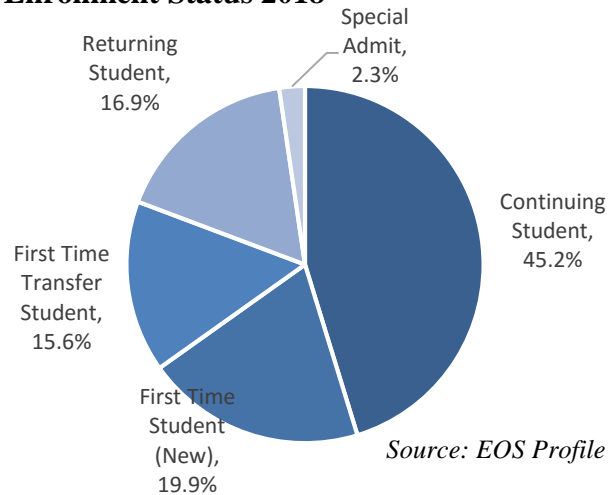


SCC FACTBOOK REPORT

SNAPSHOT OF THE 2018-19 SCC STUDENT POPULATION*

In Fall 2018, the End Of Semester (EOS) enrollment at SCC was 21,881 students, on par with the 21,809 in Fall 2017. More than 45 percent 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.

Enrollment Status 2018

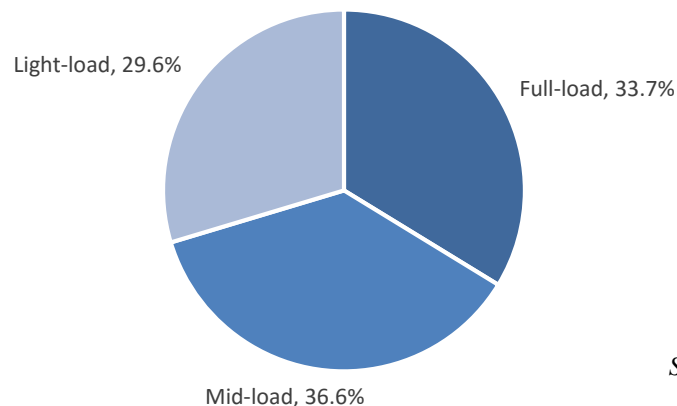


Source: EOS Profile Data. All data in this report include UC Davis students.

SCC students are primarily taking part-time unit loads, with about 34 percent taking 12 or more units in Fall 2018.

Student Unit Load Fall 2018

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

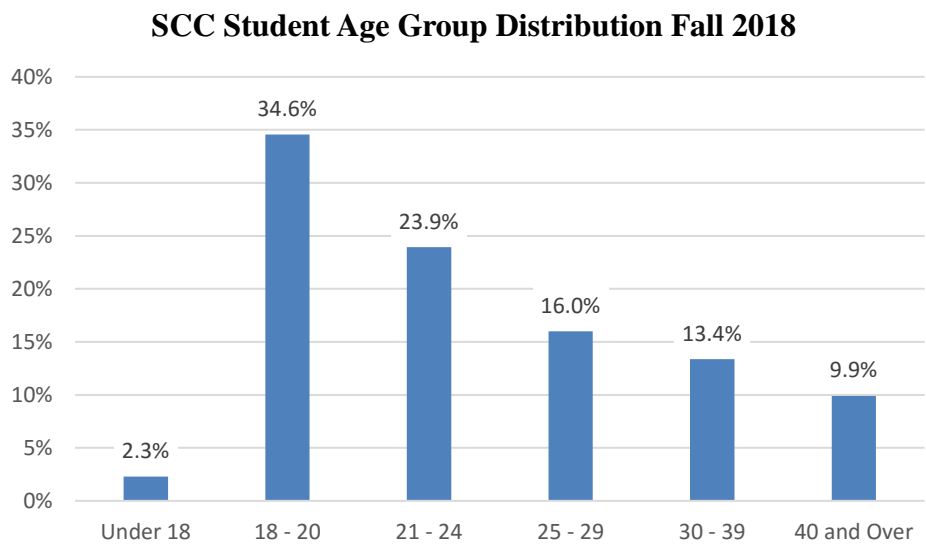


Source: EOS Profile Data

* Data used in this report includes UC Davis students. For data excluding UC Davis students, please visit our student profile Tableau at

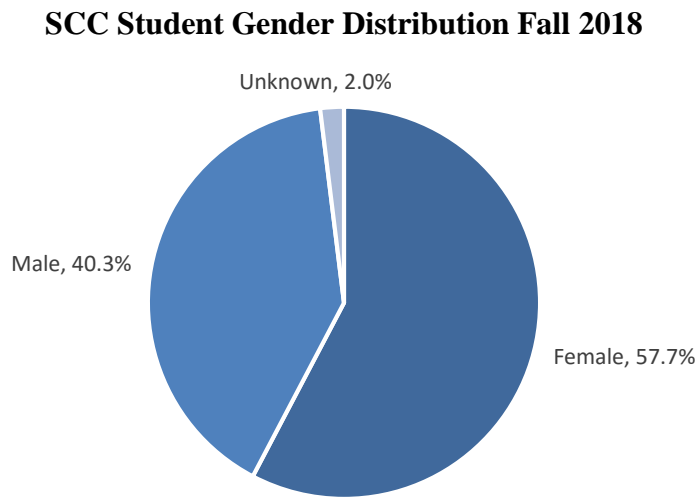
<https://public.tableau.com/profile/sacramento.city.college#!/vizhome/F18Semestertableau/Fall2018StudentProfile>

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



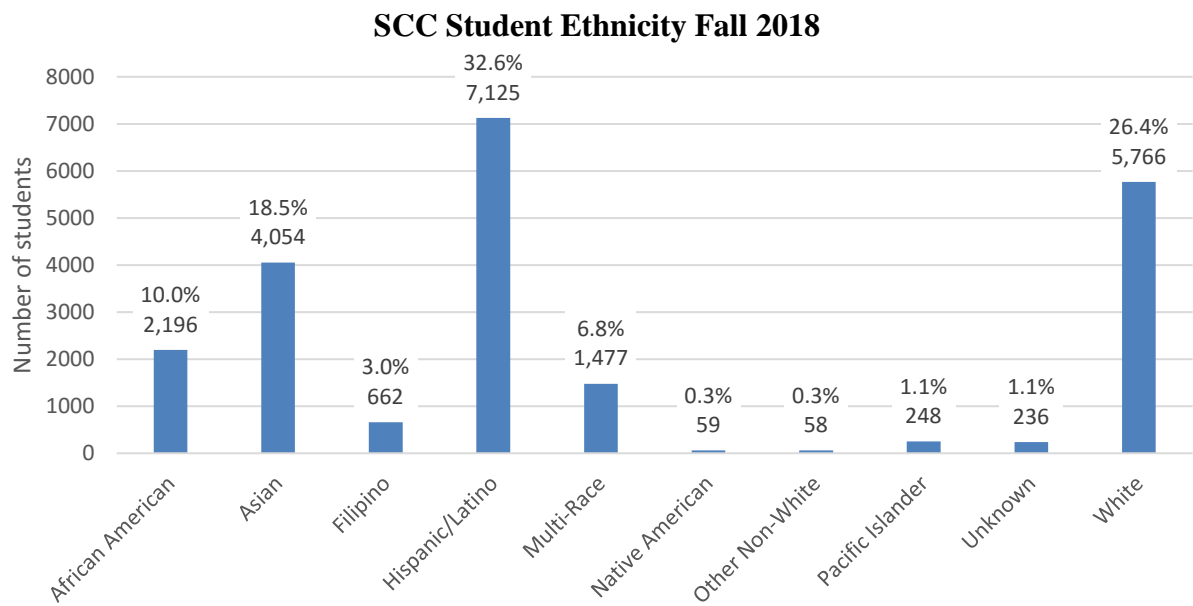
Source: EOS Profile Data

More women than men attend SCC.



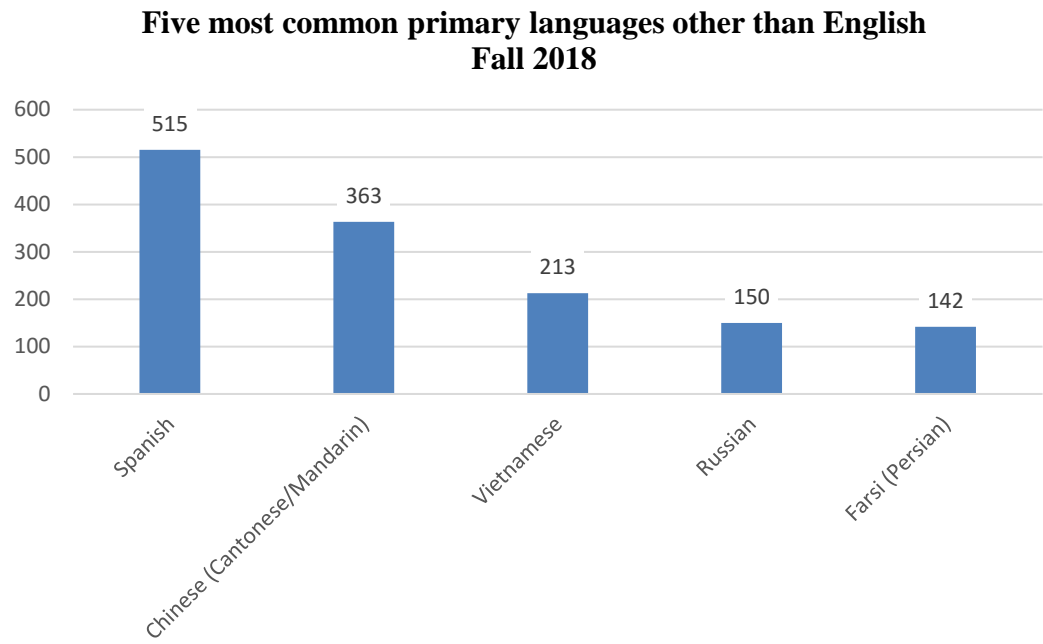
Source: EOS Profile Data

SCC has an ethnically diverse student population, with Hispanic/Latinos making up about 33 percent of the student body in Fall 2018.



Source: EOS Profile Data

Approximately 12 percent of SCC students say they speak a primary language other than English.



Source: EOS Profile Data

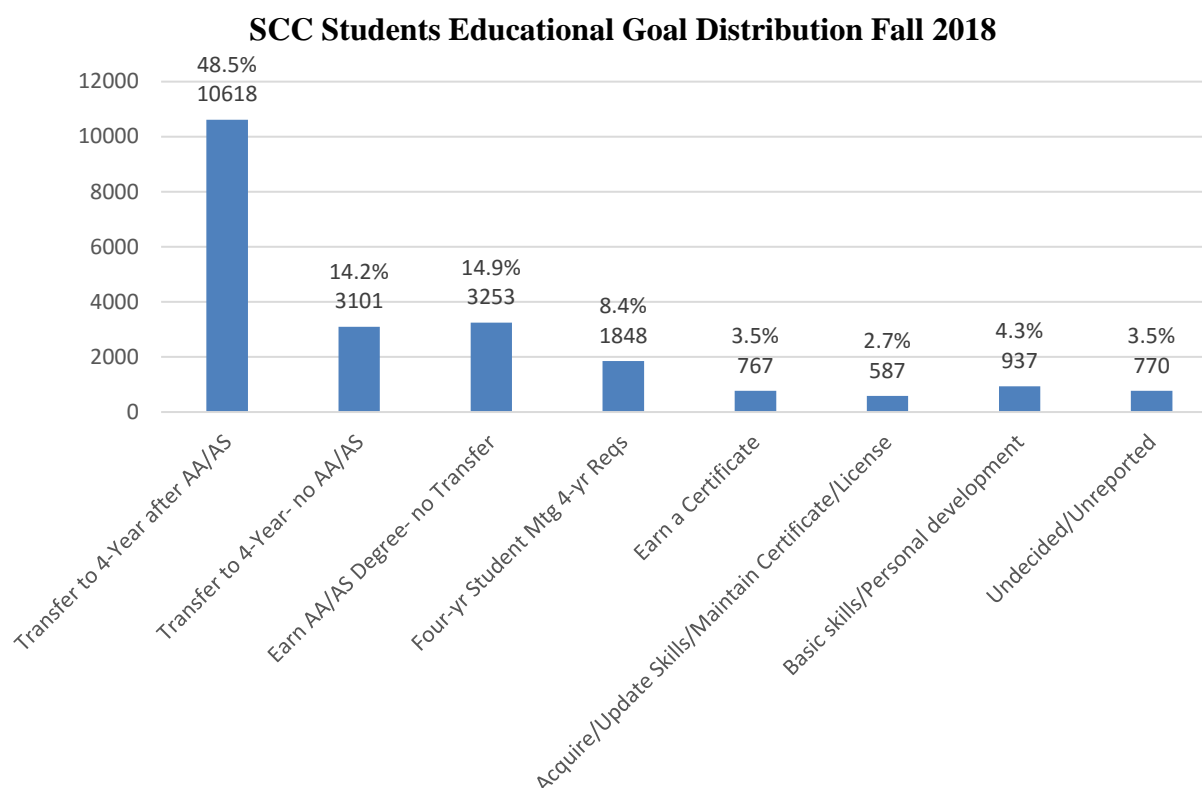
In Fall 2018, the most commonly listed majors for first-time-in-college students were general education transfer, pre-allied health & nursing, biology, and business (accounting for nearly half of new students).

| Fall 2018 | # of Students |
|---|---------------|
| General Education, Transfer | 681 |
| Pre-Allied Health; Nursing | 302 |
| Biology | 243 |
| Business | 216 |
| Psychology | 178 |
| Administration of Justice | 116 |
| Engineering | 111 |
| Computer Science | 72 |
| Total Top Majors among First time in college students | 1919 |
| Total First time in college students | 2950 |

Source: EOS Profile Data

Notes: In Fall 2018, there are 128 first-time-in-college students with “Undecided” major.

SCC students report a wide range of educational goals. About 63 percent of the students indicated a goal to transfer to a four-year school.



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 2018 | | | |
|---|-----------------------|-------------------------|--------------|
| Top Zip Codes | Location | Fall 2018 # of students | % of Total |
| 95823 | Parkway | 1235 | 5.6% |
| 95822 | Land Park | 1153 | 5.3% |
| 95691 | West Sacramento | 1051 | 4.8% |
| 95820 | Oak Park / Fruitridge | 947 | 4.3% |
| 95831 | Pocket / Greenhaven | 923 | 4.2% |
| 95616 | Davis | 813 | 3.7% |
| 95828 | Florin | 807 | 3.7% |
| 95824 | Colonial | 759 | 3.5% |
| 95758 | Elk Grove | 718 | 3.3% |
| 95624 | Elk Grove | 657 | 3.0% |
| 95826 | Perkins | 626 | 2.9% |
| 95757 | Elk Grove | 547 | 2.5% |
| Total for the top zips shown above | | 10,236 | 46.8% |
| All others student home zip codes | | 11,645 | 53.2% |
| Total | | 21,881 | |

Source: EOS Profile Data

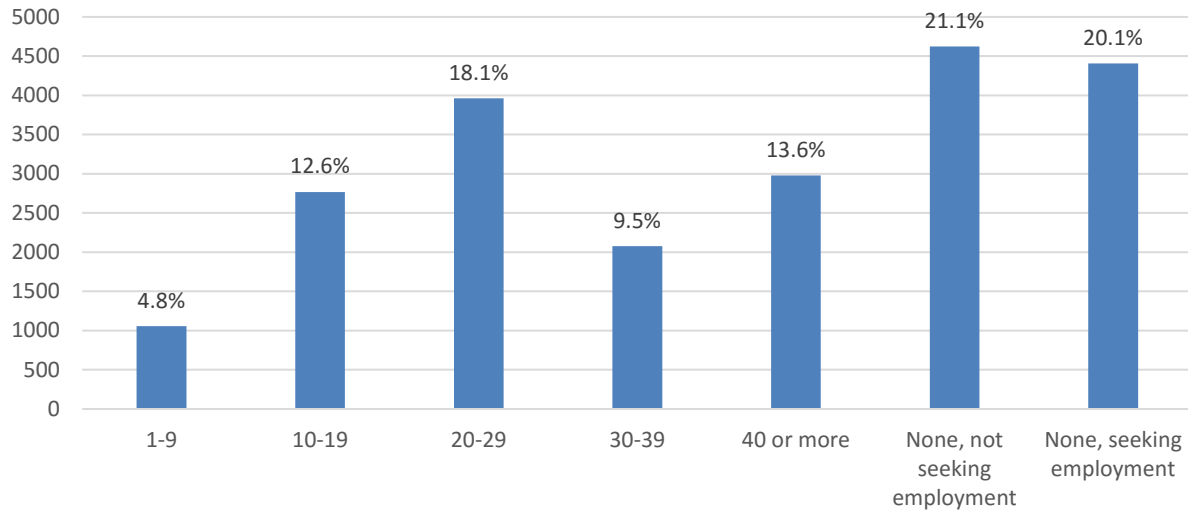
While SCC students who graduated from high school during the spring just before attending college in the fall (“recent high school graduates”) come from many California high schools, over 43 percent of them come from ten local high schools.

| SCC Top 10 Feeder High Schools Fall 2018 | | |
|--|------------|--|
| High School | Enrollment | Percent of recent HS grads (N = 1,933) |
| Hiram W. Johnson High & WestCampus | 147 | 7.1% |
| River City Senior High | 139 | 6.7% |
| C. K. McClatchy High | 134 | 6.5% |
| John F. Kennedy High | 124 | 6.0% |
| Davis Senior High | 94 | 4.5% |
| Luther Burbank High | 81 | 3.9% |
| Franklin High School | 48 | 2.3% |
| Rosemont High School | 46 | 2.2% |
| Cosumnes Oaks High | 43 | 2.1% |
| Sheldon High School | 42 | 2.0% |
| Top 10 Total | 898 | 43.3% |

Source: EOS Profile Data

Up to 59 percent of SCC students are employed (up about 2 percent from 2017). About 20 percent of SCC students are unemployed and are seeking work (down about 2 percent from 2017).

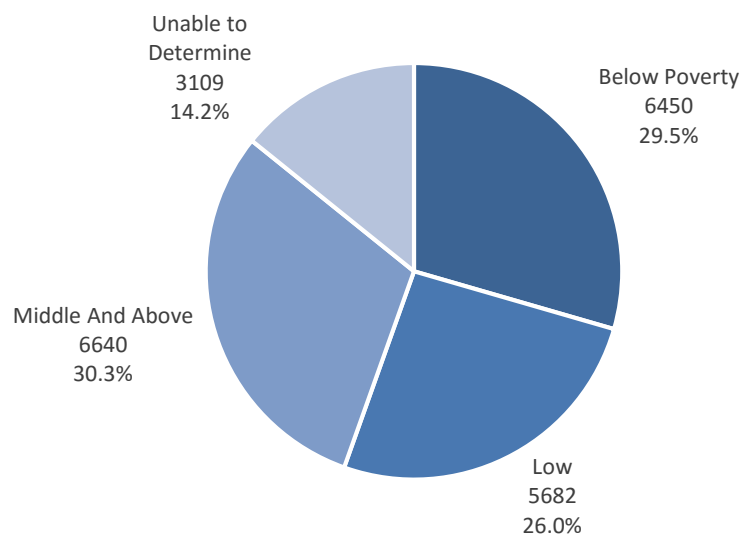
SCC Students Self-Reported Work Status Fall 2018



Source: EOS Profile Data

About 56 percent of SCC students have household incomes that are classified as “low-income” or “below the poverty line”. However, when we use the BOG Fee Waiver definition (not shown), about 62% of SCC students receive some sort of tuition assistance.

**SCC Student Self-Reported Household Income Level*
Fall 2018**

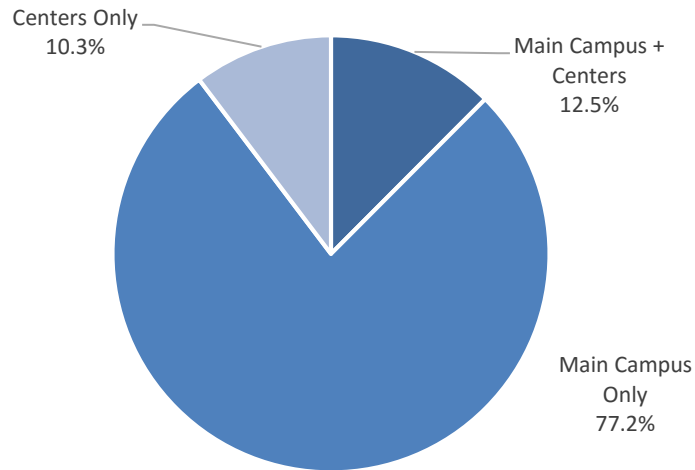


Source: EOS Profile Data

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

During Fall 2018, most students attended classes at the Main Campus. Ten percent took classes only at the West Sacramento or Davis Centers.

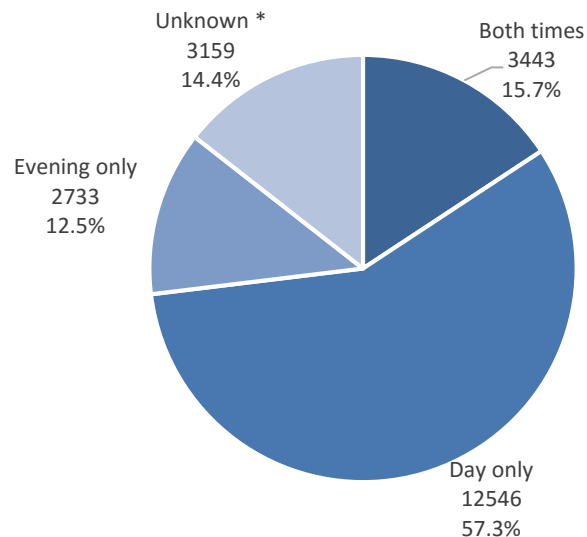
SCC Students' Class Locations Fall 2018



Source: Fall 2018 Transcript Data

In Fall 2018, over 57 percent of SCC students took only day classes, about 13 percent took only evening classes, and 16 percent took both day and evening classes. The 14 percent “unknown” are students who take online courses.

SCC Day/Evening Enrollment Fall 2018



Source: EOS Profile Data

* “Unknown” refers to online enrollments.

BENCHMARKS REPORT FALL 2019

Sacramento City College Strategic Plan Goals

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

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

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

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

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

California Community College Chancellor's Office Vision for Success Goals

Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.

Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.

Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.

Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.



BENCHMARKS REPORT: KEY POINTS

Comparisons of SCC to peer colleges on the CCCC CO Student Success Metrics:

In Spring 2019 the California Community Colleges Chancellor's Office developed a set of student success metrics. The CCCC CO also provided a set of "peers" for the colleges. The CCCC CO defined peer colleges most similar to SCC (large colleges in a multi-college district) were chosen by the PRIE Office as a benchmarking group for SCC. Comparisons to similar colleges show that:

SCC is at or near the peer group average for some measures:

- SCC's course success rate (70%) is average for the benchmark group (70%).
- The percent of SCC students retained from fall to spring at the college (58%) is slightly below the average for the benchmark group (60%).
- Compared to the benchmark group, completion metrics for SCC are roughly proportionate to the peer group for the size of the college.
- The percent of SCC graduates reporting employment in their field of study (68%) is slightly below the average for the benchmark group (69%).
- The percent of SCC students who complete at least 15 units in an academic year (27%) is slightly above the average for the benchmark group (25%).

SCC is somewhat below the peer group average for some measures:

- The percent of SCC students who complete both transfer level Math and English in their first year (4%) is below average for benchmark group (7%). However, SCC's percentage is similar to all but one of the benchmark colleges.
- The median annual earnings of exiting SCC students (\$27,636) is slightly below average for the benchmark group (\$28,941).

SCC is somewhat above the peer group average for some measures:

- The mean number of units accrued by associate degree earners at SCC (97) is above average for the benchmark group (92).
- The percent of exiting SCC students earning a living wage (57%) is above average for the benchmark group (45%).

Progress toward SCC Vision for Success goals:

In Spring 2019 SCC set college goals based on the CCCC CO Vision for Success statewide goals.

Meeting these goals will require substantial percentage changes in the SCC scores.

| VfS Metric | Percent change needed to reach SCC goal |
|---|---|
| Associate degrees awarded annually | +44% |
| CCCCO approved certificates awarded annually | +117% |
| Associate degrees for transfer awarded annually | +35% |
| Annual UC/CSU transfers | +25% |
| Average units earned per associate degree | -19% |
| Median annual earnings of exiting students | +20% |
| Percent of exiting students earning a living wage | +21% |

COMPARISONS TO PEER GROUP COLLEGES (CCCCO Metrics)

COMPARISON GROUP

In the past, PRIE used 2009 data available from IPEDS to develop a group for comparison to SCC. In Spring 2019 the California Community Colleges Chancellor's Office developed a set of student success metrics and required colleges to set goals based on those metrics. The CCCCCO also provided a set of "peer" colleges for use by the colleges in benchmarking. This report now focuses on that data from the website: <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

CCCCO determined SCC Peer Group Spring 2019

Peer grouping based on: API of feeder high schools, BA index of population in college service area, and percent of college students age 25 years or older.

- Alameda
- Cabrillo
- Chabot
- Evergreen Valley
- Glendale
- L.A. City
- L.A. Valley
- Laney
- Merritt
- Napa Valley
- **Sacramento City**
- San Diego City
- San Jose City
- Santa Monica City
- Santa Rosa
- Santiago Canyon
- Solano
- West L.A.
- Woodland

In order to develop a **benchmark group** for this analysis, we focused on those colleges from the SCC peer group that are part of multi-college districts in large urban areas and had a 2017-18 enrollment greater than 20,000. This includes the following colleges:

- LA City
- LA Valley
- West LA
- **Sacramento City**
- Santiago Canyon
- San Diego City

Sacramento City College is the largest college in the benchmark group.

| CCCCO Enrollment Metrics for SCC benchmark colleges (2017-18) | | | | | |
|---|--------------|--------------------------|----------------------------|----------------------------|-------------------------------|
| | All Students | Degree/Transfer Students | Short-term Career Students | Undecided / Other Students | Adult Education /ESL Students |
| LA City | 27803 | 15997 | 2316 | 4777 | 4713 |
| LA Valley | 26935 | 19024 | 1765 | 4468 | 1678 |
| Sacramento City | 32169 | 22706 | 2375 | 6730 | 358 |
| San Diego City | 24858 | 16810 | 3455 | 4198 | 395 |
| Santiago Canyon | 29871 | 17626 | 4118 | 5330 | 2797 |
| West LA | 21052 | 14040 | 2223 | 4354 | 435 |

COURSE SUCCESS AND PROGRESS MEASURES

SCC's course success rate (70%) is about average for the colleges in the benchmark group (70%).

The percent of SCC students who complete both transfer level Math and English in their first year (4%) is below average the average for the colleges in the benchmark group (7%). However, SCC's percentage is similar to all but one of the benchmark colleges.

| CCCCO Student Success Metrics for SCC benchmark colleges 2017-18 data unless otherwise indicated | | |
|---|---------------------|---|
| | Course Success Rate | Completed Transfer Math and English in 1 st Year |
| LA City | 69% | 5% |
| LA Valley | 71% | 6% |
| Sacramento City | 70% | 4% |
| San Diego City | 69% | 6% |
| Santiago Canyon | 71% | 17% |
| West LA | 68% | 4% |

PERSISTENCE AND MOMENTUM MEASURES

The percent of SCC students who complete at least 15 units in an academic year (27%) is slightly above the average for the colleges in the benchmark group (25%).

The percent of SCC students retained from fall to spring at the college (58%) is slightly below the average for the colleges in the benchmark group (60%).

| CCCCO Student Success Metrics for SCC benchmark colleges 2017-18 data unless otherwise indicated | | |
|---|---|---|
| | Completed 15+ units in the academic year* | Retained Fall to Spring at same college |
| LA City | 22% | 58% |
| LA Valley | 28% | 62% |
| Sacramento City | 27% | 58% |
| San Diego City | 30% | 58% |
| Santiago Canyon | 14% | 68% |
| West LA | 29% | 53% |
| <i>*Includes students in all CCCCCO "units-completed" measures of 15+ units</i> | | |

COMPLETION & EMPLOYMENT MEASURES

The average number of units accrued by associate degree earners at SCC (97) is somewhat higher than the average for the benchmark group (92).

Compared to the benchmark group, the number of SCC students who transfer to a 4-year institution, complete an ADT or complete the Vision for Success goal for SCC is proportionate for the size of the college. (Note: SCC is the largest college in the benchmark group.)

The percent of SCC graduates reporting employment in their field of study (68%) is similar to the average for the benchmark group (69%).

