SACRAMENTO CITY COLLEGE

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Working Together

Pursuing Excellence

Inspiring Achievement

Institutional Effectiveness Reports Fall 2018

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BASIC SKILLS REPORT FALL 2018

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.

Most students who take the placement assessment tests place into pre-transfer courses.

With the exception of Reading, the majority of Fall 2017 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 with Assessment Test Results Who Placed into Pre-collegiate or Pre-transfer Levels, Fall 2017

Fall 2017	Transfer level	1 level below transfer	2 or more levels below transfer
Reading	54.9%	27.2%	18.0%
Writing	40.1%	35.2%	24.6%
Math	8.2%	37.6%	54.2%

Source: EOS Profile Data

Many students continue to struggle with essential skills Math.

The high-enrollment math course, Math 100 (Elementary Algebra), had End of Semester (EOS) enrollments of 1,063 and a success rate of approximately 41.3 percent in Fall 2017.

MATH	Success (Yes/No)	F16 Count	F16 %	F17 Count	F17 %
Math 100 (2 levels below transfer)	NO	706	56.8%	624	58.7%
	YES	538	43.2%	439	41.3%
	Total	**1244**	**100.0%**	**1063**	**100.0%**
Math 34 (3 levels below transfer)	NO	252	51.3%	240	48.1%
	YES	239	48.7%	259	51.9%
	Total	**491**	**100.0%**	**499**	**100.0%**
Math 27/28 (4 levels below transfer)	NO	373	54.5%	392	57.0%
	YES	311	45.5%	296	43.0%
	Total	**684**	**100.0%**	**688**	**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 2017 pre-collegiate basic skills courses neared their cap about a week before the beginning of the semester.

ASSESSMENT

PLACEMENT INTO READING, WRITING, AND MATH COURSES (ALL STUDENTS)

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 2017, the percentage of placements into courses numbered lower than 100 was 18 percent for Reading, 24.6 percent for Writing, and 31.6 percent for Math. This section considers <u>all</u> 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 2017 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.

End of Semester, all students, Fall 2017			
ENGRD	Level	Number	Percent
10	3 Levels below Transfer	7	0.1
11	2 Levels below Transfer	2,264	17.9
110	1 Level below Transfer	3,443	27.2
310	Transfer	2,285	18.0
Competency	Transfer	4,679	36.9
Total		**12,678**	**100.0**
ENGWR			
51	2 Levels below Transfer	3,016	24.6
101	1 Level below Transfer	4,315	35.2
300	Transfer	4,916	40.1
Total		**12,247**	**100.0**
MATH			
27/28	4 Levels below Transfer	2,942	20.8
34	3 Levels below Transfer	1,525	10.8
100	2 Levels below Transfer	3,196	22.6
120	1 Level below Transfer	5,325	37.6
300, 310, 335, 340, 370, or 400	Transfer	1,162	8.2
Total		**14,150**	**100.0**

Although more than one-third 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 2017, only White students have a rate exceeding 50 percent meeting competency without having to take remediation courses.

Reading Placement by Ethnicity (EOS Profile), Fall 2017 Students							
Ethnicity		ENGRD 10	ENGRD 11	ENGRD 110	ENGRD 310 (Transfer)	Competency (Transfer)	Total
African American	#	0	405	462	230	367	1464
	%	0.0%	27.7%	31.6%	15.7%	25.1%	100.0%
Asian	#	*	572	663	361	539	2136
	%	0.0%	26.8%	31.0%	16.9%	25.2%	100.0%
Filipino	#	0	55	89	82	101	327
	%	0.0%	16.8%	27.2%	25.1%	30.9%	100.0%
Hispanic/Latino	#	*	769	1369	804	1540	4484
	%	0.0%	17.1%	30.5%	17.9%	34.3%	100.0%
Multi-Race	#	0	95	225	182	445	947
	%	0.0%	10.0%	23.8%	19.2%	47.0%	100.0%
Native American	#	0	12	18	*	11	49
	%	0.0%	24.5%	36.7%	16.3%	22.4%	100.0%
Other Non-White	#	0	13	12	13	11	49
	%	0.0%	26.5%	24.5%	26.5%	22.4%	100.0%
Pacific Islander	#	0	39	60	42	39	180
	%	0.0%	21.7%	33.3%	23.3%	21.7%	100.0%
Unknown	#	0	13	17	21	38	89
	%	0.0%	14.6%	19.1%	23.6%	42.7%	100.0%
White	#	*	291	528	542	1588	2953
	%	0.1%	9.9%	17.9%	18.4%	53.8%	100.0%
Total	#	*	2264	3443	2285	4679	12678
	%	0.1%	17.9%	27.2%	18.0%	36.9%	100.0%

* N ≤ 10

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

Writing Placement by Ethnicity (EOS Profile), Fall 2017 Students					
Ethnicity		**ENGWR 51**	**ENGWR 101**	**ENGWR 300 (Transfer)**	**Total**
African American	#	501	471	355	1327
	%	37.8%	35.5%	26.8%	100.0%
Asian	#	718	625	669	2012
	%	35.7%	31.1%	33.3%	100.0%
Filipino	#	76	117	144	337
	%	22.6%	34.7%	42.7%	100.0%
Hispanic/Latino	#	1071	1766	1445	4282
	%	25.0%	41.2%	33.7%	100.0%
Multi-Race	#	153	305	516	974
	%	15.7%	31.3%	53.0%	100.0%
Native American	#	18	13	13	44
	%	40.9%	29.5%	29.5%	100.0%
Other Non-White	#	11	15	12	38
	%	28.9%	39.5%	31.6%	100.0%
Pacific Islander	#	51	78	40	169
	%	30.2%	46.2%	23.7%	100.0%
Unknown	#	20	26	42	88
	%	22.7%	29.5%	47.7%	100.0%
White	#	397	899	1680	2976
	%	13.3%	30.2%	56.5%	100.0%
Total	**#**	**3016**	**4315**	**4916**	**12247**
	%	**24.6%**	**35.2%**	**40.1%**	**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. Over 40 percent of African American and more than one third of "other non-white" and Native American students place into the lowest level of math offered at SCC. Asians and Filipinos place into transfer-level math at the highest rates—only Asian and Filipino students have about 15 percent or more placing into a transferable math course.

Math Placement by Ethnicity (EOS Profile), Fall 2017 Students							
Ethnicity		MATH 27	MATH 34	MATH 100	MATH 120	Transfer	Total
African American	#	622	205	330	360	34	1551
	%	40.1%	13.2%	21.3%	23.2%	2.2%	100.0%
Asian	#	272	177	401	1225	446	2521
	%	10.8%	7.0%	15.9%	48.6%	17.7%	100.0%
Filipino	#	41	25	92	174	57	389
	%	10.5%	6.4%	23.7%	44.7%	14.7%	100.0%
Hispanic/Latino	#	1163	571	1136	1762	185	4817
	%	24.1%	11.9%	23.6%	36.6%	3.8%	100.0%
Multi-Race	#	190	117	278	406	95	1086
	%	17.5%	10.8%	25.6%	37.4%	8.7%	100.0%
Native American	#	18	*	12	12	*	50
	%	36.0%	14.0%	24.0%	24.0%	2.0%	100.0%
Other Non-White	#	15	*	11	*	*	44
	%	34.1%	13.6%	25.0%	18.2%	9.1%	100.0%
Pacific Islander	#	48	23	42	67	*	190
	%	25.3%	12.1%	22.1%	35.3%	5.3%	100.0%
Unknown	#	23	*	30	32	*	101
	%	22.8%	8.9%	29.7%	31.7%	6.9%	100.0%
White	#	550	385	864	1279	323	3401
	%	16.2%	11.3%	25.4%	37.6%	9.5%	100.0%
Total	**#**	**2942**	**1525**	**3196**	**5325**	**1162**	**14150**
	%	**20.8%**	**10.8%**	**22.6%**	**37.6%**	**8.2%**	**100.0%**

* N ≤ 10

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 2017 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			F16 Count	F16 %	F17 Count	F17 %	F16 Count	F16 %	F17 Count	F17 %
Reading	Transfer level	No	122	27.4%	131	28.1%	54	12.1%	78	16.7%
		Yes	324	72.6%	336	71.9%	392	87.9%	389	83.3%
		Total	**446**	**100.0%**	**467**	**100.0%**	**446**	**100.0%**	**467**	**100.0%**
	1 level below transfer	No	160	31.3%	135	31.5%	82	16.0%	78	18.2%
		Yes	352	68.8%	293	68.5%	430	84.0%	350	81.8%
		Total	**512**	**100.0%**	**428**	**100.0%**	**512**	**100.0%**	**428**	**100.0%**
	2 levels below transfer	No	97	33.4%	74	30.5%	50	17.2%	44	18.1%
		Yes	193	66.6%	169	69.5%	240	82.8%	199	81.9%
		Total	**290**	**100.0%**	**243**	**100.0%**	**290**	**100.0%**	**243**	**100.0%**
	3 levels below transfer	No	76	45.2%	70	44.0%	42	25.0%	39	24.5%
		Yes	92	54.8%	89	56.0%	126	75.0%	120	75.5%
		Total	**168**	**100.0%**	**159**	**100.0%**	**168**	**100.0%**	**159**	**100.0%**

ENGLISH WRITING			SUCCESS				RETENTION			
Success and retention rates, by Subject and Course Level			F16 Count	F16 %	F17 Count	F17 %	F16 Count	F16 %	F17 Count	F17 %
Writing	Transfer level	No	658	32.5%	704	31.5%	322	15.9%	353	15.8%
		Yes	1,369	67.5%	1528	68.5%	1,705	84.1%	1879	84.2%
		Total	**2,027**	**100.0%**	**2232**	**100.0%**	**2,027**	**100.0%**	**2232**	**100.0%**
	1 level below transfer	No	412	39.2%	349	39.2%	172	16.3%	148	16.6%
		Yes	640	60.8%	541	60.8%	880	83.7%	742	83.4%
		Total	**1,052**	**100.0%**	**890**	**100.0%**	**1,052**	**100.0%**	**890**	**100.0%**
	2 levels below transfer	No	264	43.0%	199	46.7%	100	16.3%	99	23.2%
		Yes	350	57.0%	227	53.3%	514	83.7%	327	76.8%
		Total	**614**	**100.0%**	**426**	**100.0%**	**614**	**100.0%**	**426**	**100.0%**

MATH			SUCCESS				RETENTION			
Success and retention rates, by Subject and Course Level			F16 Count	F16 %	F17 Count	F17 %	F16 Count	F16 %	F17 Count	F17 %
Math	Transfer level	No	622	48.4%	482	43.5%	354	27.6%	280	25.2%
		Yes	662	51.6%	627	56.5%	930	72.4%	829	74.8%
		Total	**1284**	**100.0%**	**1109**	**100.0%**	**1,284**	**100.0%**	**1109**	**100.0%**
	1 level below transfer	No	1215	54.4%	1082	48.8%	511	22.9%	495	22.3%
		Yes	1020	45.6%	1136	51.2%	1,724	77.1%	1723	77.7%
		Total	**2235**	**100.0%**	**2218**	**100.0%**	**2,235**	**100.0%**	**2218**	**100.0%**
	2 levels below transfer	No	706	56.8%	624	58.7%	358	28.8%	309	29.1%
		Yes	538	43.2%	439	41.3%	886	71.2%	754	70.9%
		Total	**1244**	**100.0%**	**1063**	**100.0%**	**1,244**	**100.0%**	**1063**	**100.0%**
	3 levels below transfer	No	252	51.3%	240	48.1%	114	23.2%	99	19.8%
		Yes	239	48.7%	259	51.9%	377	76.8%	400	80.2%
		Total	**491**	**100.0%**	**499**	**100.0%**	**491**	**100.0%**	**499**	**100.0%**
	4 levels below transfer	No	373	54.5%	392	57.0%	162	23.7%	161	23.4%
		Yes	311	45.5%	296	43.0%	522	76.3%	527	76.6%
		Total	**684**	**100.0%**	**688**	**100.0%**	**684**	**100.0%**	**688**	**100.0%**

ESL			SUCCESS				RETENTION			
Success and retention rates, by Subject and Course Level			F16 Count	F16 %	F17 Count	F17 %	F16 Count	F16 %	F17 Count	F17 %
ESL	Transfer level	No	*	8.8%	*	14.3%	*	3.5%	*	5.4%
		Yes	52	91.2%	48	85.7%	55	96.5%	53	94.6%
		Total	**57**	**100.0%**	**56**	**100.0%**	**57**	**100.0%**	**56**	**100.0%**
	1 level below transfer	No	*	7.8%	11	31.4%	0	0.0%	0	0.0%
		Yes	59	92.2%	24	68.6%	64	100.0%	35	100.0%
		Total	**64**	**100.0%**	**35**	**100.0%**	**64**	**100.0%**	**35**	**100.0%**
	2 levels below transfer	No	*	13.8%	*	33.3%	0	0.0%	0	0.0%
		Yes	25	86.2%	*	66.7%	29	100.0%	12	100.0%
		Total	**29**	**100.0%**	**12**	**100.0%**	**29**	**100.0%**	**12**	**100.0%**
	3 levels below transfer	No	20	34.5%	*	50.0%	11	19.0%	0	0.0%
		Yes	38	65.5%	*	50.0%	47	81.0%	*	100.0%
		Total	**58**	**100.0%**	*****	**100.0%**	**58**	**100.0%**	*****	**100.0%**
ESL Grammar	Transfer level	No	17	13.0%	22	20.0%	*	3.8%	10	9.1%
		Yes	114	87.0%	88	80.0%	126	96.2%	100	90.9%
		Total	**131**	**100.0%**	**110**	**100.0%**	**131**	**100.0%**	**110**	**100.0%**
	1 level below transfer	No	15	15.5%	25	22.5%	*	8.2%	14	12.6%
		Yes	82	84.5%	86	77.5%	89	91.8%	97	87.4%
		Total	**97**	**100.0%**	**111**	**100.0%**	**97**	**100.0%**	**111**	**100.0%**
ESL Reading	Transfer level	No	29	29.6%	21	24.1%	11	11.2%	11	12.6%
		Yes	69	70.4%	66	75.9%	87	88.8%	76	87.4%
		Total	**98**	**100.0%**	**87**	**100.0%**	**98**	**100.0%**	**87**	**100.0%**
	1 level below transfer	No	34	11.8%	52	17.4%	*	2.4%	22	7.4%
		Yes	253	88.2%	246	82.6%	280	97.6%	276	92.6%
		Total	**287**	**100.0%**	**298**	**100.0%**	**287**	**100.0%**	**298**	**100.0%**
	2 levels below transfer	No	29	17.3%	20	16.4%	12	7.1%	*	4.9%
		Yes	139	82.7%	102	83.6%	156	92.9%	116	95.1%
		Total	**168**	**100.0%**	**122**	**100.0%**	**168**	**100.0%**	**122**	**100.0%**
	3 levels below transfer	No	41	47.7%	15	20.5%	25	29.1%	12	16.4%
		Yes	45	52.3%	58	79.5%	61	70.9%	61	83.6%
		Total	**86**	**100.0%**	**73**	**100.0%**	**86**	**100.0%**	**73**	**100.0%**

* N ≤ 10

ESL (Cont'd)			SUCCESS				RETENTION			
Success and retention rates, by Subject and Course Level			F16 Count	F16 %	F17 Count	F17 %	F16 Count	F16 %	F17 Count	F17 %
ESL Writing	Transfer level	No	32	29.1%	36	27.9%	12	10.9%	10	7.8%
		Yes	78	70.9%	93	72.1%	98	89.1%	119	92.2%
		Total	**110**	**100.0%**	**129**	**100.0%**	**110**	**100.0%**	**129**	**100.0%**
	1 level below transfer	No	13	14.6%	22	19.8%	*	4.5%	13	11.7%
		Yes	76	85.4%	89	80.2%	85	95.5%	98	88.3%
		Total	**89**	**100.0%**	**111**	**100.0%**	**89**	**100.0%**	**111**	**100.0%**
	2 levels below transfer	No	25	25.0%	13	14.9%	*	7.0%	*	4.6%
		Yes	75	75.0%	74	85.1%	93	93.0%	83	95.4%
		Total	**100**	**100.0%**	**87**	**100.0%**	**100**	**100.0%**	**87**	**100.0%**
	3 levels below transfer	No	46	52.9%	15	17.4%	27	31.0%	*	9.3%
		Yes	41	47.1%	71	82.6%	60	69.0%	78	90.7%
		Total	**87**	**100.0%**	**86**	**100.0%**	**87**	**100.0%**	**86**	**100.0%**
ESL Listening	1-level-below-transfer	No	*	11.1%	14	14.4%	*	3.2%	*	5.2%
		Yes	56	88.9%	83	85.6%	61	96.8%	92	94.8%
		Total	**63**	**100.0%**	**97**	**100.0%**	**63**	**100.0%**	**97**	**100.0%**
	2 levels below transfer	No	28	20.0%	15	13.8%	15	10.7%	*	6.4%
		Yes	112	80.0%	94	86.2%	125	89.3%	102	93.6%
		Total	**140**	**100.0%**	**109**	**100.0%**	**140**	**100.0%**	**109**	**100.0%**
	3 levels below transfer	No	29	32.2%	15	20.0%	14	15.6%	*	6.7%
		Yes	61	67.8%	60	80.0%	76	84.4%	70	93.3%
		Total	**90**	**100.0%**	**75**	**100.0%**	**90**	**100.0%**	**75**	**100.0%**

* N ≤ 10

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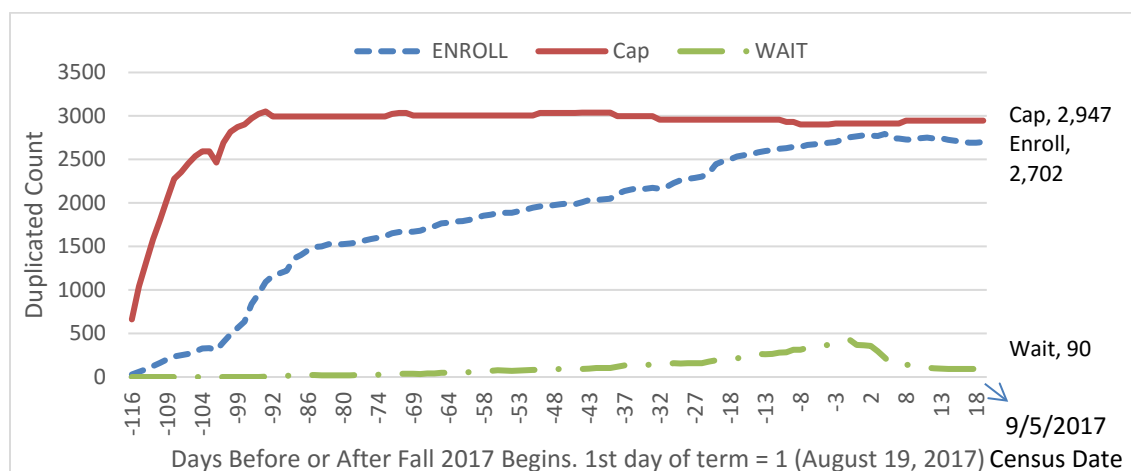
This year's pattern is similar to last year's, which continues a departure from previous years. From 2010 to 2013, basic skills classes were full two months before the beginning of the Fall semester, and in 2014 they were full about a month before the term began.

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 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 2011-12 academic year, approximately 29 percent of Math, 41.5 percent of English, and 41.8 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 2016-17 academic year.)

SCC Student Success Scorecard, Remedial Math, English & ESL, 2018

Percentage of credit students tracked for six years through 2016-17 who first enrolled in a course below transfer-level in English, Mathematics, and/or ESL during 2011-12 and completed a college-level course in the same discipline.

REMEDIAL/ESL	Remedial Math		Remedial English		ESL	
Completion Rate	2,095	29.0%	2,146	41.5%	478	41.8%
Gender						
Female	1,145	30.1%	1,155	42.8%	273	45.8%
Male	932	27.9%	973	40.2%	196	37.2%
Age						
< 20 years old	774	31.0%	1,075	50.4%	97	60.8%
20 to 24 years old	581	29.6%	564	35.6%	102	53.9%
25 to 39 years old	506	30.2%	349	30.9%	153	36.6%
40+ years old	234	17.9%	158	24.7%	126	23.8%
Ethnicity/Race						
African American	363	18.2%	395	26.1%	20	30.0%
American Indian/ Alaska Native	12	25.0%	*	44.4%	*	0.0%
Asian	161	39.8%	288	51.7%	197	46.2%
Filipino	24	54.2%	46	56.5%	*	50.0%
Hispanic	638	27.4%	686	41.7%	108	42.6%
Pacific Islander	28	32.1%	34	47.1%	*	40.0%
White	484	36.2%	327	48.0%	67	38.8%

Source: http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home (Retrieved 06/01/18)
* 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, 45.8 percent of females and 37.2 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 Snowhite, 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 CCCCO 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 2018
(Data from 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.

BENCHMARKS REPORT: KEY POINTS

Average course success has been roughly stable for several years; it increased slightly between 2009 and 2011, decreased by 2013, and has increased slightly again in 2016 and 2017. 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, Fall 2002 to Fall 2017 (%)
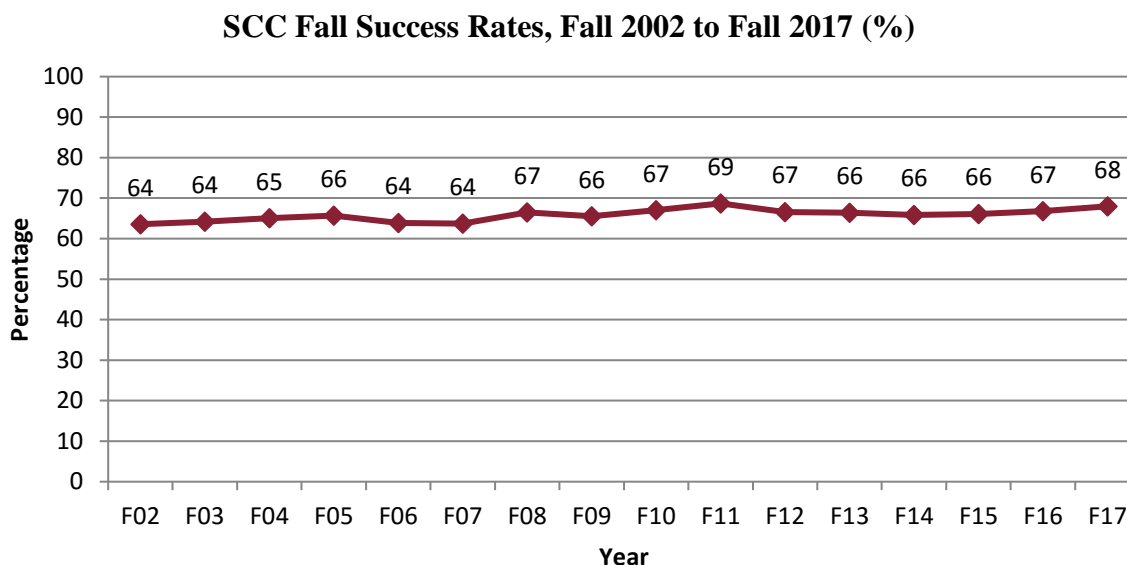
Some achievement gaps persist, others are narrowing. Achievement gaps occur between groups of students. The largest gaps are between students from different racial/ethnic groups. Smaller achievement gaps occur between students from different age groups; these gaps have been narrowing somewhat in recent 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 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
- a below average Fall-to-Fall persistence at the college
- an average three year graduation rate
- a well-above average completion/SPAR rate (includes program completion and transfer prepared status)
- a well-below average ethnic achievement gap in course success
- a below average basic skills course success rate

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 percent and 70 percent.
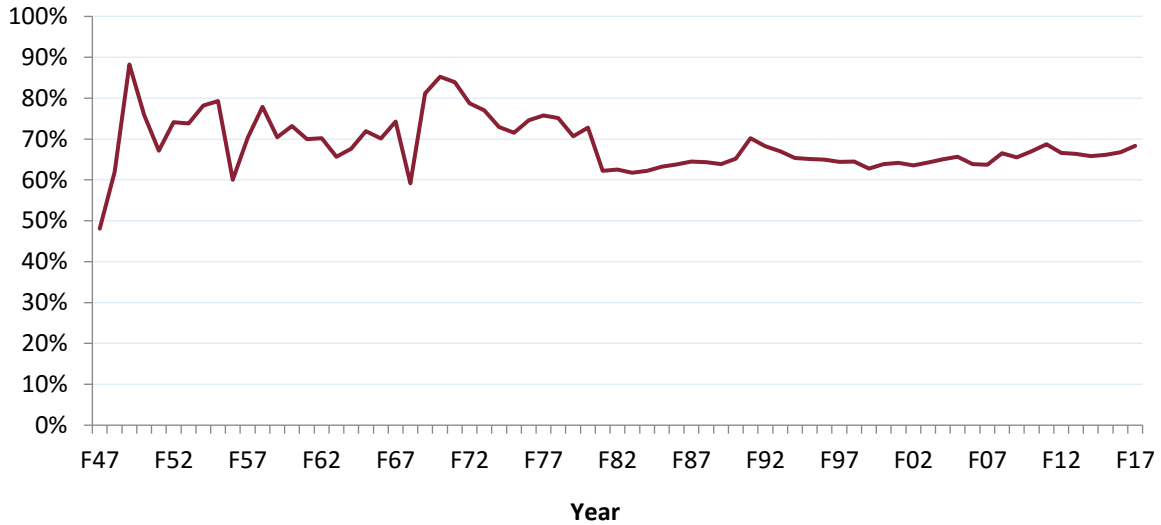
The figure below details the last 15 years of the 50-year trend above. The decrease in Fall 2012 is attributed to an increase in W grades, which resulted from the drop-without-a-W date change.

SCC Fall Success Rates, Fall 2002 to Fall 2017 (%)
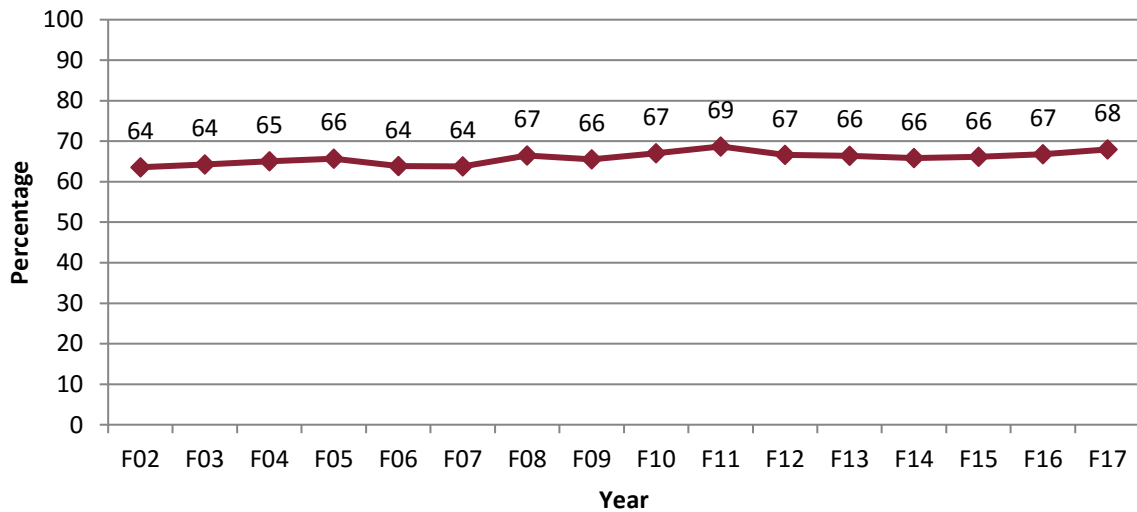
TRENDS IN COURSE SUCCESS BY DEMOGRAPHIC GROUP: ACHIEVEMENT GAP

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 the last five years. This year the gap is widest between the age group of 21 to 24-year-olds and 30 to 39-year-olds—a 5 percent observed difference. Additionally, the gap has narrowed between the highest- and lowest-performing age groups when comparing Fall 2016 to Fall 2017 data—with a 2.7 percent observed difference between 18 to 20-year-olds and 30 to 39-year-olds. (Course success rate = Percent of students getting a grade of A, B, C, or Pass in the set of courses.)

Course Success by Ethnicity
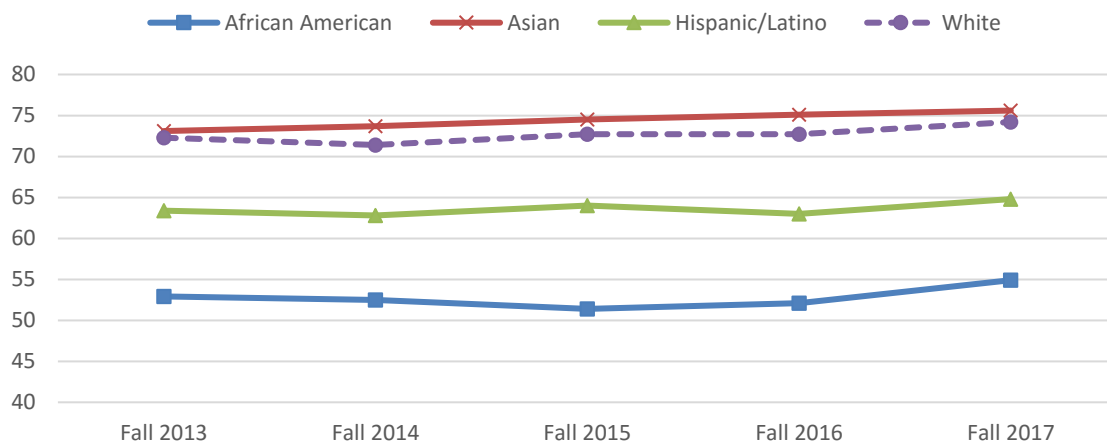
Source: LRCD, EOS Research Database Files

SCC Successful Course Completion by Age Group
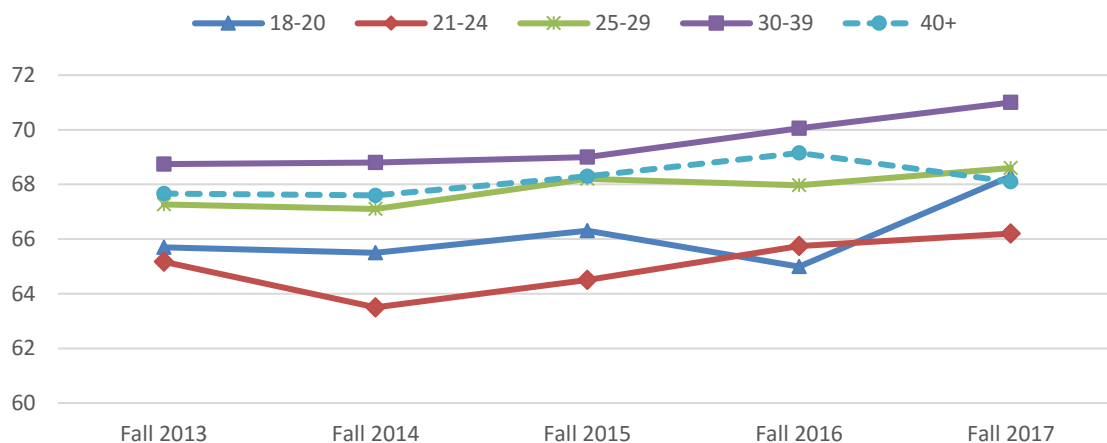
Source: LRCD, EOS Research Database Files

BENCHMARKS REPORT: COMPARISONS TO OTHER COLLEGES

SCC DEFINED COMPARISON GROUP

PRIE used 2009 data available from IPEDS (Integrated Postsecondary Educational Data System) to develop a group for comparison to SCC. The colleges in the comparison group have the following characteristics:

- enrollment category = greater than 10,000
- part of a multi-campus district
- urban setting
- less than 50 percent white students
- similar to SCC on percent of students on Financial Aid (FA) (range = 49 percent to percent, SCC = 58 percent)
- 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 CCCCO Data Mart, SCORECARD, and IPEDS measures, for this group of colleges, SCC has:

- an 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 CCCCO 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 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.

SCC COMPARED TO SIMILAR COLLEGES ON CCCCO 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 2017)*	64.59	74.52	68.93	67.94	-0.99	Average
Three consecutive semester persistence anywhere in the CCC system (CCCCO SCORECARD 2016-17 outcome)	73.9	81.3	77.8	80.8	3	Above average
Rate of students earning 30+ units (CCCCO SCORECARD 2016-17 outcome)	73	61.7	67.5	64.7	-2.8	Below average
Fall-to-Fall persistence of full-time students at the college (IPEDS Fall 2017)	65	74	70	65	-5.00	Below average
Graduation rate within 150% of time to normal completion (three year rate based on IPEDS data for 2014 cohort)	19	32	24	24	0	Average
Completion / SPAR (CCCCO SCORECARD 2016-17 outcome)	36.7	53.0	43.2	48.8	5.6	Well-above average
Achievement gap in course success rate between highest and lowest racial/ethnic groups (CCCCO Data Mart Fall 2017)	18.48	41.21	26.52	20.35	-6.17	Well-below average
Basic skills course success rate (CCCCO Data Mart Fall 2017)	54.42	69.51	62.67	61.48	-1.19	Below average
Minimum cell size of 60 required per CCCCO's "Ensuring Equitable Access and Success" to be eligible for disproportionate impact analysis. *Note: This may not exactly match the PRIE calculated course success rate for SCC students due to slight differences in definitions and calculations. **Note: - 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						

Source: CCCCO Data Mart

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 2017	Achievement gap between racial/ethnic groups (%) = highest success rate minus lowest success rate Fall 2017*
American River College	74.52	18.48
City College of San Francisco	72.62	23.17
Cosumnes River College	68.11	21.78
Evergreen Valley College	70.05	20.95
Long Beach City College	64.59	24.22
Los Angeles City College	67.72	21.28
Los Angeles Mission College	65.71	33.01
Los Angeles Valley College	68.52	18.82
Sacramento City College	**67.94**	**20.35**
San Bernardino Valley College	66.41	23.27
San Jose City College	72.14	20.34

Source: CCCCO Data Mart
Note: Highest and lowest success rates for groups excludes the "Unknown" category.

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 2017 (%)	Basic skills course success rate Fall 2017 (%)
American River College	85.23	69.44
City College of San Francisco	84.20	64.03
Cosumnes River College	89.82	65.22
Evergreen Valley College	86.31	69.51
Long Beach City College	84.59	61.62
Los Angeles City College	81.96	60.54
Los Angeles Mission College	85.19	56.43
Los Angeles Valley College	86.52	54.42
Sacramento City College	**81.35**	**61.48**
San Bernardino Valley College	87.31	61.76
San Jose City College	86.31	64.90

Source: CCCCO 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 2011-12 Cohort, 2016-17 outcomes (%)	IPEDS* Full-time year-to-year "retention" rate 2017 (%)	IPEDS* Part-time year-to-year "retention" rate 2017 (%)
American River College	76.8	70	50
City College of San Francisco	81.3	72	44
Cosumnes River College	80.4	74	48
Evergreen Valley College	75.8	74	51
Long Beach City College	81.0	71	48
Los Angeles City College	76.0	65	35
Los Angeles Mission College	78.9	70	41
Los Angeles Valley College	76.1	72	48
Sacramento City College	**80.8**	**65**	**25**
San Bernardino Valley College	73.9	68	50
San Jose City College	75.2	65	43

Source: CCCCO 2018 Student Success Scorecard data from the 2016-17 academic year report; IPEDs data for 2017
*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

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	10	28	34
City College of San Francisco	13	32	40
Cosumnes River College	7	24	38
Evergreen Valley College	10	32	35
Long Beach City College	5	19	25
Los Angeles City College	8	21	29
Los Angeles Mission College	4	19	22
Los Angeles Valley College	7	21	33
Sacramento City College	**7**	**24**	**34**
San Bernardino Valley College	5	19	29
San Jose City College	13	26	33

Source: IPEDs data for 2017
*Note: Based on IPEDs data for 2014 cohort. **Note: Based on IPEDs data for 2013 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 2011-12 Cohort, 2016-17 Outcomes (%)	SCORECARD Students Earning 30+ Units 2011-12 Cohort, 2016-17 Outcomes (%)
American River College	42.5	66.4
City College of San Francisco	53.0	73.0
Cosumnes River College	41.5	68.3
Evergreen Valley College	46.6	69.9
Long Beach City College	39.5	69.0
Los Angeles City College	37.5	67.5
Los Angeles Mission College	37.9	66.9
Los Angeles Valley College	46.1	69.8
Sacramento City College	**48.8**	**64.7**
San Bernardino Valley College	36.7	61.7
San Jose City College	44.5	65.8

Source: CCCCO Data Mart

According to the CCCCO 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: CCCCO Research and Accountability Unit "Methodology for College Profile Metrics". http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/2016%20specs.pdf *(retrieved 05/26/16)*

COMPARISON GROUPS, FALL 2009 to FALL 2010

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 2018
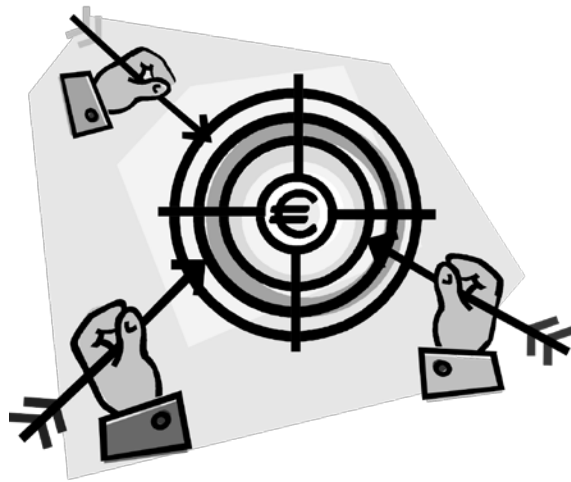
**KEY PERFORMANCE INDICATORS &
COLLEGE GOAL INDICATORS**

In this section there is often an institutionally established **baseline** value for the Key Performance Indicators (KPIs). This may be a college standard or a state average. If the indicator falls substantially below the baseline standard, this triggers discussions and, in most cases, actions by the college. The following indicators compare the most recent college value to the **baseline** value.

- 🟢 • **Green circle** = above baseline or target
- 🔺 • **Yellow triangle** = at or slightly below baseline or target
- 🟥 • **Red square** = substantially below baseline or target = more than 5 percentage points for rates

In some cases, an aspirational target has been established as well as a baseline. The target is a goal that the college hopes to reach in the future.

SCC KEY PERFORMANCE INDICATORS (KPIs)

BEGINNING THE PATH: ENROLLMENT & ONBOARDING KPIs

START

Enrollment Indicators	Most recent value	Baseline (2009-10)
Fall end of semester headcount	21,809 (F17) 🟥	27,028
Annual headcount	31,034 (16-17) 🟥	40,417

Baseline = 2009-10 value for the college .(PRIE EOS data)

Onboarding Indicators	Most recent data (Fall 2017)	Baseline* (nationwide cohort average)
Entering student engagement	1 of 5 SCC SENSE benchmarks > 50*	🟥 All benchmarks > 50
New placement process	MMAP in progress	🔺 Full Implementation

A benchmark score greater than 50 indicates that the benchmark exceeds the mean for the nationwide SENSE cohort.
Additional onboarding indicators are under development.

Key actions taken on indicators below baseline:
- Work of the enrollment management taskforce.
- Ad Astra course scheduling software implementation.
- Guided Pathways elements related to onboarding processes.
- SSSP elements of the StEq/SSSP/BSI Integrated Plan.

MOVING ALONG THE PATH: LEARNING & PROGRESS KPIs
(Targets have been established for some KPIs in this area)

PROGRESS

Course Success Indicators	Most recent value	Baseline *	Target
Fall semester course success rate	68% 🟢	63%	70%
Baseline set by CSPC based on a review of data trends. (PRIE EOS data).			

College Progress Milestone Indicators	Most recent value	Baseline (state average)
First-time in college students who persisted from Term 1 to Term 2 at SCC **	46% 🟥	68%
3-semester persistence rate in any community college for SCC degree-seeking students*	81% 🟢	77%
Percent of students taking 12 + units in the Fall semester *	26% 🔺	29%
Successfully earned 30+ college credits at the college in first year**	2% 🔺	5%
Successfully completed transfer English at the college in first year**	11% 🟥	25%
Successfully completed transfer at SCC Math in first year**	5% 🟥	10%

Baseline = statewide average.
*CCCCO Datamart: http://datamart.cccco.edu/,
**CCCCO Guided Pathways: https://www.calpassplus.org/Launchboard/GuidedPathways.aspx

Student Perception of Progress Indicator	Most recent value	Baseline (2014)
Percent of students very satisfied with their progress	28% 🟢	19%
Baseline = 2014 SCC Survey. (Data from SCC Perception of Progress Survey)		

Key actions taken on indicators below baseline expectation:
- Guided Pathways implementation.
- New Math, English, and ESL placement processes and co-requisite courses.
- Expansion of learning communities.
- EASE program (A "nudge" program has been implemented to assist students).

