: PRIE EOS profile data files; CCCCCO data: <http://datamart.cccco.edu/>

Persistence at SCC (PRIE data)	Most recent SCC value	Baseline standard	
Fall-to-Fall persistence at SCC	43.8%	37%	●

Progress Milestones (CCCCO metrics)	Most recent SCC value	State average	
3-semester persistence rate in community college	80%	76%	●
Earned 30+ units (in any community college)	64%	69%	◆

Source: CCCCCO data: <http://datamart.cccco.edu/>

Completion (PRIE data)	Most recent SCC value	Baseline standard	
Transfers to UC/CSU per year	1006	700	●
Degrees awarded per year	1692	1,000	●
Certificates awarded per year	392	350	●
CTE Perkins employment rates	23 of 26 areas exceed standard	60-75%	▲
CTE licensure exam pass rates	17 of 17 exams above standard	80%	●

Completion (CCCCO data)	Most recent SCC value	State average	
Scorecard Completion rate	50%	48%	●
Scorecard CTE completion rate	60%	54%	●

Note: Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within three years of entering college. Students are followed for six years. Completion = Completed a degree, certificate or transfer-related outcome within six years of starting college. CCCCCO data: <http://datamart.cccco.edu/>

ADDITIONAL DATA FOR GOAL B

ENROLLMENT AND PERSISTENCE

Enrollment has been declining for several years.

Enrollment Metrics	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Fall EOS headcount (PRIE data)	23,887	24,828	23,913	23,966	23,229	22,567
Fall EOS WSCH	262,070	252,229	243,858	242,248	224,636	215,585
Annual headcount (CCCCO data)	35,554	34,389	33,229	33,029	32,525	31,531

Sources: PRIE EOS profile data files; CCCCCO data:

http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx

The percent of students who stay in college for three consecutive semesters and the percent of students who earn 30 units in six years have increased slightly for the most recent cohort.

CCCCO 2017 Scorecard Metrics	2005-06 Cohort	2006-07 Cohort	2007-08 Cohort	2008-09 Cohort	2009-10 Cohort	2010-11 Cohort	State average
3-semester persistence rate (at any community college)	78%	77%	76%	76%	76%	80%	76%
Earned 30+ units	60%	60%	62%	62%	61%	64%	69%

Note: Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within three years of entering college. CCCCCO data:

<http://extranet.cccco.edu/Divisions/StudentServices/Transfer/Resources/TransferData.aspx>

COMPLETION OF EDUCATIONAL GOALS

Local metrics: The number of degrees awarded has increased somewhat over the past six years. The number of certificates awarded is still above the baseline standard, but has fallen recently after peaking in 2014-15. The number of transfers to CSU/UC increased in the last year and is above the baseline standard. However, fewer students transferred to CSU/UC in recent years than in the peak year of 2013-14.

SCC metrics	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Baseline standard
Number of degrees awarded	1,500	1,481	1,654	1,634	1582	1692	1,000
Number of certificates awarded	405	534	491	637	479	392	350
Number of students transferring to CSU/UC	739	958	1,095	924	735	1006	700

Source: PRIE data

Statewide metrics: The CCCC Scorecard College Completion rate for SCC students has decreased slightly over the last few years. There is a substantial gap on the CCCC State Scorecard Completion metric between those students prepared for college-level work and those who were unprepared when they started college.

CCCCO 2017 Scorecard metrics	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Completion rate, all students	57.1%	55.0%	52.8%	48.2%	47.0%	50.2%
Completion rate, college-prepared students	75.7%	74.1%	69.9%	67.9%	67.6%	68.3%
Completion rate, unprepared students	51.1%	49.3%	47.5%	42.4%	40.2%	43.8%

Source: 2016 Student Success Scorecard <http://scorecard.cccco.edu/scorecard.aspx>

Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within three 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 six years of starting college at SCC.

CAREER EDUCATION

Statewide indicators: SCC students exceed the state average for both overall completion rate and CTE completion rate. Although, CTE skills builders had a lower median earning change than the average across the state, several of the SCC programs show substantial wage increases.

Completion (CCCCO data)	Most recent SCC value	State average
Scorecard CTE completion rate	60%	54%
Scorecard skills-builder median earning change	+20%	+23%

Source: CCCC data: <http://datamart.cccco.edu/>

Cohort = First-time SCC students who earned at least 6 units and attempted Math or English within three years of entering college. Students are followed for six years.

Completion = Completed a degree, certificate or transfer-related outcome within six years of starting college.

Skills-builder median earning change* for disciplines with the highest enrollment	
Accounting	+15.2%
Administration of Justice	+45.4%
Business and Commerce, General	+10.5%
Software Applications	+18.6%
Computer Networking	+19.5%
Information Technology, General	+24.6%
Real Estate	+15.0%
Child Development/ECE	+42.4%

Source: CCCC data <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home>

* The median percentage change in wages for students who completed higher level CTE coursework in 2013-14 and left the system without receiving any type of traditional outcome, such as transfer to a four-year college or completion of a degree or certificate.

SCC GOAL C: ORGANIZATIONAL EFFECTIVENESS AND EMPLOYEE ENGAGEMENT

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

KPIs 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.

Recent Challenges: Declining budgets.

College Processes	Most recent value	Baseline value	
95% or more of division unit plans completed by deadline	Yes (2016-17)	Yes (2014-15)	●
Percent of unit plan objectives fully or partially accomplished	65% (2016-17)	70% (2014-15)	▲
Percent of employees reporting moderate-high personal engagement with college decision-making (Note: 2014 survey results)	64% (2014)	70% (2011)	◆
Percent of active courses with ongoing SLO assessment (from ACCJC Annual Report)	94% (2016-17)	77% (2011-12)	●

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

ADDITIONAL DATA FOR GOAL C

COLLEGE PLANNING PROCESSES

PRIE data shows that unit plans are completed on time.

College administrative processes	2012-2013	2013-2014	2014-2015	2015-2016
95% or more of division unit plans completed by deadline	Yes	Yes	Yes	Yes

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. Many objectives aligned with more than one college goal. The greatest percentage, about three-quarters, aligned with Goal A.

- Goal A = 582 (75%)
- Goal B = 362 (47%)
- Goal C = 287 (37%)

Nearly one-third (29 percent) of the objectives from the 2016-17 unit plans did not have any accomplishment data entered into the online planning system. This is a decrease in the response rate from the previous year, when only 15 percent of the objectives did not have a response in this area.

Of those for which data was entered nearly two-thirds were fully or partly accomplished.

- Fully met = 208 (27% of the total, 38% of those with accomplishment data)
- Partly met = 148 (19% of the total, 27% of those with accomplishment data)
- Not met = 192 (25% of the total, 35% of those with accomplishment data)
- No response = 225 (29% of the total)

Very few of the objectives, only 5 percent of those for which data was entered, reported using SLO assessment to develop the objective or measure outcomes. This is a decrease from the previous year when 10 percent of the objectives for which data was entered used SLOs.

- SLO data used = 26 (3% of total, 5% of those with accomplishment data)

Nearly all active courses and instructional programs and the great majority of student service programs have ongoing SLO assessment. However, the percentage of unit plan objectives that use SLO data has dropped in recent years.

Use of SLO assessment data	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percent of Unit Plan objectives linked to SLO data	18%	17%	15%	10%	5%*
Percent of active courses with SLO assessment	86%	94%	94%	95%	94%
Percent of instructional programs with SLO assessment	47%	65%	86%	86%	100%
Percent of student services areas with SLO assessment	100%	86%	100%	100%	74%

Source: SLO Coordinator files, ACCJC Annual Report

*Percent of those unit plan objectives for which accomplishment data was reported.

EMPLOYEE METRICS

The SCC student population is substantially more diverse than the employee population. For example, 59 percent of SCC faculty and 47 percent of SCC staff are White Non-Hispanic, compared to 28 percent of SCC students.

California Community Colleges Chancellor's Office	*= N<10	
Faculty & Staff Demographics Report Fall 2016	Number	Percent
Managers	22	2.19 %
African-American	*	*
American Indian/Alaskan Native	*	*
Asian	*	*
Hispanic	*	*
White Non-Hispanic	12	54.55 %
Faculty, Full time (tenured/tenure track)	321	32.00 %
African-American	22	6.85 %
American Indian/Alaskan Native	*	*
Asian	30	9.35 %
Hispanic	36	11.21 %
Multi-Ethnicity	11	3.43 %
Unknown	20	6.23 %
White Non-Hispanic	199	61.99 %
Faculty, Adjunct/Temporary	406	40.48 %
African-American	22	5.42 %
American Indian/Alaskan Native	*	*
Asian	49	12.07 %
Hispanic	50	12.32 %
Multi-Ethnicity	15	3.69 %
Pacific Islander	*	*
Unknown	22	5.42 %
White Non-Hispanic	241	59.36 %
Classified Staff	254	25.32 %
African-American	30	11.81 %
American Indian/Alaskan Native	*	*
Asian	45	17.72 %
Hispanic	46	18.11 %
Multi-Ethnicity	10	3.94 %
Pacific Islander	*	*
Unknown	*	*
White Non-Hispanic	113	44.49 %
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SACRAMENTO CITY COLLEGE 2016-17 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, as well as the external community.
- C6. Continue to exercise transparent and fiscally sound financial management.
- C7. Encourage collegiality, connection, and participatory decision-making at the college.

ENROLLMENT REPORT FALL 2017

(Most data is 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.

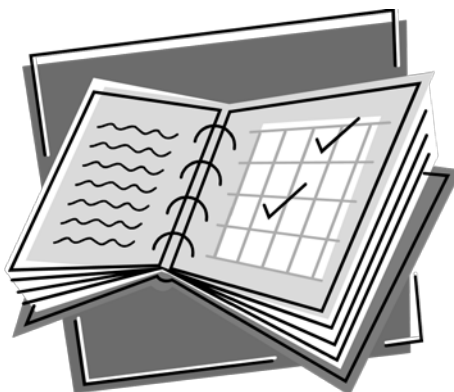
A3 Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.

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.

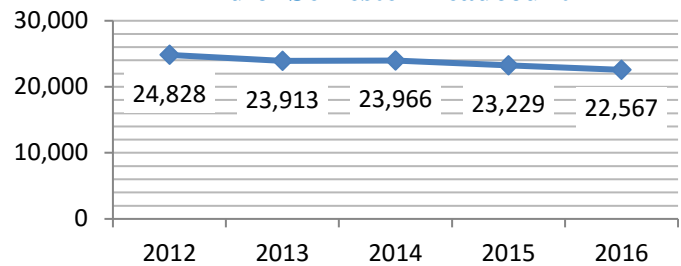


ENROLLMENT REPORT KEY POINTS

Overall enrollment has fluctuated over the past five years, but remains lower than its high point of more than 27,000 in 2009.

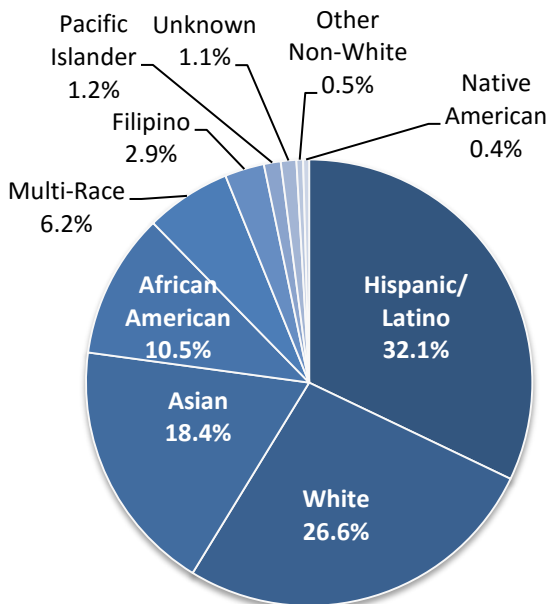
End of semester enrollment has decreased about 16% from the peak of 27,028 students in Fall 2009.

**Enrollment Trends by
End of Semester Headcount**



Source: EOS Profile Data Files

SCC Student Ethnicity Profile, Fall 2016



Source: EOS Profile Data Files

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

Although the SCC student body is very diverse, Hispanic/Latino students comprise almost a third (32%) of the student population. SCC students represent a wide range of age groups, but over half of the students are 18 to 24 years old.

Many SCC students are working and many are poor. More than half are working full- or part-time and close to 60 percent have household incomes in the “low income” or “below poverty” range.

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

Classes Filled by Division, Fall 2016

96 days before Fall '16	50 days before Fall '16	14 days before Fall '16
<ul style="list-style-type: none">• 2 divisions were at least 50% full	<ul style="list-style-type: none">• 2 divisions were 70% or more full	<ul style="list-style-type: none">• 4 of 10 divisions were more than 80% full.

Source: EOS 320 Report

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

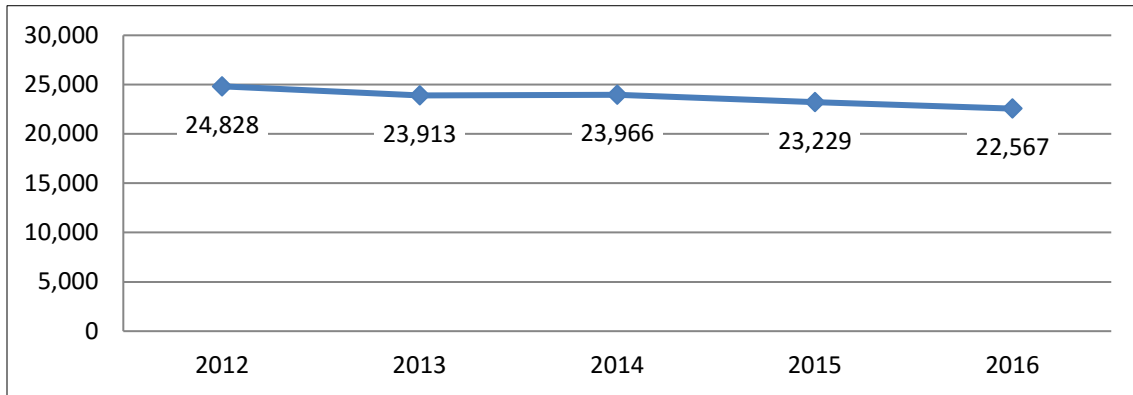
Only two of the 10 instructional divisions had 50 percent or more of class seats filled as *open registration* began well-before the start of Fall 2016. The same two divisions were over 70 percent full in terms of overall course enrollment by 50 days before the start of the Fall 2016 Semester. By the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

ENROLLMENT REPORT: DETAILED ANALYSIS

OVERALL ENROLLMENT TRENDS

OVERALL ENROLLMENT. Overall enrollment declined from its high point in Fall 2009, fluctuating slightly between 2012 and 2016 (Figure 1). Fall 2016 end of semester enrollment was about 16 percent lower than the peak of 27,028 students in Fall 2009 (not shown). Census trends are similar to end-of-semester trends.

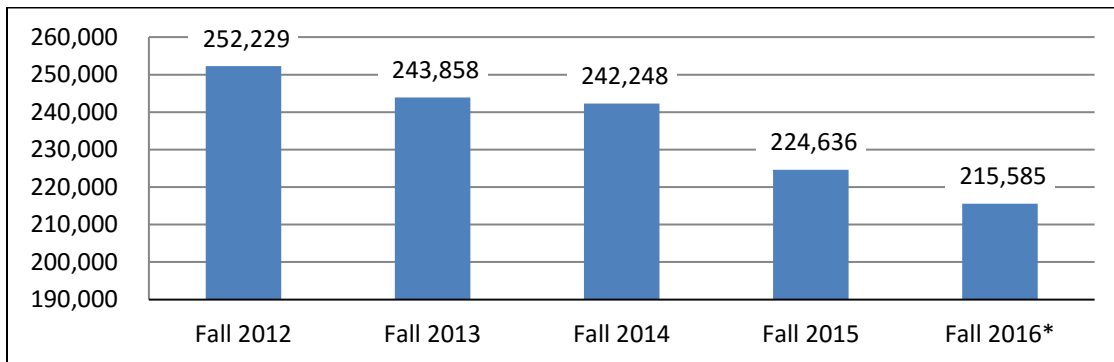
Figure 1. Enrollment Trends by End of Semester Headcount, 2012-2016



Source: EOS Profile Data Files

WEEKLY STUDENT CONTACT HOURS. WSCH has also declined (Figure 2). In Fall 2016 semester WSCH is down about 14 percent from the level in Fall 2012. When the decrease in WSCH is less than the decrease in headcount, it suggests that there are fewer students who are taking higher unit loads.

Figure 2. Enrollment Trends by EOS WSCH, Fall 2012-2016 ¹



Source: EOS 320 Report

*Beginning with 2016 report, shows actual rather than projected.

¹ Note that the axis scales in the two figures on this page make them appear dramatically different when in fact, the changes are not very different. Had we used a zero to 260,000 scale for WSCH, the differences would not be discernable to the eye.

DISTANCE EDUCATION (DE) ENROLLMENT. DE enrollment in online classes has grown substantially over the last five years—especially in internet-based instruction—while other distance modalities have generally become less-utilized (Table 1). The number of DE full-time equivalent students (FTES) grew by almost 47 percent between 2012 and 2016. As of Fall 2015, the only DE instruction method in use is internet-based.

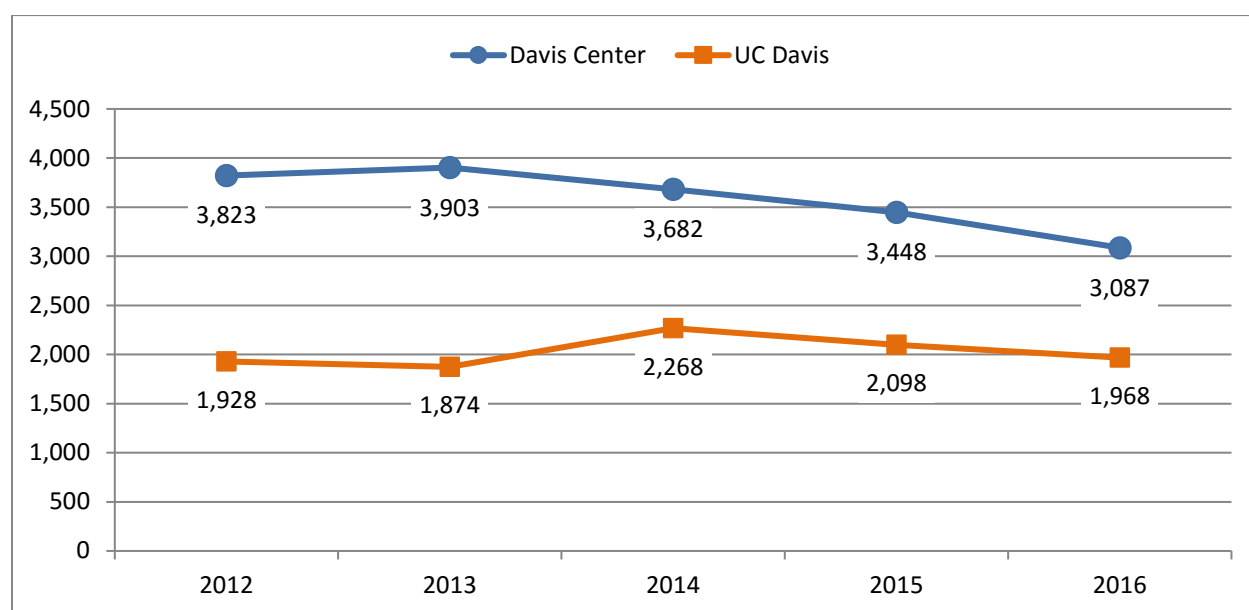
Table 1. Distance Education Full-time Equivalent Students, 2012-2016

DE FTES	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Delayed Interaction (Internet Based)	653.64	637.28	746.82	778.10	959.12
One-way interactive video and two-way interactive audio	8.60	17.64	n/a	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.)	11.69	5.99	21.69	n/a	n/a
TOTAL	673.93	660.90	768.51	778.10	959.12

Source: CCCC Data Mart http://datamart.cccco.edu/Students/FTES_Summary_DE.aspx (retrieved 5/25/2017)

ENROLLMENT AT THE DAVIS CENTER AND OF UC DAVIS (UCD). Enrollment at the Davis Center peaked in Fall 2013 and has steadily declined since, while enrollment of UCD students in developmental courses taught at UCD by SCC professors peaked in Fall 2014 and has been in decline since then (Figure 3).

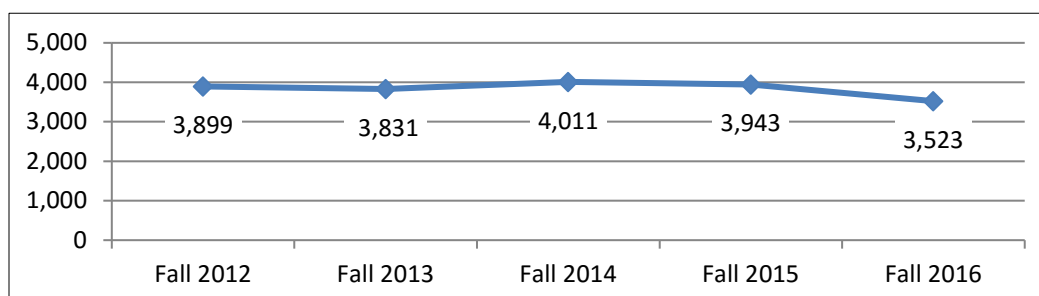
Figure 3. End of Semester Duplicated Enrollment Trends for Davis & UCD
Fall 2012 to Fall 2016



Source: Transcript Snapshot

ENROLLMENT AT THE WEST SACRAMENTO CENTER has fluctuated over the last five years, decreasing slightly from 2012 to 2013, increasing slightly in Fall 2014, and then decreasing by Fall 2016 (Figure 4).

Figure 4. End of Semester Duplicated Enrollments, 2012-2016



Source: Transcript Snapshot

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 American Indian/Alaskan Native, African American, and White students based on the top feeder high schools (Table 2). (Note: not all SCC students report their race on the college application.)

Table 2. Demographics of SCC's Top 10 Feeder High Schools Fall 2016
Compared to SCC First Time Freshmen

	Feeder group percentages (N = 19,202)	SCC 1st-time freshmen percentages (N= 3,183)	Is this group in SCC's population is over- or under- or proportionally represented?**
Hispanic or Latino of Any Race	31.6%	37.9%	Over
American Indian or Alaska Native*	0.6%	0.2%	Proportional
Asian*	23.1%	14.4%	Under
Pacific Islander*	1.6%	1.3%	Proportional
Filipino*	4.2%	2.2%	Proportional
African American*	12.5%	12.5%	Proportional
White*	20.9%	22.9%	Proportional
Two or More Races*	5.5%	8.2%	Proportional
Not Reported	n/a	0.3%	n/a

Sources: Top feeder high school list 2016

http://irweb.losrios.edu/do_easearch/HSGradStudiesNew/ParticipationRates/HS_PartictthruF16/SCC_HSParticipati on_FNL.pdf; CDE Source: <http://dq.cde.ca.gov/dataquest/dataquest.asp> for AY 2016-2017, retrieved 9/25/2016;

SCC Data Source: EOS Profile Data

* These groups do not include Hispanic or Latino students. ** As required by CCCCCO.

STUDENT DEMOGRAPHICS

RACE/ETHNICITY. Although the SCC student body is very diverse, Hispanic/Latino students comprise almost a third (32 percent) of the student population (Table 3 and Figure 5).

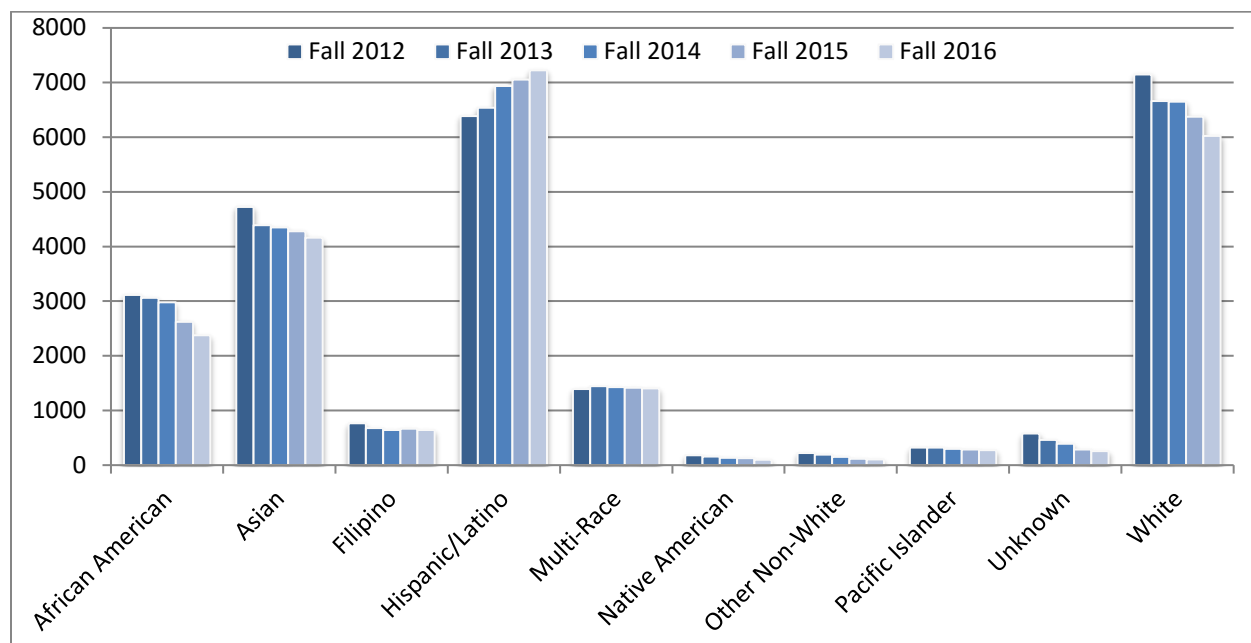
In Fall 2016, Hispanic/Latino (32 percent), White (26.7 percent), Asian (18.5 percent) and African American (10.5 percent) students had the greatest percentage representation in the SCC student body. Note that a number of data collection protocols changed in Fall 2012, which affects the numbers and percentages of students in each category. In particular, the number of “unknowns” was reduced dramatically.

Table 3. SCC Student Ethnicity Profile, Fall 2012 to Fall 2016

	Fall 2012		Fall 2013		Fall 2014		Fall 2015		Fall 2016	
African American	3,112	12.5%	3,064	12.8%	2,979	12.4%	2,620	11.3%	2,378	10.5%
Asian	4,722	19.0%	4,390	18.4%	4,350	18.2%	4,278	18.4%	4,163	18.5%
Filipino	765	3.1%	679	2.8%	643	2.7%	668	2.9%	646	2.9%
Hispanic/Latino	6,389	25.7%	6,541	27.4%	6,938	29.0%	7,055	30.4%	7,225	32.0%
Multi-Race	1,393	5.6%	1,443	6.0%	1,429	6.0%	1,414	6.1%	1,402	6.2%
Native American	181	0.7%	156	0.7%	134	0.6%	126	0.5%	98	0.4%
Other Non-White	219	0.9%	193	0.8%	154	0.6%	119	0.5%	102	0.5%
Pacific Islander	321	1.3%	323	1.4%	297	1.2%	286	1.2%	276	1.2%
Unknown	578	2.3%	462	1.9%	394	1.6%	285	1.2%	254	1.1%
White	7,148	28.8%	6,662	27.9%	6,648	27.7%	6,378	27.5%	6,023	26.7%

Source: EOS Profile Data

Figure 5. Number of Students in Racial/Ethnic Groups by Year, Fall 2012 to Fall 2016



Source: EOS Profile Data

Table 4. SCC Students' Top Five Primary Non-English Languages, Fall 2012 to Fall 2016

Fall	Spanish	Cantonese	Russian	Vietnamese	Hmong
Fall 2012	1,126	366	402	363	623
Fall 2013	1,132	345	339	295	542
Fall 2014	1,018	290	285	251	417
Fall 2015	827	268	222	216	310
Fall 2016	697	221	194	228	206

Source: EOS Profile Data

Note that 425 students speak one of the Chinese languages combined.

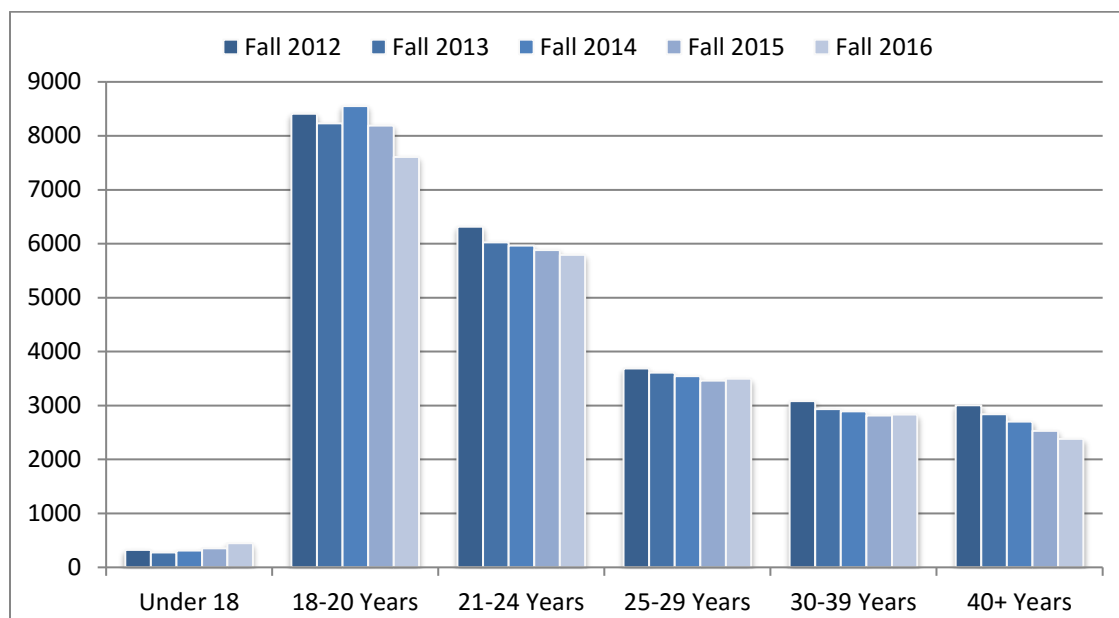
AGE GROUP. Students aged 21 and older make up a majority of SCC students. Almost 36 percent of SCC students are under 21 years old (Table 5 and Figure 6).

Table 5. SCC Age Group Distribution, Fall 2012 to Fall 2016

Fall	Under 18		18-20		21-24		25-29		30-39		40+	
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%
2016	449	2.0%	7,609	33.7%	5,793	25.7%	3,498	15.5%	2,834	12.6%	2,384	10.6%

Source: EOS Profile Data

Figure 6. Number of Students in Age Groups, Fall 2012 to Fall 2016



Source: EOS Profile Data

GENDER. More women than men attend SCC. This pattern has been evident for several years (Table 6).

Table 6. SCC Gender Distribution, Fall 2012 to Fall 2016

	Female		Male		Unidentified	
Fall 2012	13,844	55.8%	10,739	43.3%	245	1.0%
Fall 2013	13,302	55.6%	10,371	43.4%	240	1.0%
Fall 2014	13,347	55.7%	10,771	42.5%	442	1.8%
Fall 2015	12,938	55.7%	9,804	42.2%	487	2.1%
Fall 2016	12,784	56.7%	9,320	41.3%	463	2.1%

Source: EOS Profile Data

FULL-TIME VS. PART-TIME. Most SCC students are enrolled part-time. This pattern has also been evident for many years. The percentage of students taking units in each of the three categories below has fluctuated slightly over the last few years.

Table 7. SCC Student Load, Fall 2012 to Fall 2016

Unit Load	Full -Load 12 or More Units		Mid-Load 6-11.99 Units		Light-Load Up to 5.9 Units	
	N	%	N	%	N	%
Fall 2012	7,685	31.0%	9,104	36.7%	8,005	32.2%
Fall 2013	7,735	32.4%	8,617	36.0%	7,546	31.6%
Fall 2014	7,778	32.5%	8,829	36.8%	7,343	30.6%
Fall 2015	7,632	32.9%	8,515	36.7%	7,072	30.4%
Fall 2016	7,281	32.3%	8,339	37.0%	6,934	30.7%

Source: EOS Profile Data

EDUCATIONAL GOALS. Many SCC students indicate that they intend to transfer and many indicate that they intend to complete an Associate degree (Table 8).

Over 60 percent of SCC students indicate that they intend to transfer. About the same percentage indicate that they intend to complete an Associate degree. (Note that students can both complete an Associate degree and transfer). The percentage of students indicating a vocational goal has steadily decreased to half of what it was in 2012 while the percentage of university students fulfilling requirements for their four-year program has almost doubled from what it was in 2012.

FIRST GENERATION COLLEGE STUDENTS. Almost 40 percent of SCC students were first generation college students five years ago, but the proportion has been on a downward trend since 2013 (Table 9).

Table 8. SCC Students' Education Goal Distribution, Fall 2012 to Fall 2016

	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/o AA	AA w/o Transfer	Vocational (w/ or w/o Cert.)	Basic Skills/ Personal Dev.	Unspecified / Undecided	4-Yr Meeting 4-Yr Reqs.
2012	46.5%	14.5%	14.4%	8.0%	6.0%	5.6%	5.1%
2013	46.8%	14.4%	14.8%	5.3%	6.5%	4.3%	7.9%
2014	46.8%	15.1%	15.7%	3.9%	5.6%	3.9%	9.0%
2015	47.8%	15.4%	15.0%	3.6%	5.5%	4.0%	8.8%
2016	47.8%	14.4%	15.2%	3.8%	5.9%	3.9%	9.1%

Source: EOS Profile Data

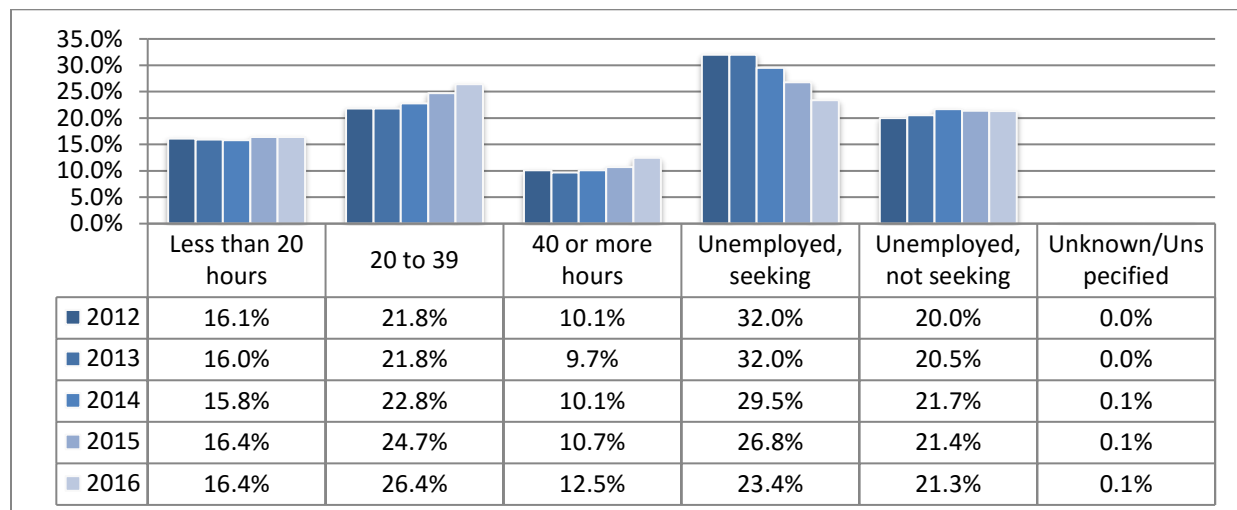
Table 9. SCC College Students, by First Generation Status, Fall 2012 to Fall 2016

	First Generation College Student?				Total
	Yes		No		
Fall 2012	9,633	38.8%	15,195	61.2%	24,828
Fall 2013	9,522	39.8%	14,391	60.2%	23,913
Fall 2014	8,337	34.8%	15,629	65.2%	23,966
Fall 2015	7,570	32.6%	15,659	67.4%	23,229
Fall 2016	6,907	30.6%	15,660	69.4%	22,567

Source: EOS Profile Data

EMPLOYMENT. About 23 percent of SCC students are unemployed and seeking work—down from 32 percent in 2012. Over 55 percent are working—up from 48 percent in 2012 (Figure 7). The percentage of students who are unemployed and seeking work has decreased substantially from 2012 to 2016, while the percentage of students employed full time has risen slightly each year since 2013.