The median annual earnings of exiting SCC students (\$27,636) is slightly lower than the average for the benchmark group (\$28,941)

The percent of exiting SCC students earning a living wage (57%) is higher than the average for the benchmark group (45%).

| CCCCO Student Success Metrics for SCC benchmark colleges | | | | | |
|--|--------------------------|----------------------------|------------------|---------------------------------|---|
| 2017-18 data unless otherwise indicated | | | | | |
| | Total College Enrollment | Units per associate degree | Completed an ADT | Obtained vision goal completion | Transferred to a 4 year institution (2016-17) |
| LA City | 27803 | 100 | 285 | 978 | 1443 |
| LA Valley | 26935 | 94 | 447 | 1280 | 2074 |
| Sacramento City | 32169 | 97 | 487 | 1349 | 2561 |
| San Diego City | 24858 | 94 | 260 | 981 | 2131 |
| Santiago Canyon | 29871 | 80 | 461 | 987 | 1273 |
| West LA | 21052 | 89 | 282 | 796 | 1427 |
| <i>Vision for success goal completion = CCCCCO approved certificate, Associate degree or CCC Baccalaureate degree.</i> | | | | | |

| CCCCO Student Success Metrics for SCC benchmark colleges | | | |
|--|--|--|---|
| 2017-18 data unless otherwise indicated | | | |
| | Median annual earnings of exiting students | Exiting students earning a living wage | Employed in field of study (2015-16 data - most recent available) |
| LA City | \$27,032 | 40% | 69% |
| LA Valley | \$27,240 | 41% | 67% |
| Sacramento City | \$27,636 | 57% | 68% |
| San Diego City | \$27,364 | 39% | 73% |
| Santiago Canyon | \$32,692 | 45% | N/A |
| West LA | \$31,684 | 50% | 70% |

Progress Toward SCC Vision for Success Goals

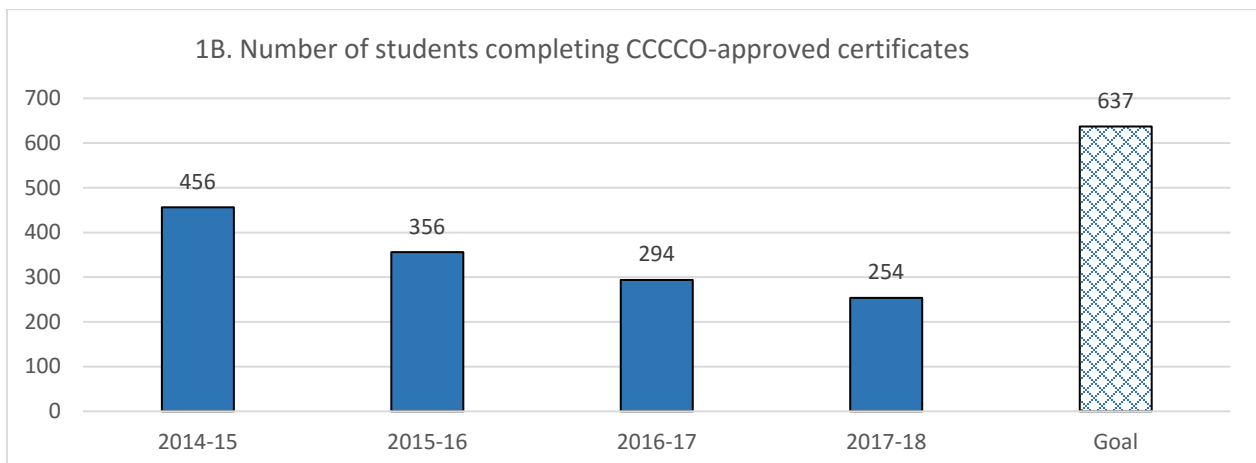
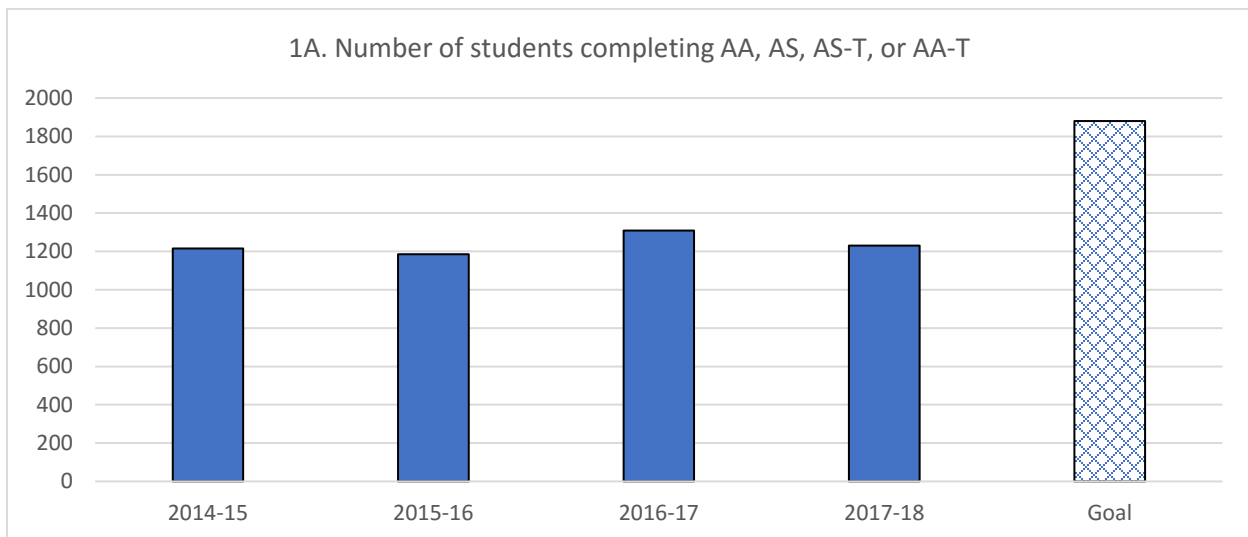
In Spring 2019, the CCCC required all CA Community Colleges to set local goals for several areas related to the Vision for Success (VfS). SCC's progress toward these goals is shown below.

Goal 1: Completion

System-wide goal: Increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

| | 2014-15 | 2015-16 | 2016-17 (Baseline) | 2017-18 | 2021-22 (Goal) | Percent Change |
|--|---------|---------|-----------------------|---------|-------------------|-------------------|
| 1A. Completed Associate or ADT | 1216 | 1185 | 1308 | 1231 | 1880 | 44% |
| 1B. Completed CCCC-approved certificates | 456 | 356 | 294 | 254 | 637 | 117% |

Comments: LRCCD colleges agreed to set goals for 1A and 1B. SCC used previously determined ACCJC stretch goals for the degree and certificate goals. The SCC goal for VfS goal completion definition is set at the same percentage increase as for degrees.

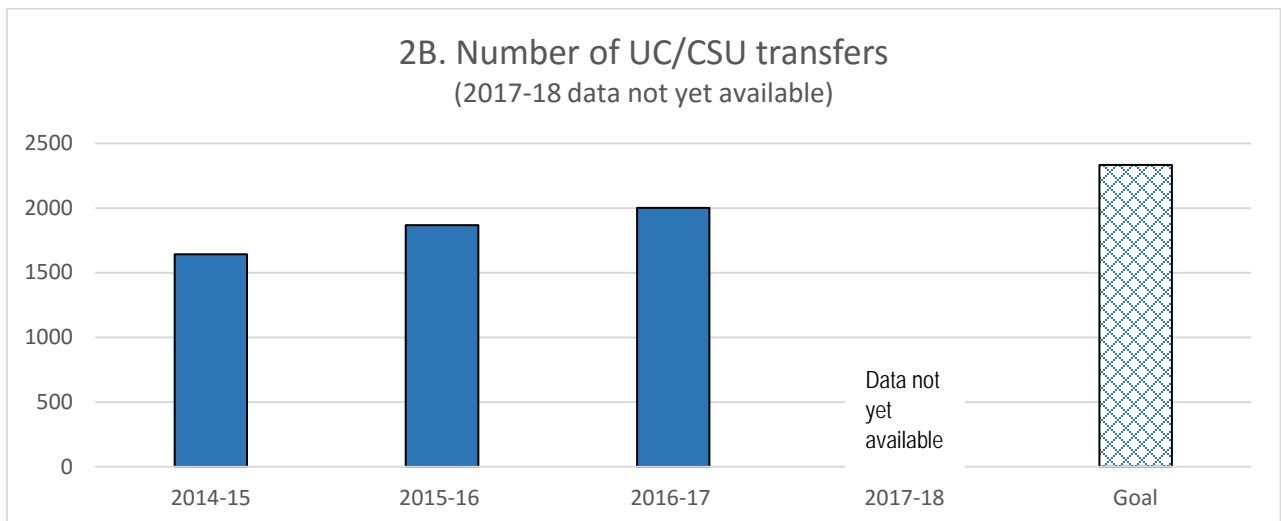
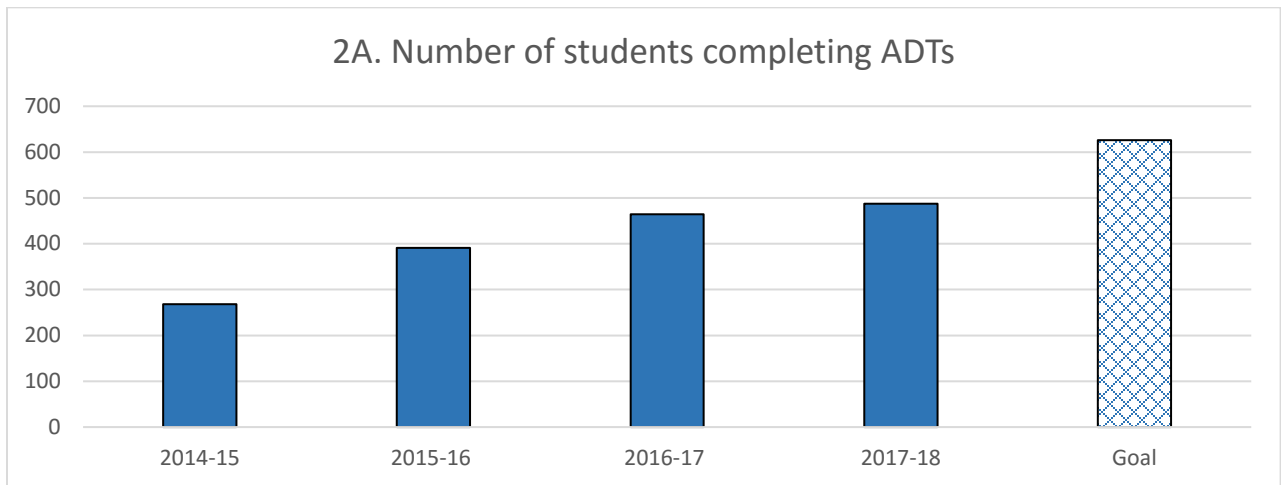


Goal 2: Transfer

System-wide goal: Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.

| | 2014-15 | 2015-16 (2B Baseline) | 2016-17 (2A Baseline) | 2017-18 | 2021-22 (Goal) | Percent Change |
|--------------------------------|---------|--------------------------|--------------------------|---------|-------------------|-------------------|
| 2A. Completed ADTs | 268 | 391 | 464 | 487 | 626 | 35% |
| 2B. Number of UC/CSU transfers | 1643 | 1867 | 2001 | N/A | 2333 | 25% |

Comments: LRCCD colleges agreed to set goals for 2A and 2B. After considering current work to increase the number of ADTs, SCC followed the VFS goal of a 35% increase in ADTs. The percentage increase for UC/CSU transfers is somewhat lower as the number of transfers is determined by UC and CSUS.

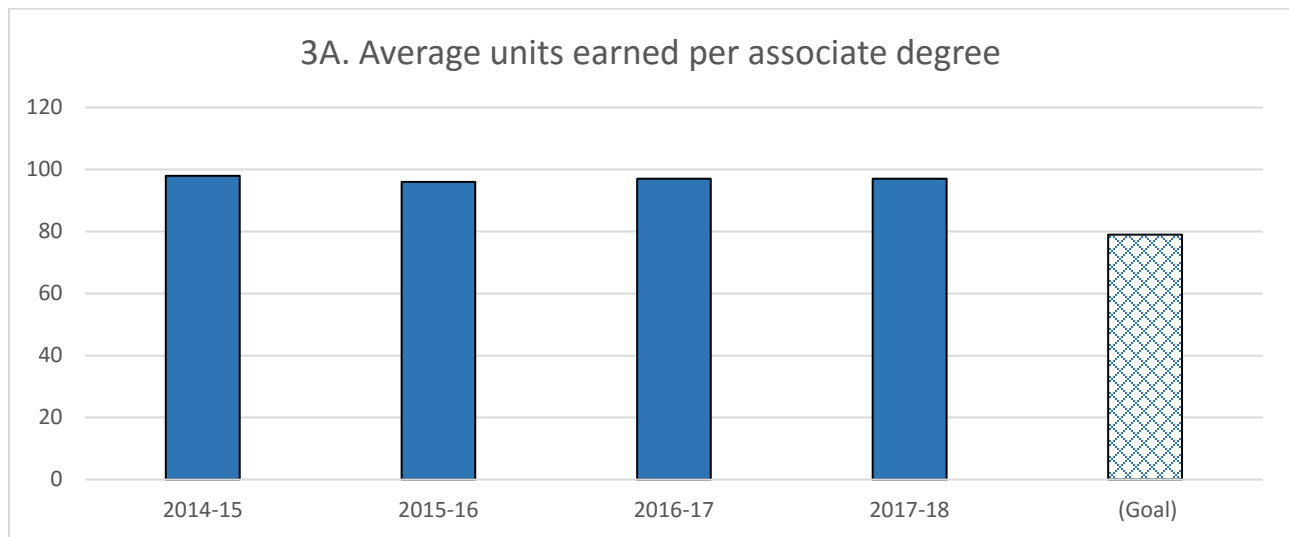


Goal 3: Unit Accumulation

System-wide goal: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units—a decrease of 10 percent.

| | 2014-15 | 2015-16 | 2016-17 (Baseline) | 2017-18 | 2021-22 (Goal) | Percent Change |
|---|---------|---------|-----------------------|---------|-------------------|-------------------|
| 3A. Average units earned per associate degree | 98 | 96 | 97 | 97 | 79 | -19.0% |

Comments: LRCCD colleges agreed to set goals for 3A. After considering the work that we are doing on Guided Pathways and AB705, SCC followed the VfS goal of reducing unit for an associate degree to 79.



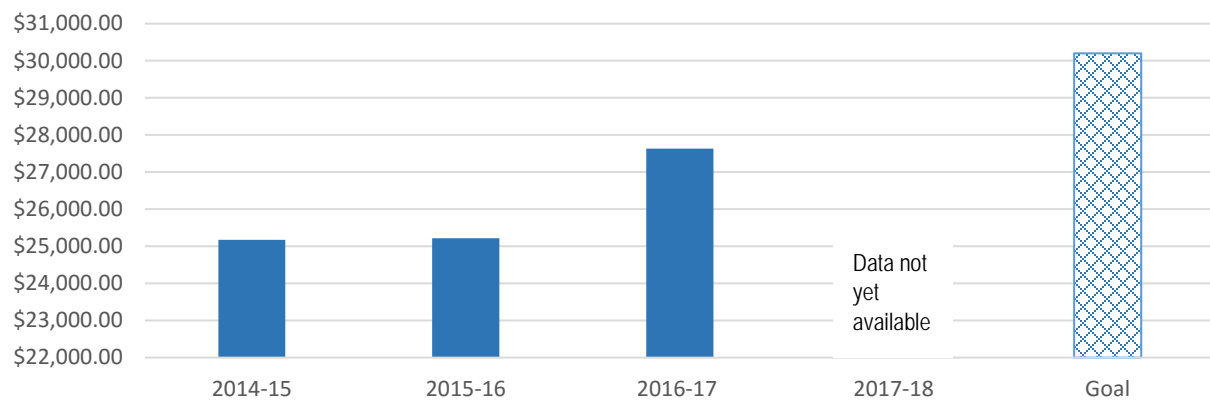
Goal 4: Workforce

No VFS goals for 4A or 4B. Related system-wide goal: Increase the percent of exiting students employed in their field of study, from 69 percent to 76 percent, an increase of 10%

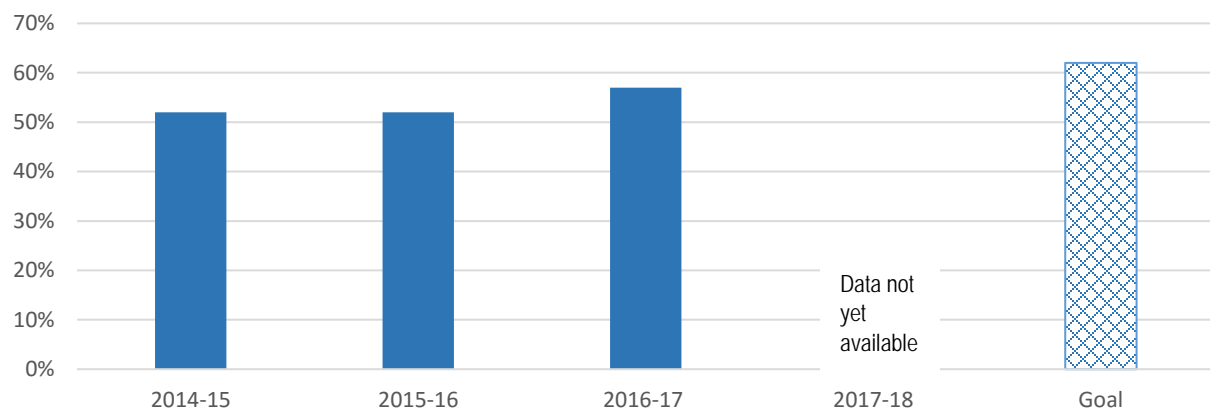
| | 2014-15 | 2015-16 (Baseline) | 2016-17 | 2017-18 | 2021-22 (Goal) | Percent Change |
|--|----------|-----------------------|----------|---------|-------------------|-------------------|
| 4A. Median annual earnings of exiting students | \$25,172 | \$25,214 | \$27,636 | N/A | \$30,200 | 20% |
| 4B. Percentage of exiting students earning a living wage | 52% | 52% | 57% | N/A | 62% | 21% |

Comments: LRCCD colleges agreed to set goals for 4A and 4B.

4A. Median annual earnings of exiting students
(2017-18 data not yet available)

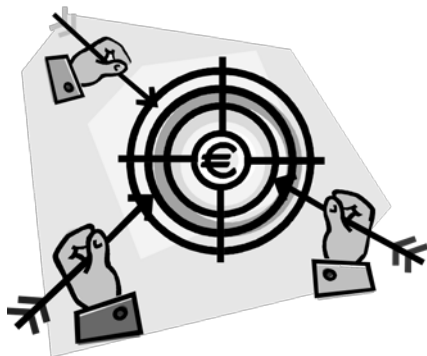


4B. Percentage of exiting students earning a living wage
(2017-18 data not yet available)



KEY PERFORMANCE INDICATORS REPORT

FALL 2019



Sacramento City College Strategic Plan Goals

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

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

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

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

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

Key Performance Indicators:

This report is organized around the SCC Guided Pathways work and the College Goals. Each section focuses on one part of the student path through college and the processes that assist movement along the path. Related college goals are included.


| KPI Area | Guided Pathways | SCC College Goal Aligned to KPI Area |
|---------------------------|------------------------|--|
| Enrollment and onboarding | Beginning the path | Goal B: Clear pathways from enrollment to goal completion |
| Learning and progress | Moving along the path | Goal A: High quality teaching & learning |
| Completion | Finishing the path | Goal B: Clear pathways from enrollment to goal completion Goal E: Community connections & workforce needs |
| Student equity | Equity on the path | Goal D: Equity |
| College processes | Support along the path | Goal C: Organizational effectiveness |

Key Performance Indicators (KPIs) are numerical or action indicators that indicate that the college is meeting its performance goals. These include both baseline standards and aspirational targets. SCC's key performance indicators may be associated with a baseline, a target, or both.


Baselines: 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. Being below the baseline value is an indication that attention to the metric is important and that action will likely be needed.

Targets: It should be noted that being above baseline does not mean that the college has reached its goals. 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. The college may direct interventions or actions toward reaching a target regardless of whether the value is above the baseline.

This report compares the most recent college value to baselines and targets.

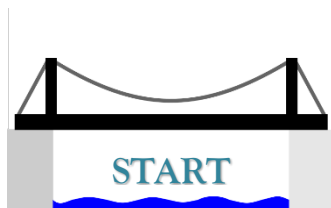
 **Green circle = above baseline or target.** Note that a value that is above baseline can be below the target.

 **Yellow triangle = at or slightly below baseline or target.** This may be an area of concern or may represent normal variation in the metric.

 **Red square = substantially below baseline or target** (more than 5 percentage points for rates). Area of concern; action will likely be needed if the value is below baseline.

SCC PATHWAYS KEY PERFORMANCE INDICATORS (KPIs)

BEGINNING THE PATH: ENROLLMENT & ONBOARDING KPIs



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.

SCC has established baselines for enrollment and onboarding KPIs. These are typically based on values for the measures.

SCC is above baseline for implementation of the new Math and English placement process and the number of “undecided” freshmen. The college is below baseline for the percent of applicants who enroll at the college.

| Enrollment Indicators (PRIE data) | Most recent value (2018-19) | Baseline (2009-10) | Target |
|--------------------------------------|--------------------------------|-----------------------|--------|
| Fall semester headcount | 20,349 | ■ 27,028 | N/A |
| Annual headcount | 30,348 | 40,417 | N/A |

| Onboarding Indicators (PRIE and CCCCCO data) | Most recent data | Baseline | Target |
|--|--------------------------------------|-------------------|-----------------------|
| New Math & English placement process | Full implementation (Spring 2019) | N/A | ● Full Implementation |
| Number of “undecided” freshman majors * | 128 (2017-18) | ● < 710 (2012-13) | N/A |
| Percent of SCC applicants who enrolled at SCC ** | 35% (2017-18) | ■ 42% (2015-16) | N/A |
| *PRIE data | | | |
| **CCCCCO student success metrics data | | | |

Key actions being taken on these indicators:

- Student Services re-organization
- Ad Astra course scheduling software implementation.
- Guided Pathways elements related to onboarding processes.

MOVING ALONG THE PATH: LEARNING & PROGRESS KPIs



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.

Some baselines and targets in this area were set by the College Strategic Planning Committee based on PRIE data, others are based on CCCCCO metrics.

SCC is above baseline for most student progress KPIs, but below baseline for the percent of students retained from Fall to Spring at the college or in the community college system.

| Course Success Indicators (SCC PRIE metrics) | Most recent value | Baseline* | Target* |
|--|-------------------|-----------|---------|
| Fall semester course success rate | 69% | ● 63% | ▲ 70% |
| <i>*Baseline and target set by CSPC based on a review of data trends. PRIE EOS data.</i> | | | |

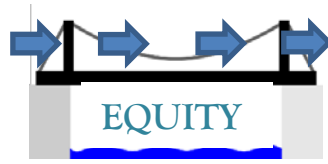
| College Progress Indicators (CCCCO student success metrics data) | Most recent value | Baseline (2015-16) |
|---|-------------------|-----------------------|
| Percent of students retained at SCC from Fall to Spring (excluding those who graduated or transferred) | 58% | ■ 63% |
| Percent of Fall SCC students retained at any community college to Spring (excluding those who graduated or transferred) | 68% | ■ 73% |
| Percent of students who successfully earned 30+ college credits at SCC in an academic year. | 4% | ● 4% |
| New SCC students who successfully completed transfer English in the district in their first year | 22% | ● 16% |
| New SCC students who successfully completed transfer Math in the district in their first year | 6% | ● 5% |

| Student Perception of Progress Indicator (Data from SCC Perception of Progress Survey) | Most recent value | Baseline (2014-15) |
|---|-------------------|-----------------------|
| Percent of students very satisfied with their progress | 28% | ● 19% |

Key actions being taken on these indicators:

- Guided Pathways implementation
- New Math, English, and ESL placement processes and co-requisite courses
- Easy Access to Student Engagement (EASE) program

EQUITY ON THE PATH: STUDENT EQUITY KPIS



GOAL D: EQUITY

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

SCC has established baselines and targets for student equity KPIS. These are typically based on an analysis of CCCCCO Vision for Success metrics. SCC is implementing actions to move the college toward its goals.

SCC is above baseline but below the target for nearly all equity KPIS. It is below baseline for one equity KPI – the number of African American students who complete associate degrees.

| SCC Vision for Success (VfS) Equity Goals (CCCCO Student Success Metrics data*) | Most recent value | Baseline | Target |
|--|----------------------|----------|--------|
| VfS Goal 1A. Completed Associate Degree or Associate Degree for Transfer (Baseline = 2016-17) | | | |
| Black or African American | 82 | 104 | 185 |
| LGBT | 25 | 15 | 38 |
| VfS Goal 2B. Number of transfers to UC/CSU (Baseline = 2015-16) | | | |
| Black or African American | 129 | 94 | 168 |
| Disabled | 130 | 110 | 162 |
| VfS Goal 4B. Percentage of exiting students earning a living wage (Baseline = 2015-16) | | | |
| Black or African American | 46% | 40% | 56% |
| Disabled | 41% | 42% | 57% |
| Economically Disadvantaged | 53% | 49% | 61% |
| Hispanic | 54% | 49% | 61% |
| More than one race | 49% | 47% | 60% |
| LGBT | 49% | 35% | 53% |
| <i>*Groups with a small N are not included in the CCCCCO goal setting process.</i> | | | |

Key actions being taken on these indicators:

- New Math, English, and ESL placement processes, and co-requisite courses
- Guided Pathways work linked to SEA plan
- Expansion of Teachers for Equity
- Expansion of learning communities

FINISHING THE PATH: COMPLETION KPIS



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.

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.

SCC has established baselines for all completion KPIs and targets for many of them. Targets are based on an analysis of CCCCCO Vision for Success metrics. SCC is implementing actions to move the college toward its goals.

| Completion Indicators (CCCCCO Student Success Metrics data) | Most recent value | Baseline* | Target |
|--|-------------------|-----------|--------|
| Transfers to UC/CSU per year* | 2001 | ● 1867 | ● 2333 |
| Degrees awarded per year | 2128 (2018-19) | ● 1308 | ● 1880 |
| Certificates awarded per year | 448 (2018-19) | ● 294 | ■ 637 |
| <i>Targets set by the SCC College Council these reflect SCC's Vision for Success goals and CCCCCO data. *Baseline for transfers is 2012-13. Baseline for degrees and certificates is 2016-17.</i> | | | |

| Employment Indicators (Perkins data) | 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% |
| <i>*Baseline values and targets were set by the SCC Career Education deans and department chairs. There is a range of baseline for the Perkins employment rates because a lower baseline for employment rates (60%) was set for programs with substantial self-employment, which is not captured by the Perkins data.</i> | | | |

| Workforce Indicators (CCCCCO Student Success Metrics data) | Most recent value | Baseline (2015-16) | Target |
|---|-------------------|-----------------------|------------|
| Median annual earnings of exiting students | \$27,636 | ● \$25,214 | ■ \$30,200 |
| Percent of exiting students who attained a living wage | 57% | ● 52% | ■ 62% |

Key actions being taken on these indicators:

- Guided Pathways implementation.
- Additional Associate Degrees for Transfer.
- Strong Workforce activities related to employment outcomes.

EMPLOYEES ALONG THE PATH: COLLEGE PROCESSES KPIs




GOAL C: ORGANIZATIONAL EFFECTIVENESS & WORKING ENVIRONMENT



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

SCC has established baselines for most college process KPIs. These are typically based on past values of the measure.

SCC is above or near baseline for the percent of courses with ongoing SLO assessment and for the percent of employees reporting moderate-high engagement with decision-making.

SCC is below baseline for the percent of employees who agree or strongly agree that information about college processes is readily available.

| SCC SLO Indicator | Most recent value | Baseline |
|--|-------------------|---|
| Percent of active courses with ongoing SLO assessment | 100% |  65% |
| <i>Baseline = 2013-14 (Data gathered from college programs). Baseline is 2013-14</i> | | |

| Employee Engagement Indicators | Most recent value | Baseline |
|--|-------------------|---|
| Percent reporting moderate-high engagement with college decision-making | 67% |  70% |
| Percent that strongly agree or agree that information about major college processes is readily available | 37% |  55% |
| <i>Data from the 2017 SCC Governance & Communication Survey. Baseline is 2011-12</i> | | |

| 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 |
| <i>No baseline has been set for this indicator.</i> | | | | | |

Key actions taken on indicators below baseline expectation:

- Formation of a governance and communication task force

ENROLLMENT REPORT FALL 2019

(Most data is 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.

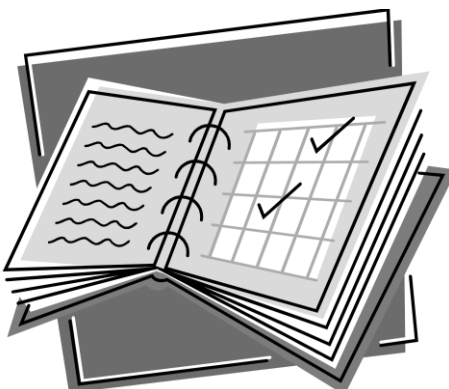
A3 Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.

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.

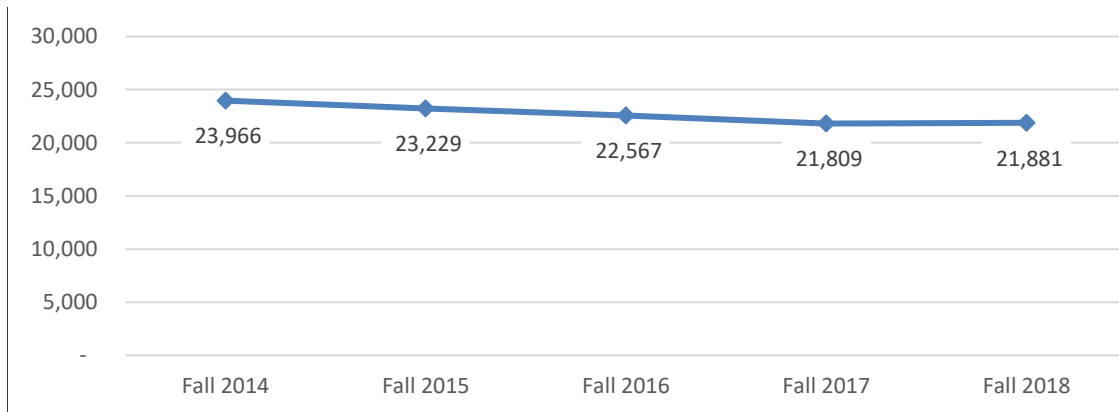


ENROLLMENT REPORT

OVERALL ENROLLMENT TRENDS

OVERALL ENROLLMENT. Overall enrollment has been fluctuating slightly during the earlier half of the five-year period and has started to stabilize (Figure 1).

Figure 1. SCC Enrollment Trends by End of Semester Headcount *

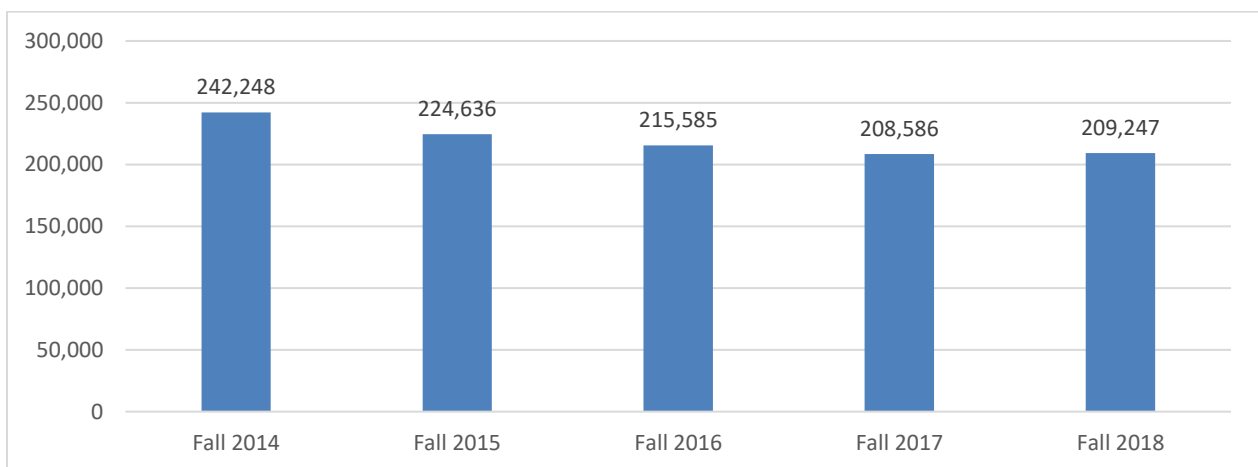


Source: EOS Profile Data

* Including UC Davis students

WEEKLY STUDENT CONTACT HOURS (WSCH). WSCH has also declined but started to pick up slightly in Fall 2018 (Figure 2).

Figure 2. Enrollment Trends by EOS WSCH, Fall 2014 to 2018



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. The number of DE full-time equivalent students (FTES) grew by more than 66 percent between 2014 and 2018. As of Fall 2015, the only DE instruction method in use is internet-based.