EQUITY ON THE PATH: STUDENT EQUITY KPIs
(Targets have been established for some KPIs in this area)

EQUITY

Populations Showing Disproportionate Impact (DI)	
Indicator	**DI Populations 2016-17**
Access*	Asian, African American, White
Course Success	American Indian/Alaskan Native, African American, Hispanic/Latino, Native Hawaiian/other Pacific Islander, more than one race, current/former foster youth, low-income students
ESL Progression	Hispanic/ Latino, male students, "Some other" race
Math Basic Skills Progression	African American, "Some other" race
English Basic Skills Progression	African American, males, DSPS students
Degree & Certificate Completion	Asian, African American, males, students with disabilities
Transfer	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. (2017-19 Integrated BSI/StEq/SSSP plan data)	

Course Success Percentage Point Gaps for DI groups			
Groups compared	**Most recent value** (F17)	**Target***	**Notes**
Race/ethnicity gap	22 percentage points	≤ 3 percentage points	Gap greater than target value by 19 percentage points
Income group gap	8 percentage points	≤ 3 percentage points	Gap greater than target value by 5 percentage points
Gender gap	3 percentage points	< 3 percentage points	At target value
Age group gap	5 percentage points	≤ 3 percentage points	Gap greater than target value by 2 percentage points
*Target determined by CCCCO Student Equity initiatives. No baseline has been indicated for these gaps (PRIE EOS data. Students under 18 not included in age group data)			

Key actions taken on indicators below baseline expectation:
- New Math, English, and ESL placement processes, and co-requisite courses.
- Guided Pathways work linked to student equity, SSSP, and basic skills.
- Expansion of Teachers for Equity.
- Expansion of learning communities.

FINISHING THE PATH: COMPLETION KPIs
(Targets have been established for some KPIs in this area)

Completion Indicators	Most recent value	Baseline*	Target
Transfers to UC/CSU per year	1,031 🟢	700	1095
Degrees awarded per year	1,686 🟢	1,000	1880
Certificates awarded per year	345 🔼	350	637

Baseline values and targets set by the SCC College Strategic Planning Committee based on a review of data trends.
(PRIE data)

Employment Indicators (CE)	Most recent value	Baseline*	Target*
CE Perkins employment rates	19 of 22 occupational areas above baseline 🟥	60-75%	70-85%
CE licensure exam pass rates	21 of 22 exams above baseline 🔼	80%	90%

Baseline values and targets set by the SCC Career Education deans and department chairs and approved by the College Strategic Planning Committee. The lower baseline for employment rates (60%) is for programs with substantial self-employment, which is not captured by the Perkins data.

Earnings Indicators (CE)	Most recent value	Baseline (state median)
Median change in earning for CE program "exiters"	49% 🟢	47%
Percent who attained a living wage (completers & skills builders)	56% 🟢	54%
Employed second fiscal quarter after exit	71% 🟢	70%

Baseline = state medial.
(CCCCO Strong Workforce data https://www.calpassplus.org/Launchboard/SWP.aspx)

Key actions taken on indicators below baseline expectation:
- Guided Pathways implementation.
- Additional Associate Degrees for Transfer.
- Strong Workforce activities related to employment outcomes.

SUPPORT FOR THE PATH: COLLEGE PROCESSES KPIs

SUPPORT

Student Perception Indicators Percent indicating "quite a bit" or "very much"	Most recent SCC value	Baseline (extra-large college average)
9b. How much does this college emphasize providing the support you need to help you succeed at this college?	71% △	73%
9f. Providing the financial support you need to afford your education	49% △	53%
Baseline = mean of all extra-large colleges in the national CCSSE Cohort. (Data from the SCC 2016 Community College Student Engagement Survey)		

SCC SLO Indicator	Most recent value	Baseline (2013-14)
Percent of active courses with ongoing SLO assessment	100% ●	65%
Baseline = 2013-14 (Data gathered from college programs)		

Employee Engagement Indicators	Most recent value	Baseline (2011-12)
Percent reporting moderate-high engagement with college decision-making	67% △	70%
Percent reporting that information about major college processes is readily available (Governance & Communication Survey)	38% ■	55%
Baseline = 2011-12 (Data from the 2017 SCC Governance & Communication Survey)			

Budget Indicator	2017-18 Midyear	2018-19 Plan	2019-20 Projected	2020-21 Projected	Notes
Total fund available per VPA Budget Planning Guidance	6,626,748	5,801,796	5,335,992	5,255,538	Trend = declining budget
No baseline has been set for this indicator.					

Key actions taken on indicators below baseline expectation:

- Continuing use of CCSSE and SENSE surveys.
- Formation of a governance and communication task force.
- EASE program (a "nudge" program that has been implemented to assist students).

INDICATORS FOR COLLEGE STRATEGIC GOALS: SCC 2017-18 GOALS & STRATEGIES

GOAL A: HIGH QUALITY TEACHING & LEARNING

SCC Goal A. Deliver programs and services that demonstrate a commitment to high quality teaching and learning in support of student success and achievement.

Indicators:
- Overall course success at SCC moving toward the Institutional Effectiveness Partnership Initiative goal of 70%.
- Evidence of high student engagement, e.g. from the Community College Survey of Student Engagement (CCSSE), and other surveys.
- Implementation of the California Common Assessment Initiative for placement assessment (Note: AB 705 processes/MMAP has replaced the Common Assessment Initiative exam).
- Equivalent student outcomes in all locations and modalities.

Target value:
- An aspirational value that the college aims for over time.

Indicator	Most recent data	Target	Notes
Overall course success	course success rate = 68%	70%	Below target by 2 percentage points
Overall student engagement	0 of 5 CCSSE survey benchmarks > 50*	All > 50 (nationwide survey median)	Below target for all 5 benchmarks
Placement process	Implementation of MMAP in progress	Full Implementation	On schedule to meet target
Course success by location	Main campus = 68% Davis = 67% West Sac = 67%	Equivalent	Below target by 1 percentage point
Course success by modality	Face to Face lecture = 68% Hybrid = 66% Online = 67%	Equivalent	Below target by 1-2 percentage points

Target values set by the SCC College Strategic Planning Committee.
*A score greater than 50 indicates that the benchmark exceeds the mean for the nationwide cohort.

Related LRCCD Indicators:
- Increase student course success from 68% to 71% by 2021.
- Increase the number of students who say they feel "engagement with their learning experience" by 5% by 2021, as measured by the Community College Survey of Student Engagement.

ADDITIONAL DATA FOR GOAL A

Course Success

Overall Course Success at SCC

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	66.49%	66.44%	65.72%	66.30%	66.76%	67.83%
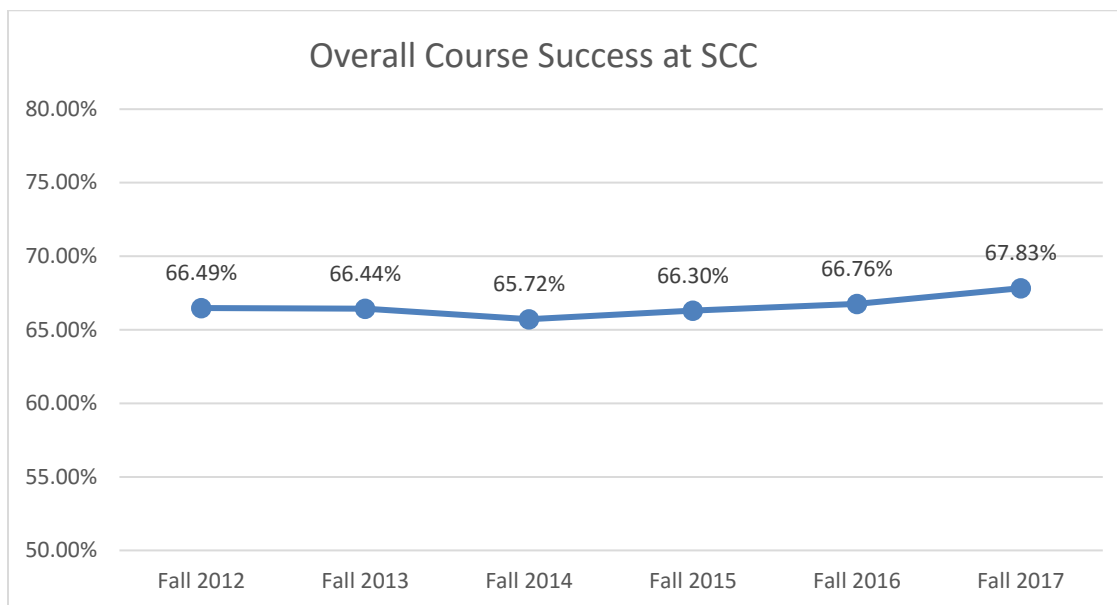
Course Success Largest Percentage Point Gaps* (PRIE data, rounded to nearest percent)	Most recent value (F17)	Baseline (F14)	Target
Race/ethnicity equity gap in course success	22*	21*	No gap
Income group gap in course success	8*	10*	No gap
*Percentage point difference between highest and lowest group			

Use of Student Learning Outcome (SLO) Assessment

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 (e.g. to assess the need for change or measure the results of a change) has dropped in recent years.

Use of SLO assessment data	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Percent of active courses with SLO assessment	86%	94%	94%	95%	94%	100%
Percent of instructional programs with SLO assessment	47%	65%	86%	86%	100%	100%
Percent of student services areas with SLO assessment	100%	86%	100%	100%	74%	100%
Source: ACCJC Annual Report. Percentages rounded to the nearest whole number						

Student Engagement

The 2016 Community College Survey of Student Engagement (CCSSE) provides college scores for five benchmark areas measured by groups of related survey items. SCC benchmark scores are slightly lower than those of the overall national CCSSE cohort for all five benchmarks.

CCSSE Benchmark (2016 survey)	SCC	Overall CCSSE Cohort*
Active and Collaborative Learning	45.2	50.0
Student Effort	46.4	50.0
Academic Challenge	47.5	50.0
Student-Faculty Interaction	45.0	50.0
Support for Learners	49.0	50.0
* Benchmarks are standardized to have a mean of 50 for the overall CCSSE cohort		

Student engagement increases as they progress in their education at SCC. In the 2016 CCSSE the benchmark scores were higher for respondents with 30 or more units than for respondents with fewer units.

CCSSE Benchmark SCC (2016 Survey)	0 to 29 units	30+ units	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:
- 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

The lowest areas of SCC student engagement were identified by the following CCSSE items:
- 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

GOAL B: CLEAR PATHWAYS FROM ENROLLMENT TO GOAL COMPLETION

Goal B. Align processes and practices to assist students in moving from first enrollment to goal completion.

Indicators:
- Increased Fall enrollment at SCC - exceeding the Fall 2015 value of 23,229 students (unduplicated).
- Increased Fall to Fall persistence at SCC - exceeding the Fall 2015 value of 44%.
- Increased number of degrees and certificates awarded - exceeding the 2015-16 value of 1,582 degrees and 479 certificates (Stretch goal = 1,880 degrees, 637 certificates).
- Increased number of students transferring to UC or CSUS - exceeding the 2015-16 value of 735 transfers to UC/CSUS (Stretch goal = 1,095).
- Evidence of students' satisfaction with their progress and with the support provided by the college .

Target Value:
- An aspirational value that the college aims for over time.

Indicator	Most recent data	Target	Notes
Enrollment (Fall headcount)	20,227	> 23,229	Below target
Entering student engagement	1 of 5 SCC SENSE survey benchmarks > 50	Above nationwide median (50)	Below target for all 5 benchmarks
Fall to Fall persistence at SCC	46%*	>44%	Above target
Degrees awarded	1,686	1,880	Below target
Certificates awarded	345	637	Below target
Transfers to UC/CSU	1,031	1,095	Below target
Student satisfaction with progress	28% very satisfied (2017 PoP survey)	N/A	N/A
Target values set by the SCC College Strategic Planning Committee. **Note – 3 semester persistence for degree-seeking SCC students at any community college = 81%*			

Related LRCCD Indicators:
- Increase the percentage of full-time students from 30% to 35% by 2021.
- Increase the student degree and certificate completion rate from 12% to 17% by 2021.
- Increase the number of students who are transfer-ready by 5% by 2021.
- Define and increase the number of clearly identified pathways by 25% by 2021.
- Provide maximum access to enrollment based on annual state funding (TBD annually).
- Provide districtwide resources to ensure all new faculty have the opportunity to participate in a faculty academy at all four colleges by Fall 2018.

ADDITIONAL DATA FOR GOAL B

Matriculation

The following data show the responses to the "Clear Academic Plan and Pathways" question form the Survey of Entering Student Engagement (SENSE) conducted at SCC in Fall 2017.

SENSE 2017: Clear Academic Plan & Pathway Indicators

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

Enrollment & Persistence

Enrollment has been declining for several years.

Enrollment Metrics	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Fall end of semester headcount (PRIE data)	24,828	23,913	23,966	23,229	22,567	20,227
Fall end-of-semester WSCH	252,229	243,858	242,248	224,636	215,585	208,586
Annual headcount (CCCCO data)	34,389	33,229	33,029	32,525	31,531	31,238
PRIE EOS profile data files; *CCCCO data: http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx*						

A majority of SCC students are enrolled part-time. This pattern has also been evident for many years. The percentage of students taking 12 or more units in has been fairly stable over the last few years.

SCC Student Load, Fall 2013 to Fall 2017						
	Full -Load 12 or More Units		Mid-Load 6-11.99 Units		Light-Load Up to 5.9 Units	
	N	%	N	%	N	%
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%
Fall 2017	7,097	32.5%	8,155	37.4%	6,536	30.0%

Source: EOS Profile Data

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. The most recent cohort began in 2011-12 and completed their six year window in 2017-18.

CCCCO 2017 Scorecard Persistence Metrics	2006-07 Cohort	2007-08 Cohort	2008-09 Cohort	2009-10 Cohort	2010-11 Cohort	2011-12 Cohort	State average
3-semester persistence rate (at any community college)	77%	76%	75%	76%	80%	81%	76%
Earned 30+ units	60%	62%	62%	62%	64%	65%	70%
Cohort = First-time SCC students who earned at least 6 units and atttempted Math or English within three years of entering college. CCCCO Scorecard data https://scorecard.cccco.edu/scorecard.aspx							

Student Perception of Progress

The following information is from the Spring 2018 Perception of Progress Survey conducted by the PRIE Office. The survey asks questions about students' perception of their progress at the college and factors that students perceive as helping or hindering their progress.

Nearly 60 percent of survey respondents indicated that they are very satisfied or somewhat satisfied with their progress toward their educational goals.

Figure 2. Are you satisfied with how quickly you are moving toward your goals at SCC? (Question 2)

- Yes, very satisfied. — 28.1%
- Yes, somewhat satisfied. — 31.8%
- Neutral. — 24.8%
- No, not satisfied. — 11.4%
- No, very unsatisfied. — 3.8%
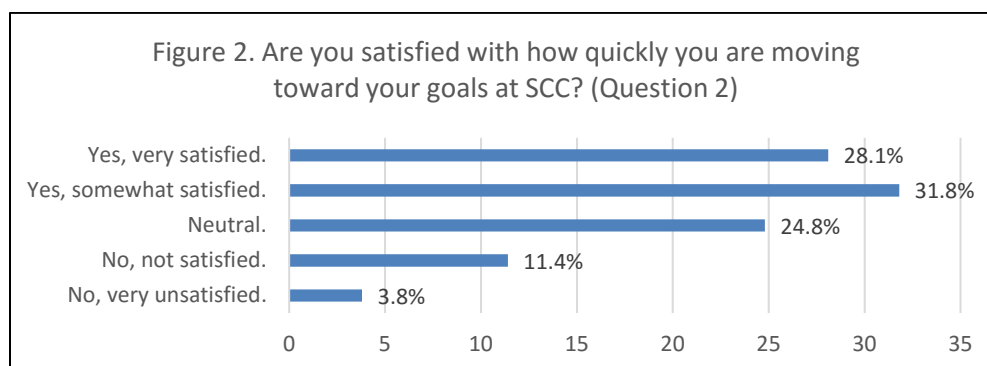
However, students who had been at SCC for a longer time were less satisfied with their progress.

Figure 3. Students' satisfaction with progress at SCC by time worked toward goals
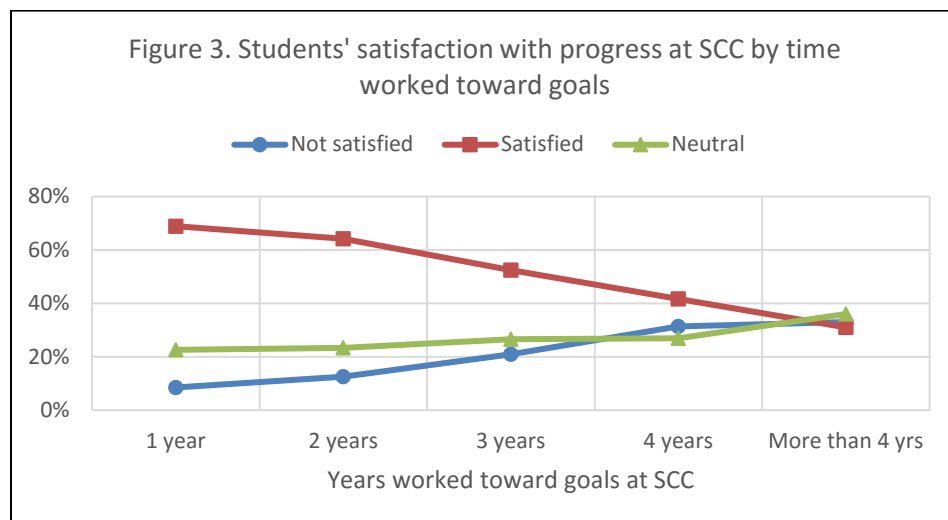
The survey respondents saw the following as most helpful to their progress:
- Tutoring labs, programs, or college library
- Attitude, availability, or helpfulness of professors
- Financial aid or scholarship

The survey respondents saw the following as most hindering their progress:
- Cost of buying or accessing textbooks for classes
- Money or finances
- Work schedule (flexible or not)

Progress Milestones

CCCCO Progress Milestones Baseline = statewide average	Most recent value	Baseline***
Persisted from Term 1 to Term 2 at SCC **	46%	68%
3-semester persistence rate in any community college* (degree-seeking students)	81%	76%
Percent of students taking 12 + units in the Fall semester *	26%	29%
Successfully earned 30+ college credits at the college in first year**	2%	5%
Successfully completed transfer English at the college in first year**	11%	25%
Successfully completed transfer at SCC Math in first year**	5%	10%
Percent of students very satisfied with progress (PoP survey data)	28%	19% (2014)
CCCCO Datamart: http://datamart.cccco.edu/, ***CCCCO Guided Pathways:: https://www.calpassplus.org/Launchboard/GuidedPathways.aspx* ****Baseline = statewide average unless otherwise indicated*		

Completion of Educational Goals

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.

SCC Metrics (PRIE Data)	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Baseline standard
Number of degrees awarded	1,481	1,654	1,634	1,582	1,692	1,686	1,000
Number of certificates awarded	534	491	637	479	392	345	350
Number of transfers to CSU/UC	958	1,095	924	735	1,006	1,015*	700

The total number of transfers to CSU/UC = 2017-18 reported data for CSU + Fall 2017 reported data for UC.
Source: Number of transfers to CSU https://www.calstate.edu/as/
Number of transfers to UC https://www.universityofcalifornia.edu/infocenter/transfers-major

The CCCCO Scorecard College Completion rate for SCC students has decreased slightly over the last few years.

CCCCO 2017 Scorecard Metrics	2006-07 Cohort	2007-08 Cohort	2008-09 Cohort	2009-10 Cohort	2010-11 Cohort	2011-12 Cohort
Completion rate, all students	55%	53%	48%	47%	50%	49%
Completion rate, prepared students	74%	69%	67%	66%	68%	70%
Completion rate, unprepared students	49%	47%	42%	40%	44%	42%

Cohort = First-time SCC students who earned at least 6 units and atttempted 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.
Source: 2017 Student Success Scorecard http://scorecard.cccco.edu/scorecard.aspx

GOAL C: EXCELLENT WORKING ENVIRONMENT

Goal C. Support employee engagement and organizational effectiveness by providing an excellent working environment.

Indicators:

- Evidence of increased engagement with college processes such as planning and participatory decision making (e.g. from the Governance and Communication Survey).
- Completion of associated Actionable Improvement Plans (AIPs) identified in the 2015 accreditation Self-Evaluation Report.
- Increased participation in professional development activities.
- Identification and use of key metrics related to business practices and infrastructure.

Target Value:

- An aspirational value that the college aims for over time.

Indicator	Most recent data	Target	Notes
Employee engagement*	Decline in engagement measures	Increased engagement	Target not met
AIP completion	3 of 4 AIPs completed by Spring 2018	All AIPs completed by end of Fall 2018	One of 4 AIPs has not yet been completed
PD participation	Total attendance at PD events = 1,887	Exceed 2016-17 baseline of 1,763	Target met
Total funds available**	Projected 2018-19 = $5,801,796	>$5,085,657	Target met
*As indicated by the Governance & Communication Survey **From VPA 2018-19 Budget Planning Guidance Memo			

Related LRCCD indicators:

- Increase employee satisfaction by 5% as measured by the biennial District Employee Satisfaction Survey to be conducted spring 2017, 2019, and 2021.
- Increase the number of employees who participate in safety training programs by 25% by 2018.
- Complete the implementation of the District's 2016 Five-Year Technology Plan by 2021.
- Expand and enhance a comprehensive wellness program by 2018.
- Produce an Annual Sustainability Report that highlights District efforts and results beginning in 2017.

ADDITIONAL DATA FOR GOAL C

Actionable Improvement Plans (AIP) Completion
(For more details please see the SCC ACCJC Midterm Report)

AIP 1: Completed

The College Leadership will develop "best practices" for engagement of departments and units in the planning process to:

- Include strategies for effective communication, timely completion, and deeper understanding of the planning process and models that would be effective for groups of various sizes and responsibilities.
- Support ongoing continuous process improvement with respect to the engagement of departments with the planning process.

AIP 2: Ongoing

Through the Student Learning Outcomes Assessment Committee (SLOAC), the College will institutionalize its updated and enhanced processes and accountability tools to ensure that all student learning outcomes, at all levels, are assessed on a systematic and cyclical basis and ensure that the results are used for continuous improvement.

AIP 3: Completed

As part of the ongoing cycle of continuous improvement, the College President, President's Cabinet, and all constituency leadership will facilitate and further develop dialogue, activities, and initiatives designed to improve College engagement in, understanding of, and respect for participatory decision-making. The Blue Book Task Force was convened in April 2015, an important first step to address these issues.

AIP 4: Completed

To improve effective and satisfactory cross-constituency participation in the governance of the College, the College Leadership will:

- Develop a more robust Campus Issues process to facilitate a timely response and thorough explanation for how and why decisions are made.
- Create a clear and transparent process for utilizing survey data to make process improvements in communication and participatory decision-making.
- Provide both formal and informal venues for College-wide information sharing.

Employee Engagement

The results of the Governance & Communication Survey showed a decline in employee engagement and satisfaction from 2014 to 2017.

- Only one item showed an increase of more than 20 percentage points from 2014 to 2017, and a 2017 rating of above 60 percent. That item increased for Classified Staff, but not for Faculty or Managers.

- The degree to which engagement with decision-making is expected of SCC employees is high to moderate: Increased for Classified Staff from 41% to 62%.

Several survey items that had a decrease of more than 20 percentage points from 2014 to 2017 and a 2017 rating below 60 percent. This varied by employee group.

Classified Staff:
- None

Faculty:
- The degree to which engagement with decision-making is valued by college administration is high to moderate: 62% to 41%.

Managers:
- Been at SCC more than 3 years: 94% to 57%.
- Been at SCC more than 10 years: 71% to 36%.
- Used the campus issue process: 35% to 14%.
- In general, engagement in decision-making across the college is high or moderate: 94% to 50%.
- Strongly agree or agree that college communication processes share information effectively across the college: 73% to 21%.
- Strongly agree or agree that information about major college processes is readily available to me: 87% to 50%.
- Strongly agree or agree that overall, the college is moving in the right direction with respect to campus climate and communication: 71% to 57%.
- Strongly agree or agree that my senate or representative council has sufficient opportunities to communicate about college decisions: 71% to 50%.
- Strongly agree or agree that administrative processes at the broad level of the whole college work well: 80% to 43%.

Unit Planning

College administrative processes	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
95% or more of division unit plans completed by deadline	Yes	Yes	Yes	Yes	Yes	Yes

Professional Development

Professional Development through the Staff Resource Center	
Average rating of PD events 2017-18	4.84 out of 5.0
Number of individuals attending safety training	53
Number of PD events related to health and wellness	3

GOAL D: EQUITY

Goal D. Provide a college environment that embraces equity and diversity and reduces disproportionate impacts between student populations.

Indicators:
- Improve all Student Equity indicator scores by five percentage points or until they no longer meet the three percentage point difference metric for determining disproportionate impact.
- College completion rate for unprepared students – moving toward IEPI 6 year goal (54.3%).
- Evidence of a welcoming campus climate (e.g. from SCC Campus Climate survey).

Target Value:
- An aspirational value that the college aims for over time.

Student Equity Indicators - Course Success Percentage Point Gaps (PRIE data)				
Groups compared	**Most recent value** (F17)	**Baseline** (F14)	**Target**	**Notes**
Race/ethnicity gap	22	21	≤ 3	Gap greater than target by 19 percentage points
Income group gap	8	10	≤ 3	Gap greater than target by 5 percentage points
Gender gap	3	3	≤ 3	At target
Age group gap *(students over 18)*	5	5	≤ 3	Gap greater than target by 2 percentage points

Score Card College Completion Metric – Unprepared Students			
Sacramento City College	**Most recent value**	**Target**	**Notes**
Completion rate - Unprepared for College	42.2 %	54.3%	Below target
Student Success Scorecard http://scorecard.cccco.edu/scorecard.aspx Report Run Date As of: 7/5/2018 11:26:26 AM. Note: Completion rate for college prepared SCC students = 69.6%			

Data from the SCC 2017 SENSE survey show that students feel welcome when they first visit campus (average scores close to 4 = agree) but there is room for improvement in these scores.

Mean score SCC SENSE 2017 results Item 18.a						
The very first time I came to this college I felt welcome	Native American	Asian or Pacific Islander	African American	White, Non-Hispanic	Hispanic / Latino	Other
	4.16	3.67	3.89	3.92	3.90	3.93
(1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree)						

Related LRCCD indicators:
- Achieve a 71% course success rate for each student group by 2021.
- Achieve a 17% degree and certificate completion rate for each student group by 2021.
- Achieve proportionality in transfer-ready preparation rates for each student group by 2021.
- Recruit faculty, staff and administrators to reflect the demographics of the District's service area.
- Increase enrollment rates among groups who are traditionally underrepresented in higher education within the District's service area.

ADDITIONAL DATA FOR GOAL D

SCC Student Diversity

The SCC student population is very diverse with no student racial/ethnic group greater than 32% of the student headcount.

SCC Student headcount Fall 2017		
African-American	2,146	10.61%
Asian	3,556	17.63%
Filipino	571	2.82%
Hispanic/Latino	6,397	31.63%
Multi-Race	1,437	7.10%
Native American	87	0.43%
Other Non-White	83	0.41%
Pacific Islander	241	1.19%
Unknown	205	1.01%
White Non-Hispanic	5,494	27.16%

Fall 2017 Headcount for SCC (College-Wide) by Ethnicity for All Locations Modality:All
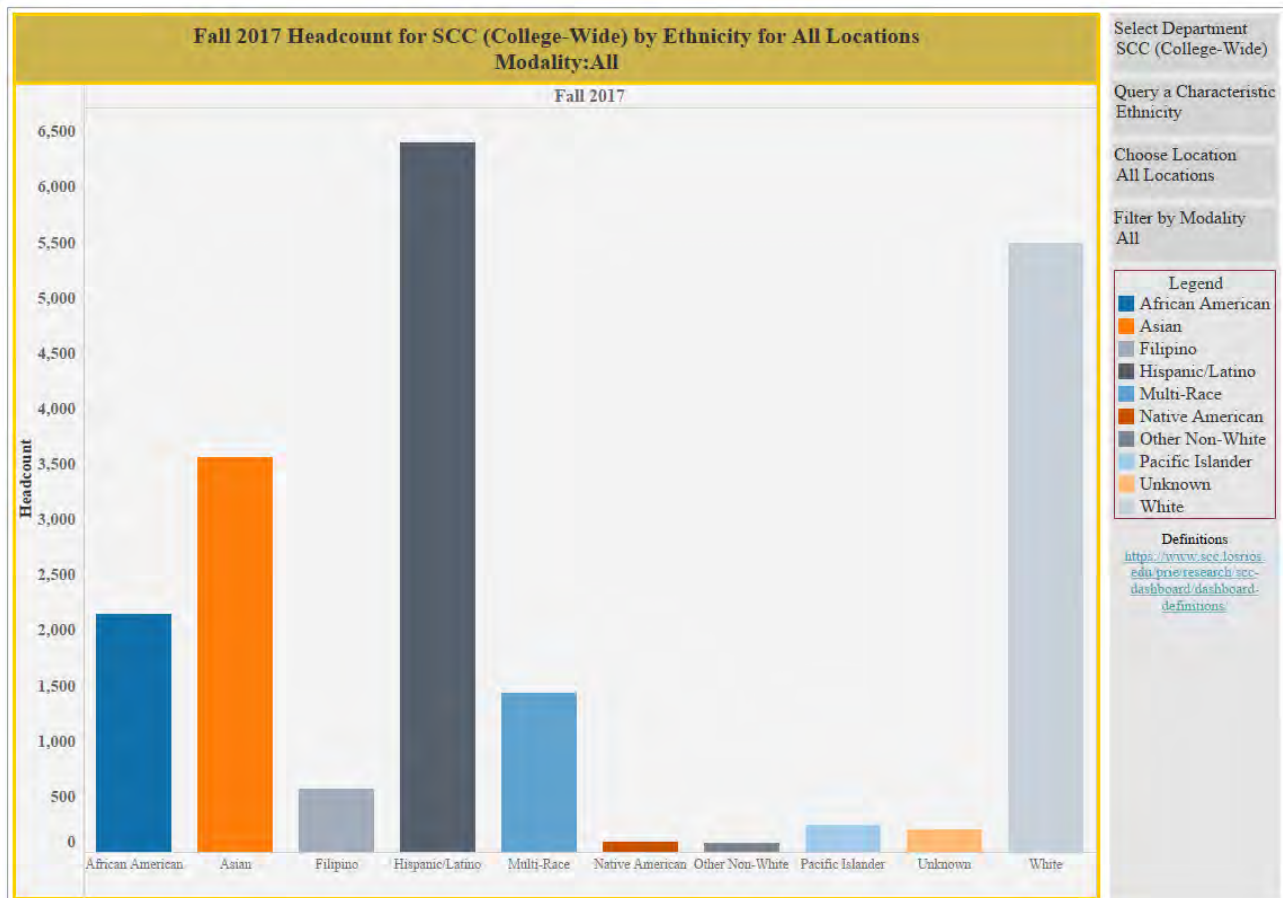
SCC Employee Diversity

The SCC employee populations is substantially less diverse than the student population.

California Community Colleges Chancellor's Office Faculty & Staff Demographics Report Fall 2017		
	N	(%)
Sacramento City Total	1,041	100.00 %
Educational Administrator	22	
African-American	*	*
American Indian/Alaskan Native	*	*
Asian	*	*
Hispanic	*	*
White Non-Hispanic	11	50.00 %
Academic, Tenured/Tenure Track	323	
African-American	23	7.12 %
American Indian/Alaskan Native	*	*
Asian	33	10.22 %
Hispanic	39	12.07 %
Multi-Ethnicity	10	3.10 %
Unknown	15	4.64 %
White Non-Hispanic	199	61.61 %
Academic, Temporary	432	
African-American	28	6.48 %
American Indian/Alaskan Native	*	*
Asian	50	11.57 %
Hispanic	60	13.89 %
Multi-Ethnicity	18	4.17 %
Pacific Islander	*	*
Unknown	16	3.70 %
White Non-Hispanic	254	58.80 %
Classified	264	
African-American	29	10.98 %
American Indian/Alaskan Native	*	*
Asian	52	19.70 %
Hispanic	53	20.08 %
Multi-Ethnicity	10	3.79 %
Pacific Islander	*	0.76 %
Unknown	6	*
White Non-Hispanic	110	41.67 %
N is less than 10. *Report Run Date As Of : 6/4/2018 10:26:28 AM*		

Equity: Gaps in Course Success

Substantial gaps in course success (greater than 10 percentage points) occur for students from different races and students of different income level. Small gaps occur for other comparison groups.

Gaps in Successful Course Completion Between Student Groups (PRIE data)						
Note: Successful course completion = Grade of A, B, C, P	**Percentage point gap**					
	F12	**F 13**	**F 14**	**F 15**	**F 16**	**F17**
Gender gap in course success	1.5	2.1	2.7	1.0	1.5	2.6
Race/ethnicity gap in course success	19.8	20.2	21.2	23.1	23.0	21.7
Age gap in course success (students <18 not included)	6.4	3.5	5.3	4.5	5.1	4.9
Modality gap in course success (Internet based – Lecture)	2.2	2.2	1.2	4.4	1.5	1.7
Location gap in course success (Main, Davis, West Sac)	2.8	0.8	0.6	0.3	2.2	0.5
Income gap (low-income, not low income)	10.9	9.9	10.2	11.1	11.0	7.61

Fall 2017 Success for SCC (College-Wide) by Ethnicity for All Locations Modality:All

Equity: Perception of the College

SCC Survey of Entering Student Engagement (SENSE) (2017 Administration):

2017 Benchmark Scores Report - SCC	Native American	Asian / Pacific Islander	African American	White, Non-Hispanic	Hispanic / Latino	Other
Benchmark Note: The highest score for each benchmark is shown in bold	Score	Score	Score	Score	Score	Score
Early Connections	**49.5**	40.6	46.7	38.5	40.9	49.2
High Expectations and Aspirations	**62.9**	51.1	47.7	50.5	48.3	45.3
Clear Academic Plan and Pathway	**56.1**	44.2	52.5	46.9	47.1	42.3
Effective Track to College Readiness	50.1	54.0	**54.3**	45.7	51.0	50.0
Engaged Learning	32.9	40.5	**49.3**	41.1	43.5	42.6
Academic and Social Support Network	**52.8**	42.0	43.7	45.1	40.2	41.5

SENSE Survey Item 18:

Mean score SCC SENSE 2017 results Item 18.a						
The very first time I came to this college I felt welcome	Native American	Asian or Pacific Islander	African American	White, Non-Hispanic	Hispanic / Latino	Other
	4.16	3.67	3.89	3.92	3.90	3.93
(1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree)						

Equity: Gaps in Completion

There are substantial gaps in the CCCCO college completion metric for students from different racial/ethnic groups and income levels.

CCCCO College Completion Metric - Most Recent Data	
Score Card Metric Summary for SCC	**Completion rate**
Completion College Prepared	**69.6 %**
African-American	58.3 %
American Indian/Alaskan Native	66.7 %
Asian	79.8 %
Filipino	60.0 %
Hispanic	60.4 %
Pacific Islander	66.7 %
White Non-Hispanic	77.0 %
Completion - Unprepared for College	**42.2 %**
African-American	26.8 %
American Indian/Alaskan Native	25.0 %
Asian	58.2 %
Filipino	50.0 %
Hispanic	41.2 %
Pacific Islander	17.4 %
White Non-Hispanic	43.3 %
Completion- Overall	**48.8 %**
Report Run Date As Of : 7/5/2018 11:35:05 AM	

CCCCO College Completion Metric - Most Recent Data	
Score Card Metric Summary for SCC	**Completion rate**
Completion/SPAR - College Prepared	**69.6 %**
Economically Disadvantaged	65.5 %
Not Economically Disadvantaged	79.9 %
Completion/SPAR - Unprepared for College	**42.2 %**
Economically Disadvantaged	38.2 %
Not Economically Disadvantaged	67.0 %
Completion/SPAR - Overall	**48.8 %**
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GOAL E: COMMUNITY CONNECTIONS & WORKFORCE NEEDS

Goal E. Enhance connections to the Sacramento region with a focus on serving the community, including meeting workforce needs.

Indicators:
- CE program licensure exam pass rates – exceeding institutionally set baseline standards (80-85% depending on program).
- CE program graduate employment rates – exceeding institutionally set baseline standards (60-75% depending on program).
- Implementation of the West Sacramento Promise program.
- Evidence of effective communication with the local community (e.g. from surveys, marketing metrics, etc.).
- Increases in college involvement in community-based activities and workforce learning.

Target Value:
- An aspirational value that the college aims for over time.

Indicator	Most recent data (2017)	Target
CE licensure exam pass rate*	20 of 21 exam pass rates were above the baseline standard for the program	All above baseline
CE Perkins employment rate*	23 of 26 occupational areas had Perkins job placement rates above baseline standard for the program	All above baseline
West Sac Promise	The West Sac Promise has been implemented	Full implementation
*Target values set by the SCC College Strategic Planning Committee.		

Related LRCCD Indicators:
- Increase the number of students who participate in work-based learning experiences in their areas of study by 15% by 2021.
- Complete an enhanced industry alignment review of all CTE programs by 2021 to ensure the District is addressing regional workforce needs.
- Increase the number of completers and skills builders who secure employment at a living wage by 10% by 2021.
- Increase external funding by 50% by 2021 to support workforce and economic development.

ADDITIONAL DATA FOR GOAL E

Career Education Licensure Exam Pass Rate**

Most SCC programs for which students must pass a licensure examination in order to work in their field of study have high examination pass rates.

Program	Examination	Institution set standard (%)	2016 Pass Rate (%)	2015 Pass Rate (%)	2014 Pass Rate (%)
Cosmetology (Written Exam)	state	80%	87%	92%	77%
Cosmetology (Practical Exam)	state	80%	95%	100%	87%
Nail Technology (Written Exam)	state	80%	86%	100%	95%
Nail technology (Practical Exam)	state	80%	97%	100%	65%
Dental Hygiene (National Exam)	national	80%	100%	100%	86%
Dental Hygiene (State Exam)	state	80%	100%	100%	90%
Dental Assisting (Written Exam)	state	80%	100%	92%	100%
Dental Assisting (Practical Exam)	state	80%	96%	100%	89%
Physical Therapist Assistant	national	85%	100%	100%	92%
Registered Nursing	state	80%	93%	94%	80%
Vocational Nursing	state	80%	97%	86%	80%
Electronics Technology (Exam Element 1)	national	80%	n<10	100%	100%
Electronics Technology (Exam Element 2)	national	80%	n<10	95%	90%
Electronics Technology (Exam Element 3)	national	80%	n<10	95%	85%
Mechanical-Electrical Technology (Type I Certification Exam)	national	80%	96%	93%	97%
Mechanical- Electrical Technology (Type II Certification Exam)	national	80%	96%	91%	97%
Mechanical-Electrical Technology (Type III Certification Exam)	national	80%	98%	76%	94%
Mechanical-Electrical Technology (Universal)	national	80%	96%	73%	82%
Railroad Operations	national	80%	n/a	100%	92%
Aeronautics-Airframe & Powerplant	national	80%	100%	100%	95%
Air Dispatch (FAA Aircraft Dispatcher Knowledge Exam)	national	80%	n<10	100%	100%
Air Dispatch (FAA Aircraft Dispatcher Practical Exam)	national	80%	100%	100%	100%

**Please Note: In preparing our midterm report, we realized an error. The 2018 Annual Report asked for 2016 data for CTE examination pass rates. We inadvertently used 2017 data. The table above correctly represents the requested CTE examination pass rates for 2014, 2015, and 2016.

Employment Data

Employment data for SCC students completing Career Education programs (most recent available data)			
Year	**Employed 2nd quarter after exit**	**Median increase in earnings 2nd quarter after exit**	**Attained a living wage**
2011-12	69%	22%	59%
2012-13	68%	24%	54%
2013-14	69%	39%	56%
2014-15	71%	56%	60%
2015-16	71%	49%	56%
2016-17	Data not yet available	Data not yet available	Data not yet available
From the CalPass+ Launchboard website: https://www.calpassplus.org/Launchboard/SWP.aspx			

SCC skills-builder median earning change* for disciplines with the highest enrollment (most recent CCCCO data)	
Accounting	+ 29%
Administration of Justice	+ 76%
Business and Commerce, General	+ 55%
Information Technology, General	+ 26%
Child Development/ECE	+ 21%
Computer Networking	+ 38%
Real Estate	+ 18%
Software Applications	+ 25%
Business Administration	+ 25%
Applied Photography	+ 18%
The median percentage change in wages for students who completed higher level CTE coursework in 2014-15 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. *http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home*	

GOALS, STRATEGIES, & INDICATORS FROM THE 2017 STRATEGIC PLAN

The Strategies and Indicators outline key actions and evaluation tools and leading to feedback processes that are incorporated into the planning cycle.