Figure 7. SCC Students' Weekly Work Status



Source: EOS Profile Data

HOUSEHOLD INCOME. Close to 35 percent of SCC students have household income below the poverty line (Table 10 and Figure 8).

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

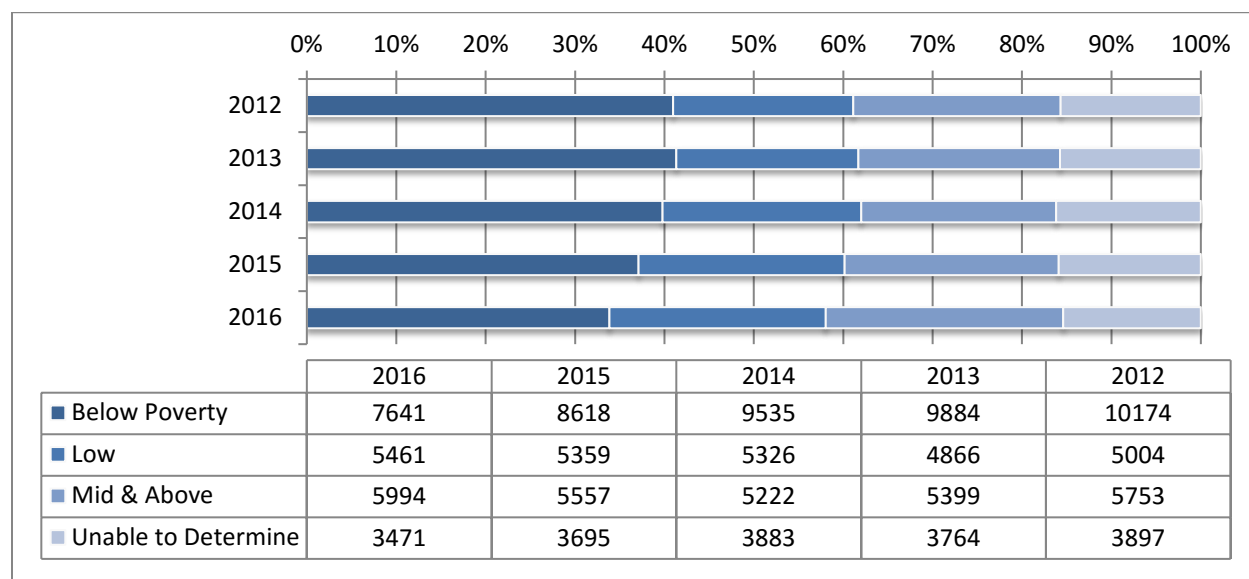
Using another measure of economic need—BOG Fee Waiver recipient status—about two-thirds of SCC students are receiving some type of tuition and fee assistance.

Table 10. SCC Student Household Income Level, Fall 2012 to Fall 2016

Fall	Below Poverty		Low		Middle & Above		Unable to Determine		Total
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
2016	7,641	33.9%	5,461	24.2%	5,994	26.6%	3,471	15.4%	22,567

Source: EOS Profile Data

Figure 8. Fall Enrollment by Income Level, 2012 to 2016

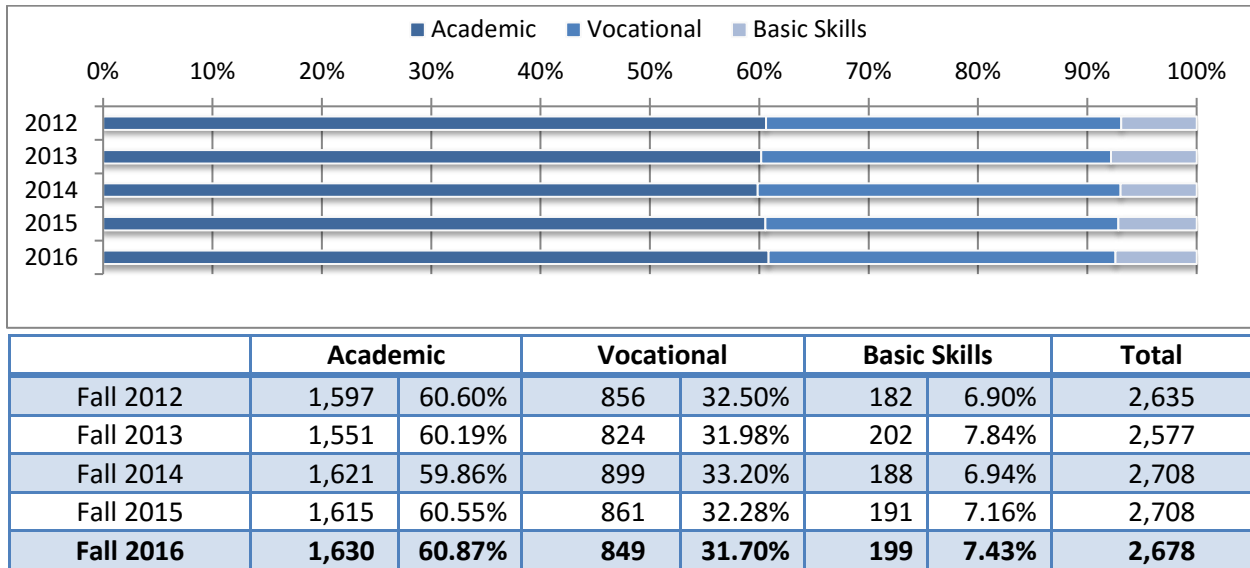


Source: EOS Profile Data

PATTERNS OF COURSE OFFERINGS

TYPES OF COURSES. The college maintained a balance of academic and vocational courses while the share of day enrollment increased and that of evening enrollment decreased. As enrollment declined, so did numbers of course sections. Still, the percentages of each course type have remained fairly steady (Figure 9).

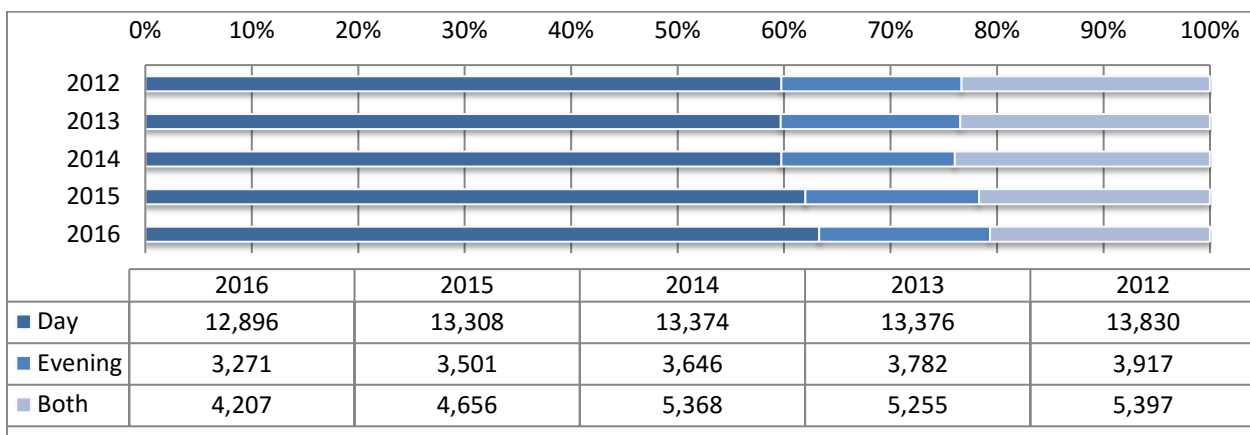
Figure 9. SCC Academic, Vocational & Basic Skills Courses



Source: EOS MSF Data

DAY AND EVENING ENROLLMENT. The percentage of students enrolled in exclusively day sections has increased while the percentage of students enrolled in evening-only or a combination of day and evening sections have decreased over the same time (Figure 10).

Figure 10. Number of students by day or evening enrollment,* Fall 2012 to Fall 2016



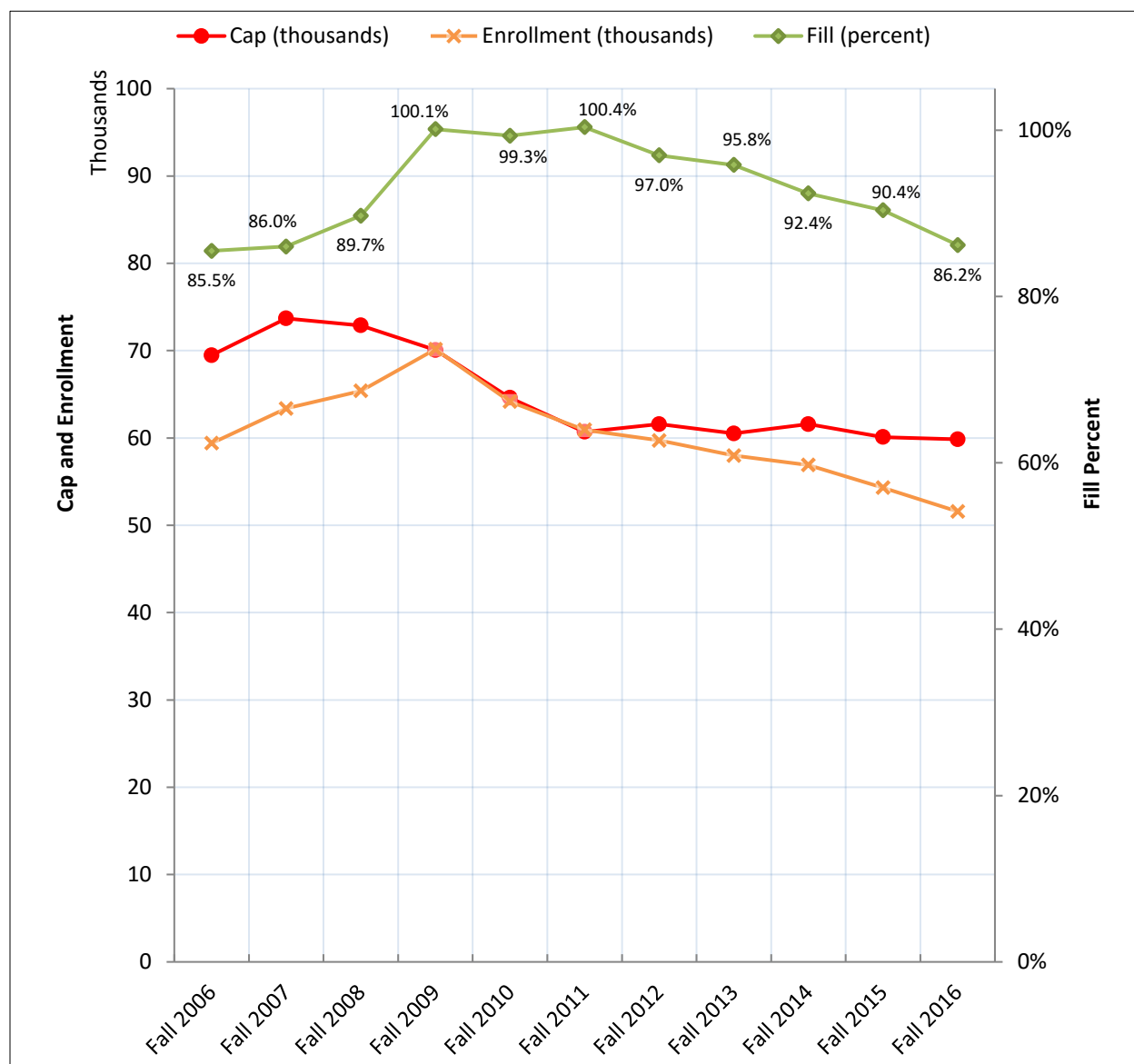
Source: LRCCD Transcript and MSF

*Unduplicated students.

COURSE ENROLLMENT PATTERNS

OVERALL ENROLLMENT PATTERNS. It is no surprise that enrollment has been declining since 2009. Figure 11 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 7,800.

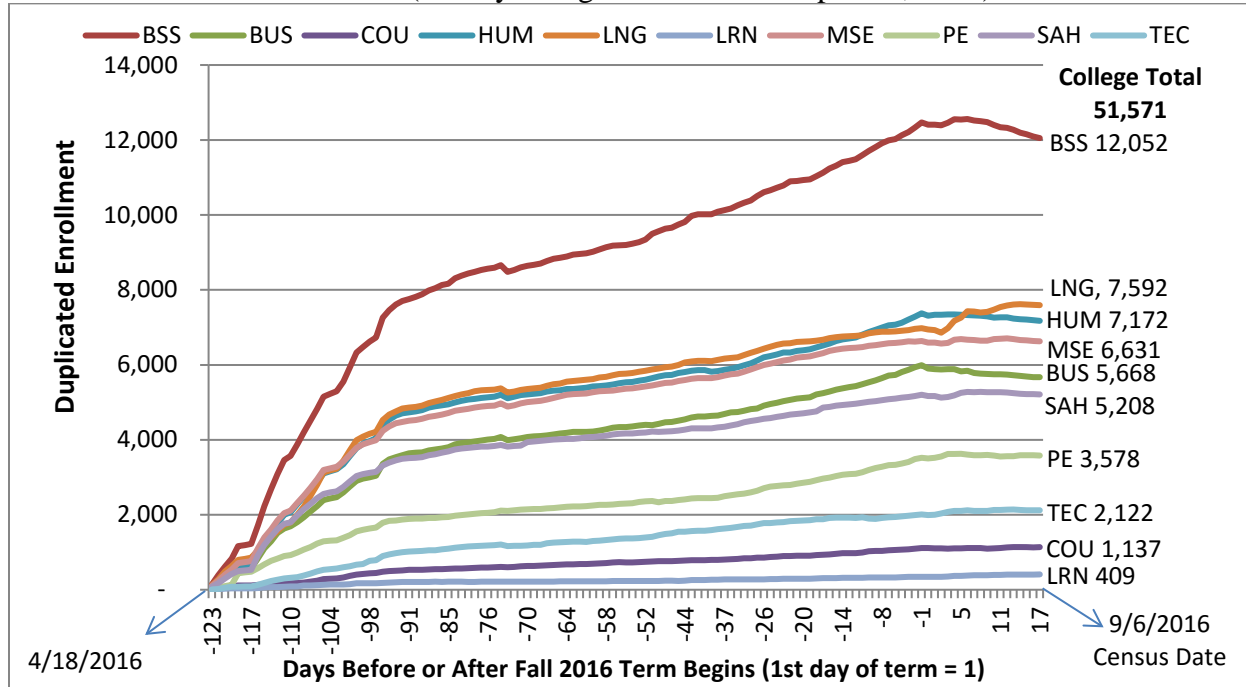
Figure 11. SCC Overall Fall Term Duplicated Cap, Enrollment, and Fill
as of Third Week of August, 2006 to 2016 *



* Note: Data were extracted 1 week after Census and include back-dated corrections.

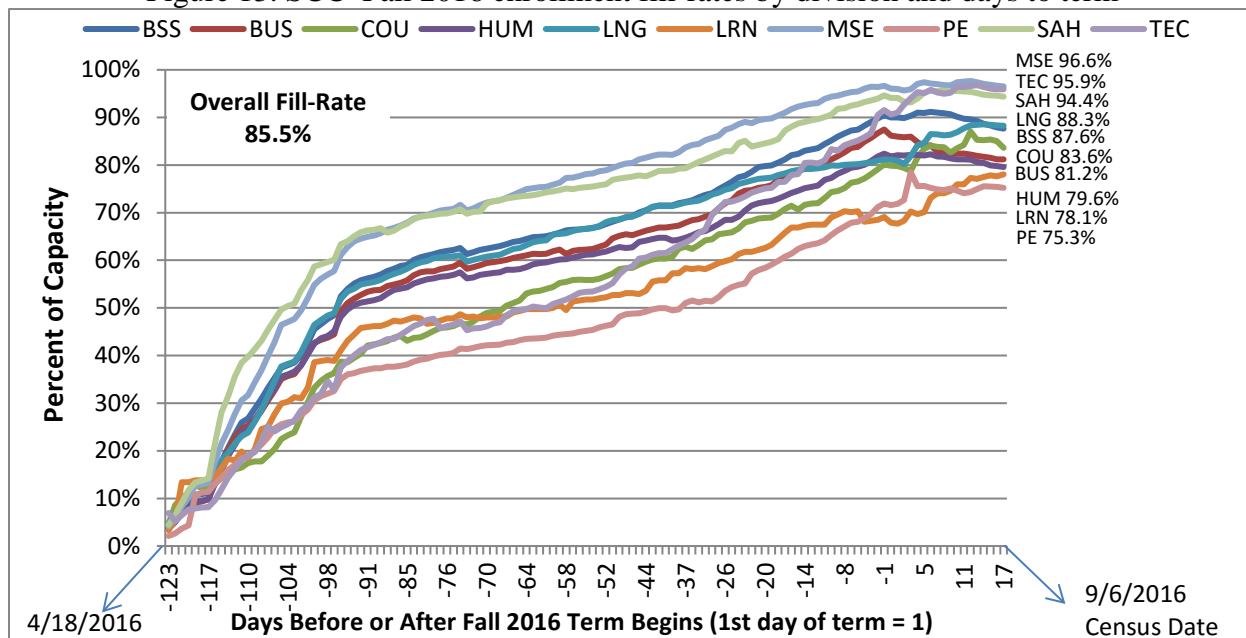
ENROLLMENT BY DIVISION. The BSS division consistently has the largest enrollment of all SCC instructional divisions (Figure 12).

Figure 12. SCC Enrollment by Division and Days before Term
Fall 2016 (1st day of registration data = April 18, 2016)



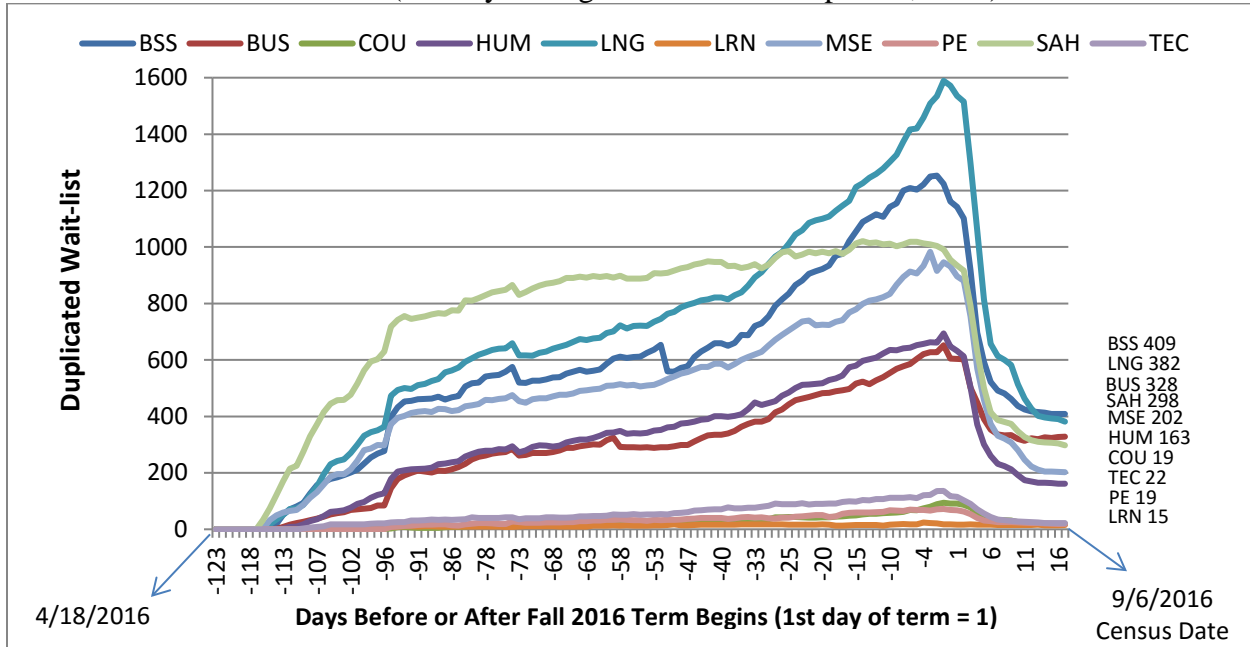
ENROLLMENT FILL-RATES BY DIVISION. All but one division (LRN) had fill rates of more than 75 percent as the Fall 2016 Term began (Figure 13). These percentages are similar to a year ago. Note that enrollment caps have been reduced in many divisions.

Figure 13. SCC Fall 2016 enrollment fill-rates by division and days to term



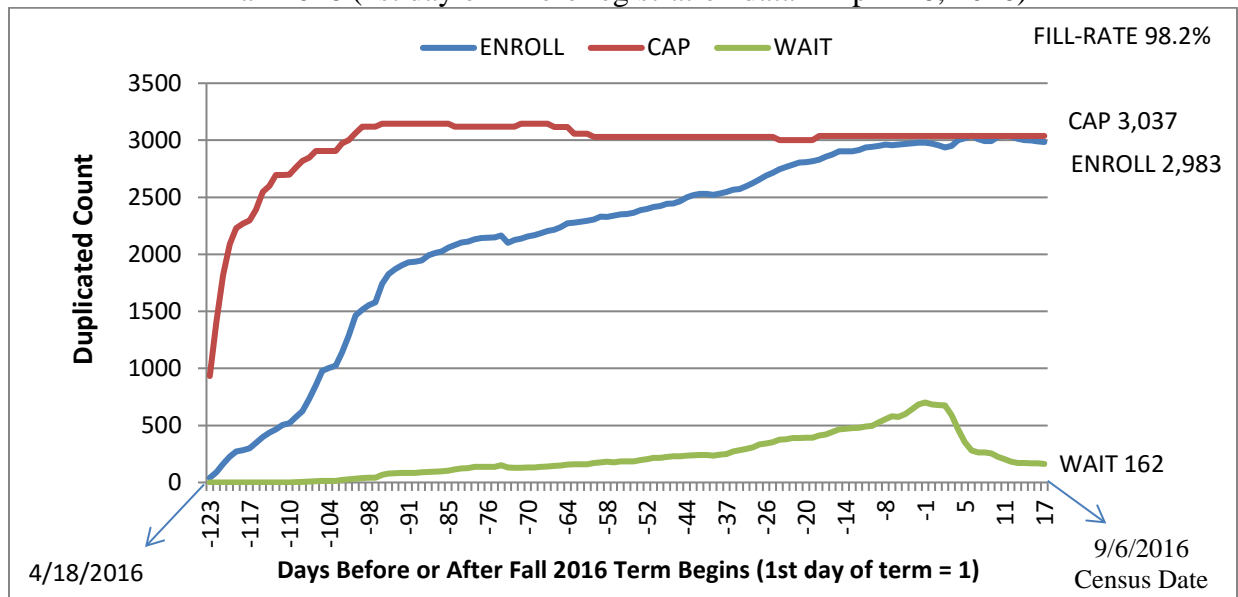
WAIT-LISTS. Although most divisions had substantial waitlists for Fall 2016, the overall duplicated waitlists were lower than the same time in 2015 (Figure 14).

Figure 14. SCC Wait-list by Division and Days before/after Term
Fall 2016 (1st Day of Registration Data = April 18, 2016)



PRE-COLLEGIATE BASIC SKILLS COURSES. 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 (Figure 15).

Figure 15. SCC Pre-Collegiate Basic Skills Duplicated Enrollment Cap, Enrollment, and Wait-list by Days before/after Term Begins,
Fall 2016 (1st day of P-zero registration data = April 18, 2016)



ENVIRONMENTAL SCAN REPORT, FALL 2017

Brief Internal & External Scans

(Most data is 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.

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.



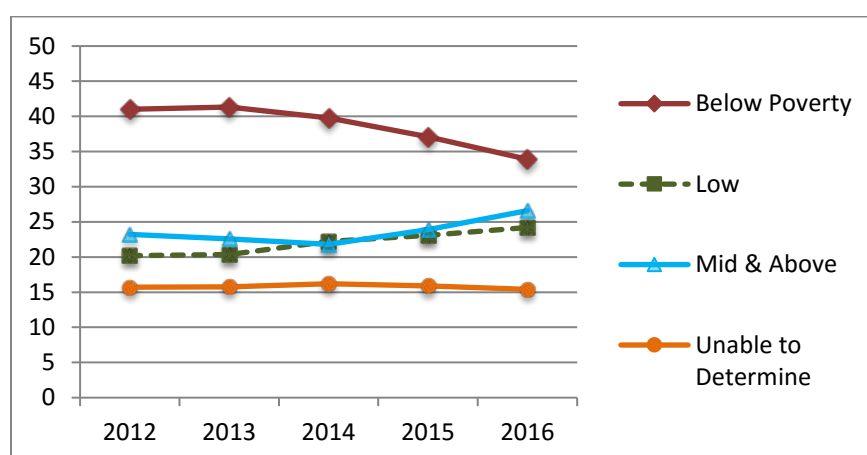
ENVIRONMENTAL SCAN REPORT—KEY POINTS

The SCC student body is very diverse, mostly part-time, and mostly young. In Fall 2016, the majority of SCC students (67.7 percent) were attending the college part-time. SCC has a very diverse student population with no single ethnic group making up more than 33 percent of the student body. In Fall 2016, about 60 percent of SCC students were 24 years old or younger.

Student Unit Load Fall 2016 (Source End Of Semester (EOS) Profile Data)					
Full -Load 12 or More Units		Mid-Load 6-11.99 Units		Light-Load Up to 5.9 Units	
7,281	32.3%	8,339	37.0%	6,934	30.7%

The percentage of students below poverty has decreased in recent years. The percentage of students living in households with middle income or higher has fluctuated over the last five years, but appears to be on the rise. The percentage of students with household incomes below the poverty line has dipped in the last few years; in Fall 2016 it was just below 34 percent.

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 a report on key issues in the Los Rios Colleges. (For details, see LRCCD Institutional Research Office: “Key Issues for Planning,” LRCCD Institutional Research, August 2010, part of the LRCCD Strategic Plan.¹) 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. Declining State Support for Public Higher Education
3. Leveling Off of High School Graduates
4. Increasing Competition in the Educational Market Place
5. An Aging Work Force
6. An Accelerating Rate of Change

¹ Source: <http://www.crc.losrios.edu/files/research/KeyPlanningIssues2010forweb.pdf>

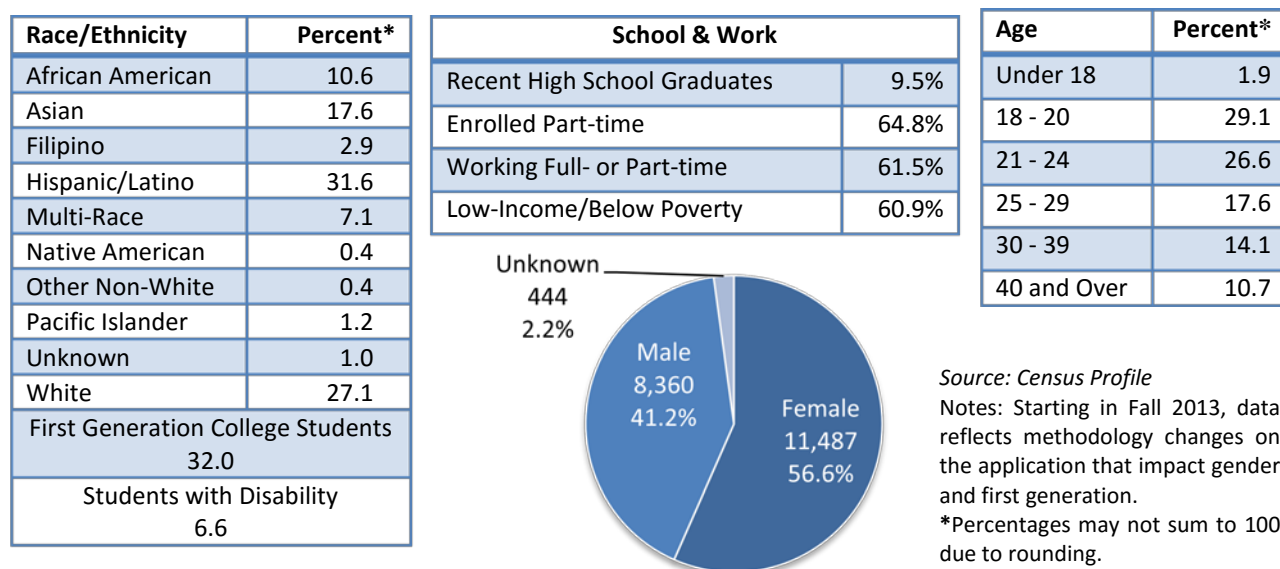
ENVIRONMENTAL SCAN REPORT – DETAILED ANALYSIS

INTERNAL ENVIRONMENT

The SCC student body is very diverse, mostly part-time, and mostly young. In Fall 2017 (census data), 57.6 percent of SCC students were 24 years old or younger. The largest age group of students at SCC was 18 to 20 (5,900 students) followed by the 21 to 24 group (5,389 students). Females made up 56.6 percent of the student population.

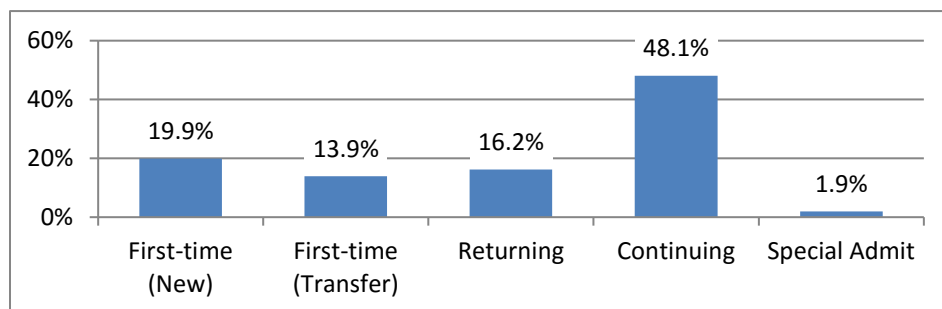
SCC has a very diverse student population: in Fall 2017, Hispanic/Latino students made up the highest percentage² (31.6 percent) followed by White (27.1 percent) and Asian (17.6 percent) students (Figure 1).

Figure 1. Snapshot of the 2017 Fall Census Student Characteristics
Total enrollment = 20,291



Most SCC students are continuing students (Figure 2).

Figure 2. Fall 2016 Enrollment Status

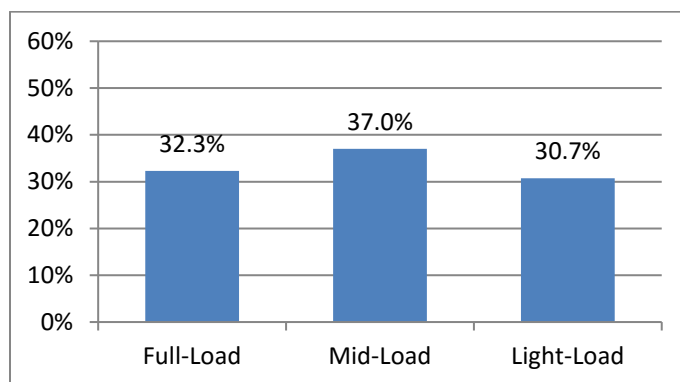


Source: EOS Profile Data

² In 2015, SCC became a Hispanic Serving Institution (HSI) with HSI grant award and in 2016 an HSI STEM grant was awarded.

Most SCC students take fewer than 12 units per semester. In Fall 2016, 30.7 percent of the students at SCC were taking less than 6 units; 37 percent were taking 6 to 11.99 units; and 32.3 percent were taking 12 or more units (Figure 3).

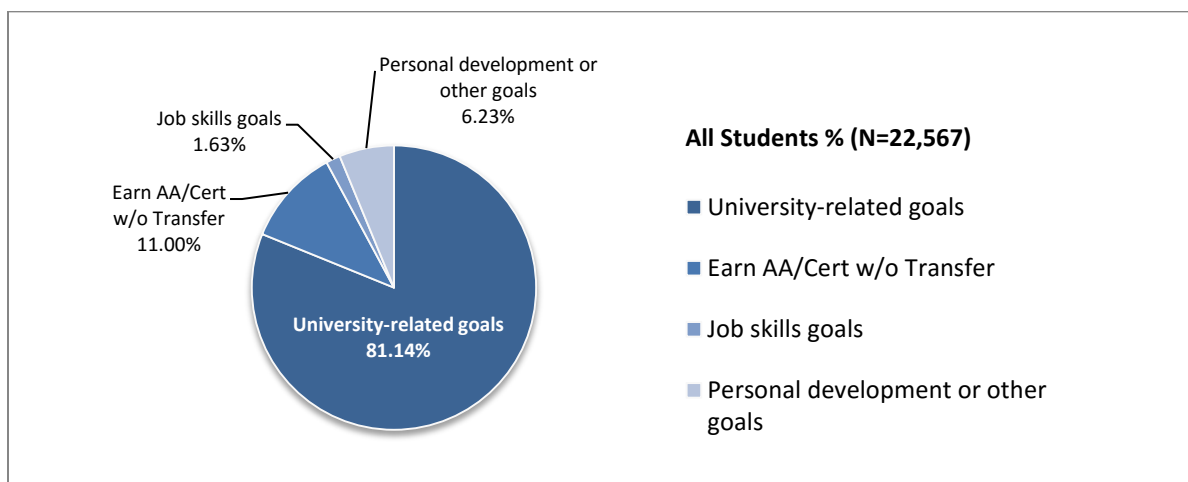
Figure 3. Unit Load of Students Fall 2016



Source: EOS Profile Data

More than 81 percent of SCC students at the end of Fall 2016 semester had university-related goals and 11 percent intended to earn a degree or certificate without transferring. These percentages are a shift from the previous fall, when a substantially lower percentage had university-related goals and a higher percentage had community college degree or certificate goals (Figure 4).