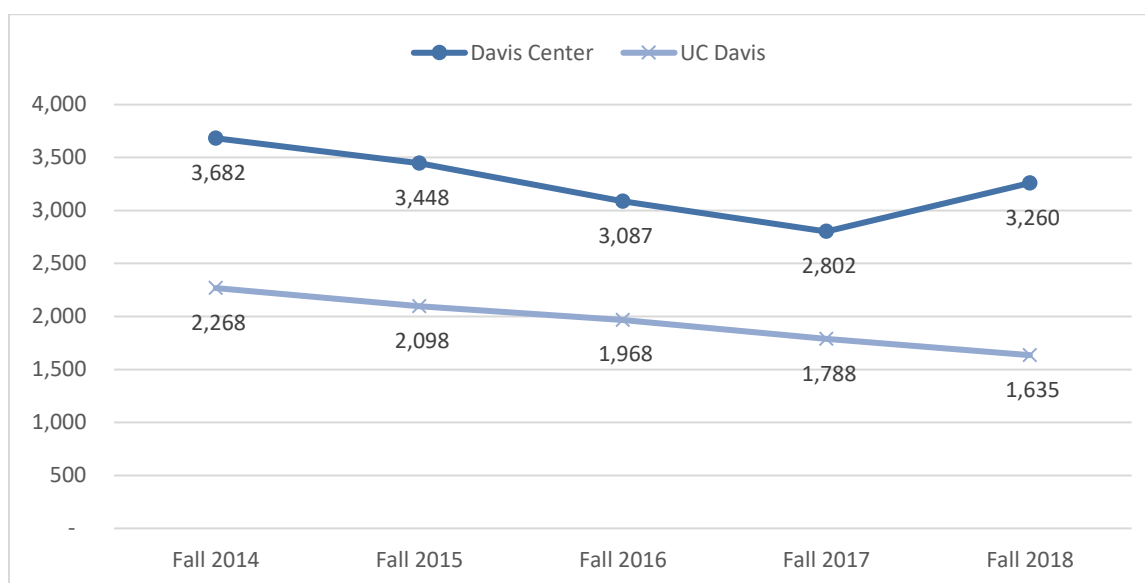
Table 1. Distance Education Full-time Equivalent Students, Fall 2014 to 2018

| DE FTES | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|---|---------------|---------------|---------------|-----------------|-----------------|
| Delayed Interaction (Internet Based) | 746.82 | 778.10 | 959.12 | 1,092.40 | 1,275.58 |
| One-way interactive video and two-way interactive audio | n/a | 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.) | 21.69 | n/a | n/a | n/a | n/a |
| TOTAL | 768.51 | 778.10 | 959.12 | 1,092.40 | 1,275.58 |

Source: CCCCO Data Mart http://datamart.cccco.edu/Students/FTES_Summary_DE.aspx (retrieved 06/10/19)

ENROLLMENT AT THE DAVIS CENTER AND OF UC DAVIS (UCD). Enrollment at the Davis Center has steadily declined since but started to go up in Fall 2018. 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).

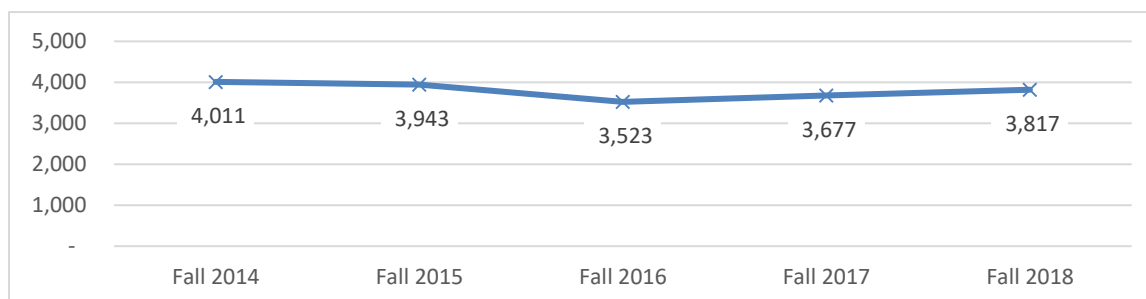
Figure 3. End of Semester Duplicated Enrollment Trends for Davis & UCD, Fall 2014 to Fall 2018



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 and Fall 2018 (Figure 4).

Figure 4. End of Semester Duplicated Enrollments, Fall 2014 to Fall 2018



Source: Transcript Snapshot

ACCESS

SCC FIRST-TIME FRESHMEN. First-time freshman at SCC include proportional percentages of students in most of the ethnicity categories based on the top feeder high schools (Table 2). SCC first-time freshmen include a lower proportion of Asian 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 2018

| Race/Ethnicity | Feeder group percentages (N = 19,308) | | SCC 1st-time freshmen percentages (N= 3,158) | | % Gap |
|------------------|--|-------|---|-------|-------|
| | N | % | N | % | |
| African American | 1673 | 10.6% | 324 | 10.8% | 0.2% |
| Asian | 3465 | 21.9% | 487 | 16.2% | -5.7% |
| Filipino | 691 | 4.4% | 76 | 2.5% | -1.9% |
| Hispanic/Latino | 5394 | 34.1% | 1137 | 37.9% | 3.8% |
| Multi-Race | 899 | 5.7% | 239 | 8.0% | 2.3% |
| Native American | 73 | 0.5% | 11 | 0.4% | -0.1% |
| Pacific Islander | 219 | 1.4% | 34 | 1.1% | -0.3% |
| White | 3380 | 21.4% | 676 | 22.5% | 1.1% |
| Total | 15802 | 100% | 3002 | 100% | |

Sources: Feeder group percentages are compiled using CDE data: <http://dq.cde.ca.gov/dataquest/dataquest.asp> for AY 2018-19, retrieved 08/06/19; SCC Data Source: EOS Profile Data

*Data suppressed because $N \leq 10$

** As required by CCCCCO. Proportionality is calculated based on CCCCCO's Percentage Point Gap Method

STUDENT DEMOGRAPHICS

(All data in this section exclude UC Davis students)

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

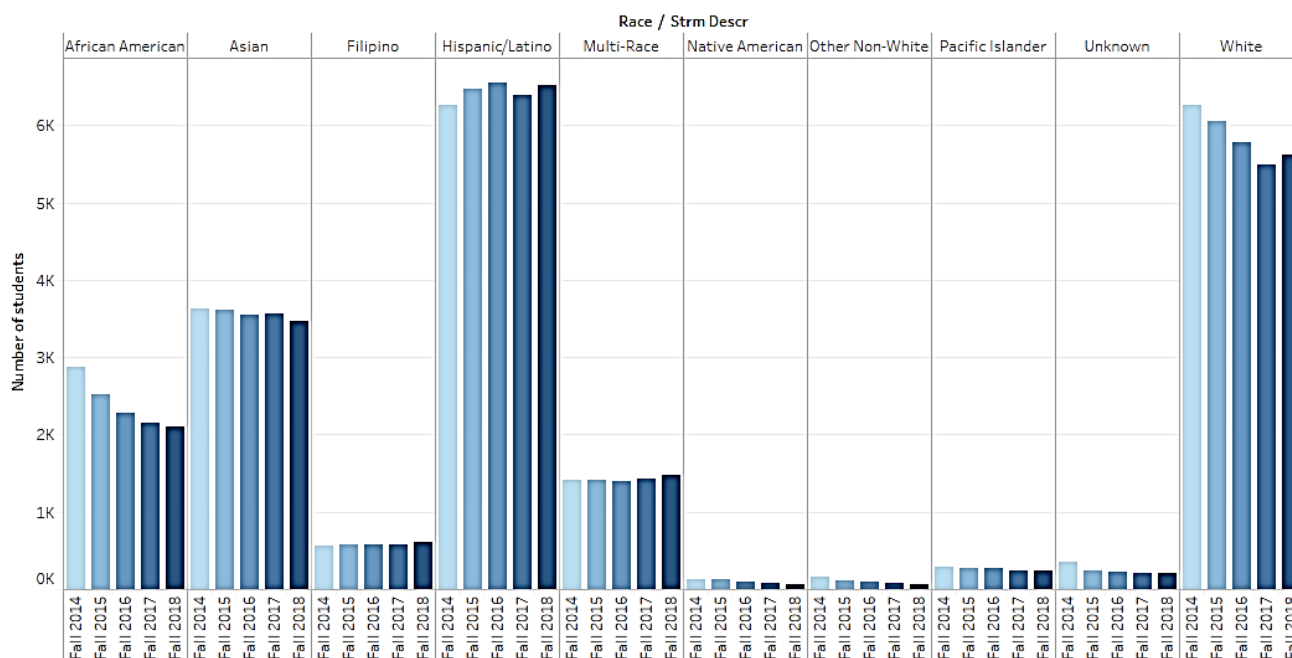
In Fall 2018, Hispanic/Latino (32 percent), White (28 percent), Asian (17 percent), and African American (10 percent) students had the greatest percentage representation in the SCC student body.

Table 3. SCC Student Ethnicity Profile, Fall 2014 to Fall 2018

| Race | Fall 2014 | | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | # | % | # | % | # | % | # | % | # | % |
| African American | 2,871 | 13.1% | 2,520 | 11.8% | 2,279 | 10.9% | 2,147 | 10.6% | 2,098 | 10.3% |
| Asian | 3,625 | 16.5% | 3,616 | 16.9% | 3,542 | 17.0% | 3,567 | 17.6% | 3,472 | 17.1% |
| Filipino | 558 | 2.5% | 583 | 2.7% | 584 | 2.8% | 572 | 2.8% | 613 | 3.0% |
| Hispanic/Latino | 6,267 | 28.6% | 6,466 | 30.2% | 6,545 | 31.4% | 6,398 | 31.6% | 6,516 | 32.0% |
| Multi-Race | 1,418 | 6.5% | 1,407 | 6.6% | 1,396 | 6.7% | 1,437 | 7.1% | 1,473 | 7.2% |
| Native American | 131 | 0.6% | 125 | 0.6% | 98 | 0.5% | 87 | 0.4% | 59 | 0.3% |
| Other Non-White | 153 | 0.7% | 117 | 0.5% | 102 | 0.5% | 83 | 0.4% | 58 | 0.3% |
| Pacific Islander | 285 | 1.3% | 277 | 1.3% | 271 | 1.3% | 240 | 1.2% | 243 | 1.2% |
| Unknown | 349 | 1.6% | 247 | 1.2% | 223 | 1.1% | 205 | 1.0% | 204 | 1.0% |
| White | 6,263 | 28.6% | 6,048 | 28.3% | 5,779 | 27.8% | 5,494 | 27.2% | 5,613 | 27.6% |
| Grand Total | 21,920 | 100.0% | 21,406 | 100.0% | 20,819 | 100.0% | 20,230 | 100.0% | 20,349 | 100.0% |

Source: EOS Profile Data

Figure 5. Number of Students in Racial/Ethnic Groups by Year, Fall 2014 to Fall 2018



Source: EOS Profile Data

Table 4. SCC Students' Top Five Primary Non-English Languages, Fall 2014 to Fall 2018

| Primary Lang | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|---------------------|-----------|-----------|-----------|-----------|-----------|
| Spanish | 1,013 | 826 | 695 | 581 | 513 |
| Hmong | 417 | 309 | 205 | 132 | 117 |
| Chinese (Cantonese) | 288 | 267 | 220 | 198 | 173 |
| Russian | 279 | 222 | 193 | 173 | 150 |
| Vietnamese | 250 | 213 | 228 | 219 | 213 |

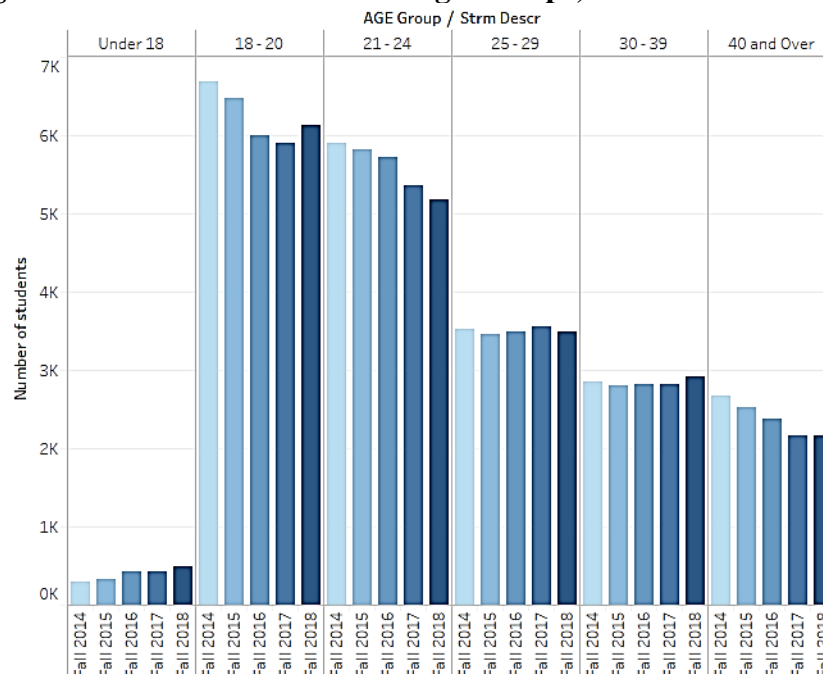
Source: EOS Profile Data

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

Table 5. SCC Age Group Distribution, Fall 2014 to Fall 2018

| AGE Group | Fall 2014 | | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | |
|-------------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Under 18 | 298 | 1.4% | 332 | 1.6% | 434 | 2.1% | 429 | 2.1% | 492 | 2.4% |
| 18 - 20 | 6,678 | 30.5% | 6,478 | 30.3% | 5,989 | 28.8% | 5,903 | 29.2% | 6,120 | 30.1% |
| 21 - 24 | 5,904 | 26.9% | 5,822 | 27.2% | 5,712 | 27.4% | 5,358 | 26.5% | 5,175 | 25.4% |
| 25 - 29 | 3,517 | 16.0% | 3,451 | 16.1% | 3,485 | 16.7% | 3,554 | 17.6% | 3,485 | 17.1% |
| 30 - 39 | 2,858 | 13.0% | 2,806 | 13.1% | 2,822 | 13.6% | 2,822 | 13.9% | 2,918 | 14.3% |
| 40 and Over | 2,665 | 12.2% | 2,517 | 11.8% | 2,377 | 11.4% | 2,164 | 10.7% | 2,159 | 10.6% |
| Grand Total | 21,920 | 100.0% | 21,406 | 100.0% | 20,819 | 100.0% | 20,230 | 100.0% | 20,349 | 100.0% |

Source: EOS Profile Data

Figure 6. Number of Students in Age Groups, Fall 2014 to Fall 2018

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 2014 to Fall 2018

| Gender | Fall 2014 | | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | |
|-------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | (#) | (%) | (#) | (%) | (#) | (%) | (#) | (%) | (#) | (%) |
| Female | 11,969 | 54.6% | 11,773 | 55.0% | 11,633 | 55.9% | 11,442 | 56.6% | 11,633 | 57.2% |
| Male | 9,513 | 43.4% | 9,151 | 42.7% | 8,726 | 41.9% | 8,333 | 41.2% | 8,299 | 40.8% |
| Unknown | 438 | 2.0% | 482 | 2.3% | 460 | 2.2% | 455 | 2.2% | 417 | 2.0% |
| Grand Total | 21,920 | 100.0% | 21,406 | 100.0% | 20,819 | 100.0% | 20,230 | 100.0% | 20,349 | 100.0% |

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 2014 to Fall 2018

| Acad Load | Fall 2014 | | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | |
|-------------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|
| | number | percent | number | percent | number | percent | number | percent | number | percent |
| Up To 5.9 | 5,371 | 24.5% | 5,300 | 24.8% | 5,228 | 25.1% | 5,000 | 24.7% | 4,974 | 24.4% |
| 6 - 11.99 | 8,795 | 40.1% | 8,481 | 39.6% | 8,313 | 39.9% | 8,133 | 40.2% | 7,991 | 39.3% |
| 12 Or Over | 7,751 | 35.4% | 7,625 | 35.6% | 7,274 | 34.9% | 7,094 | 35.1% | 7,364 | 36.2% |
| Unknown | | | | | | | | | 20 | 0.1% |
| Grand Total | 21,920 | 100.0% | 21,406 | 100.0% | 20,819 | 100.0% | 20,230 | 100.0% | 20,349 | 100.0% |

Source: EOS Profile Data

EDUCATIONAL GOALS. More than half of SCC students indicate that they intend to transfer after getting an associate degree (Table 8). The percentage of students indicating a vocational goal has been fluctuating.

Table 8. SCC Students' Education Goal Distribution, Fall 2014 to Fall 2018

| Matr Goal 1 Descr (group) 1 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Basic skills/Personal development | 4.1% | 4.0% | 4.3% | 4.6% | 4.6% |
| Earn AA/AS Degree- no Transfer | 17.0% | 16.3% | 16.4% | 16.2% | 16.0% |
| Transfer to 4-Year after AA/AS | 50.8% | 51.6% | 51.6% | 51.6% | 52.1% |
| Transfer to 4-Year- no AA/AS | 16.4% | 16.6% | 15.5% | 15.7% | 15.2% |
| Vocational (w/ or w/o Cert.) | 6.2% | 5.7% | 6.2% | 6.2% | 6.6% |
| Undecided/Others | 5.5% | 5.7% | 6.0% | 5.7% | 5.6% |

Source: EOS Profile Data

FIRST-GENERATION COLLEGE STUDENTS. About 38 percent of SCC students were first-generation college students five years ago, but the proportion has been on a downward trend since (Table 9).

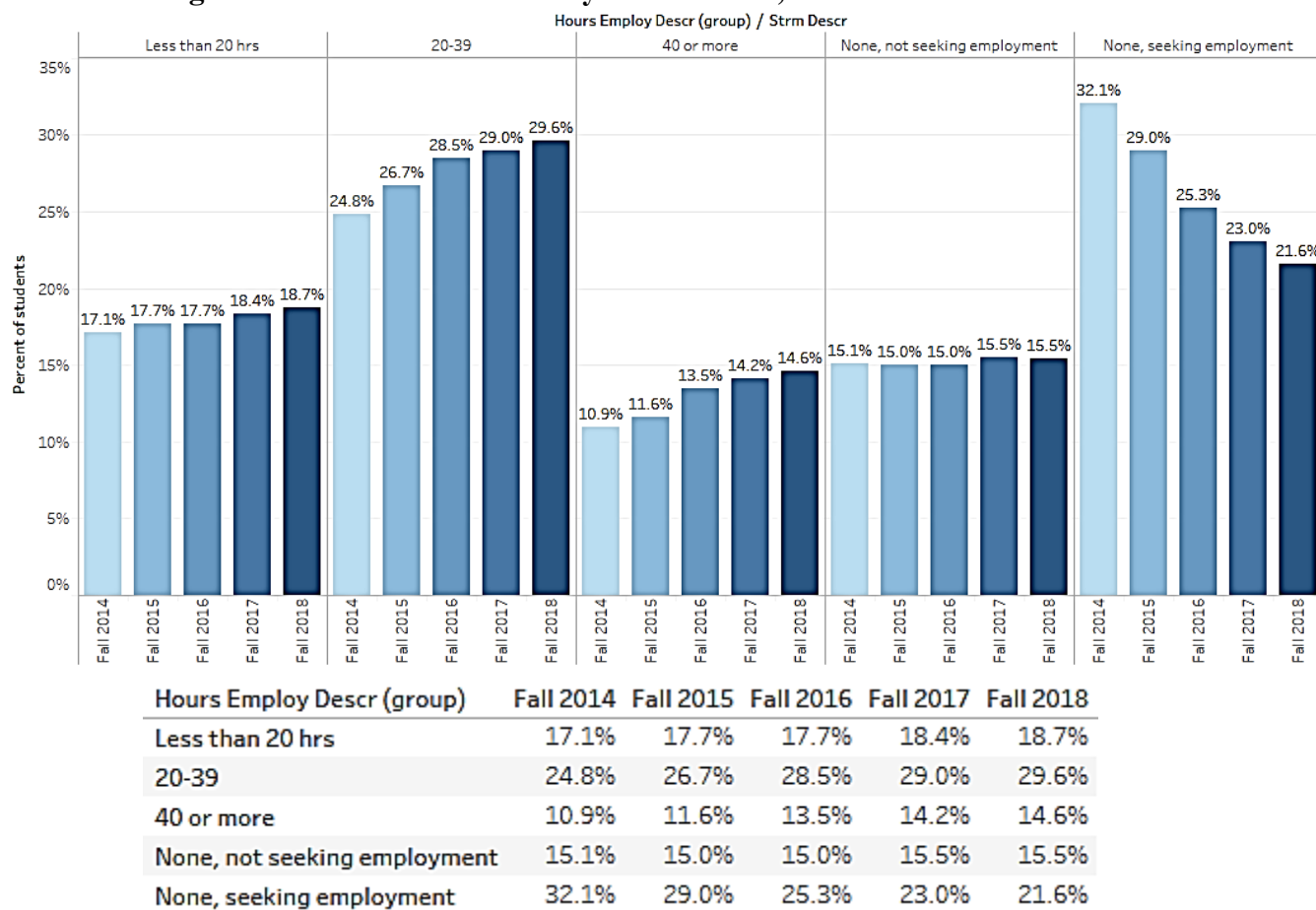
Table 9. SCC College Students, by First-Generation Status, Fall 2014 to Fall 2018

| First Generation | Fall 2014 | | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | |
|------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | # | % | # | % | # | % | # | % | # | % |
| First-gen | 8,273 | 37.7% | 7,536 | 35.2% | 6,870 | 33.0% | 6,436 | 31.8% | 6,120 | 30.1% |
| Non first-gen | 13,647 | 62.3% | 13,870 | 64.8% | 13,949 | 67.0% | 13,794 | 68.2% | 14,229 | 69.9% |
| Grand Total | 21,920 | 100.0% | 21,406 | 100.0% | 20,819 | 100.0% | 20,230 | 100.0% | 20,349 | 100.0% |

Source: EOS Profile Data

EMPLOYMENT. About 22 percent of SCC students are unemployed and seeking work—down from 32 percent in 2014. About 63 percent are working—up from 53 percent in 2014 (Figure 7). The percentage of students who are unemployed and seeking work has decreased substantially from 2014 to 2018, while the percentage of students employed full-time has risen slightly each year since 2014.

Figure 7. SCC Students' Weekly Work Status, Fall 2014 to Fall 2018



Source: EOS Profile Data

HOUSEHOLD INCOME. About 32 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 an upward trend over the same time period. (Note: This measure uses U.S. Department of Health and Human Services definitions for income levels.)

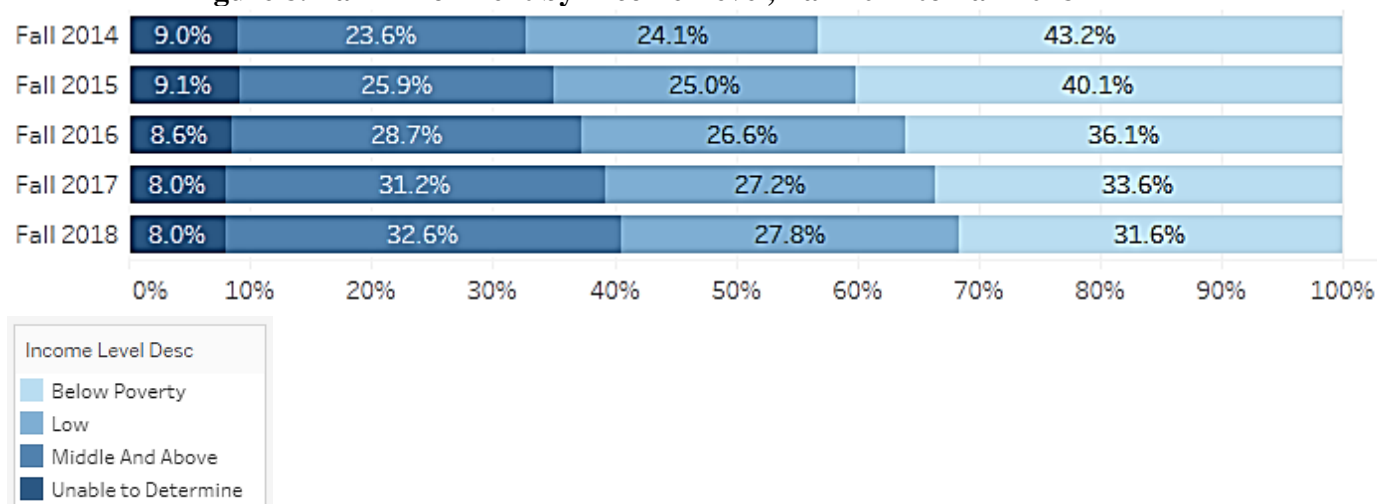
Using another measure of economic need—BOG Fee Waiver recipient status—about 66 percent of SCC students are receiving some type of tuition and fee assistance.

Table 10. SCC Student Household Income Level, Fall 2014 to Fall 2018

| Income Level Desc | Fall 2014 | | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | |
|---------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
| | # | % | # | % | # | % | # | % | # | % |
| Below Poverty | 9,466 | 43.2% | 8,573 | 40.1% | 7,509 | 36.1% | 6,795 | 33.6% | 6,428 | 31.6% |
| Low | 5,289 | 24.1% | 5,339 | 25.0% | 5,541 | 26.6% | 5,506 | 27.2% | 5,663 | 27.8% |
| Middle And Above | 5,176 | 23.6% | 5,535 | 25.9% | 5,981 | 28.7% | 6,316 | 31.2% | 6,621 | 32.6% |
| Unable to Determine | 1,981 | 9.0% | 1,950 | 9.1% | 1,785 | 8.6% | 1,608 | 8.0% | 1,624 | 8.0% |

Source: EOS Profile Data

Figure 8. Fall Enrollment by Income Level, Fall 2014 to Fall 2018



Source: EOS Profile Data

COURSE OFFERING PATTERNS

TYPES OF COURSES. The percentages of each course type have remained fairly steady (Table 11). Nevertheless, basic skills courses are seeing a drop of about 2% in Fall 2018.

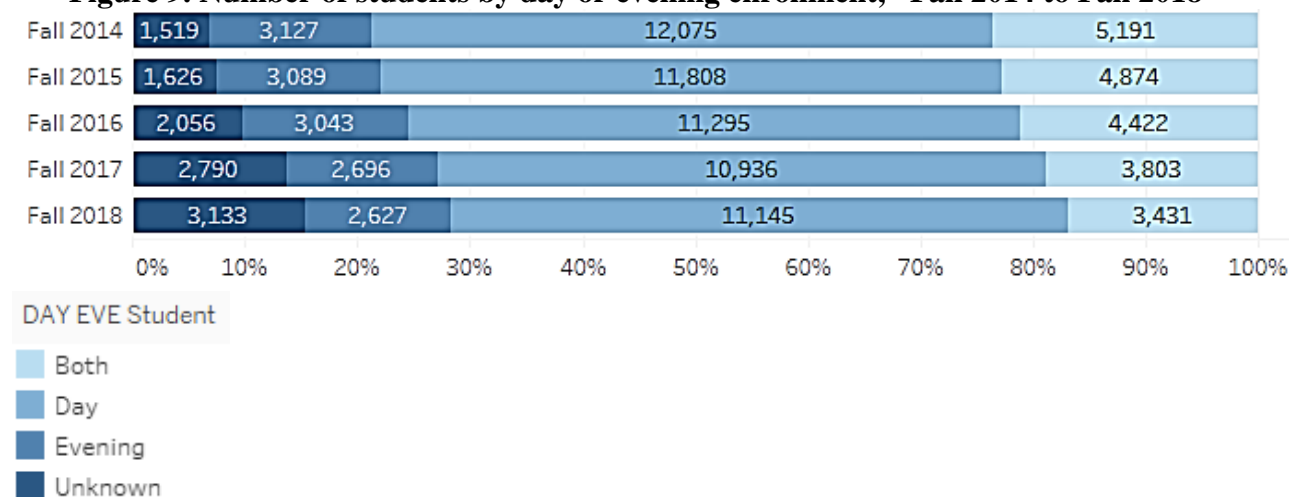
Table 11. SCC Vocational & Basic Skills Courses, Fall 2014 to Fall 2018

| | Vocational | | Basic Skills | | Total courses offered at SCC |
|------------------|------------|--------------|--------------|-------------|------------------------------|
| Fall 2014 | 899 | 33.2% | 188 | 6.9% | 2,708 |
| Fall 2015 | 861 | 32.3% | 191 | 7.2% | 2,708 |
| Fall 2016 | 849 | 31.7% | 199 | 7.4% | 2,678 |
| Fall 2017 | 834 | 31.3% | 201 | 7.5% | 2,664 |
| Fall 2018 | 847 | 32.0% | 151 | 5.7% | 2,645 |

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 9).