GOAL A

Goal A. Deliver programs and services that demonstrate a commitment to high quality teaching and learning in support of student success and achievement.

Strategies:
1. Promote the engagement and success of all students, with a special emphasis on first-year students and disproportionately impacted groups.
2. Implement practices and activities that reduce achievement gaps in student success.
3. Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations.
4. Assess outcomes and student learning at the course, program, and institutional levels. Use those assessments to make appropriate changes that support student achievement.
5. Improve basic skills competencies in reading, writing, math, and information and technological competency across the curriculum.
6. Identify and disseminate educational research and practice-based information about curriculum and teaching methods that are effective for a diverse student body.
7. Ensure that students have opportunities to be involved in a range of activities at the college and in the community.

Indicators:
- Overall course success at SCC moving toward the Institutional Effectiveness Partnership Initiative (IEPI) goal of 70%. (Institutionally set baseline standard = 63%)
- Evidence of high student engagement, e.g. from the Community College Survey of Student Engagement (CCSSE) and other surveys.
- Implementation of the California Common Assessment Initiative for placement assessment.
- Equivalent student outcomes in all locations and modalities.

Note: SCC strategies also support the indicators in the LRCCD Strategic Plan.

GOAL B

Goal B. Align processes and practices to assist students in moving from first enrollment to goal completion.

Strategies:
1. Implement an effective course scheduling system that is integrated with services to students.
2. Support community outreach, student recruitment, and "front door" programs and practices that assist students with the transition to college.
3. Provide students with clear maps to goal completion and ensure campus-wide communication about college pathways and programs.
4. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.
5. Provide programs and services that help students overcome barriers to goal completion.
6. Present relevant professional development opportunities about current innovations aimed at improving student success and completion.
7. Develop an effective multi-constituent process to make recommendations regarding new program opportunities.

Indicators:
- Increased Fall enrollment at SCC - exceeding the Fall 2015 value of 23, 229 students (unduplicated headcount).
- Increased Fall to Fall persistence at SCC - exceeding the Fall 2015 value of 44% (Institutionally set baseline standard = 37%) .
- Increased number of degrees and certificates awarded - exceeding the 2015-16 value of 1582 degrees and 479 certificates. (Institutionally set baseline standard = 1,000 degrees and 350 certificates annually).
- Increased number of students transferring to UC or CSUS - exceeding the 2015-16 value of 735 transfers to UC/CSUS (Institutionally set baseline standard = 700 transfers to UC/CSU).
- Evidence of students' satisfaction with their progress and with the support provided by the college (e.g. from the Perception of Progress Survey and the CCSSE).

Note: SCC strategies also support the indicators in the LRCCD Strategic Plan.

GOAL C

Goal C. Support employee engagement and organizational effectiveness by providing an excellent working environment.

Strategies:
1. Review college processes and modify as needed in order to make them more effective and inclusive.
2. Implement modernized and coordinated business practices, information technology, and infrastructure.
3. Encourage a campus-wide culture of creativity and scholarly innovation.
4. Promote health, wellness and safety throughout the institution.
5. Utilize quantitative and qualitative data to guide decision-making throughout the institution.
6. Continue to exercise transparent and fiscally sound financial management.
7. Encourage collegiality, recognition of achievement and participation in decision-making at the college.
8. 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.).
9. Coordinate and communicate college sustainability efforts to further implement best practices across the College.
10. Support participation in professional development activities for all college employee groups.

Indicators:
- Evidence of increased engagement with college processes such as planning and participatory decision making (e.g. from the Communication and Governance Survey).
- Completion of associated Actionable Improvement Plans identified in the 2015 accreditation Self-Evaluation Report.
- Increased participation in professional development activities.
- Identification and use of key metrics related to business practices and infrastructure.

Note: SCC strategies also support the indicators in the LRCCD Strategic Plan.

GOAL D

Goal D. Provide a college environment that embraces equity and diversity and reduces disproportionate impacts between student populations.

Strategies:

1. Identify and disseminate educational research and practice-based information about curriculum and teaching methods that are effective for a diverse student body.
2. Implement practices and activities that reduce achievement gaps in student success.
3. Scale up SCC programs that have demonstrated success in achieving positive outcomes for disproportionately impacted student groups.
4. Use multiple methods to disseminate information to diverse student groups in order to engage them with learning in the college community.
5. Provide programs and services that help students overcome barriers to goal completion.
6. Build and retain an effective staff that reflects the diversity of our students and community.
7. Develop direct student support programs that enable low income students, unprepared students, and disproportionately impacted (DI) student groups to persist and complete educational goals.
8. Provide professional development related to student equity for faculty, staff, and administration.

Indicators:

- Improve all Student Equity indicator scores by five percentage points or until they no longer meet the three percentage point difference metric for determining disproportionate impact.
- College completion rate for unprepared students – moving toward the IEPI 6 year goal (54.3%).
- Evidence of a welcoming campus climate (e.g. from SCC Campus Climate survey).

Note: SCC strategies also support the indicators in the LRCCD Strategic Plan.

GOAL E

Goal E. Enhance connections to the Sacramento region with a focus on serving the community, including meeting workforce needs.

Strategies:
1. Revise or develop courses, programs, schedules and services based on assessment of emerging community needs and available college resources.
2. Expand interactions with community partners in order to increase student opportunities for experiences that help them transition to college and careers.
3. Ensure that CTE program offerings, including dual enrollment align with emerging regional needs.
4. Expand college connections to community-based activities and workforce learning.
5. Establish partnerships with community groups with a primary emphasis on serving groups that show disproportionate impact (DI) at the college, e.g. community based organizations, businesses, and social service programs.
6. Increase the effectiveness of communication both within the college and between the college and the external community.

Indicators:
- CTE program licensure exam pass rates – exceeding institutionally set baseline standards (80-85% depending on program).
- CTE program graduate employment rates – exceeding institutionally set baseline standards (60-75% depending on program).
- Implementation of the West Sacramento Promise program.
- Evidence of effective communication with the local community (e.g. from surveys, marketing metrics, etc.).
- Increases in college involvement in community-based activities and workforce learning.

Note: SCC strategies also support the indicators in the LRCCD Strategic Plan.

ENROLLMENT REPORT FALL 2018

(Most data is 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.

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.
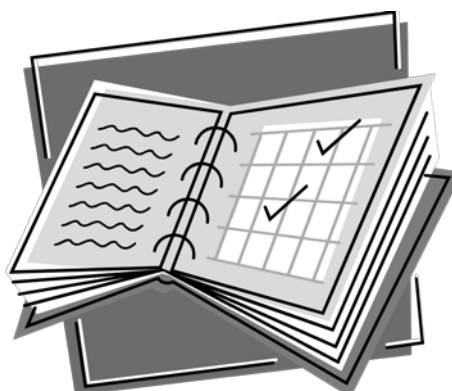
ENROLLMENT REPORT KEY POINTS

Overall enrollment has been slightly fluctuating during the earlier half of the five-year period and decreasing gradually since.

SCC Enrollment Trends by End of Semester Headcount, Fall 2013 to Fall 2017

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
	23,913	23,966	23,229	22,567	21,809

SCC Student Ethnicity Profile, Fall 2017

- Unknown 1.1%
- Pacific Islander 1.1%
- White 26.0%
- African American 10.2%
- Asian 18.8%
- Filipino 2.9%
- Other Non-White 0.4%
- Native American 0.4%
- Multi-Race 6.6%
- Hispanic/Latino 32.4%
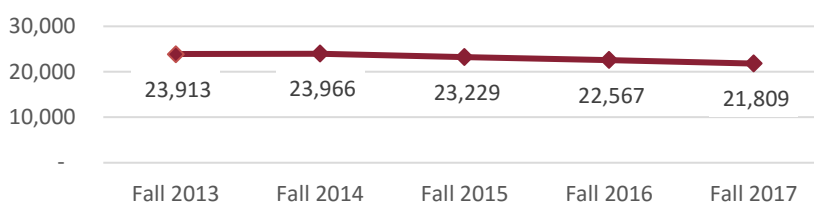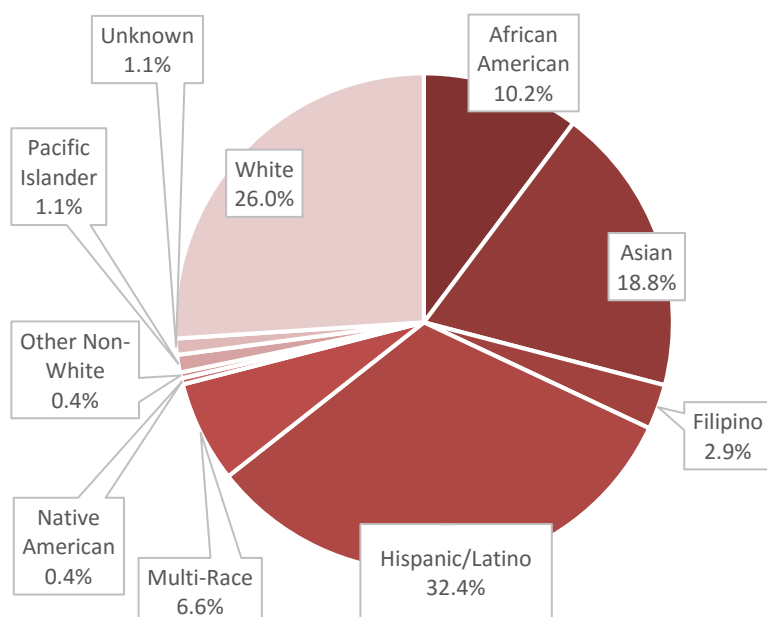
The SCC student body is very diverse and is mainly part-time, low-income, and interested in transfer goals.

Although the SCC student body is very diverse, Hispanic/Latino students comprise almost one-third (32.4 percent) of the student population. SCC students represent a wide range of age groups, but more than 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 about the same percentage of students have household incomes in the "low- income" or "below poverty" range.

Although a majority of 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.

SCC Types of Courses, Fall 2013 to Fall 2017						
	Academic		Vocational		Basic Skills		Total
Fall 2013	1,551	60.2%	824	32.0%	202	7.8%	2,577
Fall 2014	1,621	59.9%	899	33.2%	188	6.9%	2,708
Fall 2015	1,615	60.6%	861	32.3%	191	7.2%	2,708
Fall 2016	1,630	60.9%	849	31.7%	199	7.4%	2,678
Fall 2017	**1,629**	**61.1%**	**834**	**31.3%**	**201**	**7.5**	**2,664**

Types of courses.

The college maintained a balance of academic and vocational courses while the share of day enrollment increased and evening enrollment decreased. As enrollment declined, so did numbers of course sections. Nevertheless, the percentages of each course type have remained fairly steady.

ENROLLMENT REPORT: DETAILED ANALYSIS

OVERALL ENROLLMENT TRENDS

OVERALL ENROLLMENT. Overall enrollment has been fluctuating slightly during the earlier half of the five-year period and decreasing gradually since (Figure 1). Census trends are similar to end-of-semester trends.

Figure 1. Enrollment Trends by End of Semester Headcount, Fall 2013 to 2017
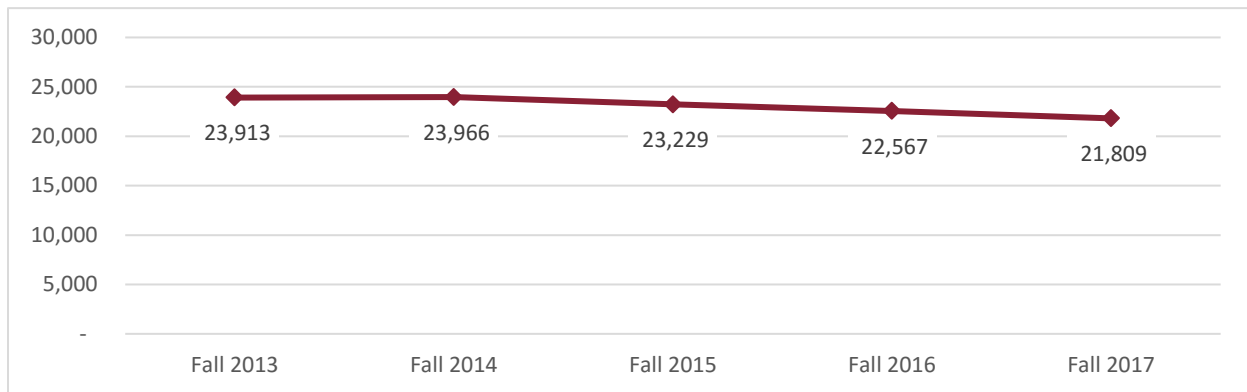
Source: EOS Profile Data

WEEKLY STUDENT CONTACT HOURS (WSCH). WSCH has also declined (Figure 2). In Fall 2017, semester WSCH decreased by 14.5 percent from the Fall 2013 level.

Figure 2. Enrollment Trends by EOS WSCH, Fall 2012 to 2016
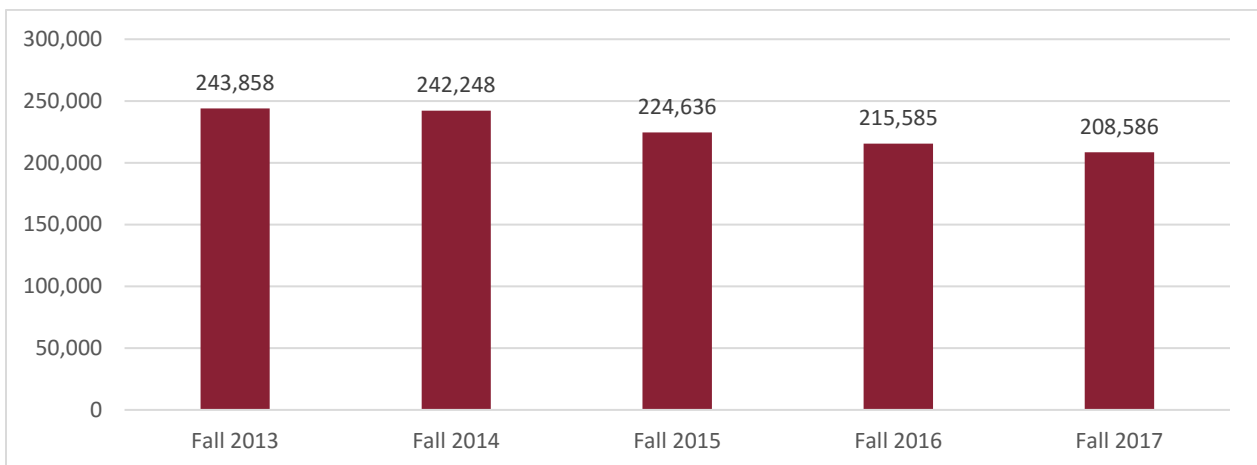
Source: Class Size Report

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 more than 71 percent between 2013 and 2017. As of Fall 2015, the only DE instruction method in use is internet-based.

Table 1. Distance Education Full-time Equivalent Students, Fall 2013 to 2017

DE FTES	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Delayed Interaction (Internet Based)	637.28	746.82	778.10	959.12	1,092.40
One-way interactive video and two-way interactive audio	17.64	n/a	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.)	5.99	21.69	n/a	n/a	n/a
TOTAL	**660.90**	**768.51**	**778.10**	**959.12**	**1,092.40**

Source: CCCCO Data Mart http://datamart.ccccco.edu/Students/FTES_Summary_DE.aspx *(retrieved 05/31/18)*

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

Figure 3. End of Semester Duplicated Enrollment Trends for Davis & UCD, Fall 2013 to Fall 2017
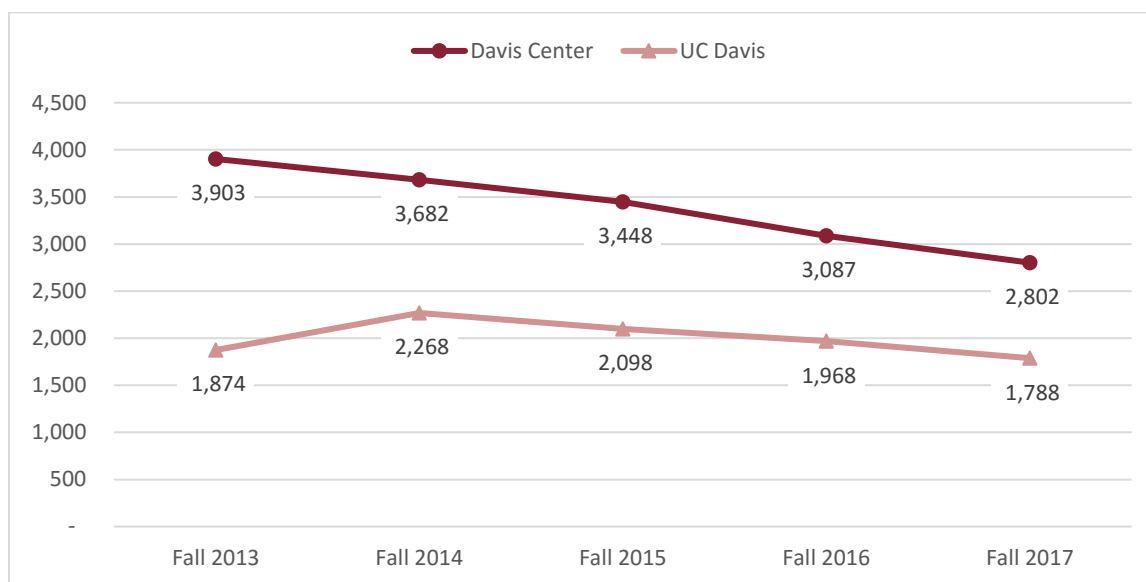
Source: Transcript Snapshot

ENROLLMENT AT THE WEST SACRAMENTO CENTER. Enrollment at the West Sacramento Center has fluctuated over the last five years, increasing slightly from Fall 2013 to Fall 2014, decreasing slightly in Fall 2015 and Fall 2016, and then increasing again by Fall 2017 (Figure 4).

Figure 4. End of Semester Duplicated Enrollments, Fall 2013 to Fall 2017
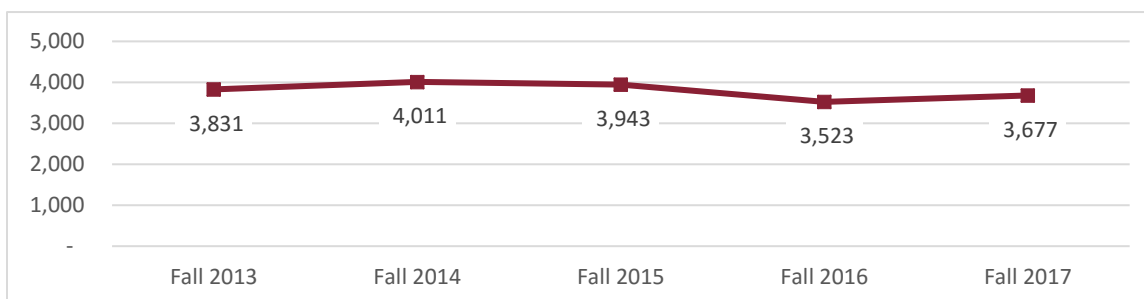
Source: Transcript Snapshot

ACCESS

SCC FIRST-TIME FRESHMEN. First-time freshman at SCC include proportional percentages of African American, American Indian/Alaskan Native, Asian, Filipino, Pacific Islander, Multi-race, and While students based on the top feeder high schools (Table 2). SCC first-time freshmen include higher proportion of Hispanic/Latino students than do the top feeder high schools.

Table 2. Demographics of SCC's Top 10 Feeder High Schools Compared to SCC First Time Freshmen, Fall 2017

Race/Ethnicity	Feeder group percentages (N = 19,308)		SCC 1st-time freshmen percentages (N= 3,158)		Is this group in SCC's population is over- or under- or proportionally represented?**
	N	%	N	%	
African American	2,333	12.1%	383	12.1%	Proportional
American Indian or Alaska Native	94	0.5%	*	0.2%	Proportional
Asian	3,981	20.6%	526	16.7%	Proportional
Filipino	792	4.1%	64	2.0%	Proportional
Hispanic or Latino	6,540	33.9%	1172	37.1%	Over
Pacific Islander	311	1.6%	29	0.9%	Proportional
White	4,193	21.7%	705	22.3%	Proportional
Two or More Races	1,050	5.4%	259	8.2%	Proportional
Not Reported	17	0.1%	12	0.4%	n/a

Sources: Feeder group percentages are compiled using CDE data: http://dq.cde.ca.gov/dataquest/dataquest.asp for AY 2017-18, retrieved 05/31/18; SCC Data Source: EOS Profile Data
Data suppressed because $N \leq 10$
** *As required by CCCCO. Proportionality is calculated based on CCCCO's Percentage Point Gap Method http://extranet.cccco.edu/Portals/1/TRIS/Research/Analysis/PercentagePointGapMethod2017.pdf*

STUDENT DEMOGRAPHICS

RACE/ETHNICITY. Although the SCC student body is very diverse, Hispanic/Latino students comprise almost one-third (32.4 percent) of the student population (Table 3 and Figure 5).

In Fall 2017, Hispanic/Latino (32.4 percent), White (26 percent), Asian (18.8 percent), and African American (10.2 percent) students had the greatest percentage representation in the SCC student body.[1]

Table 3. SCC Student Ethnicity Profile, Fall 2013 to Fall 2017

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
African American	3,064	12.8%	2,979	12.4%	2,620	11.3%	2,378	10.5%	2,233	10.2%
Asian	4,390	18.4%	4,350	18.2%	4,278	18.4%	4,163	18.5%	4,106	18.8%
Filipino	679	2.8%	643	2.7%	668	2.9%	646	2.9%	638	2.9%
Hispanic/Latino	6,541	27.4%	6,938	29.0%	7,055	30.4%	7,225	32.0%	7,065	32.4%
Multi-Race	1,443	6.0%	1,429	6.0%	1,414	6.1%	1,402	6.2%	1,440	6.6%
Native American	156	0.7%	134	0.6%	126	0.5%	98	0.4%	87	0.4%
Other Non-White	193	0.8%	154	0.6%	119	0.5%	102	0.5%	83	0.4%
Pacific Islander	323	1.4%	297	1.2%	286	1.2%	276	1.2%	249	1.1%
Unknown	462	1.9%	394	1.6%	285	1.2%	254	1.1%	229	1.1%
White	6,662	27.9%	6,648	27.7%	6,378	27.5%	6,023	26.7%	5,679	26.0%

Source: EOS Profile Data

Figure 5. Number of Students in Racial/Ethnic Groups by Year, Fall 2013 to Fall 2017
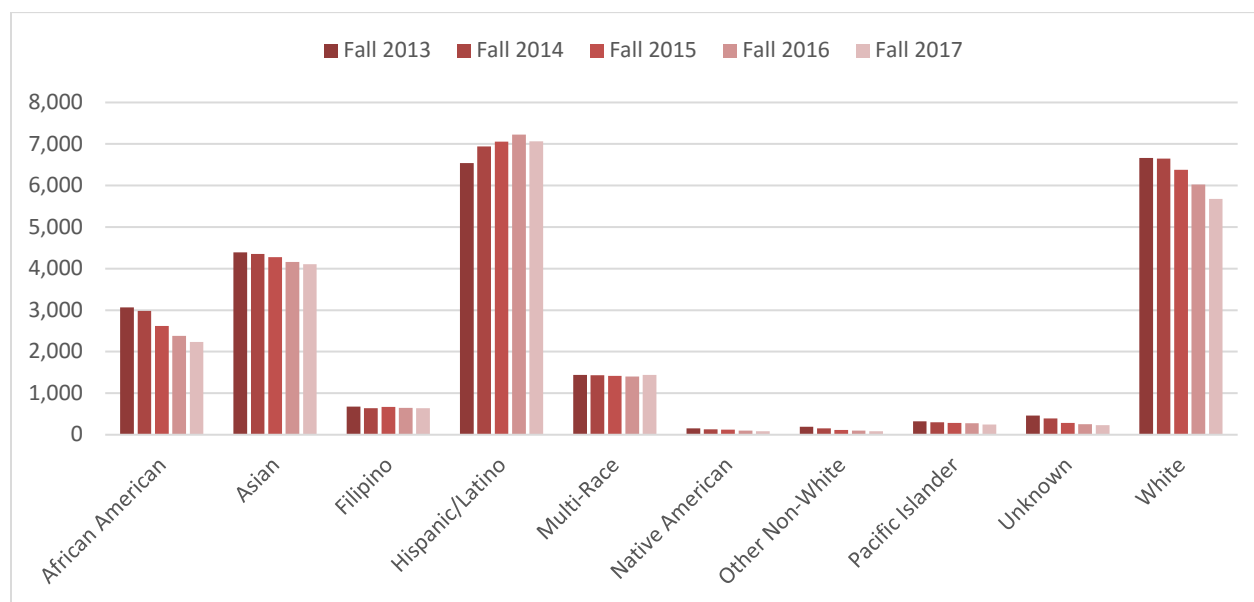
Source: EOS Profile Data

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[1] 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 4. SCC Students' Top Five Primary Non-English Languages, Fall 2013 to Fall 2017

	Spanish	Cantonese	Russian	Vietnamese	Hmong
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
Fall 2017	**583**	**200**	**173**	**219**	**133**

Source: EOS Profile Data
Note that 386 students speak one of the major Chinese languages combined (Cantonese/Mandarin).

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 2013 to Fall 2017

Fall	Under 18		18-20		21-24		25-29		30-39		40+	
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%
2017	**442**	**2.0%**	**7,381**	**33.8%**	**5,424**	**24.9%**	**3,560**	**16.3%**	**2,830**	**13.0%**	**2,172**	**10.0%**

Source: EOS Profile Data

Figure 6. Number of Students in Age Groups, Fall 2013 to Fall 2017
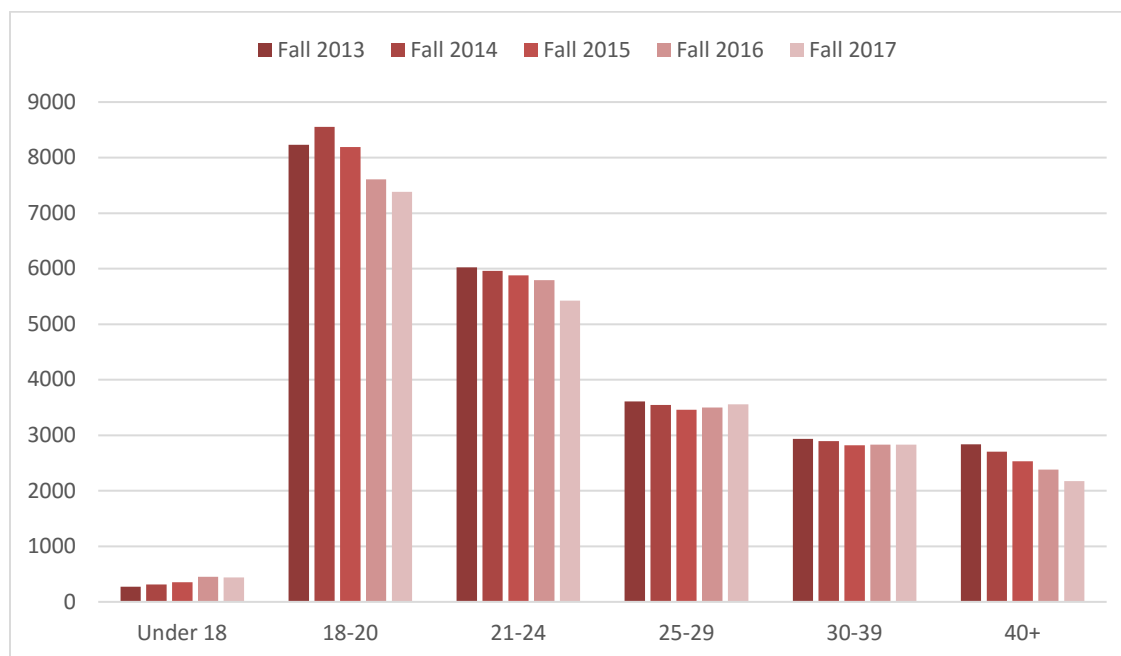
Source: EOS Profile Data

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

Table 6. SCC Gender Distribution, Fall 2013 to Fall 2017

	Female		Male		Unknown	
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%
Fall 2017	**12,446**	**57.1%**	**8,899**	**40.8%**	**464**	**2.1%**

Source: EOS Profile Data

FULL-TIME VS. PART-TIME. A majority of 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).

Table 7. SCC Student Load, Fall 2013 to Fall 2017

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 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%
Fall 2017	**7,097**	**32.5%**	**8,155**	**37.4%**	**6,536**	**30.0%**

Source: EOS Profile Data

EDUCATIONAL GOALS. More than 60 percent of SCC students indicate that they intend to transfer. About the same percentage indicate that they intend to complete an Associate degree (Table 8). (Note that students can both complete an Associate degree and transfer). The percentage of students indicating a vocational goal has steadily decreased, but started to increase—though marginally—in Fall 2017. The percentage of university students fulfilling requirements for their four-year program has been fluctuating, but there is a generally upward trend.

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

Table 8. SCC Students' Education Goal Distribution, Fall 2013 to Fall 2017

Fall	Transfer goals		Non-transfer degree, certificate or vocational goals		Educational development or undecided goals		Student from 4-year school
	Transfer w/ AA	Transfer w/o AA	AA w/o Transfer	Vocational (w/ or w/o Cert.)	Basic Skills/ Personal Dev.	Unspecified / Undecided	4-Yr Meeting 4-Yr Reqs.
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%
2017	**48.0%**	**14.6%**	**15.1%**	**3.9%**	**5.4%**	**3.7%**	**8.6%**

Source: EOS Profile Data

Table 9. SCC College Students, by First-Generation Status, Fall 2013 to Fall 2017

	First-Generation College Student?				
	Yes		No		Total
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
Fall 2017	**6,462**	**29.6%**	**15,347**	**70.4%**	**21.809**

Source: EOS Profile Data

EMPLOYMENT. About 21.5 percent of SCC students are unemployed and seeking work—down from 32 percent in 2013. More than 57 percent are working—up from 47.5 percent in 2013 (Figure 7). The percentage of students who are unemployed and seeking work has decreased substantially from 2013 to 2017, while the percentage of students employed full-time has risen slightly each year since 2013.

Figure 7. SCC Students' Weekly Work Status, Fall 2013 to Fall 2017

	Less than 20 hours	20 to 39	40 or more	Unemployed, seeking	Unemployed, not seeking	Unknown/Unspecified
Fall 2013	16.0%	21.8%	9.7%	32.0%	20.5%	0.0%
Fall 2014	15.8%	22.8%	10.1%	29.5%	21.7%	0.1%
Fall 2015	16.4%	24.7%	10.7%	26.8%	21.4%	0.1%
Fall 2016	16.4%	26.4%	12.5%	23.4%	21.3%	0.1%
Fall 2017	17.1%	27.0%	13.1%	21.5%	21.3%	0.0%
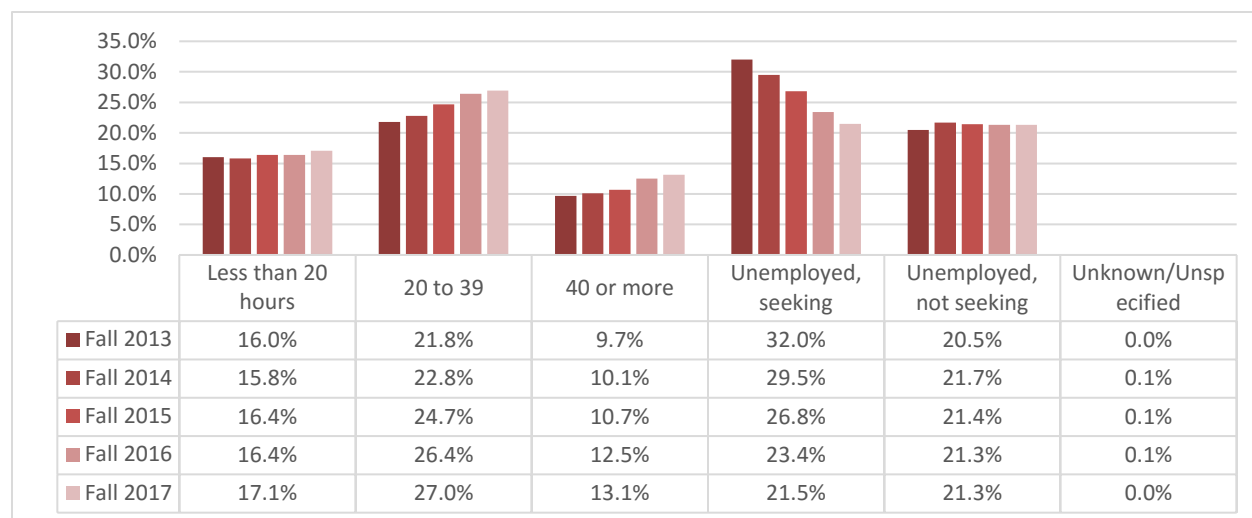
Source: EOS Profile Data

HOUSEHOLD INCOME. More than 31 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 63 percent of SCC students are receiving some type of tuition and fee assistance.

Table 10. SCC Student Household Income Level, Fall 2013 to Fall 2017

Fall	Below Poverty		Low		Middle & Above		Unable to Determine		Total
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
2017	**6,831**	**31.3%**	**5,525**	**25.3%**	**6,332**	**29.0%**	**3,121**	**14.3%**	**21,809**

Source: EOS Profile Data

Figure 8. Fall Enrollment by Income Level, Fall 2013 to Fall 2017
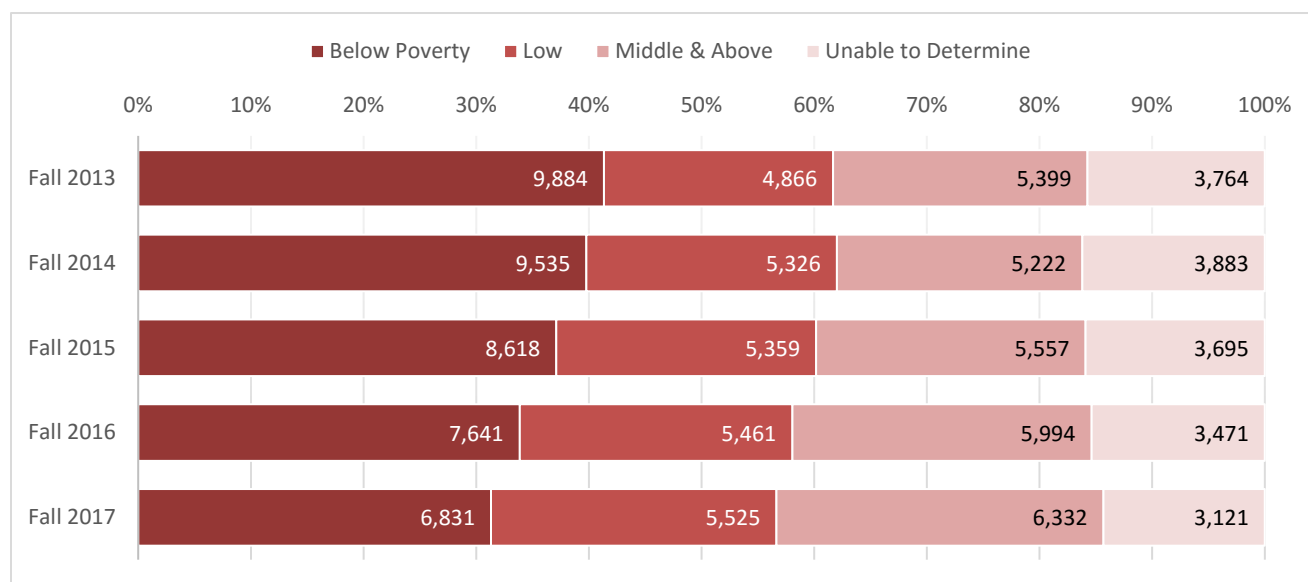
Source: EOS Profile Data

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 evening enrollment decreased. As enrollment declined, so did numbers of course sections. Nevertheless, the percentages of each course type have remained fairly steady (Figure 9).

Figure 9. SCC Academic, Vocational & Basic Skills Courses, Fall 2013 to Fall 2017

	Academic		Vocational		Basic Skills		Total
Fall 2013	1,551	60.2%	824	32.0%	202	7.8%	2,577
Fall 2014	1,621	59.9%	899	33.2%	188	6.9%	2,708
Fall 2015	1,615	60.6%	861	32.3%	191	7.2%	2,708
Fall 2016	1,630	60.9%	849	31.7%	199	7.4%	2,678
Fall 2017	**1,629**	**61.1%**	**834**	**31.3%**	**201**	**7.5**	**2,664**
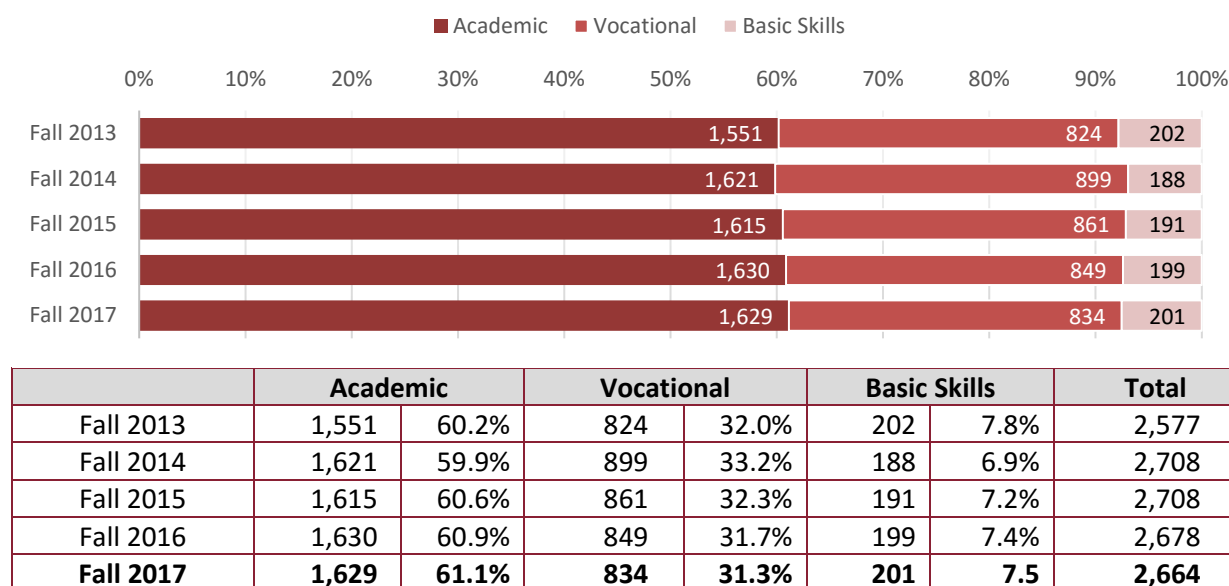
Source: EOS MSF Data

DAY AND EVENING ENROLLMENT. The percentage of students enrolled in exclusively day sections has been stable. The percentage of enrollments in evening sections and a combination of day and evening sections have been decreasing gradually. The percentage of "Unknown" category, which refers to online enrollments, has been expanding steadily. (Figure 10).

Figure 10. Number of students by day or evening enrollment,* Fall 2013 to Fall 2017
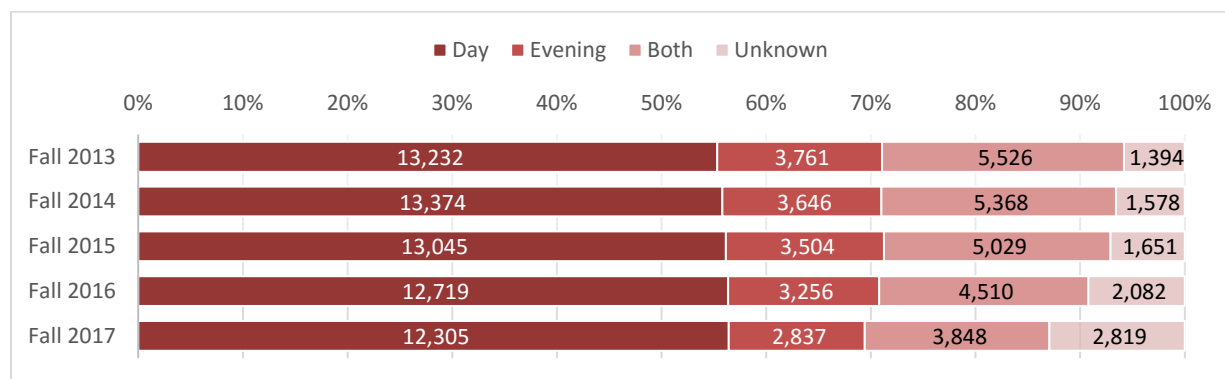
Source: EOS Profile Data
*Unduplicated students. Numbers are slightly different than those in previous reports because previous reports calculated using the Transcript and MSF data files.