Figure 4. SCC Student Educational Goals Fall 2016



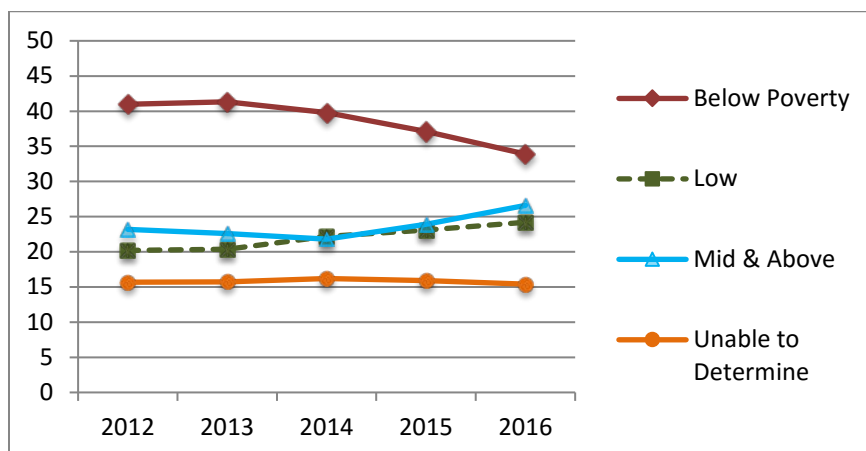
Source: EOS Profile Data

Notes:

- **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 over the last five years but appears to be on the rise. The percentage of students with household incomes below the poverty line has dipped in the last few years; in Fall 2016 it was just below 34 percent (Figure 5).

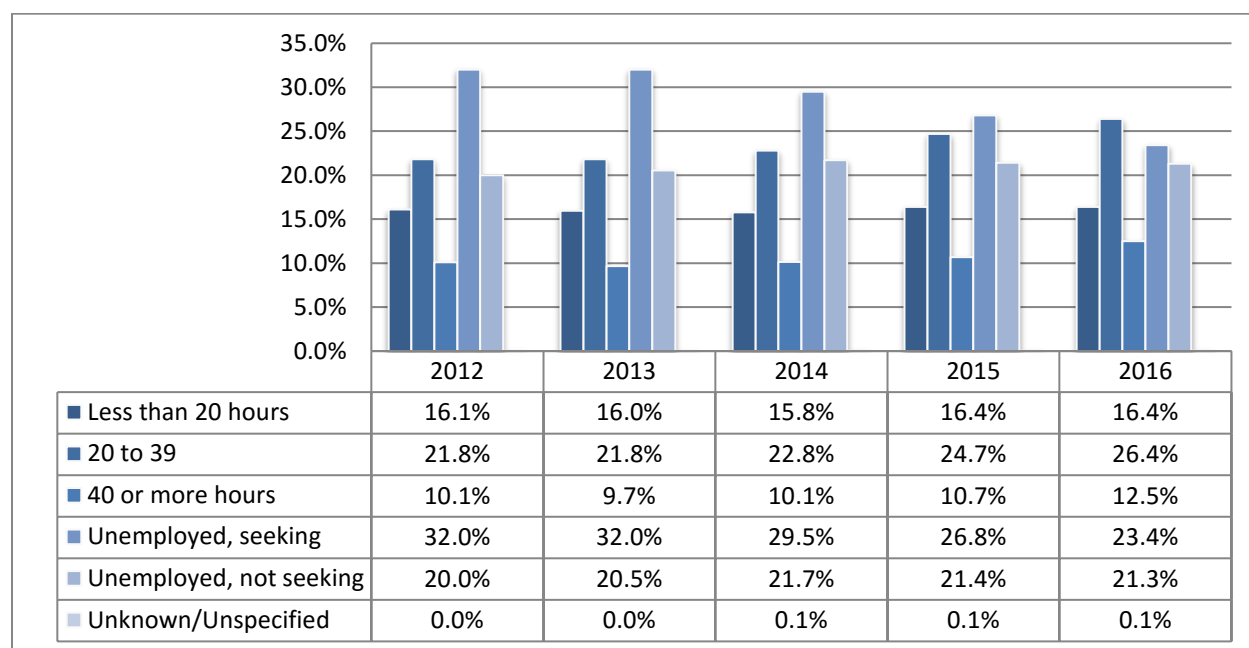
Figure 5. SCC Student Household Income, 2012 to 2016
Percent of students by income category



Source: EOS Profile Data

About 23 percent of SCC students are unemployed and seeking work—down from 32 percent in 2012. More than 55 percent are working—up from 48 percent in 2012. The percentage of students who are unemployed and seeking work has decreased substantially from 2012 to 2016, while the percentage of students employed full-time has risen slightly each year since 2013 (Figure 6).

Figure 6. SCC Students' Weekly Work Status, Fall 2012 to Fall 2016



Source: EOS Profile Data

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.³) The 2016 report identifies eight key strategic areas for the colleges in the district (Box 1). These strategic focus areas remain relevant in 2017.

Box 1. Strategic Areas on the Los Rios Community College District Horizon

STRATEGIC AREAS ON THE LOS RIOS COMMUNITY COLLEGE DISTRICT HORIZON
<ul style="list-style-type: none">▪ 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 four-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.

Source: “The 2016 External Environmental Scan of the Greater Sacramento Area,” LRCCD Institutional Research, April 2016 (Page 30). http://www.losrios.edu/strategic-plan/_files/uploads/env-scan-sac.pdf. Retrieved 10/10/2017.

These trends are likely to affect SCC over the next few years. 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 listed above.

³ For more information, contact Betty Glycer-Culver, Director of Institutional Research glyercb@losrios.edu.

LOCAL K-12 METRICS

The 2015-16 California Assessment of Student Performance and Progress (CAASPP)⁴ Results for Sacramento County schools show that a substantial number of students score below proficiency level in English (Table 1) or Math (Table 2). Such deficiencies are likely to impact the teaching and learning process at SCC.

Table 1. English-Language Arts 2017 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	18,299	18,868	19,412	18,870	18,634	18,405	17,938	130,426
# of Students Tested	17,766	18,392	18,946	18,421	18,123	17,860	16,933	126,441
# of Students With Scores	17,751	18,380	18,931	18,402	18,092	17,838	16,898	126,292
Mean Scale Score	2406.3	2446.2	2479.3	2512.8	2537.3	2552.2	2594.2	N/A
Standard Exceeded: Level 4	19.85%	20.26%	17.35%	14.39%	14.11%	13.98%	26.01%	17.91%
Standard Met: Level 3	20.23%	20.92%	25.48%	30.00%	33.42%	32.54%	30.72%	27.57%
Standard Nearly Met: Level 2	25.04%	20.55%	20.43%	27.39%	24.02%	25.86%	22.01%	23.60%
Standard Not Met: Level 1	34.89%	38.28%	36.73%	28.23%	28.46%	27.62%	21.26%	30.92%

Source: California Department of Education, (CAASPP). <https://caaspp.cde.ca.gov/sb2017/ViewReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=1&lstCounty=34&lstDistrict=00000&lstSchool=0000000#>. Accessed 10/10/2017.

Table 2. Mathematics 2017 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	18,305	18,866	19,410	18,871	18,633	18,407	17,940	130,432
# of Students Tested	17,923	18,520	19,078	18,546	18,225	17,923	16,857	127,072
# of Students With Scores	17,915	18,509	19,066	18,530	18,211	17,903	16,819	126,953
Mean Scale Score	2419.3	2455.5	2478.9	2506.4	2526.3	2539.1	2560.1	N/A
Standard Exceeded: Level 4	16.32 %	14.23 %	15.39 %	16.95 %	17.58 %	19.52 %	11.62 %	15.98 %
Standard Met: Level 3	26.68 %	23.35 %	15.84 %	19.42 %	20.45 %	16.47 %	19.10 %	20.17 %
Standard Nearly Met: Level 2	26.31 %	32.44 %	27.81 %	28.35 %	27.64 %	23.63 %	23.63 %	27.19 %
Standard Not Met: Level 1	30.69 %	29.98 %	40.96 %	35.27 %	34.33 %	40.38 %	45.66 %	36.67 %

Source: California Department of Education, (CAASPP). <https://caaspp.cde.ca.gov/sb2017/ViewReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=1&lstCounty=34&lstDistrict=00000&lstSchool=0000000#>. Accessed 10/10/2017.

⁴ This test replaced the STAR Test Results and is not comparable.

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.

Table 3. CDE Data for feeder High Schools
(Most recent year available in parentheses)

High School	% white (2016-17)*	% free or reduced price meal (2016-17) **	% English language learner (2016-17)*	% of graduates completing UC/CSU classes (2015-16)*
John F. Kennedy High	11.2	53.7	9.1	27.7
River City Senior High	30.7	63.6	11.4	47.2
C.K. McClatchy High	24.4	53.2	11.6	47.4
Davis Senior High	55.0	16.6	4.5	79.3
Franklin High (Elk Grove area)	18.4	34.5	4.4	72.9
Hiram Johnson High	6.7	85.5	24.7	26.2
Sheldon High School	16.3	56.2	10.3	46.3
Luther Burbank	3.5	89.9	24.5	51.5
Laguna Creek High	24.8	44.8	6.0	54.6
Rosemont High School	31.6	70.1	9.5	39.6

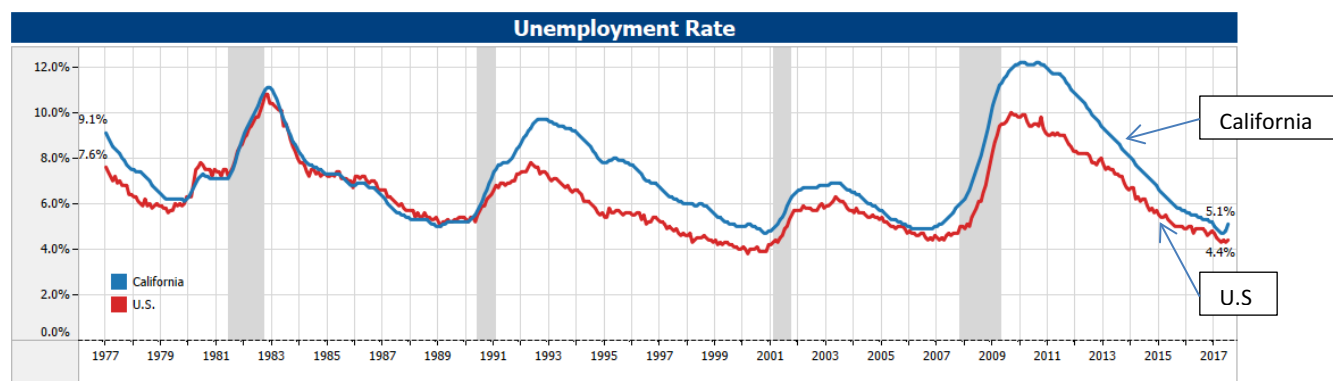
Source: * California Department of Education, *DataQuest* <http://dq.cde.ca.gov/dataquest/>. Accessed 6/20/2017.

** Based on Adjusted Percent of Eligible FRPM ages 5 to 17 <http://www.cde.ca.gov/ds/sd/sd/filesfp.asp>. Retrieved 10/10/2017.

ECONOMIC VARIABLES

California's unemployment rate generally mirrors the national unemployment rate, but it has decreased more over the past few years. According to the California Employment Development Department (EDD), Sacramento County's unemployment rate in August 2017 is 5.4 percent (data not seasonally adjusted).

Figure 7. Unemployment Rate *



Source: California Employment Development Department, *Labor Market Top Statistics* <http://www.labormarketinfo.edd.ca.gov/data/Top-Statistics.html#UR>. Retrieved 10/10/2017.

* Data seasonally adjusted.

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 degree. The table below is extracted from that report (Page 27).⁵ Registered nursing and dental hygiene—two programs at SCC—top the list of growth occupations.

Table 4. 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%

Source: “The 2016 External Environmental Scan of the Greater Sacramento Area,” LRCCD Institutional Research, April 2016 (Page 27). <http://www.losrios.edu/strategic-plan/files/uploads/env-scan-sac.pdf>. Retrieved 10/10/2017.

⁵ For more information, contact Betty Glycer-Culver, glyercb@losrios.edu.

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

Table 5. Projected Growth Fields in the Greater Sacramento Regional Area Requiring CTE: 2012 to 2022. Sorted by Highest Absolute Change.

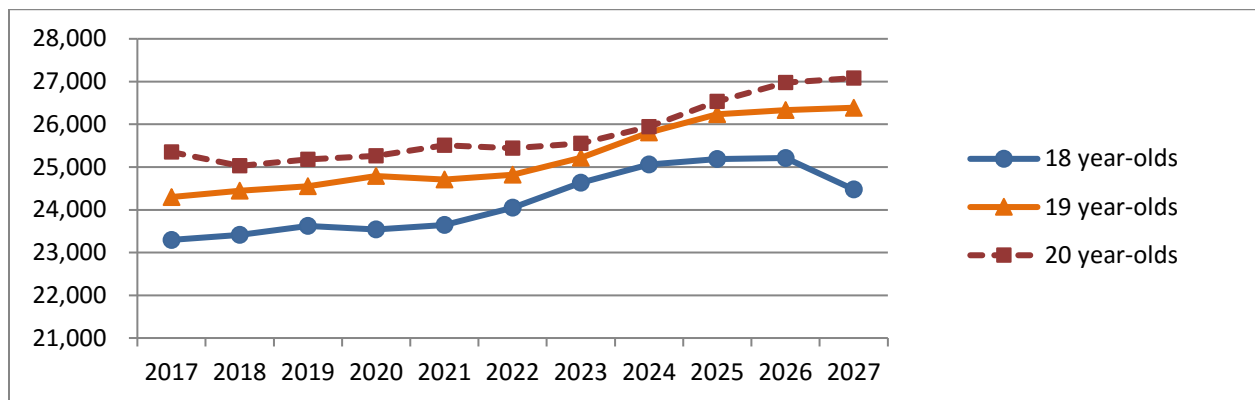
Career Technical Education	Annual Averages		Absolute Change	Percent Change
	2012	2022		
Heavy and Tractor-Trailer Truck Drivers	6,620	8,150	1,530	23.1%
Medical Assistants	5,450	6,960	1,510	27.7%
Nursing Assistants	4,710	5,810	1,100	23.4%
Licensed Practical and Licensed Vocational Nurses	2,940	3,660	720	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%

Source: "The 2016 External Environmental Scan of the Greater Sacramento Area," LRCCD Institutional Research, April 2016 (Page 28). http://www.losrios.edu/strategic-plan/_files/uploads/env-scan-sac.pdf. Retrieved 10/10/2017.

LOCAL POPULATION PATTERNS

Population projection patterns for Sacramento County show that the number of traditional community college-aged students is expected to rebound over the next few years. The numbers of 18 to 20-year-olds are expected to rebound in the early 2020s, following a decline for a few years between 2010 and 2018. Another dip in the number of 18-year-olds is expected in the mid-2020s. The figures below suggest that the overall college-aged population is expected to drop until 2018 and some subgroups will experience more of a decline than others. However, the number of college-aged Latinos is actually expected to continue an upward trend over the next eight years before another dip (Figure 8 and Figure 9).

Figure 8. Sacramento County Population Projection, 18 to 20 age group, 2017 to 2027*



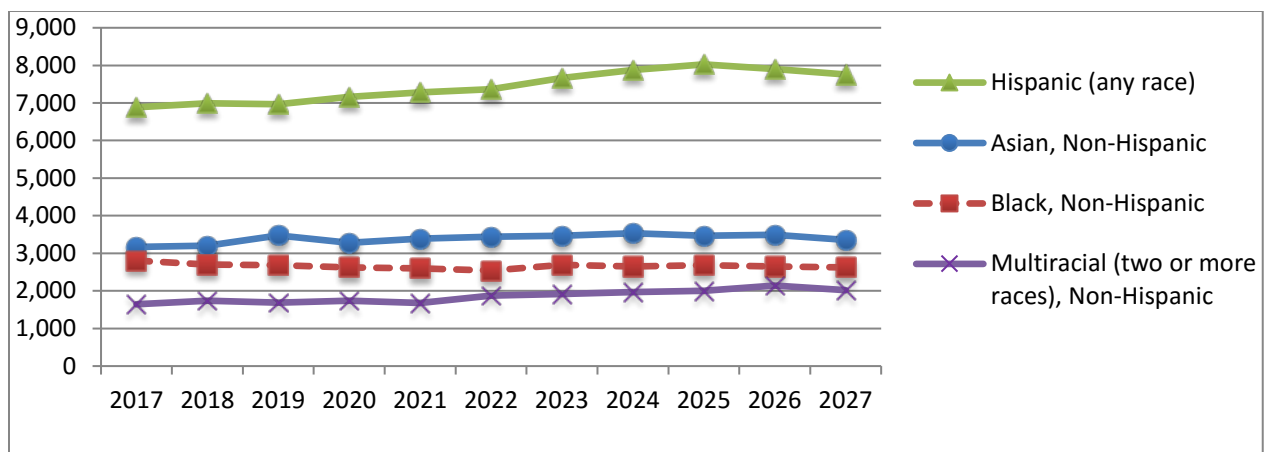
Source: California Department of Finance (DOF), Demographic Research Unit, 2017.

<http://www.dof.ca.gov/Forecasting/Demographics/projections/>. Retrieved 10/10/2017.

* Report P-2: County Population Projections (2010-60). 2016 Baseline.

Data from the California Department of Finance suggest that first-year, college-aged Latinos may increase about 16 percent by 2025, before declining slightly (Figure 9).

Figure 9. Sacramento County 18-year-old Population Projection *



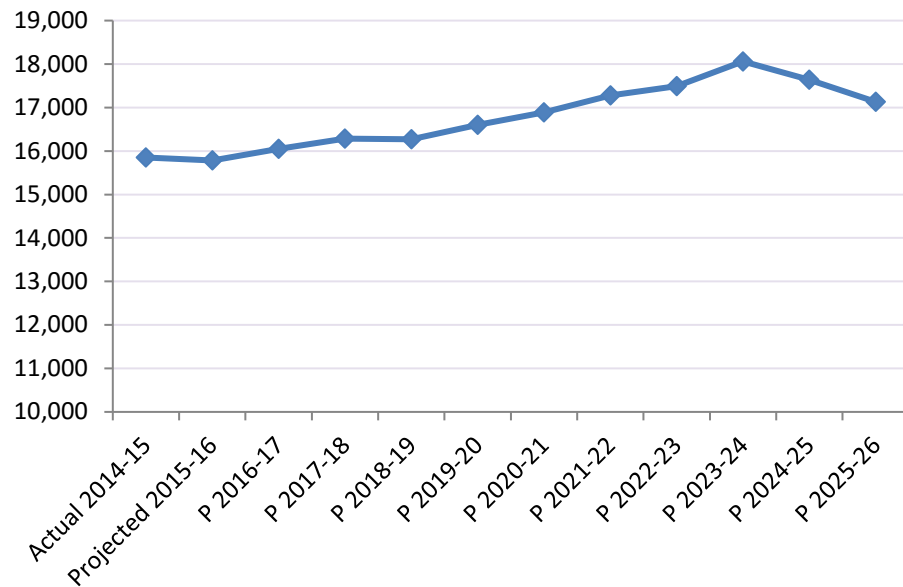
Source: PRIE calculations from California Department of Finance (DOF), Demographic Research Unit, 2017.

State and county population projections 2010-60 [computer file]. Sacramento: California Department of Finance.

February 2017. (<http://www.dof.ca.gov/Forecasting/Demographics/projections/>). Retrieved 6/20/2017.

The number of high school graduates in Sacramento County is also expected to rise for the next few years before declining in the mid-2020s (Figure 10).

Figure 10. Sacramento County Projected High School Graduates



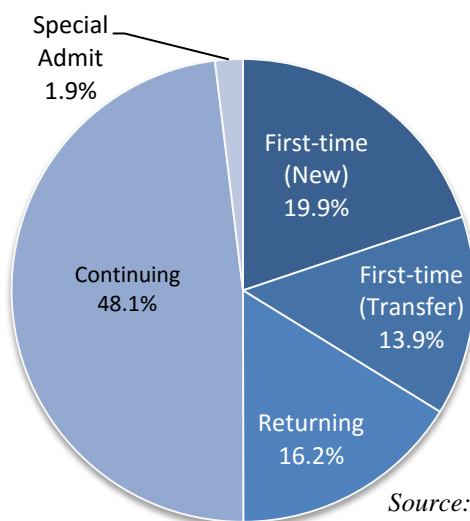
Source: California Department of Finance (DOF), Demographic Research Unit, 2017.
http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/.
Retrieved 10/10/2017.

SCC FACTBOOK REPORT

SNAPSHOT OF THE 2016-17 SCC STUDENT POPULATION

In Fall 2016, the End Of Semester (EOS) enrollment at SCC was 22,567 students, slightly lower than 23,229 in Fall 2015. 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.

**2016 EOS
Percentages***

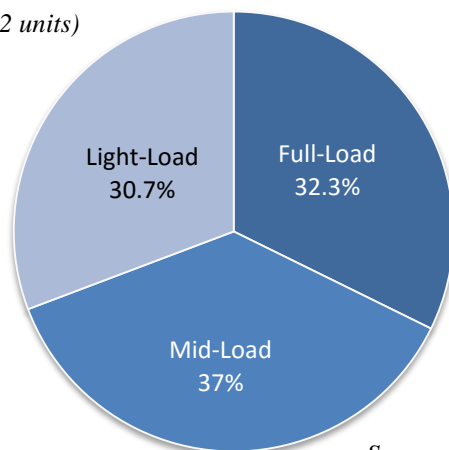


Source: LRCCD, EOS Research Database files
 * Note: May not sum to 100 percent due to rounding

SCC students are primarily taking part-time unit loads, with only about 32 percent taking 12 or more units in Fall 2016.

Fall 2016 Student Unit Load

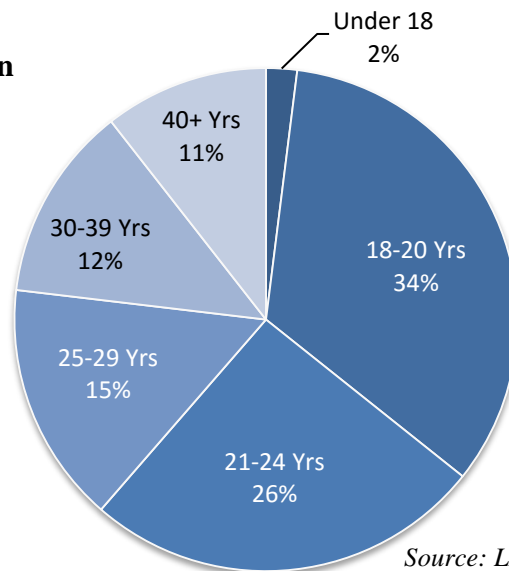
(light < 6 units, 6 ≤ mid < 12 units, full ≥ 12 units)



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 to 20-year-old age group making up 35 percent of all students.

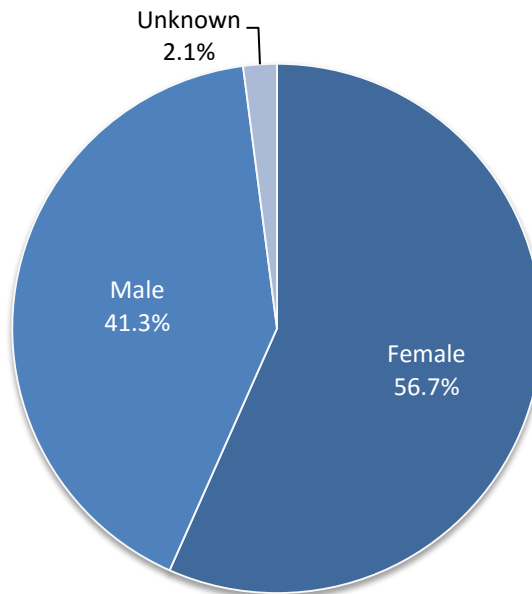
Fall 2016 SCC Student Age Group Distribution



Source: LRCCD, EOS Research Database files

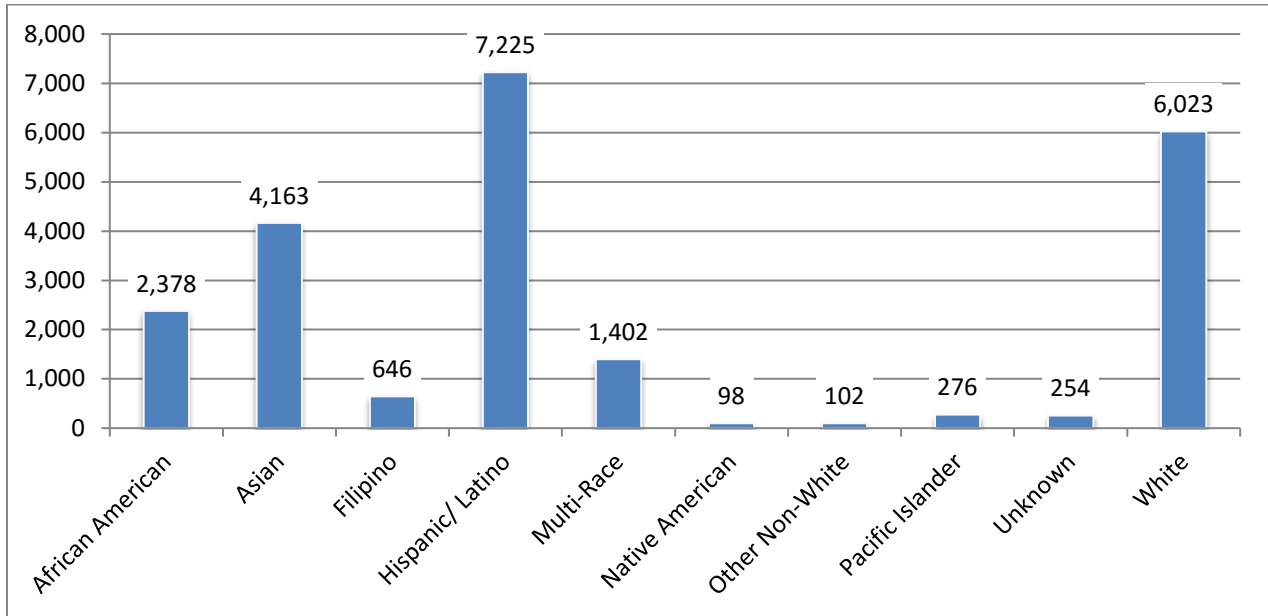
More women than men attend SCC.

Fall 2016 SCC Student Gender Distribution



Source: EOS Profile Data

SCC has an ethnically diverse student population, with Hispanic/Latinos making up 32 percent of the student body in Fall 2016.

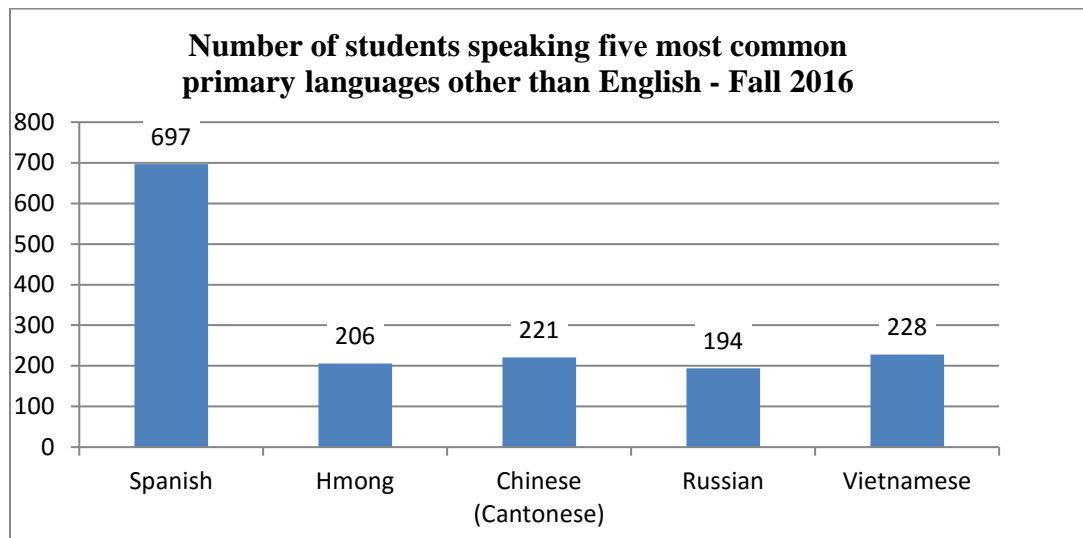


SCC Student Ethnicity Profile Fall 2016

Fall 2016	Number	Percentage
African American	2,378	10.5%
Asian	4,163	18.5%
Filipino	646	2.9%
Hispanic/ Latino	7,225	32.0%
Multi-Race	1,402	6.2%
Native American	98	0.4%
Other Non-White	102	0.5%
Pacific Islander	276	1.2%
Unknown	254	1.1%
White	6,023	26.7%

Source: EOS Profile Data

Approximately 14 percent of SCC students say they speak a primary language other than English. Although Cantonese ranks in the top five, 425 students speak one of the Chinese languages (Cantonese, Mandarin, Shanghai, and other Chinese).



Source: LRCCD, EOS Research Database files

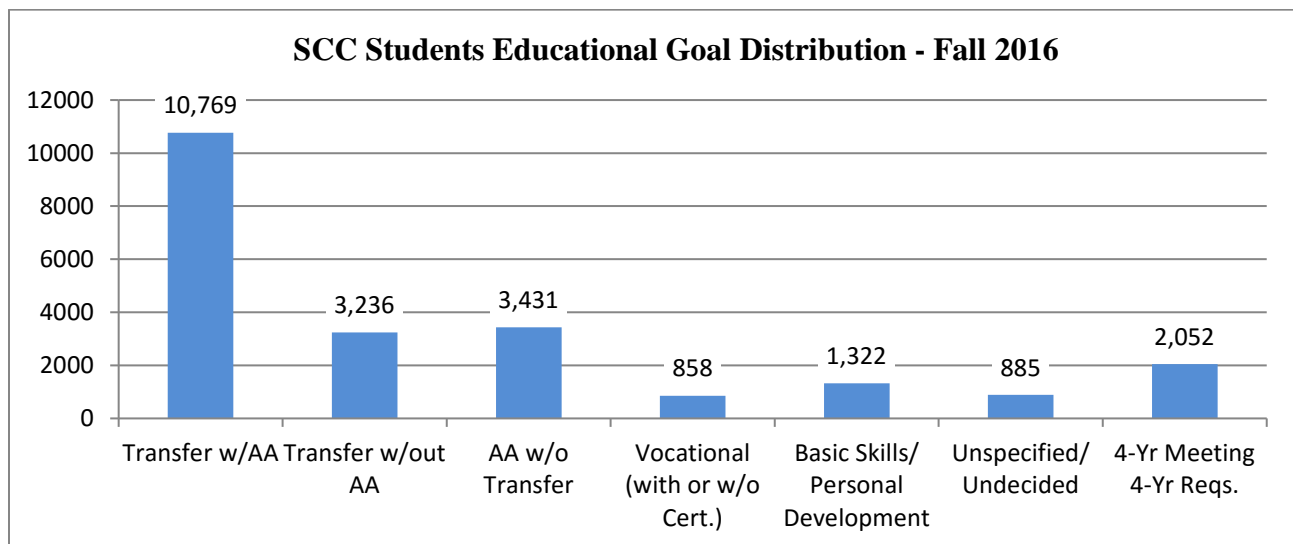
In Fall 2016 the most commonly listed majors for first time in college students were business, general education transfer, and biology (accounting for 27 percent of new students).

Fall 2016	# of Students
General Ed/ Transfer	290
Business	275
Biology	270
Psychology	152
Administration of Justice	145
Engineering	112
Computer Science	111
Kinesiology	87
Nursing (LVN and RN)	85
Early Childhood Education	83

Source: Fall Census Profile

Notes: 1) The single largest category in Fall 2016 is "Undecided" (336 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 the semester.

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



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 listed below account for almost half of students.

SCC student home zip codes Fall 2016			
Top Zip Codes	Location	Fall 2016 # of students	% of Total*
95822	Land Park	1,320	5.9
95823	Parkway	1,233	5.5
95691	West Sacramento	1,092	4.8
95831	Pocket / Greenhaven	1,018	4.5
95820	Oak Park / Fruitridge	942	4.1
95616	Davis	888	3.9
95828	Florin	851	3.8
95824	Colonial	745	3.3
95758	Elk Grove	722	3.2
95826	Perkins	666	3.0
95624	Elk Grove	625	2.8
95818	Broadway / Upper Land Park	621	2.8
Total for the top zips shown above		10,723	47.6
All others student home zip codes		11,826	52.0
Total		22,549	

Source: EOS Profile Data

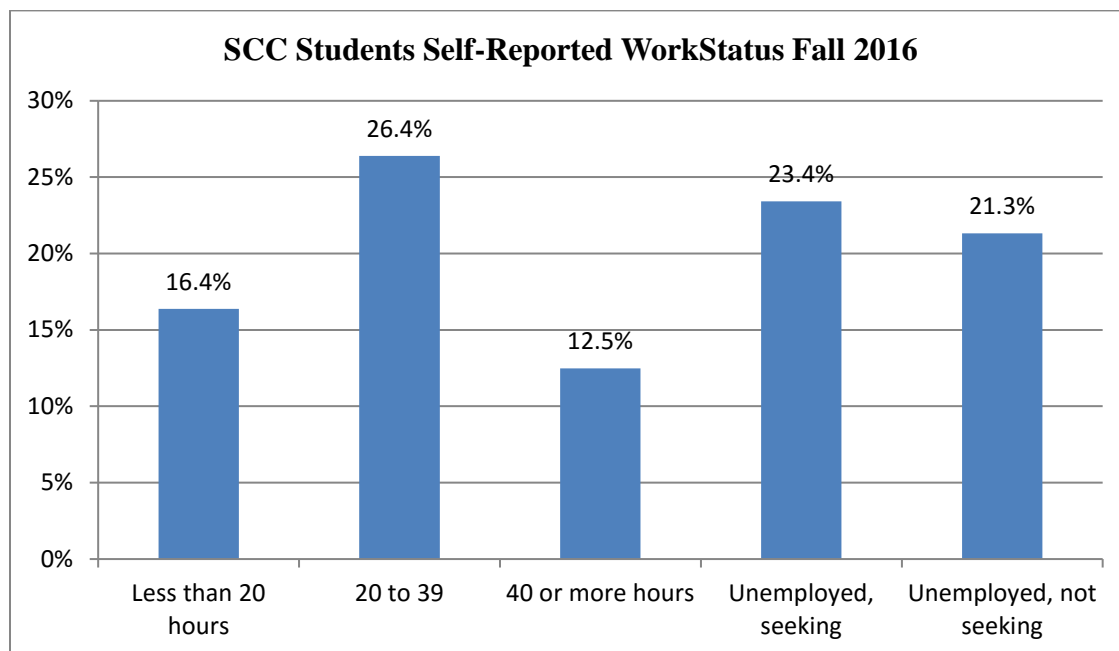
* May not sum to 100 percent due to rounding

While SCC students who graduated from high school during the spring just before attending college in the fall (“recent high school graduates”) come from many California high schools, about 40 percent of them come from ten local high schools.

SCC Fall 2016 Top 10 Feeder High Schools		
High School	Enrollment	Percent of recent HS grads
John F. Kennedy High	147	8.11
River City Senior High	129	7.12
C. K. McClatchy High	127	7.01
Davis Senior High	73	4.03
Franklin High School	61	3.37
Hiram W. Johnson High	53	2.92
Sheldon High School	50	2.76
Luther Burbank High	43	2.37
West Campus Hiram Johnson	42	2.32
Laguna Creek High	34	1.88

Source: EOS Profile Data

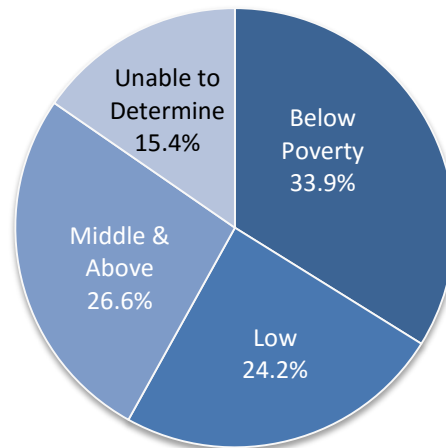
More than 55 percent of SCC students are employed (up about 5 percent from 2015). More than 23 percent of SCC students are unemployed and are seeking work (down about 4 percent from 2015).