Figure 9. Number of students by day or evening enrollment,* Fall 2014 to Fall 2018

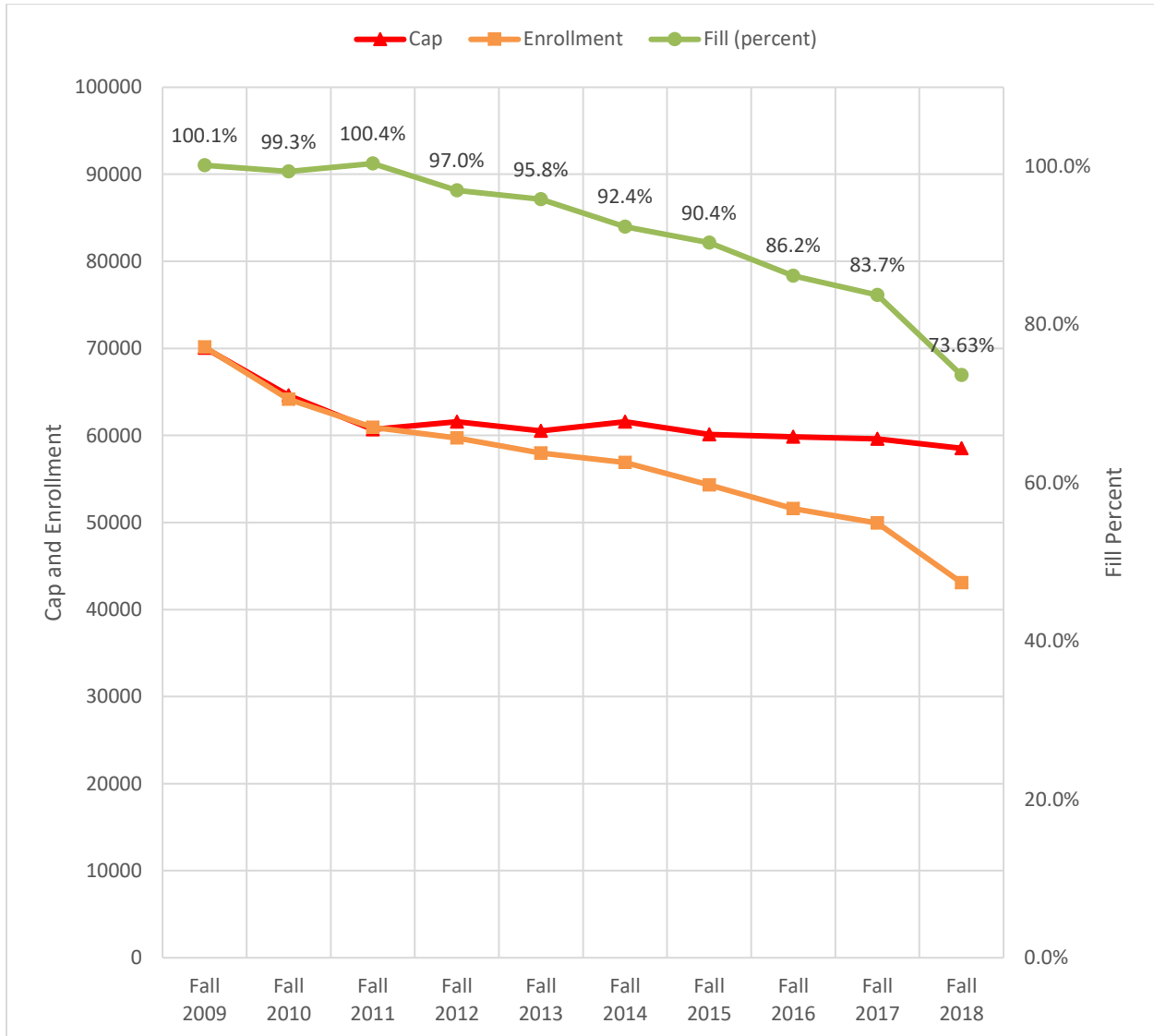


*Source: EOS Profile Data. *Unduplicated students. Numbers are slightly different than those in previous reports because previous reports calculated using the Transcript and MSF data files.*

COURSE ENROLLMENT PATTERNS

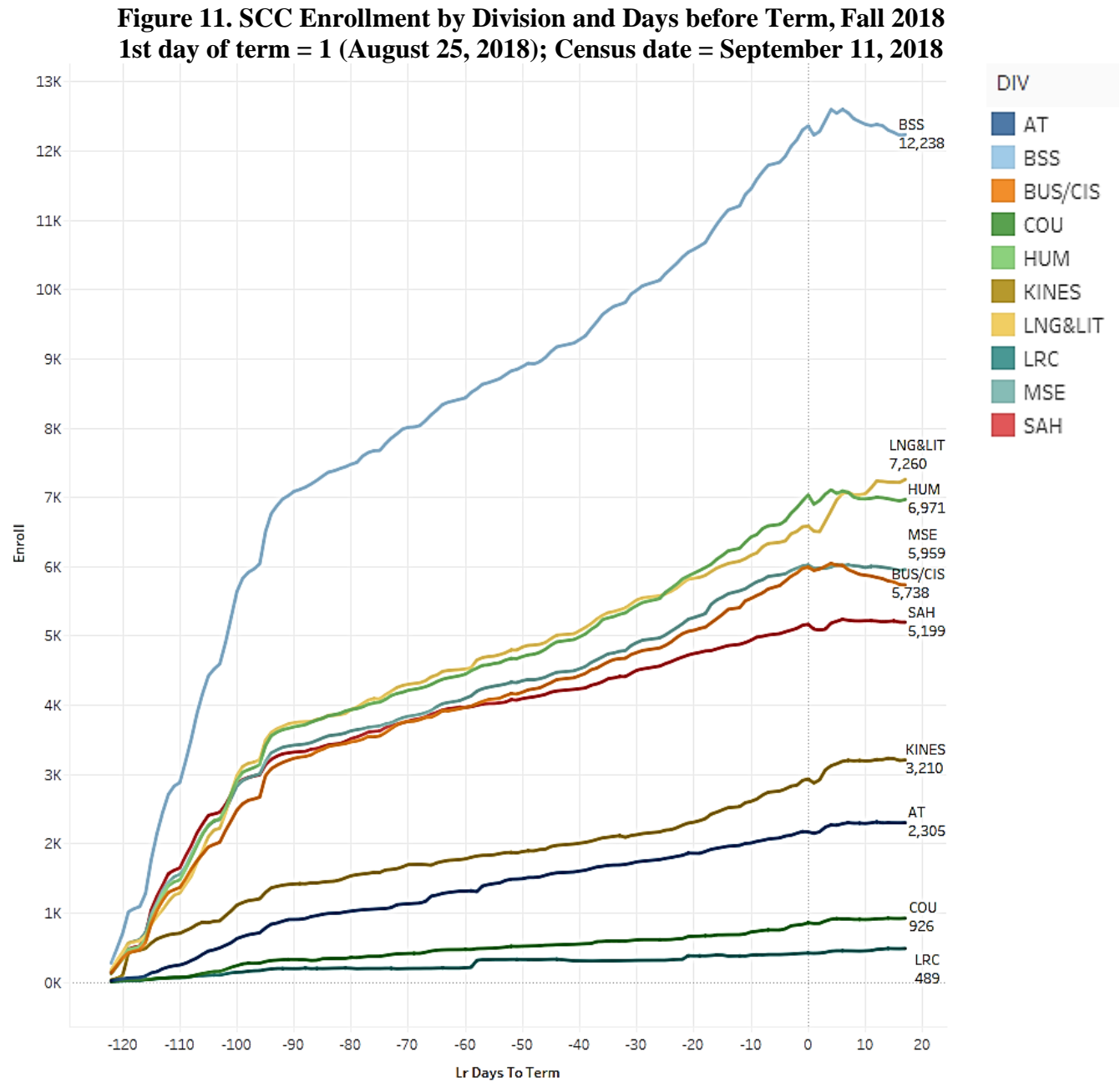
OVERALL ENROLLMENT PATTERNS. Figure 10 presents cap and enrollment on the left vertical axis and fill percent on the right axis. At the beginning of Fall 2018, duplicated enrollment is lower than Fall 2009 by 11,546.

**Figure 10. SCC Overall Fall Term Duplicated Cap, Enrollment, and Fill
as of Third Week of August, Fall 2009 to Fall 2018 ***



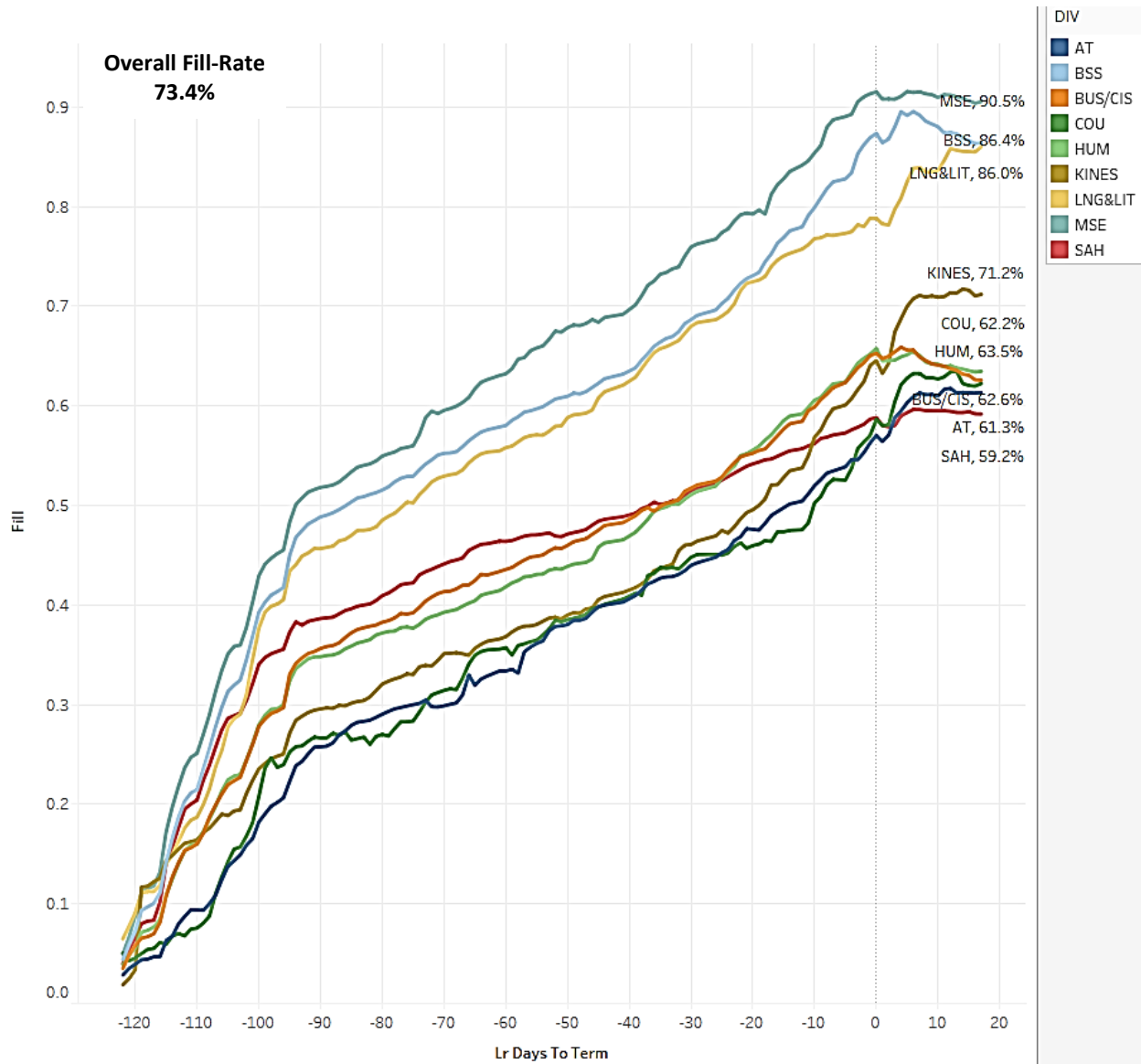
* Note: Data were extracted 1 week after Census and include back-dated corrections.

ENROLLMENT BY DIVISION. The BSS division consistently has the largest enrollment of all SCC instructional divisions (Figure 11).



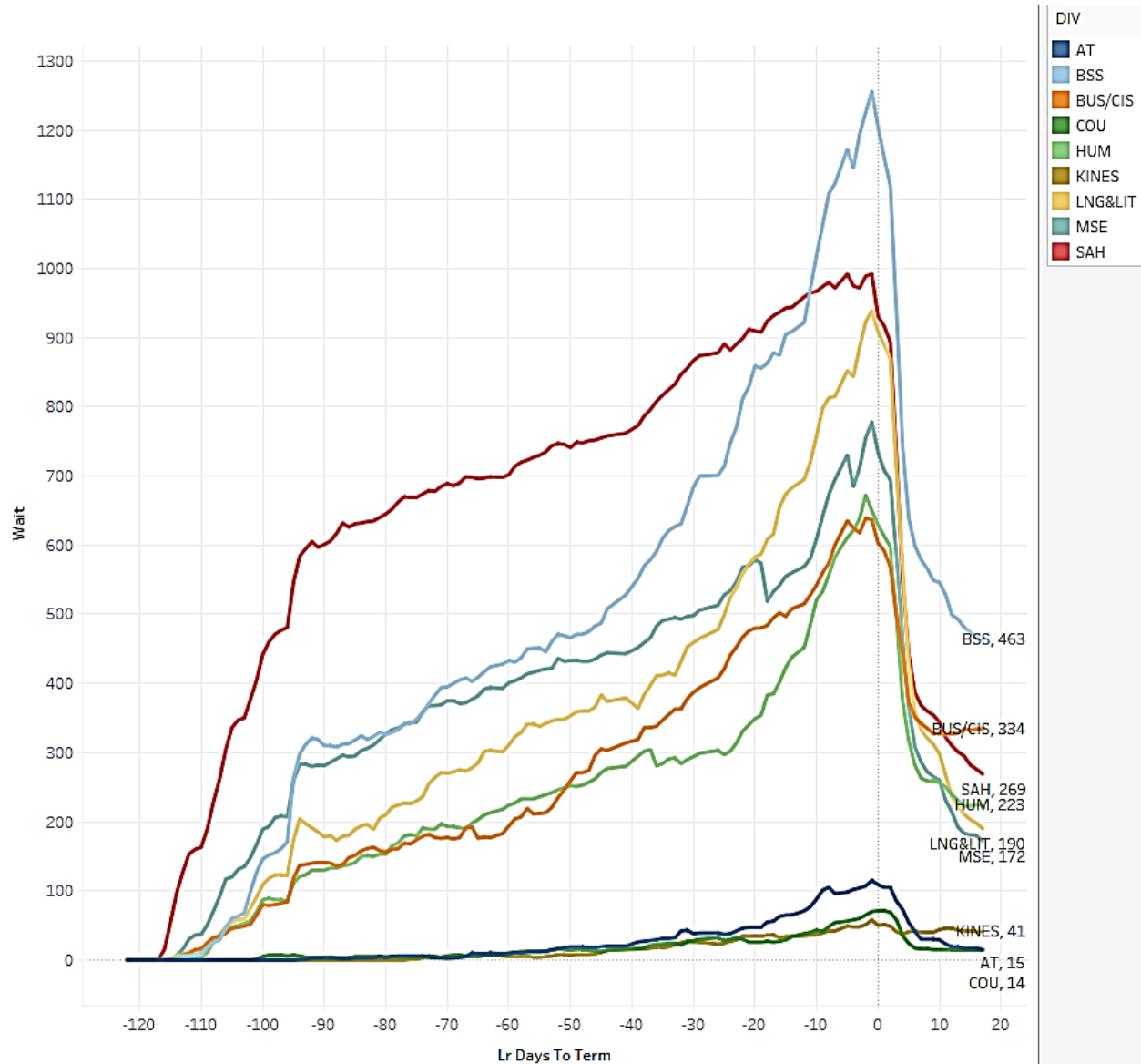
ENROLLMENT FILL-RATES BY DIVISION. All had fill rates of more than 59 percent by Census Date of Fall 2018 (Figure 12)

Figure 12. SCC Enrollment Fill-rates by Division and Days to Term, Fall 2018
1st day of term = 1 (August 25, 2018); Census date = September 11, 2018



WAIT-LISTS. Most divisions had substantial waitlists for Fall 2018 (Figure 13).

Figure 13. SCC Wait-list by Division and Days before/after Term
1st day of term = 1 (August 25, 2018); Census date = September 11, 2018



ENGLISH & MATH PLACEMENTS & SPECIAL FOCUS ON ENGLISH OUTCOMES

(2018-19 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.



The Assembly Bill AB 705 took effect on January 1, 2018, requiring colleges to use placement methods that “maximize the probability that [students] will enter and complete transfer-level coursework in English and mathematics in a one year timeframe” and to only place students in a remedial course when they are “highly unlikely to succeed” in transfer level coursework. The bill requires colleges to place students in English and math courses using high school coursework, high school grades, or high school grade point average (HS GPA).¹ In light of the AB 705 requirements, SCC has used HS GPA in English and math placements since Fall 2018. Curriculum innovations have been implemented for English. As for math, curriculum change was piloted in Fall 2018 and will be implemented in Fall 2019. This report presents data on English and Math placements and then focuses on the English curriculum innovation and outcomes.

ENGLISH & MATH PLACEMENTS

ENGWR Placement, Fall 2014 to Fall 2018

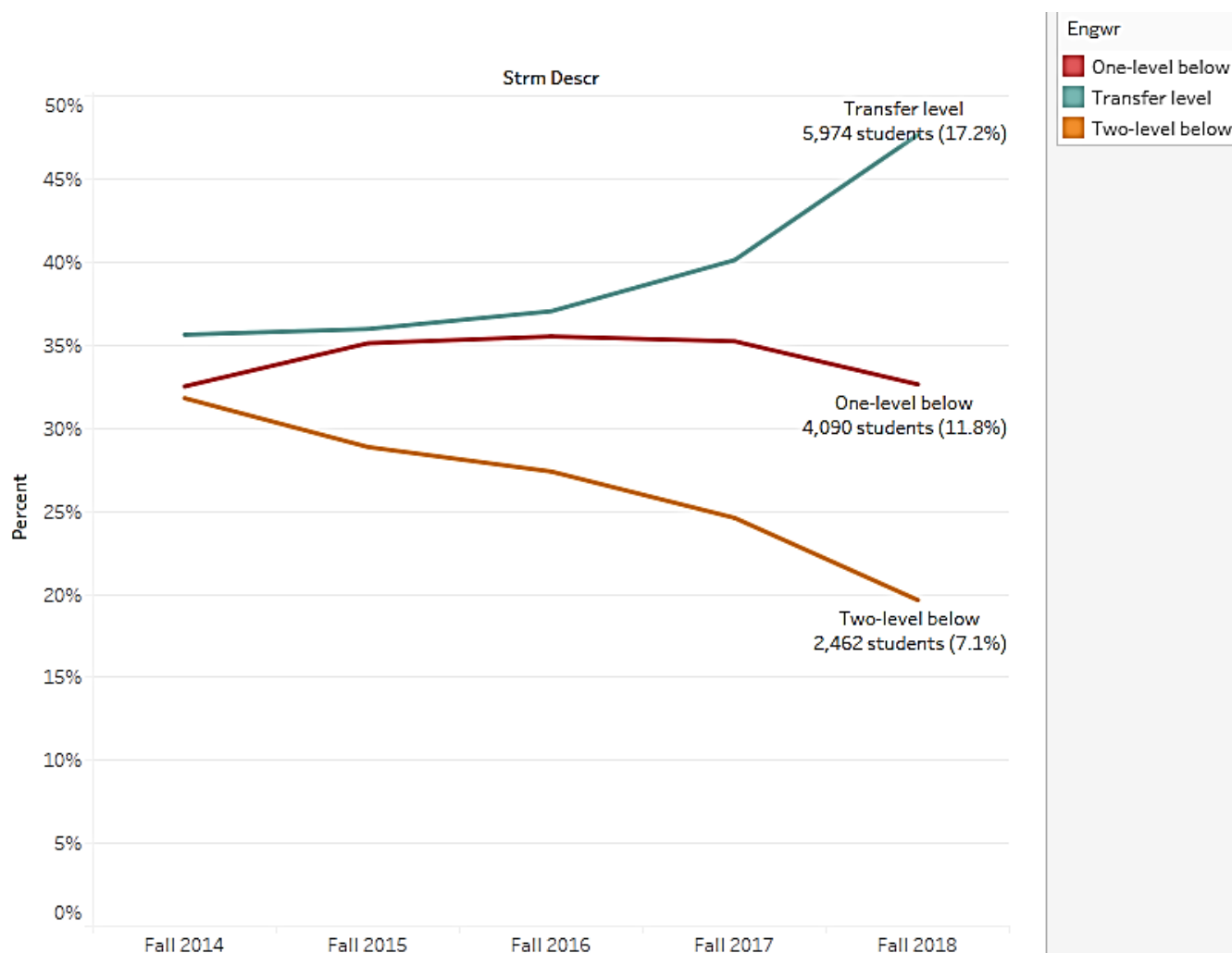
ENGWR placement into transfer level at SCC has been gradually increasing since Fall 2014. In Fall 2018, with AB 705 implementation, a majority of ENGWR placement was at transfer level. The table and figure present ENGWR placement levels of first-time new students at SCC from Fall 2014 to Fall 2018.

SCC ENGWR placement data, Fall 2014 - Fall 2018

| Engwr | Fall 2014 | | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | |
|-----------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | N | % | N | % | N | % | N | % | N | % |
| Transfer level | 4,190 | 35.6% | 4,418 | 36.0% | 4,504 | 37.1% | 4,908 | 40.1% | 5,974 | 47.7% |
| One-level below | 3,824 | 32.5% | 4,313 | 35.1% | 4,319 | 35.5% | 4,310 | 35.2% | 4,090 | 32.7% |
| Two-level below | 3,740 | 31.8% | 3,545 | 28.9% | 3,330 | 27.4% | 3,009 | 24.6% | 2,462 | 19.7% |
| Grand Total | 11,754 | 100.0% | 12,276 | 100.0% | 12,153 | 100.0% | 12,227 | 100.0% | 12,526 | 100.0% |

Source: SCC Research Data

¹ See more at <https://assessment.cccco.edu/ab-705-implementation>

SCC ENGWR placement trend, Fall 2014 - Fall 2018

The table next page shows transfer-level placement in ENGWR by equity measures from Fall 2014 to Fall 2018. The numbers of students who were placed into transfer-level ENGWR have increased for all groups (with the exception of Native American students) between these two semesters. The gaps seem to persist or widen for some groups as their transfer-level placements have not increased at the same rate as that for the overall first-time new student population (eg. African American, Hispanic/Latino).

**SCC students' English transfer-level placement by equity measures
Fall 2014 – Fall 2018**

| | Fall 2014 | | Fall 2015 | | Fall 2016 | | Fall 2017 | | | Fall 2018 | | |
|------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------|--------------|--------------|---------|
| | N | % | N | % | N | % | N | % | F17 Gap | N | % | F18 Gap |
| Overall | 4,190 | 35.6% | 4,418 | 36.0% | 4,504 | 37.1% | 4,908 | 40.1% | | 5,974 | 47.7% | |
| African Am. | 326 | 20.7% | 305 | 20.3% | 308 | 22.7% | 355 | 26.8% | -13.3% | 434 | 34.0% | -13.7% |
| Asian | 443 | 24.8% | 511 | 27.0% | 519 | 26.9% | 667 | 33.2% | -6.9% | 859 | 42.5% | -5.2% |
| Filipino | 97 | 34.3% | 118 | 35.5% | 134 | 40.2% | 144 | 43.0% | 2.8% | 190 | 51.9% | 4.2% |
| Hispanic/Latino | 1,137 | 29.9% | 1,256 | 30.4% | 1,343 | 31.7% | 1,441 | 33.7% | -6.4% | 1,866 | 42.1% | -5.6% |
| Multi-Race | 390 | 46.4% | 415 | 47.0% | 462 | 50.4% | 515 | 52.9% | 12.8% | 561 | 56.5% | 8.8% |
| Native Am. | 21 | 30.9% | 15 | 20.5% | 14 | 28.0% | 13 | 29.5% | -10.6% | 14 | 43.8% | -3.9% |
| Other Non-White | 24 | 36.9% | 24 | 46.2% | 13 | 32.5% | 12 | 31.6% | -8.6% | * | | |
| Pacific Islander | 33 | 20.0% | 39 | 21.1% | 38 | 19.8% | 40 | 23.8% | -16.3% | 57 | 34.1% | -13.6% |
| White | 1,650 | 54.8% | 1,674 | 54.1% | 1,619 | 54.1% | 1,679 | 56.5% | 16.3% | 1,948 | 62.1% | 14.4% |
| Female | 2,072 | 33.8% | 2,160 | 33.5% | 2,225 | 34.3% | 2,560 | 38.3% | -1.8% | 3,387 | 48.0% | 0.3% |
| Male | 2,055 | 37.9% | 2,148 | 38.7% | 2,163 | 40.0% | 2,217 | 41.9% | 1.7% | 2,474 | 47.1% | -0.6% |
| DSPS | 173 | 22.8% | 208 | 23.7% | 162 | 23.7% | 168 | 24.63% | -15.5% | 279 | 36.0% | -11.7% |
| Low Income | 2,885 | 31.3% | 3,014 | 31.8% | 2,997 | 32.6% | 3,198 | 35.7% | -4.4% | 3,901 | 43.7% | -4.0% |
| Veteran | 177 | 46.2% | 169 | 45.9% | 109 | 44.9% | 131 | 52.4% | 12.3% | 137 | 59.1% | 11.4% |

* $N \leq 10$.

Source: SCC Research Data

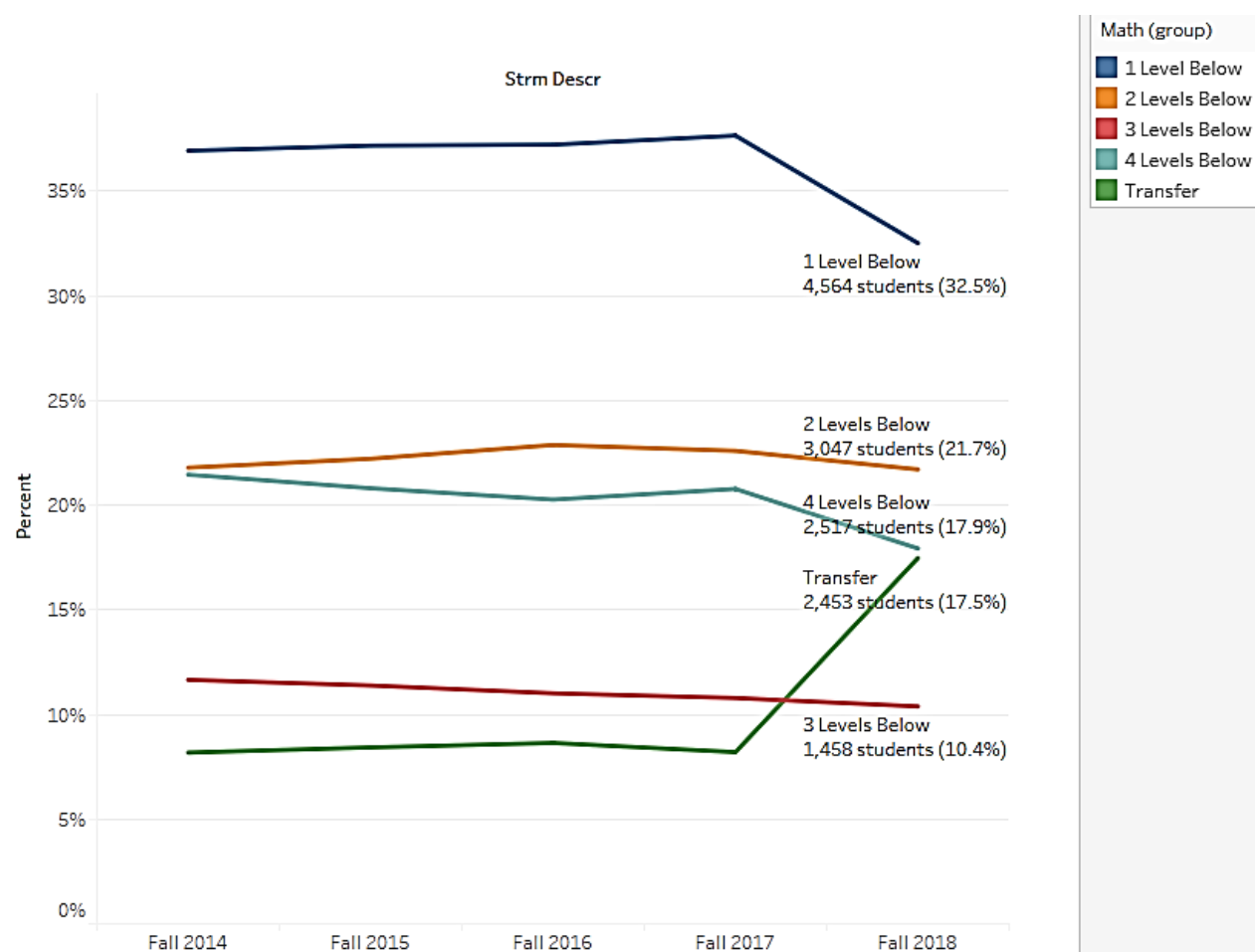
MATH Placement, Fall 2014 to Fall 2018

Math placements into each level were stable between Fall 2014 and Fall 2017. With AB 705 implementation in Fall 2018, transfer-level placements witnessed a big jump while placements into levels below transfer decreased at different rates.

SCC MATH placement data, Fall 2014 - Fall 2018

| Math (group) | Fall 2014 | | Fall 2015 | | Fall 2016 | | Fall 2017 | | Fall 2018 | |
|----------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | N | % | N | % | N | % | N | % | N | % |
| Transfer | 1,214 | 8.2% | 1,256 | 8.4% | 1,246 | 8.6% | 1,159 | 8.2% | 2,453 | 17.5% |
| 1 Level Below | 5,481 | 36.9% | 5,540 | 37.2% | 5,366 | 37.2% | 5,319 | 37.6% | 4,564 | 32.5% |
| 2 Levels Below | 3,234 | 21.8% | 3,311 | 22.2% | 3,298 | 22.9% | 3,192 | 22.6% | 3,047 | 21.7% |
| 3 Levels Below | 1,730 | 11.7% | 1,697 | 11.4% | 1,588 | 11.0% | 1,524 | 10.8% | 1,458 | 10.4% |
| 4 Levels Below | 3,185 | 21.5% | 3,101 | 20.8% | 2,922 | 20.3% | 2,935 | 20.8% | 2,517 | 17.9% |
| Grand Total | 14,844 | 100.0% | 14,905 | 100.0% | 14,420 | 100.0% | 14,129 | 100.0% | 14,039 | 100.0% |

Source: SCC Research Data

SCC MATH placement trend, Fall 2014 - Fall 2018

Source: SCC Research Data

By equity measures, placements into transfer-level Math increased for all groups, both in absolute numbers and percentages from Fall 2017 to Fall 2018. However, gaps persist or widen for some groups between these two semesters (eg. African American, Low income students) (see table next page).

SCC students' MATH transfer-level placement by equity measures
Fall 2014 – Fall 2018

| | Fall 2014 | | Fall 2015 | | Fall 2016 | | Fall 2017 | | | Fall 2018 | | |
|------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|---------|-----------|-------|---------|
| | N | % | N | % | N | % | N | % | F17 Gap | N | % | F18 Gap |
| Overall | 1,214 | 8.2% | 1,256 | 8.4% | 1,246 | 8.6% | 1,159 | 8.2% | | 2,453 | 17.5% | |
| African Am. | 45 | 2.2% | 51 | 2.8% | 45 | 2.8% | 34 | 2.2% | -6.0% | 138 | 9.7% | -7.8% |
| Asian | 454 | 18.0% | 479 | 18.9% | 453 | 18.2% | 444 | 17.6% | 9.4% | 618 | 25.2% | 7.8% |
| Filipino | 51 | 14.3% | 55 | 13.8% | 66 | 17.0% | 57 | 14.7% | 6.5% | 96 | 23.8% | 6.3% |
| Hispanic/Latino | 189 | 4.1% | 208 | 4.3% | 226 | 4.6% | 184 | 3.8% | -4.4% | 650 | 13.4% | -4.0% |
| Multi-Race | 81 | 7.8% | 86 | 8.4% | 88 | 8.7% | 95 | 8.7% | 0.5% | 225 | 20.6% | 3.2% |
| Native Am. | * | | * | | * | | * | | | * | | |
| Other Non-White | * | | * | | * | | * | | | * | | |
| Pacific Islander | 13 | 6.1% | | | 11 | 5.1% | * | | | 18 | 9.7% | -7.8% |
| White | 12 | 6.2% | 17 | 12.4% | 12 | 9.7% | * | | | 13 | 12.3% | -5.2% |
| Female | 357 | 9.6% | 345 | 9.3% | 340 | 9.6% | 323 | 9.5% | 1.3% | 691 | 19.9% | 2.4% |
| Male | 472 | 6.0% | 491 | 6.2% | 501 | 6.4% | 469 | 6.0% | -2.2% | 1,303 | 16.4% | -1.1% |
| DSPS | 728 | 10.9% | 740 | 11.2% | 717 | 11.3% | 660 | 11.0% | 2.7% | 1,112 | 19.0% | 1.6% |
| Low Income | 26 | 2.5% | 28 | 2.6% | 22 | 2.7% | 16 | 2.1% | -6.1% | 58 | 6.6% | -10.9% |
| Veteran | 762 | 6.5% | 756 | 6.5% | 733 | 6.7% | 697 | 6.7% | -1.5% | 1,492 | 14.8% | -2.6% |

* $N \leq 10$.