COURSE ENROLLMENT PATTERNS

OVERALL ENROLLMENT PATTERNS. **Figure 11** contains cap and enrollment on the left vertical axis and fill percent on the right axis. At the beginning of the semester, Fall 2017 duplicated enrollment is lower than Fall 2008 by 15,463.

**Figure 11. SCC Overall Fall Term Duplicated Cap, Enrollment, and Fill
as of Third Week of August, Fall 2008 to Fall 2017 ***
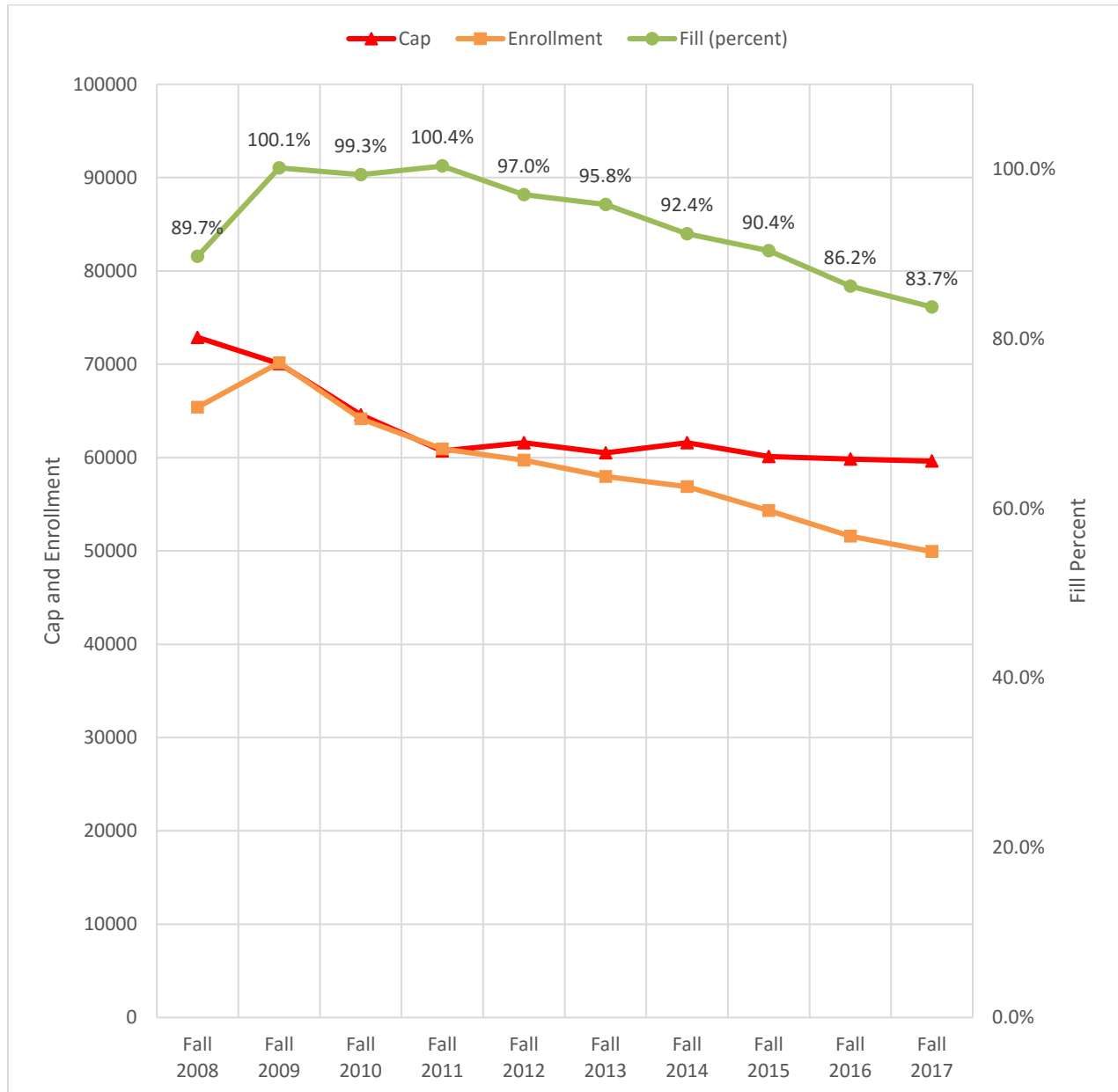
* Note: Data were extracted 1 week after Census and include back-dated corrections.

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 2017 (1st day of registration data = April 24, 2017)
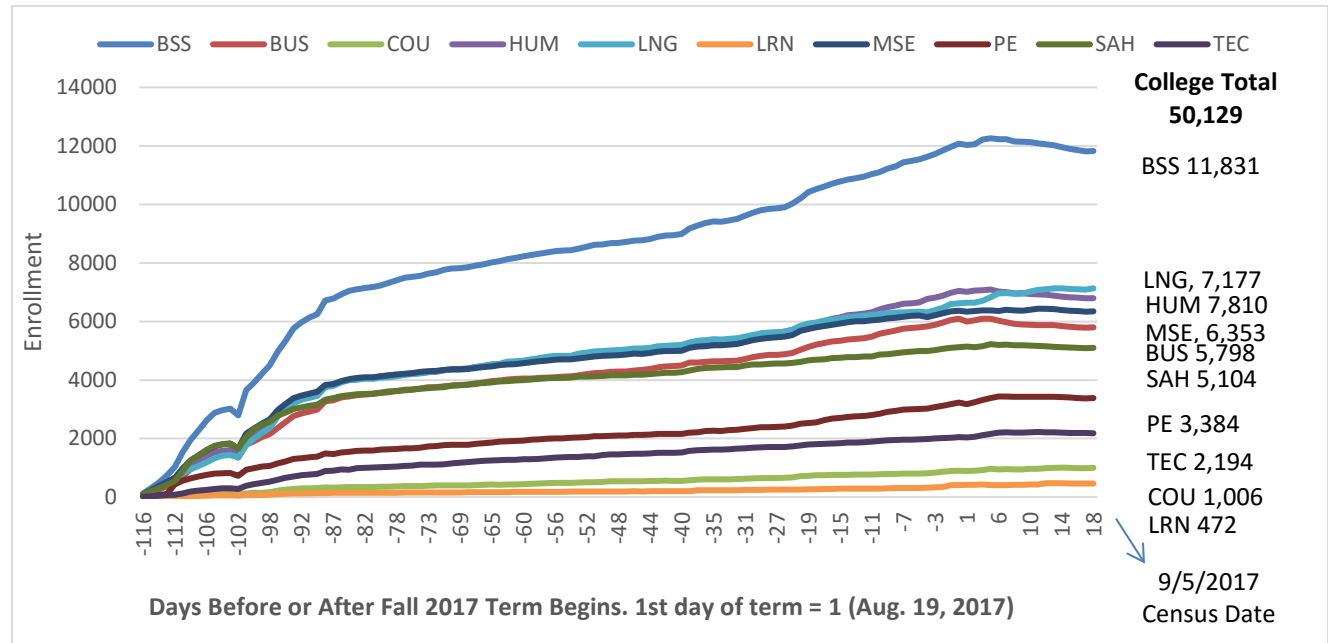
ENROLLMENT FILL-RATES BY DIVISION. All but one division (PE) had fill rates of more than 75 percent by Census Date of Fall 2017 (

Figure **13**). These percentages are slightly lower than a year ago.

Figure 13. SCC Enrollment Fill-rates by Division and Days to Term, Fall 2017
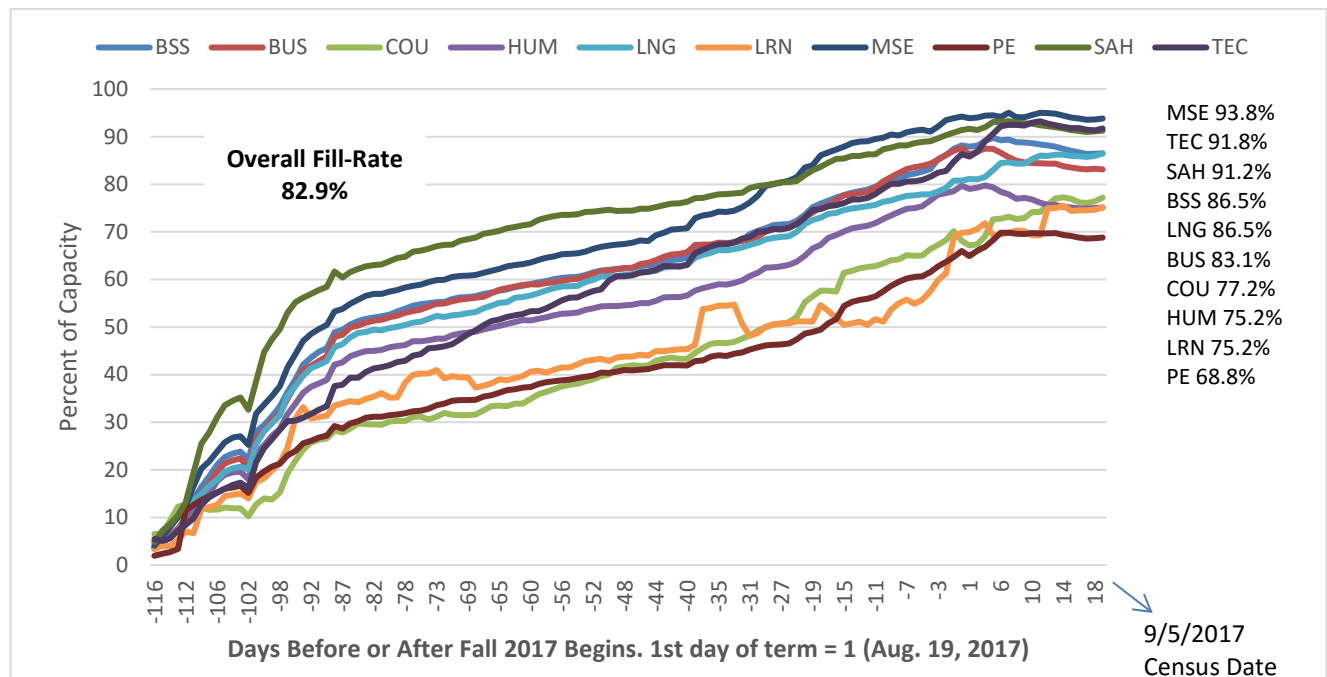
WAIT-LISTS. Although most divisions had substantial waitlists for Fall 2017, the overall duplicated waitlists were lower than the same time in 2016 (Figure 14).

Figure 14. SCC Wait-list by Division and Days before/after Term Fall 2017 (1st day of registration data = April 24, 2017)
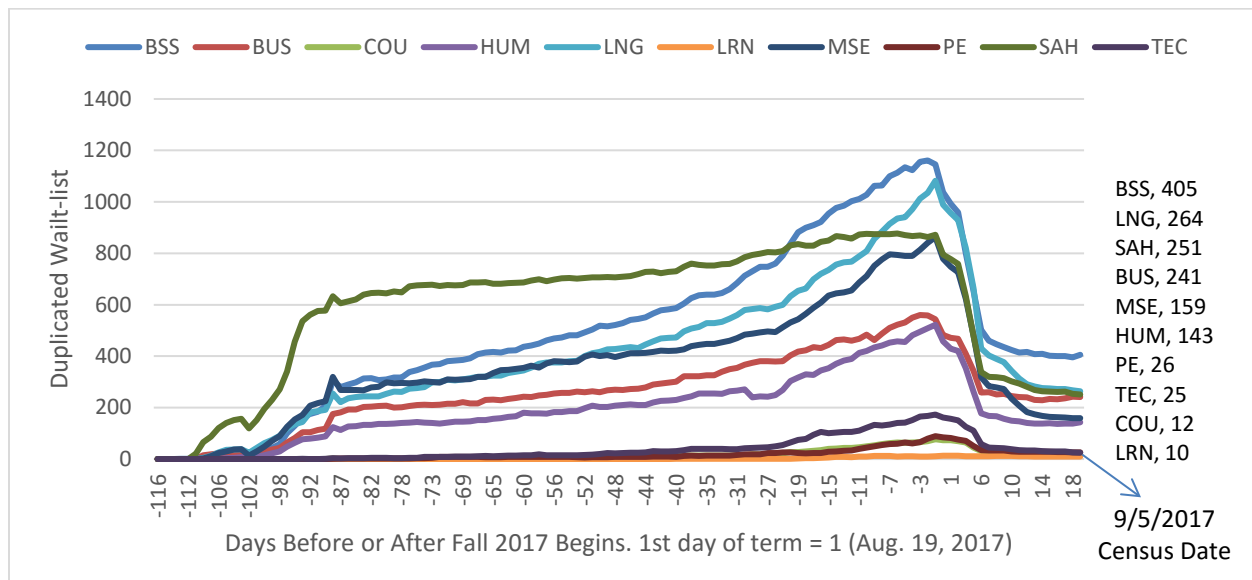
PRE-COLLEGIATE BASIC SKILLS COURSES. Pre-collegiate basic skills courses filled quickly and were close to two-thirds full before Fall 2017 *open registration,* which began well-before the term started—a pattern similar to a year ago (Figure 15).

Figure 15. SCC Pre-Collegiate Basic Skills Duplicated Enrollment Cap, Enrollment, and Wait-list by Days before/after Term Begins, Fall 2017 (1st day of registration data = April 24, 2017)
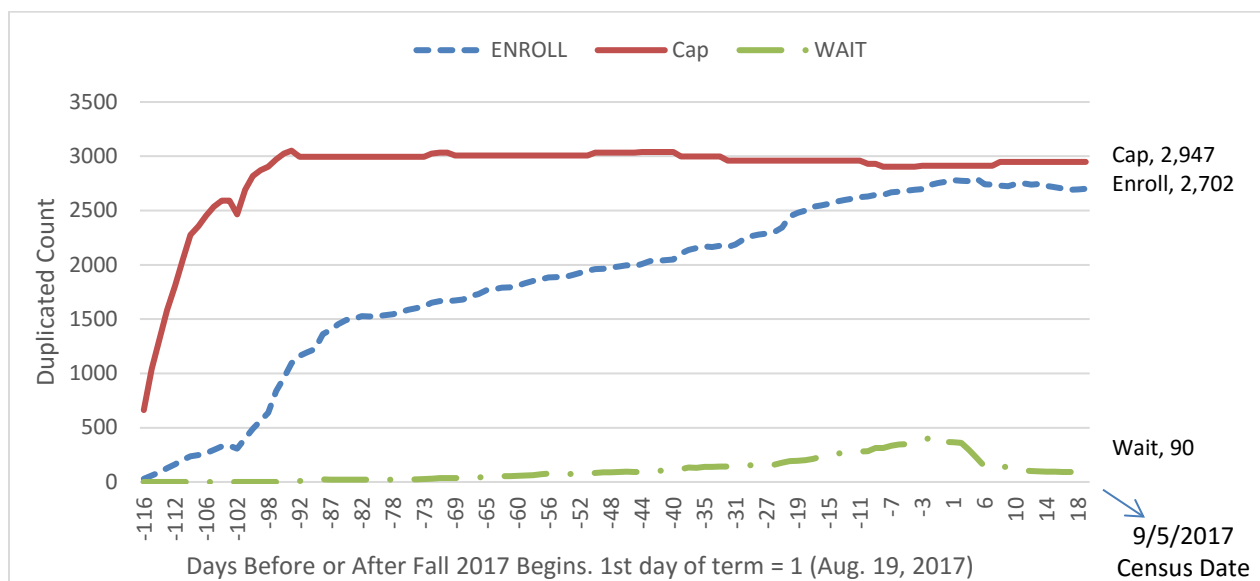
ENVIRONMENTAL SCAN REPORT, FALL 2018
Brief Internal and External Scans
(Most data are Fall 2017)

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.

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 2017, the majority of SCC students (67.4 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 2017, about 59 percent of SCC students were 24 years old or younger.

Student Unit Load, Fall 2017 *Source: EOS Profile Data*					
Full -Load 12 or More Units		Mid-Load 6-11.99 Units		Light-Load Up to 5.9 Units	
7,097	32.5%	8,155	37.4%	6,536	30.0%

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 and in Fall 2017 it was 31.3 percent.

SCC Enrollment by Income Level, Fall 2013 to Fall 2017
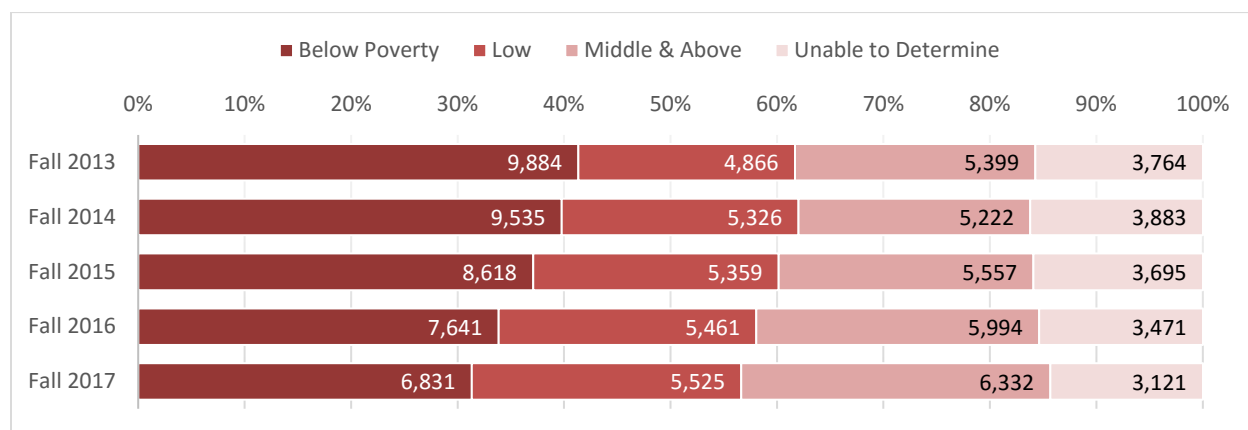
Source: EOS Profile data

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, about 59 percent of SCC students were 24 years old or younger. The largest age group of students at SCC was 18 to 20 years old (7,381 students), followed by the 21 to 24 years old group (5,424 students). Females made up more than 57 percent of the student population.

SCC has a very diverse student population: In Fall 2017, Hispanic/Latino students made up the highest percentage[2] (32.4 percent), followed by White (26 percent), and Asian (18.8 percent) students (Figure 1).

Figure 1. Snapshot of the 2017 Fall Census Student Characteristics
Total enrollment = 21,809

Race/Ethnicity	Percent*
African American	10.2%
Asian	18.8%
Filipino	2.9%
Hispanic/Latino	32.4%
Multi-Race	6.6%
Native American	0.4%
Other Non-White	0.4%
Pacific Islander	1.1%
Unknown	1.1%
White	26.0%
First Generation College Students 29.6%	
Students with Disability 4.5%	

School & Work	
Recent High School Graduates	9.3%
Enrolled Part-time	67.4%
Working Full- or Part-time	57.2%
Low Income/Below Poverty	56.6%

Age	Percent*
Under 18	2.0%
18 - 20	33.8%
21 - 24	24.9%
25 - 29	16.3%
30 - 39	13.0%
40 and Over	10.0%

Unknown 464 2.1%
Female 12,446 57.1%
Male 8,899 40.8%

Source: EOS Profile Data
Notes: ***Percentages may not sum to 100 due to rounding.**

Most SCC students are continuing or returning students (Figure 2).

Figure 2. Enrollment Status, Fall 2017
Source: EOS Profile Data

Returning Student 17.1%
Special Admit 2.0%
Continuing Student 46.3%
First Time Transfer Student 13.6%
First Time Student (New) 21.0%
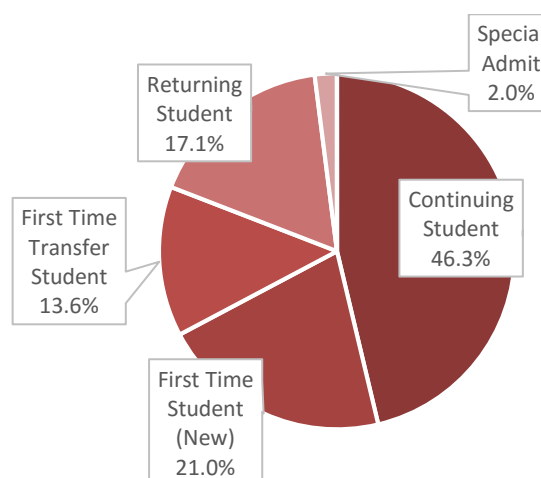
[2] In 2015, SCC became a Hispanic Serving Institution (HSI) with HSI grant award and in 2016 an HSI STEM grant was awarded.

Most SCC students take fewer than 12 units per semester. In Fall 2017, 30 percent of the students at SCC were taking less than 6 units, more than 37 percent were taking 6 to 11.99 units, and nearly 33 percent were taking 12 or more units (Figure 3).

Figure 3. Unit Load of Students, Fall 2017
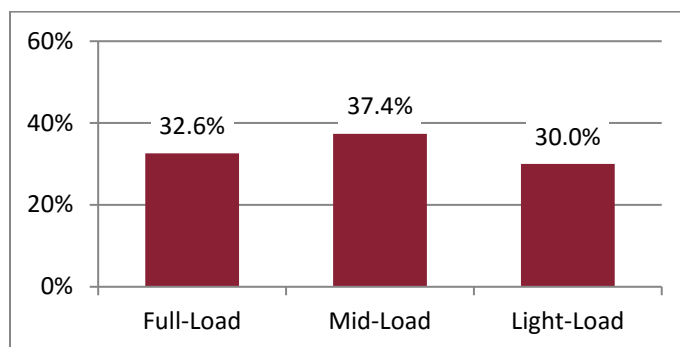
Source: EOS Profile Data

More than 71 percent of SCC students at the end of Fall 2017 semester had university-related goals and 15 percent intended to earn a degree or certificate without transferring. These percentages are relatively consistent with the previous fall (Figure 4).

Figure 4. SCC Students Educational Goal Distribution, Fall 2017
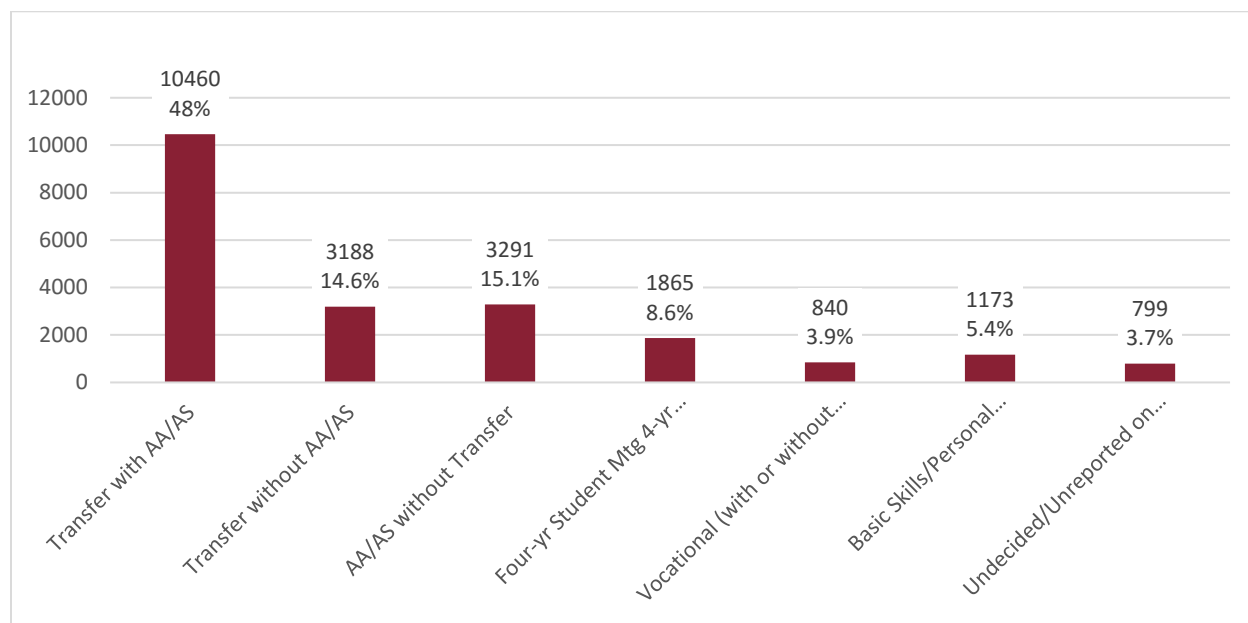
Source: EOS Profile Data

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 and in Fall 2017 it was about 31 percent (Figure 5).

Figure 5. SCC Student Household Income, Fall 2013 to Fall 2017
Percent of students by Income Category
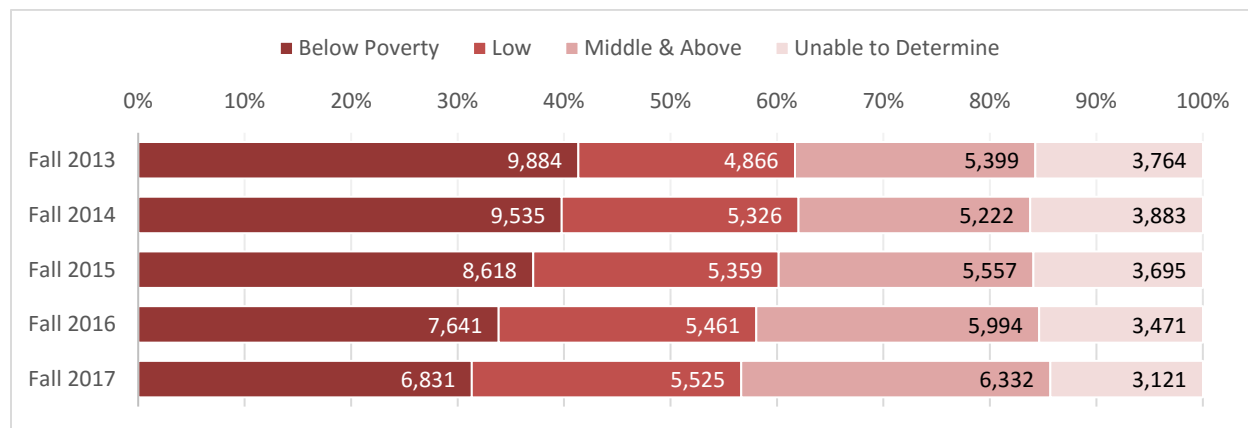
Source: EOS Profile Data

About 21.5 percent of SCC students are unemployed and seeking work—down from 32 percent in 2013. More than 57 percent are working—up from 47.5 percent in 2013. The percentage of students who are unemployed and seeking work has decreased substantially from 2013 to 2017, 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 2013 to Fall 2017

	Less than 20 hours	20 to 39	40 or more	Unemployed, seeking	Unemployed, not seeking	Unknown/Unspecified
Fall 2013	16.0%	21.8%	9.7%	32.0%	20.5%	0.0%
Fall 2014	15.8%	22.8%	10.1%	29.5%	21.7%	0.1%
Fall 2015	16.4%	24.7%	10.7%	26.8%	21.4%	0.1%
Fall 2016	16.4%	26.4%	12.5%	23.4%	21.3%	0.1%
Fall 2017	17.1%	27.0%	13.1%	21.5%	21.3%	0.0%
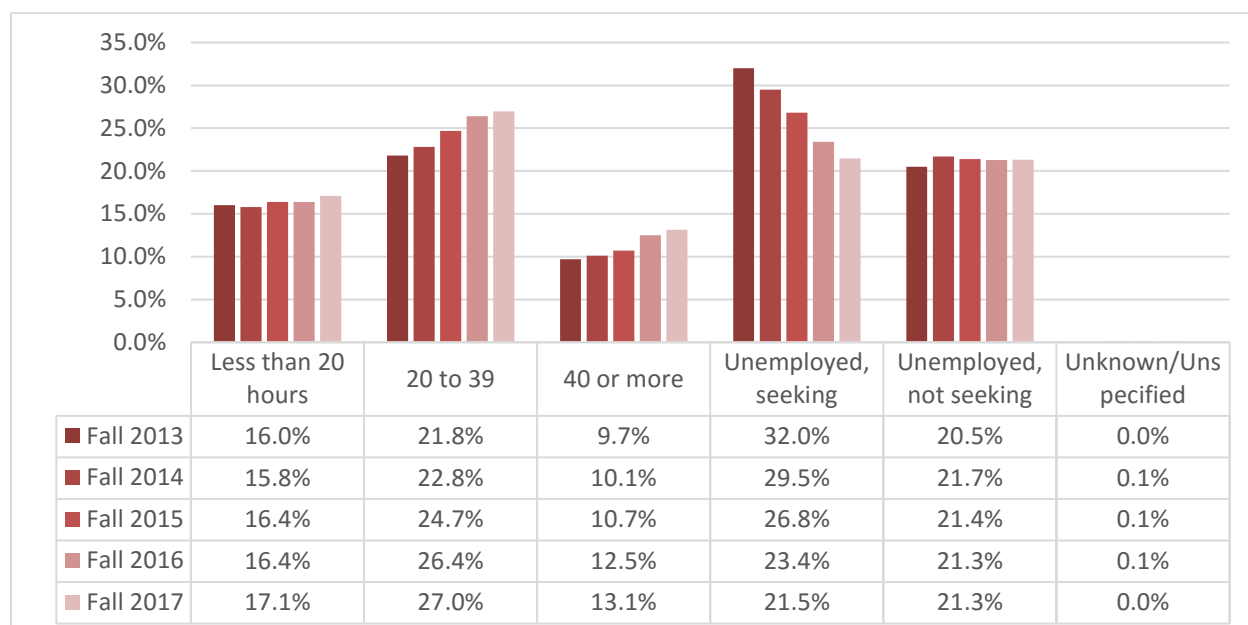
Source: EOS Profile Data

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 2018.

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

STRATEGIC AREAS
ON THE LOS RIOS COMMUNITY COLLEGE DISTRICT HORIZON

- 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 06/15/18.

These trends are likely to affect SCC over the next few years. Below are some of the major changes that are affecting the college:

- AB 705 took effect on January 1, 2018, requiring colleges to "maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average." See more at https://assessment.cccco.edu/ab-705-implementation/
- The Governor's proposed budget, which includes a student-centered funding formula and the creation of a new online community college. See more at http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalServicesUnit/BudgetNews.aspx
- The Guided Pathways initiative, a "structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success". See more at http://cccgp.cccco.edu/About-Guided-Pathways

LOCAL K-12 METRICS

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

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, California Assessment of Student Performance and Progress (CAASPP). *https://caaspp.cde.ca.gov/sb2017/ViewReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=1&lstCounty=34&lstDistrict=00000&lstSchool=0000000#. Last accessed 06/15/18.*

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, California Assessment of Student Performance and Progress (CAASPP). *https://caaspp.cde.ca.gov/sb2017/ViewReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=1&lstCounty=34&lstDistrict=00000&lstSchool=0000000#. Last accessed 06/15/18.*

The high schools that provide the greatest number of new freshmen to the College vary greatly on a number of socio-economic, demographic, and achievement metrics.

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

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

High School	% white (2017-18)*	% free or reduced price meal (2017-18) **	% English language learner (2017-18)*
John F. Kennedy High	12.1	61.9	9.8
C. K. McClatchy High	23.7	57.7	10.7
River City Senior High	29.6	63.5	8.9
Hiram W. Johnson High	7.3	77.2	31.1
Davis Senior High	52.1	17.3	5.0
Luther Burbank High	2.7	78.5	24.7
Rosemont High School	27.5	73.6	10.3
Dixon High	37.4	47.1	10.6
Sheldon High School	16.0	58.6	9.3
Franklin High School	17.5	36.1	4.0

*Source: * California Department of Education, DataQuest http://dq.cde.ca.gov/dataquest/. Accessed 06/15/18.
** Based on Adjusted Percent of Eligible FRPM ages 5 to 17 http://www.cde.ca.gov/ds/sd/sd/filessp.asp. Retrieved 06/15/18.*

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 May 2018 is 3.4 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 06/15/18.
* 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. Last accessed 06/15/18.

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

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[5] For more information, contact Betty Glyer-Culver, glyercb@losrios.edu.

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 Career Technical Education, 2012 to 2022. Sorted by Highest Absolute Change.

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

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. Last accessed 06/15/18.

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 19- and 20-year-olds is expected in the later half of the 2020s. The figures below suggest that the overall college-aged population is expected to slightly increase from 2018 and some subgroups will experience more increase 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, 2018 to 2028*
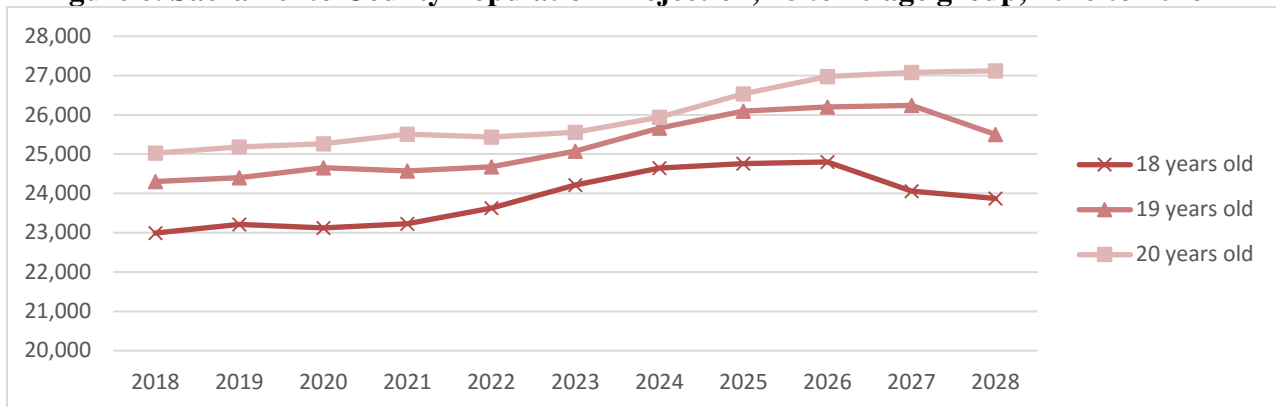
Source: California Department of Finance (DOF), Demographic Research Unit, 2018.
http://www.dof.ca.gov/Forecasting/Demographics/projections/. Retrieved 06/15/18.
* Report P-2: County Population Projections (2010-60). 2016 Baseline.

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 *
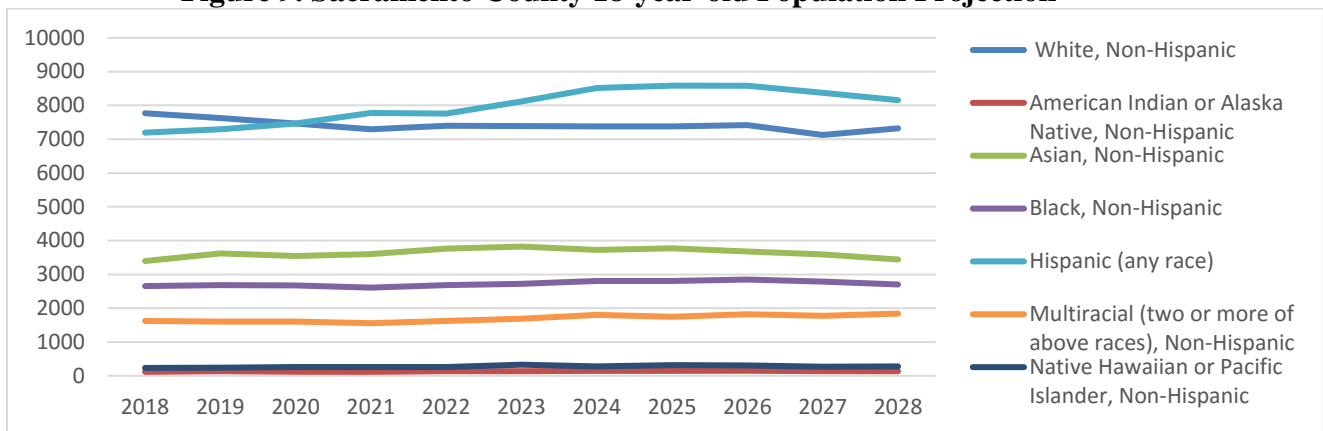
Source: PRIE calculations from California Department of Finance (DOF), Demographic Research Unit, 2018.
State and county population projections 2010-60 [Report: Complete P-3 File Database-Ready Format].
Sacramento: California Department of Finance. June 2018.
http://www.dof.ca.gov/Forecasting/Demographics/projections/. Retrieved 6/15/2018.

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, 2017 Series

SCC FACTBOOK REPORT
SNAPSHOT OF THE 2017-18 SCC STUDENT POPULATION

In Fall 2017, the End Of Semester (EOS) enrollment at SCC was 21,809 students, slightly lower than the 22,567 in Fall 2016. 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.

EOS Percentages 2017
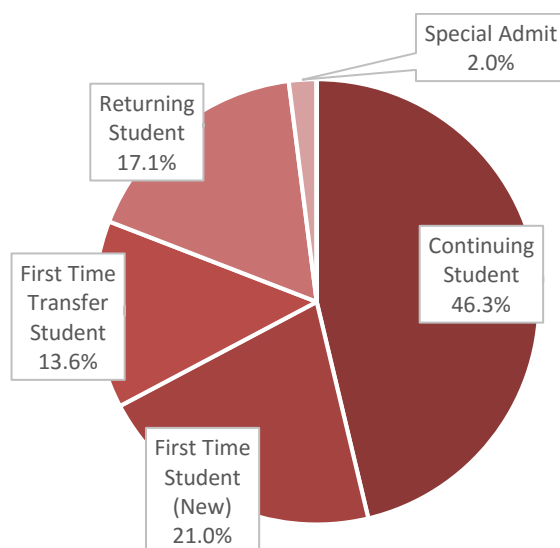
Source: EOS Profile Data

SCC students are primarily taking part-time unit loads, with only about 33 percent taking 12 or more units in Fall 2017.

Student Unit Load Fall 2017

(light<6units, 6≤mid<12 units, full≥12 units)
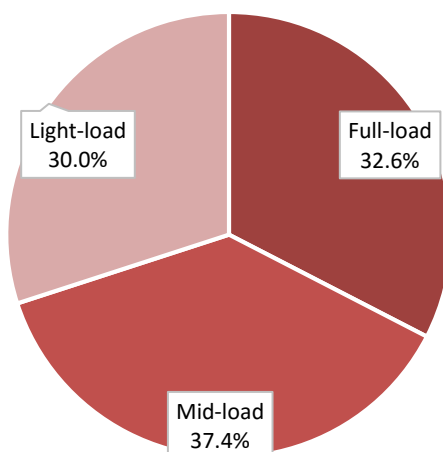
Source: EOS Profile Data

SCC students represent a wide range of ages. The majority of SCC students are more than 20 years old, while students in the 18 to 20 age group make up about one-third of the student population.

SCC Student Age Group Distribution Fall 2017

Under 18
2.0%

40 and Over
10.0%

30 - 39
13.0%

25 - 29
16.3%

18 - 20
33.8%

21 - 24
24.9%
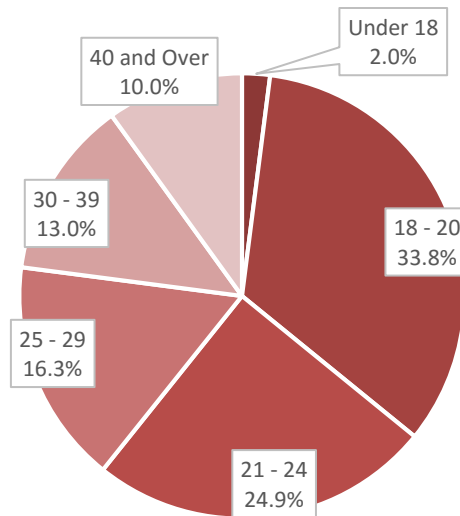
Source: EOS Profile Data

More women than men attend SCC.