Source: EOS Profile data

Close to 60 percent of SCC students have household incomes that are classified as “low-income” or “below the poverty line”. However, when we use the BOG Fee Waiver definition (not shown), about two-thirds of SCC students receive some sort of tuition assistance.

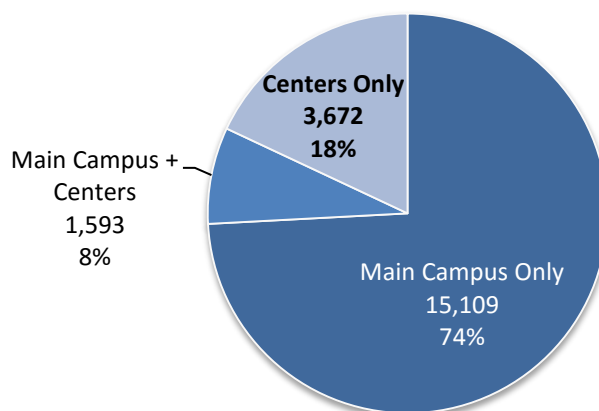
SCC Student Self-Reported Household Income Level* - Fall 2016



Source: EOS Profile Data

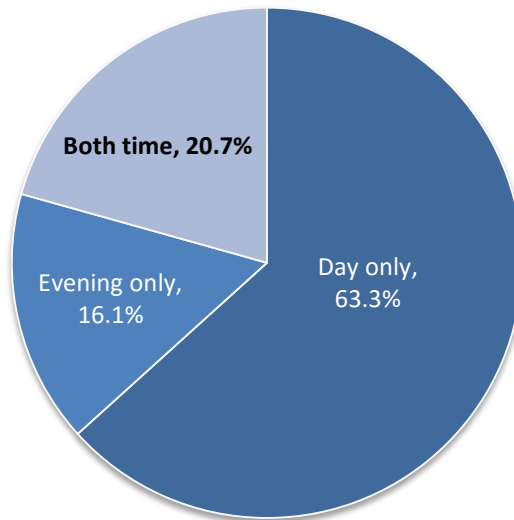
*Note: This measure uses U.S. Department of Health and Human Services definitions for income levels.

During Fall 2016, most students attended classes at the Main Campus, but 18 percent took classes only at the West Sacramento or Davis Centers.



In Fall 2016, 63 percent of SCC students took only day classes, 16 percent took only evening classes and 21 percent took both day and evening classes.

SCC Day/Evening Unduplicated Enrollment Fall 2016



Source: LRCCD Transcript and MSF Files

STUDENT SUCCESS & SUPPORT PROGRAM(SSSP), MATRICULATION, & FIRST-YEAR STUDENT REPORT, FALL 2017

(2016-17 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 CCCCCO 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 years old or younger.

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

Pre-transfer level reading, writing, and math courses are those at SCC numbered lower than 300, and transfer-level courses are those numbered at 300 and higher. The majority of first time in college students placed into a pre-transfer reading and writing course. A significant proportion of first time in college students placed into a pre-transfer math course.

First time in college students taking the assessment test placing into pre-transfer or transfer-levels

Fall 2016	Pre-transfer	Transfer
Reading*	51.62%	48.38%
Writing	68.25%	31.75%
Math	94.31%	5.69%

Source: EOS Profile Data

*Includes assessed students who met reading competency

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

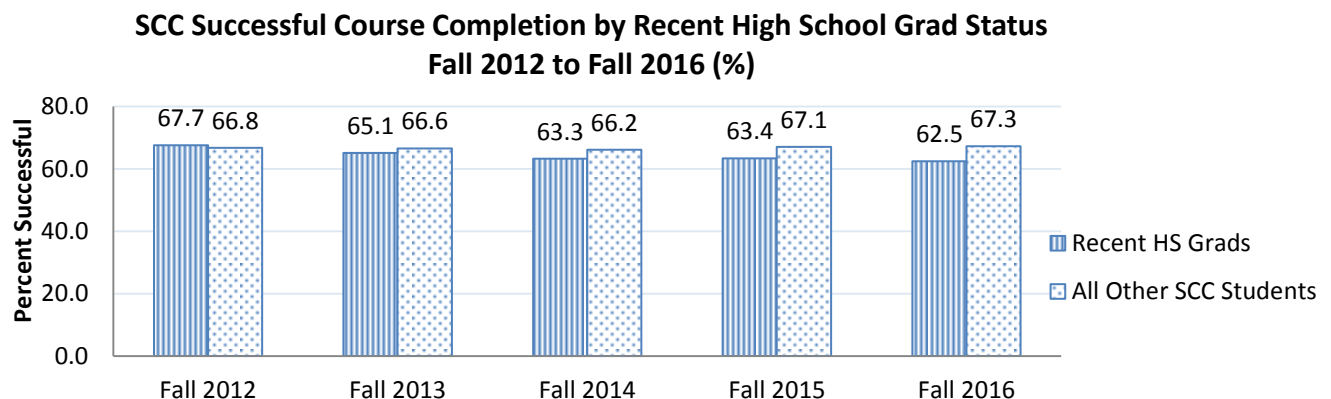
SCC first time in college students are generally younger and more diverse than the overall student population.

Although they represent a wide variety of ethnic groups, over 37 percent are Hispanic/ Latino. Almost two-thirds of first-time in college students have household incomes that are considered low-income. Approximately half are enrolled part-time, and one-third are first-generation college students.

School & Work, Fall 2016 (End of Semester Profile)	
Recent High School Graduates	62.2%
Enrolled Part-time	47.0%
Working Full- or Part-time	41.4%
Low-income	75.2%

The overall course success rate for recent high school graduates has declined since 2012.

The course success for recent high school graduates generally declined during the last five years.



Source: EOS Research Database Files

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 CCCC as students with a first-time status taking their first class in any California Community College. “First-time students” are only used in CCCC data, such as 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.

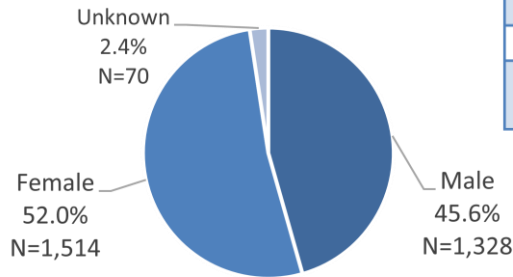
In Fall 2016, 14 percent of students were first time in college students, following the SSSP definition. When compared to students who are ***not*** first time in college students, first time in college students are younger (average age 21 compared to 28), a higher percentage are male (46 percent compared to 41 percent), a lower percentage are Asian and White (14 percent and 23 percent compared to 17 percent and 29 percent, respectively), a higher percentage are Hispanic/Latino (38 percent compared to 30 percent), a higher percentage are enrolled full-time (53 percent compared to 32 percent), a lower percentage are working full- or part-time (41 percent compared to 63 percent), a higher percentage are low-income (74 percent compared to 68 percent), and approximately the same percentage are first-generation college students (32 percent compared to 33 percent).

**Characteristics of First time in college Students
N=2,912 (14 percent of students) Fall Census 2016**

Race/Ethnicity	Percent*
African American	12.5%
Asian	14.4%
Filipino	2.2%
Hispanic/Latino	37.8%
Multi-Race	8.5%
Native American	0.2%
Other Non-White	0.1%
Pacific Islander	1.2%
Unknown	0.3%
White	22.8%
First Generation College Students	32.1
Students with Disability	4.1

School & Work	
Recent High School Graduates	60.3%
Enrolled Part-time	46.8%
Working Full- or Part-time	41.2%
Low-Income/Below Poverty	61.7%

Age	Percent*
Under 18	1.9%
18 - 20	76.5%
21 - 24	8.7%
25 - 29	5.5%
30 - 39	4.2%
40 and Over	3.3%
Average age 20.89	



Source: Census Profile

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.

*Percentages may not sum to 100 percent due to rounding.

The two most common major areas of study stated by SCC first time in college students in 2016 include “General Ed/ Transfer” (290) and “Business” (275). However, the single largest group of students was “undecided” (336).

Top 10 Major Areas of Study – First Time in College Students, Fall 2016

2016	# of Students
General Ed/ Transfer	290
Business	275
Biology	270
Psychology	152
Administration of Justice	145
Engineering	112
Computer Science	111
Kinesiology	87
Nursing (LVN and RN)	85
Early Childhood Education	83

Source: Fall Census Profile

Notes: 1) The single largest category in Fall 2016 is “Undecided” (336 students); 2) Data not comparable to the Fall 2014 First-time Freshman. 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.

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 Career Technical Education (CTE) program completions for cohorts of first-time students (remedial course progression is detailed in the Basic Skills Report).

COMPLETION METRIC: PERSISTENCE

The most recent Scorecard data show that over 79 percent of the degree-, certificate-, or transfer-seeking, first-time students beginning at SCC in the 2010-11 academic year persisted for three consecutive terms somewhere in the California Community College System. (The most recent data available is for outcomes during the 2015-16 academic year.)

2017 Student Success Scorecard, Sacramento City College, Persistence

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who enrolled in the first three consecutive terms.

PERSISTENCE	College Prepared		Unprepared for College		Overall	
Completion Rate	729	80.1%	2,094	79.4%	2,823	79.6%
Gender						
Female	390	80.0%	1,116	78.4%	1,506	78.8%
Male	334	79.9%	957	80.6%	1,291	80.4%
Age						
< 20 years old	650	80.9%	1,575	80.3%	2,225	80.5%
20 to 24 years old	44	81.8%	236	78.0%	280	78.6%
25 to 39 years old	28	57.1%	167	76.6%	195	73.8%
40+ years old	*	85.7%	Suppressed	74.1%	123	74.8%
Ethnicity/Race						
African American	29	72.4%	248	77.8%	277	77.3%
American Indian/ Alaska Native	*	100.0%	*	71.4%	15	73.3%
Asian	145	77.2%	387	88.4%	532	85.3%
Filipino	24	95.8%	44	93.2%	68	94.1%
Hispanic	156	78.8%	646	77.7%	802	77.9%
Pacific Islander	*	85.7%	*	80.0%	27	81.5%
White	221	80.5%	371	76.0%	592	77.7%

Source: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home> (Retrieved 10/02/2017)

* Cohort fewer than 10 students

For each student category shown, the percentage is *of the given demographic*. For example, in the overall persistence column on the right side of the figure, 78.8 percent of females and 80.4 percent of males in the cohort persisted for three semesters. (The percentages do not sum to 100 percent.)

COMPLETION METRIC: 30 UNITS

The most recent Scorecard data show that 63.5 percent of the degree-, certificate-, or transfer-seeking, first-time students beginning at SCC in the 2010-11 academic year earned at least 30 units somewhere in the California Community College System. (The most recent data available is for outcomes during the 2015-16 academic year.)

2017 Student Success Scorecard, Sacramento City College, 30 Units

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who achieved at least 30 units.

30 Units	College Prepared		Unprepared for College		Overall	
Completion Rate	729	72.6%	2,094	60.4%	2,823	63.50%
Gender						
Female	390	73.8%	1,116	60.8%	1,506	64.2%
Male	334	71.0%	957	59.7%	1,291	62.6%
Age						
< 20 years old	650	73.7%	1,575	59.6%	2,225	63.7%
20 to 24 years old	44	61.4%	236	61.0%	280	61.1%
25 to 39 years old	28	64.3%	167	64.1%	195	64.1%
40+ years old	*	71.4%	*	63.8%	123	64.2%
Ethnicity/Race						
African American	29	65.5%	248	52.8%	277	54.2%
American Indian/ Alaska Native	*	100.0%	*	71.4%	15	73.3%
Asian	145	71.0%	387	63.6%	532	65.6%
Filipino	24	87.5%	44	63.6%	68	72.1%
Hispanic	156	70.5%	646	55.9%	802	58.7%
Pacific Islander	*	57.1%	*	90.0%	27	81.5%
White	221	72.4%	371	65.5%	592	68.1%

Source: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home> (Retrieved 10/02/2017)

* Cohort fewer than 10 students

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, 64.2 percent of females and 62.6 percent of males in the cohort earned at least 30 units during the study period. (The percentages do not sum to 100 percent.)

COMPLETION METRIC: DEGREE/TRANSFER

The most recent Scorecard data shows that nearly one-half of the degree-, certificate-, or transfer-seeking, first-time students beginning at SCC in the 2010-11 academic year completed a degree, certificate, or transfer-related outcomes within six years. (The most recent data available is for outcomes during the 2015-16 academic year.)

2017 Student Success Scorecard, Sacramento City College, Degree/Transfer

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2010-11 tracked for six years through 2015-16 who completed a degree, certificate or transfer-related outcomes.

COMPLETION	College Prepared		Unprepared for College		Overall	
Completion Rate	729	68.3%	2,094	43.8%	2,823	50.20%
Gender						
Female	390	70.5%	1,116	44.7%	1,506	51.40%
Male	334	65.6%	957	42.9%	1,291	48.80%
Age						
< 20 years old	650	69.7%	1,575	48.6%	2,225	54.80%
20 to 24 years old	44	59.1%	236	29.7%	280	34.30%
25 to 39 years old	28	50.0%	167	31.1%	195	33.80%
40+ years old	*	71.4%	*	25.9%	123	28.50%
Ethnicity/Race						
African American	29	51.7%	248	34.3%	277	36.10%
American Indian/ Alaska Native	*	0.0%	*	50.0%	15	46.70%
Asian	145	77.9%	387	59.9%	532	64.80%
Filipino	24	66.7%	44	52.3%	68	57.40%
Hispanic	156	59.6%	646	41.5%	802	45.00%
Pacific Islander	*	71.4%	*	55.0%	27	59.30%
White	221	71.0%	371	43.7%	592	53.90%

Source: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home> (Retrieved 10/02/2017)

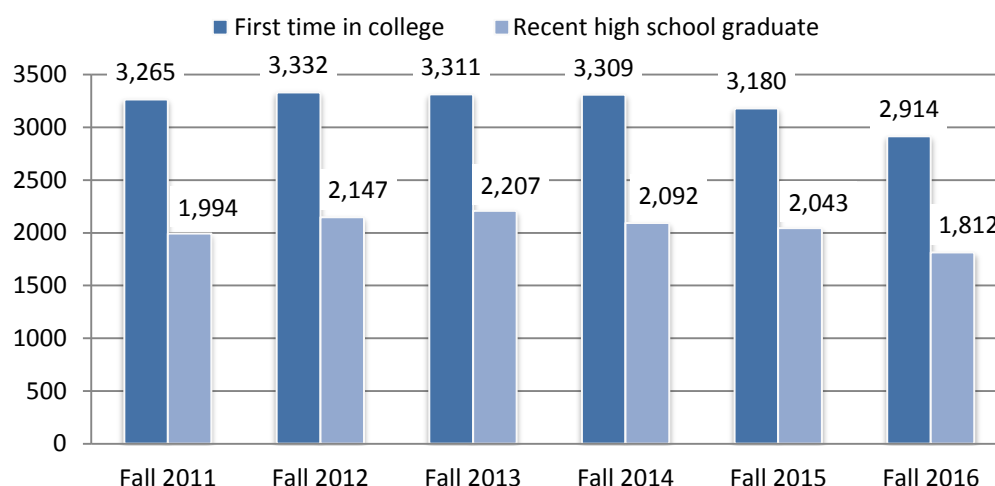
* Cohort fewer than 10 students

For each student category shown, the percentage is *of the given demographic*. For example, in the overall completion column on the right side of the figure, 51.4 percent of females and 48.8 percent of males in the cohort completed a degree, certificate, or transfer-related outcome within six years. (The percentages do not sum to 100 percent.) Note that college-prepared first-time students are much more likely than unprepared students to attain a completion outcome (68.3 percent and 43.8 percent, respectively.)

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 to 10 percent of all SCC students. First time in college students comprise approximately 13 to 15 percent of all SCC students. These percentages have not changed much within the last five years.

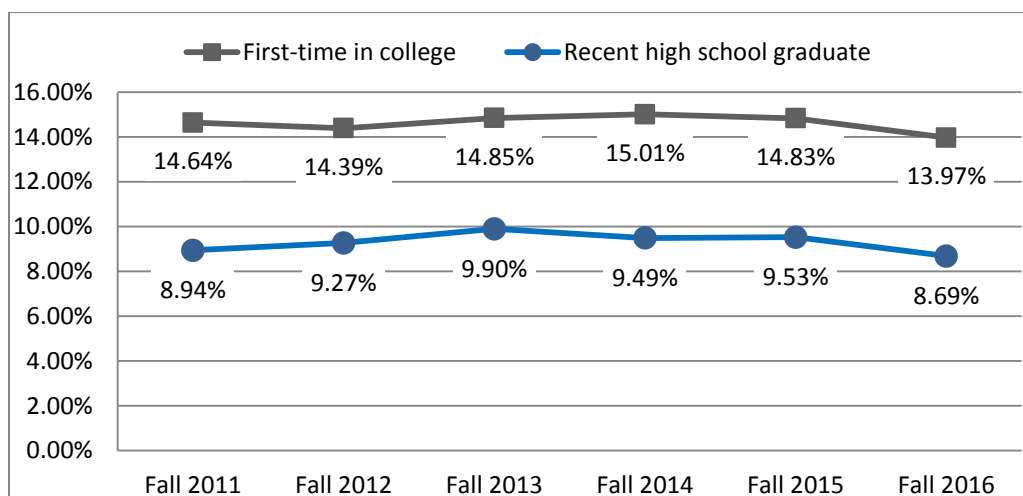
Enrollment of First Time in College Students and Recent High School Graduates at SCC Fall 2011 to Fall 2016



Source: EOS profile data

Note: UCD students taught by SCC are not included here

First Time in College Students and Recent High School Graduates as Percentage of Total SCC Enrollment, Fall 2011 to Fall 2016



Source: EOS profile data

Note: UCD students taught by SCC are not included here

Although recent HS graduates at SCC are a diverse group, more than 40 percent were Hispanic/Latino in Fall 2016 .

SCC Recent High School Graduates: Number & Percent Ethnic Profile

	2012		2013		2014		2015		2016	
	N	%	N	%	N	%	N	%	N	%
African American	238	11.1%	259	11.7%	236	11.3%	235	11.5%	211	11.6%
Asian	369	17.2%	344	15.6%	285	13.6%	276	13.5%	245	13.5%
Filipino	59	2.7%	54	2.4%	49	2.3%	56	2.7%	39	2.2%
Hispanic/Latino	729	34.0%	802	36.3%	833	39.8%	815	39.9%	748	41.3%
Multi-race	169	7.9%	185	8.4%	162	7.7%	172	8.4%	157	8.7%
Native American	10	0.5%	*	*	*	*	10	0.5%	*	*
Other Non-White	10	0.5%	*	*	*	*	*	*	*	*
Pacific Islander	26	1.2%	24	1.1%	26	1.2%	25	1.2%	24	1.3%
Unknown	23	1.1%	31	1.4%	14	0.7%	*	*	*	*
White	514	23.9%	499	22.6%	479	22.9%	446	21.8%	380	21.0%
Total	2,147	100%	2,207	100%	2,092	100%	2,043	100%	1,812	100%

Source: EOS profile data

*N<10

Most recent high school graduates who enrolled at SCC in Fall 2016 also enrolled in Spring 2017.

Fall 2016 to Spring 2017 Semester Persistence of High School Graduates enrolled at SCC

Ethnicity	# of Students - 1st Fall	Fall to Spring Retention Rate* (%)
African American	211	68.25%
Asian	245	82.86%
Filipino	39	71.79%
Hispanic/Latino	748	78.34%
Multi-Race	157	71.97%
Native American	*	*
Other Non-White	*	*
Pacific Islander	24	75.00%
Unknown	*	*
White	380	76.58%

Sources: LRCCD End of Semester Profile and Transcript.

Note: *N<10

High School graduates enrolled at SCC: Those students ages 19 and younger, who received a high school diploma in the year specified.

Persistence Rate to Spring: Percent of students who earn grades in their First Fall semester who then enroll and earn grades in the following Spring semester. Rate = (Number of students earning grades A, B, C, CR, D, F, I, NC, W in Spring semester / Number of students earning grades A, B, C, CR, D, F, I, NC, W in Fall semester) * 100

ASSESSMENT – PLACEMENT INTO PRE-COLLEGIATE ESSENTIAL SKILLS COURSES

In Fall 2016, there were 1,812 recent high school graduates attending SCC (EOS data). Not all of them took placement assessments. For those who did, the majority placed into pre-transfer classes. The percentage of recent high school students placing into courses numbered lower than 100 was 30.2 percent for Reading, 25.6 percent for Writing, and 26.2 percent for Math. However, of the 1,633 students with reading data, 627 (38 percent) met reading competency, which meant they did not need to take a reading course. (Course numbers 300 and higher = transfer-level courses. Course numbers lower than 300 = pre-transfer level courses.)

READING, Fall 2016		Levels Below Transfer (LBT)			Transfer	Total
		10 (3 LBT)	11 (2 LBT)	110 (1 LBT)	310 and competency ^o (Transfer)	
TOTAL RECENT HS STUDENTS' PLACEMENT LEVEL	#	110	194	495	834	1,633
	%	10.9%	19.3%	49.2%	51.1%	100.0%

Source: EOS Profile Data, Fall 2016

^oStudents who met reading competency through the assessment process

WRITING, Fall 2016		Levels Below Transfer (LBT)		Transfer	Total
		51 (2 LBT)	101 (1 LBT)	300 (Transfer)	
TOTAL RECENT HS STUDENTS' PLACEMENT LEVEL	#	424	670	564	1,658
	%	25.6%	40.4%	34.0%	100.0%

Source: EOS Profile Data, Fall 2016

MATH, Fall 2016		Levels Below Transfer (LBT)				Transfer-Level	Total
		27 (4 LBT)	34 (3 LBT)	100* (2 LBT)	120* (1 LBT)	All Transfer Level Math Courses ^o	
TOTAL RECENT HS STUDENTS' PLACEMENT LEVEL	#	342	108	392	758	116	1,716
	%	19.9%	6.3%	22.8%	44.2%	6.8%	100.0%

Source: EOS Profile Data, Fall 2016

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

^oTransfer-level math placements include the following courses: MATH 300, 310, 335, 340, 370, and 400.

Placements for Sacramento City Unified School District recent high graduates are in the Special Focus Section (page 17).

ASSESSMENT – PLACEMENT OF SELECTED TOP FEEDER RECENT HIGH SCHOOL GRADUATES

The tables below show placement rates in reading, writing, and math for Fall 2016 for SCC's top feeder high schools. (Course numbers 300 and higher = transfer-level courses. Course numbers lower than 300 = pre-transfer-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 and competency ^o (Transfer)	Total
		10 (3 LBT)	11 (2 LBT)	110 (1 LBT)		
John F. Kennedy High	Count	7	10	39	84	140
	%	5.00%	7.14%	27.86%	0.6	100.00%
River City Senior High	Count	7	23	33	60	123
	%	5.69%	18.70%	26.83%	48.78%	100.00%
C. K. McClatchy High	Count	8	16	31	70	125
	%	6.40%	12.80%	24.80%	56.00%	100.00%
Davis Senior High	Count	1	4	18	48	71
	%	1.41%	5.63%	25.35%	67.61%	100.00%
Franklin High School	Count	0	3	25	20	48
	%	0.00%	6.25%	52.08%	41.67%	100.00%
Hiram W. Johnson High	Count	10	10	11	18	49
	%	20.41%	20.41%	22.45%	36.73%	100.00%
Sheldon High School	Count	2	6	15	18	41
	%	4.88%	14.63%	36.59%	43.90%	100.00%
Luther Burbank High	Count	10	6	14	11	41
	%	24.39%	14.63%	34.15%	26.83%	100.00%
West Campus Hiram Johnson	Count	0	1	6	34	41
	%	0.00%	2.44%	14.63%	82.93%	100.00%
Laguna Creek High	Count	4	4	9	9	26
	%	15.38%	15.38%	34.62%	34.62%	100.00%
Rosemont High School	Count	2	4	6	18	30
	%	6.67%	13.33%	20.00%	60.00%	100.00%
Inderkum High School	Count	0	2	11	16	29
	%	0.00%	6.90%	37.93%	55.17%	100.00%
ALL Recent High School Graduates	Count	110	194	495	834	1633
	%	6.74%	11.88%	30.31%	51.07%	100.00%

Source: EOS Profile Data, Fall 2016

^oCompetency is determined through the assessment process

SCC Recent HS Graduate Placements in Writing by Selected Top Feeder High School Attended

High School	Writing Placement	Levels Below Transfer (LBT)			Total
		51 (2 LBT)	101 (1 LBT)	300 (Transfer)	
John F. Kennedy High	Count	26	52	63	141
	%	18.44%	36.88%	44.68%	100.00%
River City Senior High	Count	30	66	25	121
	%	24.79%	54.55%	20.66%	100.00%
C. K. McClatchy High	Count	30	51	41	122
	%	24.59%	41.80%	33.61%	100.00%
Davis Senior High	Count	9	25	37	71
	%	12.68%	35.21%	52.11%	100.00%
Franklin High School	Count	7	26	24	57
	%	12.28%	45.61%	42.11%	100.00%
Hiram W. Johnson High	Count	19	19	7	45
	%	42.22%	42.22%	15.56%	100.00%
Sheldon High School	Count	14	16	18	48
	%	29.17%	33.33%	37.50%	100.00%
Luther Burbank High	Count	21	17	3	41
	%	51.22%	41.46%	7.32%	100.00%
West Campus Hiram Johnson	Count	5	15	21	41
	%	12.20%	36.59%	51.22%	100.00%
Laguna Creek High	Count	6	15	10	31
	%	19.35%	48.39%	32.26%	100.00%
Rosemont High School	Count	12	11	7	30
	%	40.00%	36.67%	23.33%	100.00%
Inderkum High School	Count	6	11	13	30
	%	20.00%	36.67%	43.33%	100.00%
ALL Recent High School Graduates	Count	424	670	564	1,658
	%	25.57%	40.41%	34.02%	100.00%

Source: EOS Profile Data, Fall 2016

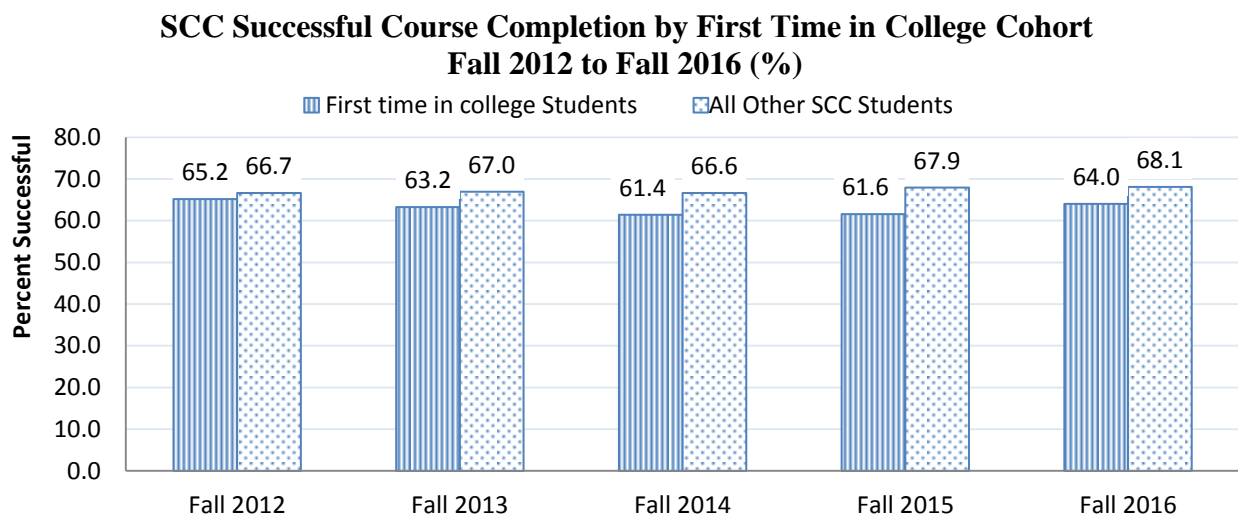
SCC Recent HS Graduate Placements in Math by Selected Top Feeder High School Attended

High School	Math Placement	Levels Below Transfer (LBT)				All Transfer-Level Math Courses ^o	Total
		27 (4 LBT)	34 (3 LBT)	100 (2 LBT)	120 (1LBT)		
John F. Kennedy High	Count	20	3	22	82	16	143
	%	13.99%	2.10%	15.38%	57.34%	11.19%	100.00%
River City Senior High	Count	28	10	32	49	7	126
	%	22.22%	7.94%	25.40%	38.89%	5.56%	100.00%
C. K. McClatchy High	Count	22	3	21	77	2	125
	%	17.60%	2.40%	16.80%	61.60%	1.60%	100.00%
Davis Senior High	Count	4	2	7	39	19	71
	%	5.63%	2.82%	9.86%	54.93%	26.76%	100.00%
Franklin High School	Count	6	2	17	30	3	58
	%	10.34%	3.45%	29.31%	51.72%	5.17%	100.00%
Hiram W. Johnson High	Count	19	7	6	18	1	51
	%	37.25%	13.73%	11.76%	35.29%	1.96%	100.00%
Sheldon High School	Count	6	2	20	16	4	48
	%	12.50%	4.17%	41.67%	33.33%	8.33%	100.00%
Luther Burbank High	Count	14	3	12	13	0	42
	%	33.33%	7.14%	28.57%	30.95%	0.00%	100.00%
West Campus Hiram Johnson	Count	0	0	3	35	3	41
	%	0.00%	0.00%	7.32%	85.37%	7.32%	100.00%
Laguna Creek High	Count	8	0	12	11	3	34
	%	23.53%	0.00%	35.29%	32.35%	8.82%	100.00%
Rosemont High School	Count	6	1	5	19	1	32
	%	18.75%	3.13%	15.63%	59.38%	3.13%	100.00%
Inderkum High School	Count	8	2	7	11	3	31
	%	25.81%	6.45%	22.58%	35.48%	9.68%	100.00%
ALL Recent High School Graduates	Count	342	108	392	758	116	1,716
	%	19.93%	6.29%	22.84%	44.17%	6.76%	100.00%

Source: EOS Profile Data, Fall 2016

ACHIEVEMENT OF FIRST-YEAR STUDENTS

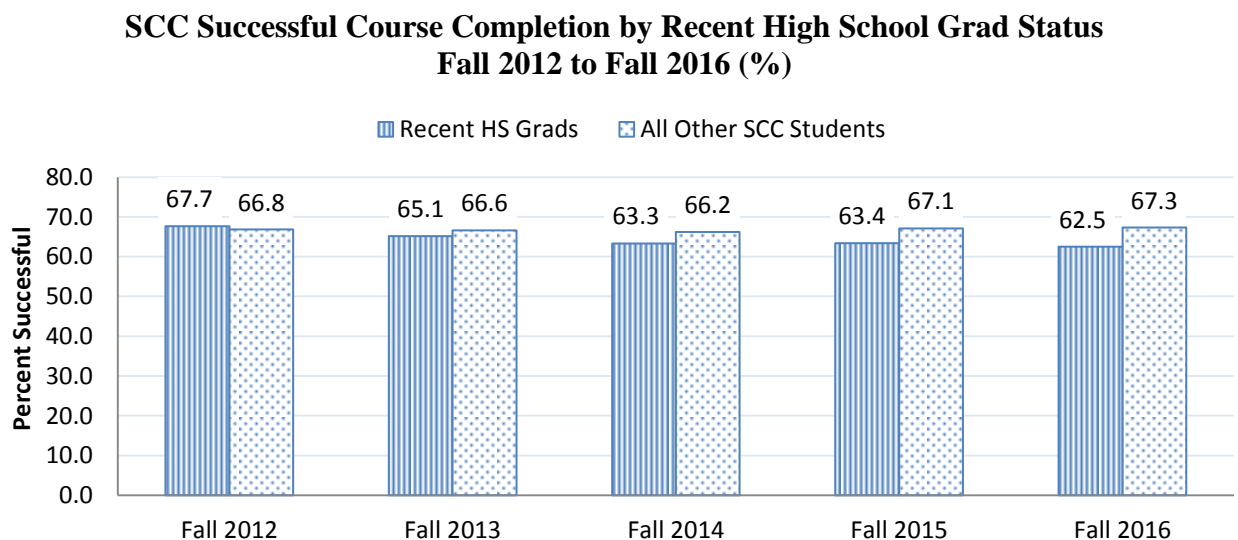
Course success rates of both first time in college students (previously Education Initiative cohort) and recent high school graduates have fluctuated between Fall 2012 and Fall 2016.



Source: EOS Research Database Files

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 to 20 years old) to First time in college students (first-time new students not enrolled at UC Davis).

From Fall 2013 through Fall 2016 the course success rate of recent high school graduates was lower than course success for all other students.



Source: EOS Research Database Files

Note: 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 2016 indicate that substantial achievement gaps exist between groups.

First (Fall) Semester Outcomes of Recent High School Graduates at SCC in Fall 2016

Ethnicity	# of Students	Average Units Attempted	Average Units Completed	Average Term GPA	Course Success Rate (%)
African American	211	10.5	5.8	1.3	46.5%
Asian	245	12.2	10.0	2.4	76.5%
Filipino	39	11.3	8.9	2.2	69.6%
Hispanic/Latino	748	11.2	7.7	1.7	59.8%
Multi-Race	157	11.7	7.9	1.8	59.9%
Other Non-White	*	*	*	*	*
Native American	*	*	*	*	*
Pacific Islander	24	10.7	6.5	1.6	53.8%
Unknown	*	*	*	*	*
White	380	11.9	9.0	2.2	70.0%

Sources: LRCCD End of Semester Profile and Transcript files

Note: *N<10

High School graduates enrolled at SCC: Those students ages 19 and younger, who received a high school diploma in the year specified.

Course Success Rate: Course success rates reflect the proportion of course enrollments successfully completed with transcript grades A, B, C or CR. Rate = Sum of (Grades A, B, C, CR) / Sum of (Grades A, B, C, CR, D, F, I, NC, W) * 100

Spring 2017 Semester Academic Outcomes of Recent High School Graduates starting at SCC in Fall 2016

Ethnicity	# of Students	Average Units Attempted	Average Units Completed	Average Term GPA	Course Success Rate (%)
African American	144	10.5	6.4	1.3	48.5%
Asian	203	12.9	10.5	2.3	76.9%
Filipino	28	12.1	10.0	2.3	77.1%
Hispanic/Latino	586	11.5	8.1	1.7	62.0%
Multi-Race	113	11.5	8.2	2.0	64.8%
Other Non-White	*	*	*	*	*
Native American	*	*	*	*	*
Pacific Islander	18	9.9	6.6	1.5	66.7%
Unknown	*	*	*	*	*
White	291	12.1	9.2	2.2	70.2%

Sources: LRCCD End of Semester Profile and Transcript files

Note: *N<10

High School graduates enrolled at SCC: Those students ages 19 and younger, who received a high school diploma in the year specified.