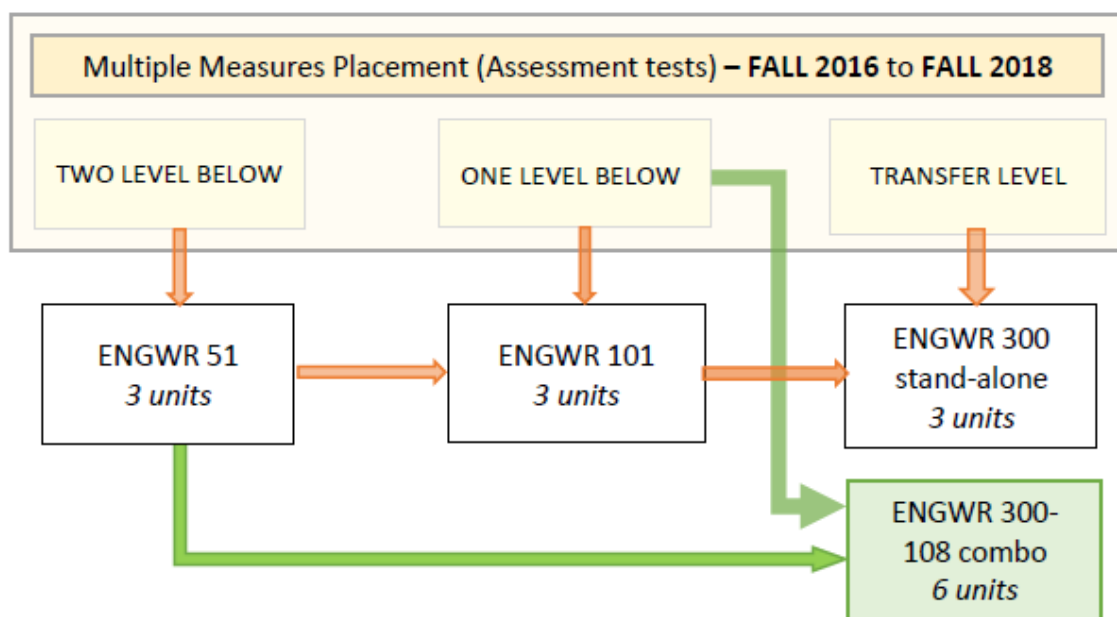
Source: SCC Research Data

SPECIAL FOCUS ON ENGLISH OUTCOMES

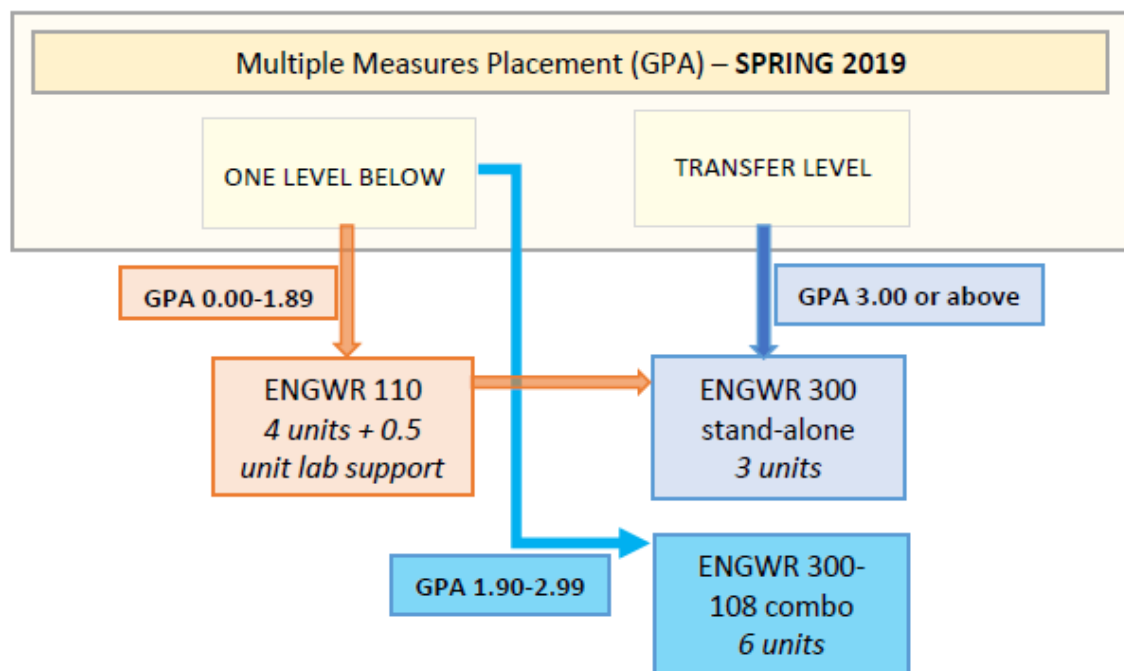
English curriculum innovation

The figure below illustrates the placement and course sequence from Fall 2016 to Fall 2018. Multiple Measures Placement include assessment tests (ACUPLACER and essays). The ENGWR 300-108 combo was introduced in Fall 2016, allowing students who either successfully completed the two-level below transfer course (ENGWR 51) or who were placed in one-level below transfer to enroll in the transfer level course (ENGWR 300) with a concurrent support course (ENGWR 108).

SCC English Writing (ENGWR) placement and course sequence Fall 2016--Fall 2018



The next figure depicts the placement and curriculum change in Spring 2019. Students are no longer placed into two-level below transfer. High school GPAs are used in Multiple Measures Placement. Students with high school GPA lower than 1.90 would be placed in one-level below transfer course, which is ENGWR 110 with 4 units, and are required to take half a unit of lab support. Students with high school GPA between 1.90 and 2.99 would be able to take the ENGWR 300-108 combo with 6 units. Students with a high school GPA of 3.00 or above are placed directly into transfer level course—ENGWR 300 with 3 units.

SCC ENGWR placement and course sequence Spring 2019**A focus on Fall 2018 ²**

SCC first-time new student sample includes a total number of 1,294 enrollments in different levels of ENGWR, from transfer-level to two level below transfer. Because the two-level below level is phasing out with the implementation of AB 705 (i.e. students are no longer placed into two-level below transfer), ENGWR 51 enrollments are the lowest among the levels, accounting for only 7% of the student sample, having a success rate of about 23%. For approximately 15% of the students (198 students) who enrolled in one-level below transfer (ENGWR 101), nearly half of them completed the course successfully. Close to 20% of the students (247 students) enrolled in transfer-level with support course (ENGWR 300-108 Combo) achieved a success rate of 64.5%. A majority of the students (757 students, 59%) were in the transfer level course (ENGWR 300 Standalone) and achieved a success rate of over 70%.

² First-time new students' high school GPA, ENGWR placement assessment, Fall 2018 enrollment, and course outcome data in this section were prepared using data queries created by District Research Office based on the District's AB 705 Workgroup's inputs in Summer 2019. It is done in coordination with the District's Workgroup to facilitate cross-college comparison.

SCC first-time new students' ENGWR enrollments and success, Fall 2018

| Level | Two-level below | One-level below | Transfer-level with support | Transfer-level | |
|----------------|-----------------|-----------------|-----------------------------|----------------------|-------|
| Course | ENGWR 51 | ENGWR 101 | ENGWR 300-108 Combo** | ENGWR 300 Standalone | Total |
| Enrollments | | | | | |
| # | 92 | 198 | 247 | 757 | 1,294 |
| % | 7.1% | 15.3% | 19.1% | 58.5% | 100% |
| Success rates* | 22.8% | 49.0% | 64.5% | 70.1% | 62.4% |

* Success rates calculations excluded the EW, MW, and RD grade notations.

** Success rate for the ENGWR 300-108 is the ENGWR 300 course outcomes of students who took the combo. It is not the success rate of ENGWR 108.

The table below shows enrollment and success rates by ethnicity and gender. African American students in the ENGWR 300-108 combo outperform those in the ENGWR 300 standalone course (65% success rate compared to 51%). Hispanic/Latino students' success rates are about the same in the two courses, although in the ENGWR 300 standalone course, there is a 4.4% gap in their success rate compared to that of the overall first-time new students.

SCC first-time new students' ENGWR enrollments and success by Ethnicity and Gender, Fall 2018

| Level | Two-level below | | One-level below | | Transfer-level w/ support | | | Transfer-level | | |
|------------------|-----------------|-----------|-----------------|-----------|---------------------------|-----------|------------|----------------------|-----------|------------|
| Course | ENGWR 51 | | ENGWR 101 | | ENGWR 300-108 Combo | | Equity Gap | ENGWR 300 Standalone | | Equity Gap |
| | # students | Success % | # students | Success % | # students | Success % | | # students | Success % | |
| Overall | 92 | 22.8% | 198 | 49.0% | 247 | 64.5% | | 757 | 70.1% | |
| African Am. | 20 | 20.0% | 29 | 41.4% | 37 | 64.9% | 0.4% | 51 | 51.0% | -19.1% |
| Asian | * | | 25 | 52.0% | 14 | 71.4% | 6.9% | 124 | 76.6% | 6.5% |
| Filipino | * | | * | | | | | 17 | 76.5% | 6.4% |
| Hispanic/Latino | 41 | 31.7% | 82 | 46.3% | 136 | 64.7% | 0.2% | 283 | 65.7% | -4.4% |
| Multi-Race | * | | * | | 17 | 58.8% | -5.7% | 62 | 72.6% | 2.5% |
| Native Am. | * | | | | * | | | * | | |
| Pacific Islander | * | | * | | * | | | * | | |
| Unknown | | | * | | | | | * | | |
| White | * | | 42 | 54.8% | 31 | 58.6% | -5.9% | 206 | 76.1% | 6.0% |
| Female | 48 | 31.3% | 84 | 52.4% | 134 | 66.2% | 1.7% | 425 | 71.2% | 1.1% |
| Male | 43 | 14.0% | 112 | 47.3% | 111 | 62.7% | -1.8% | 325 | 68.3% | -1.8% |

* N ≤ 10

In the following analysis, we will examine student success by high school GPA (HS GPA). This analysis does not include the two-level below transfer (ENGWR 51) because students will no longer be placed into this level. The exclusion of ENGWR 51 leaves our sample with 1,202 students, of whom 1,160 (about 97%) have a high school GPA. The table below shows first-time new students' success rates by high school GPA range. Students in a higher GPA range are more likely to succeed in their ENGWR courses. In the transfer level course, students in the 3-and-above GPA range are highly likely to succeed (74% likelihood). ENGWR 300-108 students in the 1.9-2.99 GPA range have a success rate of about 62% while students in the same GPA range who took ENGWR 101 have a success rate of 49%.

SCC first-time new students' ENGWR success rates by high school GPA, Fall 2018**

| | One-level below | | Transfer level with support | | Transfer level | |
|-------------|-----------------|-----------|-----------------------------|-----------|----------------|-----------|
| | ENGWR 101 | | ENGWR 300-108 | | ENGWR 300 | |
| GPA Range | # students | Success % | # students | Success % | # students | Success % |
| 0-1.89 | * | | 15 | 40.0% | * | |
| 1.9-2.99 | 172 | 49.4% | 187 | 61.6% | 114 | 49.6% |
| 3 and above | 12 | 58.3% | 32 | 81.3% | 620 | 73.9% |
| Total | 189 | 49.7% | 234 | 62.9% | 737 | 70.2% |

* N ≤ 10

** Only includes students with high school GPA

Persistence to Spring Semester ³

Students in the ENGWR 300-108 combo and ENGWR standalone indicate similar likelihood of returning during the following Spring semester (Fall-to-Spring persistence rate of 85-86%). ENGWR 101 has a lower persistence rate at about 75%.

SCC ENGWR first-time new students' Fall-to-Spring persistence rate, AY 2018-2019

| Course | | | | | |
|-----------|-------|---------------|-------|-----------|-------|
| ENGWR 101 | | ENGWR 300-108 | | ENGWR 300 | |
| # | % | # | % | # | % |
| 148 | 74.7% | 211 | 85.4% | 649 | 85.7% |

³ Persistence to any Los Rios colleges

Throughput

The table next page shows throughput number and percentage of Fall 2018 ENGWR first-time new students at SCC. The overall throughput rate of first-time new students in the Fall 2018 cohort is approximately 18%, with 760 students successfully competing transfer-level English in two semesters out of 4349 first-time new students in Fall 2018.

SCC first-time new students Fall 2018 cohort, two-semester ENGWR throughput

| Course | Fall 2018 Cohort enrollment | Successfully completed transfer-level in Fall 2018 | Successfully completed transfer-level in Spring 2019 | Total |
|--------------------------|---|--|--|---------------------|
| ENGWR 101 | 198 | - | 39 | 39 students |
| ENGWR 300-108 | 247 | 158 | 7 | 165 students |
| ENGWR 300 | 757 | 530 | 26 | 556 students |
| Total | 1,202 | 688 | 72 | 760 students |
| Throughput number | 760 (out of 4349 first-time new students in Fall 2018) | | | |
| Throughput rate | 17.5% | | | |

English Placements and Outcomes Summary

- Transfer-level placements have been increasing over the years. Fall 2018 experiences the highest increase, with over half of the students having direct transfer-level placements.
- The number of students placed at transfer level has increased for most groups but the gaps in transfer-level placement have widened for some (eg. African American, Hispanic/Latino) (as their transfer-level placements are not increasing at the same rate as some other groups’).
- Course success rate is highest in the transfer-level course (ENGWR 300, 70%). Success rate in the transfer-level with support course is about 65%.
- By equity measures, African American students have a higher success rate in the transfer-level with support course than in the transfer-level course (65% vs. 51%). Hispanic/Latino students have similar success rates in these two courses (65% vs. 66%).
- By high school GPA: Students in higher HS GPA range are likely to have higher success rates.
- Fall-to-Spring persistence rates are similar for both transfer-level with support and transfer-level standalone courses (about 85-86%).
- The throughput rate of first-time new students in the Fall 2018 cohort is approximately 18%, with 760 students successfully competing transfer-level English in two semesters.

STUDENT LEARNING OUTCOMES REPORT

FALL 2019

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

Course SLOs: SLO Reports indicate that students demonstrate high achievement of most SLOs (75%), moderate achievement of some SLOs (24%), and low achievement of a very few course 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 based on SLO data was the use of new or revised teaching methods.

Instructional Program SLOs (ProLOs): 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.

Student Services Area SLOs (SSALOs): Moderate to high achievement was reported for the great majority (95%) of SSALOs. The most commonly used assessment methods were assignments and direct observation of student skills. Other assessment methods were also used. A variety of changes to student service areas were planned in response to SSALO analyses.

SCC General Education Learning Outcomes (GELOs): Course SLO reports were analyzed based on the Associate's Degree that the course fulfills. Course SLO achievement averaged at least 2.5 on a three-point scale for all GE areas (3= highest achievement rating).

Institutional Student Learning Outcomes (ISLOs): Institutional SLOs (ISLOs) were assessed through a survey of students completing degrees and certificates at the college. The survey asked graduates to rate the extent that they achieved the college ISLOs using a scale from 1 = not at all to 5 = yes, very much. For all but two ISLOs, at least 90% of responses indicated moderate to high achievement of the outcome (a rating of 3 to 5 on the 5-point scale). Two ISLOs had fewer than 90% of the responses in this range – Gaining lifelong learning skills in the areas of healthful living (77%) and technology (80%).

STUDENT LEARNING OUTCOMES REPORT: DETAILED ANALYSIS

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, student service areas have ongoing SLO assessment. GELOs and ISLOs are also assessed periodically.

| SCC SLO Assessment | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---------|---------|---------|---------|---------|---------|---------|
| Percent of active courses with SLO assessment | 86% | 94% | 94% | 95% | 94% | 100% | 100% |
| Percent of instructional programs with SLO assessment | 47% | 65% | 86% | 86% | 100% | 100% | 100% |
| Percent of student services areas with SLO assessment | 100% | 86% | 100% | 100% | 74% | 100% | 100% |

Data from ACCJC Annual Report, prepared by the PRIE Office

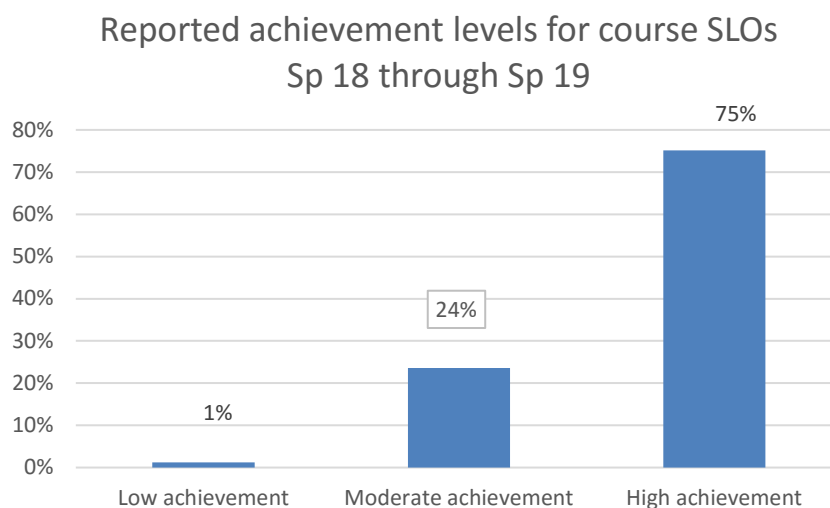
Departments use the results of SLO assessment to modify teaching methods, curriculum, assignments or exams, student service interventions, etc. These changes directly impact students at the college and are designed to increase student achievement.

COURSE STUDENT LEARNING OUTCOMES

Course 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 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 course SLOs show moderate to high achievement. In each of the past 3 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 course SLO levels for the Spring 2018 through Spring 2019 time analyzed.

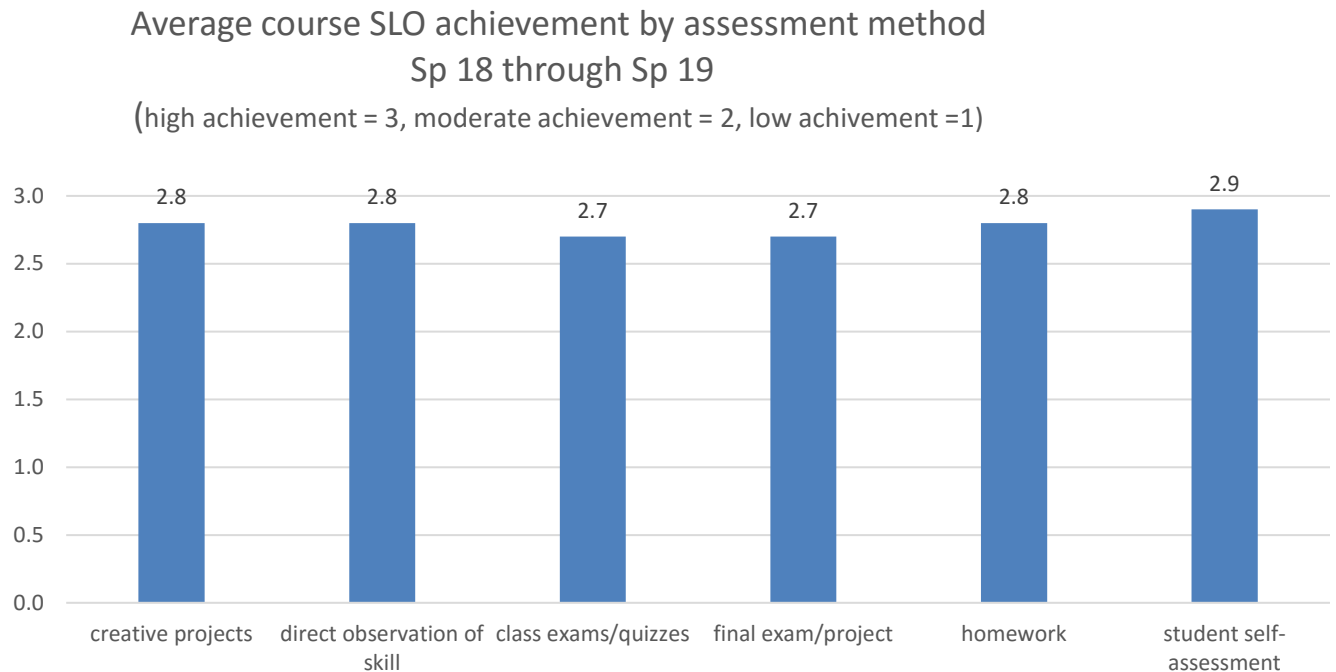


Professors used a wide variety of methods to assess course SLOs. Methods used to assess course SLOs include exams, quizzes, homework, direct observation of student skills, etc. For the 2017-18 academic year:

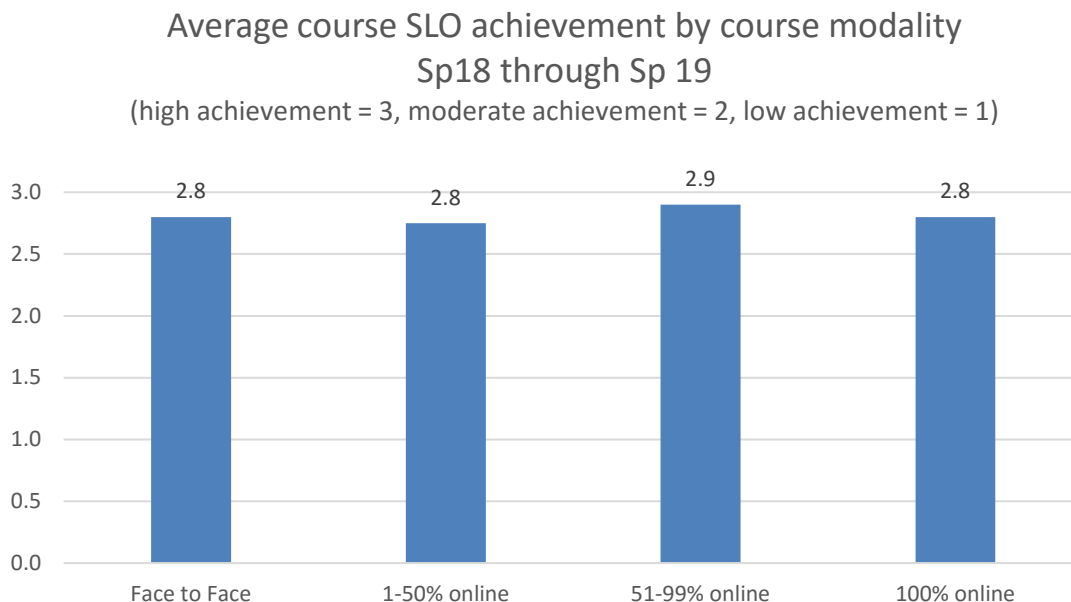
- By far, the most commonly reported SLO assessment method was scores on exams and quizzes.
- Student work on homework, essays, and papers was also frequently used to assess achievement of SLOs.
- Other methods included direct observation of student skills, self-assessment by students, or creative projects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

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

There was very little difference in the average SLO achievement ranking between various methods of assessing the SLOs. High levels of achievement were reported for all assessment methods.



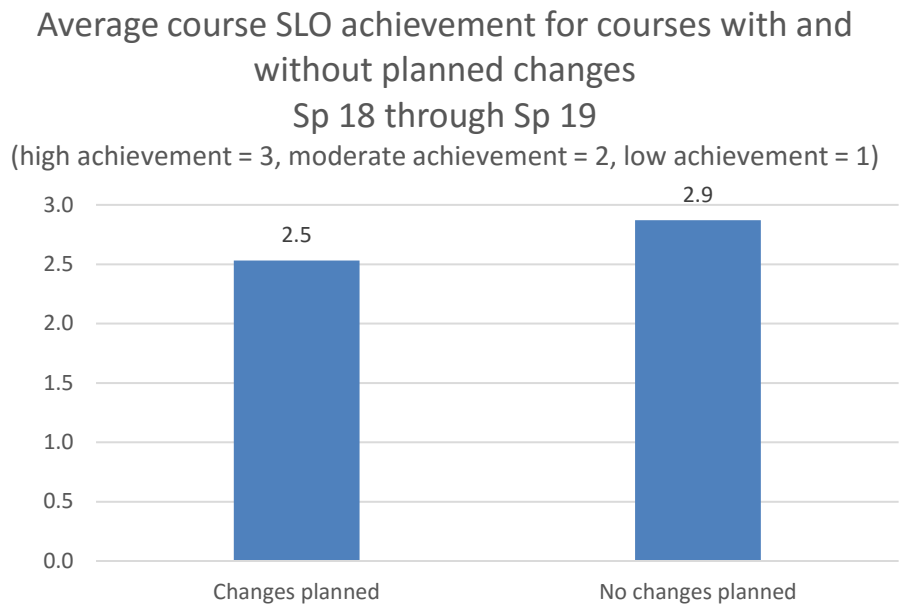
Patterns of course SLO achievement are very similar for courses across delivery modalities. There is very little difference in the level of SLO achievement reported for hybrid, fully online, and face-to-face courses.



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.

Achievement was moderate to high for nearly all SLOs. The SLO reports for which faculty indicated that changes were planned had a somewhat lower average achievement rating than those for which no needed change was noted. This indicates that faculty are focusing planned changes on the SLOs for which students have somewhat lower achievement.

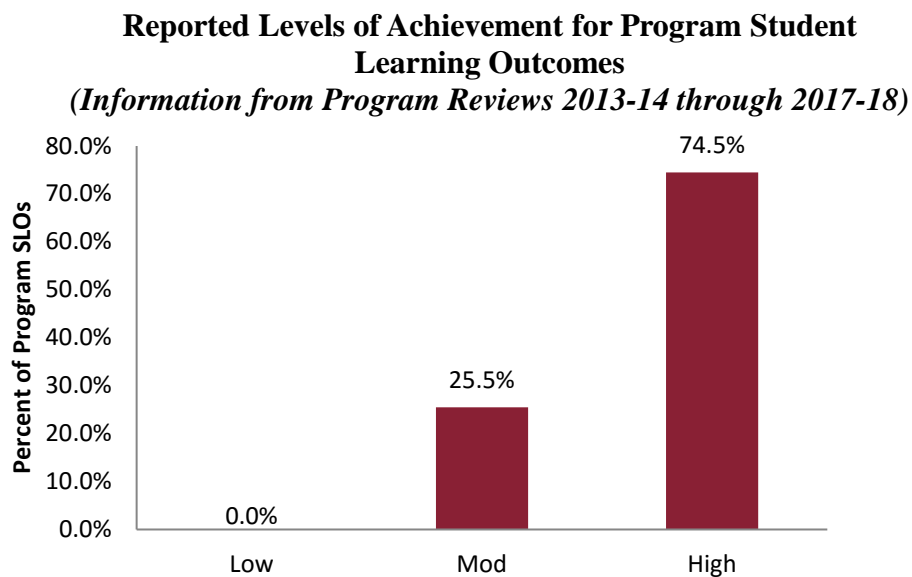


INSTRUCTIONAL PROGRAM STUDENT LEARNING OUTCOMES

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. Reports for the 2013-14 through 2018-19 academic year were analyzed.

Professors used a wide variety of methods to assess ProLOs. 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.

- By far, the most commonly reported ProLO assessment method was course-embedded assessment. This method examines SLO achievement in courses that are closely aligned with the ProLO.
- Career/vocational education programs also use external exams, such as licensing exams for ProLO assessment.
- Other methods included student success in capstone courses, surveys that assess program completers, etc.



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

Student Services General Learning Outcomes (SSGLOs). This term 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).

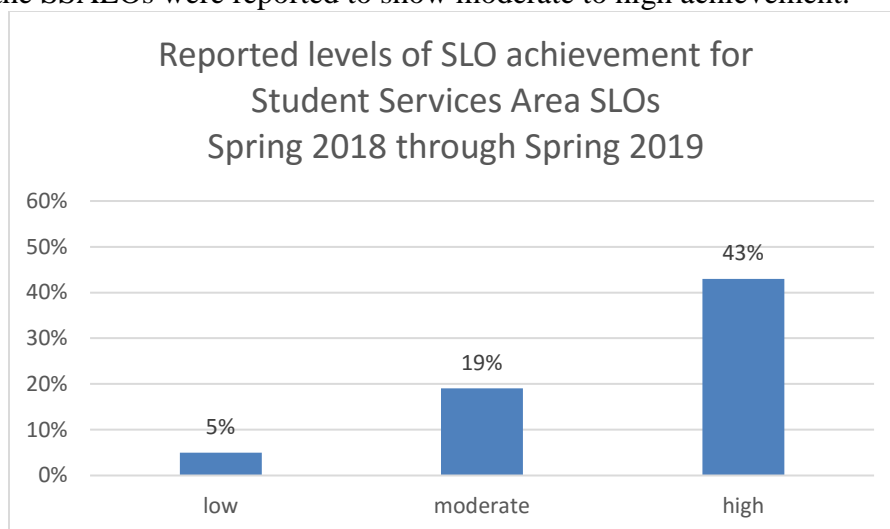
1. **Information Competency:** Demonstrate the skills necessary to identify and use a variety of tools to locate and retrieve information in various formats for a variety of growth opportunities including academic, financial, personal, professional, and career.
2. **Life Skills and Personal Development:** 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). This term is 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. Assessment is ongoing, but reporting is periodic with a few areas reporting each year. Reports for the Spring 2018 through Spring 2019 included information on 21 SSALOs.

Moderate to high achievement was reported for the great majority (95%) of SSALOs. 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 methods were assignments and direct observation of student skills
- Other methods include student self-assessment, interviews with students, etc.

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



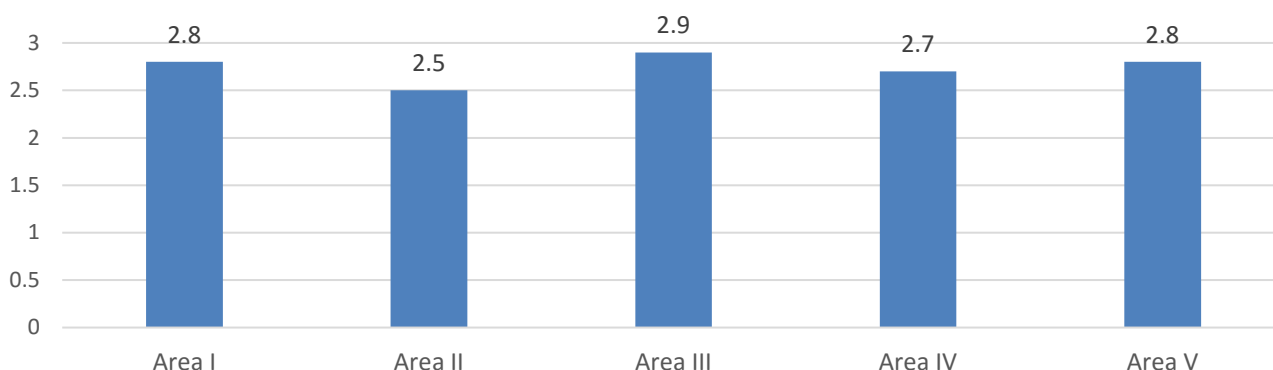
Many of the Student Services SLO analyses resulted in planned changes for improvement. Student service areas reported a variety of changes in response to SSALO assessment. The most commonly reported planned change was the use of revised communication or teaching methods.

COLLEGE-WIDE STUDENT LEARNING OUTCOMES

General Education SLOs

Course SLO reports were analyzed based on the Associate's Degree that the course fulfills. Course SLO achievement averaged 2.5 or higher for all GE areas. Area II SLO achievement was somewhat lower than the other GE areas. The courses in Area II that were reported on in the time period studied were from area II b – Communication and Analytical Thinking. The implementation of new courses and new placement methods in Math courses is currently underway; this is expected to affect the achievement of course SLOs in this area.