SCC Student Gender Distribution Fall 2017

Unknown
2%

Male
41%

Female
57%
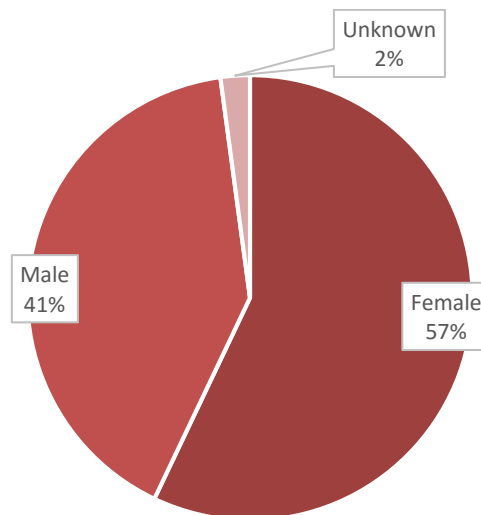
Source: EOS Profile Data

SCC has an ethnically diverse student population, with Hispanic/Latinos making up more than 32 percent of the student body in Fall 2017.
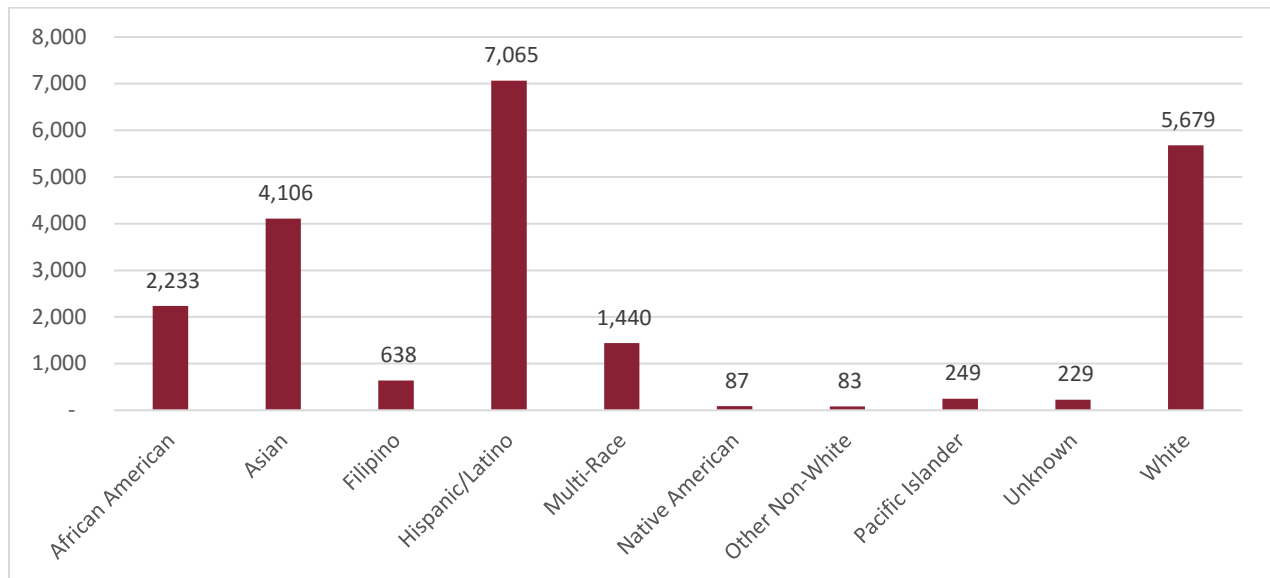
SCC Student Ethnicity Profile Fall 2017

Fall 2017	Number	Percentage
African American	2,233	10.2
Asian	4,106	18.8
Filipino	638	2.9
Hispanic/ Latino	7,065	32.4
Multi-Race	1,440	6.6
Native American	87	0.4
Other Non-White	83	0.4
Pacific Islander	249	1.1
Unknown	229	1.1
White	5,679	26.0
Total	21,809	100.0

Source: EOS Profile Data

Approximately 13 percent of SCC students say they speak a primary language other than English.

Five most common primary languages other than English Fall 2017

Language	# of Students
Spanish	583
Chinese (Cantonese/Mandarin)	386
Vietnamese	219
Russian	173
Hmong	133
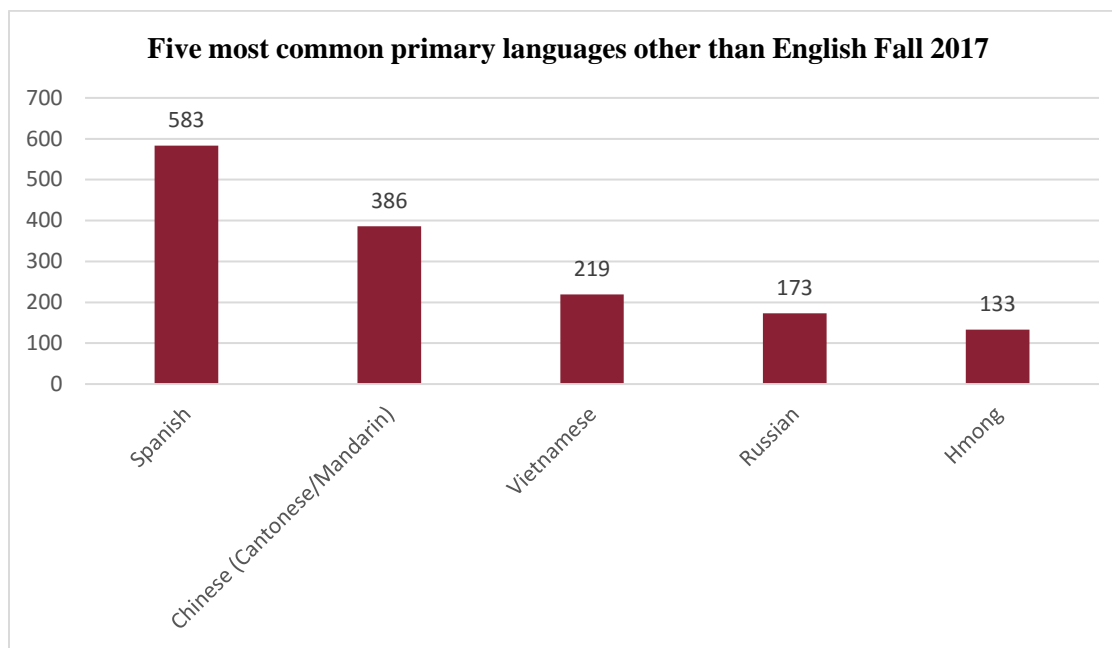
Source: EOS Profile Data

In Fall 2017, the most commonly listed majors for first-time-in-college students were general education transfer, business, and pre-allied health & nursing (accounting for nearly 38 percent of new students).

Fall 2017	# of Students
General Education, Transfer	589
Business	330
Pre-Allied Health & Nursing	275
Biology	246
Administration of Justice	151
Engineering	130
Psychology	129
Computer Science	86
Kinesiology	85
Nursing (Vocational/Registered)	65
Total Top 10 Majors among First time in college students	1194
Total First time in college students	3158

Source: EOS Profile Data
Notes: In Fall 2017, there are 217 first-time-in-college students with "Undecided" major.

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

SCC Students Educational Goal Distribution Fall 2017
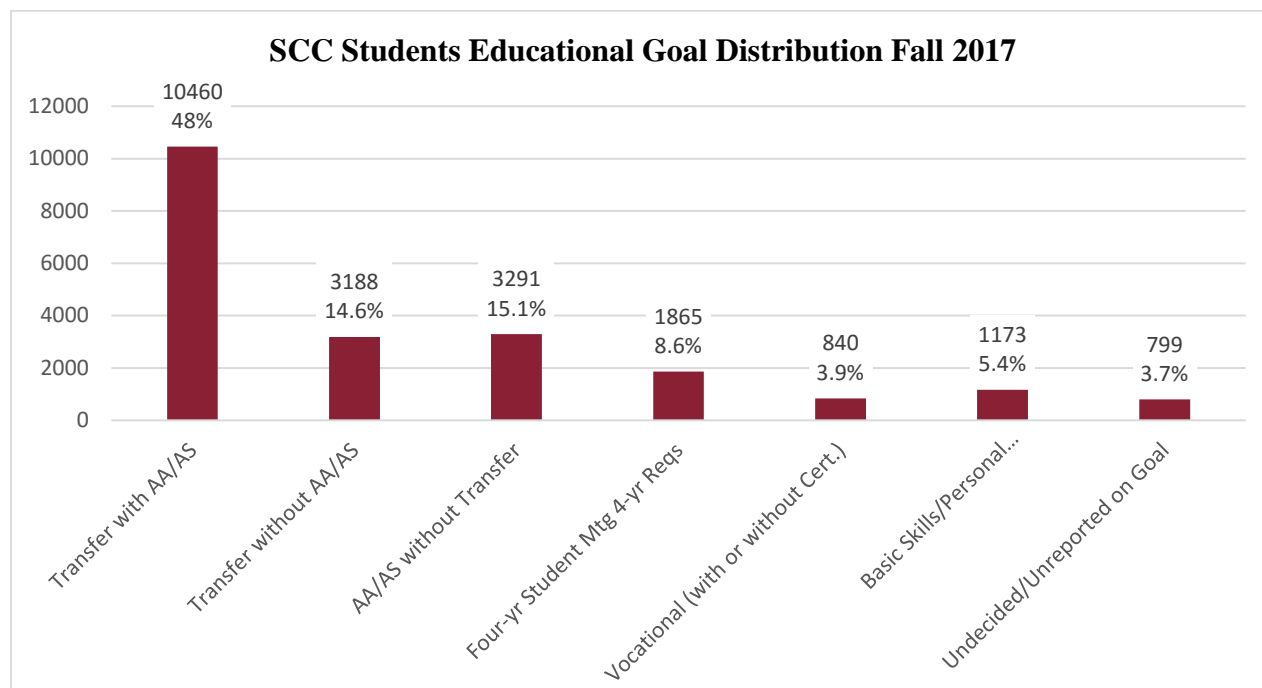
Source: EOS Profile Data

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

SCC student home zip codes Fall 2017			
Top Zip Codes	**Location**	**Fall 2017 # of students**	**% of Total***
95823	Parkway	1245	5.7
95822	Land Park	1223	5.6
95691	West Sacramento	1043	4.8
95831	Pocket / Greenhaven	964	4.4
95820	Oak Park / Fruitridge	949	4.4
95828	Florin	846	3.9
95616	Davis	723	3.3
95758	Elk Grove	706	3.2
95824	Colonial	690	3.2
95624	Elk Grove	636	2.9
95826	Perkins	595	2.7
95818	Broadway / Upper Land Park	577	2.6
Total for the top zips shown above		**10,197**	**46.8**
All others student home zip codes		**11,612**	**53.2**
Total		**21,809**	

Source: EOS Profile Data
* May not sum to 100 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 42 percent of them come from ten local high schools.

SCC Top 10 Feeder High Schools Fall 2017		
High School	**Enrollment**	**Percent of recent HS grads (N = 1,933)**
John F. Kennedy High	158	8.2
C. K. McClatchy High	140	7.2
River City Senior High	126	6.5
Hiram W. Johnson High	107	5.5
Davis Senior High	68	3.5
Luther Burbank High	48	2.5
Rosemont High School	43	2.2
Dixon High	40	2.1
Sheldon High School	40	2.1
Franklin High School	39	2.0
Top 10 Total	**809**	**41.9**

Source: EOS Profile Data

More than 57 percent of SCC students are employed (up about 2 percent from 2016). About 22 percent of SCC students are unemployed and are seeking work (down about 2 percent from 2016).
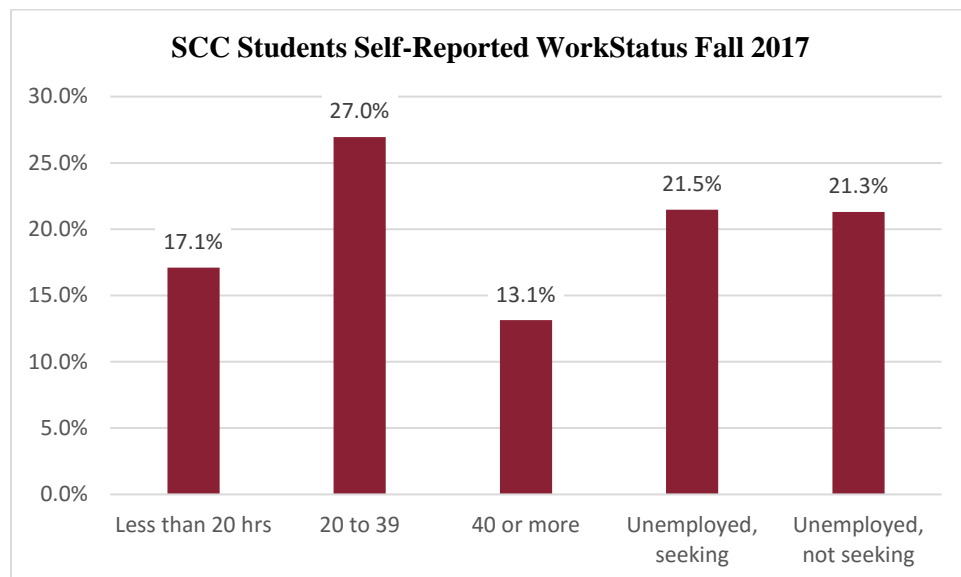
Source: EOS Profile Data

More than half 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), nearly two-thirds of SCC students receive some sort of tuition assistance.

SCC Student Self-Reported Household Income Level* Fall 2017
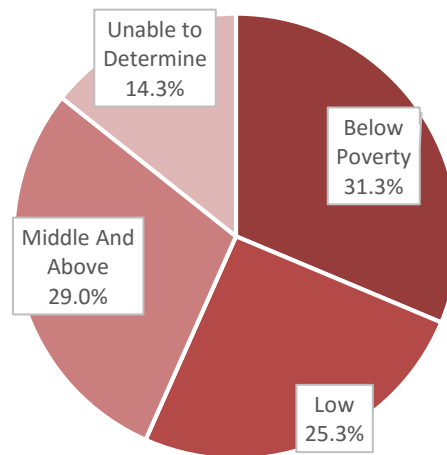
Source: EOS Profile Data
*Note: This measure uses U.S. Department of Health and Human Services definitions for income levels.

During Fall 2017, most students attended classes at the Main Campus. Nine percent took classes only at the West Sacramento or Davis Centers.
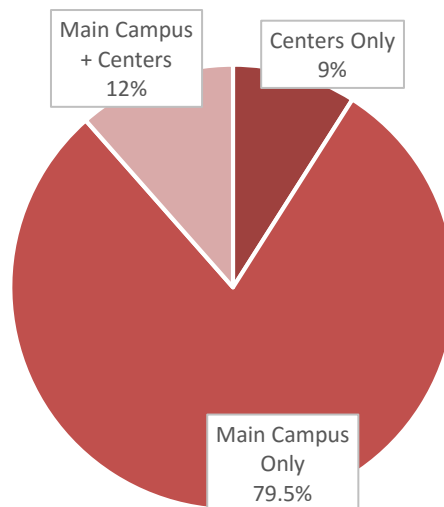
Source: Roster Census Data

In Fall 2017, about 56 percent of SCC students took only day classes, 13 percent took only evening classes, and 18 percent took both day and evening classes. The 13 percent "unknown" are students who take online courses.

SCC Day/Evening Enrollment Fall 2017

Unknown*
12.9%

Both time
17.6%

Evening only
13.0%

Day only
56.4%
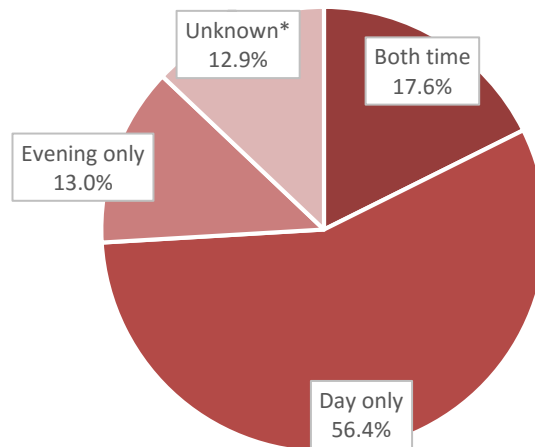
Source: EOS Profile Data
* "Unknown" refers to online enrollments.

STUDENT SUCCESS & SUPPORT PROGRAM (SSSP), MATRICULATION, & FIRST-YEAR STUDENT REPORT 2018

(2017-18 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 CCCCO 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 educations, 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.

SSSP, MATRICULATION, & FIRST-YEAR STUDENT REPORT: KEY POINTS

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*	50.6%	49.4%
Writing	59.1%	40.9%
Math	95.7%	4.3%

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. A majority of first-time in college students have household incomes that are considered low-income. Approximately half are enrolled part-time, and nearly one-third are first-generation college students.

School & Work, Fall 2016 (End of Semester Profile)	
Recent High School Graduates	59.2%
Enrolled Part-time	45.7%
Working Full- or Part-time	46.2%
Low-income	57.9%

The overall course success rate for recent high school graduates has been fluctuating since 2013, but has reached its highest point in Fall 2017 since Fall 2013.

SCC Successful Course Completion by Recent High School Grad Status, Fall 2013 to Fall 2017 (%)
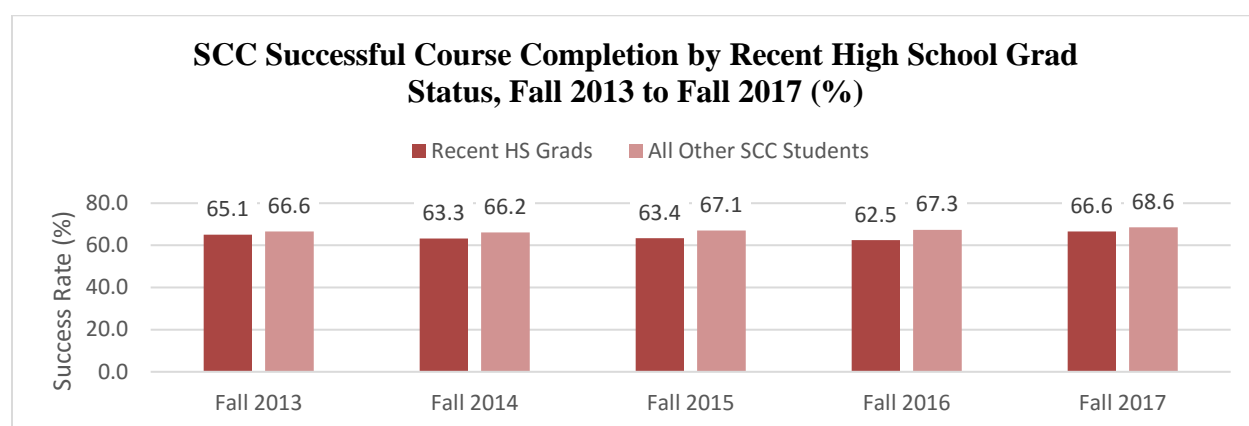
Source: EOS Research Database Files

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

Looking 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 CCCCO as students with a first-time status taking their first class in any California Community College. "First-time students" are only used in CCCCO 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.)

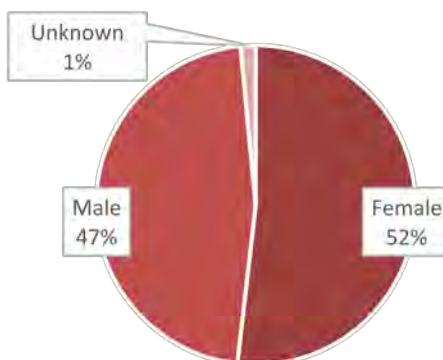**SCC first-time-in-college students are a young and very diverse group.**

In Fall 2017, 14.5 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 20.6 compared to 27), a higher percentage are male (46.6 percent compared to 39.8 percent), a lower percentage are Asian and White (16.7 percent and 22.3 percent compared to 19.2 percent and 26.7 percent, respectively), a higher percentage are Hispanic/ Latino (37.1 percent compared to 31.6 percent), a higher percentage are enrolled full-time (54.2 percent compared to 28.9 percent), a lower percentage are working full- or part-time (46.2 percent compared to 59.1 percent), a higher percentage are low-income (72.8 percent compared to 60.9 percent), and approximately the same percentage are first-generation college students (31.3 percent compared to 29.3 percent).

Characteristics of First-time in College Students
N=3,158 (14.5 percent of students), Fall 2017

Race/Ethnicity	Percent*
African American	12.1%
Asian	16.7%
Filipino	2.0%
Hispanic/Latino	37.1%
Multi-Race	8.2%
Native American	0.2%
Other Non-White	0.0%
Pacific Islander	0.9%
Unknown	0.4%
White	22.3%
First Generation College Students 31.3	
Students with Disability 11.1%	

School & Work	
Recent High School Graduates	59.2%
Enrolled Part-time	45.7%
Working Full- or Part-time	46.2%
Low Income/Below Poverty	57.9%

Age	Percent*
Under 18	1.4%
18 - 20	76.3%
21 - 24	10.3%
25 - 29	5.3%
30 - 39	4.6%
40 and Over	2.1%
Average age 20.6	

Unknown 1%

Male 47%

Female 52%

Source: EOS Profile Data
*Percentages may not sum to 100 due to rounding.

In Fall 2017 the most commonly listed majors for first time in college students were general education transfer, business, and pre-allied health & nursing (accounting for nearly 38 percent of new students).

Top 10 Major Areas of Study – First-time in college Students, Fall 2017

Fall 2017	# of Students
General Education, Transfer	589
Business	330
Pre-Allied Health & Nursing	275
Biology	246
Administration of Justice	151
Engineering	130
Psychology	129
Computer Science	86
Kinesiology	85
Nursing (Vocational/Registered)	65
Total Top 10 Majors among First time in college students	1194
Total First-time in college students	3158

Source: EOS Profile Data
Notes: In Fall 2017, there are 217 first-time-in-college students with "Undecided" major.

CALIFORNIA'S STUDENT SUCCESS SCORECARD FOCUS ON COHORTS OF FIRST-TIME STUDENTS

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

COMPLETION METRIC: PERSISTENCE

The most recent Scorecard data show that about 81 percent of the degree-, certificate-, or transfer-seeking, first-time students beginning at SCC in the 2011-12 academic year, persisted for three consecutive terms somewhere in the California Community College System. (The most recent data available is for outcomes during the 2016-17 academic year.)

2018 Student Success Scorecard, Sacramento City College, Persistence
Percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2016-17 who enrolled in the first three consecutive terms.

PERSISTENCE	College Prepared		Unprepared for College		Overall	
Persistence Rate	**651**	**82.0%**	**2,074**	**80.4%**	**2,725**	**80.8%**
Gender						
Female	319	80.9%	1,139	80.4%	1,458	80.5%
Male	326	82.8%	916	80.6%	1,242	81.2%
Age						
< 20 years old	576	81.9%	1,592	82.0%	2,168	82.0%
20 to 24 years old	46	84.8%	226	73.9%	272	75.7%
25 to 39 years old	20	75.0%	149	73.2%	169	73.4%
40+ years old	*	88.9%	107	79.4%	116	80.2%
Ethnicity/Race						
African American	24	79.2%	246	77.6%	270	77.8%
American Indian/ Alaska Native	*	66.7%	*	87.5%	11	81.8%
Asian	114	81.6%	392	85.5%	506	84.6%
Filipino	20	90.0%	38	81.6%	58	84.5%
Hispanic	149	85.9%	673	81.1%	822	82.0%
Pacific Islander	*	66.7%	*	65.2%	26	65.4%
White	204	83.8%	342	80.1%	546	81.5%

Source: http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home (Retrieved 06/01//18)
* 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 table, 80.5 percent of females and 81.2 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 nearly 65 percent of the degree-, certificate-, or transfer-seeking, first-time students beginning at SCC in the 2011-12 academic year earned at least 30 units somewhere in the California Community College System. (The most recent data available is for outcomes during the 2016-17 academic year.)

2018 Student Success Scorecard, Sacramento City College, 30 Units
Percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2016-17 who achieved at least 30 units.

30 Units	College Prepared		Unprepared for College		Overall	
Completion Rate	651	74.7%	2,074	61.5%	2,725	64.7%
Gender						
Female	319	73.4%	1,139	62.3%	1,458	64.7%
Male	326	76.4%	916	60.8%	1,242	64.9%
Age						
< 20 years old	576	76.2%	1,592	61.7%	2,168	65.5%
20 to 24 years old	46	63.0%	226	60.2%	272	60.7%
25 to 39 years old	20	60.0%	149	62.4%	169	62.1%
40+ years old	*	66.7%	107	60.7%	116	61.2%
Ethnicity/Race						
African American	24	58.3%	246	48.0%	270	48.9%
American Indian/ Alaska Native	*	66.7%	*	75.0%	11	72.7%
Asian	114	76.3%	392	59.9%	506	63.6%
Filipino	20	70.0%	38	68.4%	58	69.0%
Hispanic	149	71.8%	673	62.3%	822	64.0%
Pacific Islander	*	66.7%	*	34.8%	26	38.5%
White	204	79.9%	342	68.1%	546	72.5%

Source: http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home (Retrieved 06/01/18)
** 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, 64.7 percent of females and 64.9 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 half of the degree-, certificate-, or transfer-seeking, first-time students beginning at SCC in the 2011-12 academic year completed a degree, certificate, or transfer-related outcomes within six years. (The most recent data available is for outcomes during the 2016-17 academic year.)

2018 Student Success Scorecard, Sacramento City College, Degree/Transfer
Percentage of degree, certificate and/or transfer-seeking students starting first time in 2011-12 tracked for six years through 2016-17 who completed a degree, certificate or transfer-related outcomes.

COMPLETION	College Prepared		Unprepared for College		Overall	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Completion Rate	651	69.6%	2,074	42.2%	2,725	48.8%
Gender						
Female	319	71.2%	1,139	43.5%	1,458	49.5%
Male	326	68.1%	916	41.3%	1,242	48.3%
Age						
< 20 years old	576	72.4%	1,592	46.8%	2,168	53.6%
20 to 24 years old	46	47.8%	226	29.2%	272	32.4%
25 to 39 years old	20	50.0%	149	29.5%	169	32.0%
40+ years old	*	44.4%	107	19.6%	116	21.6%
Ethnicity/Race						
African American	24	58.3%	246	26.8%	270	29.6%
American Indian/ Alaska Native	*	66.7%	*	25.0%	11	36.4%
Asian	114	79.8%	392	58.2%	506	63.0%
Filipino	20	60.0%	38	50.0%	58	53.4%
Hispanic	149	60.4%	673	41.2%	822	44.6%
Pacific Islander	*	66.7%	*	17.4%	26	23.1%
White	204	77.0%	342	43.3%	546	55.9%

Source: http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home (Retrieved 06/01/18)
* 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, 49.5 percent of females and 48.3 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 (69.6 percent and 42.2 percent, respectively.)

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.
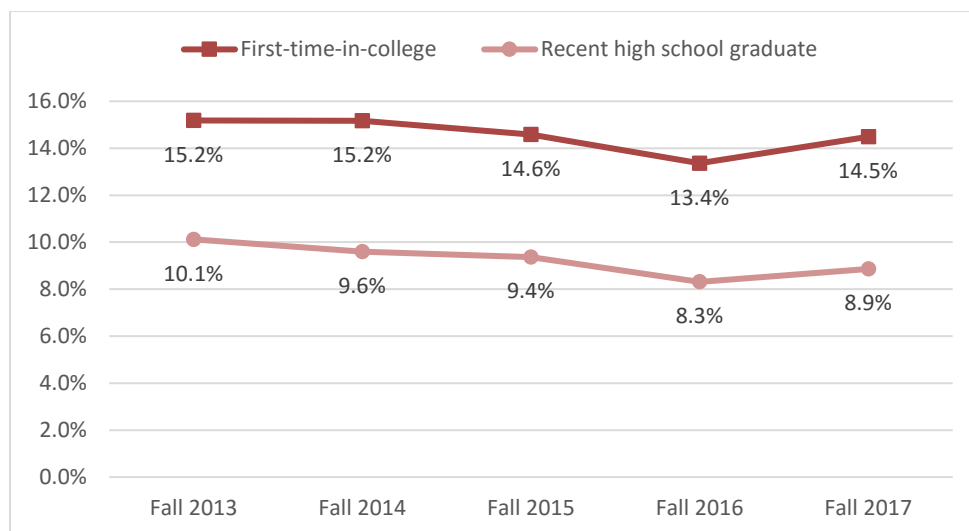
Enrollment of First-time-in-college Students and Recent High School Graduates at SCC, Fall 2013 to Fall 2017
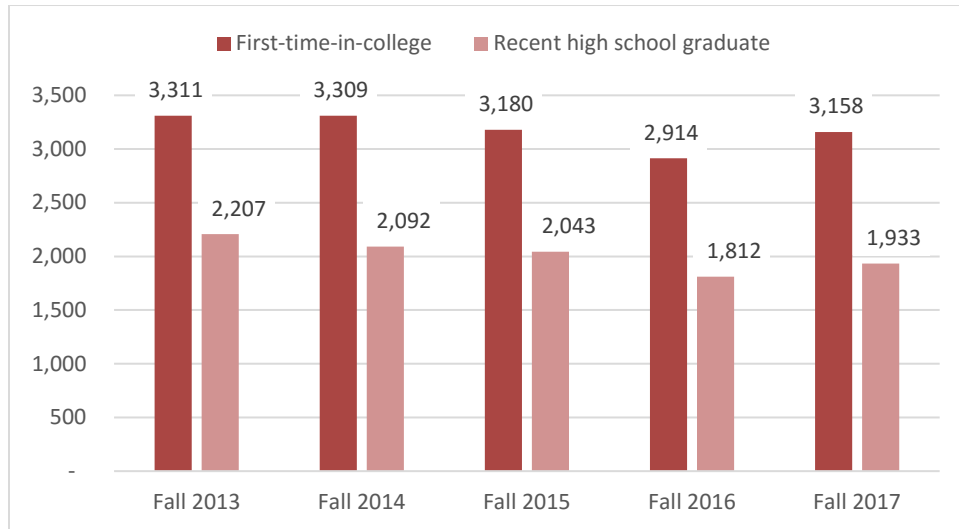
Source: EOS profile data
Note: UCD students taught by SCC are not included here

First-time-in-college Students and Recent High School Graduates as Percentage of Total SCC Enrollment, Fall 2013 to Fall 2017

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 2017.

SCC Recent High School Graduates: Number & Percent Ethnic Profile

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
	N	%	N	%	N	%	N	%	N	%
African American	259	11.7%	236	11.3%	235	11.5%	211	11.6%	213	11.0%
Asian	344	15.6%	285	13.6%	276	13.5%	245	13.5%	279	14.4%
Filipino	54	2.4%	49	2.3%	56	2.7%	39	2.2%	39	2.0%
Hispanic/Latino	802	36.3%	833	39.8%	815	39.9%	748	41.3%	792	41.0%
Multi-race	185	8.4%	162	7.7%	172	8.4%	157	8.7%	191	9.9%
Native American	*	0.4%	*	0.3%	10	0.5%	*	0.3%	*	0.3%
Other Non-White	*	0.1%	*	0.1%	N/A	N/A	*	0.1%	N/A	N/A
Pacific Islander	24	1.1%	26	1.2%	25	1.2%	24	1.3%	14	0.7%
Unknown	31	1.4%	14	0.7%	*	*	*	*	*	0.3%
White	499	22.6%	479	22.9%	446	21.8%	380	21.0%	394	20.4%
Total	**2,207**	**100%**	**2,092**	**100%**	**2,043**	**100%**	**1,812**	**100%**	**1,933**	**100%**

Source: EOS profile data
*N<10

Most recent high school graduates who enrolled at SCC in Fall 2017 also enrolled in Spring 2018.

Fall 2017 to Spring 2018 Semester Persistence of High School Graduates enrolled at SCC

Ethnicity	# of Students - 1st Fall (Fall 2017)	Fall to Spring Retention Rate* (%)
African American	213	70.0%
Asian	279	79.6%
Filipino	39	79.5%
Hispanic/Latino	792	79.2%
Multi-Race	191	80.6%
Native American	*	*
Other Non-White	N/A	N/A
Pacific Islander	14	85.7%
Unknown	*	*
White	394	74.9%
Total	**1,933**	**77.4%**

Sources: Fall 2017 and Spring 2018 EOS profile data.
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 2017, there were 1,933 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 20.3 percent for Reading, 17.1 percent for Writing, and 27.8 percent for Math. However, of the 1,690 students with reading data, 643 (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 2017		Levels Below Transfer (LBT)			Transfer	Total
		10 (3 LBT)	11 (2 LBT)	110 (1 LBT)	310 and competency$^\diamond$ (Transfer)	
TOTAL RECENT HS STUDENTS' PLACEMENT LEVEL	#	*	342	486	860	1,690
	%	0.1%	20.2%	28.8%	50.9%	100.0%

Source: EOS Profile Data, Fall 2017
* N < 10
$^\diamond$Students 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	#	292	685	730	1,707
	%	17.1%	40.1%	42.8%	100.0%

Source: EOS Profile Data, Fall 2017

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$^\diamond$	
TOTAL RECENT HS STUDENTS' PLACEMENT LEVEL	#	367	139	346	879	90	1,821
	%	20.2%	7.6%	19.0%	48.3%	4.9%	100.0%

Source: EOS Profile Data, Fall 2017
*100 and 120 are pre-transfer, but because they are AA/AS degree-applicable, they are "collegiate" level.
$^\diamond$Transfer-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 2017 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 Top 10 Feeder High Schools Attended

High School	Reading Placement	Levels Below Transfer (LBT)				Total Placed
		10	11	110	310 and competency$^\diamond$	
		(3 LBT)	(2 LBT)	(1 LBT)	(Transfer)	
John F. Kennedy High	Count	0	19	33	98	150
	%	0.0%	12.7%	22.0%	65.3%	100%
C. K. McClatchy High	Count	0	24	37	72	133
	%	0.0%	18%	27.8%	54.1%	100%
River City Senior High	Count	0	30	34	57	121
	%	0.0%	24.8%	28.1%	47.1%	100%
Hiram W. Johnson High (Main & West Campus)	Count	0	27	24	51	102
	%	0.0%	26.5%	23.5%	50.0%	100%
Davis Senior High	Count	0	*	*	50	66
	%	0.0%	9.1%	15.2%	75.8%	100%
Luther Burbank High	Count	0	18	14	*	38
	%	0.0%	47.4%	36.8%	15.8%	100%
Rosemont High School	Count	0	*	*	21	40
	%	0.0%	22.5%	25.0%	52.5%	100%
Dixon High	Count	0	*	*	21	35
	%	0.0%	11.4%	28.6%	60.0%	100%
Sheldon High School	Count	0	*	*	15	28
	%	0.0%	28.6%	17.9%	53.6%	100%
Franklin High School	Count	0	*	15	13	31
	%	0.0%	9.7%	48.4%	41.9%	100%
ALL Recent High School Graduates	**Count**	*	342	486	860	1,690
	%	0.1%	20.2%	28.8%	50.9%	100%

Source: EOS Profile Data, Fall 2017
* N ≤ 10
$^\diamond$Competency is determined through the assessment process

SCC Recent HS Graduate Placements in Writing by Top 10 Feeder High Schools Attended

High School	Writing Placement	Levels Below Transfer (LBT)			Total Placed
		51	101	300	
		(2 LBT)	(1 LBT)	(Transfer)	
John F. Kennedy High	Count	18	56	72	146
	%	12.3%	38.4%	49.3%	100%
C. K. McClatchy High	Count	19	61	53	133
	%	14.3%	45.9%	39.8%	100%
River City Senior High	Count	27	48	37	112
	%	24.1%	42.9%	33.0%	100%
Hiram W. Johnson High (Main & West Campus)	Count	17	39	41	97
	%	17.5%	40.2%	42.3%	100%
Davis Senior High	Count	*	26	32	66
	%	12.1%	39.4%	48.5%	100%
Luther Burbank High	Count	20	15	*	38
	%	52.6%	39.5%	7.9%	100%
Rosemont High School	Count	*	20	14	40
	%	15.0%	50.0%	35.0%	100%
Dixon High	Count	*	13	18	35
	%	11.4%	37.1%	51.4%	100%
Sheldon High School	Count	*	*	22	35
	%	17.1%	20.0%	62.9%	100%
Franklin High School	Count	*	*	21	35
	%	11.4%	28.6%	60.0%	100%
ALL Recent High School Graduates	**Count**	**292**	**685**	**730**	**1,707**
	%	**17.1%**	**40.1%**	**42.8%**	**100%**

Source: EOS Profile Data, Fall 2017
* N ≤ 10

SCC Recent HS Graduate Placements in Math by Top 10 Feeder High Schools Attended

High School	Math Placement	Levels Below Transfer (LBT)				All Transfer Level Math Courses◊	Total Placed
		27	34	100	120		
		(4 LBT)	(3 LBT)	(2 LBT)	(1LBT)		
John F. Kennedy High	Count	22	*	29	89	*	155
	%	14.2%	4.5%	18.7%	57.4%	5.2%	100%
C. K. McClatchy High	Count	24	*	27	75	*	134
	%	17.9%	3.7%	20.1%	56.0%	2.2%	100%
River City Senior High	Count	26	13	29	54	*	125
	%	20.8%	10.4%	23.2%	43.2%	2.4%	100%
Hiram W. Johnson High (Main & West Campus)	Count	25	*	19	53	*	106
	%	23.6%	4.7%	17.9%	50.0%	3.8%	100%
Davis Senior High	Count	*	*	*	42	11	66
	%	6.1%	6.1%	7.6%	63.6%	16.7%	100%
Luther Burbank High	Count	19	*	*	12	*	44
	%	43.2%	15.9%	11.4%	27.3%	2.3%	100%
Rosemont High School	Count	*	*	*	22	*	42
	%	19.0%	11.9%	9.5%	52.4%	7.1%	100%
Dixon High	Count	*	*	*	20	*	37
	%	16.2%	10.8%	16.2%	54.1%	2.7%	100%
Sheldon High School	Count	*	N/A	*	19	*	39
	%	25.6%	N/A	20.5%	48.7%	5.1%	100%
Franklin High School	Count	*	*	*	20	*	36
	%	16.7%	5.6%	11.1%	55.6%	11.1%	100%
ALL Recent High School Graduates	**Count**	**367**	**139**	**346**	**879**	**90**	**1,821**
	%	**20.2%**	**7.6%**	**19.0%**	**48.3%**	**4.9%**	**100%**

Source: EOS Profile Data, Fall 2017

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

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

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 2013 and Fall 2017.

SCC Successful Course Completion by First-Time-in-college Cohort, Fall 2013 to Fall 2017 (%)

First-time-in-college Students / All Other SCC Students

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
First-time-in-college Students	63.2	61.4	61.6	64.0	65.3
All Other SCC Students	66.7	66.6	67.9	68.1	69.0
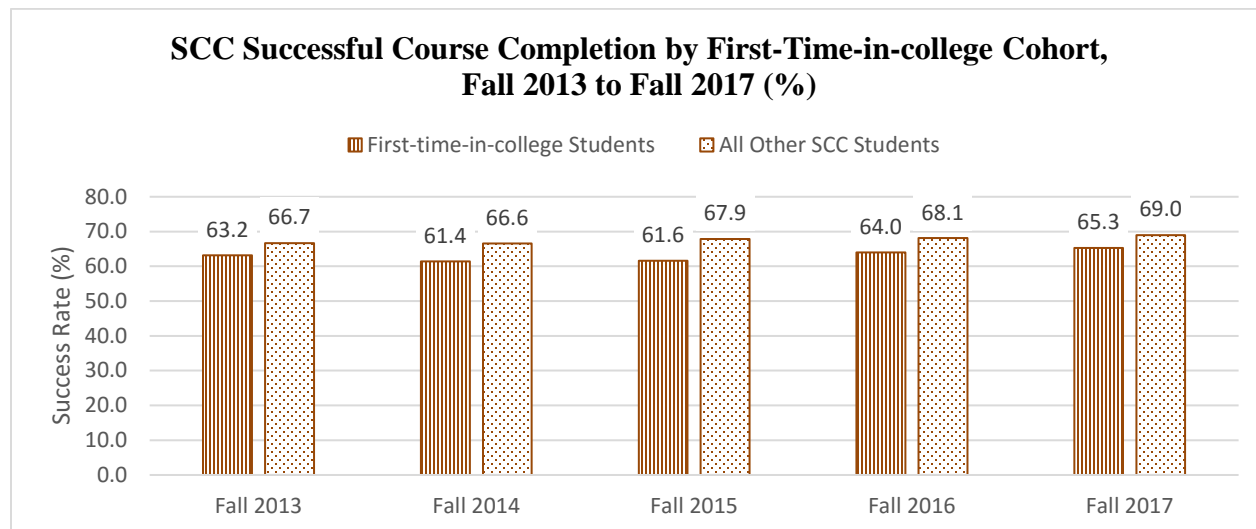
Source: EOS Profile Data
Note: The data from Fall 2015 forward is not comparable to earlier years as the cohort being tracked changed from Education Initiative cohort (students aged 18-20 years) to First-Time in College students (first-time new students not enrolled at UC Davis).

From Fall 2013 through Fall 2017, the course success rate of recent high school graduates was lower than course success for all other students.