Course Success Rate: Course success rates reflect the proportion of course enrollments successfully completed with transcript grades A, B, C or CR. Rate = Sum of (Grades A, B, C, CR) / Sum of (Grades A, B, C, CR, D, F, I, NC, W) * 100

SPECIAL FOCUS: ASSESSMENT PLACEMENT BY SCUSD RECENT HIGH SCHOOL GRADUATES VERSUS NON-SCUSD RECENT HIGH SCHOOL GRADUATES

The tables below show placement rates in reading, writing, and math for Fall 2016 for recently graduated students from Sacramento City Unified School District (SCUSD) high schools as compared to those who recently graduated from a high school not part of the SCUSD. (Course numbers 300 and higher = transfer-level courses. Course numbers lower than 300 = pre-transfer-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 vs. non-SCUSD High School Graduates

Reading Placements												
	Levels Below Transfer (LBT)						Transfer [◇]		Total			
	10 (3 LBT)		11 (2 LBT)		110 (1 LBT)							
	SCUSD	Non-SCUSD	SCUSD	Non-SCUSD	SCUSD	Non-SCUSD	SCUSD	Non-SCUSD	SCUSD	Non-SCUSD		
Count	46	64	58	136	135	360	276	558	515	1,118		
%	8.9%	5.7%	11.3%	12.2%	26.2%	32.2%	53.6%	49.9%	100%	100%		
Writing Placements												
	Levels Below Transfer (LBT)				Transfer		Total					
	51 (2 LBT)		101 (1 LBT)									
	SCUSD	Non-SCUSD	SCUSD	Non-SCUSD	SCUSD	Non-SCUSD	SCUSD	Non-SCUSD	SCUSD	Non-SCUSD		
Count	145	279	191	479	170	394	506	1,152				
%	28.7%	24.2%	37.8%	41.6%	33.6%	34.2%	100%	100%				
Math Placements												
	Levels Below Transfer (LBT)								All Transfer-Level Math Courses [◇]		Total	
	27 (4 LBT)		34 (3 LBT)		100* (2 LBT)		120* (1 LBT)					
	SCUSD	Non-SCUSD	SCUSD	Non-SCUSD	SCUSD	Non-SCUSD	SCUSD	Non-SCUSD	SCUSD	Non-SCUSD	SCUSD	Non-SCUSD
Count	105	237	23	85	86	306	282	476	26	90	522	1,194
%	20.1%	19.9%	4.4%	7.1%	16.5%	25.6%	54.0%	39.9%	5.0%	7.5%	100%	100%

Source: EOS Profile Data, Fall 2016

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

◇ For Reading: Transfer includes students who met reading competency through the assessment process. For Math: Transfer level math placements include the following courses: MATH 335, 370, and 400.

STUDENT ACHIEVEMENT REPORT, FALL 2017 *

(Most data is 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.

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.

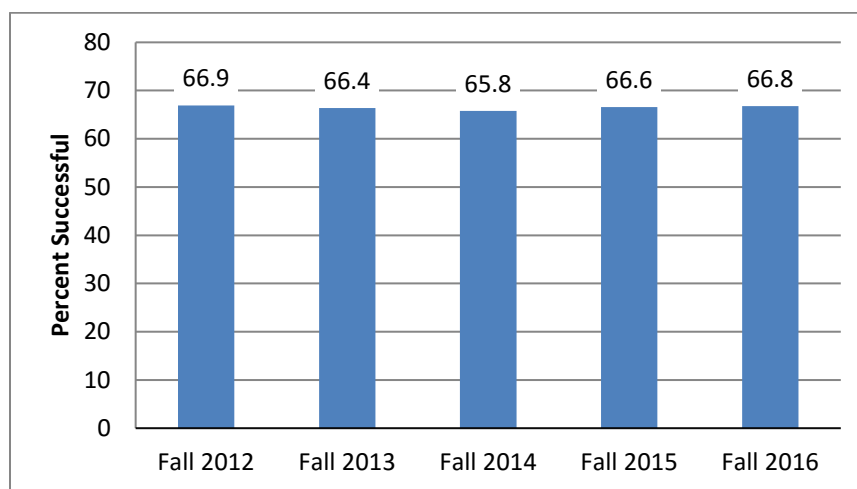


* For additional information on some subgroups of students see the First-year Student Report or the Basic Skills Report.

STUDENT ACHIEVEMENT REPORT: KEY POINTS

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

SCC Successful Course Completion, Fall 2012 to Fall 2016 (%)



Source: Research Database Files

In Fall 2016, 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.

Gaps in Course Success Rate

Successful Course Completion* Metrics (PRIIE data)	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Gender gap** in course success	2.1%	2.7%	1.0%	1.5%
Race/ethnicity gap in course success	20.2%	21.2%	23.1%	23.0%
Age gap in course success	3.5%	5.3%	4.5%	5.1%
Modality gap in course success (Internet based – Lecture)	2.2%	1.2%	4.4%	1.5%
Location gap in course success (SCC main, Davis, West Sac)	0.8%	0.6%	0.3%	2.2%
Income gap (below poverty, low-income, middle & above)	9.9%	10.2%	11.1%	11.0%

* Successful course completion = Grade of A, B, C, P

** 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).

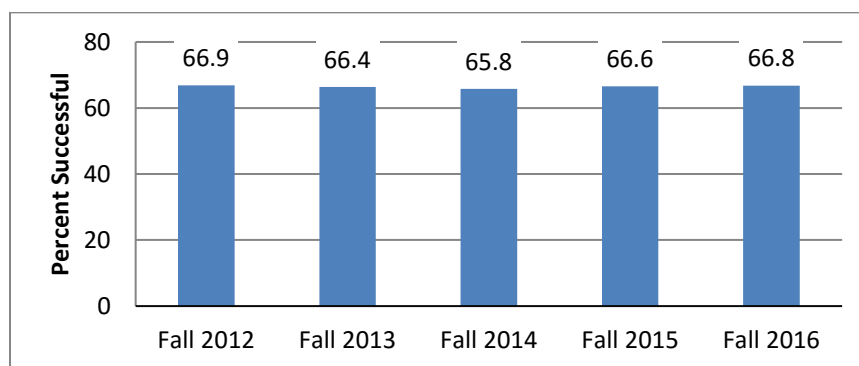
STUDENT ACHIEVEMENT REPORT: DETAILS

COURSE SUCCESS RATES

OVERALL COURSE SUCCESS RATES. The overall course success rate at SCC has been relatively steady for many years (Figure 1). 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.²

In the last five years, course success rate has been roughly steady, hovering between 66 and 67 percent.

Figure 1. SCC Successful Course Completion, Fall 2012 to Fall 2016 (%)



Source: Research Database Files

GAPS IN COURSE SUCCESS RATES. Gaps in course success rates are currently substantial only for students from different racial/ethnicity groups and income levels (Table 1).

Table 1. Gaps in course success rates

Successful Course Completion* Metrics	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Gender gap** in course success	2.1%	2.7%	1.0%	1.5%
Race/ethnicity gap in course success	20.2%	21.2%	23.1%	23.0%
Age gap in course success	3.5%	5.3%	4.5%	5.1%
Modality gap in course success (Internet based – Lecture)	2.2%	1.2%	4.4%	1.5%
Location gap in course success (SCC main, Davis, West Sac)	0.8%	0.6%	0.3%	2.2%
Income gap (below poverty, low-income, middle & above)	9.9%	10.2%	11.1%	11.0%

Source: PRIE data

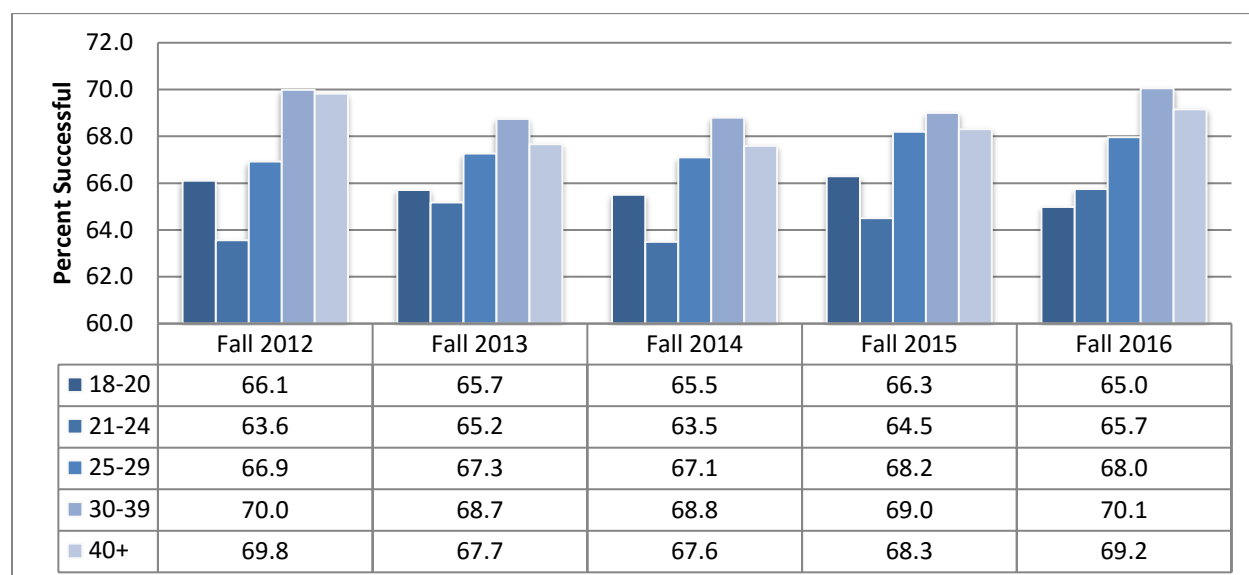
* Successful course completion = Grade of A, B, C, P.

** 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).

² Source: Los Rios Community College District Research Database as reported in PRIE planning data files.

SUCCESSFUL COURSE COMPLETION BY AGE GROUPS. There are some differences in course success between students of different ages (Figure 2). Students aged 21 to 24 years old have had the lowest course success rates in four of the last five years. However, this year the gap is widest between the age group of 18 to 20-year-olds and 30 to 39-year-olds—a 5.1 percent observed difference between the highest- and lowest-performing age group.

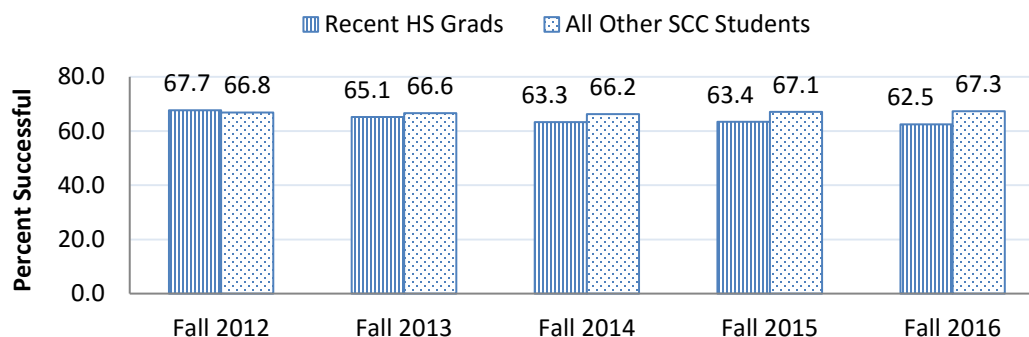
Figure 2. SCC Successful Course Completion by Age, Fall 2012 to Fall 2016 (%)



Source: EOS Research Database Files

SUCCESSFUL COURSE COMPLETION BY RECENT HIGH SCHOOL GRADUATE STATUS. There are no substantial differences in course success between recent high school graduates and other students (Figure 3). The course success rates of recent high school graduates (those students who were in high school the spring immediately preceding 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.

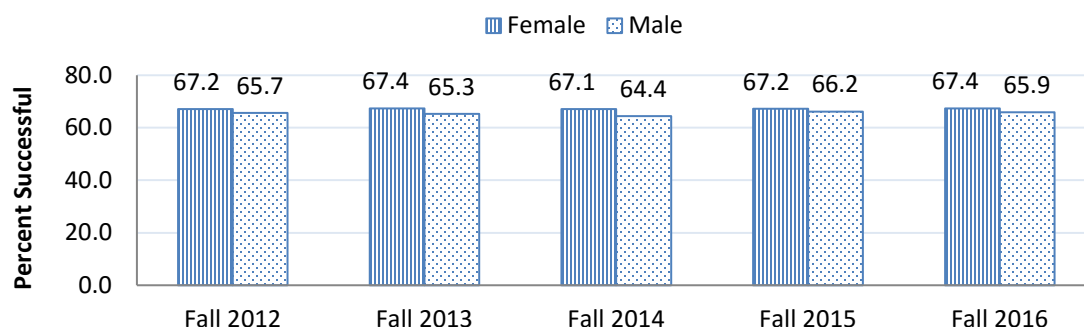
Figure 3. SCC Successful Course Completion by Recent High School Grad Status
Fall 2012 to Fall 2016 (%)



Source: EOS Research Database Files

SUCCESSFUL COURSE COMPLETION BY GENDER. There is not a substantial difference between the course success rates of male and female students. (Figure 4).

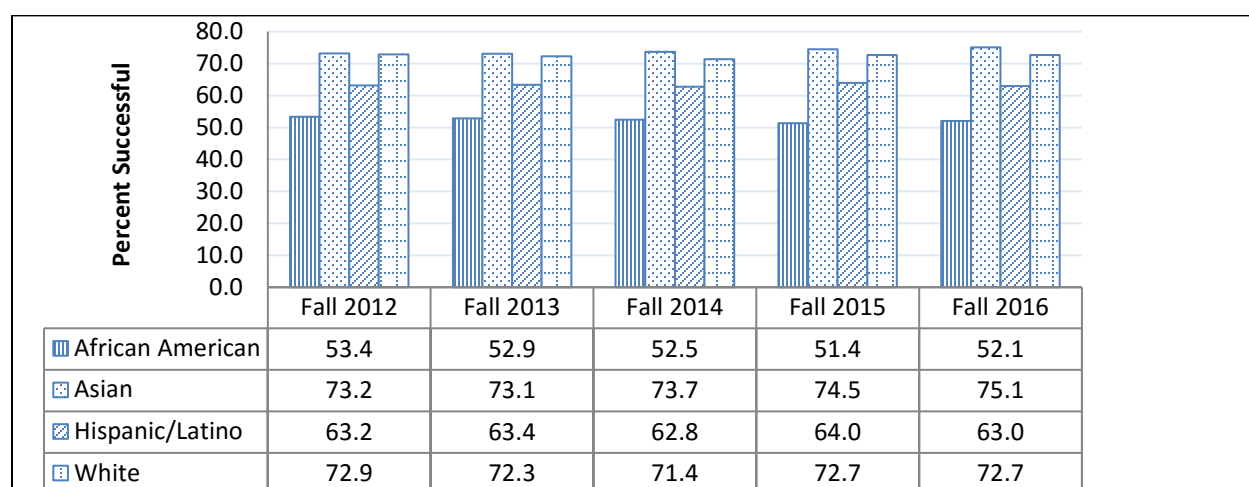
Figure 4. SCC Successful Course Completion by Gender, Fall 2012 to Fall 2016 (%)



Source: EOS Research Database Files

SUCCESSFUL COURSE COMPLETION BY RACE/ETHNICITY. There are substantial and persistent gaps in course success between the four largest racial/ethnic groups at the College (Figure 5). 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 2000.³

Figure 5. SCC Successful Course Completion by Recent High School Grad Status
Fall 2012 to Fall 2016 (%)



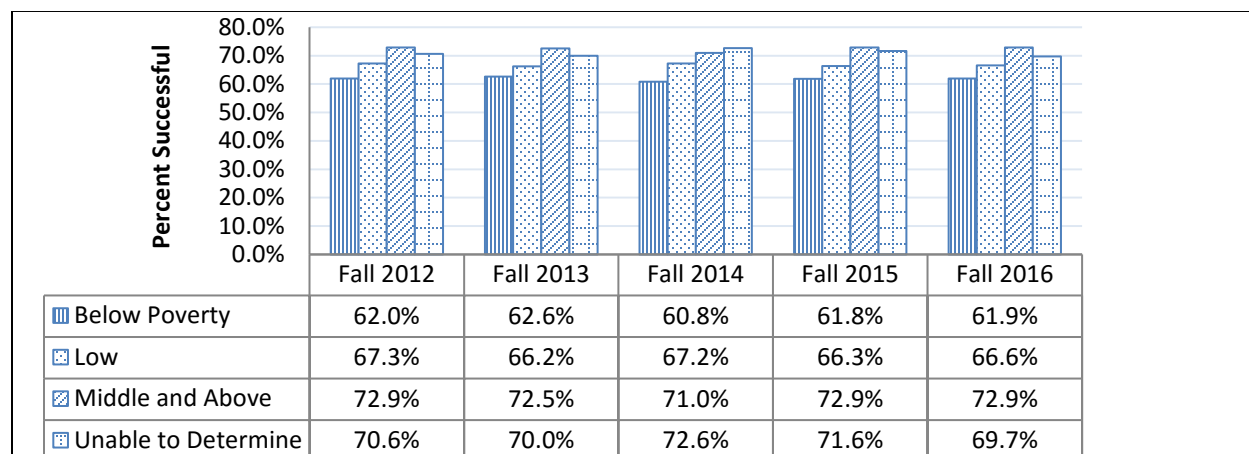
Source: EOS Research Database Files

SUCCESSFUL COURSE COMPLETION BY INCOME. 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 (Figure 6). The

³ Note: there was a slight drop in course success rates from Fall 2011 to Fall 2012 due to an increase in the number of "W" grades following a change in the drop-without-a-W date (not shown).

percentage of SCC students with household incomes below poverty has decreased in recent years (Table 2).

Figure 6. SCC Successful Course Completion by Income*
Fall 2012 to Fall 2016 (%)



Source: LRCCD, EOS Research Database files

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

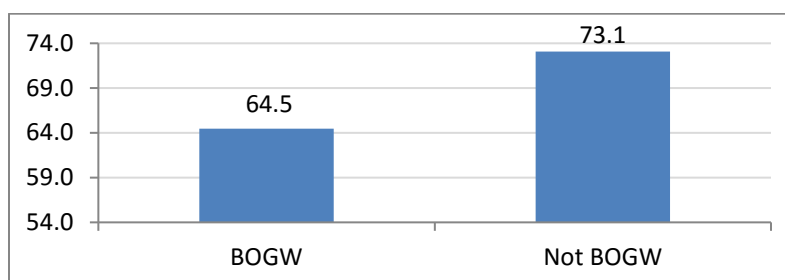
Table 2. SCC Student Household Income Level (Fall 2012 to Fall 2016)

Fall	Below Poverty		Low		Middle & Above		Unable to Determine		Total
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
2016	7,641	33.9%	5,461	24.2%	5,994	26.6%	3,471	15.4%	22,567

Source: EOS Profile Data

Using another measure of economic need—BOG Fee Waiver recipient status—about two-thirds of SCC students are receiving some type of tuition and fee assistance. Figure 7 illustrates success rates by BOG Fee Waiver recipient status and reflects the pattern seen in the figure above.

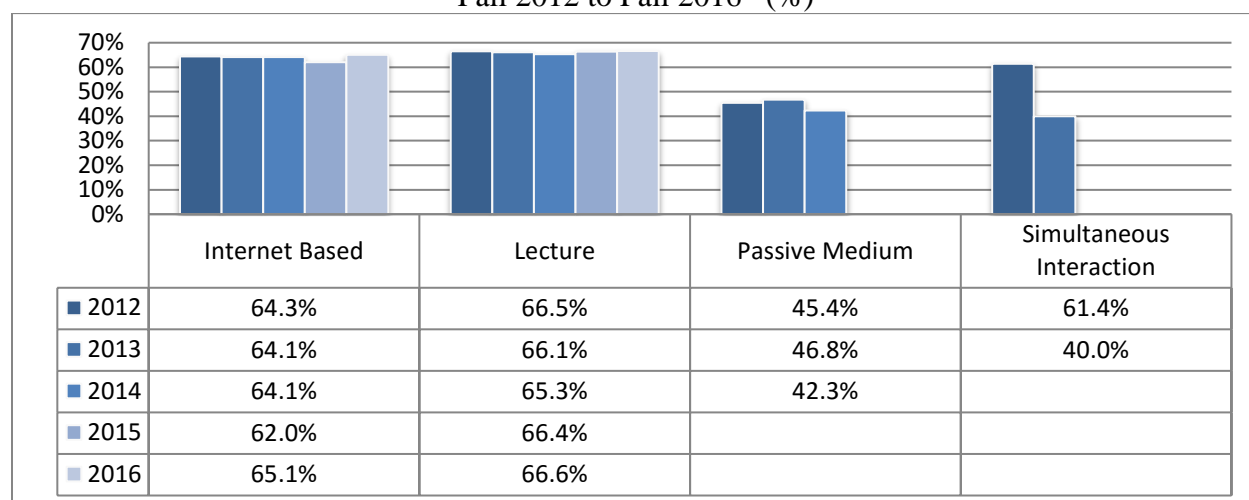
Figure 7. SCC Successful Course Completion Rate by BOGW Recipient Status, Fall 2016 (%)



Source: EOS Profile Data

SUCCESSFUL COURSE COMPLETION BY MODALITY. Course success varies by modality; however, there is only a small difference between the two most commonly used modalities (online and face-to-face). Although face-to-face lecture course success rates are slightly higher than online internet-based success rates, the success rates are very similar for face-to-face courses and internet-based courses (Figure 8).

Figure 8. SCC Successful Course Completion by Modality
Fall 2012 to Fall 2016* (%)

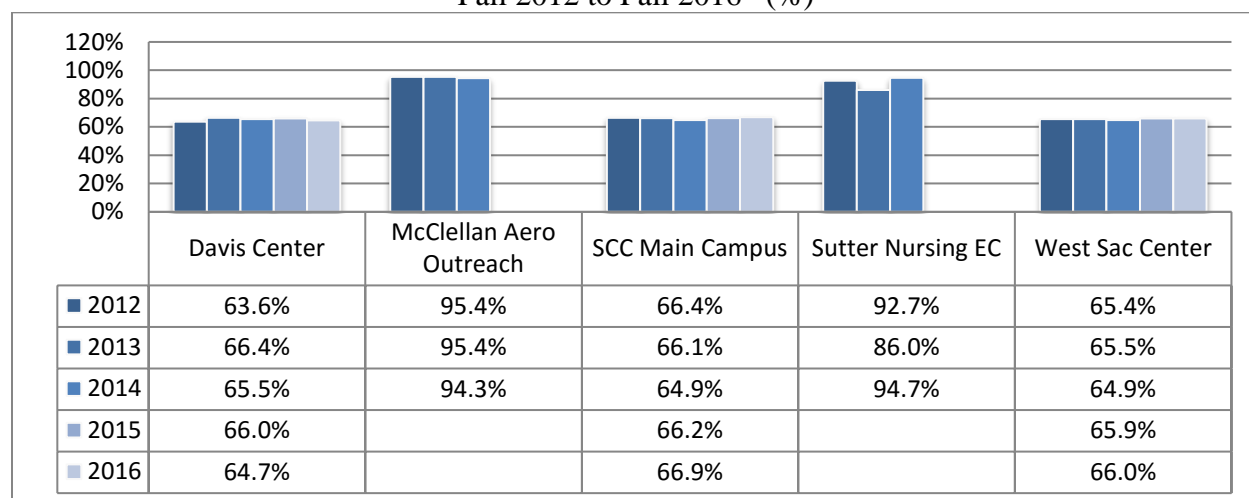


Source: Transcript

* Note: As of 2015, only internet-based distance modality remains

SUCCESSFUL COURSE COMPLETION BY LOCATION. Course success varies by location; however, in 2016 there was only a small difference among the three remaining campus locations—Main Campus, West Sac, and Davis Center (Figure 9). Course success rates are quite similar for sections taught at the SCC Main Campus, West Sacramento Center, and Davis Center. They range from 64.7 percent at the Davis Center to 66.9 percent at the Main Campus.

Figure 9. SCC Successful Course Completion by Location
Fall 2012 to Fall 2016* (%)



Source: Transcript

* Note: Some data is missing because specifications changed in 2015.

COMPLETION: DEGREES, CERTIFICATES AND TRANSFER

SCC STUDENT EDUCATIONAL GOAL. In Fall 2016, the most common educational goal of SCC students was to obtain an Associate Degree and to transfer to a four-year college.

SCC students report a wide range of educational goals, with transfer to a four-year school and transfer without an Associate Degree, being the most common goal. Table 3 shows the percent of students with various educational goals.

Table 3. SCC Students' Educational Goal Distribution, Fall 2012 to Fall 2016

	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/o AA	AA w/o Transfer	Vocational (w/ or w/o Cert.)	Basic Skills/ Personal Dev.	Unspecified / Undecided	4-Yr Meeting 4-Yr Reqs.
2012	46.5%	14.5%	14.4%	8.0%	6.0%	5.6%	5.1%
2013	46.8%	14.4%	14.8%	5.3%	6.5%	4.3%	7.9%
2014	46.8%	15.1%	15.7%	3.9%	5.6%	3.9%	9.0%
2015	47.8%	15.4%	15.0%	3.6%	5.5%	4.0%	8.8%
2016	47.8%	14.4%	15.2%	3.8%	5.9%	3.9%	9.1%

Source: EOS Profile Data

DEGREES, CERTIFICATES, AND TRANSFER. Numbers of degrees, certificates, and transfers to University of California (UC) and California State University (CSU) have all fluctuated over the past few years (Table 4 and Figure 10).

Table 4. Numbers of degrees, certificates, and transfers to UC and CSU
AY 2013-14 to AY 2016-17

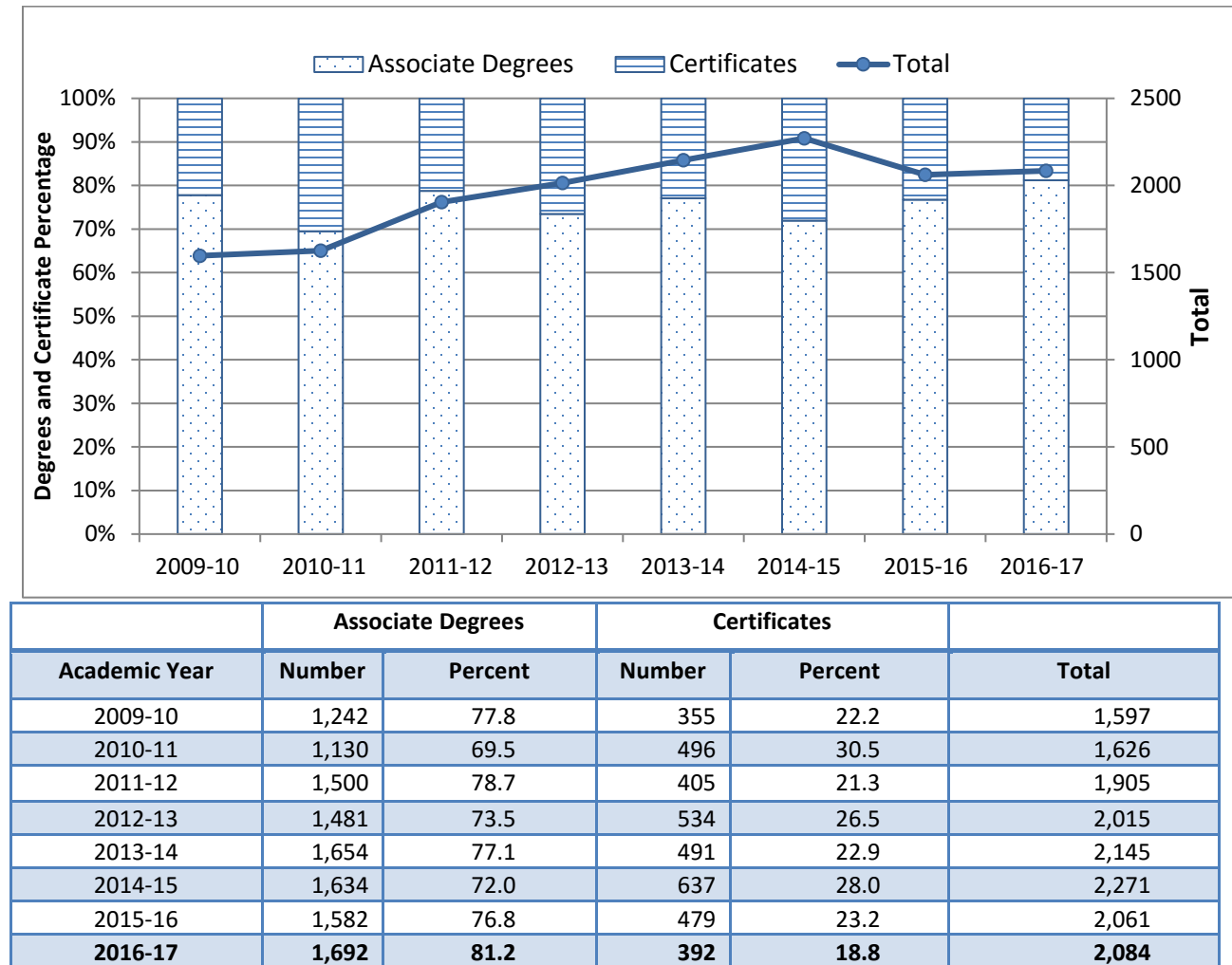
SCC metrics (PRIE data)	2013-14	2014-15	2015-16	2016-17	SCC standard	SCC 10 year range
Number of degrees awarded	1,654	1,634	1,582	1,692	1,000	798–1692
Number of certificates awarded	491	637	479	392	350	344–637
Number of students transferring to CSU/UC*	1,095	935	931	1,006**	700	733–1,010

Sources: LRCCD Awards File; CSU transfer data <http://asd.calstate.edu/ccct/2016-2017/SummaryYear.asp>; and UC transfer data <https://www.universityofcalifornia.edu/infocenter/admissions-source-school>. Accessed 10/02/2017.

* Numbers might not match previous reports because of UC's data updates to include Spring data.

** Fall data only for UC.

Figure 10. SCC Degrees & Certificates Awarded, AY 2009-10 to AY 2016-17*



Source: Awards File

* Note: Graduates may receive more than one degree or certificate.

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) suggests 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 ⁴

About three quarters of SCC students in the Scorecard cohorts enrolled for three consecutive semesters after starting college. While there has not been much change for recent cohorts in this persistence measure, there is a slight improvement in the overall persistence in the 2010-11 cohort (Table 5). College-prepared students have slightly higher completion rates than do students who need basic skills work when entering college. (The reverse was true for the previous cohort, which appeared to have been due to some prepared students completing or transferring in two semesters).

Table 5. SCC Three Semester Persistence Metric (2017 Scorecard)

2017 Scorecard SCC	Beginning year of student cohort*				
	2006-07	2007-08	2008-09	2009-10	2010-11
Persistence all	77.3%	75.9%	75.3%	75.5%	79.6%
Persistence prepared	76.6%	73.5%	72.3%	70.8%	80.1%
Persistence unprepared	77.5%	76.6%	76.2%	77.0%	79.4%

Source: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home>. Accessed 10/02/2017.

* Numbers might not match previous year reports because of data updates by CCCCO.

Although there has been improvement in the Scorecard three semester completion rate for most of student groups, substantial gap continues for student groups by race/ethnicity (Table 6). However, this is not because of a decrease in student completion rate by race/ethnicity, but because of the increased completion at different rates for different groups, most notably Filipino students with a nearly 10 percent increase. The gap is less than 10 percentage points for other demographic comparisons. (Note that the gap for age groups in the 2010-11 cohort is about 7 percent, decreased from 15 percent in previous cohort).

- American Indian/Alaska Native students had relatively low three semester persistence rates.
- Asian, Filipino and Pacific Islander students had relatively high three semester persistence rates (Table 7).

Table 6. Gaps in State Scorecard three semester persistence metric for the SCC 2010-11 cohort (2017 Scorecard)

Rate of highest group minus rate of lowest group in each demographic category	
Gender	1.6%
Race/Ethnicity	20.8%
Age group	6.7%
DSPS (yes/no)	1.9%
Economically disadvantaged (yes/no)	3.0%

⁴ Three semester persistence = Percentage of degree, certificate and/or transfer-seeking students tracked for six years who enrolled in the first three consecutive terms.

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 three years of starting college.

Table 7. Cohort Three Semester Persistence for the SCC 2010-11 cohort (2017 Scorecard)

Sacramento City Total Cohort	79.6%
Female	78.8%
Male	80.4%
African American	77.3%
American Indian/Alaska Native	73.3%
Asian	85.3%
Filipino	94.1%
Hispanic	77.9%
Pacific Islander	81.5%
White	77.7%
Under 20	80.5%
20-24	78.6%
25-39	73.8%
40 and over	74.8%
Not DSPS student	79.5%
DSPS student	81.4%
Not Economically disadvantaged	82.0%
Economically disadvantaged	79.0%

Source: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home>. Accessed 10/02/2017.

THIRTY UNITS COMPLETED METRIC ⁵

More than 60 percent of SCC students in the Scorecard cohorts completed 30 or more units (Table 8). This persistence measure shows no general upward or downward trend for more recent cohorts, though there is a slight improvement in the 2010-11 cohort. College-prepared students generally have higher rates of completing 30 units than do unprepared students who need basic skills work when entering college.

Table 8. SCC 30-Unit Completion Metric (2017 Scorecard)

2017 Scorecard SCC	Beginning year of student cohort				
	2006-07	2007-08	2008-09	2009-10	2010-11
30 units all	59.7%	62.1%	61.5%	60.7%	63.5%
30 units prepared	64.3%	67.4%	65.4%	68.7%	72.6%
30 units unprepared	58.3%	60.4%	60.4%	58.1%	60.4%

Source: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home>. Accessed 10/02/2017.

* Numbers might not match previous year reports because of data updates by CCCCO.

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

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 three years of starting college.

Substantial gaps in the Scorecard 30-unit metric are observed in student groups of different races/ethnicities and economic status (Table 9). The gap is less than 10 percentage points for other demographic comparisons.

- African American and Hispanic 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 (Table 10).⁶

Table 9. Gaps in State Scorecard 30-unit Completion Metric for the SCC 2010-11 cohort (2017 Scorecard)

<i>Rate of highest group minus rate of lowest group in each demographic category</i>	
Gender	1.6%
Race/Ethnicity	27.3%
Age group	3.1%
DSPS (yes/no)	1.3%
Economically disadvantaged (yes/no)	12.0%

Table 10. Cohort Completion of 30 units for SCC (2017 Scorecard)

Sacramento City Total Cohort	63.5%
Female	64.2%
Male	62.6%
African American	54.2%
American Indian/Alaska Native	73.3%
Asian	65.6%
Filipino	72.1%
Hispanic	58.7%
Pacific Islander	81.5%
White	68.1%
Under 20	63.7%
20-24	61.1%
25-39	64.1%
40 and over	64.2%
Not DSPS student	63.4%
DSPS student	64.7%
Not Economically Disadvantaged	53.9%
Economically Disadvantaged	65.9%

Source: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home>. Accessed 10/02/2017.

⁶ Of the not economically disadvantaged students, a large percentage transferred to four-year institutions before completing 30 units. This might have been the reason why their 30-unit completion rate has been relatively lower.

COMPLETION METRIC ⁷

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 (Table 11). College-prepared students have much higher completion rates than do unprepared students who need remedial basic skills work when entering college.

Table 11. SCC Completion Metric (2017 Scorecard)

	Beginning year of student cohort									
	2006-07		2007-08		2008-09		2009-10		2010-11	
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	2,641	54.6%	2,878	52.7%	3,007	47.6%	3,086	46.7%	2,823	50.2%
Completion prepared	603	73.8%	691	69.0%	679	67.5%	757	66.1%	729	68.3%
Completion unprepared	2,038	48.9%	2,187	47.5%	2,328	41.8%	2,329	40.4%	2,094	43.8%

Source: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home>. Accessed 10/02/2017.