Average course SLO achievement by Associate Degree GE Area
(Sp18 through Sp19)



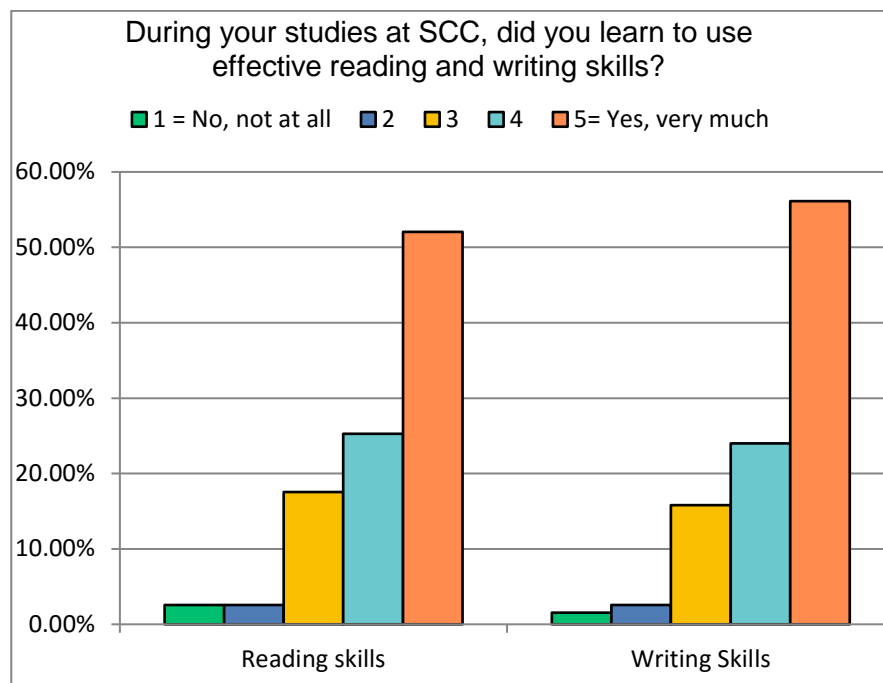
Institutional SLOs

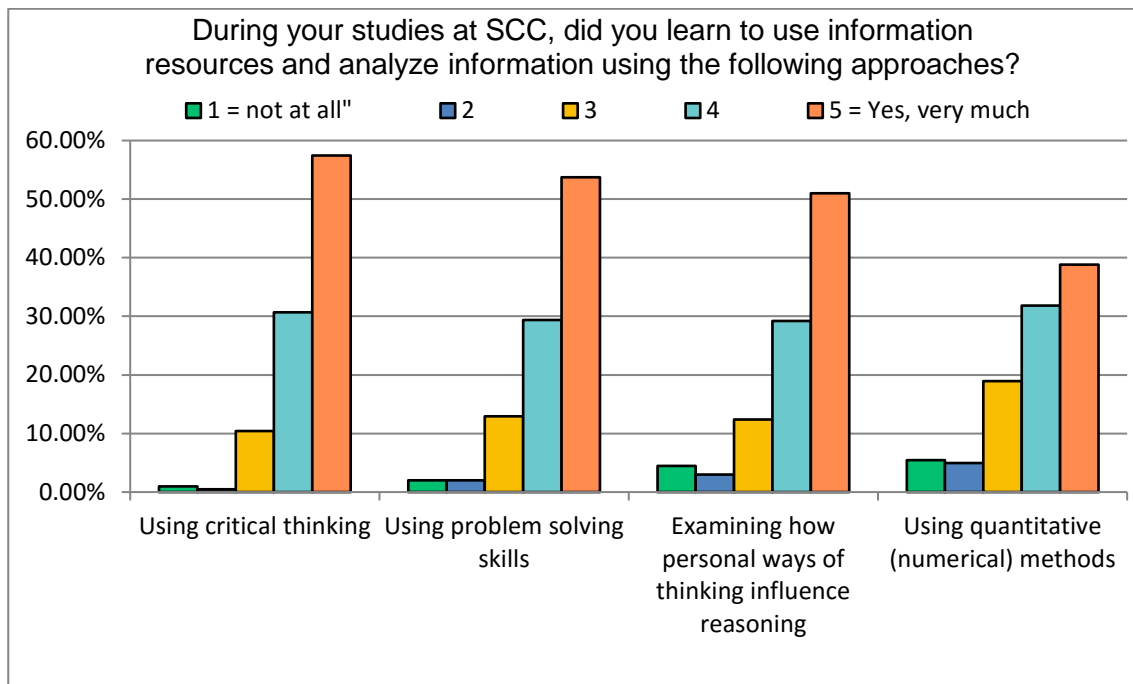
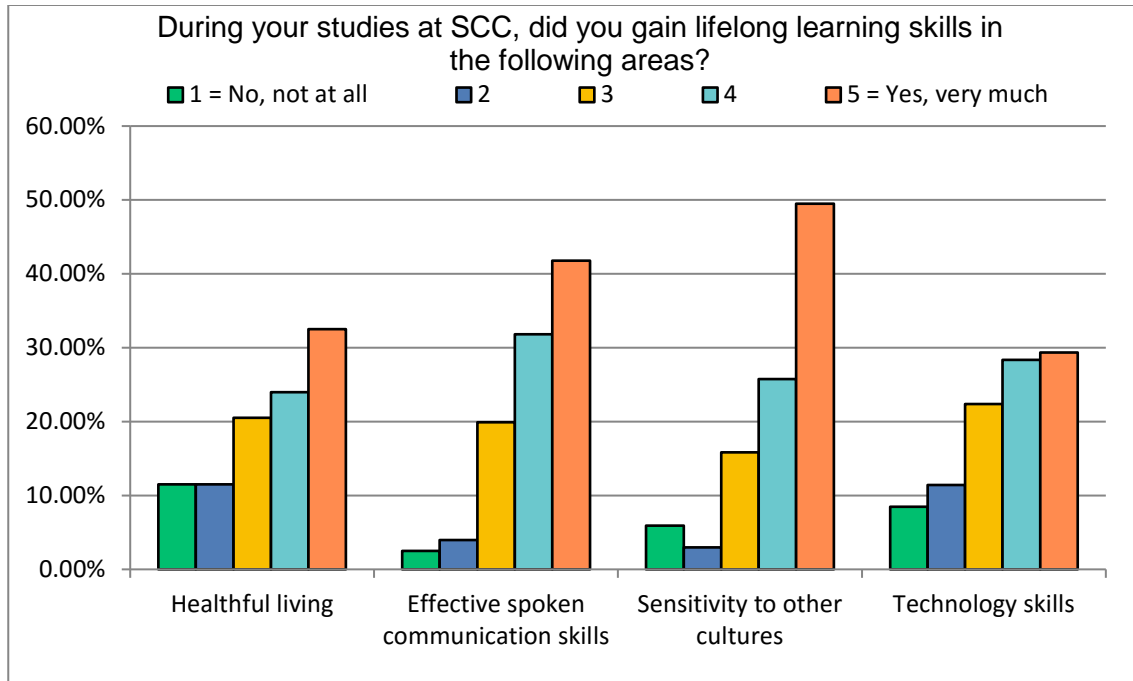
Institutional SLOs (ISLOs) were assessed through a survey of students completing degrees and certificates at the college. The survey asked graduates to rate the extent that they achieved the college ISLOs using a scale from 1 = not at all to 5 = yes, very much.

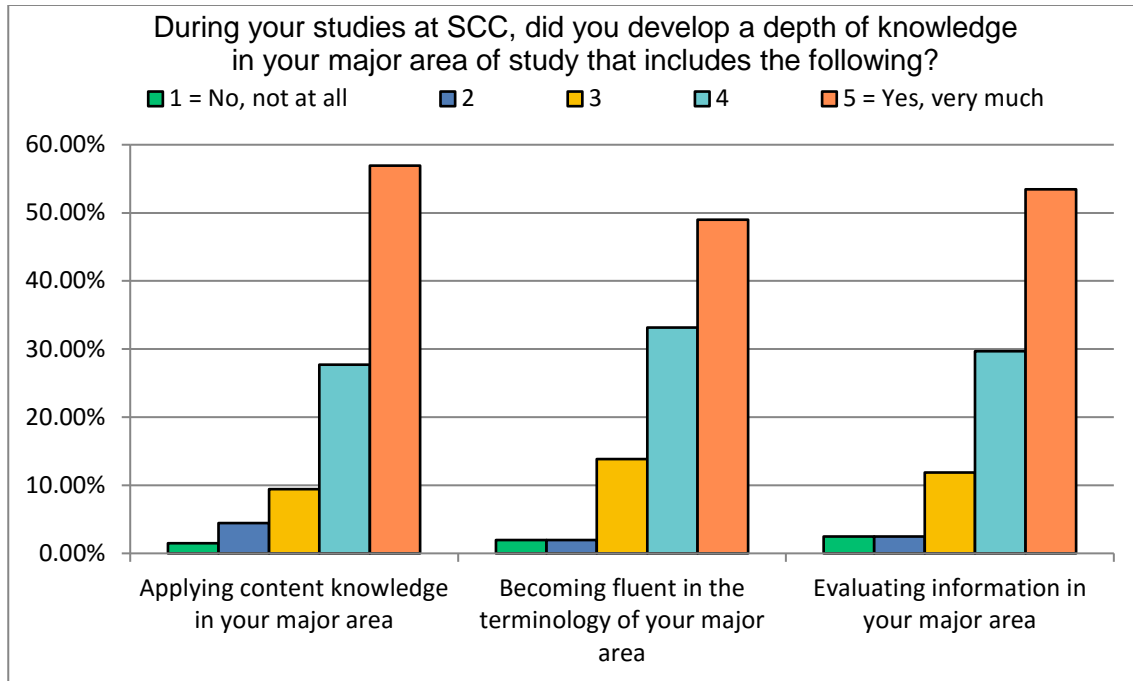
For all but two ISLOs, at least 90% of responses indicated moderate to high achievement of the outcome (a rating of 3 to 5 on the 5-point scale). Two ISLOs had fewer than 90% of the responses in this range – Gaining lifelong learning skills in the areas of healthful living (77%) and technology (80%).

For eight of the thirteen ISLOs, over half of the responses indicated the highest level of achievement (a rating of 5 on the 5-point scale).

| SCC ISLO Survey Results Spring 2019 | % indicating moderate to high achievement | % indicating highest achievement |
|---|---|----------------------------------|
| During your studies at SCC did you... | | |
| Learn to use effective reading and writing skills? | | |
| Effective reading skills | 95% | 52% |
| Effective writing Skills | 96% | 56% |
| Gain lifelong learning skills in the following areas? | | |
| Healthful living | 77% | 33% |
| Effective spoken communication skills | 94% | 42% |
| Sensitivity to other cultures | 91% | 50% |
| Technology skills | 80% | 29% |
| Learn to use information resources and analyze information using the following approaches? | | |
| Using critical thinking | 99% | 57% |
| Using problem solving skills | 96% | 54% |
| Examining how personal ways of thinking influence reasoning | 93% | 51% |
| Using quantitative (numerical) methods | 90% | 39% |
| Develop a depth of knowledge in your major area of study that includes the following? | | |
| Applying content knowledge in your major area | 94% | 57% |
| Becoming fluent in the terminology of your major area | 96% | 49% |
| Evaluating information in your major area | 95% | 53% |







STUDENT ACHIEVEMENT REPORT

FALL 2019

(Most data is 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.

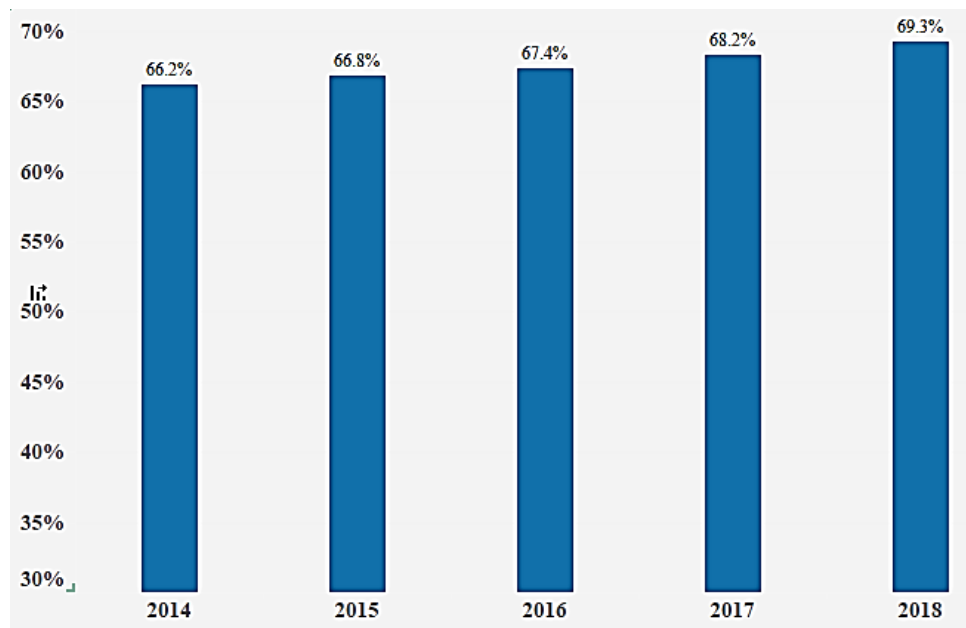


STUDENT ACHIEVEMENT REPORT

COURSE SUCCESS RATES

OVERALL COURSE SUCCESS RATES. The overall course success rate at SCC has been relatively steady, hovering between 66 – 68 percent for many years until Fall 2018 when it reaches over 69 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.

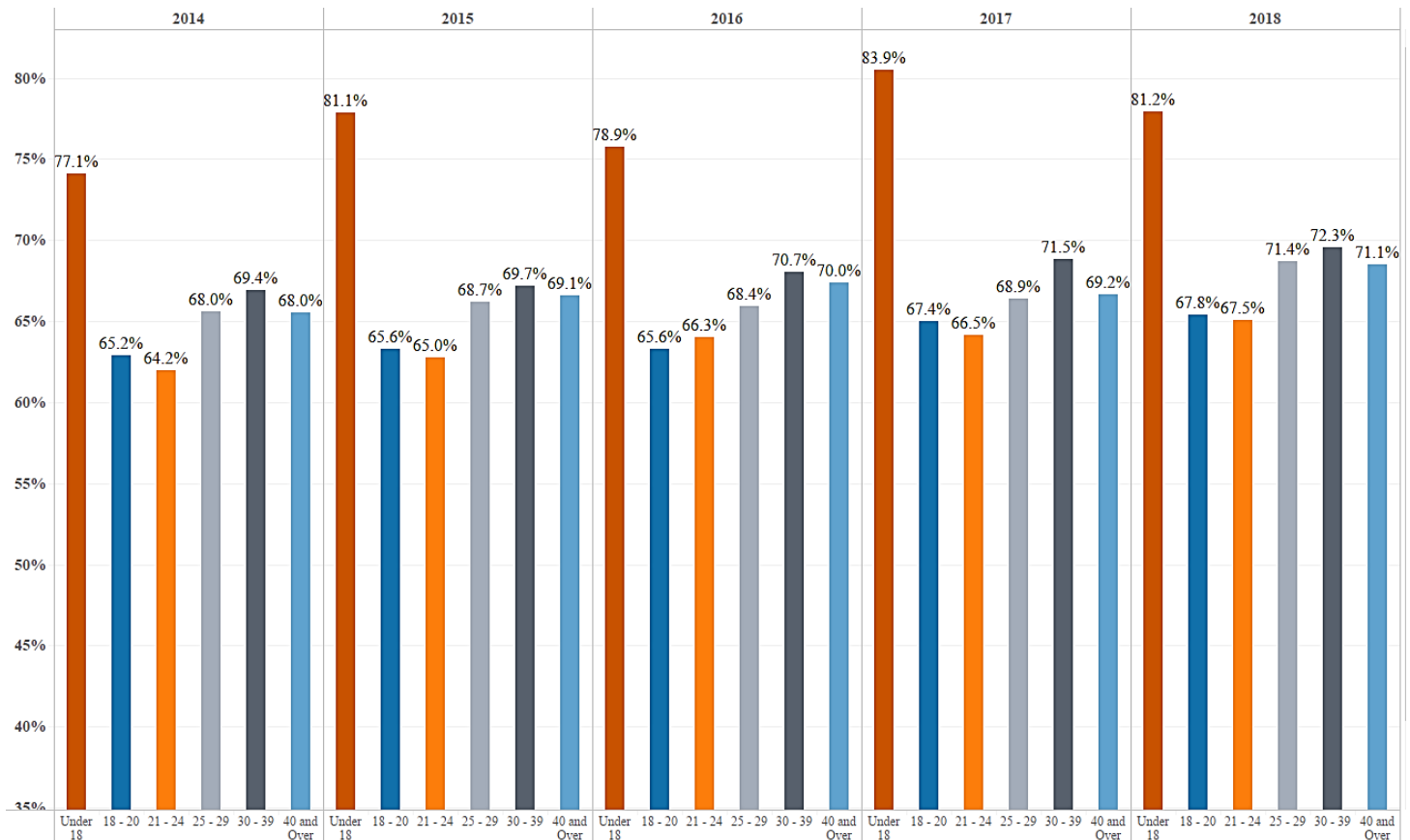
Figure 1. SCC Successful Course Completion, Fall 2014 to Fall 2018 (%)



Source: SCC Research Data

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.

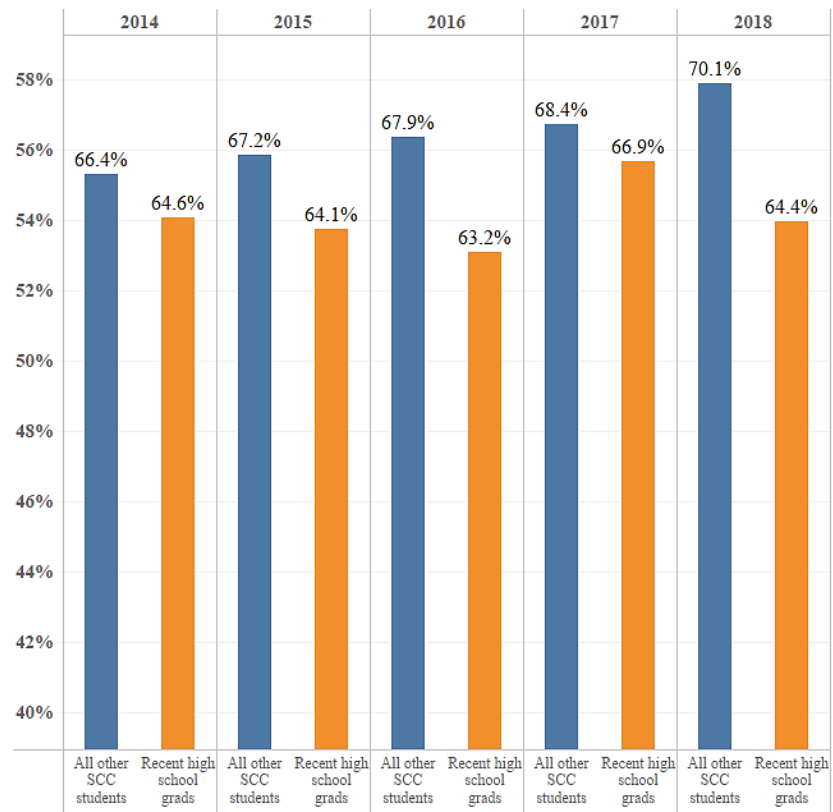
Figure 2. SCC Successful Course Completion by Age, Fall 2014 to Fall 2018 (%)



Source: SCC Research Data

SUCCESSFUL COURSE COMPLETION BY RECENT HIGH SCHOOL GRADUATE STATUS. Up until Fall 2018 there were no substantial differences in course success between recent high school graduates and other students (Figure 3). In Fall 2018 the course success rate 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) is almost 6% lower than other students.

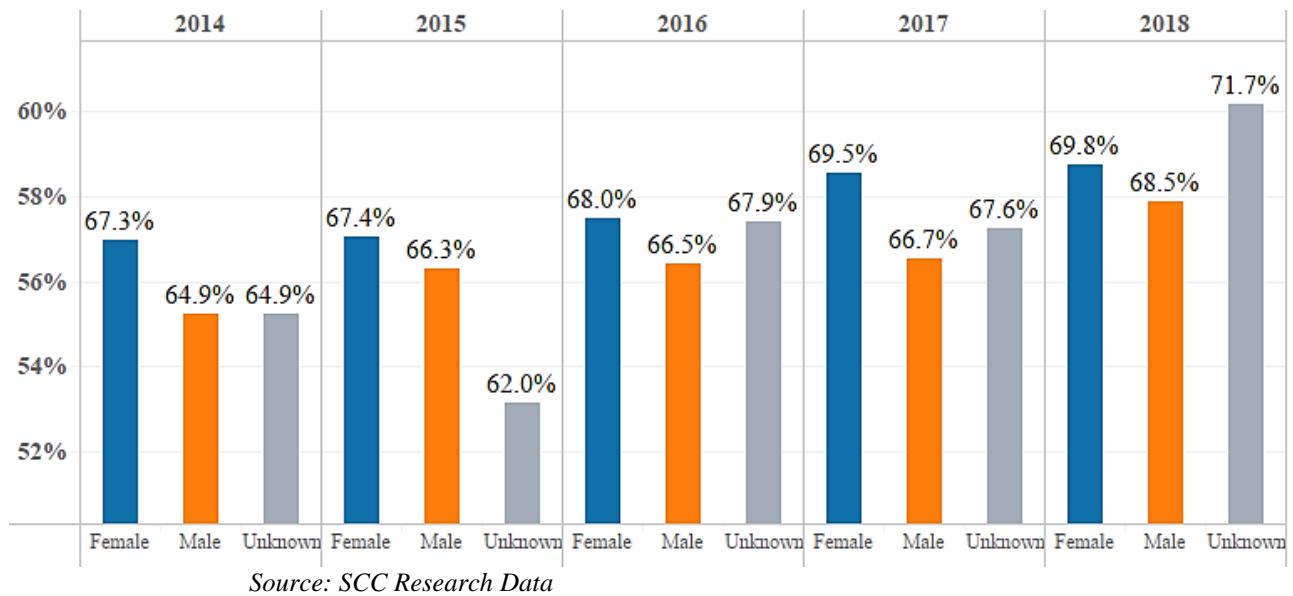
**Figure 3. SCC Successful Course Completion by Recent High School Grad Status
Fall 2014 to Fall 2018 (%)**



Source: SCC Research Data

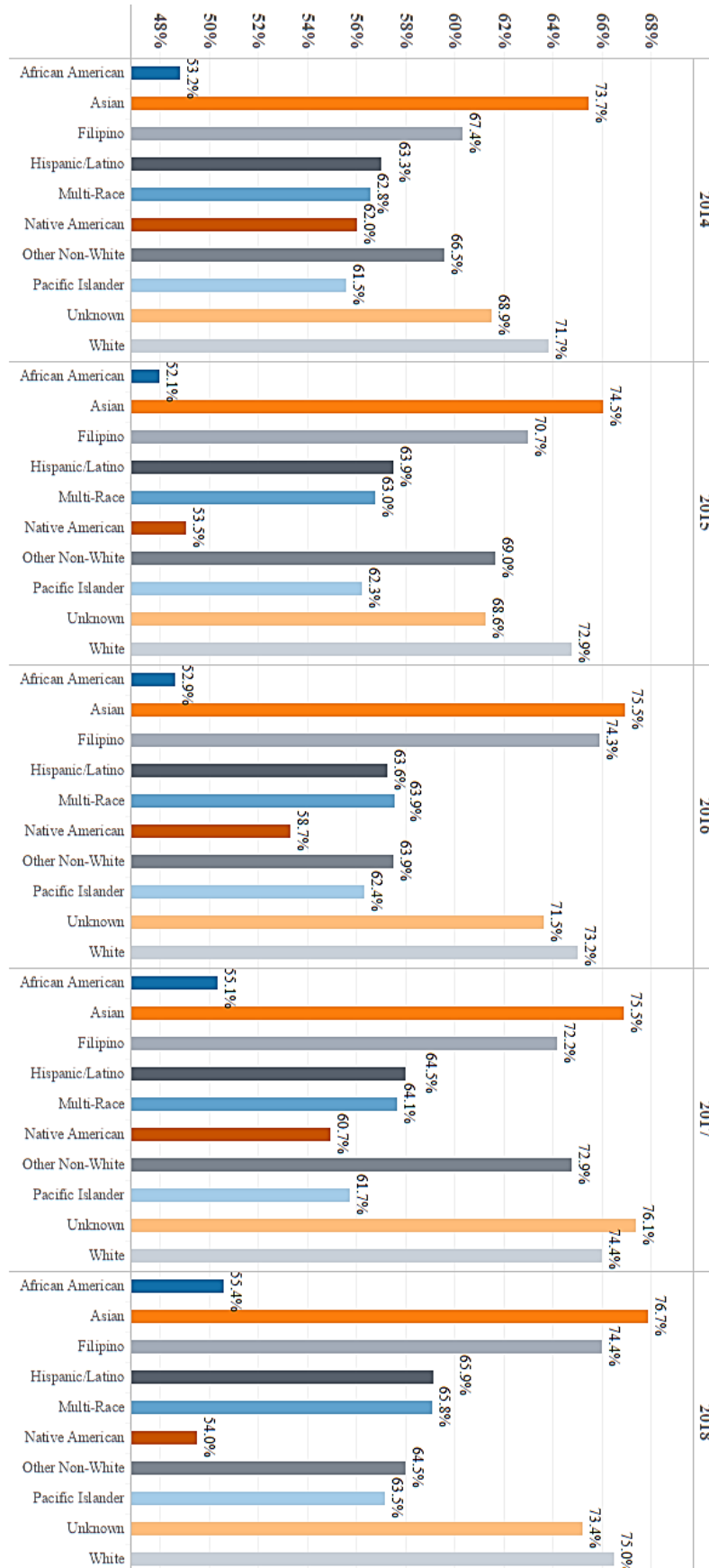
SUCCESSFUL COURSE COMPLETION BY GENDER. There is not a substantial difference between the course success rates of male and female students. (Figure 4).

Figure 4. SCC Successful Course Completion by Gender, Fall 2014 to Fall 2018 (%)



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 next page). 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 most of SCC's unduplicated headcount.

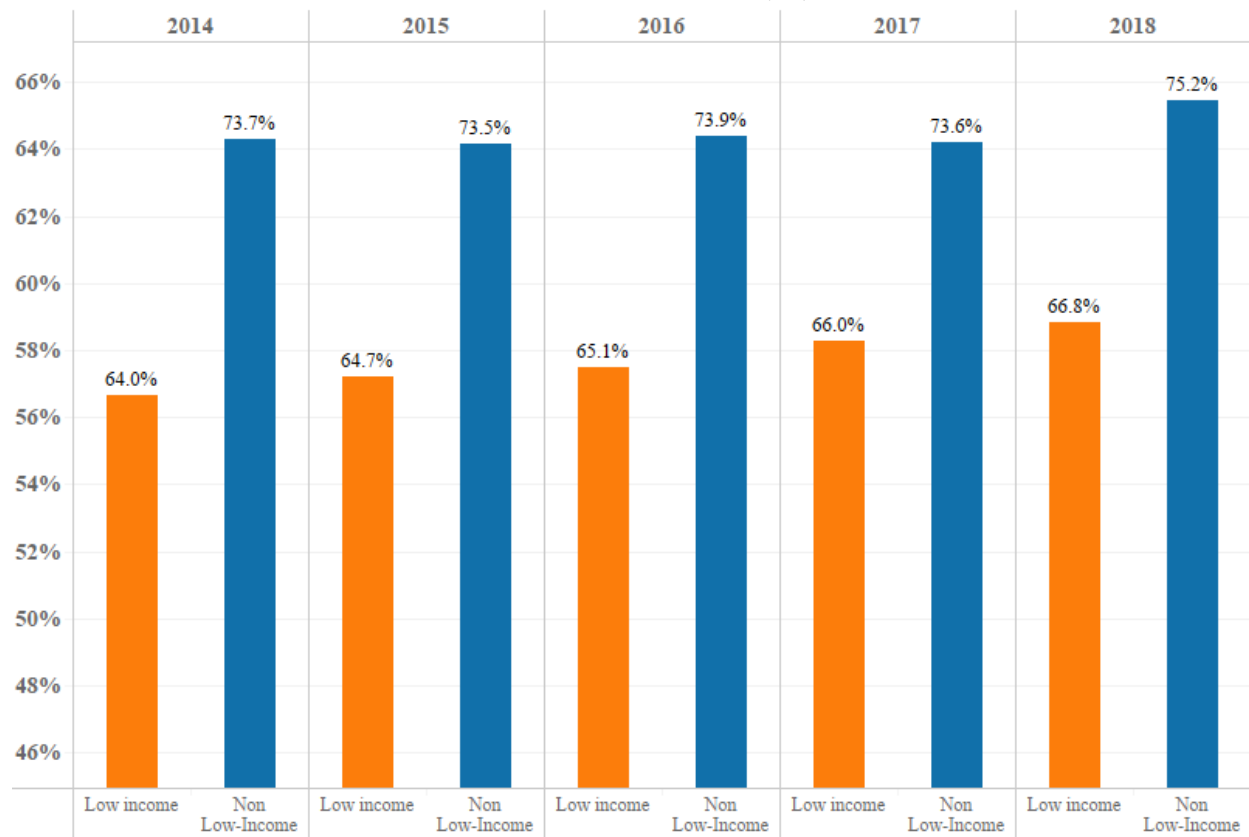
**Figure 5. SCC Successful Course Completion by Race/Ethnicity
Fall 2013 to Fall 2017 (%)**



Source: SCC Research Data

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. Non low-income students have higher course success rates than those who are low-income. (Figure 6).