SCC Successful Course Completion by Recent High School Grad Status, Fall 2013 to Fall 2017 (%)

Recent HS Grads / All Other SCC Students

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Recent HS Grads	65.1	63.3	63.4	62.5	66.6
All Other SCC Students	66.6	66.2	67.1	67.3	68.6
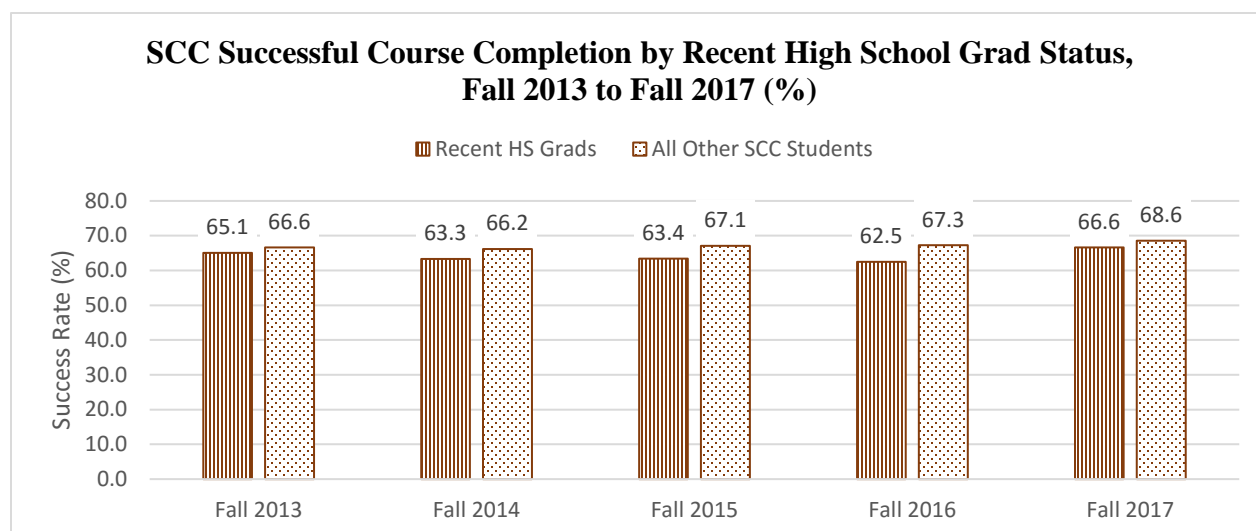
Source: EOS Profile Data
Note: Students who dropped all of their courses prior to the "drop without a W" deadline have been excluded. Course success rates reflect the percent of student enrollments that are successful in courses by earning grades A,B, C or Pass/Credit. Average units completed are based 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 2017 indicate that substantial achievement gaps exist between groups.

First (Fall) Semester Outcomes of Recent High School Graduates at SCC, Fall 2017

Ethnicity	# of Students	Average Units Attempted	Average Units Completed	Average Term GPA	Course Success Rate (%)
African American	213	10.3	6.2	1.5	49.4
Asian	279	11.2	9.0	2.4	72.3
Filipino	39	10.9	9.3	2.6	76.0
Hispanic/Latino	792	11.0	7.9	1.9	64.3
Multi-Race	191	10.8	7.7	2.0	66.7
Other Non-White	N/A	N/A	N/A	N/A	N/A
Native American	*	*	*	*	*
Pacific Islander	14	10.1	8.5	2.2	70.5
Unknown	*	*	*	*	*
White	394	11.1	8.7	2.4	75.0

Sources: EOS Profile and Transcript Data
*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 2018 Semester Academic Outcomes of Recent High School Graduates Starting at SCC, Fall 2017

Ethnicity	# of Students	Average Units Attempted	Average Units Completed	Average Term GPA	Course Success Rate (%)
African American	149	11.5	7.1	1.7	52.6%
Asian	222	13.0	10.4	2.5	72.3%
Filipino	31	12.6	11.2	2.7	79.1%
Hispanic/Latino	627	11.9	8.3	2.0	59.4%
Multi-Race	154	12.3	9.1	2.3	65.0%
Other Non-White	N/A	N/A	N/A	N/A	N/A
Native American	*	*	*	*	*
Pacific Islander	12	13.3	11.3	2.5	66.8%
Unknown	*	*	*	*	*
White	295	12.5	10.2	2.6	74.9%

Sources: EOS Profile and Transcript Data
*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 2017 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 Placed	
	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	0	2	120	222	136	350	293	567	549	1141
%	0.0%	0.2%	21.9%	19.5%	24.8%	30.7%	53.4%	49.7%	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	
Count	99	193	222	463	215	515	536		1,171	
%	18.5%	16.5%	41.4%	39.5%	40.1%	44.0%	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	127	240	35	104	105	241	295	584	23	67	585	1,236
%	21.7%	19.4%	6.0%	8.4%	17.9%	19.5%	50.4%	47.2%	3.9%	5.4%	100%	100%

Source: EOS Profile Data, Fall 2017
* 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 2018

(Most data is Fall 2017)

<u>SCC Goal A</u>. 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.

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

SCC Successful Course Completion, Fall 2013 to Fall 2017 (%)
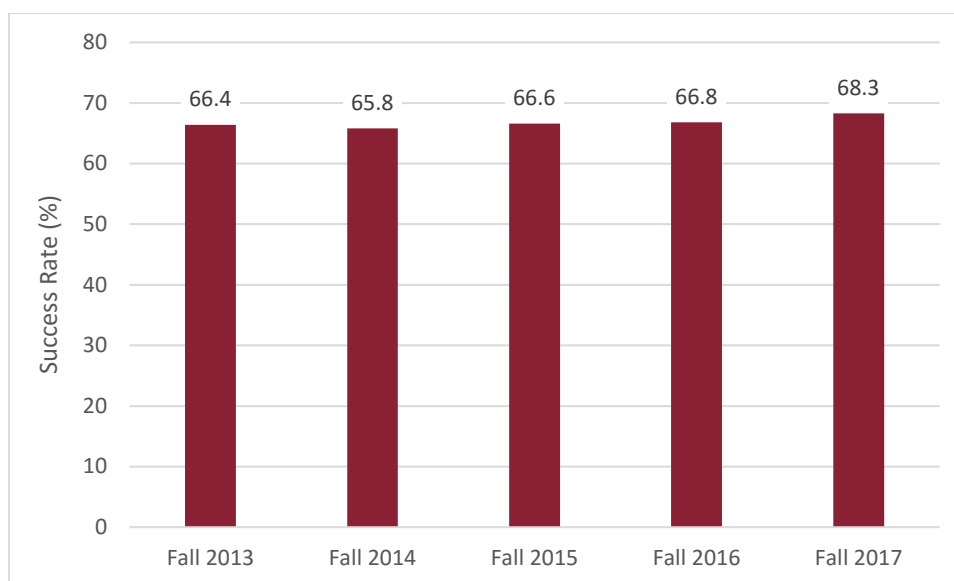
Source: EOS Profile Data

In Fall 2017, 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.

Gaps in Course Success Rate, Fall 2017

Successful Course Completion* Metrics (PRIE data)	Fall 2017
Gender gap** in course success	1.6%
Race/ethnicity gap in course success	13.4%
Age gap in course success	2.1%
Modality gap in course success	2.4%
Location gap in course success	0.9%
Income gap	2.7%

* Successful course completion = Grade of A, B, C, P, Cr
** Gaps are calculated between the lowest performing subgroup within a given group and the college overall.
Source: Research Database Files

STUDENT ACHIEVEMENT REPORT: DETAILS

COURSE SUCCESS RATES

OVERALL COURSE SUCCESS RATES. The overall course success rate at SCC has been relatively steady, hovering between 66 – 67 percent for many years until Fall 2017 when it reaches over 68 percent (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.

Figure 1. SCC Successful Course Completion, Fall 2013 to Fall 2017 (%)
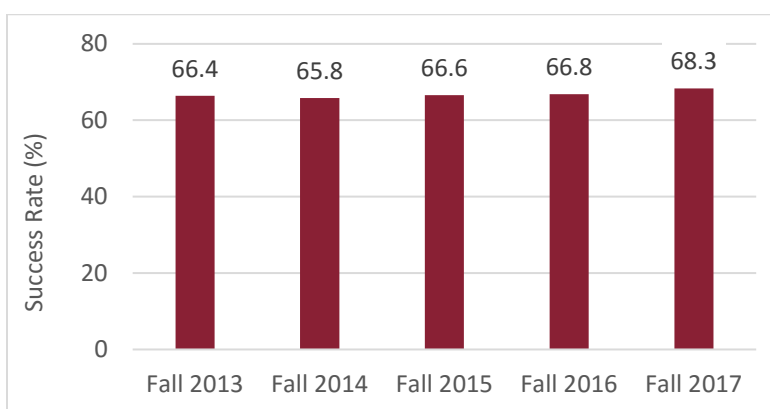
Source: EOS Profile Data

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

Table 1. Gaps in Course Success Rates, Fall 2017

Successful Course Completion* Metrics (PRIE data)	Fall 2017
Gender gap** in course success	1.6%
Race/ethnicity gap in course success	13.4%
Age gap in course success	2.1%
Modality gap in course success	2.4%
Location gap in course success	0.9%
Income gap	2.7%

* Successful course completion = Grade of A, B, C, P, Cr
** Gaps are calculated between the lowest performing subgroup within a given group and the college overall.
Source: Research Database 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 have had the lowest course success rates in four of the last five years. The observed difference in course success rates between the lowest performing group (21 – 24 age group) and the college overall is about 2 percent.

Figure 2. SCC Successful Course Completion by Age, Fall 2013 to Fall 2017 (%)

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
■ 18 - 20	65.7	65.5	66.3	65.0	68.3
■ 21 - 24	65.2	63.5	64.5	65.7	66.2
■ 25 - 29	67.3	67.1	68.2	68.0	68.6
■ 30 - 39	68.7	68.8	69.0	70.1	71.0
■ 40 and Over	67.7	67.6	68.3	69.2	68.1
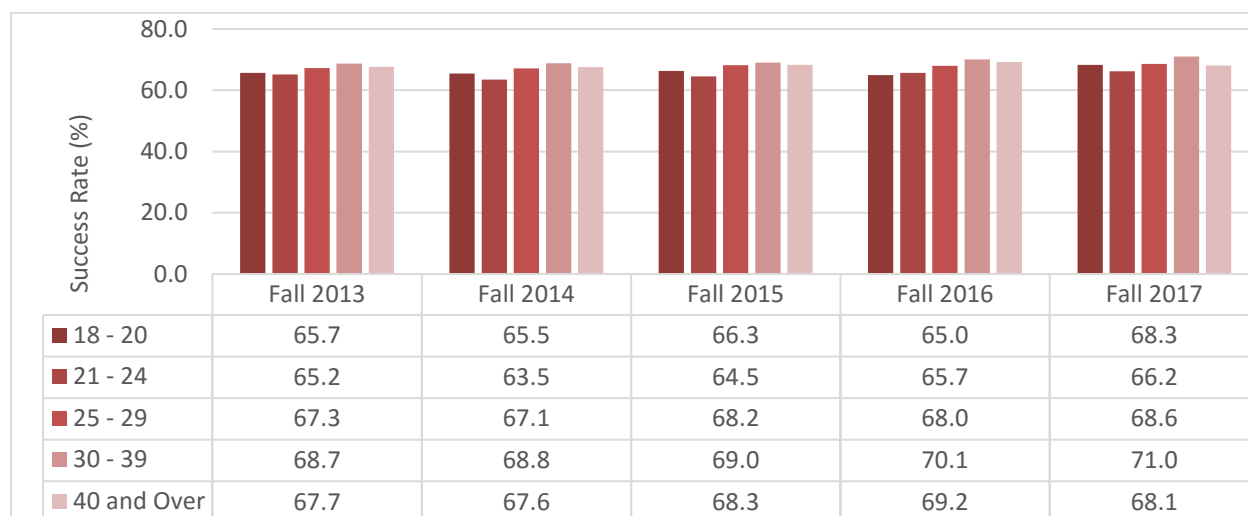
Source: EOS Profile Data

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 2013 to Fall 2017 (%)
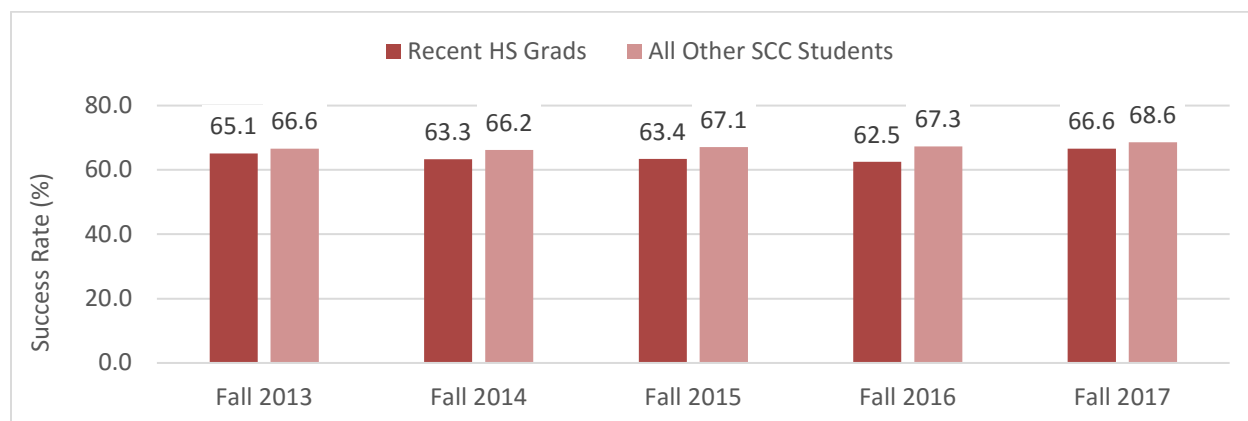
Source: EOS Profile Data

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 2013 to Fall 2017 (%)
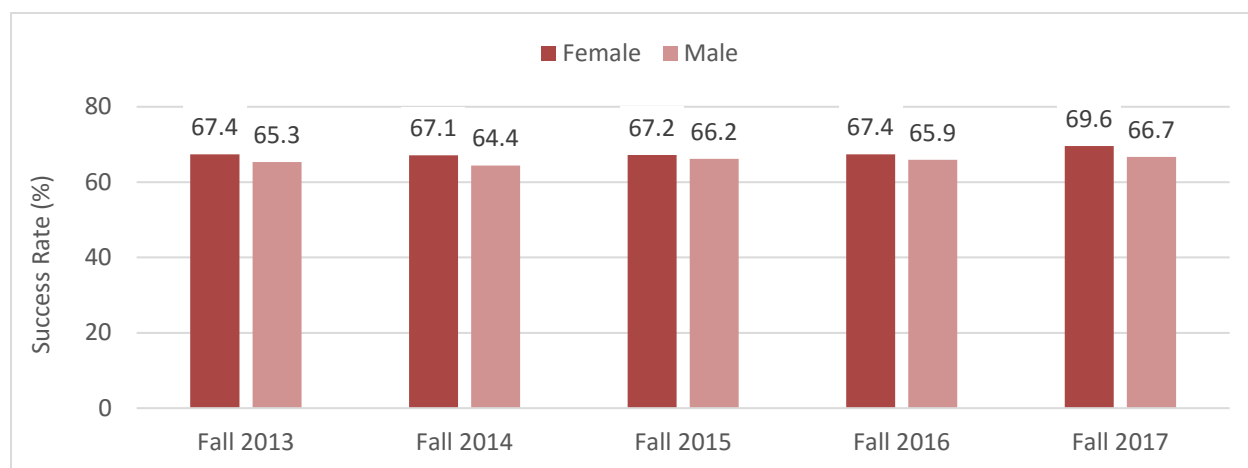
Source: EOS Profile Data

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.[1]

**Figure 5. SCC Successful Course Completion by Recent High School Grad Status
Fall 2013 to Fall 2017 (%)**
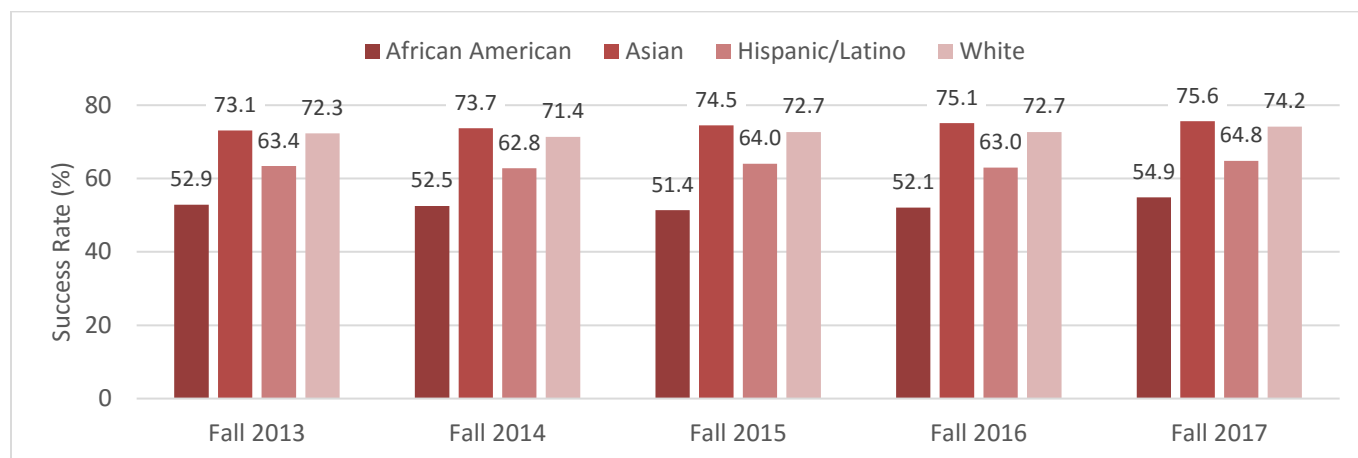
Source: EOS Profile Data

[1] 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).

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

Figure 6. SCC Successful Course Completion by Income*
Fall 2013 to Fall 2017 (%)
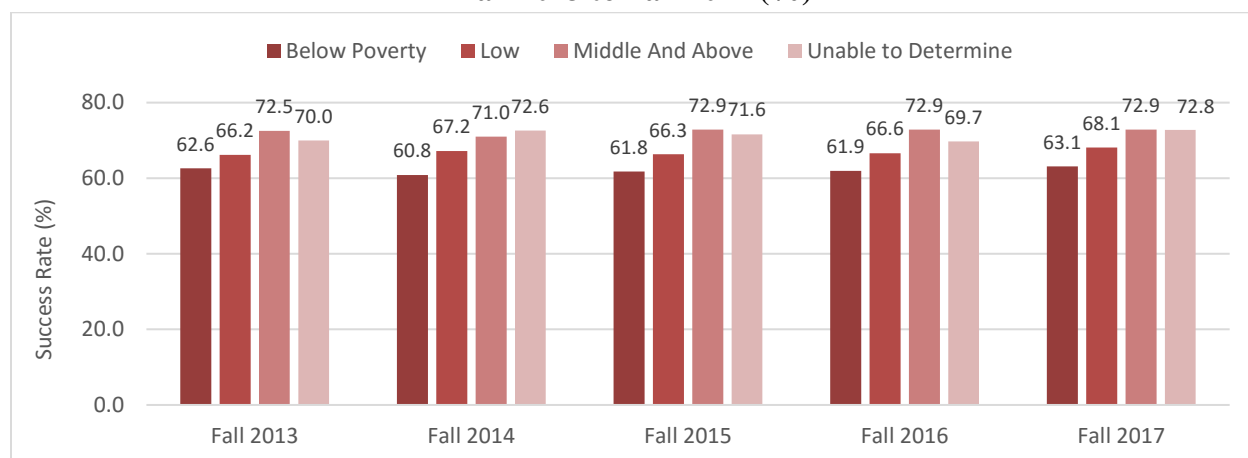
Source: EOS Profile Data

Table 2. SCC Student Household Income Level, Fall 2013 to Fall 2017

Fall	Below Poverty		Low		Middle & Above		Unable to Determine		Total
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
2017	**6,831**	**31.3%**	**5,525**	**25.3%**	**6,332**	**29.0%**	**3,121**	**14.3%**	**21,809**

Source: EOS Profile Data

Using another measure of economic need—BOG Fee Waiver recipient status—about 62.6 percent 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 2017 (%)
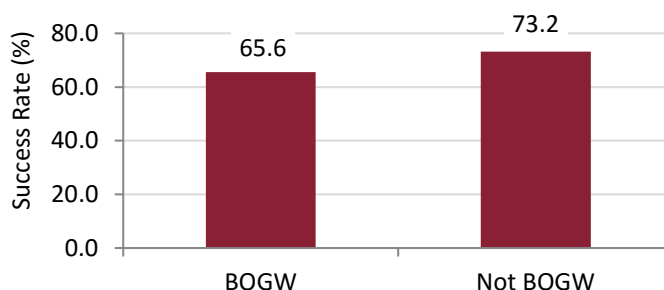
Source: EOS Profile Data

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 2013 to Fall 2017* (%)
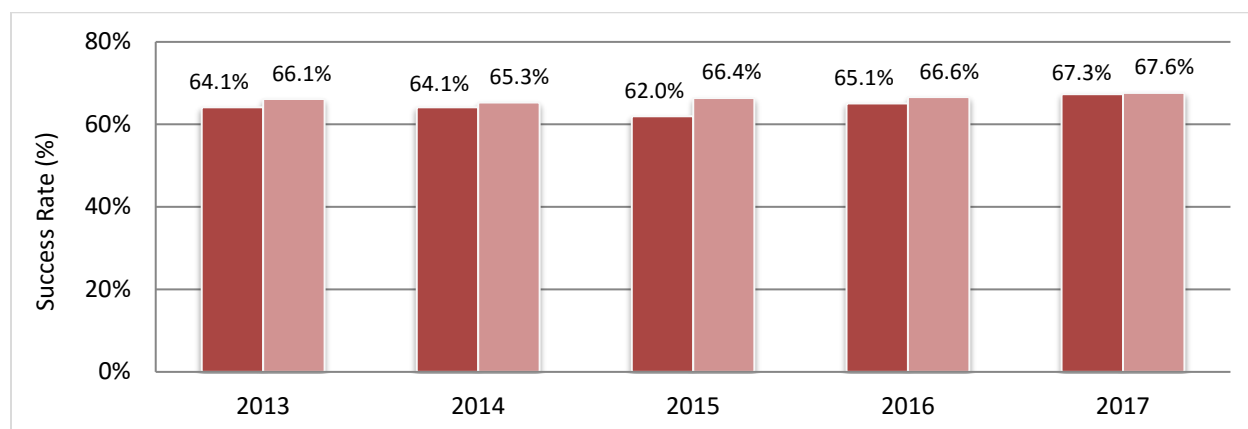
Source: Transcript Data
* Note: As of 2015, only internet-based distance modality remains. Figure only shows internet-based and lecture modalities.

SUCCESSFUL COURSE COMPLETION BY LOCATION. There has been slight difference among the three 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 67.4 percent at the Davis Center and West Sacramento Center to 67.9 percent at the Main Campus.

**Figure 9. SCC Successful Course Completion by Location,
Fall 2013 to Fall 2017 (%)**
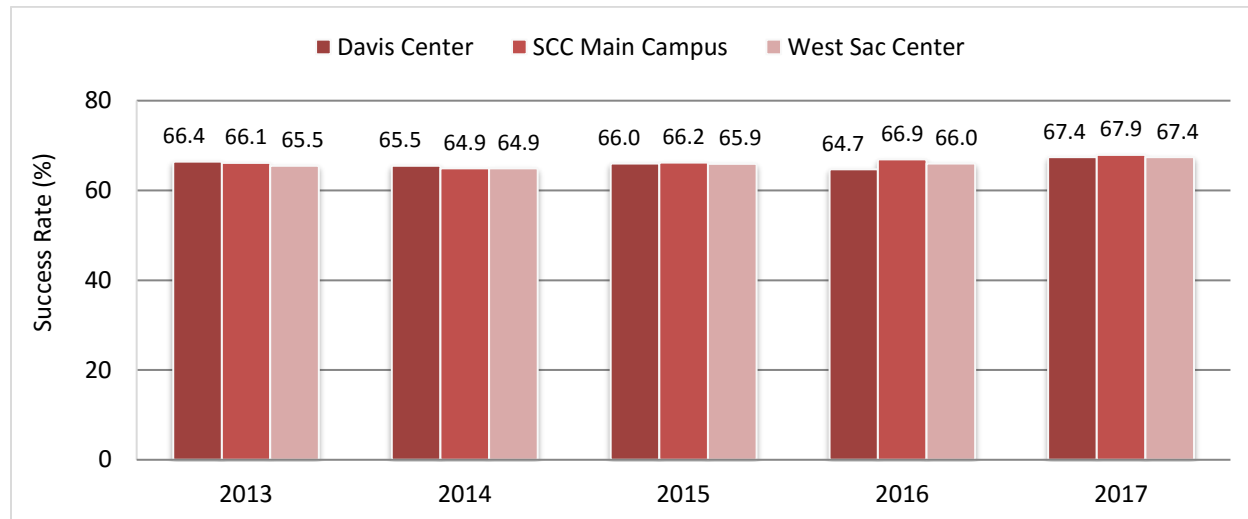
Source: Transcript Data

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's 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 2013 to Fall 2017

	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.
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%
2017	**48.0%**	**14.6%**	**15.1%**	**3.9%**	**5.4%**	**3.7%**	**8.6%**

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
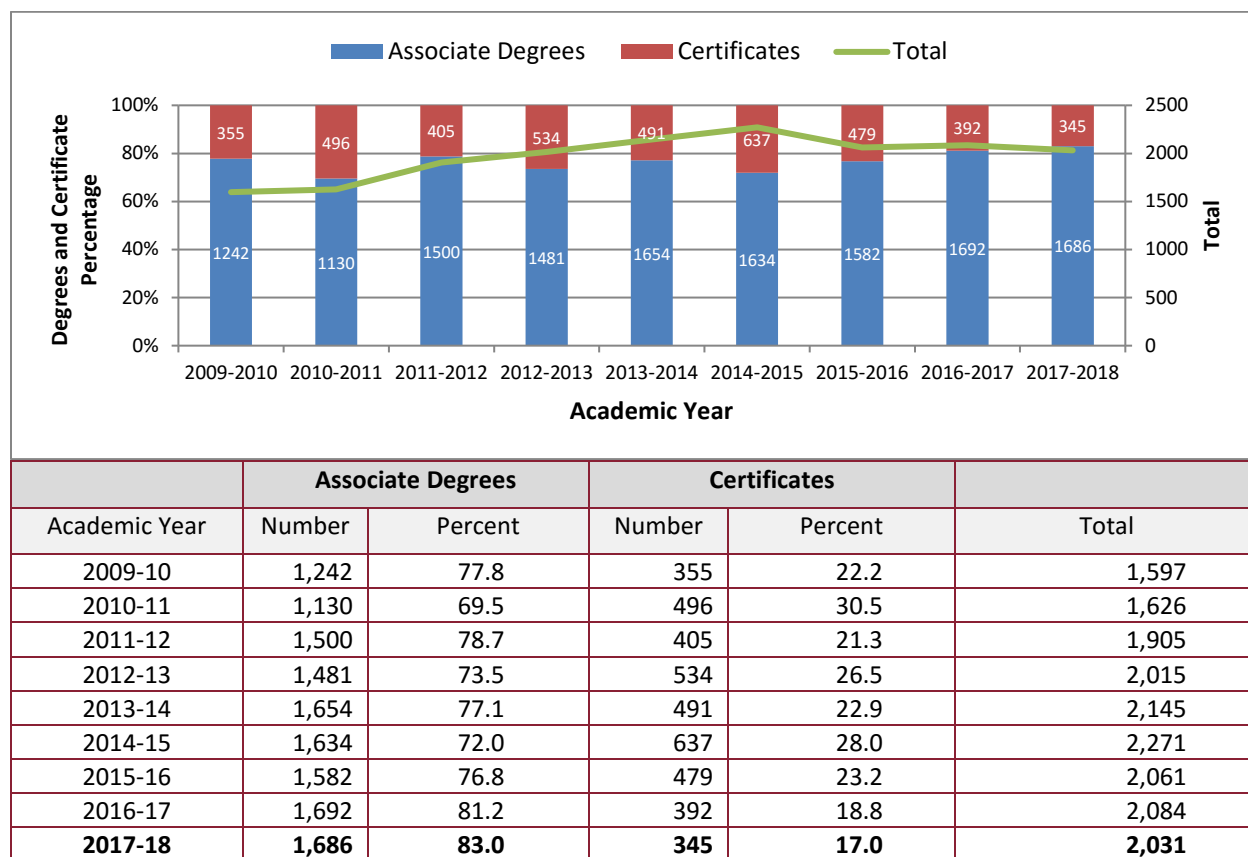### AY 2013-14 to AY 2017-18

SCC metrics (PRIE data)	2013-14	2014-15	2015-16	2016-17	2017-18	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	1,019	1,014**	700	733–1,010

Sources: LRCCD Awards File; CSU transfer data http://asd.calstate.edu/ccct/2017-2018/SummaryYear.asp; and UC transfer data https://www.universityofcalifornia.edu/infocenter/admissions-source-school. Accessed 08/31/18.
* 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*

	Associate Degrees		Certificates		
Academic Year	Number	Percent	Number	Percent	Total
2009-10	1,242	77.8	355	22.2	1,597
2010-11	1,130	69.5	496	30.5	1,626
2011-12	1,500	78.7	405	21.3	1,905
2012-13	1,481	73.5	534	26.5	2,015
2013-14	1,654	77.1	491	22.9	2,145
2014-15	1,634	72.0	637	28.0	2,271
2015-16	1,582	76.8	479	23.2	2,061
2016-17	1,692	81.2	392	18.8	2,084
2017-18	**1,686**	**83.0**	**345**	**17.0**	**2,031**

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 [2]

Over 80 percent of SCC students in the Scorecard cohorts enrolled for three consecutive semesters after starting college. There has not been a slight improvement in the overall persistence in the 2011-12 cohort (Table 5). College-prepared students have slightly higher persistence rates than do students who need basic skills work when entering college.[3]

Table 5. SCC Three-Semester Persistence Metric, 2018 Scorecard

2018 Scorecard SCC	Beginning year of student cohort *									
	2007-08		2008-09		2009-10		2010-11		2011-12	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Persistence all	2,882	75.8%	3,008	75.3%	3,094	75.5%	2,827	79.6%	2,725	80.8%
Persistence prepared	694	73.5%	680	72.4%	762	70.7%	729	80.1%	651	82.0%
Persistence unprepared	2,188	76.6%	2,328	76.2%	2,332	77.1%	2,098	79.4%	2,074	80.4%

Source: http://scorecard.ccco.edu/scorecardrates.aspx?CollegeID=233#home. Accessed 06/01/18.
* 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). Note that the student group with the lowest persistence rate has small number (Pacific Islander with N = 26). When considering only groups with N larger than 100, the gap between the lowest group (African American) and the cohort overall would be about 3 percent. The gap is less than 10 percentage points for other demographic comparisons.

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[2] 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.
[3] The reverse was true for the 2009-10 cohort, which appeared to have been due to some prepared students completing or transferring in two semesters.

- Pacific Islander and African American students had relatively low three-semester persistence rates.
- Asian and Filipino students had relatively high three-semester persistence rates (Table 7).

Table 6. Gaps in State Scorecard three-semester persistence metric for the SCC 2011-12 cohort, 2018 Scorecard

Rate of lowest group minus rate of cohort overall in each demographic category	
Gender (Female)	0.3%
Race/Ethnicity (Pacific Islander)	15.4%
Age group (25-39)	7.4%
DSPS (yes)	0.3%
Economically disadvantaged (yes)	0.5%

Source: http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx . Accessed 06/12/18.

Table 7. Cohort Three-Semester Persistence for the SCC 2011-12 cohort, 2018 Scorecard

Sacramento City Total Cohort	**80.8%**
Female	80.5%
Male	81.2%
African American	77.8%
American Indian/Alaska Native	81.8%
Asian	84.6%
Filipino	84.5%
Hispanic	82.0%
Pacific Islander	65.4%
White	81.5%
Under 20	82.0%
20-24	75.7%
25-39	73.4%
40 and over	80.2%
Not DSPS student	80.8%
DSPS student	80.5%
Not Economically Disadvantaged	82.8%
Economically Disadvantaged	80.3%

Source: http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx . Accessed 06/12/18.

THIRTY UNITS COMPLETED METRIC [4]

Nearly 65 percent of SCC students in the Scorecard cohorts completed 30 or more units (Table 8). There has been slight improvement in this persistence measure since the 2009-10 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, 2018 Scorecard

2018 Scorecard SCC	Beginning year of student cohort *									
	2007-08		2008-09		2009-10		2010-11		2011-12	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
30 units all	2,882	62.1%	3,008	61.5%	3,094	60.8%	2,827	63.5%	2,725	64.7%
30 units prepared	694	67.4%	680	65.4%	762	68.8%	729	72.6%	651	74.7%
30 units unprepared	2,188	60.4%	2,328	60.4%	2,332	58.1%	2,098	60.3%	2,074	61.5%

Source: http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=233#home. Accessed 06/01/18.
* Numbers might not match previous year reports because of data updates by CCCCO.

Substantial gaps in the Scorecard 30-unit metric are observed in student groups of different races/ethnicities and economic status (Table 9). Again, note that the group with the lowest completion rate has small N (Pacific Islander). The gap would have been 15.8 percent were only groups with N larger than 100 included (African American students would have the lowest rate: 48.9 percent). The gap is less than 10 percentage points for other demographic comparisons.

- African American and Pacific Islander 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).[5]

Table 9. Gaps in State Scorecard 30-unit Completion Metric for the SCC 2011-12 cohort, 2018 Scorecard

Rate of lowest group minus rate of cohort overall in each demographic category	
Gender (female)	0.0%
Race/Ethnicity (Pacific Islander)	26.2%
Age group (25-39)	4.0%
DSPS (yes)	0.7%
Economically disadvantaged (no)	9.2%

Source: http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx . Accessed 06/12/18.

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[4] 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.

[5] 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.

Table 10. Cohort Completion of 30 units for SCC, 2018 Scorecard

Sacramento City Total Cohort	64.7%
Female	64.7%
Male	64.9%
African American	48.9%
American Indian/Alaska Native	72.7%
Asian	63.6%
Filipino	69.0%
Hispanic	64.0%
Pacific Islander	38.5%
White	72.5%
Under 20	65.5%
20-24	60.7%
25-39	62.1%
40 and over	61.2%
Not DSPS student	64.7%
DSPS student	64.0%
Not Economically Disadvantaged	55.5%
Economically Disadvantaged	66.6%

Source: http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx .
Accessed 06/12/18.

COMPLETION METRIC [6]

The Scorecard completion metric varies greatly between students who are prepared for college and those who are not. Nearly 70 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, 2018 Scorecard

2018 Scorecard SCC	Beginning year of student cohort									
	2007-08		2008-09		2009-10		2010-11		2011-12	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Completion overall	2,882	52.7%	3,008	47.6%	3,094	46.6%	2,827	50.1%	2,725	48.8%
Completion prepared	694	69.0%	680	67.4%	762	65.9%	729	68.3%	651	69.6%
Completion remedial	2,188	47.5%	2,328	41.8%	2,332	40.4%	2,098	43.8%	2,074	42.2%

Source: http://scorecard.ccccо.edu/scorecardrates.aspx?CollegeID=233#home. Accessed 06/01/2018.
* Numbers might not match previous year reports because of data updates by CCCCO.

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 12).

- 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 students had higher completion rates than other racial/ethnic groups, while completion rates for Pacific Islander and 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 13).

Table 12. Gaps in State Scorecard Completion Metric, 2018 Scorecard

Rate of lowest group minus rate of cohort overall in each demographic category	
Gender (male)	0.5%
Race/Ethnicity (Pacific Islander)	25.7%
Age group (40+)	16.8%
DSPS (yes)	18.9%
Economically disadvantaged (yes)	5.1%

Source: http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx . Accessed 06/12/18.

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

Table 13. Cohort Completion rates for SCC, 2018 Scorecard

Sacramento City Total Cohort	48.8%
Female	49.5%
Male	48.3%
African American	29.6%
American Indian/Alaska Native	36.4%
Asian	63.0%
Filipino	53.4%
Hispanic	44.6%
Pacific Islander	23.1%
White	55.9%
Under 20	53.6%
20-24	32.4%
25-39	32.0%
40 and over	21.6%
Not DSPS student	50.0%
DSPS student	29.9%
Not economically disadvantaged	72.0%
Economically disadvantaged	43.9%

Source: http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx . Accessed 06/12/18.

TRANSFER

Substantial gaps in the CCCCO Transfer Velocity metric occur for student groups of different ages, race/ethnicity, disability and economic status (Table 14). The transfer rates for male and female students are very similar.[7]

- 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 15).

Table 14. Gaps in Transfer Velocity Transfer Rate for the SCC 2010-11 cohort (2017 DataMart, Transfer Velocity)

Rate of lowest group minus rate of cohort overall in each demographic category	
Gender (female)	2.1%
Race/Ethnicity (Hispanic)	7.5%
Age group (25-39)	22.1%
DSPS (yes)	13.3%
Economically disadvantaged (yes)	3.3%

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

Table 15. Transfer rate for SCC 2010-11 cohort from CCCCO Transfer Velocity Report

% of degree-seeking cohort that transferred within 6 years	
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 10/02/17.
* Number lower than 10.
** Students who received the Board of Governor Aid (BOGW).

[7] At the time of writing this report (June 2018), CCCCO Data Mart has not released data for the 2011-12 cohort. Therefore we're using the 2010-11 cohort data in this section.

STUDENT EQUITY PLAN DATA REPORT
FALL 2018

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 issued by the CCCCO. The data in this report reflect the 2017-2018 academic year.

STUDENT EQUITY PLAN DATA REPORT: KEY POINTS

SCC was not required to submit an updated Integrated Plan in the 2018 year, but data in this report were generated to inform the institution's progress on the five success indicators. The data below are presented to show where improvements have been made and opportunities are present for further progress in each indicator.

Below are the populations that show evidence of disproportionate impact for Student Equity indicators in 2017-18. Groups that were not impacted in 2016-17, but showed evidence for impact in 2017-18 are italicized. Groups indicating persisting evidence of impact (from 2016-17 to 2017-18) are shown in bold.

Indicators	Populations showing disproportionate impact
Access*	-
Successful Course Completion	American Indian/Alaskan Native, African American, Hispanic/Latino, Native Hawaiian/other Pacific Islander, more than one race, current/former foster youth, low-income students, *students with disabilities*
ESL Progression	-
Math Basic Skills Progression	-
English Basic Skills Progression	**African American**
Degree & Certificate Completion	-
Transfer	**African American, students with disabilities, low-income students**

Calculations for 2016-17 and 2017-18 are based on enrollment of recent high school graduates from the top ten feeder high schools.

According to data presented in 2016-17 (and reflected in the 2017-19 Integrated Plan submitted to the State Chancellor's Office), the following populations were disproportionately impacted, but these groups no longer show evidence for disproportionate impact in 2017-18:

Indicators	Populations no longer showing disproportionate impact
Access	Asian, African American, White
Successful Course Completion	-
ESL Progression	Hispanic/ Latino, male students, "some other" race
Math Basic Skills Progression	African American, "some other" race
English Basic Skills Progression	Male students, DSPS students
Degree & Certificate Completion	Asian, African American, males, students with disabilities
Transfer	Hispanic/Latino, "some other" race, more than one race

NOTE: Disproportionate impact was calculated in this report (showing data for 2017-18) using the percentage point gap method issued by the CCCCO[1] where observations ten or fewer were excluded from analysis, while the three percentage point gap method was used in the previous Student Equity Plan Data report published by PRIE in Fall 2017 (showing data for 2016-17) where observations fewer than sixty were excluded from analysis.

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[1] California Community Colleges Chancellor's Office: Percentage Point Gap Method, Accessible at
http://extranet.cccco.edu/Portals/1/TRIS/Research/Analysis/PercentagePointGapMethod2017.pdf

CAMPUS-BASED RESEARCH RESULTS

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.

As shown in the table below, none of the target populations show evidence of disproportionate impact. However, groups with a negative percentage point difference, but are not disproportionately impacted (i.e., Asian, Black or African American, Filipino, White, males, and individuals with disabilities), should be monitored.

Target Population(s)	# of your college's enrollment (based on recent high school graduates from the top ten feeder high schools) in Fall 2017 through Spring 2018	% 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	186	21%	25%	-4% ⚠
Black or African American	70	8%	11%	-3% ⚠
Filipino	13	1%	4%	-3% ⚠
Hispanic or Latino	373	42%	29%	13% ●
Native Hawaiian or other Pacific Islander	11	1%	1%	0% ●
White	143	16%	23%	-7% ⚠
Some other race	*	*	*	*
More than one race	92	10%	5%	6% ●
Total of 8 cells above	**891**	**100%**	**100%**	⬛
Males	403	45%	49%	-4% ⚠
Females	477	54%	51%	3% ●
Unknown	11	1%	N/Aª	N/A
Target Population(s)	# of your college's total enrollment (based on recent high school graduates from the top 10 feeder high schools) in Fall 2017 – Spring 2018	% of your college's total enrollment (proportion)	% of adult population within the community served: Greater Sacramento population (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)

Total of 3 cells above	891	100%	100%	
Current or former foster youth	*	*	*	*
Individuals with disabilities	44	5%	14%	-9% ▲
Low-income students	657	74%	13%	61% ●
Veterans	*	*	*	*

Source: EOS Profile, CDE DataQuest, 2017 American Community Survey (U.S. Census Bureau)
Notes: Base year includes Fall 2017 and Spring 2018. Groups where N≤10 are not eligible for impact analysis and corresponding data are redacted (*). ªHigh schools do not publish information about "unknown" gender.