* Numbers might not match previous year reports because of data updates by CCCCO.

PRIE has developed a hypothesis about why the Scorecard completion rate may have dropped in the past few years (Table 12). PRIE examined the data behind the Scorecard (from “Data on Demand,” CCCCO) and 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.

Table 12. Transfer data* for SCC from the CCCCO Data on Demand

Beginning year of student cohort	Number that transferred	Percentage that transferred
2005-06	1,223	46.4%
2006-07	1,164	44.1%
2007-08	1,182	41.1%
2008-09	1,122	37.3%
2009-10	1,086	35.2%
2010-11	1,095	38.8%

* Numbers might not match previous year reports because of data updates by CCCCO.

⁷ 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 three years of starting college.

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 (Table 13).

- The completion rates for male and female students are relatively similar.
- Students who were under 20 years old when they began college had relatively high completion rates.
- Asian and Pacific Islander students had higher completion rates than other racial/ethnic groups, while completion rates for African American students were lower than other groups.
- Economically disadvantaged students and DSPS students completed at a lower rate, when compared with other students (Table 14).

Table 13. Gaps in State Scorecard Completion Metric (2017 Scorecard)

Rate of highest group minus rate of lowest group	Beginning year of cohort		
	2008-09 cohort*	2009-10 cohort*	2010-11 cohort
Gender	1.0%	3.2%	2.6%
Race/Ethnicity	29.9%	31.6%	26.3%
Age group	22.0%	23.8%	28.7%
College preparation (prepared – unprepared)	25.5%	27.4%	24.5%
DSPS (yes/no)	21.7%	16.8%	21.5%
Economically disadvantaged (yes/no)	22.4%	27.9%	27.0%

Source: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home>. Accessed 10/02/2017.

* Note that CCCCO has updated data for previous years, which might result in slight changes in gaps. In this table, gaps for previous cohorts are shown as reported in previous year reports.

Table 14. Cohort Completion rates for SCC (2017 Scorecard)

Sacramento City Total Cohort	50.2%
Female	51.4%
Male	48.8%
African American	36.1%
American Indian/Alaska Native	46.7%
Asian	64.8%
Filipino	57.4%
Hispanic	45.0%
Pacific Islander	59.3%
White	53.9%
Under 20	54.8%
20-24	34.3%
25-39	33.8%
40 and over	28.5%
Not DSPS student	51.4%
DSPS student	29.9%
Not economically disadvantaged	44.8 %
Economically disadvantaged	71.8%

Source: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home>. Accessed 10/02/2017.

TRANSFER

Substantial gaps in the CCCCCO Transfer Velocity metric occur for student groups of different ages, race/ethnicity, disability and economic status (Table 15). 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 lower rate when compared with other students (Table 16).

Table 15. Gaps in Transfer Velocity Transfer Rate for the SCC 2010-11 cohort (2017 DataMart, Transfer Velocity)

<i>Rate of highest group minus rate of lowest group in each demographic category</i>	
Gender	4.7%
Race/Ethnicity	18.5%*
Age group	25.2%*
DSPS (yes/no)	17.6%
Economically disadvantaged	15.3%

* Note: Gap calculation excluded groups with number less than 10.

Table 16. Transfer rate for SCC 2008-09 cohort from CCCCCO Transfer Velocity Report

<i>% of degree-seeking cohort that transferred within 6 years</i>	
Sacramento City Total Cohort	41.7%
Female	39.6%
Male	44.3%
Unknown	*
African-American	35.8%
American Indian/Alaskan Native	*
Asian	56.1%
Filipino	40.7%
Hispanic	34.2%
Multi-Ethnicity	39.8%
Pacific Islander	52.6%
Unknown	39.1%
White Non-Hispanic	43.0%
Under 20	44.8%
20-24	37.1%
25-39	19.6%
40 and over	*
No Disability	42.4%
Any Disability	28.4%
Not Economically disadvantaged	53.8%
Economically disadvantaged**	38.4%

Source: http://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx. Accessed 10/02/2017.

* Number lower than 10.

** Students who received the Board of Governor Aid (BOGW).

STUDENT EQUITY PLAN DATA REPORT, FALL 2017

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.

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 Institutional Effectiveness (IE) report is formatted based on the 2015 Student Equity Plan template from the CCCC. The data in this report reflect the 2016-17 academic year and those included in the 2017-19 Integrated Plan for submission to the CCCC.

STUDENT EQUITY PLAN DATA REPORT – KEY POINTS

The data below are presented to show where improvements have been made and opportunities are present for further progress in each indicator. (Evidence for disproportionate impact is defined as three or more percentage points below the average for the group.)

Below are the populations that show evidence of disproportionate impact for Student Equity indicators in 2016-17 (reflected in the Integrated Plan submitted to the State Chancellor's Office). Groups that were not impacted in 2014-15, but showed evidence for impact in 2016-17, are shown in bold. Groups indicating persisting evidence of impact (from 2014-15 to 2016-17) are shown in non-bold, unless indicated otherwise.

Indicators	Populations showing disproportionate impact
<i>Access*</i>	Asian, African American, White
<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, low-income students
<i>ESL Progression</i>	Hispanic/ Latino, male students, "some other" race**
<i>Math Basic Skills Progression</i>	African American, "some other" race
<i>English Basic Skills Progression</i>	African American, males , DSPS students
<i>Degree & Certificate Completion</i>	Asian , African American, males , students with disabilities
<i>Transfer</i>	African American, Hispanic/Latino, "some other" race, more than one race**, students with disabilities, low-income students

**Access gaps calculated based on enrollment of recent high school graduates from the top ten feeder high schools. The top ten feeder high schools used to calculate data for 2016-17 were different from those used for calculating data for 2014-15.*

***Data not collected or $N < 60$ in 2014-15 for this group to determine disproportionate impact.*

According to data presented in 2014-15 (reflected in the Student Equity Plan submitted to the State Chancellor's Office), the following populations were disproportionately impacted, but these groups no longer showed evidence for disproportionate impact in 2016-17 (reflected in the Integrated Plan submitted to the State Chancellor's Office):

Indicators	Populations no longer showing impact
Access	Females
Successful Course Completion	Students with disabilities
ESL Progression	White
Math Basic Skills Progression	-
English Basic Skills Progression	Native Hawaiian/ other Pacific Islander, low-income students
Degree & Certificate Completion	Hispanic/ Latino, "some other" race, low-income students
Transfer	-

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 2016. 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 shows if a demographic group is under- or over-represented at SCC.

Based on the percentage point difference method, Asian, Black/African American, and White students show evidence for disproportionate impact in access to the college.

Target Population(s)	# of your college's enrollment (based on recent high school graduates from the top ten feeder high schools) in Fall 2016 through Spring 2017	% of your college's enrollment (based on recent high school graduates from the top ten feeder high schools) (proportion)	% of population within the feeder high schools served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)
American Indian / Alaska Native	*	*	*	*
Asian	171	20%	25%	-5%
Black or African American	74	9%	12%	-4%
Filipino	*	*	*	*
Hispanic or Latino	347	40%	27%	13%
Native Hawaiian or other Pacific Islander	*	*	*	*

Target Population(s)	# of your college's enrollment (based on recent high school graduates from the top ten feeder high schools) in Fall 2016 through Spring 2017	% of your college's enrollment (based on recent high school graduates from the top ten feeder high schools) (proportion)	% of population within the feeder high schools served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)
White	152	18%	24%	-6%
Some other race	*	*	*	*
More than one race	77	9%	4%	5%
Total of 8 cells above (Orange cells should = 100%)	860	100.0%	100%	
Males	412	48%	50%	-2%
Females	426	50%	50%	-1%
Unknown	*	*	*	*
Total of 3 cells above (Orange cells should = 100%)	860	100.0%	100%	
Current or former foster youth	*	*	*	*
Individuals with disabilities	*	*	*	*
Low-income students	640	74%	14%	60%
Veterans	*	*	*	*

Source: EOS Profile, CDE DataQuest, 2016 American Community Survey (U.S. Census Bureau)

Notes: Base year includes Fall 2016 and Spring 2017. Groups where N<60 are not eligible for impact analysis and corresponding data are redacted (*).

The table below shows the top ten feeder high schools used for comparison in the table above in the race and gender comparison groups. (The top feeder high schools, below, are different from those used for calculating data for 2014-15 within the Student Equity Plan submitted to the State Chancellor's Office.)

Top Feeder High Schools	2016-17 High School Enrollment
C. K. McClatchy High	2303
Davis Senior High	1705
Franklin High School	2536
Hiram W. Johnson High	1542
Inderkum High School	2011
John F. Kennedy High	2230
Luther Burbank High	1739
River City Senior High	2066
Sheldon High School	2389
West Campus Hiram Johnson	857

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.

Based on the percentage point difference method, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, multi-race, foster youth, and low-income student populations show evidence for disproportionate impact in successful course completion.

Target Population(s)	The # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of B	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	404	240	59%	67%	-8%
Asian	18525	13997	76%	67%	8%
Black or African American	11121	5828	52%	67%	-15%
Filipino	2746	1995	73%	67%	5%
Hispanic or Latino	33745	21583	64%	67%	-3%
Native Hawaiian or other Pacific Islander	1406	848	60%	67%	-7%
White	27405	20060	73%	67%	6%
Some other race	1462	999	68%	67%	1%
More than one race	7143	4509	63%	67%	-4%
All Students	103957	70059	67%		
Males	45004	30010	67%	67%	-1%
Females	56622	38525	68%	67%	1%
Unknown	2331	1524	65%	67%	-2%

Target Population(s)	The # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of B	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Current or former foster youth	553	231	42%	67%	-26%
Individuals with disabilities	5507	3591	65%	67%	-2%
Low-income students	73710	47676	65%	67%	-3%
Veterans	2357	1588	67%	67%	0%

Source: EOS Profile

Notes: Base year includes Fall 2016 and Spring 2017.

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 CCCCO. 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 indicates whether a demographic group is above or below the average basic skills progression rate for all students.

C.1. ESL and Basic Skills Completion

Percentage of credit students tracked for six years through 2015-16 who started first time in 2010-11 in any level below transfer and completed a degree applicable or college-level course in ESL or English.

Based on the percentage point difference method, data for Hispanic/ Latino students, students of some other race, and male students show evidence of disproportionate impact.

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ß (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	*	*	*	*	*
Asian	205	94	46%	43%	3%
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	111	43	39%	43%	-5%
Native Hawaiian or other Pacific Islander	*	*	*	*	*
White	70	33	47%	43%	4%
Some other race	72	29	40%	43%	-3%
More than one race	*	*	*	*	*
All Students	499	216	43%		
Males	193	78	40%	43%	-3%
Females	297	134	45%	43%	2%
Unknown	*	*	*	*	*
Current or former foster youth	◇	◇	N/A	43%	N/A
Individuals with disabilities	*	*	*	*	*
Low-income students	459	200	44%	43%	0%
Veterans	◇	◇	N/A	43%	N/A

Source: Scorecard, Data on Demand

Notes: Cohort is from base year 2010-11. Groups where N<60 are not eligible for impact analysis and corresponding data are redacted (*).

◇ Data not collected/reported

C.2. Math and Basic Skills Completion

Percentage of credit students tracked for six years through 2015-16 who started first time in 2010-11 in two to four levels below transfer-level Math and completed a degree applicable or college-level course in Math.

Based on the percentage point difference method, data for African American students and students of some other race show evidence of disproportionate impact.

Target Population(s)	The # of students who complete a final Math or basic skills course with an A, B, C or credit	The number of students out of ß (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from Math and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	*	*	*	27%	*
Asian	231	74	32%	27%	5%
Black or African American	436	57	13%	27%	-14%
Filipino	*	*	*	27%	*
Hispanic or Latino	712	187	26%	27%	0%
Native Hawaiian or other Pacific Islander	*	*	*	*	*
White	543	207	38%	27%	11%
Some other race	300	71	24%	27%	-3%
More than one race	157	41	26%	27%	-1%
All Students	2465	658	27%		
Males	1089	293	27%	27%	0%
Females	1354	359	27%	27%	0%
Unknown	*	*	*	*	*
Current or former foster youth	◇	◇	N/A	27%	N/A
Individuals with disabilities	245	61	25%	27%	-2%
Low-income students	2103	534	25%	27%	-1%
Veterans	◇	◇	N/A	27%	N/A

Source: Scorecard, Data on Demand

Notes: Cohort is from base year 2010-11. Groups where N<60 are not eligible for impact analysis and corresponding data are redacted (*).

◇ Data not collected/ reported

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.

Based on the percentage point difference method, data for African American students, students with disabilities, and male students show evidence of disproportionate impact.

Target Population(s)	The # of students who complete a final English or basic skills course with an A, B, C or credit	The number of students out of ß (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from English & Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	*	*	*	40%	*
Asian	286	152	53%	40%	14%
Black or African American	377	85	23%	40%	-17%
Filipino	*	*	*	*	*
Hispanic or Latino	543	209	38%	40%	-1%
Native Hawaiian or other Pacific Islander	*	*	*	*	*
White	302	145	48%	40%	8%
Some other race	241	95	39%	40%	0%
More than one race	103	41	40%	40%	0%
All Students	1925	761	40%		
Males	847	305	36%	40%	-4%
Females	1062	451	42%	40%	3%
Unknown	*	*	*	40%	*
Current or former foster youth	◇	◇	N/A	40%	N/A
Individuals with disabilities	185	47	25%	40%	-14%
Low-income students	1655	632	38%	40%	-1%
Veterans	◇	◇	N/A	40%	N/A

Source: Scorecard, Data on Demand

Notes: Cohort is from base year 2010-11. Groups where N<60 are not eligible for impact analysis and corresponding data are redacted (*).

◇ Data not collected/ reported

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 6 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 indicates whether a demographic group is above or below the average rate of award attainment for all students.

The data below describe the 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 Asian students, Filipino students, male students, and students with disabilities are disproportionately impacted in the rate of degree and certificate completion.

Target Populations	Rate of Degree and Certificate Completion	% Pt. Diff.	% Pt. Diff.
	2010-2011 Cohort		2009-2010 Cohort
All Students (n=2,823)	16%		
American Indian/Alaska Native	*	*	*
Asian	13%	-3%	1%
Filipino	10%	-6%	7%
Black or African American	10%	0%	-6%
Hispanic or Latino	17%	1%	-1%
Native Hawaiian/other PI	*	*	*
White	20%	4%	1%
Some other race	18%	2%	1%
More than one race	15%	-2%	4%
Male	13%	-3%	-2%
Female	19%	2%	2%
Unknown	*	*	◇
Current or former foster youth	N/A	N/A	N/A
Students with disabilities	13%	-3%	0%
Low-income students	16%	0%	0%
Veterans	N/A	N/A	N/A

*N < 60, 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 Scorecard

In addition to releasing the 2010-11 six-year cohort data, the CCCCCO also released a new dataset for three cohorts that are currently in progress. These include the 2012-13 cohort (data based on the end of the fourth year), the 2013-14 cohort (data based on the end of the third year), and the 2014-15 cohort (data based on the end of the second year). Since younger cohorts have had less time, their rate of degree and certificate completion is generally lower than that of 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.

The 2012-13 cohort does not show evidence of disproportionate impact. The 2013-14 cohort shows evidence of disproportionate impact for Filipino students while the 2014-15 cohort does not show evidence of disproportionate impact for any of the target populations listed.

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.
	2012-2013 Cohort (n=2,921)		2013-2014 Cohort (n=2,920)		2014-2015 Cohort (n=2,855)	
All Students	6%		6%		1%	
American Indian/ Alaska Native	*	*	*	*	*	*
Asian	8%	2%	4%	-2%	2%	0%
Filipino	11%	6%	1%	-4%	0%	-1%
Black or African American	7%	1%	5%	0%	*	*
Hispanic or Latino	7%	2%	6%	0%	1%	-1%
Native Hawaiian/other Pacific Islander	*	*	*	*	*	*
White	15%	9%	9%	3%	2%	1%
Some other race	11%	5%	*	*	*	*
More than one race	11%	5%	5%	0%	1%	0%
Male	9%	3%	6%	1%	1%	0%
Female	10%	4%	5%	0%	2%	0%
Unknown	*	*	*	*	*	*
Current or former foster youth	◇	N/A	◇	N/A	◇	N/A
Students with disabilities	6%	0%	10%	4%	3%	2%
Low-income students	9%	4%	6%	0%	1%	0%
Veterans	◇	N/A	◇	N/A	◇	N/A

*N < 60, 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 Scorecard

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, as shown in the table above, about a third of students who successfully “complete” (by receiving an award and/or transferring) at SCC receive a degree or certificate. The table below provides information about students who successfully “complete” at SCC. Asian students, African American students, and male students are the only groups showing evidence of disproportionate impact.

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.
	2010-11 Cohort	
All Students (n=1,419)	32%	
American Indian/Alaska Native	*	*
Asian	20%	-12%
Filipino	*	*
Black or African American	28%	-4%
Hispanic or Latino	37%	5%
Native Hawaiian/other Pacific Islander	*	*
White	37%	5%
Some other race	39%	6%
More than one race	*	*
Male	27%	-5%
Female	36%	4%
Current or former foster youth	◇	N/A
Students with disabilities	*	*
Low-income students	36%	3%
Veterans	◇	N/A

*N < 60, 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 Scorecard

E. TRANSFER

The percentage of students by population group who, after one or more (up to six) years and actually transfer, complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.

The data below indicate that the following groups are disproportionately impacted, based on the percentage point difference method: African American students, Hispanic/ Latino students, multi-race students, students of some other race, students with disabilities, and low income students.

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of the denominator who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	*	*	*	*	*
Asian	532	292	55%	39%	16%
Black or African American	277	78	28%	39%	-11%
Filipino	68	34	50%	39%	11%
Hispanic or Latino	802	274	34%	39%	-5%
Native Hawaiian or other Pacific Islander	*	*	*	*	*
White	592	239	40%	39%	2%
Some other race	332	109	33%	39%	-6%
More than one race	178	54	30%	39%	-8%
All Students	2823	1095	39%		
Males	1291	506	39%	39%	0%
Females	1506	581	39%	39%	0%
Unknown	*	*	*	*	*
Current or former foster youth	◇	◇	N/A	39%	N/A
Individuals with disabilities	167	25	15%	39%	-24%
Low-income students	2266	732	32%	39%	-6%
Veterans	◇	◇	N/A	39%	N/A

Notes: Cohort is from base year 2010-11. Groups where N<60 are not eligible for impact analysis and corresponding data are redacted (*).

◇ Data not collected/ reported. Source: Scorecard, Data on Demand

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 2010-11 academic year and tracked for six years.

Of the 2010-11 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.
2010-11 Cohort		
All Students (n=2,823)	23%	
American Indian/ Alaska Native	*	*
Asian	30%	7%
Filipino	26%	3%
Black or African American	9%	-14%
Hispanic or Latino	19%	-4%
Native Hawaiian/ other Pacific Islander	*	*
White	26%	3%
Some other race	27%	4%
More than one race	22%	-1%
Male	23%	0%
Female	23%	0%
Current or former foster youth	◇	N/A
Students with disabilities	14%	-9%
Low-income students	23%	0%
Veterans	◇	N/A

*N < 60, 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 Scorecard

Sources outside of the CCCCCO also report on students transferring from California community colleges. The University of California (UC) and California State University (CSU) systems publish annual data on transfers by source school. The data provided by CSU and UC are 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.

(Data for the 2016-17 academic year were not available at time of access.)

CSU System - Enrolled Transfer Students from SCC by Ethnicity and Academic Year						
	AY 2015-16		AY 2014-15		AY 2013-14	
	N	%	N	%	N	%
African American	39	8%	33	7%	34	5%
American Indian	*	N/A	*	N/A	*	*
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%
All SCC – CSU Transfer Students	520	100%	486	100%	657	100%

*Less than 10 observations, data redacted.

Source: <http://asd.calstate.edu/performance/index.shtml>; accessed 11/14/17

When compared to the population proportions at SCC, 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 2016-17		AY 2015-16		AY 2014-15	
	N	%	N	%	N	%
White	83	36%	88	40%	93	39%
Asian	72	32%	56	25%	70	30%
Hispanic/ Latino	44	19%	51	23%	43	18%
African American	10	4%	12	5%	13	5%
International	*	N/A	*	N/A	*	N/A
American Indian	*	N/A	*	N/A	*	N/A
Domestic Unknown	*	N/A	*	N/A	*	N/A
All SCC – UC Transfer Students	228	100%	221	100%	237	100%

*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 11/14/17

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 during the 2016-17 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, AY 2016-17						
	Applicants		Admits		Enrollees	
	N	%	N	Admit./ App. %	N	Enroll./ Admit. %
White	120	32%	98	82%	83	85%
Asian	112	30%	81	72%	72	89%
Hispanic/ Latino	82	22%	58	71%	44	76%
African American	25	7%	17	68%	10	59%
International	12	3%	*	*	*	*
American Indian	*	*	*	*	*	*
Domestic Unknown	12	3%	*	*	*	*
All SCC – UC Transfer Students	370	100%	274	74%	228	83%

*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 11/14/17

STUDENT LEARNING OUTCOMES REPORT

FALL 2017

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

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

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.

Nearly all active courses and instructional programs and the great majority of student service programs have ongoing SLO assessment.

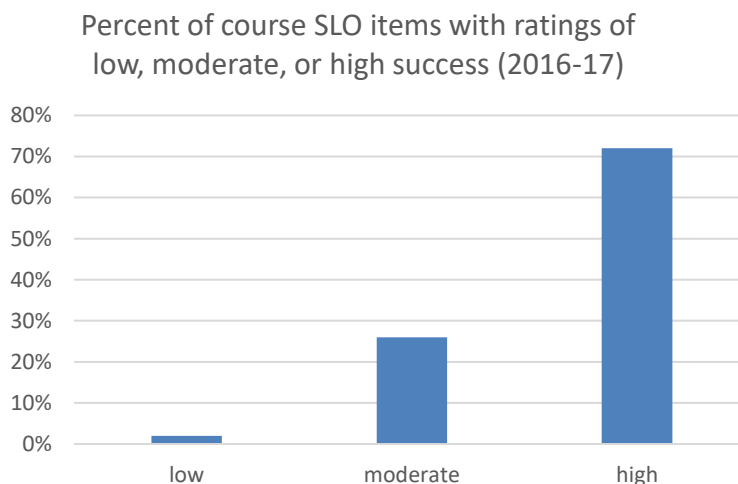
Use of SLO assessment data	2012-13	2013-14	2014-15	2015-16	2016-17
Percent of active courses with SLO assessment	86%	94%	94%	95%	94%
Percent of instructional programs with SLO assessment	47%	65%	86%	86%	100%
Percent of student services areas with SLO assessment	100%	86%	100%	100%	74%

Source: SLO Coordinator files, ACCJC Annual Report

*Percent of those unit plan objectives for which accomplishment data was reported

Most course SLOs show moderate to high achievement.

Reports indicate that students demonstrate high achievement of most SLOs (72 percent), moderate achievement of some SLOs (26 percent), and low achievement of a few SLOs (2percent).



The majority of the Student Services SLOs reported, also showed moderate to high 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.

STUDENT LEARNING OUTCOMES REPORT – DETAILED ANALYSIS

OVERVIEW OF SLOS PLANNING AND REPORTING PROCESSES

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 Career Technical Education (CTE) programs also report SLO results on a regular basis, as part of their responses to 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).

During the 2016-17 academic year, work was conducted to institutionalize the online SLO reporting tool developed by the college. SLO reporters were identified for instructional departments and data entry for course SLO reporting was expanded. The SLO reporters work to maintain the multi-year reporting plan, inform faculty in their areas when reports are due, and provide support when necessary. The online SLO reporting tool was modified to also allow for student services SLO reporting. Student Services identified Department liaisons to facilitate SLO reporting from their areas. Multi-year SLO reporting plans are automatically updated on the online SLO reporting tool, which makes it easier for departments to stay accountable.

During Spring 2017 the college made the decision to move to Canvas as its online tool to support both web-enhanced face-to-face courses and distance education courses. This move opened an opportunity to utilize the same tool for gathering information on course SLOs. In Fall 2017 further modifications of the online SLO reporting tool were paused, while the possibility of using Canvas for course SLO reporting is being explored. This will allow work on SLO reporting to be integrated with college planning for online instructional support over the 2018-19 and 2019-20 academic years.

SLO assessment is occurring across the college. Nearly all active courses and instructional programs, and the great majority of student service programs, have ongoing SLO assessment.

Use of SLO assessment data	2012-13	2013-14	2014-15	2015-16	2016-17
Percent of active courses with SLO assessment	86%	94%	94%	95%	94%
Percent of instructional programs with SLO assessment	47%	65%	86%	86%	100%
Percent of student services areas with SLO assessment	100%	86%	100%	100%	74%

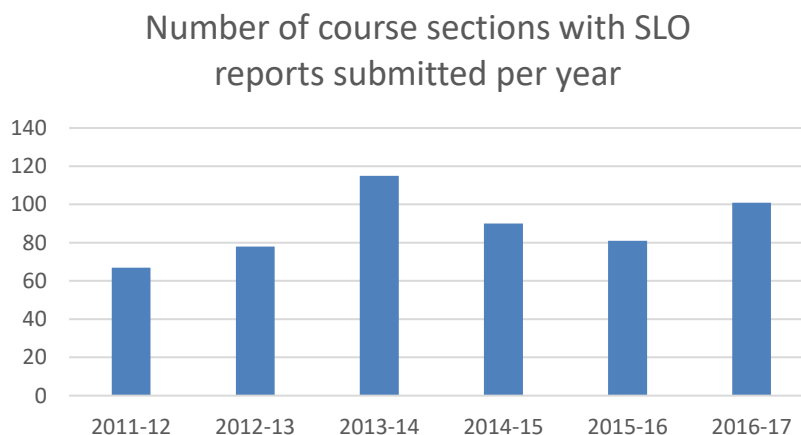
Source: SLO Coordinator files, ACCJC Annual Report

*Percent of those unit plan objectives for which accomplishment data was reported

Courses	2016	2015	2014
Total number of college courses:	1,491	1,311	1,310
Number of college courses with ongoing assessment of learning outcomes:	1,421	1,243	1,227
Programs	2016	2015	2014
Total number of college programs (all certificates and degrees, and other programs as defined by college):	195	212	201
Number of college programs with ongoing assessment of learning outcomes:	195	183	172
Student Services and Learning Support	2016	2015	2014
Total number of student services and learning support activities (as college has identified or grouped them for SSO/SAO implementation):	27	22	22
Number of student and learning support activities with ongoing assessment of learning outcomes:	20	22	19
This information comes from the Spring 2017 Annual Report to ACCJC (Data sources - SOCRATES reports, spreadsheets completed by departments, Program Reviews).			

COURSE SLO ASSESSMENT AND REPORTING

Course SLO assessment is a regular part of college processes and has been for many years. Between 2011-12 and 2013-14 there was an 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 more than 80 course reports per year has been submitted.

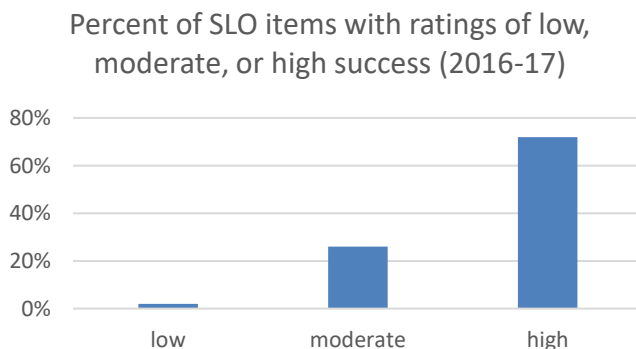


Professors used a wide variety of methods to assess course SLOs.

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. The use of these methods ensures that achievement of course SLOs is directly reflected in the grades students achieve in their courses. (For additional information see the course SLO webpage: <https://www.scc.losrios.edu/slo/>.)

Most course SLOs show moderate to high achievement.

Reports indicate that students demonstrate high achievement of most SLOs (72 percent), moderate achievement of some SLOs (26 percent), and low achievement of a few SLOs (2 percent).



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: each course reports on multiple SLOs). For SLO reporting in the 2016-17 academic year, 69 percent or more of the SLOs reported showed a rating of high achievement for all course modalities. Three percent or fewer of the reported SLOs had ratings of low achievement for all course modalities.

Ratings of SLO Achievement by Modality 2016-17 SLO Assessment Reporting (PRIE Analysis)				
Rating	Low	Moderate	High	Number of SLOs*
All	2%	26%	72%	673
Face-to-face	2%	29%	69%	400
1-50% online	2%	20%	78%	153
51-99% online	0%	12%	88%	50
100% online	3%	36%	61%	70
*Each course section reports on multiple SLOs.				

Changes to courses and programs result from the assessment of SLOs.

Plans to modify teaching methods or curriculum in response to SLO assessment were widely reported. In some cases, more than one change was planned for a single course. Reported changes include:

- Pre-requisite or Advisory Change
- Other Curriculum Change
- Teaching Method Change
- New or Revised Teaching Material
- Change Textbook
- Admin. Changes
- Change exams, assign rubrics
- Change course schedule
- Change SLOs
- Change Support Activities, Tutoring, etc.

SLO assessment is also reflected in SCC's unit planning, however, the percentage of unit plan objectives that use SLO data has dropped in recent years. It appears that this is a result, not of SLO data not being used, but a lack of understanding in how to report such information. Changes in the way unit plan accomplishments are reported are being made.

Use of SLO assessment data	2012-13	2013-14	2014-15	2015-16	2016-17
Percent of Unit Plan objectives linked to SLO data*	18%	17%	15%	10%	5%*
*Percent of those unit plan objectives for which accomplishment data was reported					

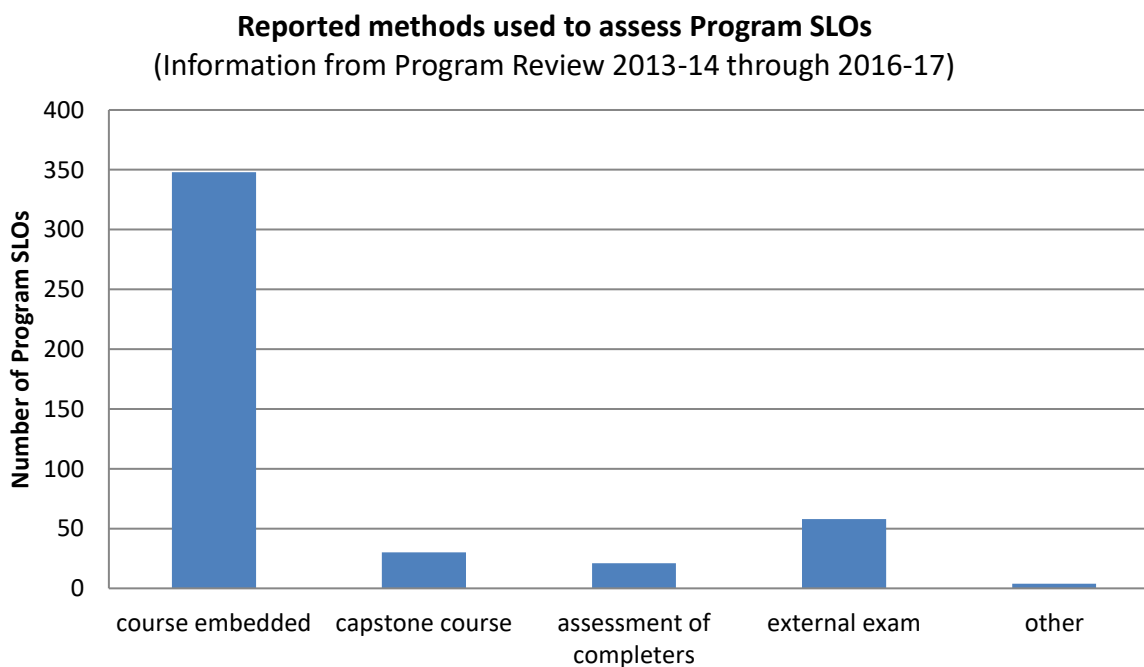
INSTRUCTIONAL PROGRAM STUDENT LEARNING OUTCOMES (ProLOs)

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.

SLOs for degree and certificate programs (called ProLOs at SCC) have been defined for all 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 2008-09 academic year. All new degrees and certificates, and any degrees or certificates which are reviewed as part of regular program review, submit this matrix.

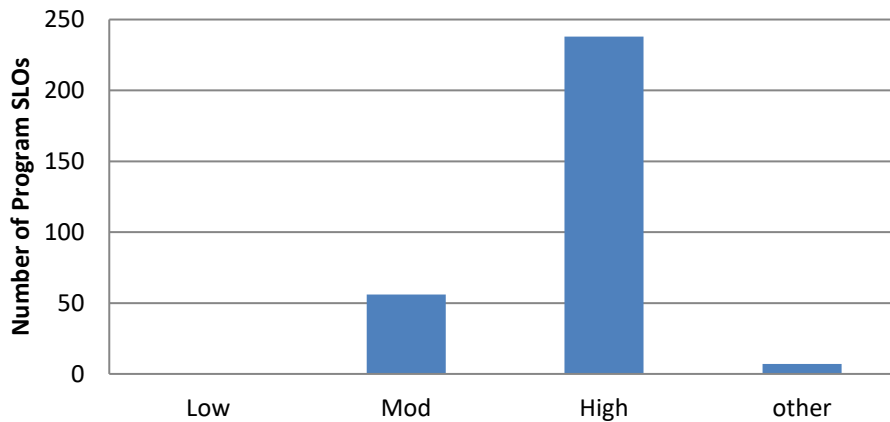
ProLO assessment results are reported as part of Program Review. The Program Reviews from 2013-14 through 2016-17 included 440 ProLOs from 61 instructional programs. Assessments of ProLO achievement were conducted using a variety of methods, with course-embedded assessment being the most common. In some 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.)

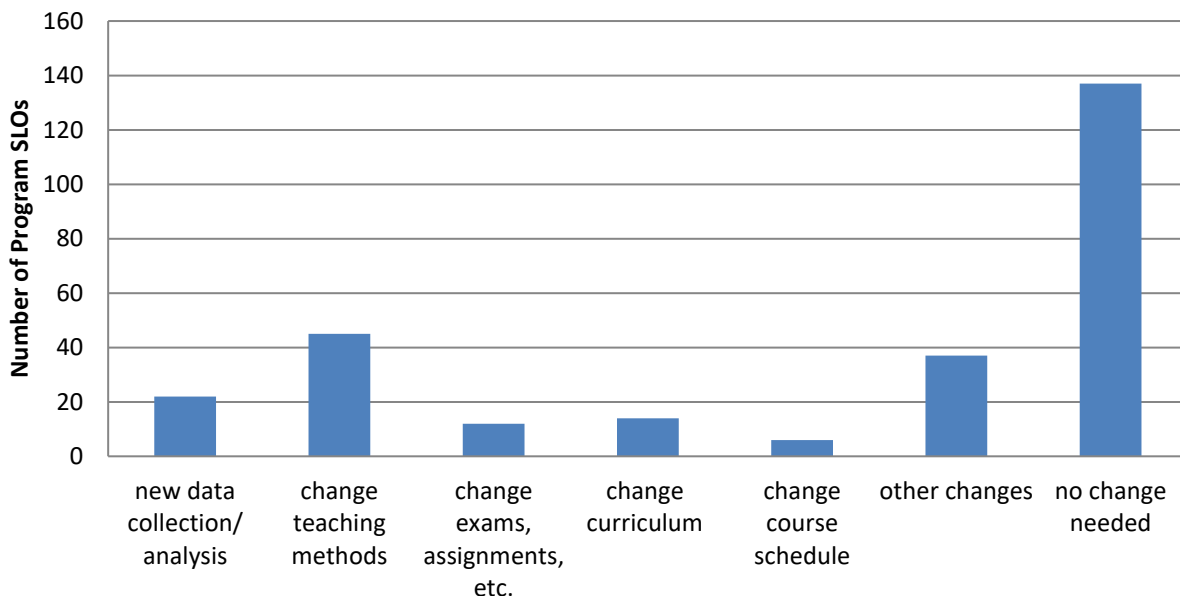
Reported levels of achievement for Program SLOs
(Information from Program Reviews 2013-14 through 2016-17)



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.