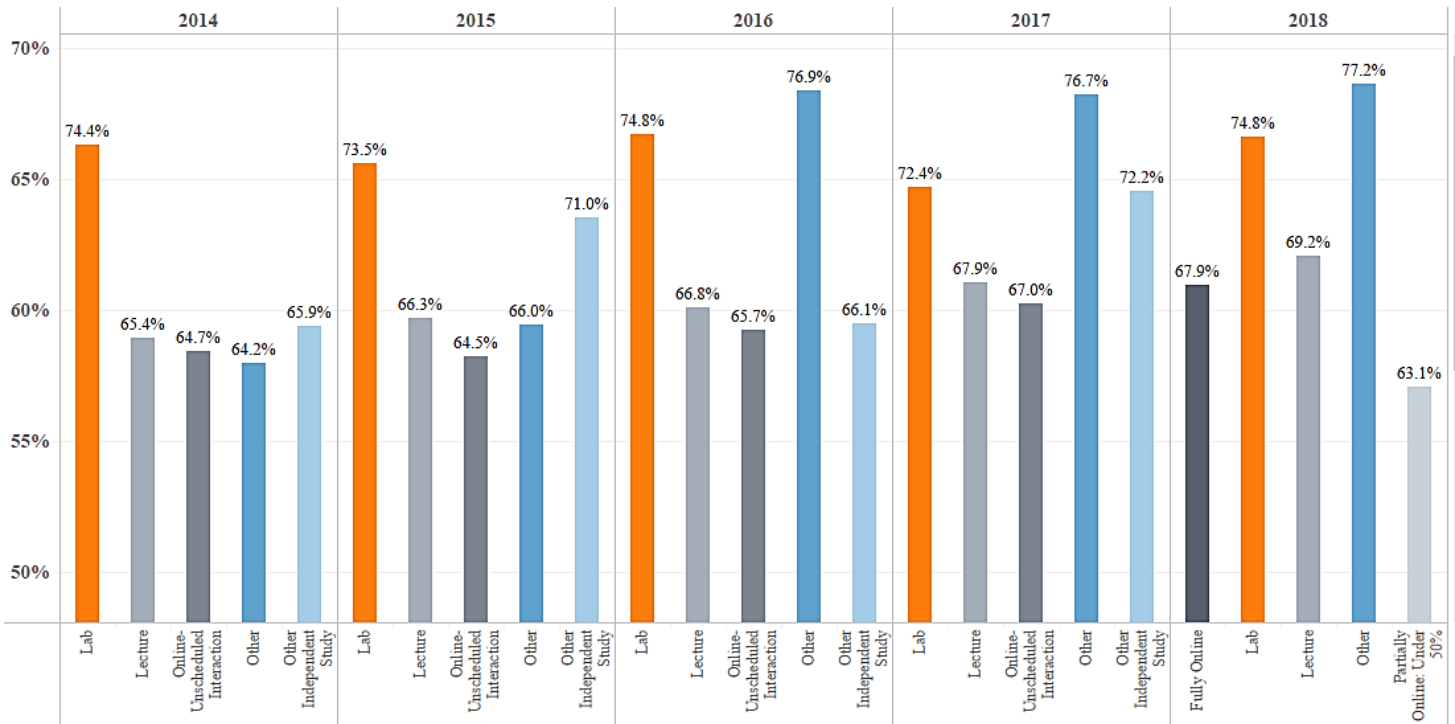
Figure 6. SCC Successful Course Completion by Income*
Fall 2014 to Fall 2018 (%)



Source: SCC Research Data

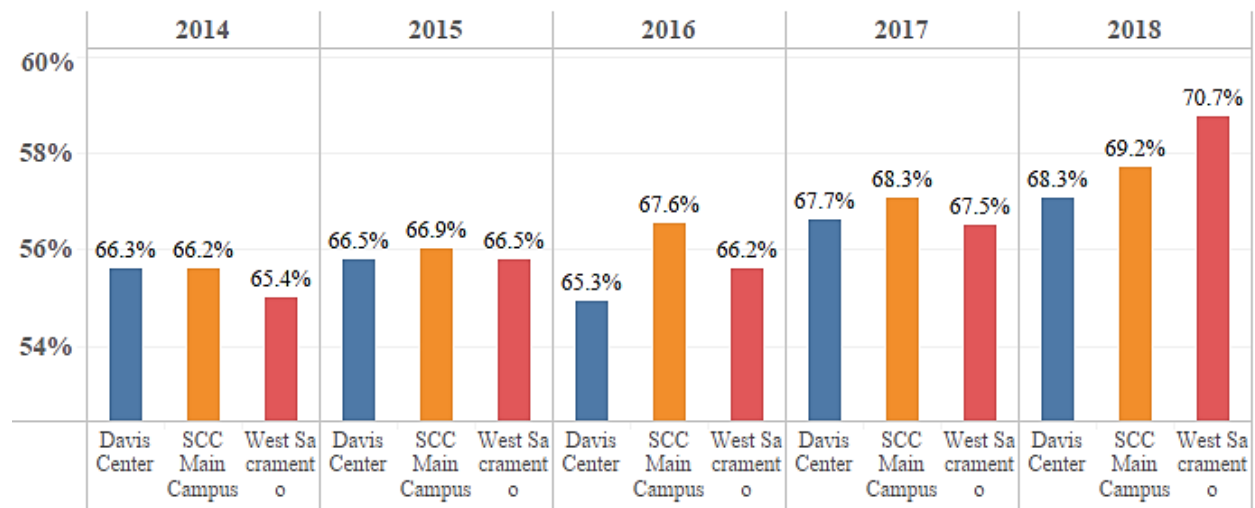
* Low-income students are defined as those who received the Promise Grant (formerly BOGW).

SUCCESSFUL COURSE COMPLETION BY MODALITY. Course success varies by modality; however, there is only a small difference between the two most commonly used modalities (fully online and lecture). 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 7).

Figure 7. SCC Successful Course Completion by Modality, Fall 2014 to Fall 2018 (%)

Source: SCC Research Data

SUCCESSFUL COURSE COMPLETION BY LOCATION. Course success rates are quite similar for sections taught at the SCC Main Campus and Davis Center (Figure 8). West Sacramento course success rate experienced an increase of 3.2% between Fall 2017 and Fall 2018.

Figure 8. SCC Successful Course Completion by Location, Fall 2014 to Fall 2018 (%)

Source: SCC Research Data

COMPLETION: DEGREES, CERTIFICATES AND TRANSFER

TRANSFER. Numbers of transfers to University of California (UC) and California State University (CSU) have all fluctuated over the past few years (Table 1).

Table 1. Numbers of transfers to UC and CSU AY 2013-14 to AY 2018-19

| SCC metrics (PRIE data) | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|--|-------------|------------|------------|-------------|-------------|---------|
| Number of students transferring to CSU | 832 | 698 | 710 | 778 | 761 | N/A |
| Number of students transferring to UC* | 309 | 283 | 263 | 287 | 314 | 316** |
| Total | 1141 | 981 | 973 | 1065 | 1075 | |

Sources: 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 09/19/19.

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

** Fall data only for UC.

AWARDS. Figure 9 shows number of SCC degrees and certificates awarded, and number of students receiving awards.

Figure 9. SCC Degrees & Certificates Awarded, AY 2014-15 to AY 2018-19*

Number of Awards (duplicated count)

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|--------------------|--------------|--------------|--------------|--------------|--------------|
| AA / AS | 1,365 | 1,166 | 1,225 | 1,139 | 1,455 |
| AA-T / AS-T | 269 | 416 | 467 | 547 | 673 |
| CERT | 637 | 479 | 392 | 345 | 449 |
| Grand Total | 2,271 | 2,061 | 2,084 | 2,031 | 2,577 |

Number of Students Receiving Awards (unduplicated count)

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|--------------------|--------------|--------------|--------------|--------------|--------------|
| AA / AS | 1,006 | 874 | 886 | 862 | 927 |
| AA-T / AS-T | 267 | 406 | 458 | 533 | 653 |
| CERT | 491 | 392 | 337 | 288 | 377 |
| Grand Total | 1,513 | 1,493 | 1,532 | 1,539 | 1,742 |

Source: Awards File

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

SCC STUDENT ACHIEVEMENTS THROUGH THE STUDENT SUCCESS METRICS LENS

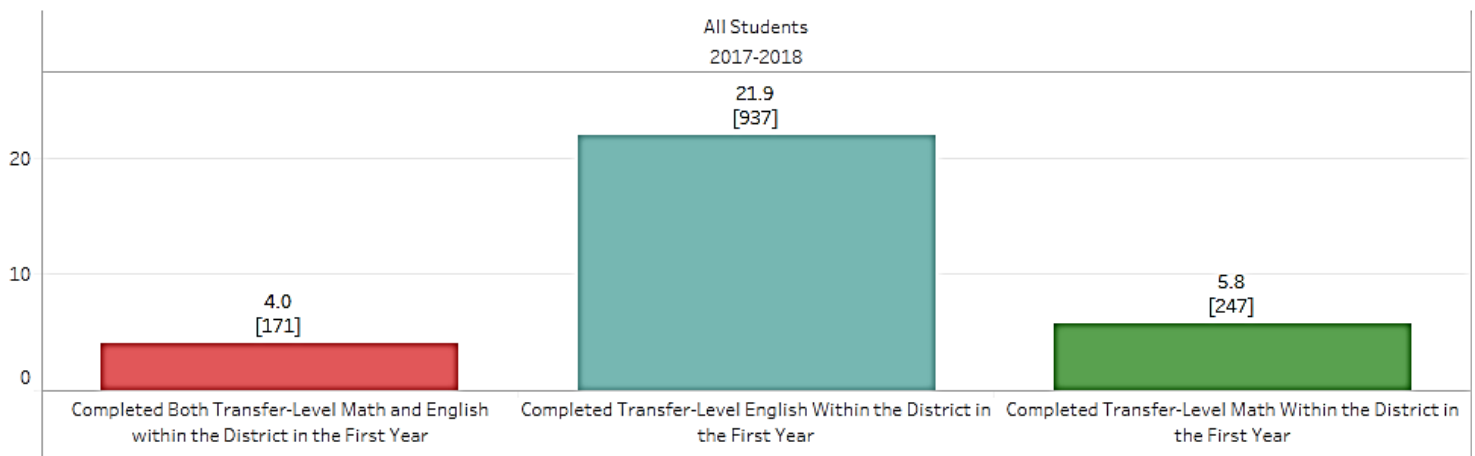
In 2018, the California Community Colleges Chancellor's Office (CCCCO) launch the Student Success Metrics (SSM) (<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>) that capture critical milestones and accomplishments of students (See more at <https://digitalfutures.cccco.edu/Projects/Student-Success-Metrics>). This section highlights some of the data from the Student Success Metrics about SCC students.

LEARNING PROGRESS

The Learning Progress metrics include data on number of students who completed transfer-level Math and English. Among all SCC students in the 2017-2018 academic year, 4% completed both transfer-level math and English in their first academic year of credit enrollment within the district; about 22% completed transfer-level English and 6% math within the district.

Learning Progress: Completed Transfer-Level Math and English (%)

*Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district
(Number of students/enrollments in brackets [])*

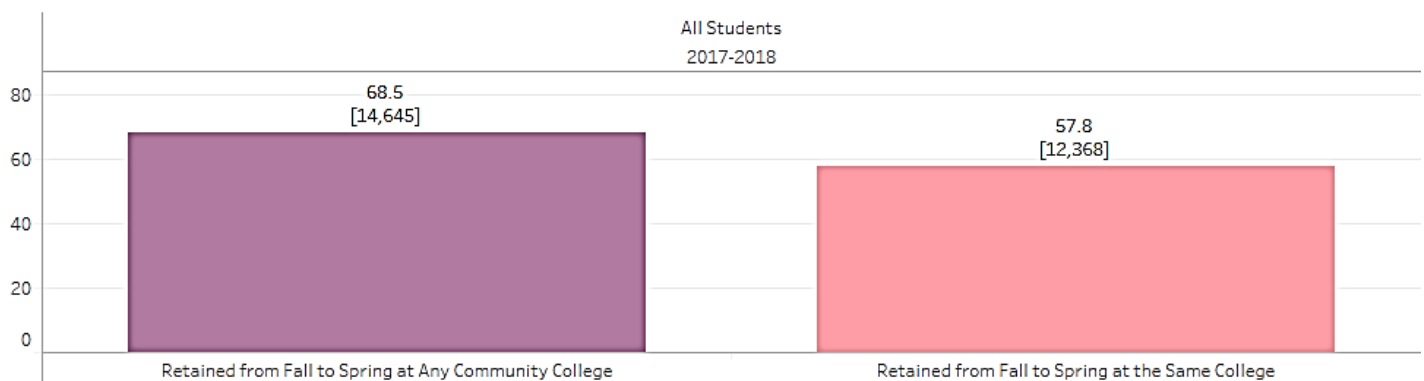


MOMENTUM

One of the metrics in the Momentum section of the Student Success Metrics is the Fall-to-Spring retention rate. Among all SCC students in 2017-2018, 57.8% were retained from fall to spring at the College and 68.5% were retained at any community college in the system.

Momentum: Retained from Fall to Spring (%)

*Among all students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution
(Number of students/enrollments in brackets [])*

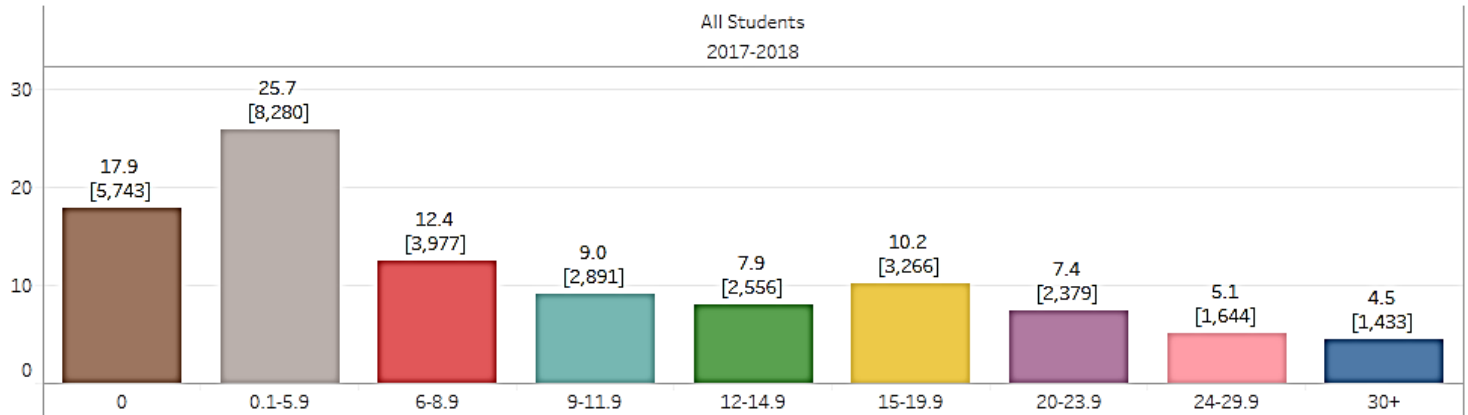


Among all SCC students in 2017-2018, over 35% completed 12 degree-applicable units or more over the academic year.

Momentum: Successfully Completed Unit Thresholds in the Academic Year (%)

Among all students, the proportion who successfully completed degree-applicable semester unit thresholds in the selected year

(Number of students/enrollments in brackets [])

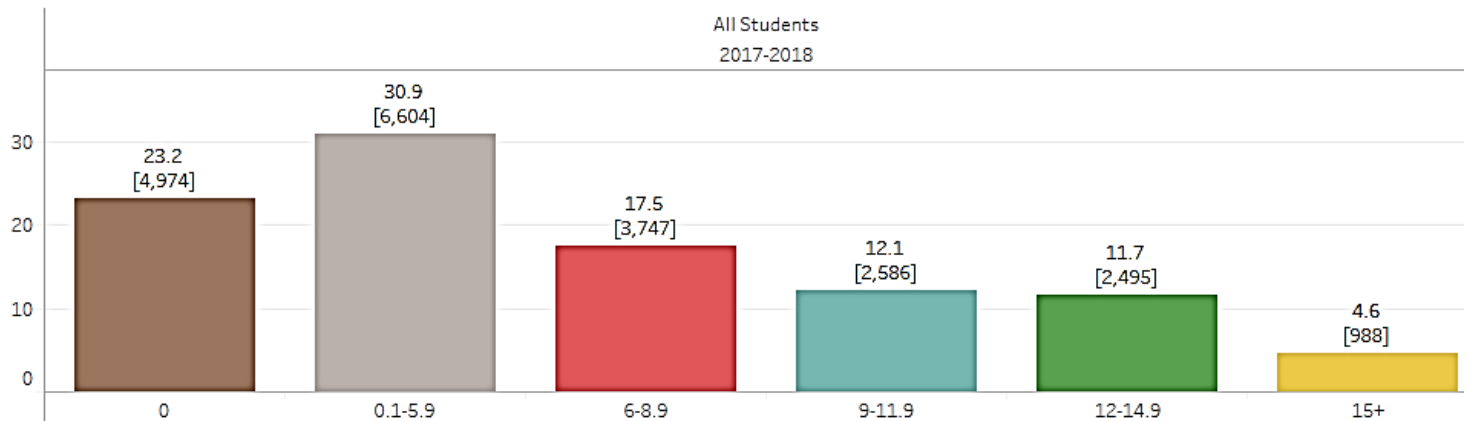


Among all SCC students in 2017-2018, over 16% completed 12 degree-applicable units or more in the Fall semester.

Momentum: Successfully Completed Unit Thresholds in the Fall (%)

Among all students, the proportion who successfully completed degree-applicable semester unit thresholds in the fall term of the selected year

(Number of students/enrollments in brackets [])

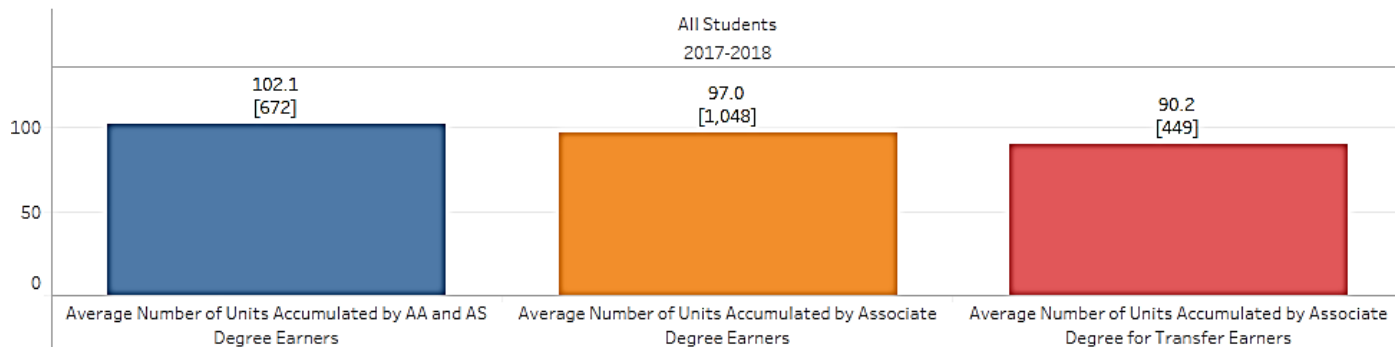


SUCCESS

Among all SCC students who earned an associate degree in 2017-2018 who were enrolled in the previous academic year or in 2017-2018, the average number of units accumulated by associate degree earners is 97 units (the average calculation only includes those who had completed 60 or more units at community colleges). The average number of units accumulated by associate degree for transfer (AD-T) earners is 90.2 and that of the AA/AS degree earners is 102.1.

Success: Average Number of Units Accumulated by Associate Degree Earners (Number of Units)

Among all students who earned an associate degree in the selected year, and who were in enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college
(Number of students/enrollments in brackets [])



ENVIRONMENTAL SCAN REPORT, FALL 2019

Brief Internal and External Scans

(Most data are Fall 2019)

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.



INTERNAL ENVIRONMENT

The SCC student body is very diverse, mostly part-time, and mostly young. In Fall 2018, about 58 percent of SCC students were 24 years old or younger. The largest age group of students at SCC was 18 to 20 years old (6,119 students), followed by the 21 to 24 years old group (5,176 students). Females made up more than 57 percent of the student population.

SCC has a very diverse student population: In Fall 2018, Hispanic/Latino students made up the highest percentage¹ (32 percent), followed by White (27.6 percent), and Asian (17.1 percent) students.

Most SCC students are continuing or returning students.

Most SCC students take fewer than 12 units per semester. In Fall 2018, about a quarter of the students at SCC were taking less than 6 units, more than 39 percent were taking 6 to 11.99 units, and 36 percent were taking 12 or more units.

More than 83 percent of SCC students at the end of Fall 2018 semester had degree/transfer goals and 7.6 percent indicated short-term career education goals. These percentages are relatively consistent with the previous fall.

Notes:

- *Degree/Transfer: Earn AA/AS Degree—no Transfer, Transfer to 4-Year after AA/AS, and Transfer to 4-Year-no AA/AS*
- *Short-Term Career Education: Acquire Job Skills Only, Discover Career Interests, Earn a Certificate, Maintain Certificate/License, and Update Job Skills*
- *Adult Education/ESL: Complete High School/GED, Improve Basic Skills, Move from noncredit to credit*

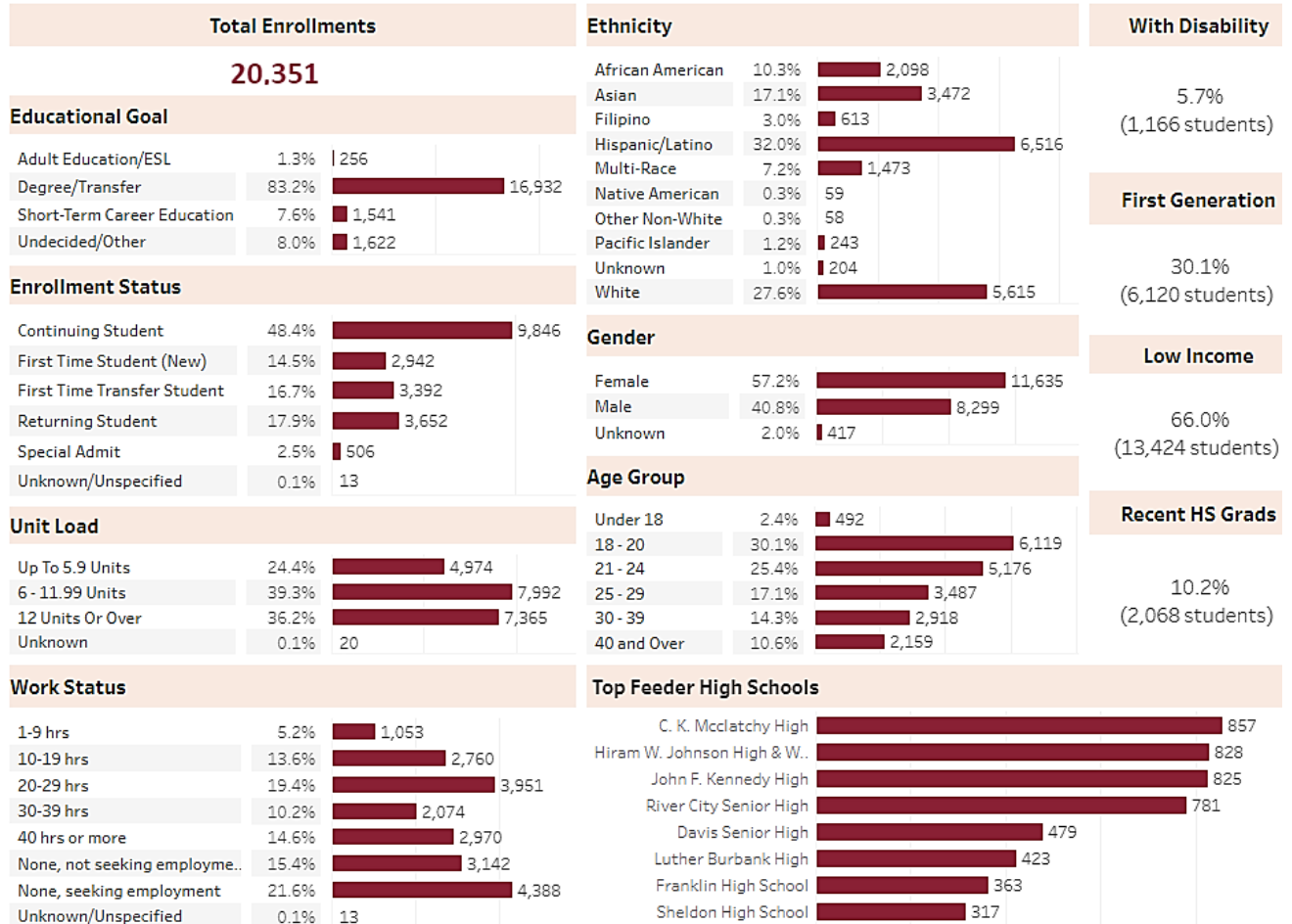
About 66 percent of SCC students are low-income and received the Promise Grant.

About 21.6 percent of SCC students are unemployed and seeking work. More than 63 percent are working. The percentage of students who are unemployed and seeking work has decreased substantially from 2013 to 2017 and stabilized by 2018, while the percentage of students employed full-time has risen slightly each year since 2013.

¹ In 2015, SCC became a Hispanic Serving Institution (HSI) with HSI grant award and in 2016 an HSI STEM grant was awarded.

Snapshot of the 2018 Fall Semester Student Characteristics

Total enrollment = 20,351 (excluding UC Davis students)



Source: EOS Profile Data

EXTERNAL ENVIRONMENT

A number of external forces are affecting SCC. The Los Rios Community College District (LRCCD) identifies five overarching goals for the colleges in the district (Box 1).

Box 1. The Los Rios Community College District Goals

| STRATEGIC AREAS ON THE LOS RIOS COMMUNITY COLLEGE DISTRICT HORIZON | |
|---|--|
| ▪ Goal 1: Establish effective pathways that optimize student access and success. | |
| ▪ Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic and gender groups. | |
| ▪ Goal 3: Provide exemplary teaching and learning opportunities. | |
| ▪ Goal 4: Lead the region in workforce development. | |
| ▪ Goal 5: Foster an outstanding working and learning environment. | |

Source: <https://losrios.edu/about-us/our-values/strategic-plan>. Retrieved 08/19/19.

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

The 2015-16 California Assessment of Student Performance and Progress (CAASPP)² 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 affect 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 08/20/19.

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 08/20/19.

² This test replaced the STAR Test Results and is not comparable.

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

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

| High School | % white (2018-19)* | % free or reduced price meal (2018-19) ** | % English language learner (2018-19)* |
|------------------------|--------------------|---|---------------------------------------|
| John F. Kennedy High | 12.4 | 19.6 | 9.5 |
| C. K. McClatchy High | 22.3 | 58.4 | 11.2 |
| River City Senior High | 30.4 | 67.5 | 8.6 |
| Hiram W. Johnson High | 6.8 | 76.2 | 30.5 |
| Davis Senior High | 52.5 | 17.5 | 4.8 |
| Luther Burbank High | 2.7 | 86.0 | 25.6 |
| Rosemont High School | 28.0 | 66.9 | 9.2 |
| Dixon High | 34.1 | 46.0 | 10.3 |
| Sheldon High School | 15.6 | 57.0 | 8.4 |
| Franklin High School | 17.2 | 35.1 | 4.1 |

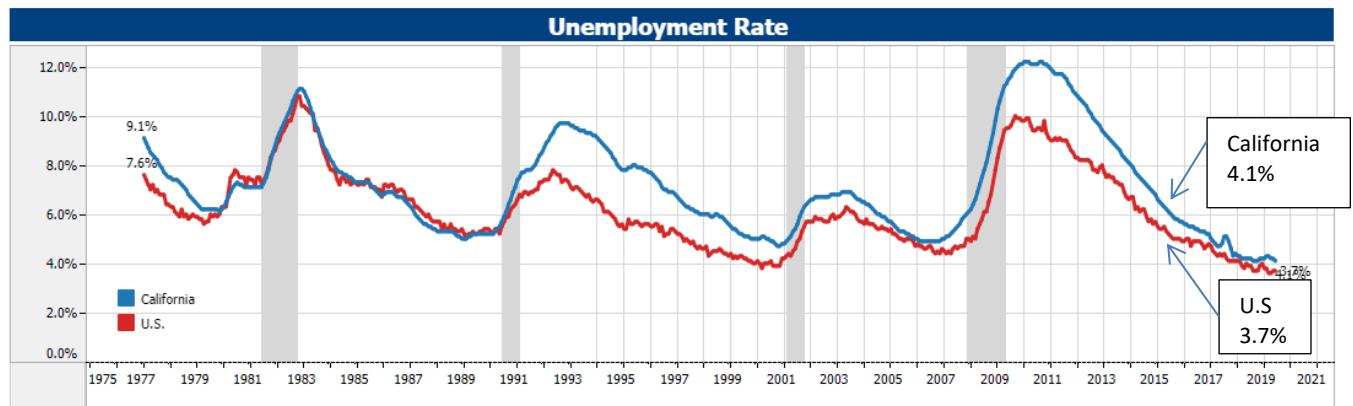
Source: * California Department of Education, *DataQuest* <http://dq.cde.ca.gov/dataquest/>. Accessed 08/20/19.

** Based on Adjusted Percent of Eligible FRPM ages 5 to 17 <http://www.cde.ca.gov/ds/sd/sd/filessp.asp>. Retrieved 08/20/19.

ECONOMIC VARIABLES

California's unemployment rate generally mirrors the national unemployment rate, though being slightly higher. According to the California Employment Development Department (EDD), Sacramento County's unemployment rate in July 2019 is 4.1 percent.

Figure 1. Unemployment Rate



Source: California Employment Development Department, *Labor Market Top Statistics* <http://www.labormarketinfo.edd.ca.gov/data/Top-Statistics.html#UR>. Retrieved 08/20/19.

Below is a list of **occupations requiring an associate degree** with their projected number of new jobs, projected growth rate, and 2018 median pay. The data was retrieved from the Bureau of Labor Statistics' (BLS) Occupational Outlook Handbook.