Key for Interpreting Symbols Denoting Disproportionate Impact

Symbol	Descriptor
✖ Grey "X"	Data for specific demographic group are not reported because the number of observations is ten (10) or fewer.
● Green Circle	Enrollment for specific demographic group is at or above the enrollment for the given group.
▲ Yellow Triangle	Enrollment for specific demographic group is below the enrollment for the given group, but not to the extent indicative of disproportionate impact.
■ Red Square	Enrollment for specific demographic group is below the enrollment for the given group, and to the extent indicative of disproportionate impact.

As shown in the table above, 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 2017. Note that this is different from the data suggested in the CCCCO's guidelines. It was our judgment that a comparison of the demographics of feeder high schools with the SCC student population would provide better guidance than a comparison in terms of specific efforts to assure equitable access 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.

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

Top Feeder High Schools	2017-18 High School Enrollment
Franklin High School	2,605
Sheldon High School	2,471
C. K. McClatchy High	2,299
John F. Kennedy High	2,214

River City Senior High	2,193
Davis Senior High	1,750
Luther Burbank High	1,735
Hiram W. Johnson High	1,497
Rosemont High School	1,409
West Campus Hiram Johnson	862

Source: CDE DataQuest

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.

As shown in the table below, target populations showing evidence of disproportionate impact include American Indian/ Alaskan Native, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, multiracial, current or former foster youth, individuals with disabilities, and low-income students. However, groups with a negative percentage point difference, but are not disproportionately impacted (i.e., male students), should be monitored.

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 ß	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	348	202	58%	70%	-11% ■
Asian	18573	14280	77%	70%	7% ●
Black or African American	10574	5934	56%	70%	-13% ■
Filipino	2747	2025	74%	70%	4% ●
Hispanic or Latino	33125	21804	66%	70%	-4% ■
Native Hawaiian or other Pacific Islander	1200	756	63%	70%	-7% ■
White	25930	19511	75%	70%	6% ●
Some other race	1244	917	74%	70%	4% ●
More than one race	7004	4594	66%	70%	-4% ■

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 ß	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)*
All Students	*100745*	*70023*	*70%*		
Males	43315	29496	68%	70%	-1% ⚠
Females	55442	39120	71%	70%	1% ●
Unknown	1988	1407	71%	70%	1% ●
Current or former foster youth	576	272	47%	70%	-22% ◼
Individuals with disabilities	4230	2741	65%	70%	-5% ◼
Low-income students	69353	46318	67%	70%	-3% ◼
Veterans	2478	1796	72%	70%	3% ●

Source: EOS Profile
Notes: Base year includes Fall 2017 and Spring 2018.

Key for Interpreting Symbols Denoting Disproportionate Impact

Symbol	Descriptor
✖ Grey "X"	Data for specific demographic group are not reported because the number of observations is ten (10) or fewer.
● Green Circle	Success rate for specific demographic group is at or above the success rate for the given group.
⚠ Yellow Triangle	Success rate for specific demographic group is below the success rate for the given group, but not to the extent indicative of disproportionate impact.
◼ Red Square	Success rate for specific demographic group is below the success rate for the given group, and to the extent indicative of disproportionate impact.

COURSE PROGRESSON IN BASIC SKILLS

The basic skills course progression indicator includes the following areas: ESL, mathematics, and English.

ESL and Basic Skills Completion

Percentage of credit students tracked for six years through 2016-17 who started first time in 2011-12 in any level below transfer and completed a degree applicable or college-level course in ESL or English.

As shown in the table below, none of the target populations show evidence of disproportionate impact. However, those groups with a negative percentage point difference, but are not disproportionately impacted (i.e., White, students of unknown ethnicity, and males), should be monitored.

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 ← (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	197	91	46%	42%	4% ●
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	108	46	43%	42%	1% ●
Native Hawaiian or other Pacific Islander	*	*	*	*	*
White	67	26	39%	42%	-3% ⚠
Some other race	71	26	37%	42%	-5% ⚠
More than one race	*	*	*	*	*
All Students	*478*	*200*	*42%*	■	■
Males	196	73	37%	42%	-5% ⚠
Females	273	125	46%	42%	4% ●
Unknown	*	*	*	*	*
Current or former foster youth	◊	◊	N/A	42%	N/A
Individuals with disabilities	*	*	*	*	*
Low-income students	453	191	42%	42%	0% ●
Veterans	◊	◊	N/A	42%	N/A

Source: Scorecard, Data on Demand
Notes: Cohort is from base year 2011-12. Groups where N≤10 are not eligible for impact analysis and corresponding data are redacted (*).
◊ Data not collected/reported

Key for Interpreting Symbols Denoting Disproportionate Impact

Symbol	Descriptor
✖ Grey "X"	Data for specific demographic group are not reported because the number of observations is ten (10) or fewer.
● Green Circle	Completion rate for specific demographic group is at or above the completion rate for the given group.
⚠ Yellow Triangle	Completion rate for specific demographic group is below the completion rate for the given group, but not to the extent indicative of disproportionate impact.
■ Red Square	Completion rate for specific demographic group is below the completion rate for the given group, and to the extent indicative of disproportionate impact.

Math and Basic Skills Completion

Percentage of credit students tracked for six years through 2016-17 who started first time in 2011-12 in two to four levels below transfer-level Math and completed a degree applicable or college-level course in Math.

As shown in the table below, none of the target populations show evidence of disproportionate impact. However, those groups with a negative percentage point difference, but are not disproportionately impacted (i.e., Black or African American, Hispanic or Latino, multiracial students, students of unknown ethnicity, males, individuals with disabilities, and low-income students), should be monitored.

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 ← (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	161	64	40%	29%	11% ●
Black or African American	363	66	18%	29%	-11% ⚠
Filipino	24	13	54%	29%	25% ●
Hispanic or Latino	638	175	27%	29%	-2% ⚠
Native Hawaiian or other Pacific Islander	*	*	*	*	*
White	484	175	36%	29%	7% ●
Some other race	255	67	26%	29%	-3% ⚠
More than one race	130	35	27%	29%	-2% ⚠
All Students	*2095*	*607*	*29%*		

Males	932	260	28%	29%	-1% ▲
Females	1145	345	30%	29%	1% ●
Unknown	*	*	*	*	*
Current or former foster youth	◊	◊	N/A	29%	N/A
Individuals with disabilities	246	58	24%	29%	-5% ▲
Low-income students	1816	494	27%	29%	-2% ▲
Veterans	◊	◊	N/A	29%	N/A

Source: Scorecard, Data on Demand
Notes: Cohort is from base year 2011-12. Groups where N≤10 are not eligible for impact analysis and corresponding data are redacted (*).
◊ Data not collected/ reported

Key for Interpreting Symbols Denoting Disproportionate Impact

Symbol	Descriptor
✖ Grey "X"	Data for specific demographic group are not reported because the number of observations is ten (10) or fewer.
● Green Circle	Completion rate for specific demographic group is at or above the completion rate for the given group.
▲ Yellow Triangle	Completion rate for specific demographic group is below the completion rate for the given group, but not to the extent indicative of disproportionate impact.
■ Red Square	Completion rate for specific demographic group is below the completion rate for the given group, and to the extent indicative of disproportionate impact.

English and Basic Skills Completion

Percentage of credit students tracked for six years through 2016-17 who started first time in 2011-12 and were one to four levels below transfer in English, and completed a degree applicable or college-level course in English.

As described in the table below, Black or African American students show evidence of disproportionate impact. However, groups with a negative percentage point difference, but are not disproportionately impacted (i.e., multiracial students, males, individuals with disabilities, and low-income students), should be monitored.

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 ← (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	288	149	52%	41%	10% ●
Black or African American	395	103	26%	41%	-15% ■
Filipino	46	26	57%	41%	15% ●
Hispanic or Latino	686	286	42%	41%	0% ●
Native Hawaiian or other Pacific Islander	34	16	47%	41%	6% ●
White	327	157	48%	41%	7% ●
Some other race	244	111	45%	41%	4% ●
More than one race	117	38	32%	41%	-9% ▲
All Students	*2146*	*890*	*41%*		
Males	973	391	40%	41%	-1% ▲
Females	1155	494	43%	41%	1% ●
Unknown	*	*	*	*	*
Current or former foster youth	◊	◊	N/A	41%	N/A
Individuals with disabilities	233	77	33%	41%	-8% ▲
Low-income students	1881	735	39%	41%	-2% ▲
Veterans	◊	◊	N/A	41%	N/A

Source: Scorecard, Data on Demand
Notes: Cohort is from base year 2011-12. Groups where N≤10 are not eligible for impact analysis and corresponding data are redacted (*).
◊ Data not collected/ reported

Key for Interpreting Symbols Denoting Disproportionate Impact

Symbol	Descriptor
✖ Grey "X"	Data for specific demographic group are not reported because the number of observations is ten (10) or fewer.
● Green Circle	Completion rate for specific demographic group is at or above the completion rate for the given group.
▲ Yellow Triangle	Completion rate for specific demographic group is below the completion rate for the given group, but not to the extent indicative of disproportionate impact.
■ Red Square	Completion rate for specific demographic group is below the completion rate for the given group, and to the extent indicative of disproportionate impact.

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.

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.

None of the target populations in the 2011-12 and 2010-11 cohorts show evidence of disproportionate impact in the rate of degree and certificate completion.

Target Populations	Rate of Degree and Certificate Completion	% Pt. Diff.	% Pt. Diff.
	2011-2012 Cohort		2010-2011 Cohort
All Students (n=2,725)	**16%**		
American Indian/Alaska Native	*	*	*
Asian	15%	-1% ⚠	-3% ⚠
Filipino	10%	-6% ⚠	-6% ⚠
Black or African American	22%	6% ●	0% ●
Hispanic or Latino	15%	-1% ⚠	1% ●
Native Hawaiian/other PI	*	*	*
White	21%	5% ●	4% ●
Some other race	14%	-2% ⚠	2% ●
More than one race	21%	5% ●	-2% ⚠
Male	15%	-1% ⚠	-3% ⚠
Female	17%	1% ●	2% ●
Unknown	*	*	*
Current or former foster youth	N/A	N/A	N/A
Students with disabilities	12%	-5% ⚠	-3% ⚠
Low-income students	16%	0% ●	0% ●
Veterans	N/A	N/A	N/A

Groups where N≤10 are not eligible for impact analysis and corresponding data are redacted.
◊ Data not collected/ reported;   Source: CCCCO Scorecard

Key for Interpreting Symbols Denoting Disproportionate Impact

Symbol	Descriptor
✖ Grey "X"	Data for specific demographic group are not reported because the number of observations is ten (10) or fewer.
● Green Circle	Completion rate for specific demographic group is at or above the completion rate for the given group.
⚠ Yellow Triangle	Completion rate for specific demographic group is below the completion rate for the given group, but not to the extent indicative of disproportionate impact.
■ Red Square	Completion rate for specific demographic group is below the completion rate for the given group, and to the extent indicative of disproportionate impact.

In addition to releasing the 2011-12 six-year cohort data, the CCCCO also released a new dataset for three cohorts that are currently in progress. These include the 2013-14 cohort (data based on the end of the fourth year), the 2014-15 cohort (data based on the end of the third year), and the 2015-16 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.

None of the target populations below show evidence of disproportionate impact for any of the cohorts 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.
	2013-2014 Cohort (n=2,931)		2014-2015 Cohort (n=2,913)		2015-2016 Cohort (n=2,667)	
All Students	**12%**		**6%**		**1%**	
American Indian/ Alaska Native	*	*	*	*	*	*
Asian	10%	-1% ⚠	7%	1% ●	*	*
Filipino	11%	0% ●	*	*	*	*
Black or African American	8%	-3% ⚠	5%	-1% ⚠	*	*
Hispanic or Latino	12%	0% ●	4%	-2% ⚠	*	*
Native Hawaiian/other Pacific Islander	*	*	*	*	*	*
White	14%	3% ●	8%	2% ●	2%	1% ●
Some other race	*	*	24%	17% ●	*	*
More than one race	10%	-2% ⚠	8%	1% ●	*	*
Male	11%	0% ●	5%	-1% ⚠	1%	0% ●
Female	12%	0% ●	7%	1% ●	2%	0% ●
Unknown	*	*	*	*	*	*
Current or former foster youth	◊	N/A	◊	N/A	◊	N/A
Students with disabilities	15%	4% ●	*	*	*	*
Low-income students	12%	0% ●	6%	0% ●	1%	0% ●
Veterans	◊	N/A	◊	N/A	◊	N/A

Groups where N≤10 are not eligible for impact analysis and corresponding data are redacted.
◊Data not collected/reported; Source: CCCCO Scorecard

Key for Interpreting Symbols Denoting Disproportionate Impact

Symbol	Descriptor
✖ Grey "X"	Data for specific demographic group are not reported because the number of observations is ten (10) or fewer.
● Green Circle	Completion rate for specific demographic group is at or above the completion rate for the given group.
⚠ Yellow Triangle	Completion rate for specific demographic group is below the completion rate for the given group, but not to the extent indicative of disproportionate impact.
■ Red Square	Completion rate for specific demographic group is below the completion rate for the given group, and to the extent indicative of disproportionate impact.

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. None of the target populations below show 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.
	2011-12 Cohort	
All Students (n=1,329)	33%	
American Indian/Alaska Native	*	*
Asian	24%	-9% ⚠
Filipino	42%	9% ●
Black or African American	34%	0% ●
Hispanic or Latino	34%	0% ●
Native Hawaiian/other Pacific Islander	*	*
White	38%	5% ●
Some other race	33%	0% ●
More than one race	45%	12% ●
Male	31%	-2% ⚠
Female	35%	2% ●

Current or former foster youth	◊	N/A
Students with disabilities	39%	5% ●
Low-income students	37%	4% ●
Veterans	◊	N/A

* Groups where N≤10 are not eligible for impact analysis and corresponding data are redacted.
◊Data not collected/reported; Source: CCCCO Scorecard

Key for Interpreting Symbols Denoting Disproportionate Impact

Symbol	Descriptor
✖ Grey "X"	Data for specific demographic group are not reported because the number of observations is ten (10) or fewer.
● Green Circle	Completion rate for specific demographic group is at or above the completion rate for the given group.
⚠ Yellow Triangle	Completion rate for specific demographic group is below the completion rate for the given group, but not to the extent indicative of disproportionate impact.
■ Red Square	Completion rate for specific demographic group is below the completion rate for the given group, and to the extent indicative of disproportionate impact.

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.

As shown in the table below, Black or African American, individuals with disabilities, and low-income students show evidence of disproportionate impact. However, groups with a negative percentage point difference, but are not disproportionately impacted (i.e., Hispanic or Latino, students of unknown ethnicity, multiracial students, and males), should be monitored.

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	506	244	48%	35%	13% ●
Black or African American	270	59	22%	35%	-13% ■
Filipino	58	24	41%	35%	6% ●
Hispanic or Latino	822	260	32%	35%	-4% ⚠
Native Hawaiian or other Pacific Islander	*	*	*	*	*

White	546	212	39%	35%	4% ●
Some other race	319	106	33%	35%	-2% ▲
More than one race	167	49	29%	35%	-6% ▲
All Students	*2725*	*958*	*35%*		
Males	1242	421	34%	35%	-1% ▲
Females	1458	530	36%	35%	1% ●
Unknown	*	*	*	*	*
Current or former foster youth	◊	◊	N/A	35%	N/A
Individuals with disabilities	164	24	15%	35%	-21% ■
Low-income students	2253	664	29%	35%	-6% ■
Veterans	◊	◊	N/A	35%	N/A

Notes: Cohort is from base year 2011-12. Groups where N≤10 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 2011-12 academic year and tracked for six years.

In the 2011-12 cohort, Black or African American students were least likely to become transfer ready within six years. Hispanic or Latino, Filipino, and students with disabilities were more likely than Black or African American students to become transfer ready. White and Asian students were most likely to become transfer ready. None of the target populations show evidence of disproportionate impact.

Target Populations	% Transfer Ready	% Pt. Diff.
	2011-12 Cohort	
All Students (n=2,725)	**22%**	
American Indian/ Alaska Native	*	*
Asian	28%	6% ●
Filipino	19%	-3% ▲
Black or African American	8%	-14% ▲
Hispanic or Latino	19%	-3% ▲
Native Hawaiian/ other Pacific Islander	*	*
White	27%	5% ●
Some other race	25%	3% ●
More than one race	25%	2% ●

Male	24%	1% ●
Female	21%	-1% ⚠
Current or former foster youth	◊	N/A
Students with disabilities	13%	-9% ⚠
Low-income students	22%	0% ●
Veterans	◊	N/A

* Groups where N≤10 are not eligible for impact analysis and corresponding data are redacted.
◊Data not collected/reported. Source: CCCCO Scorecard

Key for Interpreting Symbols Denoting Disproportionate Impact

Symbol	Descriptor
✖ Grey "X"	Data for specific demographic group are not reported because the number of observations is ten (10) or fewer.
● Green Circle	Transfer rate for specific demographic group is at or above the transfer rate for the given group.
⚠ Yellow Triangle	Transfer rate for specific demographic group is below the transfer rate for the given group, but not to the extent indicative of disproportionate impact.
■ Red Square	Transfer rate for specific demographic group is below the transfer rate for the given group, and to the extent indicative of disproportionate impact.

Sources outside of the CCCCO 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 ethnicity, but both schools have slightly differing ethnicity 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 or African American, Hispanic or Latino, and White students are slightly underrepresented in transfers to CSU campuses. However, both Black or African American and Hispanic or Latino demographic groups have been trending upwards over the past three academic years. However, when compared to the population proportions at SCC, Asian students are overrepresented in transfers to CSU campuses.

CSU System - Enrolled Transfer Students from SCC by Ethnicity and Academic Year						
	AY 2017-18		AY 2016-17		AY 2015-16	
	N	%	N	%	N	%
African American	40	9%	41	9%	42	10%
American Indian	*	N/A	*	N/A	*	N/A
Asian American	91	20%	80	18%	85	20%
Hispanic	100	22%	92	21%	87	20%
Non-Resident Alien	23	5%	24	5%	15	4%
Pacific Islander	*	N/A	*	N/A	*	N/A

White, Non-Latino	99	22%	106	24%	106	25%
Two or More Races	45	10%	40	9%	47	11%
Unknown	49	11%	47	11%	33	8%
All SCC – CSU Transfer Students	**455**	**100%**	**439**	**100%**	**425**	**100%**

Less than 10 observations, data redacted. Counts will not sum to total due to redacted data.
Source: http://asd.calstate.edu/ccct/2017-2018/SummaryYear.asp; accessed 10/3/18

When compared to the population proportions at SCC, African American and Hispanic/Latino are slightly underrepresented in transfers to UC campuses, although both groups 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 2017-18		AY 2016-17		AY 2015-16	
	N	%	N	%	N	%
White	92	36%	82	34%	88	40%
Asian	56	22%	76	32%	56	25%
Hispanic/ Latino	72	28%	52	22%	51	23%
African American	17	7%	12	5%	12	5%
International	*	N/A	*	N/A	*	N/A
American Indian	*	N/A	*	N/A	*	N/A
Domestic Unknown	*	N/A	*	N/A	10	5%
All SCC – UC Transfer Students	**253**	**100%**	**241**	**100%**	**221**	**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 9/28/18

The UC Info Center 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 2017-18 academic year. White and Asian students are slightly overrepresented in applications compared to proportions at SCC. SCC Asian transfer students are less likely to be admitted than their peers while SCC African American transfer students are less likely to enroll than their peers.

UC Matriculation Process for SCC Transfer Students, AY 2017-18						
	Applicants (App.)		Admits		Enrollees	
	N	%	N	Admits/ App. %	N	Enrollees/ App. %
White	140	34%	109	78%	92	84%
Asian	96	23%	66	69%	56	85%
Hispanic/ Latino	111	27%	86	77%	72	84%
African American	34	8%	24	71%	17	71%
International	10	2%	*	N/A	*	N/A

American Indian	*	N/A	*	N/A	*	N/A
Domestic Unknown	*	N/A	11	N/A	*	N/A
All SCC – UC Transfer Students	**410**	**100%**	**306**	**75%**	**253**	**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 9/28/18

STUDENT LEARNING OUTCOMES REPORT
FALL 2018

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. Active courses, instructional programs, and student service areas have ongoing SLO assessment.

Most course SLOs show moderate to high achievement. Reports indicate that students demonstrate high achievement of most SLOs, moderate achievement of some SLOs, and low achievement of a few SLOs. The pattern is similar for courses of different modalities. Many of the SLO analyses resulted in planned changes for improvement. The most commonly reported planned change was the use of new or revised teaching methods.

The majority of Instructional Program SLOs (ProLOs) show high achievement. The Program Reviews from 2013-14 through 2017-18 included 396 Program Learning Outcomes (ProLOs) from 79 ProLO reports. Assessments of ProLO achievement were conducted using a variety of methods, with course-embedded assessment being the most common. The majority of ProLOs were reported to have high achievement levels. A variety of changes to programs were planned in response to ProLO analyses.

Most Student Services Area SLOs (SSALOs) show moderate to high achievement. Ninety-nine SSALOs were analyzed and results were reported from 2015-16 through 2017-18. The majority of the SSALOs were reported to show moderate to high achievement. The most commonly used assessment method was a student survey. Other assessment methods were also used. A variety of changes to student service areas were planned in response to SSALO analyses.

SCC students show moderate achievement of General Education Learning Outcomes (GELOs) and Institutional Student Learning Outcomes (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 GELOs and ISLOs. The completion of 30 units has been recognized as a significant milestone by the California Community College Chancellor's Office (CCCCO). Most of these students have not completed their educational programs at SCC, and will continue to increase their achievement of GELOs and ISLOs as they complete more courses. Thus, we expect to see an average score indicating moderate achievement for students with 30 or more units. This expectation was met.

OVERVIEW OF STUDENT LEARNING OUTCOMES
PLANNING AND REPORTING PROCESSES

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

SLO assessment at SCC is continuous; reporting occurs periodically. Results are reported for all courses over a six-year cycle in a planned sequence. ProLOs 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 as part of their responses to industry accrediting or advisory committees. GELOs are assessed by use of the Community College Survey of Student Engagement (CCSSE) survey, as well as by course-embedded assessment work. Student Services SLO assessment is part of the Student Services Program Review process.

SLO assessment is occurring across the college. Active courses, instructional programs, and student service areas have ongoing SLO assessment. GELOs and Institutional Student Learning Outcomes (ISLOs) are also assessed periodically.

SLO Assessment	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Percent of active courses with SLO assessment	86%	94%	94%	95%	94%	99.8%
Percent of instructional programs with SLO assessment	47%	65%	86%	86%	100%	100%
Percent of student services areas with SLO assessment	100%	86%	100%	100%	74%	100%

Data from ACCJC Annual Report, prepared by the PRIE Office

Departments use the results of SLO assessment to modify teaching methods, curriculum, assignments or exams, student service interventions, etc. These changes directly impact students at the college and are designed to increase student achievement.

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COURSE STUDENT LEARNING OUTCOMES

Course Student Learning Outcome (SLO) assessment is occurring across the college. Active courses have ongoing SLO assessment. 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.

In the future, the college may be moving to a new way of collecting course SLO assessment results. 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 (DE) courses. This move opened an opportunity to utilize the same tool for gathering information on course SLOs. During the 2017-18 academic year, the possibility of using Canvas for course SLO reporting was explored.

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. For the 2017-18 academic year:

- By far, the most commonly reported SLO assessment method was scores on exams and quizzes.
- Student work on homework, essays, and papers was also frequently used to assess achievement of SLOs.
- Other methods included direct observation of student skills, self-assessment by students, creative projects, or portfolios.

The use of these methods ensures that achievement of course SLOs is directly reflected in the grades students achieve in their courses.

Nearly all course SLOs show moderate to high achievement. In each of the past three years more than two-thirds of courses have reported achievement: 2015-16 = 68 percent, 2016-17 = 72 percent, and 2017-18 = 62 percent. The figure below provides a more detailed look at the reported 2017-18 course SLO levels. This includes results for 397 course SLOs.

Reported achievement level for course SLOs
(All courses in 2017-18 SLO reports)

Patterns of course SLO achievement are very similar for courses across delivery modalities. The percent of SLO's with high achievement is slightly greater for hybrid and fully online courses than for face-to-face courses.

Ratings of SLO Achievement by Modality 2017-18 SLO Assessment Reporting (PRIE Analysis)				
Rating	Low	Moderate	High	Number of SLOs*
All	**2.8%**	**24.9%**	**72.3%**	**397**
Face-to-face	2.9%	29.3%	67.8%	314
Hybrid $\leq$ 50% online	2.2%	8.9%	88.9%	45
100% online	3.7%	11.1%	85.2%	27

Each course section reports on multiple SLOs.
Courses that are 51-99% online are not shown, as there were few SLO reports for those courses in 2017-18.

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
- Teaching method change
- New or revised teaching material
- Change in textbook
- Administrative changes
- Change in exams, assignments, or rubrics
- Change in course schedule
- Change of SLOs
- Change in support activities, tutoring, etc.

INSTURUCTIONAL PROGRAM STUDENT LEARNING OUTCOMES

Instructional program SLOs (ProLOs) are reported as part of program review. SLOs for degree and certificate programs (called ProLOs at SCC) have been defined for all degrees and certificates. ProLO assessment results are reported as part of Program Review. Since relatively few programs report each year, reports for the 2013-14 through the 2017-18 academic year were analyzed. There were 79 Program Reviews during that time period; these included achievement data for 396 ProLOs.

Professors used a wide variety of methods to assess course SLOs. Assessments of ProLO achievement were conducted using a variety of methods. In some cases, more than one method was used to assess a given ProLO. From 2013-14 to 2017-18:

- By far, the most commonly reported SLO assessment method was course-embedded assessment. This method examines work from courses that is closely aligned with the ProLO.
- For career/vocational education programs external exams, such as licensing exams for the field, is also used for ProLo assessment.
- Other methods included student success in capstone courses, surveys that assess program completers, etc.

Achievement of ProLOs is high. No ProLOs were reported to have low levels of student achievement; the majority had high reported achievement levels.

Reported Levels of Achievement for Program Student Learning Outcomes
(Information from Program Reviews 2013-14 through 2017-18)

Departments use this information to make needed changes. Departments reported a variety of changes in response to ProLO assessment. The most common type of planned change is changes to teaching methods. Planned changes include:

- Change in teaching methods
- New data collection or analysis methods
- Change to exams, assignments, etc.
- Changes to program curriculum
- Changes to the course schedule

STUDENT SERVICES OUTCOMES

The term Student Services General Learning Outcomes (SSGLOs) is used to refer to areas of learning that students have through their educational experience in Student Services at SCC. SSGLOs are assessed by the overall results of the aligned Student Service Area Learning Outcomes (SSALOs).

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, i.e. 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) is a term used to refer to SLOs resulting from interactions with specific Student Service programs. Information is gathered in order to analyze how well students achieved the SLOs. This information is reported by individual departments and stored in a campus web-based database. Since relatively few areas report each year, reports for the 2015-16 through the 2017-18 academic year were analyzed. There were 99 Student Services SLOs reports during that time period.

Assessments of SSALOs achievement were conducted using a variety of methods. In some cases, more than one method was used to assess a given SSALO.

- The most commonly used assessment method was a student survey.
- Assignments or exams and the direct observation of students are also widely used.
- Other methods include student self-assessment, interviews with students, etc.

The majority of the SSALOs were reported to show moderate to high achievement.

Reported Level of Achievement for Student Services Student Learning Outcomes, 2015-16 through 2017-18

Many of the Student Services SLO analyses, including all of those for which low achievement was reported, resulted in planned changes for improvement. Student service areas reported a variety of changes in response to SSALO assessment. The most commonly reported planned change was the use of new or revised teaching methods.

- Changes to teaching methods
- Changes to assignments
- Revised materials
- Changes to assessment methods
- Changes to the learning outcomes
- Development of additional ways to gather information

GENERAL EDUCATION LEARNING OUTCOMES AND INSTITUTIONAL STUDENT LEARNING OUTCOMES

The Community College Survey of Student Engagement (CCSSE) data is currently used for General Education Learning Outcomes (GELOs) and Institutional Student Learning Outcomes (ISLOs) analysis. This survey is administered every three years at the college. The analysis below is based on the most recent CCSSE data (Spring 2016). CCSSE items were mapped to the college GELOs and ISLOs.

Mean score on CSSSE item	Level 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

Note: The CCSSE weighted means were used

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

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

GELO - Communication: *Upon completion of the AA or AS degree students will be able to demonstrate effective reading, writing, and speaking skills*. The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. Item mean scores are higher for students who have taken more than 30 units, than for those who have completed fewer units.

Q12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?	
Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	
	2016 mean students with 30+ units
12c. Writing clearly and effectively	3.04 (moderate)
12d. Speaking clearly and effectively	2.89 (moderate)

GELO - 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. Item

mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units.

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

GELO - 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. Item mean scores are higher for students who have taken more than 30 units, than for those who have completed fewer units.

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

GELO - 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. Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units.

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

GELO - 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. Item mean scores are higher for students who have taken more than 30 units, than for those who have completed fewer units.

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

GELO - 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. Item mean scores are higher for students who have taken more than 30 units, than for those who have completed fewer units.

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

GELO - 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. Item mean scores are higher for students who have taken more than 30 units, than for those who have completed fewer units.

Q12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?	
Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	
	2016 mean for students with 30+ units
12h. Working effectively with others	2.82 (moderate)
12i. Learning effectively on your own	3.05 (moderate)
12j. Understanding yourself	2.82 (moderate)
12l. Developing a personal code of values and ethics	2.71 (moderate)
12m. Contributing to the welfare of your community	2.33 (low)
12n. Developing clearer career goals	2.86 (moderate)
12o. Gaining information about career opportunities	2.63 (moderate)

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

ISLO - Written Communication: *Students will be able to use effective reading and writing skills.* The primary CCSSE measures show moderate achievement of the ISLO for students with 30 or more units completed.

Q12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?	
Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	
Item	2016 mean students with 30+ units
12c. Writing clearly and effectively	3.04 (moderate)

ISLO - Life Competencies: *Students will be able to demonstrate growth and lifelong learning skills, including healthful living, effective speaking, cross-cultural sensitivity, and/or technological proficiency.* The primary CCSSE measures show moderate achievement of the ISLO for students with 30 or more units completed.

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

ISLO - Critical Thinking and Problem Solving: *Students will be able to use information resources effectively and analyze information using critical thinking, including problem solving, the examination of how personal ways of thinking influence reasoning, and/or the use of quantitative reasoning or methods.* The primary CCSSE measures show moderate achievement of the ISLO for students with 30 or more units completed.

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

ISLO - Depth of knowledge: *Students will be able to apply content knowledge, demonstrate fluency, and evaluate information within his or her course of study.* The primary CCSSE measures show moderate achievement of the ISLO for students with 30 or more units completed.

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

REPORT ON STUDENT SUCCESS & ACHIEVEMENT, FALL 2018
(Some data is Fall 2017)

OVERVIEW

COMPLETING COURSES SUCCESSFULLY**.** **Over 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 2017 SCC overall course success rate = 67.8%

STAYING IN SCHOOL. **About 81 percent of new SCC students enroll at a community college somewhere in California for three-consecutive semesters. Nearly 65 percent complete at least 30 units.**

- The 2018 Statewide Scorecard indicator for three-semester persistence rate shows that 80.8% of new SCC students enroll somewhere in the California Community College system for three consecutive semesters (2018 Statewide Scorecard).
- Statewide Scorecard 30 unit completion rate = 64.7% (2018 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 2018 Statewide Scorecard includes measures of student progress through the sequence of basic skills courses in English Writing, Mathematics, and ESL.

- **English Writing:** 41.5% 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:** 29% of the students who started in the lowest levels of Mathematics, (Math 27/28/34), successfully completed Math 120 or higher.
- **ESL:** 41.8% 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 2017-18 academic year, SCC awarded 1,686 degrees and 345 certificates. 1014 SCC students transferred to CSU or UC.
- College-prepared students have higher Scorecard completion rates than those who are unprepared (2018 Statewide Scorecard).
  - 69.6% for college-prepared students
  - 42.2% for unprepared students
  - 48.8% 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 11 of the 22 licensure exams associated with SCC CTE programs.
- SCC graduates in 17 of the 22 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 2013 to Fall 2017 (%)
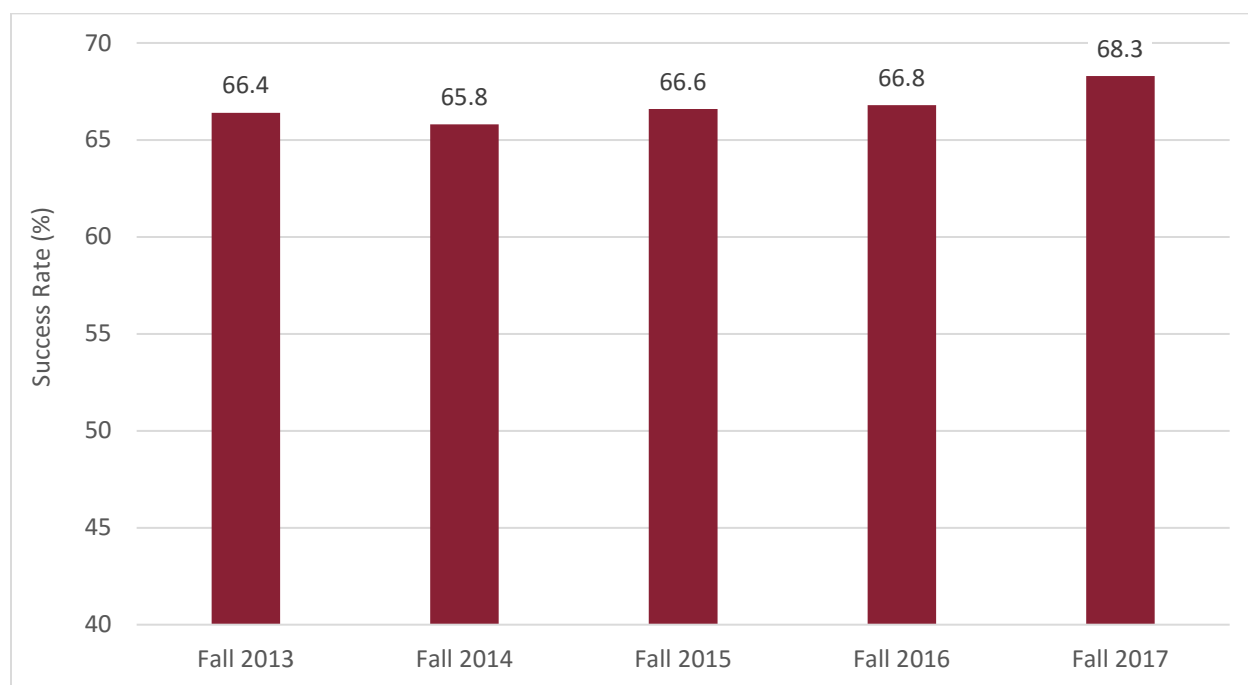
Source: EOS Profile Data

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 2017	**Pre-transfer (%)**	**Transfer (%)**
Reading*	50.6%	49.4%
Writing	59.1%	40.9%
Math	95.7%	4.3%

Source: EOS Profile Data
*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 (2018 Scorecard).

- **English Writing:** 41.5% of the students who started in ENGWR 51 successfully completed a transferable English course.
- **Mathematics:** 29.0% of the students who started in Math 27/28/34 successfully completed Math 120 or higher.
- **ESL:** 41.8% 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 = 80.8%** (The percent who enroll in college, somewhere in the California Community College system, for three consecutive semesters.)
- **30 unit measure = 64.7%** (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.

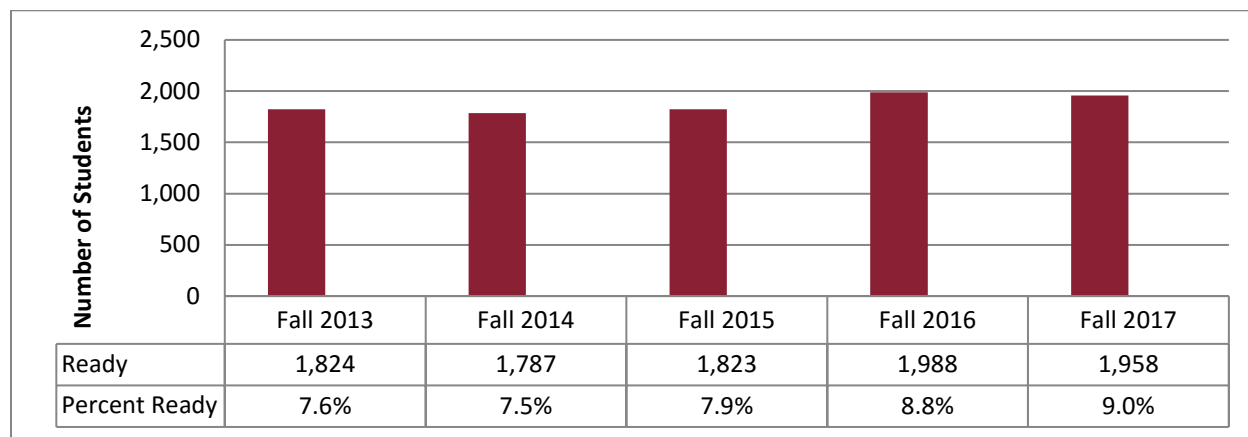| Academic	Associate degrees	Certificates
2009-10	1,242	355
2010-11	1,130	496
2011-12	1,500	405
2012-13	1,481	534
2013-14	1,654	491
2014-15	1,634	637
2015-16	1,582	479
2016-17	1,692	392
2017-18	**1,686**	**345**

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

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 2018 Scorecard Completion Rate = 48.8%
- SCC 2018 Completion Rate for Academically-prepared Students = 69.6%
- SCC 2018 Completion Rate for Academically-unprepared Students = 42.3%

In Fall 2017, 1,958 SCC students became transfer-ready and 1,014 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 2013 to Fall 2017*

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Ready	1,824	1,787	1,823	1,988	1,958
Percent Ready	7.6%	7.5%	7.9%	8.8%	9.0%

Source: EOS Profile Data
* 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 CAREER TECHNICAL EDUCATION (CTE) PROGRAMS

Fifty 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, Fall 2018

CTE Program (Exam)	CIP code	Type of exam	College set standard	Pass rate for 2018 annual report
Cosmetology (Written Exam)	12.04	state	80%	74%
Cosmetology (Practical Exam)	12.04	state	80%	96%
Nail Technology (Written Exam)	12.04	state	80%	88%
Nail technology (Practical Exam)	12.04	state	80%	86%
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%	91%
Dental Assisting (Practical Exam)	51.06	state	80%	n/a
Physical Therapist Assistant	51.08	national	85%	92%
Registered Nursing	51.39	state	80%	97%
Vocational Nursing	51.39	state	80%	100%
Electronics Technology (Exam Element 1)	47.01	national	80%	100%
Electronics Technology (Exam Element 2)	47.01	national	80%	n/a
Electronics Technology (Exam Element 3)	47.01	national	80%	100%
Mechanical-Electrical Technology (Type I Certification Exam)	15.08	national	80%	86%
Mechanical- Electrical Technology (Type II Certification Exam)	15.08	national	80%	89%
Mechanical-Electrical Technology (Type III Certification Exam)	15.08	national	80%	84%
Mechanical-Electrical Technology (Universal)	15.08	national	80%	82%
Railroad Operations	49.02	national	80%	100%
Aeronautics-Airframe & Powerplant	47.06	national	80%	81%
Air Dispatch (FAA Aircraft Dispatcher Knowledge Exam)	49.01	national	80%	100%
Air Dispatch (FAA Aircraft Dispatcher Practical Exam)	49.01	national	80%	n/a

Seventy-seven 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, 2016-17

Program	Institution set standard	Job Placement Rate
Business and Commerce, General (includes Business General AS; Customer Service Certificate)	70%	87%
Accounting (includes Accounting Clerk Certificate; Accounting AS; Full Charge Bookkeeper Certificate)	70%	81%
Business Management (Includes Management AS, Certificate; Small Business Management AS, Certificate)	70%	71%
Digital Media (includes Graphic Communication AS, Certificate; 3D Animation and Modeling Certificate; Game Design Certificate; User Interface and Web Design Certificate; Web Production Specialist Certificate)	60%	62%
Computer Programming (includes Front-End Web Developer Certificate; Programming Certificate; Web Developer AS, Certificate)	70%	59%
Computer Infrastructure and Support (includes Information Systems Security AS, Certificate)	70%	80%
Computer Networking (includes Advanced CISCO Networking Certificate; Network Design AS, Certificate; Network Administration AS, Certificate)	70%	76%
Electronics and Electrical Technology (includes Automated Systems Technician AS, Certificate; Electronics Facilities Maintenance Technician AS, Certificate; Electronics Mechanic Certificate; Microcomputer Technician AS, Certificate; Telecommunications Tec)	70%	63%
Environmental Control Technology (includes HVAC Systems Design AS, Certificate; Commercial Building Energy Auditing and Commissioning Specialist Certificate; Mechanical Systems Technician Certificate; Mechanical-Electrical technology AS, Certificate)	70%	86%
Railroad and Light Rail Operations (includes Railroad Operations AS, Certificate)	60%	72%
Aeronautical and Aviation Technology (includes Powerplant AS, Certificate; Airframe AS, Certificate; Combined Airframe/Powerplant AS, Certificate)	60%	71%

Applied Photography (includes Commercial and Magazine Photography Certificate; Photography AA, Certificate; Portrait and Wedding Photography Certificate)	60%	56%
Occupational Therapy Technology (includes Operational Therapy AS)	75%	83%
Physical Therapist Assistant (includes Physical Therapist Assistant AS)	75%	91%
Registered Nursing (includes Registered Nursing AS; LVN-RN 30-Unit Option Certificate)	75%	98%
Licensed Vocational Nursing (includes Vocational Nursing AS, Certificate)	75%	88%
Dental Assistant (includes Dental Assisting AS, Certificate)	75%	88%
Dental Hygienist (Includes Dental Hygiene AS)	75%	96%
Child Development/Early Care and Education (includes Early Childhood Education Administration AA; Early Childhood Education Teacher AA; Family Child Care Certificate; Infant Care and Education Teacher Certificate; School-Age Care and Education Teacher Cert.)	60%	90%
Library Technician (Aide) (includes Library and Information Technology AS, Certificate)	70%	90%
Administrative of Justice (includes Administrative of Justice AS)	70%	83%
Cosmetology and Barbering (includes Cosmetology AS, Certificate; Art and Science of Nail Technology)	60%	64%

STUDENT LEARNING OUTCOME (SLO) ACHIEVEMENT

Course Student Learning Outcome (SLO) assessment is occurring across the college. Active courses have ongoing SLO assessment. 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.