Reported changes in response to Program SLO assessment
(Information from Program reviews 2013-14 through 2016-17)



STUDENT SERVICES OUTCOMES

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 SCC. 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 SLO results from interactions with specific Student Services department/program.

Information will be gathered in order to analyze how well students achieved the SLOs. 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 2017

Over two-thirds of our Student Services Areas reported SLO assessment results in the 2015-16 or 2016-17 academic year. The most commonly used assessment method was a student survey. Other assessment methods were also used.

Sixty-nine Student Services SLOs were analyzed and results were reported in the 2015-16 through 2016-17 academic years. The majority of the SLOs reported showed moderate to high achievement. Many of the Student Services 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.

GENERAL EDUCATION OUTCOMES (GELOS)

The CCSSE survey data is currently used for GELO analysis. This method will be replaced by a course-based, more direct, measurement in the future. The analysis below is based on the 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:

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 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, 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. 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."

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:

Q 12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?	
Item	2016 mean -students with 30+ units
12c. Writing clearly and effectively (GE Area 1 - 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:

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

INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOS)

The term ISLO is used to refer to the overall student learning outcomes of the College, 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 SCC.

SCC Institutional Learning Outcomes:

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

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.

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.

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

Course SLOs, Instructional ProLOs) andSSGLOs) align with these ISLOs.

CCSSE items as indicators of ISLO achievement

The CCSSE is currently used as an 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 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.

The mean score of SCC survey respondents for each of the core items was used to determine the level of achievement of ILOs 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 ILO achievement reported by students:

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>	

SCC students show moderate achievement of ISLOs at the 30 unit milestone, meeting expectations:

As students move through their work at SCC they are expected to increase their mastery of the ISLOs. 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 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.

In 2016, students completing more than 30 units showed moderate achievement on all of the main CCSSE indicators for all ISLOs. Students who had taken fewer than 30 units also showed moderate achievement on most of the indicators, but their scores were lower than for those students who had reached the 30 unit milestone. Results from the CCSSE survey are shown below.

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

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

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.

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

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.

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

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

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

STUDENT SUCCESS & ACHIEVEMENT SUMMARY, FALL 2017

(Some data is 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 2016 SCC overall course success rate = 66.8%

STAYING IN SCHOOL. Although there are only about 44 percent of students who start at SCC one Fall semester and continue their attendance at SCC the following Fall semester, nearly 80 percent enroll at a community college somewhere in California for three consecutive semesters. Over 60 percent complete at least 30 units.

- The 2017 Statewide Scorecard indicator for the three-semester persistence rate shows that 79.6% of new SCC students enroll somewhere in the California Community College system for three consecutive semesters (2017 Statewide Scorecard).
- Statewide Scorecard 30 unit completion rate = 63.5% (2017 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 2017 Statewide Scorecard includes measures of student progress through the sequence of basic skills courses in English Writing, Mathematics, and ESL.

- **English Writing:** 39.5% of the students who started in the lowest level of English Writing, (ENGWR 51), successfully completed a transferable English course (ENGWR 300 or higher).
- **Mathematics:** 26.7% of the students who started in the lowest levels of Mathematics, (Math 27/28/34), successfully completed Math 120 or higher.
- **ESL:** 43.3% 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 2016-17 academic year, SCC awarded 1,692 degrees and 392 certificates. 1006 SCC students transferred to CSU or UC.
- College-prepared students have higher Scorecard completion rates than those who are unprepared.
 - 68.3% for college-prepared students
 - 43.8% for unprepared students
 - 50.2% overall

LICENSURE AND JOB PLACEMENT RATES. Many Career Technical Education (CTE) programs have licensure exam pass rates of more than 90 percent.

- 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).

DETAILED INFORMATION

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

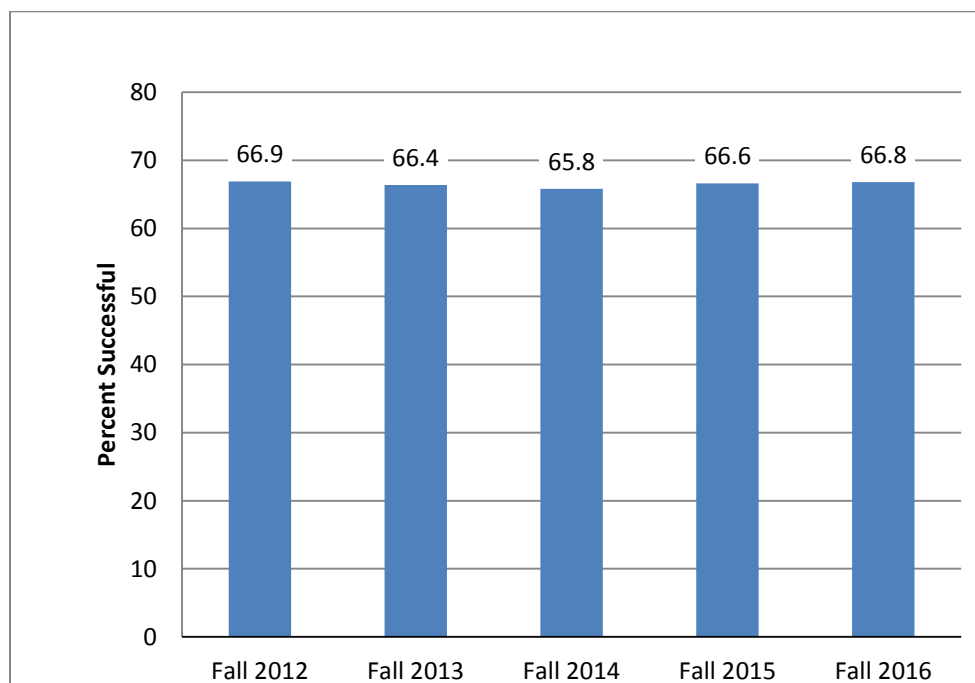
COMPLETING COURSES SUCCESSFULLY

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 percent, since the 1980s; the average for the last 10 years is 66 percent. Currently, the overall course success rate is about 67 percent. The college-set baseline standard is 63 percent; 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 2012 to Fall 2016 (%)



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

Most first time in college students who take the assessment tests place below transfer level. Pre-transfer level reading, writing, and math courses are those at SCC numbered lower than 300, and transfer-level courses are those numbered at 300 and higher. The majority of first time in college students placed into a pre-transfer reading and writing course. A significant proportion of first time in college students placed into a pre-transfer math course. (Note: Not all of the individuals who took the assessment exams eventually enrolled at SCC as students.)

First time in college students taking the assessment test placing into pre-collegiate or pre-transfer levels		
Fall 2016	Pre-transfer (%)	Transfer (%)
Reading*	51.62%	48.38%
Writing	68.25%	31.75%
Math	94.31%	5.69%

Source: EOS Profile

*Includes assessed students who met reading competency

The statewide Scorecard includes measures of student progress through the sequence of basic skills courses in English Writing, Mathematics, and ESL. (2017 Scorecard)

- **English Writing:** 39.5% of the students who started in ENGWR 51 successfully completed a transferable English course.
- **Mathematics:** 26.7% of the students who started in Math 27/28/34 successfully completed Math 120 or higher.
- **ESL:** 43.3% 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 6 units and attempted any Math or English course within three years of entering SCC.

- **Three-semester persistence = 79.6%** (The percent who enroll in college, somewhere in the California Community College system, for three consecutive semesters.)
- **30 unit measure = 63.5%** (The percent who complete 30 units within six 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 awards are 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
2016-17	1,692	392

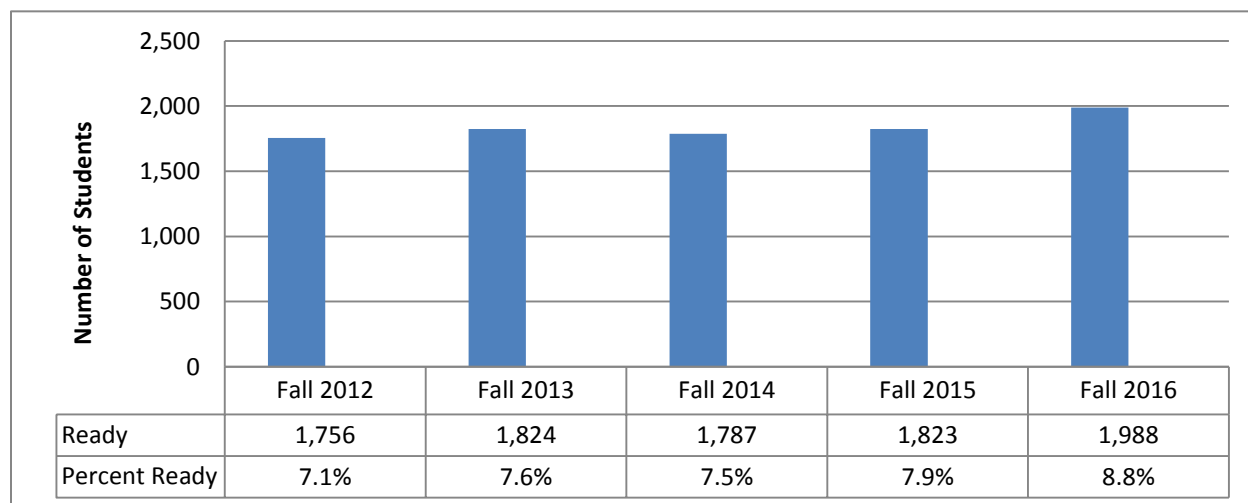
Source: PRIE database files

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 four-year college/university, were awarded a degree or certificate, or became transfer prepared within six years of enrolling in community college.

- Overall SCC 2017 Scorecard Completion Rate = 50.2%
- SCC 2017 Completion Rate for Academically-prepared Students = 68.3%
- SCC 2017 Completion Rate for Academically-unprepared Students = 43.8%

In Fall 2016, 1,988 SCC students became transfer ready and 1,006 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.

SCC Students' Transfer Ready Status Fall 2012 to Fall 2016*



Source: Transcript File

* 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.

LICENSURE AND JOB PLACEMENT RATES FOR CTE PROGRAMS

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

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

Program	CIP Code 4 digits	Institution set standard	Job Placement Rate (Outcome Year 2014-15)
Business/Commerce, General (includes Business Administration AST; Business, Customer Service Certificate; Business, General AA, AS)	52.01	70%	60%
Accounting (includes Accounting AS, Certificate; Accounting Clerk Entry Level Certificate; Accounting Clerk Adv Level Certificate)	52.03	70%	68%
Business Management (includes Business, Management AS, Certificate; Management Certificate)	52.02	70%	50%
Real Estate (includes Business, Real Estate AS)	52.15	60%	57%
Office Technology/Computer Aps (includes BusOfc 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	60%	80%
Journalism (includes Journalism AA)	9.04	70%	Perkins count < 10
Digital Media (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	60%	62%
Computer Information Systems and Software Applications (includes Management Information Science AS, Certificate; Information Processing Specialist Certificate; Information Processing Technician Certificate; Information Processing AS)	11.01	70%	67%
Computer Software Development and Computer Programming (includes Computer Science AS, Certificate; Programming Certificate)	11.02	70%	39%
Computer Networking (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	70%	67%
Electronics & Electric Technology (includes ET, Auto Systems Tech AS; ET, Elect Mechanic Certificate; ET, Elec Facil Maint Tech AS, Certificate; ET, Automated Syst Tech Certificate)	47.01	70%	91%
Telecommunications Technology (includes Telecomm Technician AS, Certificate)	47.01	70%	Perkins count < 10
Environmental Control Technology (HVAC) (includes Mechanical Electrical Tech AS, Certificate)	15.05	70%	85%
Environmental Technology (includes Field Ecology Certificate)	15.05	70%	Perkins count < 10
Railroad and Light Rail Operations (includes Railroad Operations AS, Certificate)	49.02	60%	50%

Aeronautical & Aviation Technology (includes Aero, Comb Airframe/Pwrplnt AS, Certificate)	15.08	60%	80%
Industrial Systems Technology and Maintenance (Mechanical Systems Technician Certificate; MET, Machinery Sys Tech Certificate)	15.08	70%	75%
Drafting Technology (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	70%	Perkins count < 10
Applied Photography (includes Photography AS)	99.1	60%	57%
Occupational Therapy Technology (includes Occupational Therapy Assistant AS)	51.08	75%	82%
Physical Therapy Assistant (includes Physical Therapist Assistant AS)	51.08	75%	69%
Registered Nursing (includes Nursing, Registered AS)	51.16	75%	86%
Licensed Vocational Nursing (includes Nursing, Vocational AS, Certificate)	51.16	75%	79%
Dental Assistant (includes Dental Assisting AS, Certificate)	51.06	75%	88%
Dental Hygienist (includes Dental Hygiene AS)	51.06	75%	85%
Fashion Production and Fashion Merchandising (includes Apparel Studies Construction Certificate; Applied Apparel Studies Production AA; Custom Apparel Construction and Alterations AA, Certificate)	19.09	60%	80%
Child Development/Early Care and Education (includes ECE, Child Development AA; ECE, Associate Teacher Certificate; ECE, Early Childhood AA, Certificate; ECE, Teacher Certificate; ECE, Master Teacher AA, Certificate; ECE, Administration AA; ECE, Family Childcare)	19.07	60%	68%
Library Technician (Aide) (includes Library & Info Tech AS, Certificate)	25.03	70%	Perkins count < 10
Administration of Justice (includes Administration of Justice AA, AST; ADMJ)	99.21	70%	76%
Cosmetology and Barbering (includes Cosmetology, Art/Sci Nail Tech Certificate; Cosmetology AS, Certificate)	12.04	60%	55%
Aviation and Airport Management and Services (includes Aircraft Dispatcher AS, Certificate; Flight Technology AS, Certificate; Air Traffic Control AS)	49.01	60%	67%

STUDENT LEARNING OUTCOME (SLO) ACHIEVEMENT

We are currently revising the way SLOs are reported. SLO Achievement will be added once we have our data ready.

STUDENT VOICES REPORT, FALL 2017

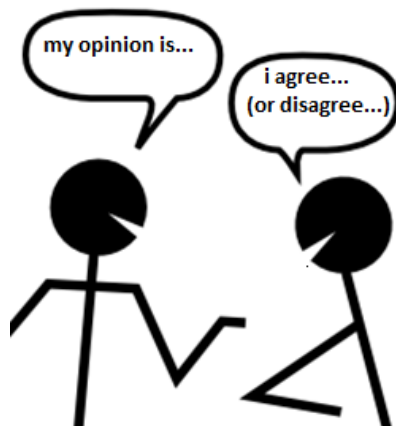
SCC Goal A. Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

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.

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 Goal A.3, A.5 and A.7 in particular, and contains data from the SCC 2016-17 Tutoring Survey conducted in Fall 2016. The report includes two parts. The first part summarizes key points in the survey results and the second part presents the detailed results.

STUDENT VOICES REPORT—KEY POINTS



Profile of students taking advantage of tutoring services closely follows the college's overall student profile by gender, age, and income. About one-third of the service users are in their first year of studies at the college, while the rest are in their second or third year. About half of the respondents had used tutoring services for more than one semester.



Services help students develop better study skills, utilize campus resources, and have a more positive attitude about the subjects that they are studying. More than 84 percent of respondents expressed that tutoring has been useful for them in each of these areas, with over 57 percent strongly agreed that tutoring was helpful. Very few respondents, less than 2 percent, strongly disagreed that tutoring was helpful in each of the areas.



Services are helpful to students in their classwork. Most of the respondents think that tutoring has been helpful. Particularly, more than half of the respondents strongly agreed that tutoring was a great help in each of these areas. Less than 5 percent of the students thought that tutoring was of no help.



Students express needs for more tutoring services availability. Many respondents (more than 80 percent) felt that it is important to have more tutoring on the main campus. While some felt that additional online tutoring was important, one-third of the respondents expressed the need for more tutoring availability after work hours and on weekends. Students also emphasize the need for the availability of walk-in appointments and longer times per tutoring session.



Student perceptions on usefulness of services are independent from students' gender and Student Success and Support Program (SSSP) status. However, the results also suggest that students' perceptions on tutoring usefulness are likely to differ by students' age and income status. Students' perceptions are also likely to differ by race and disability status, specifically on tutoring usefulness in helping them complete homework, papers, projects, etc.

SCC 2016-2017 TUTORING SURVEY RESULTS—DETAILED REPORT

SCC has conducted the tutoring survey biennially since 2012. This college-wide survey covers a range of information related to how students use the tutoring services and their perception of tutoring usefulness in their classwork and other aspects of college life.

The report begins with a brief description of the sample and profile of students who have used the tutoring services. The next three sections present the survey results on students' characteristics, their perception of tutoring usefulness and areas for improvement. The last section analyzes the responses by different student groups.

SAMPLE AND STUDENT PROFILE

SAMPLE. The tutoring survey collected more than a thousand responses during the 2016 Fall Semester. After removal of duplicated responses, the remaining sample includes a total number of 871 responses. Thirteen tutoring areas had enough responses to report for that area specifically. Areas with fewer than 10 responses were grouped as “Other Lab” (see Table 1).

Table 1. Number of Responses by Tutoring Area

Tutoring Area	Number	Percent
AT Design Lab (including Graphic Design)	41	4.7
Athletic Study Skills Lab	16	1.8
BUS Student Center	13	1.5
Davis LRC (including Davis Writing Center)	31	3.6
ESL Center	197	22.6
Learning Skills & Tutoring	73	8.4
Math Lab	142	16.3
MESA	18	2.1
Other Lab *	24	2.8
Photo Lab	82	9.4
Reading Lab	50	5.7
RISE	27	3.1
Science & Allied Health Tutoring Center (formerly HOPE)	29	3.3
Writing Center	128	14.7
Total	871	100.0
* n smaller than 10--includes Academic Computing Lab - Business; Academic Computing Lab - LRC; Business Division CIS Lab; Electronics Technology; Fitness; Language & Literature Computer Lab; Math27; Music Lab; and all West Sacramento labs.		

STUDENT PROFILE. Student profile in the sample closely follows the college's overall student profile by gender, age, and income, i.e. slightly more female students; most frequent age ranging between 18 and 20 and 21 to 24; and many from low-income households. Specifically, a majority of the students in the sample are female (60.4 percent). About half are within 18 to 20 and 21 to 25 age ranges, more than three-quarters are low-income students, and most are SSSP. Asian and Hispanic/Latino students are the most frequent users of tutoring in the sample, followed by White and African American.

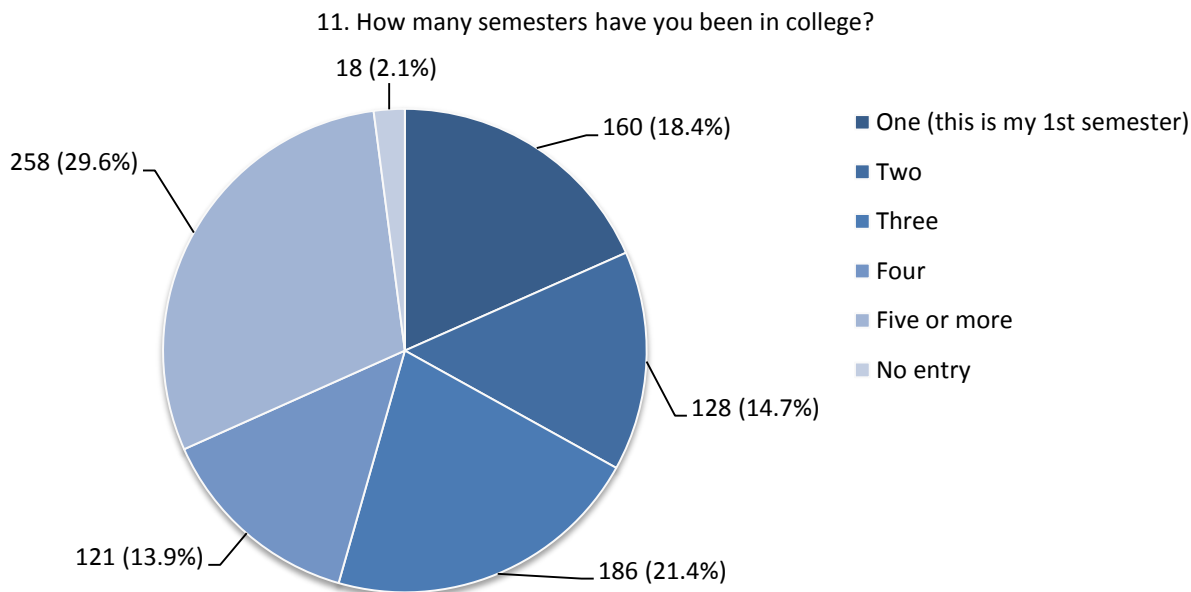
It appears that most of the students who sought tutoring demonstrated a higher course success rate than the college average. See Appendix 1 for detailed student respondent profile breakdown.

The next three sections provide results of the survey questions by student characteristics, their perception of tutoring usefulness and areas for improvement.

STUDENT USERS OF SERVICES—CHARACTERISTICS

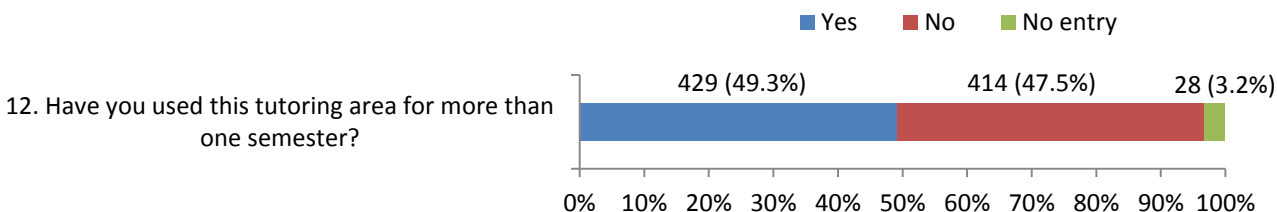
SEMESTERS IN COLLEGE. About one-third of the respondents are in their first year of studies at the college, while the rest are in their second or third year (Figure 1).

Figure 1. Respondents' Semesters in College



RETURNING TUTORING USERS. About half of the respondents had used the tutoring area for more than one semester (Figure 2).

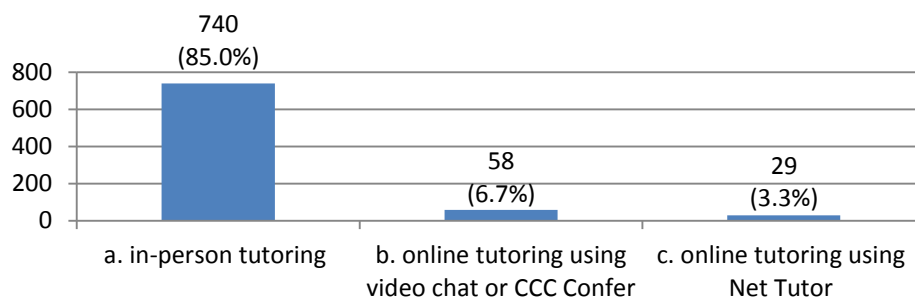
Figure 2. Returning Tutoring Users



TYPES OF TUTORING USED. Most of the respondents had used in-person tutoring; about 10 percent of the respondents had used online tutoring.

Figure 3. Types of Tutoring Used

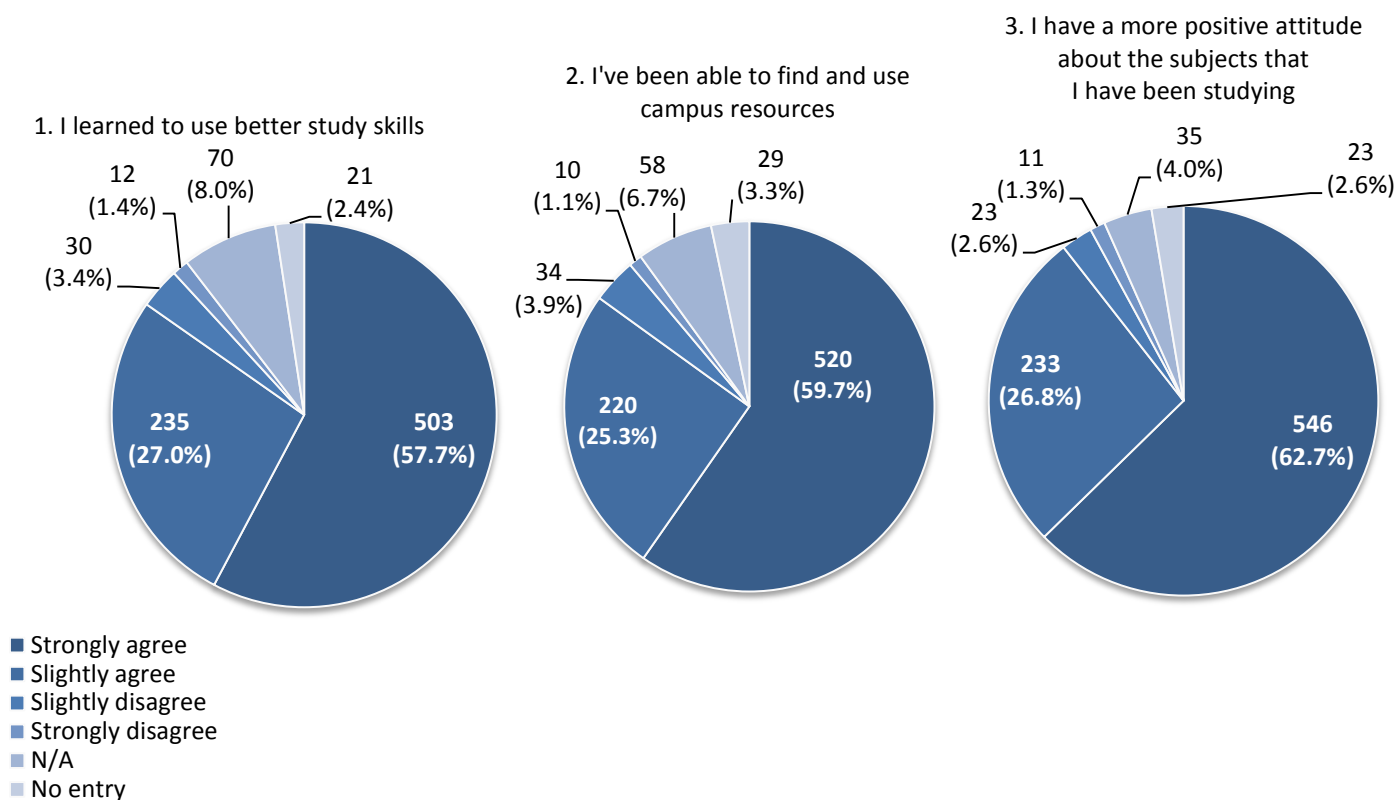
13. What kind of tutoring did you use this semester? (mark all that apply)



HOW DOES TUTORING HELP?

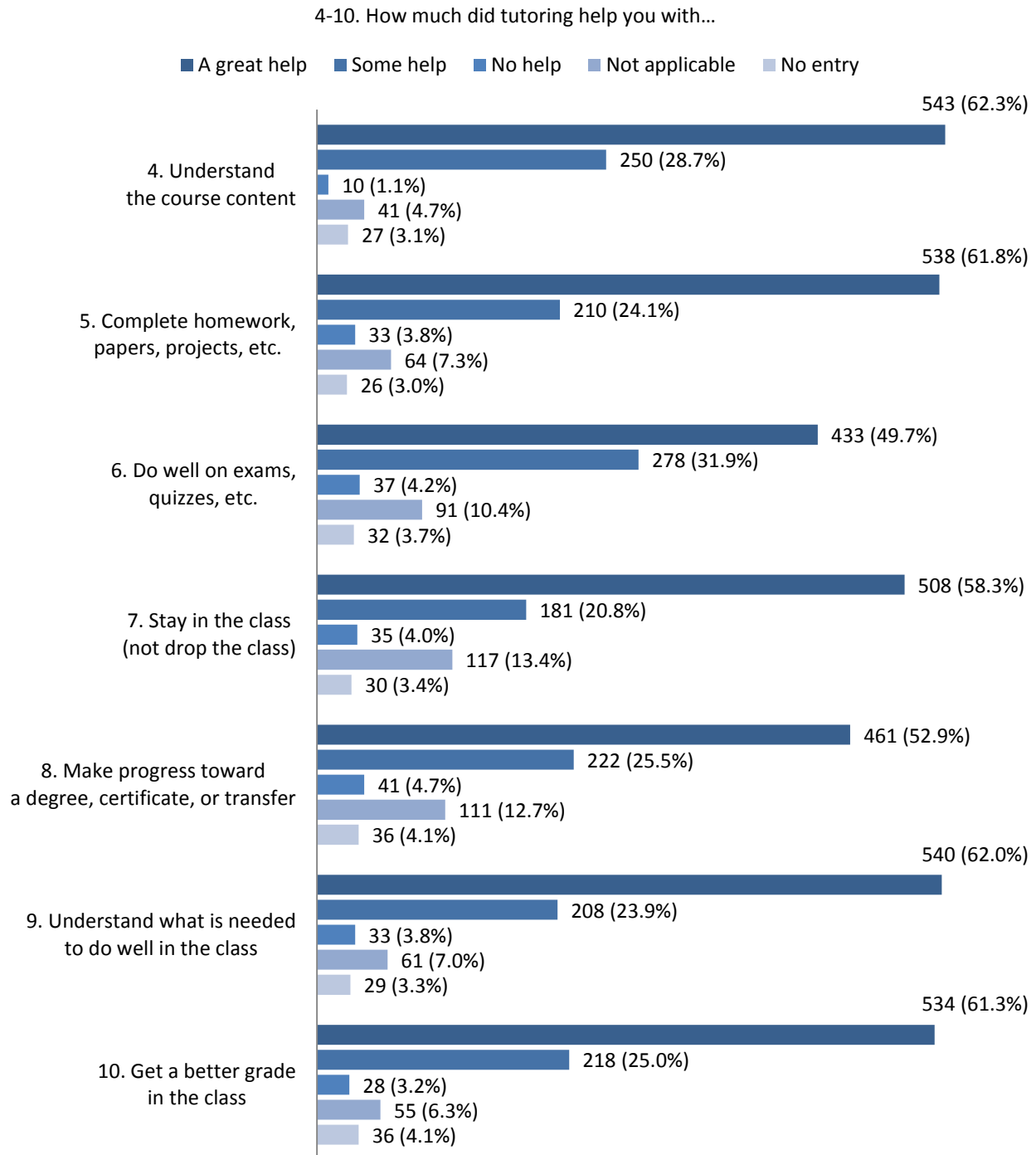
STUDY SKILLS, CAMPUS RESOURCES, AND STUDENT ATTITUDE. This section presents results related to study skills, campus resources, and student attitudes about the subjects that the students are studying. More than 84 percent of respondents expressed that tutoring has been useful for them in each of these areas, with more than 57 percent strongly agreed that tutoring was helpful. Very few respondents, less than 2 percent, strongly disagreed that tutoring was helpful in each of the areas (Figure 4).

Figure 4. Perception on Study Skills, Campus Resources, and Student Attitude



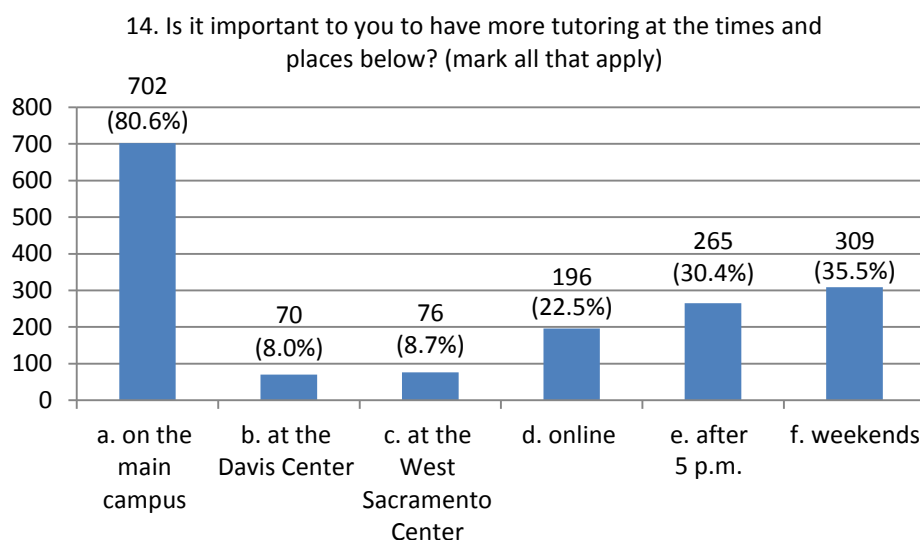
CLASSWORK. Most of the respondents think that tutoring has been helpful. Particularly, more than half of the respondents strongly agreed that tutoring was a great help in each of these areas. Less than 5 percent of the students thought that tutoring was of no help (See Figure 5).

Figure 5. Perception on Classwork



TUTORING TIME/PLACE OF IMPORTANCE. Many respondents (more than 80 percent) felt that it is important to have more tutoring on the main campus (Figure 6). While some felt that additional tutoring at the Centers and online was important, one-third of the respondents expressed the need for more tutoring availability after work hours and on weekends. Specifically, as expressed in students' written comments, this seems to be the need of working students who are not able to utilize tutoring services during normal work hours.

Figure 6. Tutoring Time/Place of Importance



ADDITIONAL COMMENTS AND AREAS FOR IMPROVEMENT

The survey also asked students to provide additional comments. There are 103 additional comments provided by respondents. More than one-third of the comments expressed praises for tutoring services on their supportiveness and helpfulness, of which half are for individual tutors and their competency.

Students' comments also emphasize the need for the availability of walk-in appointments, longer times per tutoring session, more tutors, and after-hours and weekend tutoring. A few students mentioned that the tutoring room condition (quietness) played a role in their perception of usefulness. In addition, some students expressed that they did not use tutoring services because they had already received exceptional help from their own course instructor/professor. There are a couple of negative comments on tutors' attitudes, specifically the students feeling that tutors were being unsupportive when the tutors chit-chat with each other in the tutoring room, or when students perceive tutors as being ineffective.

RESPONSES AMONG DIFFERENT STUDENT GROUPS

Statistical tests¹ were performed to examine whether the responses on tutoring usefulness (survey questions 1-10) are dependent on students' gender, age, race, BOGW, and disability status. No statistical significance is found in responses by gender and SSSP status², indicating that responses are independent on students' gender and SSSP status. Similar results were found for most of the items by race and disability status. Table 2 below lists items with responses significantly differed by group membership.³ (See Appendix 3 for bar charts illustrating the distributions of responses to these items by groups). The results indicate that students' perceptions on tutoring usefulness are likely to differ by students' age and BOGW status.⁴ Older students seemed to express higher satisfaction with tutoring services than younger students. BOGW recipients appeared to perceive tutoring as being more helpful than did non-recipients. Students' perceptions are also likely to differ by race and disability status, specifically on tutoring usefulness in helping them complete homework, papers, projects, etc. For this question, African American and Filipino students demonstrated more satisfaction than Asian peers while respondents with disabilities showed more satisfaction than those without disabilities.