In the future, the college may be moving to a new way of collecting course SLO assessment results. 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 (DE) courses. This move opened an opportunity to utilize the same tool for gathering information on course SLOs. During the 2017-18 academic year, the possibility of using Canvas for course SLO reporting was explored. Nearly all active courses, and all of instructional programs and student service programs have ongoing SLO assessment.

Use of SLO assessment data	2013-14	2014-15	2015-16	2016-17	2017-18
Percent of active courses with SLO assessment	94%	94%	95%	94%	99.8%
Percent of instructional programs with SLO assessment	65%	86%	86%	100%	100%
Percent of student services areas with SLO assessment	86%	100%	100%	74%	100%

Source: SLO Coordinator files, ACCJC Annual Report
*Percent of those unit plan objectives for which accomplishment data was reported

Courses	2017	2016	2015
Total number of college courses:	1,493	1,491	1,311
Number of college courses with ongoing assessment of learning outcomes:	1,491	1,421	1,243

Programs	2017	2016	2015
Total number of college programs (all certificates and degrees, and other programs as defined by college):	195	195	212
Number of college programs with ongoing assessment of learning outcomes:	195	195	183

Student Services and Learning Support	2017	2016	2015
Total number of student services and learning support activities (as college has identified or grouped them for SSO/SAO implementation):	24	27	22

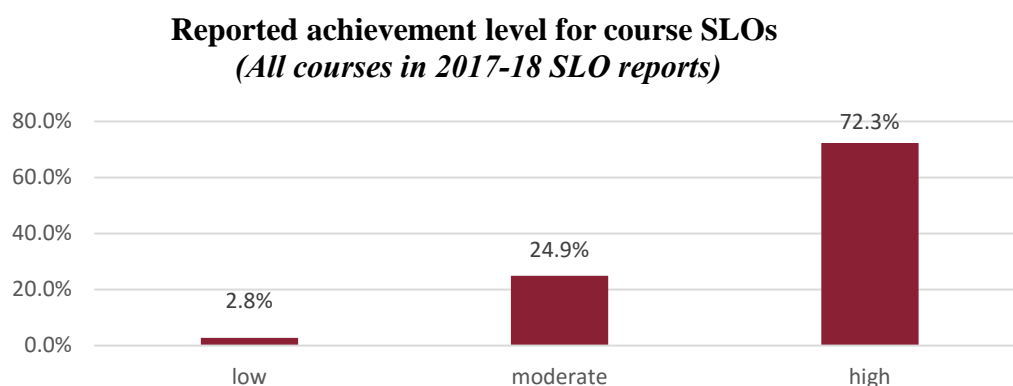| Number of student and learning support activities with ongoing assessment of learning outcomes:	24	20	22

This information comes from the Spring 2018 Annual Report to ACCJC (Data sources - SOCRATES reports, spreadsheets completed by departments, Program Reviews).

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. For the 2017-18 academic year:

- By far, the most commonly reported SLO assessment method was scores on exams and quizzes.
- Student work on homework, essays, and papers was also frequently used to assess achievement of SLOs.
- Other methods included direct observation of student skills, self-assessment by students, creative projects, or portfolios.

The use of these methods ensures that achievement of course SLOs is directly reflected in the grades students achieve in their courses.

Nearly all course SLOs show moderate to high achievement. In each of the past three years more than two-thirds of courses have reported achievement: 2015-16 = 68 percent, 2016-17 = 72 percent, and 2017-18 = 62 percent. The figure below provides a more detailed look at the reported 2017-18 course SLO levels. This includes results for 397 course SLOs.

Reported achievement level for course SLOs
(All courses in 2017-18 SLO reports)

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
- Teaching method change
- New or revised teaching material
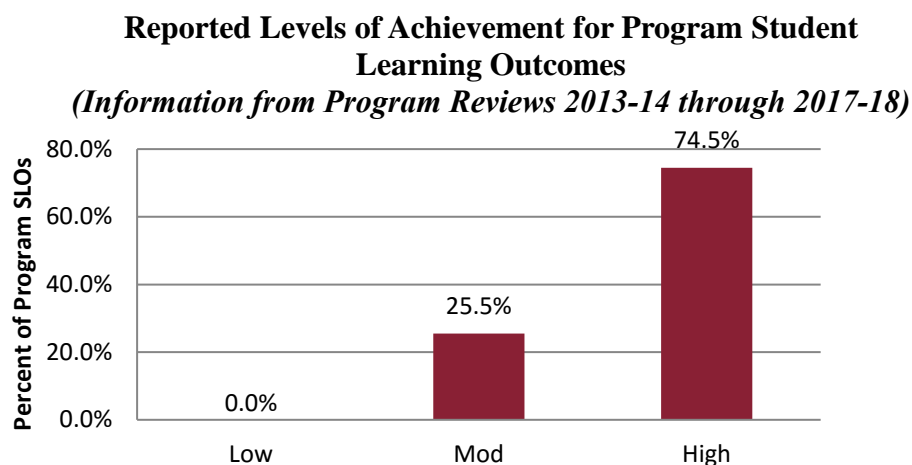- Change in textbook
- Administrative changes

- Change in exams, assignments, or rubrics
- Change in course schedule
- Change of SLOs
- Change in support activities, tutoring, etc.

Instructional program SLOs (ProLOs) are reported as part of program review. SLOs for degree and certificate programs (called ProLOs at SCC) have been defined for all degrees and certificates. ProLO assessment results are reported as part of Program Review. Since relatively few programs report each year, reports for the 2013-14 through the 2017-18 academic year were analyzed. There were 79 Program Reviews during that time period; these included achievement data for 396 ProLOs.

Professors used a wide variety of methods to assess course SLOs. Assessments of ProLO achievement were conducted using a variety of methods. In some cases, more than one method was used to assess a given ProLO. From 2013-14 to 2017-18:

- By far, the most commonly reported SLO assessment method was course-embedded assessment. This method examines work from courses that is closely aligned with the ProLO.
- For career/vocational education programs external exams, such as licensing exams for the field, is also used for ProLo assessment.
- Other methods included student success in capstone courses, surveys that assess program completers, etc.

Achievement of ProLOs is high. No ProLOs were reported to have low levels of student achievement; the majority had high reported achievement levels.

Reported Levels of Achievement for Program Student Learning Outcomes
(Information from Program Reviews 2013-14 through 2017-18)

Departments use this information to make needed changes. Departments reported a variety of changes in response to ProLO assessment. The most common type of planned change is changes to teaching methods. Planned changes include:

- Change in teaching methods
- New data collection or analysis methods
- Change to exams, assignments, etc.
- Changes to program curriculum
- Changes to the course schedule

The term Student Services General Learning Outcomes (SSGLOs) is used to refer to areas of learning that students have through their educational experience in Student Services at SCC. SSGLOs are assessed by the overall results of the aligned Student Service Area Learning Outcomes (SSALOs).

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, i.e. 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.
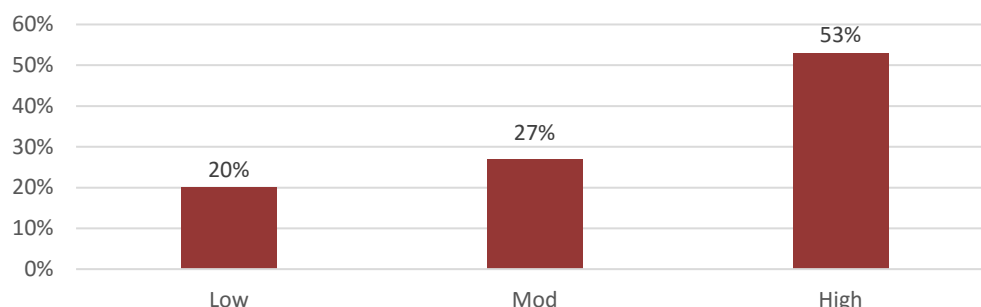
Student Services Area Learning Outcomes (SSALOs) is a term used to refer to SLOs resulting from interactions with specific Student Service programs. Information is gathered in order to analyze how well students achieved the SLOs. This information is reported by individual departments and stored in a campus web-based database. Since relatively few areas report each year, reports for the 2015-16 through the 2017-18 academic year were analyzed. There were 99 Student Services SLOs reports during that time period.

Assessments of SSALOs achievement were conducted using a variety of methods. In some cases, more than one method was used to assess a given SSALO.

- The most commonly used assessment method was a student survey.
- Assignments or exams and the direct observation of students are also widely used.
- Other methods include student self-assessment, interviews with students, etc.

The majority of the SSALOs were reported to show moderate to high achievement.

Reported Level of Achievement for Student Services Student Learning Outcomes, 2015-16 through 2017-18

Many of the Student Services SLO analyses, including all of those for which low achievement was reported, resulted in planned changes for improvement. Student service areas reported a variety of changes in response to SSALO assessment. The most commonly reported planned change was the use of new or revised teaching methods.

- Changes to teaching methods
- Changes to assignments
- Revised materials
- Changes to assessment methods
- Changes to the learning outcomes
- Development of additional ways to gather information

Achievement of General Education Student Learning Outcomes (GELOs) by students with at least 30 units is moderate.[1] The Community College Survey of Student Engagement (CCSSE) data is currently used for General Education Learning Outcomes (GELOs) and Institutional Student Learning Outcomes (ISLOs) analysis. This survey is administered every three years at the college. The analysis below is based on the most recent CCSSE data (Spring 2016). CCSSE items were mapped to the college GELOs and ISLOs.

Mean score on CSSSE item	Level 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

Note: The CCSSE weighted means were used

As students move through their work at SCC they are expected to increase their mastery of the GELOs and ISLOs. The completion of 30 units has been recognized as a significant milestone by the California Community College Chancellor's Office (CCCCO). Most of these students have not completed their educational programs at SCC, and will continue to increase their

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[1] 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. This report is based on the 2016 CCSSE data.

achievement of GELOs and ISLOs as they complete more courses. Thus, we expect to see an average score indicating moderate achievement for students with 30 or more units.

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

GELO - Communication: *Upon completion of the AA or AS degree students will be able to demonstrate effective reading, writing, and speaking skills*. The primary CCSSE measure shows moderate achievement of the GELO for students with 30 or more units completed. Item mean scores are higher for students who have taken more than 30 units, than for those who have completed fewer units.

GELO - 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. Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units.

GELO - 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. Item mean scores are higher for students who have taken more than 30 units, than for those who have completed fewer units.

GELO - 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. Item mean scores are higher for students who have taken more than 30 units than for those who have completed fewer units.

GELO - 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. Item mean scores are higher for students who have taken more than 30 units, than for those who have completed fewer units.

GELO - 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. Item mean scores are higher for students who have taken more than 30 units, than for those who have completed fewer units.

GELO - 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. Item mean scores are higher for students who have taken more than 30 units, than for those who have completed fewer units.

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

ISLO - Written Communication: *Students will be able to use effective reading and writing skills.* The primary CCSSE measures show moderate achievement of the ISLO for students with 30 or more units completed.

ISLO - Life Competencies: *Students will be able to demonstrate growth and lifelong learning skills, including healthful living, effective speaking, cross-cultural sensitivity, and/or technological proficiency.* The primary CCSSE measures show moderate achievement of the ISLO for students with 30 or more units completed.

ISLO - Critical Thinking and Problem Solving: *Students will be able to use information resources effectively and analyze information using critical thinking, including problem solving, the examination of how personal ways of thinking influence reasoning, and/or the use of quantitative reasoning or methods.* The primary CCSSE measures show moderate achievement of the ISLO for students with 30 or more units completed.

ISLO - Depth of knowledge: *Students will be able to apply content knowledge, demonstrate fluency, and evaluate information within his or her course of study.* The primary CCSSE measures show moderate achievement of the ISLO for students with 30 or more units completed.

STUDENT VOICES REPORT FALL 2018

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.1, A.3, A.5 and A.7 in particular, and contains data from the Survey of Entering Student Engagement (SENSE) Survey conducted in Fall 2017. 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 participating in the SENSE survey is somewhat representative of the college as a whole by gender and race/ethnicity. However, a majority of the SENSE survey participants (more than 80%) are in the 18 to 24 years old age group, a much higher percentage compared to the college's overall of about 59%.

A majority of the students indicated that they have positive early experience at the college. They felt welcome and were provided with adequate information about financial assistance.

Most of the students perceived high expectations from SCC instructors for them to succeed and expressed that they were motivated to succeed. Specifically, during the first three weeks of the semester, a majority of students indicated that they never turned in an assignment late, failed to turn in an assignment, or skipped class. Nearly half of the students never came to class without completing readings or assignments.

More than half of the students said that they were offered assistance to create a clear academic plan and pathway, such as meeting with an academic advisor, receiving help in choosing courses of study/program/major, and setting academic goals.

A majority of the students indicated that they learned skills and strategies to improve their test-taking ability early on in the semester.

A majority of the students indicated that they engaged in several learning activities at least once during the first three week of the semester.

Most of the students indicated that they started to form academic and social support network early on in the semester. Most of the students said that they knew how to get in touch with their instructors outside of class, and that at least one instructor knew them by name. Most of the students also got to know at least one other student that they had previously not known, at least by name.

SCC 2017 SENSE SURVEY RESULTS: DETAILED REPORT

The Survey of Entering Student Engagement (SENSE), created by the Center for Community College Student Engagement,[1] helps community colleges discover important factors affecting entering students' persistence and success. Administered during the fourth and fifth weeks of the fall semester, SENSE asks students to reflect on their earliest experiences (academic and services-related) with the college.

The report begins with a brief description of the sample. The next sections present the survey results according to the SENSE Benchmark 2018.[2]

SENSE SURVEY SAMPLE

The student distributions by gender and race/ethnicity in SENSE survey sample are similar to those of the college as a whole—there are more female students than male and the three largest groups by race/ethnicity are Hispanic, Asian, and White. Nevertheless, there are some variations in the specific distribution of students by these characteristics. There is a higher percentage of male students in the survey sample than in the college overall. By race/ethnicity, there are more Hispanic students, less Asian and White students, and more African American students in the survey sample compared to the college overall. A majority of the SENSE survey participants (more than 80 percent) are in the 18 to 24 years old age group, a much higher percentage compared to the college's overall value of about 59 percent. About 52 percent of the survey participants are first-generation college students, compared to about 30 percent of the college's overall population.

Characteristics	Survey Participants	SCC Overall
Race/Ethnicity		
American Indian/Native American/Native Hawaiian	2.2	0.4
Asian, Asian American, Filipino, or Pacific Islander	20.3	22.8
Black or African American, Non-Hispanic	14.9	10.2
White, Non-Hispanic	20.3	26
Hispanic, Latino, Spanish	34.5	32.4
Other	7.4	8.1
Gender		
Female	56.5	57.1
Male	43.5	40.8
Age		
18 - 24	80.1	58.7
25 - 29	8.8	16.3
30 - 39	5.7	13.0
40 and Over	5.4	10.0
First Generation College Students	**23.6**	**29.6**

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[1] See more at http://www.ccsse.org/sense/aboutsense/
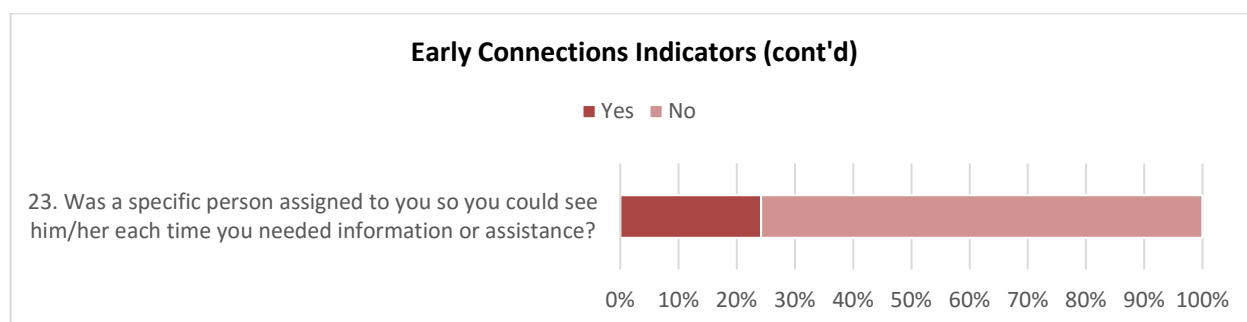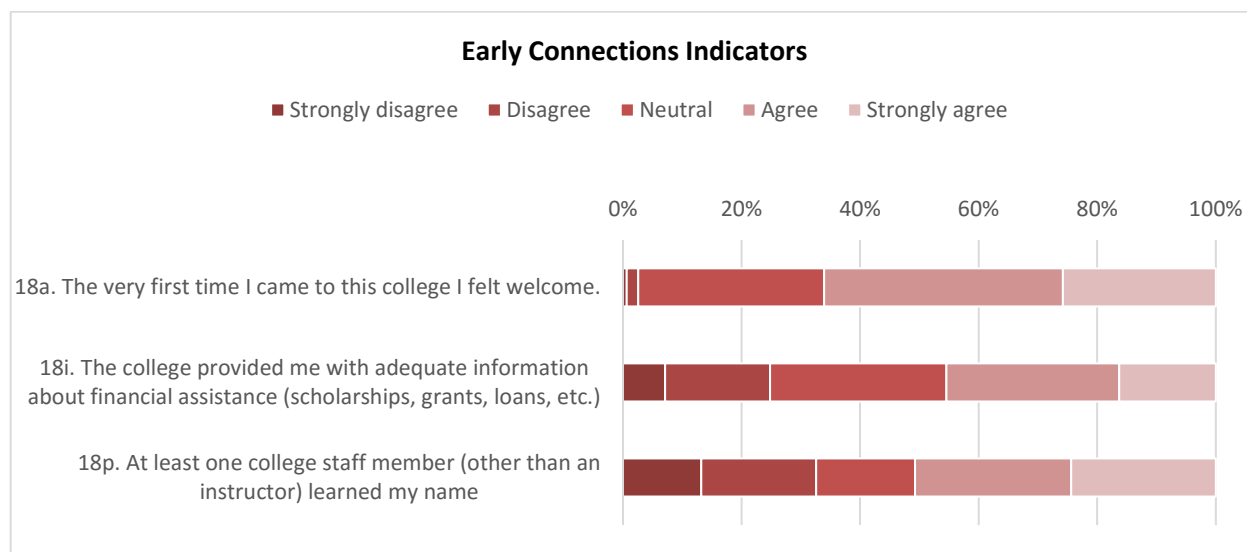[2] SENSE Benchmarks 2018. Benchmarks of Effective Practice with Entering Students.
http://www.ccsse.org/sense/tools/docs/working_with_results/SENSE_Benchmarks.pdf. Accessed 06/19/18.
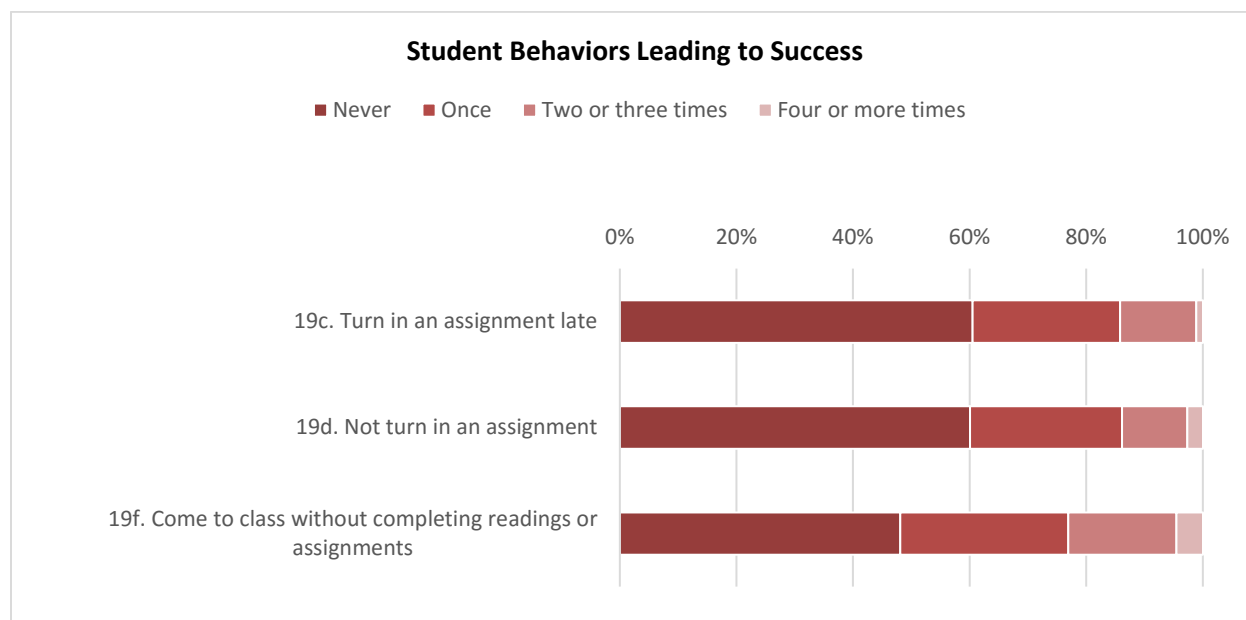
SENSE SURVEY BENCHMARK RESULTS

EARLY CONNECTIONS

Positive early college experience is important in student persistence at college, particularly a strong, early connection to someone at the college (SENSE Benchmark 2018). More than 66 percent of the students participating in the SENSE survey expressed that they felt welcome the very first time they came to the college. More than half of the students said that at least one college staff member (other than an instructor) learned their names, and about a quarter of the students mentioned that they were assigned a specific person whom they could see for information or assistance. Nearly half of the students (45.4 percent) agreed that the college provided them with adequate information about financial assistance, such as scholarship, grants, and loans.

Early Connections Indicators

- Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

18a. The very first time I came to this college I felt welcome.

18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)

18p. At least one college staff member (other than an instructor) learned my name

Early Connections Indicators (cont'd)

- Yes ■ No

23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?

HIGH EXPECTATIONS AND ASPIRATIONS

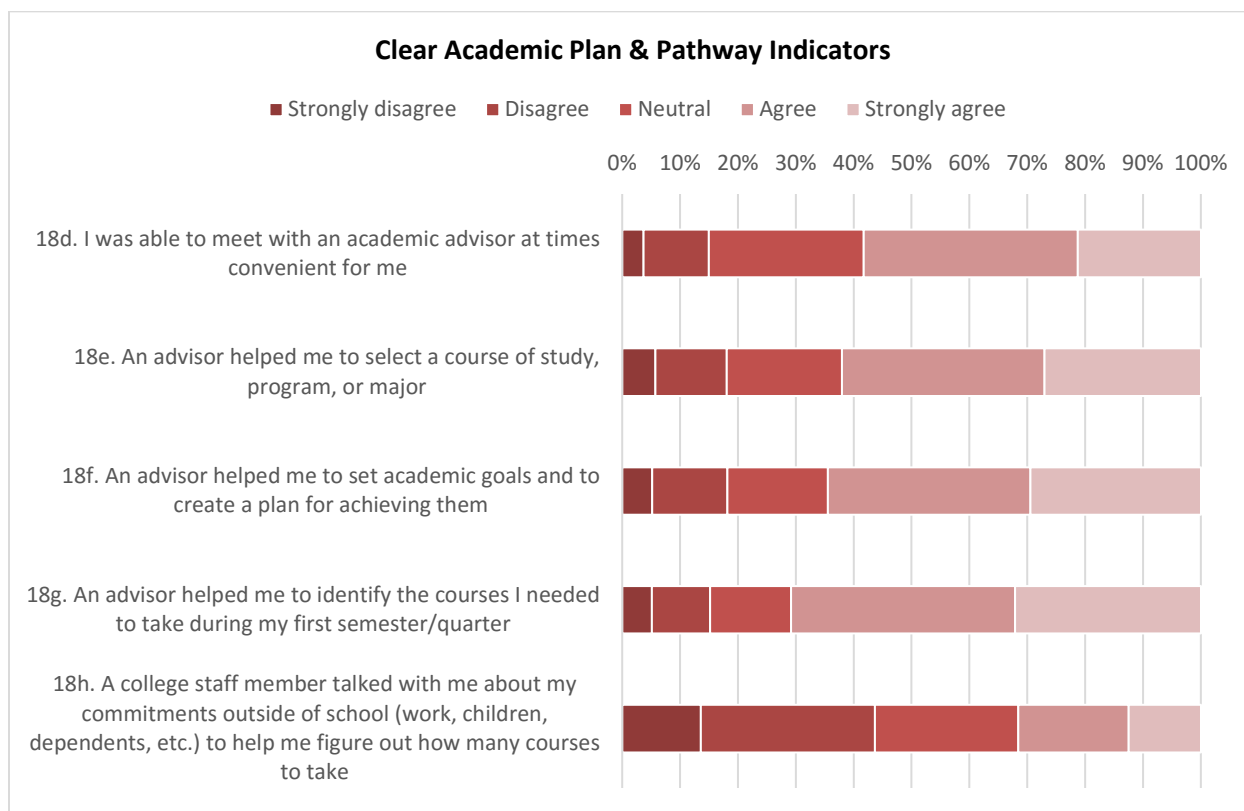Students are more likely to understand what it takes to succeed and adjust their behaviors accordingly when they enter community colleges with intention and motivation to succeed and when they perceive clear and high expectations from college staff and faculty (SENSE Benchmarks 2018). More than 80 percent of the students thought that SCC instructors wanted them to succeed. A similar percentage expressed motivation to do what it would take to succeed in college and felt prepared academically to succeed. Specifically, during the first three weeks of the semester, a majority of students indicated that they never turned in an assignment late, failed to turn in an assignment, or skipped class. Nearly half of the students never came to class without completing readings or assignments.

Expectations and Aspirations Indicators

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

18b. The instructors at this college want me to succeed

18t. I have the motivation to do what it takes to succeed in college

18u. I am prepared academically to succeed in college

Student Behaviors Leading to Success

■ Never ■ Once ■ Two or three times ■ Four or more times

19c. Turn in an assignment late

19d. Not turn in an assignment

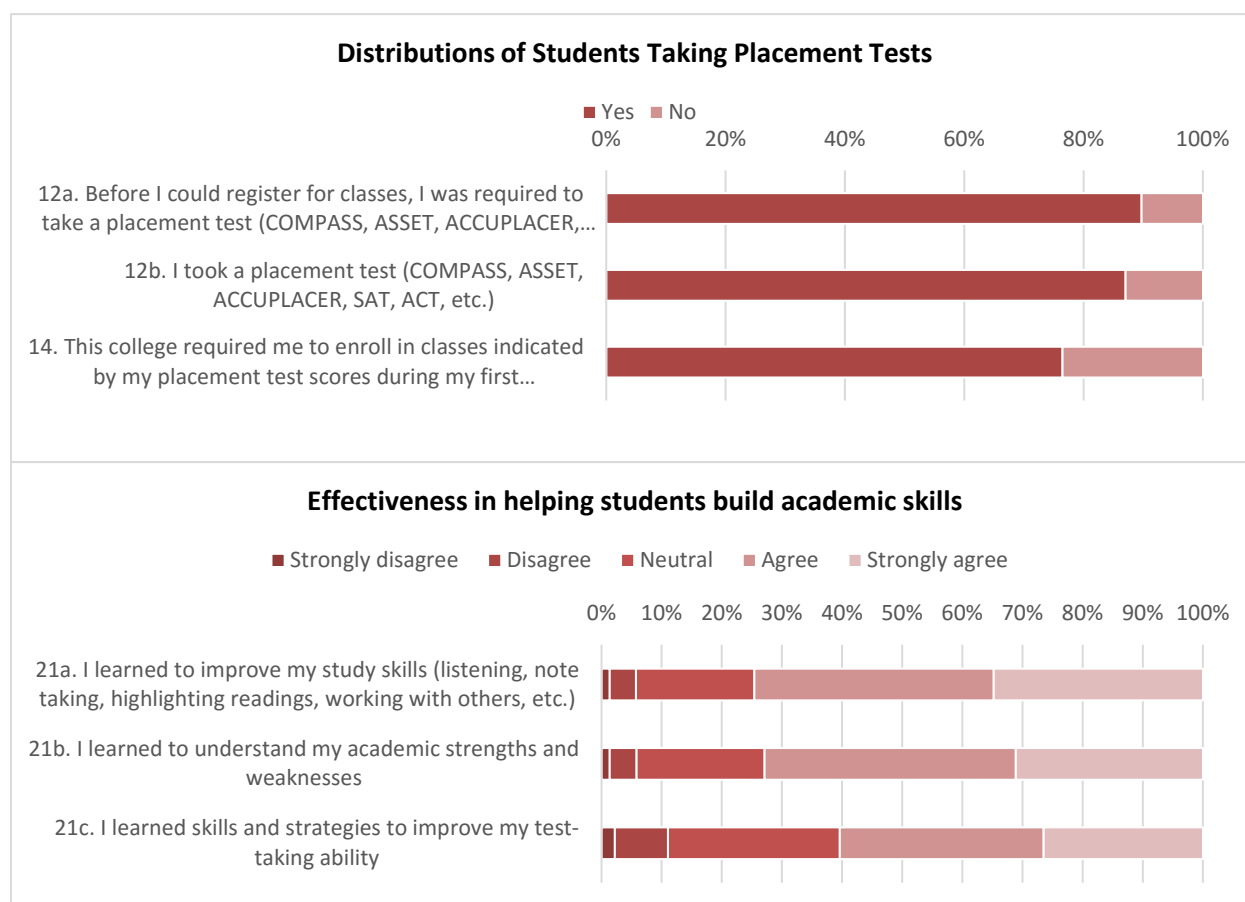19f. Come to class without completing readings or assignments
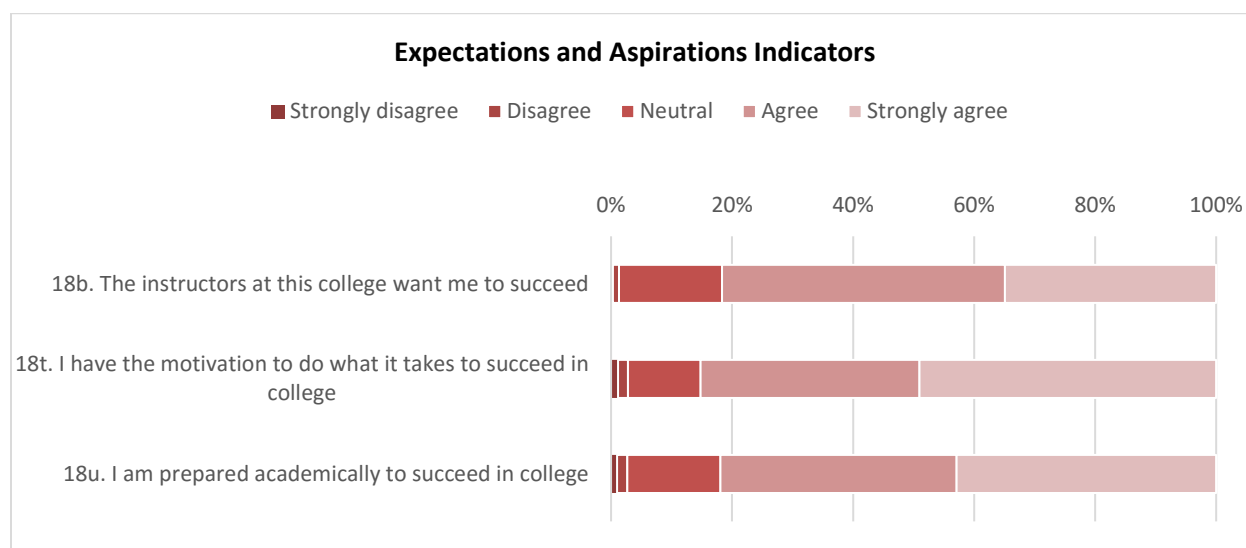
CLEAR ACADEMIC PLAN AND PATHWAY

According to SENSE Benchmarks 2018, students are more likely to persist when there is a clear road map that shows where they are headed, what academic path to follow, and how long it will take to reach the end goal. It is important that the college provide early assistance in creating this critical tool for students to stay on track through academic advising and student services (SENSE 2018). About 58 percent of the students said that they were able to meet with an academic advisor at times convenient for them. A majority indicated that they received help from academic advisors during the first three weeks of the semester in selecting a course of study/program/major, setting academic goals and creating a plan for achieving them, and identifying the courses they needed to take during their first semester. However, less than one-third of the students agreed that there were staff members helping them in finding ways to balance between out-of-school and school-related commitments.

Clear Academic Plan & Pathway Indicators

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

18d. I was able to meet with an academic advisor at times convenient for me

18e. An advisor helped me to select a course of study, program, or major

18f. An advisor helped me to set academic goals and to create a plan for achieving them

18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter

18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take

EFFECTIVE TRACK TO COLLEGE READINESS

With a majority of students entering community colleges being unprepared for college-level work, in order to increase success rates, the college needs to offer effective assessment and placement of students into appropriate courses and to provide supports to help students build academic skills (SENSE Benchmarks 2018). Among SCC students participating in the survey, about 90 percent were required to take a placement test, about 87 percent took a placement test, and 77 percent were required to enroll in classes indicated by their placement test results. About three quarters of the students agreed that they had learned to improve their study skills and understand their academic strength and weakness by the end of the third week of the semester. A majority of the students indicated that they learned skills and strategies to improve their test-taking ability.

Distributions of Students Taking Placement Tests

■ Yes ■ No

12a. Before I could register for classes, I was required to take a placement test (COMPASS, ASSET, ACCUPLACER,…	
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)	
14. This college required me to enroll in classes indicated by my placement test scores during my first…	

Effectiveness in helping students build academic skills

■ Strongly disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly agree

21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)	
21b. I learned to understand my academic strengths and weaknesses	
21c. I learned skills and strategies to improve my test-taking ability	

ENGAGED LEARNING

SENSE Benchmark 2018 suggests that fostering engaged learning are critical for student success, as most community college students are part-timers and have to balance between work, study, and family responsibilities. Among the engaged learning indicators asked in the survey, a majority of the students indicated that they engaged in the learning activities at least once during the first three weeks of the semester (See graph next page). Activities that have less than half of the students engaging are outside-of-class ones, including participation in supplemental instruction, outside-of-class required or student-initiated group study, discussions of class-related ideas with instructors outside of class, face-to-face tutoring, and using skill labs or computer labs.

Engaged Learning Indicators

■ Never ■ Once ■ Two or three times ■ Four or more times
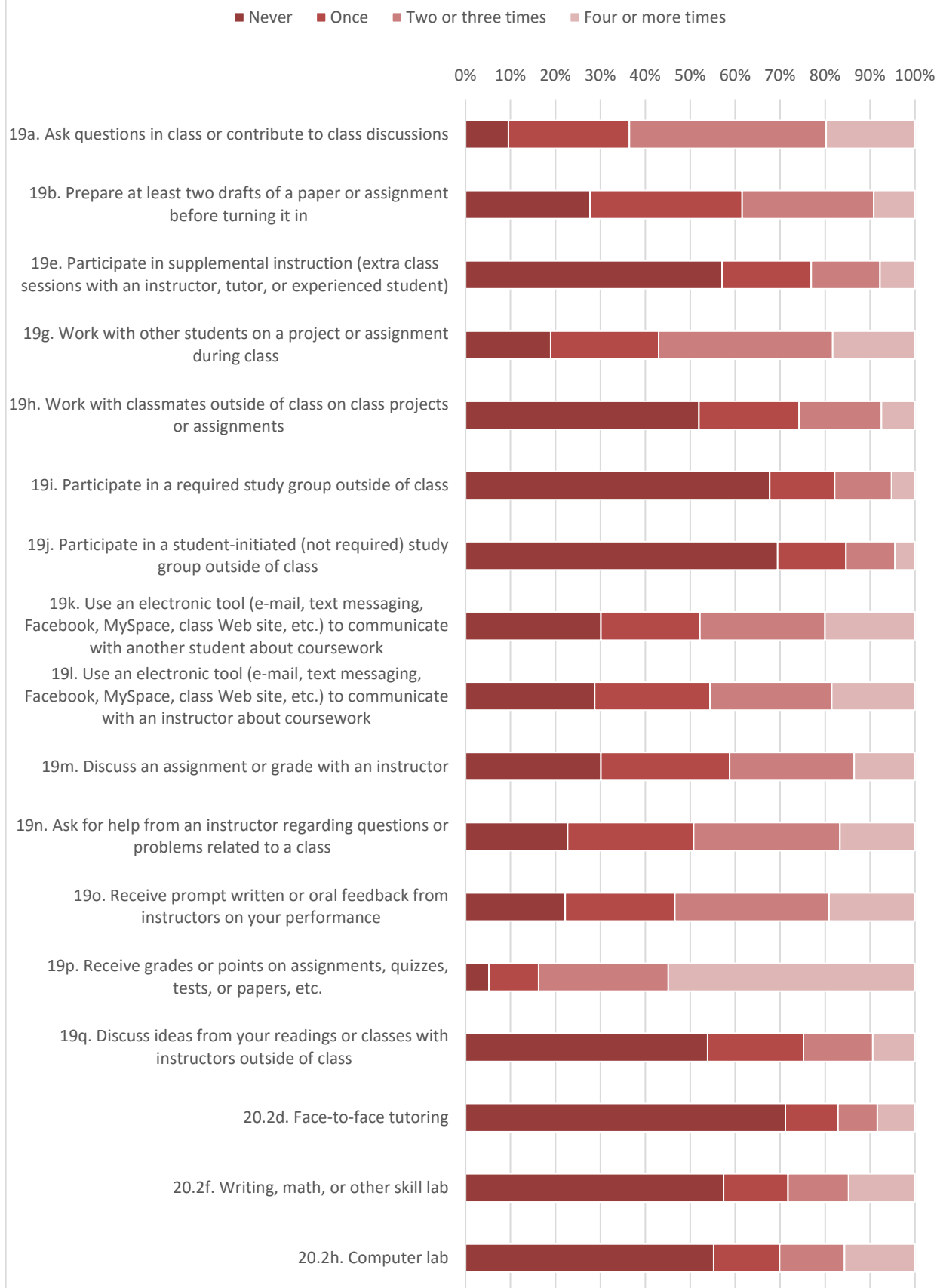
ACADEMIC AND SOCIAL SUPPORT NETWORK

Colleges are encouraged to purposefully create academic and social support network for students as these networks are important to student success—they help students, especially entering students, obtain information about academic requirements and college services (SENSE Benchmarks 2018). Most of SCC students participating the SENSE survey agreed that, by the end of the third week of the semester, all instructors clearly provided information about college services, grading policies, and course syllabi. Most of the students said that they knew how to get in touch with their instructors outside of class, and that at least one instructor knew them by name. Most of the students also got to know at least one other student that they had previously not known, at least by name.

Academic and Social Support Network Indicators