Table 2. Items with Responses Significantly Differed by Group Membership

Question item	Age	Race	Disability	BOGW
1. I learned to use better study skills.	✓			✓
2. I have been able to find and use campus resources.				✓
3. I have a more positive attitude about the subjects that I have been studying.	✓			✓
4. Understand the course content.				
5. Complete homework, papers, projects, etc.		✓	✓	✓
7. Stay in class (not drop the class).	✓			✓
8. Make progress toward a degree, certificate, or transfer.	✓			
9. Understand what is needed to do well in the class.	✓			
10. Get a better grade in the class.	✓			

¹ Chi-square tests

² $p > .05$

³ $p < .05$

⁴ BOGW fee waiver is an indicator of low income status.

APPENDIX 1. STUDENT RESPONDENT PROFILE

Groups with less than 10 respondents are marked with “”.*

1. Survey respondents by AGE

AGE Group	Number	Percent
Under 18*	-	-
18 - 20	234	26.9
21 - 24	193	22.2
25 - 29	125	14.4
30 - 39	132	15.2
40 and Over	183	21.0
Total	871	100.0

2. Survey respondents by GENDER

GENDER	Number	Percent
F	526	60.4
M	326	37.4
U	19	2.2
Total	871	100.0

3. Survey respondents by RACE/ETHNICITY

RACE/ETHNICITY	Number	Percent
African American	96	11.0
Asian	262	30.1
Filipino	16	1.8
Hispanic/Latino	241	27.7
Multi-Race	35	4.0
Native American*	-	-
Other Non-White*	-	-
Pacific Islander	15	1.7
Unknown*	-	-
White	195	22.4
Total	871	100.0

4. Survey respondents by DSPS status

DSPS	Number	Percent
Yes	128	14.7
No	743	85.3
Total	871	100.0

5. Survey respondents by BOGW status

BOGW	Number	Percent
Yes	676	77.6
No	195	22.4
Total	871	100.0

6. Survey respondents by SSSP status

SSSP	Number	Percent
Yes	140	16.1
No	731	83.9
Total	871	100.0

7. Survey respondents by COURSE SUCCESS RATE

COURSE SUCCESS RATE	Number	Percent
Below college average	178	20.4
College average or higher	693	79.6
Total	871	100.0

APPENDIX 2. SURVEY RESPONSE SUMMARY

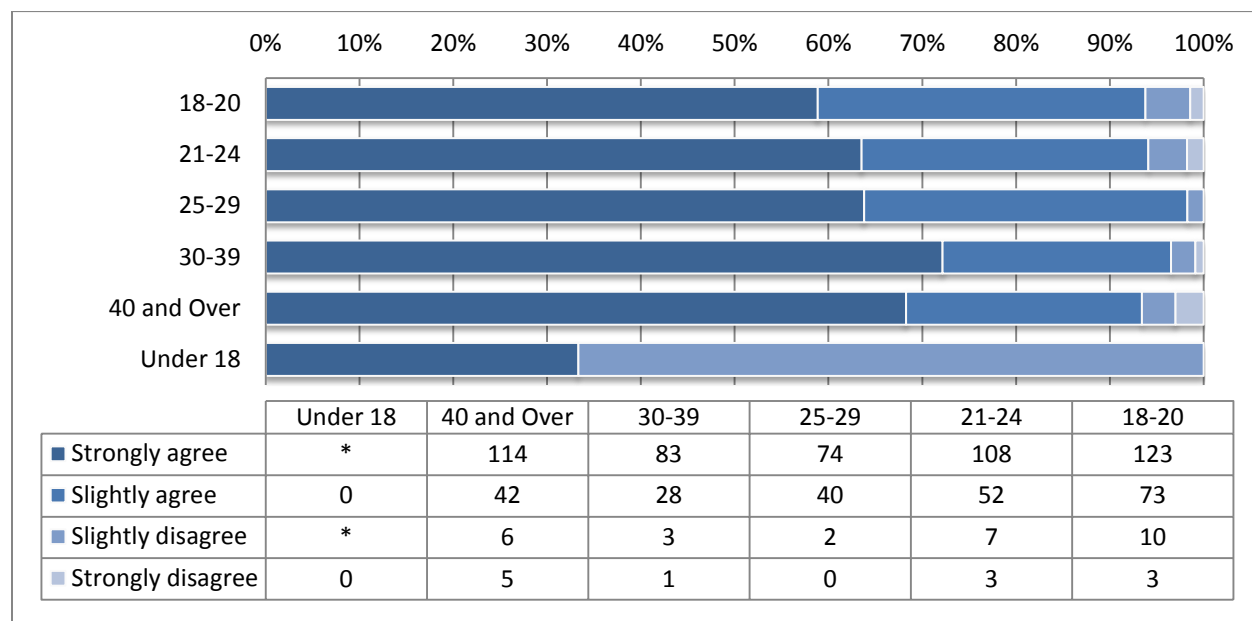
1 Strongly agree – 4 Strongly Disagree – 5 NA							
<i>Because of my work with the tutors, I...</i>	N	1	2	3	4	5	No Entry
1. I learned to use better skills.	871	503	235	30	12	70	21
		57.7%	27.0%	3.4%	1.4%	8.0%	2.4%
2. I have been able to find and use campus resources.	871	520	220	34	10	58	29
		59.7%	25.3%	3.9%	1.1%	6.7%	3.3%
3. I have a more positive attitude about the subjects that I have been studying.	871	546	233	23	11	35	23
		62.7%	26.8%	2.6%	1.3%	4.0%	2.6%
1 A great help – 2 Some help – 3 No help – 4 NA							
<i>How much did tutoring help you...</i>	N	1	2	3	4	No Entry	
4. Understand the course content.	871	543	250	10	41	27	
		62.3%	28.7%	1.1%	4.7%	3.1%	
5. Complete homework, papers, projects, etc.	871	538	210	33	64	26	
		61.8%	24.1%	3.8%	7.3%	3.0%	
6. Do well on exams, quizzes, etc.	871	433	278	37	91	32	
		49.7%	31.9%	4.2%	10.4%	3.7%	
7. Stay in the class (not drop the class).	871	508	181	35	115	30	
		58.3%	20.8%	4.0%	13.4%	3.4%	
8. Make progress toward a degree, certificate, or transfer.	871	461	222	41	110	36	
		52.9%	25.5%	4.7%	12.7%	4.1%	
9. Understand what is needed to do well in class.	871	540	208	33	60	29	
		62.0%	23.9%	3.8%	7.0%	3.3%	
10. Get a better grade in the class.	871	534	218	28	53	36	
		61.3%	25.0%	3.2%	6.3%	4.1%	
Number of semesters							
	N	1	2	3	4	≥5	No Entry
11. How many semesters have you been in college?	871	160	128	186	121	258	18
		18.4%	14.7%	21.4%	13.9%	29.6%	2.1%
1 Yes – 2 No							
	N	1	2	No Entry			
12. Have you used this tutoring area for more than one semester?	871	429	414	28			
		49.3%	47.5%	3.2%			
1 in person tutoring – 2 online video chat or CCC confer– 3 online Net Tutor							
13. What kind of tutoring did you use this semester? (mark all that apply)	N	1	2	3			
	871	740	58	29			
		85.0%	6.7%	3.3%			
14. Is it important to you to have more tutoring at the times and places below? (mark all that apply)	N	Number	%				
14.1. On the main campus.	871	702	80.6				
14.2. At the Davis Center.	871	70	8.0				
14.3. At the West Sacramento Center.	871	76	8.7				
14.4. Online.	871	196	22.5				
14.5. After 5 p.m.	871	265	30.4				
14.6. Weekends.	871	309	35.5				

APPENDIX 3. RESPONSE DISTRIBUTION AMONG STUDENT GROUPS

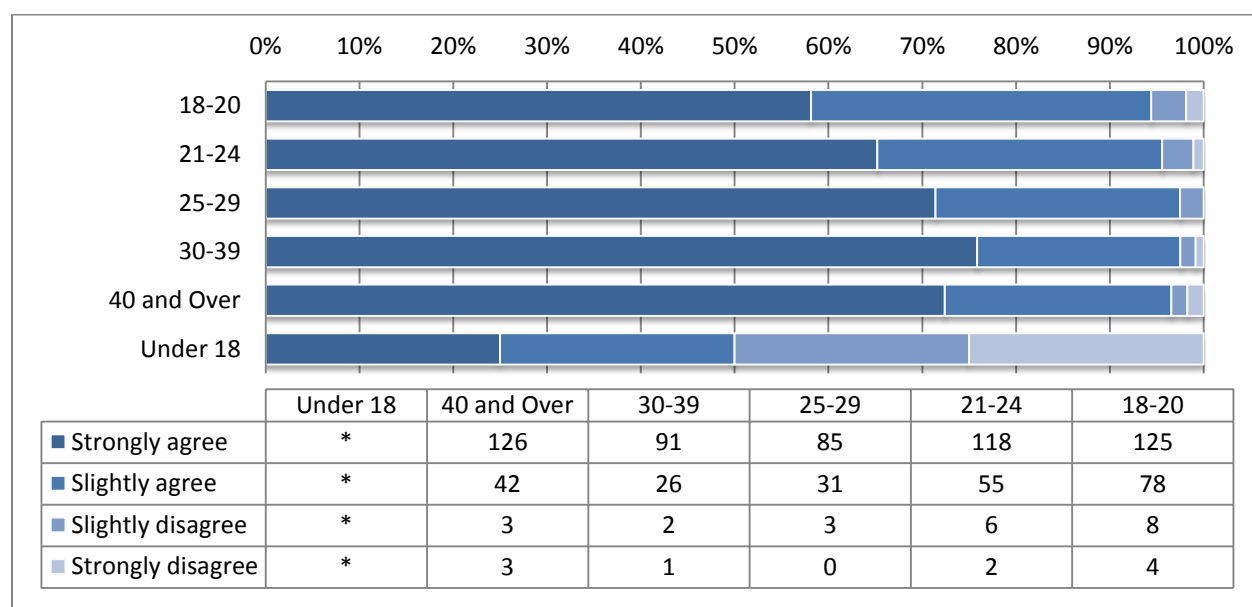
Appendix 3 displays distribution of responses by different student groups for question items that were found to be statistically significant in Section 0. Note that graphs do not show N/A and missing data. Groups with less than 10 respondents are marked as “*”.

1. Distribution by AGE groups

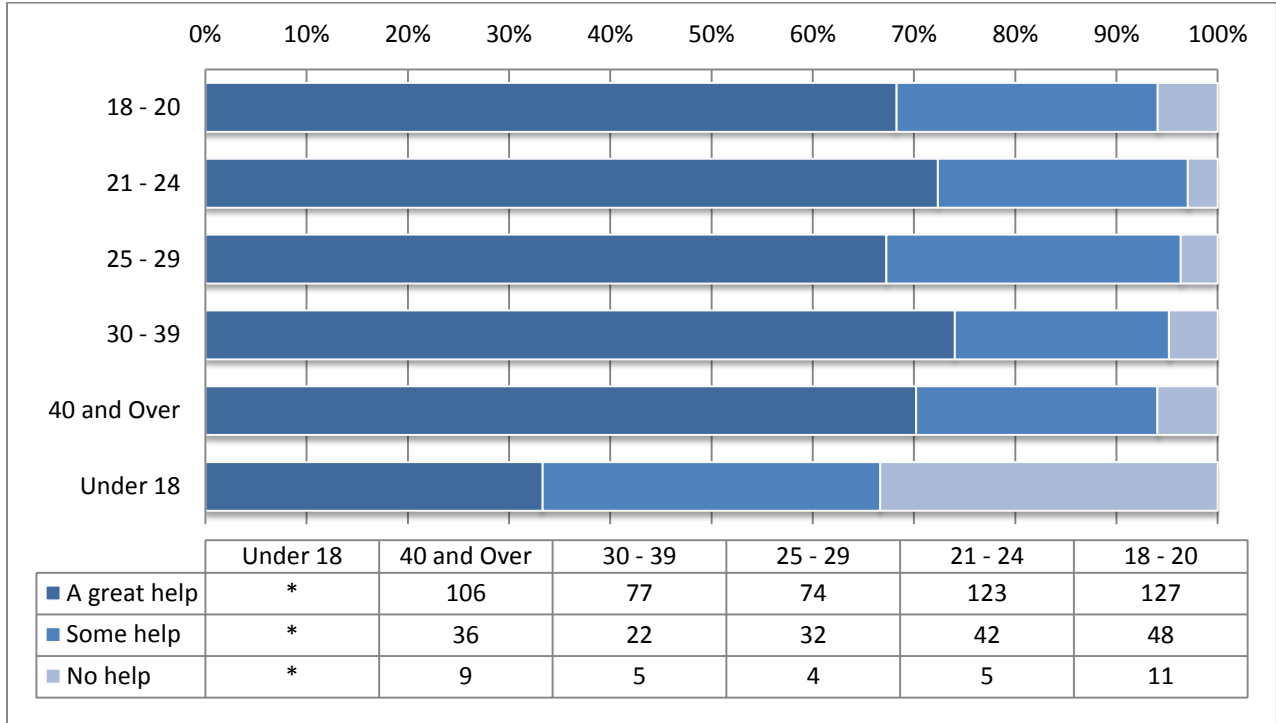
Question 1. I learned to use better study skills.



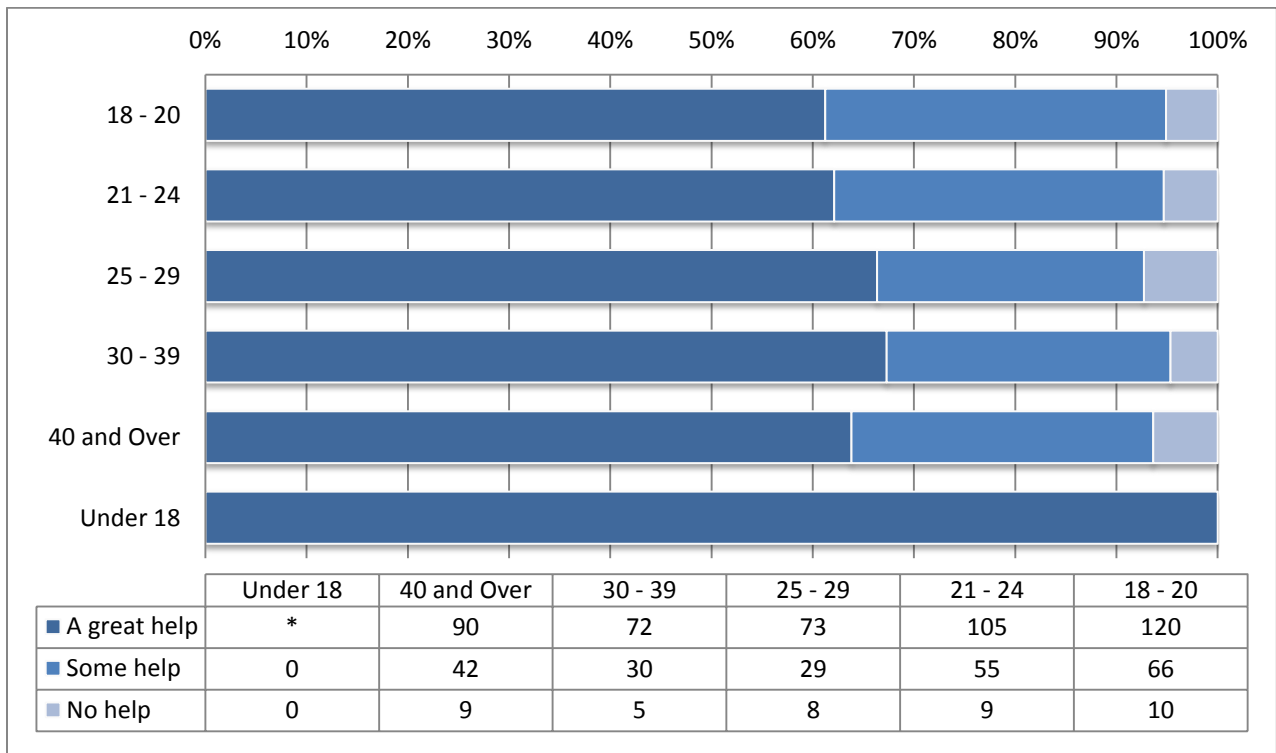
Question 3. I have a more positive attitude about the subjects that I have been studying.



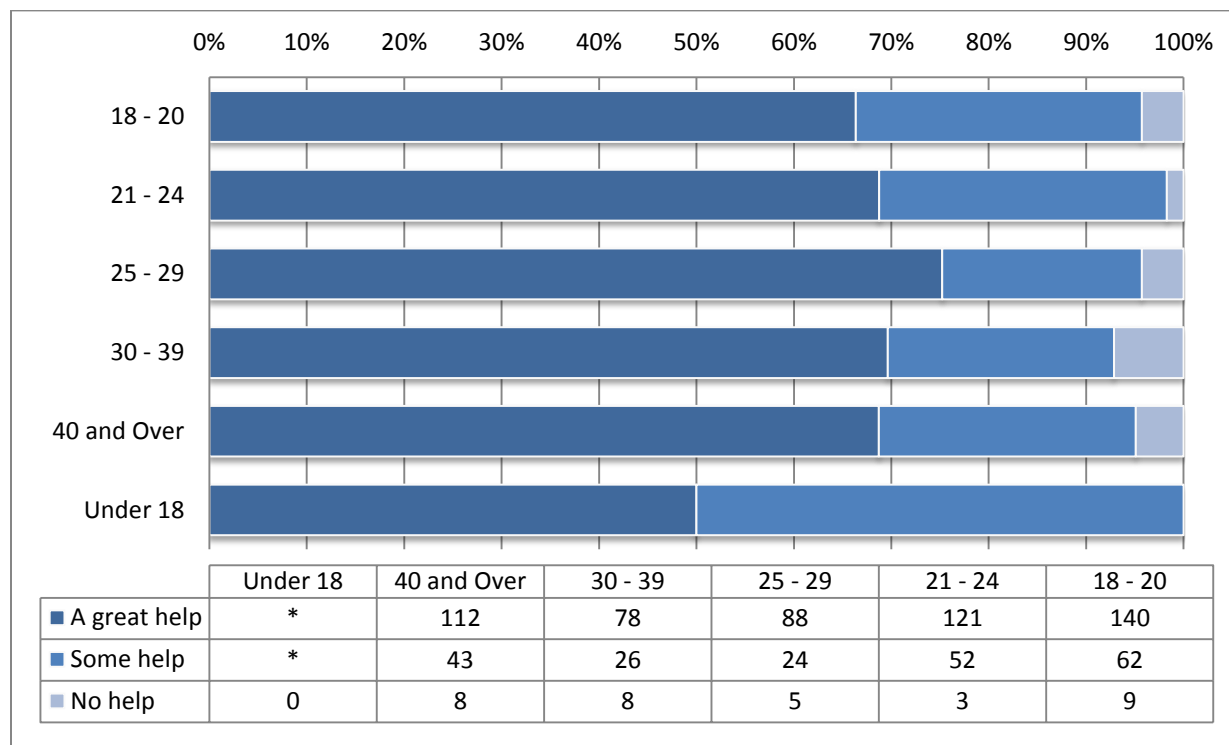
Question 7. How much did tutoring help you stay in class (not drop the class)?



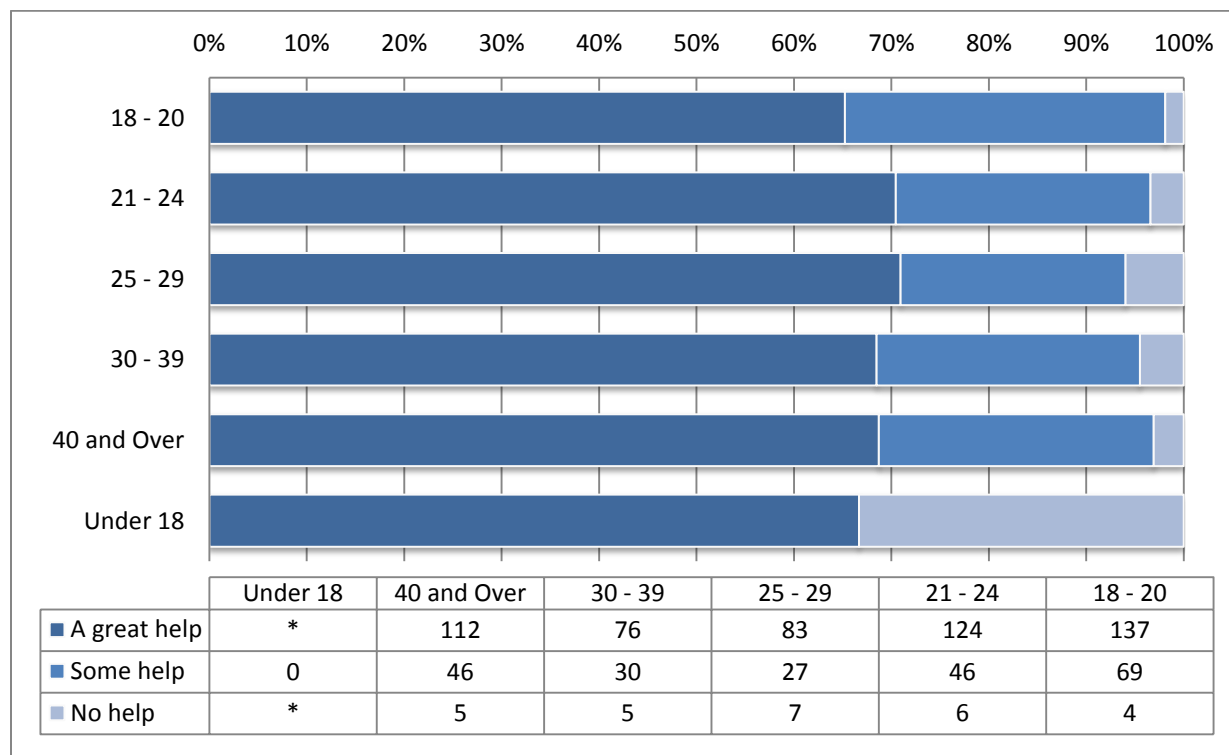
Question 8. How much did tutoring help you make progress toward a degree, certificate, or transfer?



Question 9. How much did tutoring help you understand what is needed to do well in the class?

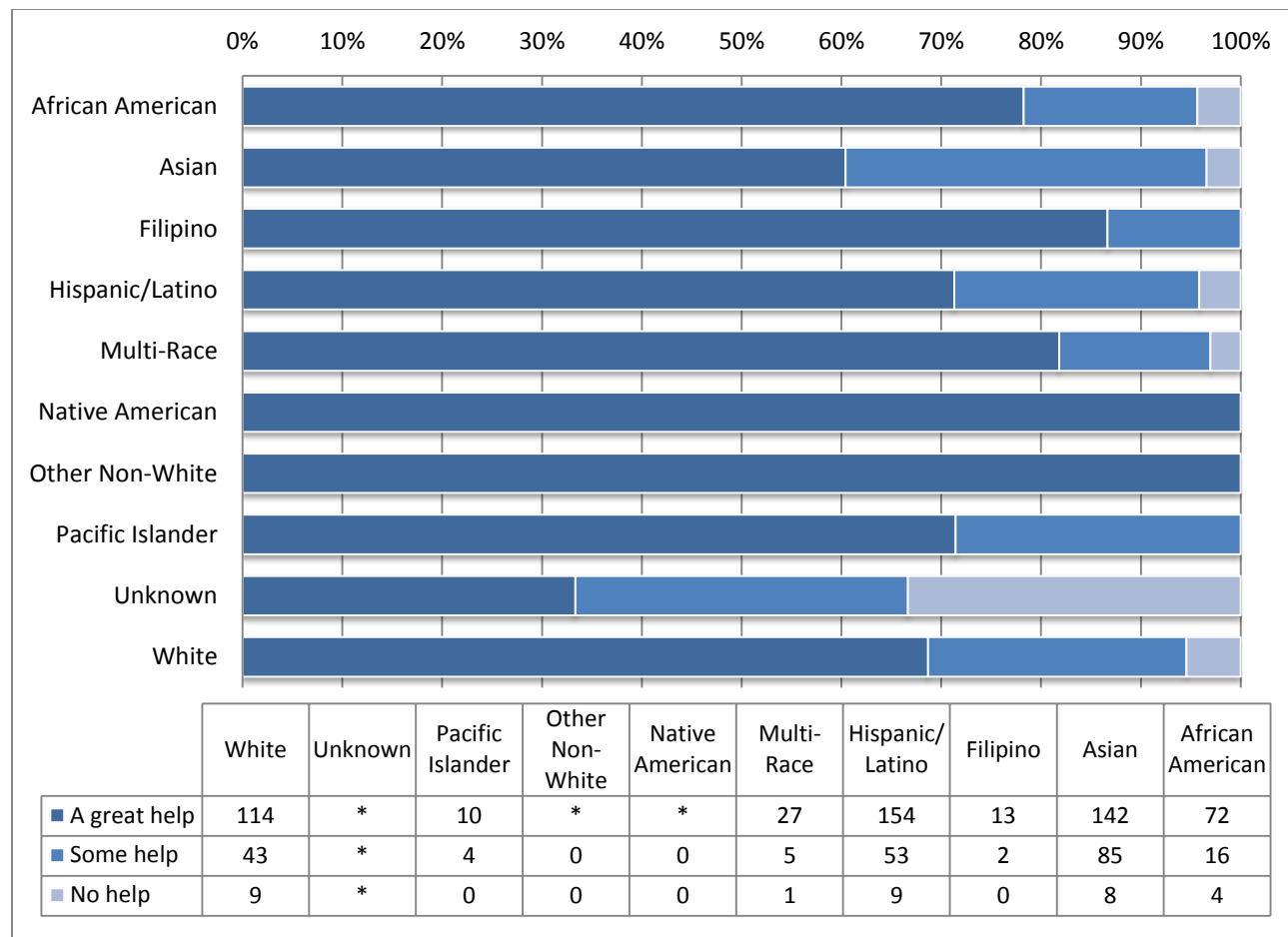


Question 10. How much did tutoring help you get a better grade in the class?



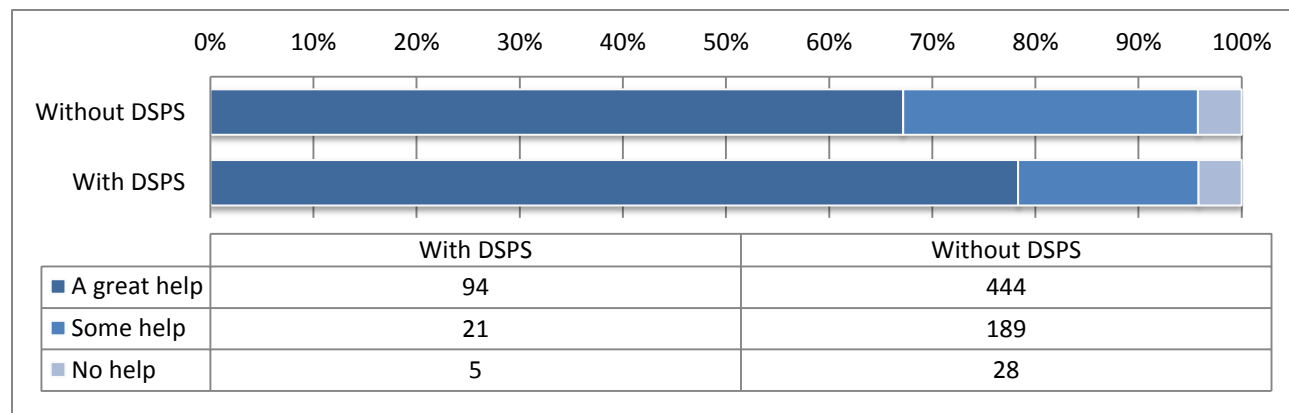
2. Distribution by RACE/ETHNICITY

Question 5. How much did tutoring help you complete homework, papers, projects, etc.?



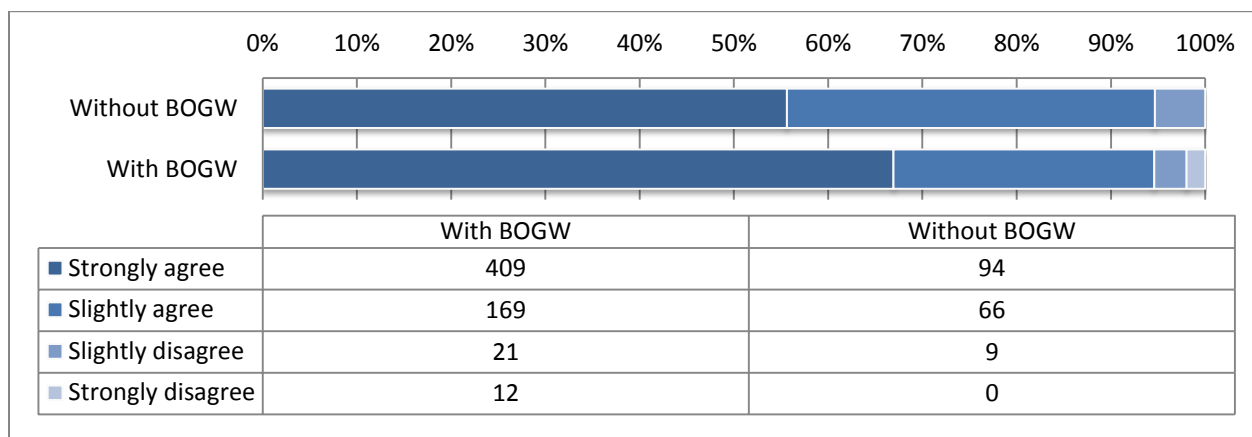
3. Distribution by DSPS status

Question 5. How much did tutoring help you complete homework, papers, projects, etc.?

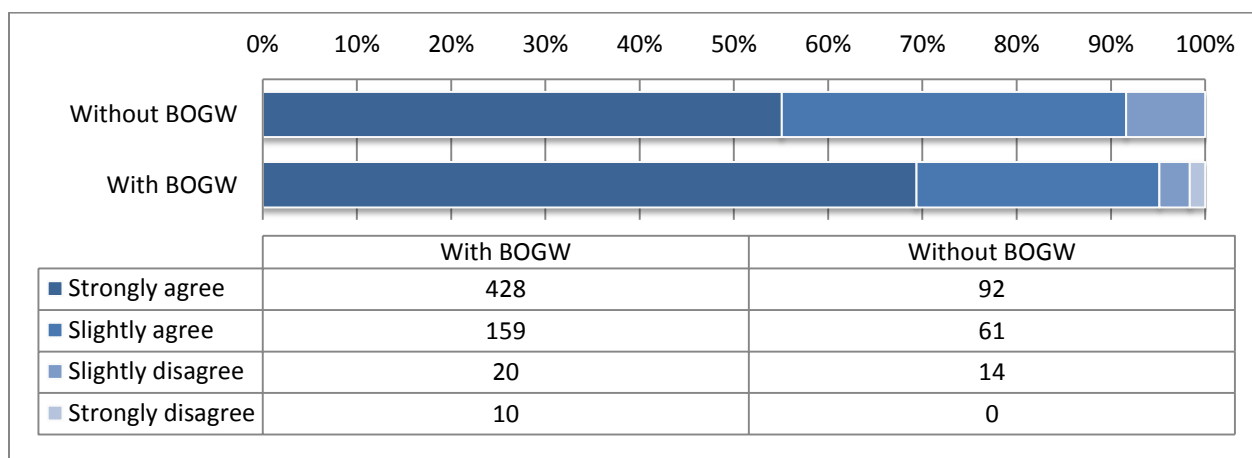


4. Distribution by BOGW status

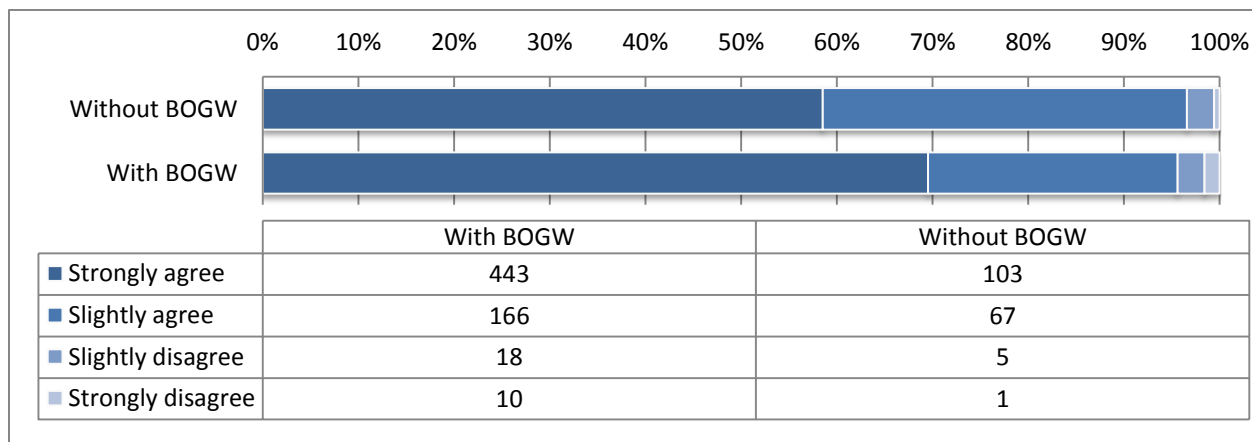
Question 1. I learned to use better study skills.



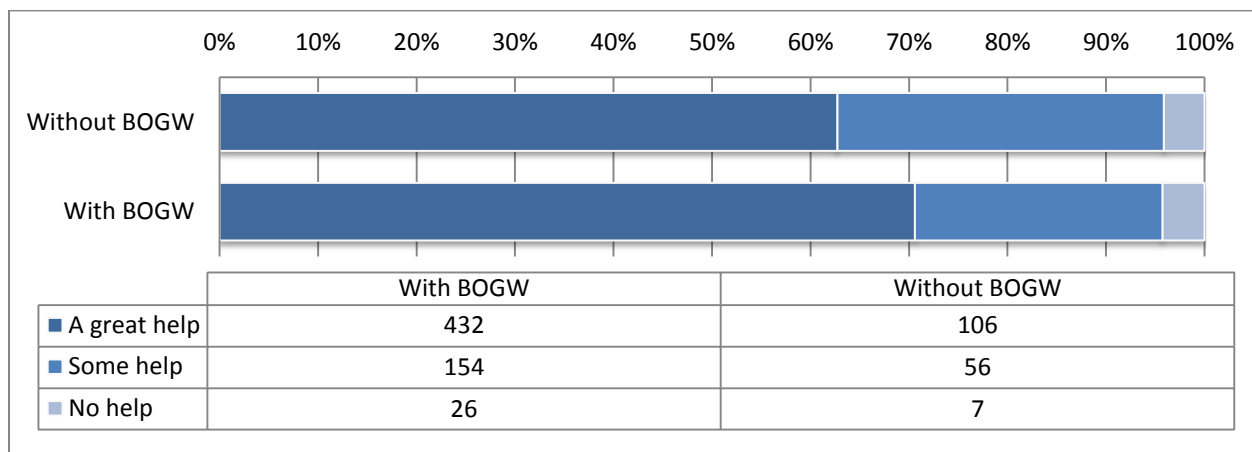
Question 2. I have been able to find and use campus resources.



Question 3. I have a more positive attitude about the subjects that I have been studying.



Question 5. How much did tutoring help you complete homework, papers, projects, etc.?



Question 7. How much did tutoring help you stay in class (not drop the class)?