Table 4. Occupations requiring an associate degree, sorted by highest projected number of new jobs, Bureau of Labor Statistics data 2019

| OCCUPATION | ENTRY-LEVEL EDUCATION | ON-THE-JOB TRAINING | PROJECTED NUMBER OF NEW JOBS | PROJECTED GROWTH RATE | 2018 MEDIAN PAY |
|---|-----------------------|---------------------|------------------------------|--------------------------|-----------------------------------|
| | Associate's degree ▼ | None ▼ | ▼ | ▼ | ▼ |
| <u>Preschool teachers, except special education</u> | Associate's degree | None | 50,000 or more | Faster than average | \$25,000 to \$34,999 |
| <u>Computer network support specialists</u> | Associate's degree | None | 10,000 to 49,999 | As fast as average | \$55,000 to \$74,999 |
| <u>Dental hygienists</u> | Associate's degree | None | 10,000 to 49,999 | Much faster than average | \$55,000 to \$74,999 |
| <u>Diagnostic medical sonographers</u> | Associate's degree | None | 10,000 to 49,999 | Much faster than average | \$55,000 to \$74,999 |
| <u>Medical and clinical laboratory technicians</u> | Associate's degree | None | 10,000 to 49,999 | Faster than average | The annual wage is not available. |
| <u>Occupational therapy assistants</u> | Associate's degree | None | 10,000 to 49,999 | Much faster than average | \$55,000 to \$74,999 |
| <u>Paralegals and legal assistants</u> | Associate's degree | None | 10,000 to 49,999 | Much faster than average | \$35,000 to \$54,999 |
| <u>Physical therapist assistants</u> | Associate's degree | None | 10,000 to 49,999 | Much faster than average | \$55,000 to \$74,999 |
| <u>Radiologic technologists</u> | Associate's degree | None | 10,000 to 49,999 | Faster than average | \$55,000 to \$74,999 |
| <u>Respiratory therapists</u> | Associate's degree | None | 10,000 to 49,999 | Much faster than average | \$55,000 to \$74,999 |
| <u>Veterinary technologists and technicians</u> | Associate's degree | None | 10,000 to 49,999 | Much faster than average | \$25,000 to \$34,999 |
| <u>Web developers</u> | Associate's degree | None | 10,000 to 49,999 | Much faster than average | \$55,000 to \$74,999 |
| <u>Architectural and civil drafters</u> | Associate's degree | None | 5,000 to 9,999 | As fast as average | \$35,000 to \$54,999 |
| <u>Cardiovascular technologists and technicians</u> | Associate's degree | None | 5,000 to 9,999 | Faster than average | \$55,000 to \$74,999 |
| <u>Civil engineering technicians</u> | Associate's degree | None | 5,000 to 9,999 | As fast as average | \$35,000 to \$54,999 |
| <u>Magnetic resonance imaging technologists</u> | Associate's degree | None | 5,000 to 9,999 | Faster than average | \$55,000 to \$74,999 |
| <u>Life, physical, and social science technicians, all other</u> | Associate's degree | None | 5,000 to 9,999 | Faster than average | \$35,000 to \$54,999 |
| <u>Avionics technicians</u> | Associate's degree | None | 1,000 to 4,999 | As fast as average | \$55,000 to \$74,999 |
| <u>Drafters, all other</u> | Associate's degree | None | 1,000 to 4,999 | As fast as average | \$35,000 to \$54,999 |
| <u>Electrical and electronics drafters</u> | Associate's degree | None | 1,000 to 4,999 | As fast as average | \$55,000 to \$74,999 |
| <u>Electrical and electronics engineering technicians</u> | Associate's degree | None | 1,000 to 4,999 | Slower than average | \$55,000 to \$74,999 |
| <u>Environmental engineering technicians</u> | Associate's degree | None | 1,000 to 4,999 | Faster than average | \$35,000 to \$54,999 |
| <u>Environmental science and protection technicians, including health</u> | Associate's degree | None | 1,000 to 4,999 | Faster than average | \$35,000 to \$54,999 |
| <u>Funeral service managers</u> | Associate's degree | None | 1,000 to 4,999 | As fast as average | \$75,000 or more |
| <u>Mechanical drafters</u> | Associate's degree | None | 1,000 to 4,999 | As fast as average | \$55,000 to \$74,999 |
| <u>Mechanical engineering technicians</u> | Associate's degree | None | 1,000 to 4,999 | As fast as average | \$55,000 to \$74,999 |
| <u>Nuclear medicine technologists</u> | Associate's degree | None | 1,000 to 4,999 | Faster than average | \$75,000 or more |
| <u>Radiation therapists</u> | Associate's degree | None | 1,000 to 4,999 | Faster than average | \$75,000 or more |
| <u>Engineering technicians, except drafters, all other</u> | Associate's degree | None | 1,000 to 4,999 | As fast as average | \$55,000 to \$74,999 |
| <u>Forest and conservation technicians</u> | Associate's degree | None | 1,000 to 4,999 | Slower than average | \$35,000 to \$54,999 |
| <u>Legal support workers, all other</u> | Associate's degree | None | 1,000 to 4,999 | Slower than average | \$55,000 to \$74,999 |
| <u>Dietetic technicians</u> | Associate's degree | None | 1,000 to 4,999 | As fast as average | \$25,000 to \$34,999 |
| <u>Aerospace engineering and operations technicians</u> | Associate's degree | None | 0 to 999 | As fast as average | \$55,000 to \$74,999 |
| <u>Electro-mechanical technicians</u> | Associate's degree | None | 0 to 999 | Slower than average | \$55,000 to \$74,999 |
| <u>Industrial engineering technicians</u> | Associate's degree | None | 0 to 999 | Little or no change | \$55,000 to \$74,999 |
| <u>Human resources assistants, except payroll and timekeeping</u> | Associate's degree | None | Declining | Decline | \$35,000 to \$54,999 |
| <u>Respiratory therapy technicians</u> | Associate's degree | None | Declining | Decline | \$35,000 to \$54,999 |

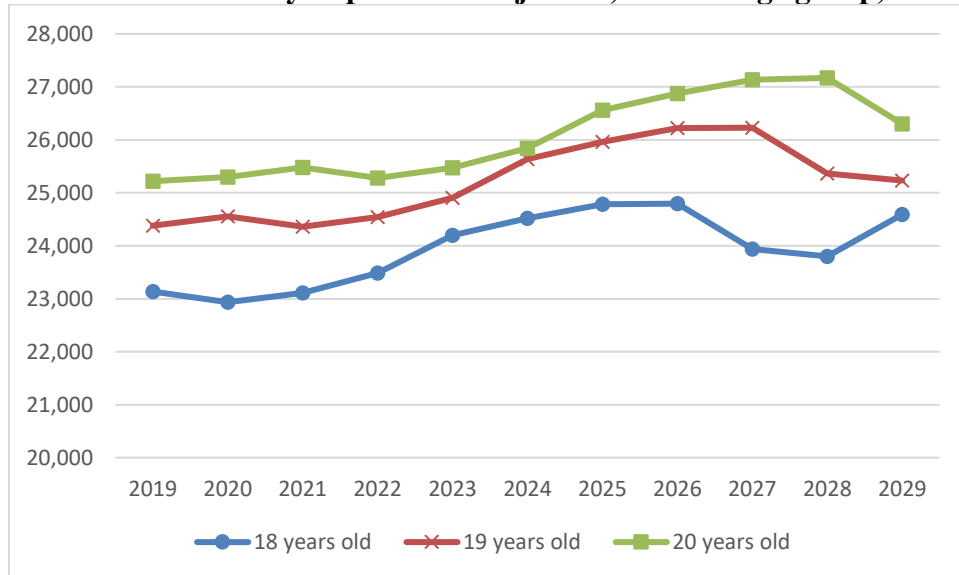
Last Modified Date: Friday, April 12, 2019

Source: Bureau of Labor Statistics <https://www.bls.gov/ooh/>. Data retrieved 8/20/2019

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 figure below suggest that the overall college-aged population is expected to slightly increase from 2018. Sacramento County has a higher proportion of Asian, Black, Multi-Racial, and White population than the overall California.

Figure 2. Sacramento County Population Projection, 18 to 20 age group, 2019 to 2029*



Source: California Department of Finance (DOF), Demographic Research Unit, 2019.

<http://www.dof.ca.gov/Forecasting/Demographics/projections/>. Retrieved 08/20/19.

* Report P-2: County Population Projections (2010-2060).

Figure 3. California and Sacramento Race/Ethnicity Distribution, 2012-2016 American Community Survey 5-year estimates

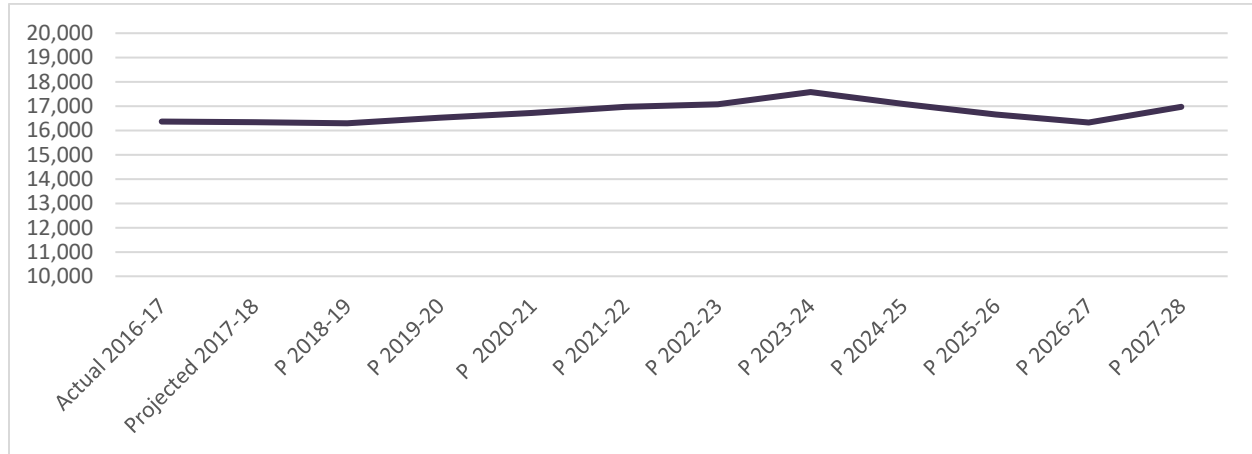
| Race/Ethnicity | California Percent | Sacramento County Percent |
|-------------------------------|--------------------|---------------------------|
| American Indian, Non-Hispanic | 0.4% | 0.4% |
| Asian, Non-Hispanic | 13.7% | 14.9% |
| Black, Non-Hispanic | 5.6% | 9.6% |
| Hispanic, Any Race | 38.6% | 22.5% |
| Multiracial, Non-Hispanic | 2.9% | 4.9% |
| Native Hawaiian, Non-Hispanic | 0.4% | 1.0% |
| White, Non-Hispanic | 38.4% | 46.4% |

Source: California Department of Finance

http://www.dof.ca.gov/Forecasting/Demographics/Data_In_Action/Visualizations/ca_counties_race.html Retrieved 8/20/2019.

The number of high school graduates in Sacramento County is expected to rise for the next few years before declining in the mid-2020s (Figure 4).

Figure 4. Sacramento County Projected High School Graduates, 2018 Series



Source: California Department of Finance (DOF), Demographic Research Unit, 2019.

http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/. Retrieved 08/20/19.

STUDENT EQUITY PLAN DATA REPORT

FALL 2019

(2018-2019)

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.

The data in this Institutional Effectiveness (IE) report is formatted based on the Student Equity Plan requirements issued by the CCCCCO. The data in this report mostly reflect those that were submitted to the CCCCCO during the 2018-2019 academic year.

STUDENT EQUITY PLAN DATA REPORT: KEY POINTS

SCC was required to submit an updated Student Equity Plan during the 2019 year to the CCCCCO. The data in this report reflect the five metrics that the CCCCCO issued for the student equity plan that SCC was required to report on.

The table below indicates the student populations at Sacramento City College (SCC) that show evidence of disproportionate impact as calculated by the CCCCCO during its final data release in March 2019.

| Metric | Disproportionately Impacted (DI) Populations |
|--|---|
| Access: Successful Enrollment | American Indian or Alaska Native (Females) |
| | Black or African American (Males) |
| | White (Males) |
| | Some other race (Females) |
| | Some other race (Males) |
| | Foster Youth (Females) |
| | Veteran (Females) |
| Retention: Fall to Spring | American Indian or Alaska Native (Females) |
| | Asian (Females) |
| | White (Females) |
| | LGBT (Females) |
| Transfer to a 4-year Institution | American Indian or Alaska Native (Males) |
| | Black or African American (Females) |
| | Filipino (Males) |
| | Native Hawaiian or Other Pacific Islander (Females) |
| | Native Hawaiian or Other Pacific Islander (Males) |
| | Disabled (Females) |
| Completion of Transfer-Level Math and English | Black or African American (Females) |
| | Black or African American (Males) |
| | Hispanic or Latino (Females) |
| | Hispanic or Latino (Males) |
| | Disabled (Females) |
| Vision Goal Completion: Degree and Certificate Completion | American Indian or Alaska Native (Males) |
| | Black or African American (Males) |
| | Native Hawaiian or Other Pacific Islander (Males) |
| | Foster Youth (Females) |
| | Foster Youth (Males) |
| | LGBT (Females) |
| | LGBT (Males) |

STUDENT EQUITY METRICS FOR SCC

Student equity metrics were issued by the CCCCCO during the 2019 student equity plan submission cycle. Disproportionate impact for each student group was calculated by the CCCCCO and provided to SCC. SCC's student groups showing disproportionate impact are included in the table below. Student groups not showing disproportionate impact are not included in the table.

Disproportionately impacted student groups for each of the five metrics are separated based on gender—male and female—and disaggregated by several student characteristics including race/ethnicity, foster youth, veteran, disabled, and LGBT. The data shown in the table below are based on those released to SCC by the CCCCCO in March 2019.

The numbers and percentages in the “current” column show the current achievement of the disproportionately impacted student groups for each metric. Numbers in the “current” column for the following metrics are based on baseline numbers from the 2017-2018 academic year: access (successful enrollment), retention (fall to spring), completion of transfer-level math and English, and vision goal completion. Numbers in the “current” column for the following metric are based on baseline numbers from the 2016-2017 academic year: transfer to a four-year institution.

The numbers and percentages in the “goal” column are the numeric targets for which each of the disproportionately impacted student groups is aimed to achieve by the next student equity plan reporting cycle. The numbers in the “goal” column are those recommended by the CCCCCO and submitted to the CCCCCO by SCC during the 2019 student equity plan submission cycle.

| METRIC | DISPROPORTIONATELY IMPACTED POPULATIONS | | | | | | | | | |
|--|---|---------|------|-------|------|---|---------|------|-------|------|
| | FEMALES | Current | | Goal | | MALES | Current | | Goal | |
| | | % | N | % | N | | % | N | % | N |
| Access: Successful Enrollment | American Indian or Alaska Native | 30.6% | 113 | 35.5% | 131 | Some other race | 20.9% | 41 | 35.7% | 70 |
| | Black or African American | 32.5% | 1615 | 35.8% | 1778 | White | 23.6% | 2424 | 38.3% | 3931 |
| | Some other race | 35.6% | 66 | 35.6% | 84 | | | | | |
| | Foster Youth | 32.6% | 349 | 35.6% | 381 | | | | | |
| | Veteran | 25.7% | 69 | 35.7% | 96 | | | | | |
| Retention: Fall to Spring | American Indian or Alaska Native | 40.4% | 21 | 57.7% | 30 | | | | | |
| | Asian | 55.8% | 1201 | 58.1% | 1250 | | | | | |
| | White | 55.3% | 1719 | 58.3% | 1812 | | | | | |
| | LGBT | 51.8% | 233 | 58.0% | 261 | | | | | |
| Transfer to a 4-year Institution | Black or African American | 6.8% | 100 | 10.2% | 149 | American Indian or Alaska Native | 7.8% | 4 | 9.8% | 5 |
| | Native Hawaiian or other Pacific Islander | 7.6% | 16 | 10.4% | 22 | Filipino | 7.4% | 23 | 10.4% | 32 |
| | Disabled | 7.3% | 90 | 10.2% | 126 | Native Hawaiian or other Pacific Islander | 4.3% | 5 | 10.3% | 12 |

| | | | | | | | | | | |
|--|---------------------------|------|----|------|----|---|------|----|------|----|
| Completion of transfer-level Math and English | Black or African American | 0.4% | 1 | 4.4% | 11 | Black or African American | 1.6% | 3 | 4.2% | 8 |
| | Hispanic or Latino | 1.8% | 18 | 4.6% | 45 | Hispanic or Latino | 2.0% | 13 | 4.3% | 27 |
| | Disabled | 0.0% | 0 | 3.3% | 2 | | | | | |
| Vision Goal Completion | Foster Youth | 1.7% | 4 | 2.6% | 6 | American Indian or Alaska Native | 1.2% | 1 | 2.4% | 2 |
| | LGBT | 1.6% | 18 | 2.7% | 30 | Black or African American | 1.6% | 34 | 2.7% | 56 |
| | | | | | | Native Hawaiian or other Pacific Islander | 1.3% | 3 | 2.7% | 6 |
| | | | | | | Foster Youth | 0.7% | 1 | 2.7% | 4 |
| | | | | | | LGBT | 1.8% | 11 | 2.8% | 17 |

The table below provides the total number of students in the population for each disproportionately impacted group in the 2017-2018 academic year for all the metrics, except for the “transfer to a four-year institution” metric which is based on the 2016-2017 academic year. These numbers were released to SCC by the CCCCO during the 2019 student equity plan submission cycle.

| METRIC | TOTAL STUDENT POPULATION OF DISPROPORTIONATELY IMPACTED GROUPS | | | |
|--|--|-----------|---|-----------|
| | FEMALES | Current N | MALES | Current N |
| Access: Successful Enrollment | American Indian or Alaska Native | 369 | Some other race | 196 |
| | Black or African American | 4,965 | White | 10,265 |
| | Some other race | 236 | | |
| | Foster Youth | 1,071 | | |
| | Veteran | 269 | | |
| Retention: Fall to Spring | American Indian or Alaska Native | 52 | | |
| | Asian | 2,151 | | |
| | White | 3,107 | | |
| | LGBT | 450 | | |
| Transfer to a 4-year Institution | Black or African American | 1,463 | American Indian or Alaska Native | 51 |
| | Native Hawaiian or other Pacific Islander | 211 | Filipino | 309 |
| | Disabled | 1,238 | Native Hawaiian or other Pacific Islander | 117 |
| Completion of transfer-level Math and English | Black or African American | 252 | Black or African American | 189 |
| | Hispanic or Latino | 974 | Hispanic or Latino | 635 |
| | Disabled | 61 | | |
| Vision Goal Completion | Foster Youth | 229 | American Indian or Alaska Native | 83 |
| | LGBT | 1,124 | Black or African American | 2,080 |
| | | | Native Hawaiian or other Pacific Islander | 226 |
| | | | Foster Youth | 150 |
| | | | | |

| | | | |
|--|--|------|-----|
| | | LGBT | 616 |
|--|--|------|-----|

Definition for CCCCCO Metrics

The “access: successful enrollment” metric is the number of students who enrolled in SCC during the 2017-2018 academic year.

The “retention: fall to spring” metric refers to the number of students who enrolled in SCC during Fall 2017 and enrolled again in SCC during Spring 2018.

The “transfer to a four-year institution” metric refers to the number of students who transferred to a four-year institution during the 2016-2017 academic year.

The “completion of transfer-level math and English” metric refers to the number of students who completed a transfer-level English and math course (300 level or above) within the Los Rios Community College District during the 2017-2018 academic year and began their coursework at SCC either during or prior to the 2017-2018 academic.

The “vision goal completion” metric refers to the number of students who earned a credit certificate over 18 units or an Associate Degree at SCC during the 2017-2018 academic year.

STUDENT EQUITY PLAN GOALS FOR SCC

Using the student equity metrics issued by the CCCCCO, the college’s student equity plan metrics were evaluated, and goals were established as shown in the table below. The numbers in the “current” column were released to SCC by the CCCCCO during the 2019 student equity plan submission cycle. The numbers in the “goal” column were submitted to the CCCCCO by SCC during the 2019 student equity plan submission cycle.

| METRIC | Explanation of Calculations | Current | | Goal | |
|--------------------------------------|---|---------|--------|--------|--------|
| | | N | % | N | % |
| Access: Successful Enrollment | During the 2017-2018 academic year, 19,577 individuals enrolled at SCC from the 55,881 individuals who selected “SCC” on the statewide application (CCCApply). The goal percentage established for this metric is based on the Student Success Metrics Dashboard published by the CCCCCO. The goal developed is the midway point between the number of students who enrolled in SCC and who enrolled in any community college. | 19,577 | 35.03% | 23,751 | 42.50% |
| Retention: Fall to Spring | During the 2017-2018 academic year, 12,368 students were retained to Spring 2018 from the 21,394 students enrolled during Fall 2017. | 12,368 | 57.81% | 13,663 | 63.86% |

| | | | | | |
|--|--|-------|--------|-------|--------|
| | The goal percentage established for this metric is based on the Student Success Metrics Dashboard published by the CCCCCO. The goal developed is the midway point between the students retained from the fall to spring at SCC and those students retained from the fall to spring at any community college. | | | | |
| Transfer to a 4-year Institution | <p>During the 2016-2017 academic year, 2,551 students transferred to a four-year institution from a total of 25,222 enrolled students.</p> <p>The goal percentage established for this metric is aligned with the SCC local goal for the Vision for Success metric.</p> | 2,551 | 10.11% | 231 | 12.64% |
| Completion of transfer-level Math and English | <p>During the 2017-2018 academic year, 171 students completed both transfer-level math and English courses from the 4,288 first-year students.</p> <p>The goal percentage established for this metric is based on Center for Urban Education's recommendation, as noted in "A Data Portfolio for Achieving Transfer Equity at SCC," page 28 that SCC increase its goal by 35%.</p> | 171 | 3.99% | 3,808 | 5.38% |
| Vision Goal Completion | <p>During the 2017-2018 academic year, 1,349 students received awards (credit certificate over 18 units or an Associate Degree) from among the 50,094 enrolled students.</p> <p>The goal percentage established for this metric is aligned with the SCC local goal for the Vision for Success metric.</p> | 1,349 | 2.69% | 3,189 | 7.60% |

ADDITIONAL STUDENT EQUITY DATA AT SCC

Access: Successful Enrollment

Although the CCCCCO defined the “access: successful enrollment” metric during the 2019 student equity plan submission cycle as those students who enrolled at SCC, the previous definition for this metric utilized by the CCCCCO referenced students’ successful course completion rates. Please see the PRIE Dashboard for information about students’ successful course completion rates, or course success rates.

PRIE Dashboard: <https://www.scc.losrios.edu/prie/research/prie-dashboard/sacramento-city-college-prie-dashboard/>

Retention: Fall to Spring

The PRIE Dashboard includes information about SCC students’ retention from the fall to spring.

PRIE Dashboard: <https://www.scc.losrios.edu/prie/research/prie-dashboard/sacramento-city-college-prie-dashboard/>

Transfer to a Four-year Institution

Sources outside of the CCCCCO also provide information 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, the transfers of Hispanic or Latino demographic groups have been trending upwards while the transfers of Black or African American have stayed relatively consistent 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 2018-2019 | | AY 2017-2018 | | AY 2016-2017 | |
| | N | % | N | % | N | % |
| African American | 48 | 6% | 52 | 7% | 54 | 7% |
| American Indian | * | * | * | * | * | * |
| Asian American | 169 | 21% | 173 | 23% | 174 | 22% |
| Hispanic | 234 | 30% | 215 | 28% | 207 | 27% |
| Non-Resident Alien | 33 | 4% | 25 | 3% | 27 | 3% |

| | | | | | | |
|--|------------|-------------|------------|-------------|------------|-------------|
| Pacific Islander | 12 | 2% | * | * | * | * |
| White, Non-Latino | 198 | 25% | 176 | 23% | 199 | 26% |
| Two or More Races | 50 | 6% | 52 | 7% | 51 | 7% |
| Unknown | 43 | 5% | 59 | 8% | 57 | 7% |
| All SCC – CSU Transfer Students | 788 | 100% | 761 | 100% | 778 | 100% |

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

Source: <http://asd.calstate.edu/ccct/2018-2019/SummaryYear.asp> ; accessed 11/4/19

When compared to the population proportions at SCC, African American and Hispanic/Latino are slightly underrepresented in transfers to UC campuses, although African American student transfers are trending upward. 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 2018-2019 | | AY 2017-2018 | | AY 2016-2017 | |
| | N | % | N | % | N | % |
| White | 90 | 34% | 95 | 37% | 82 | 34% |
| Asian | 69 | 26% | 57 | 22% | 76 | 32% |
| Hispanic/ Latino | 62 | 24% | 74 | 28% | 52 | 22% |
| African American | 25 | 10% | 17 | 7% | 12 | 5% |
| International | * | * | * | * | * | * |
| American Indian | * | * | * | * | * | * |
| Domestic Unknown | * | * | * | * | * | * |
| All SCC – UC Transfer Students | 262 | 100% | 260 | 100% | 241 | 100% |

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

Source: <http://universityofcalifornia.edu/infocenter/admissions-source-school>; accessed 11/4/19

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 2018-2019 academic year. White and Asian students are slightly overrepresented in applications compared to proportions at SCC. SCC Asian transfer students are more likely to be admitted than their peers while they are less likely to enroll than their peers. While SCC African American students comprise one of the smallest applicant groups, their admittance and enrollment rates are comparable to those of their White and Hispanic/ Latino counterparts.

| UC Matriculation Process for SCC Transfer Students, AY 2018-2019 | | | | | | |
|---|------------|-----|--------|----------------|-----------|-------------------|
| | Applicants | | Admits | | Enrollees | |
| | N | % | N | Admit./ App. % | N | Enroll./ Admit. % |
| White | 129 | 32% | 98 | 76% | 90 | 92% |
| Asian | 104 | 26% | 87 | 84% | 69 | 79% |
| Hispanic/ Latino | 102 | 25% | 77 | 75% | 62 | 81% |
| African American | 38 | 9% | 30 | 79% | 25 | 83% |

| | | | | | | |
|---------------------------------------|------------|-------------|------------|------------|------------|------------|
| International | 11 | 3% | 7 | 64% | 6 | 86% |
| American Indian | * | * | * | * | * | * |
| Domestic Unknown | * | * | * | * | * | * |
| All SCC – UC Transfer Students | 406 | 100% | 316 | 78% | 262 | 83% |

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

Source: <http://universityofcalifornia.edu/infocenter/admissions-source-school>; accessed 11/4/19

Completion of Transfer-level Math and English

Please see the “AB 705 Implementation Report,” published during Fall 2019 under “Institutional Effectiveness Reports” on the PRIE website, for more information about SCC students’ progress for completing transfer-level math and English.

Institutional Effectiveness Reports: <https://www.scc.losrios.edu/prie/institutional-effectiveness/institutional-effectiveness-reports-2/>

Vision Goal Completion

Please see the “SCC Awards Dashboard” for information about SCC students’ completion of certificates and Associate Degrees.

SCC Awards Dashboard: <https://www.scc.losrios.edu/prie/research/scc-awards-dashboard/>

STUDENT VOICES REPORT FALL 2019

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 |

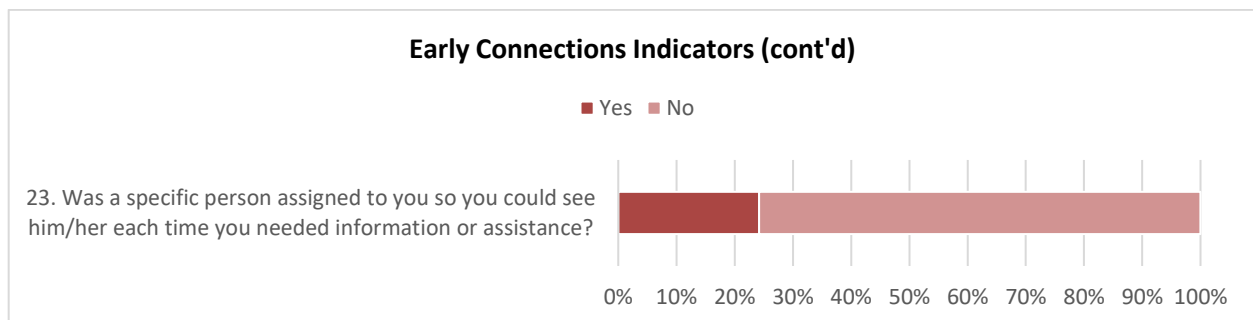
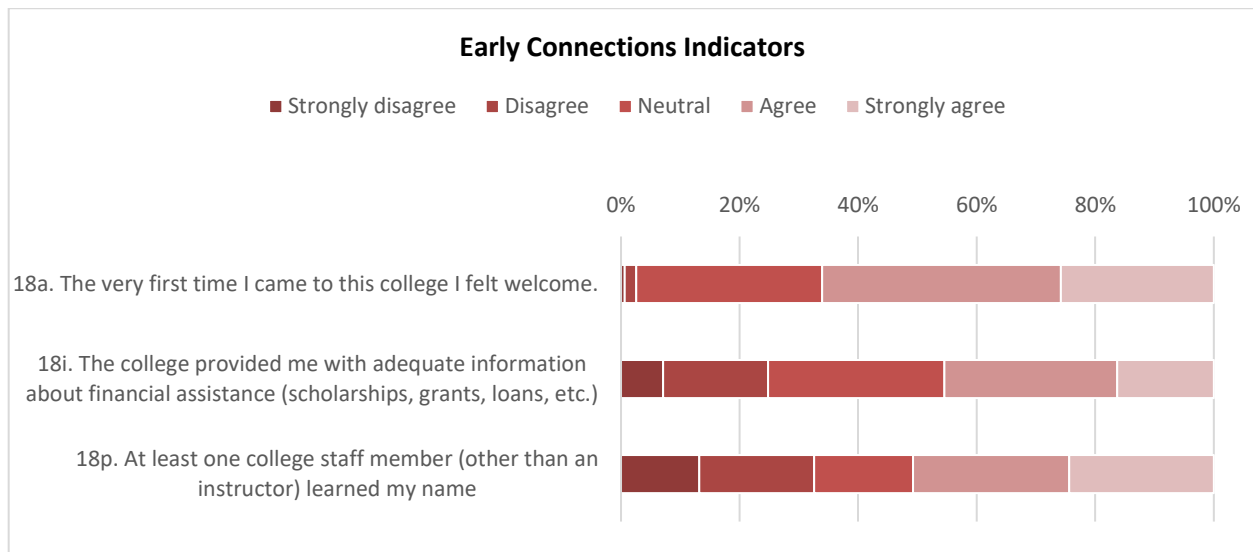
¹ See more at <http://www.ccsse.org/sense/aboutsense/>

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

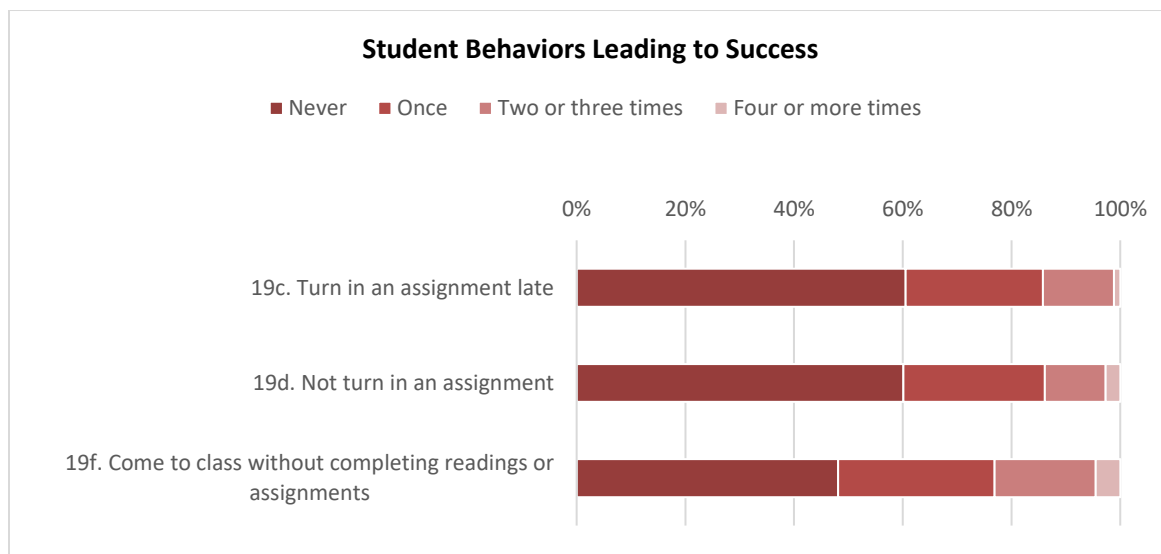
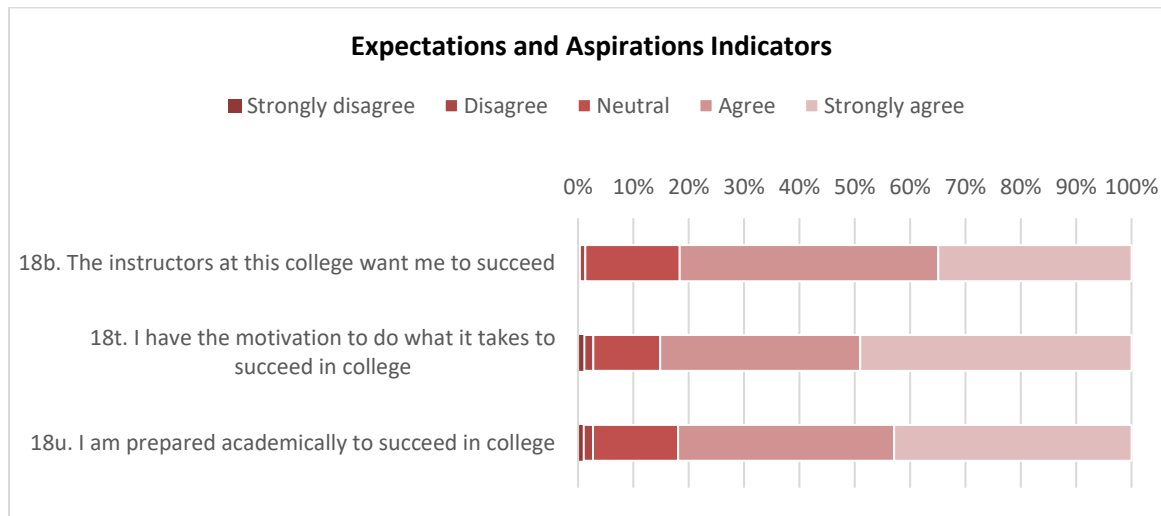
EARLY CONNECTIONS

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.



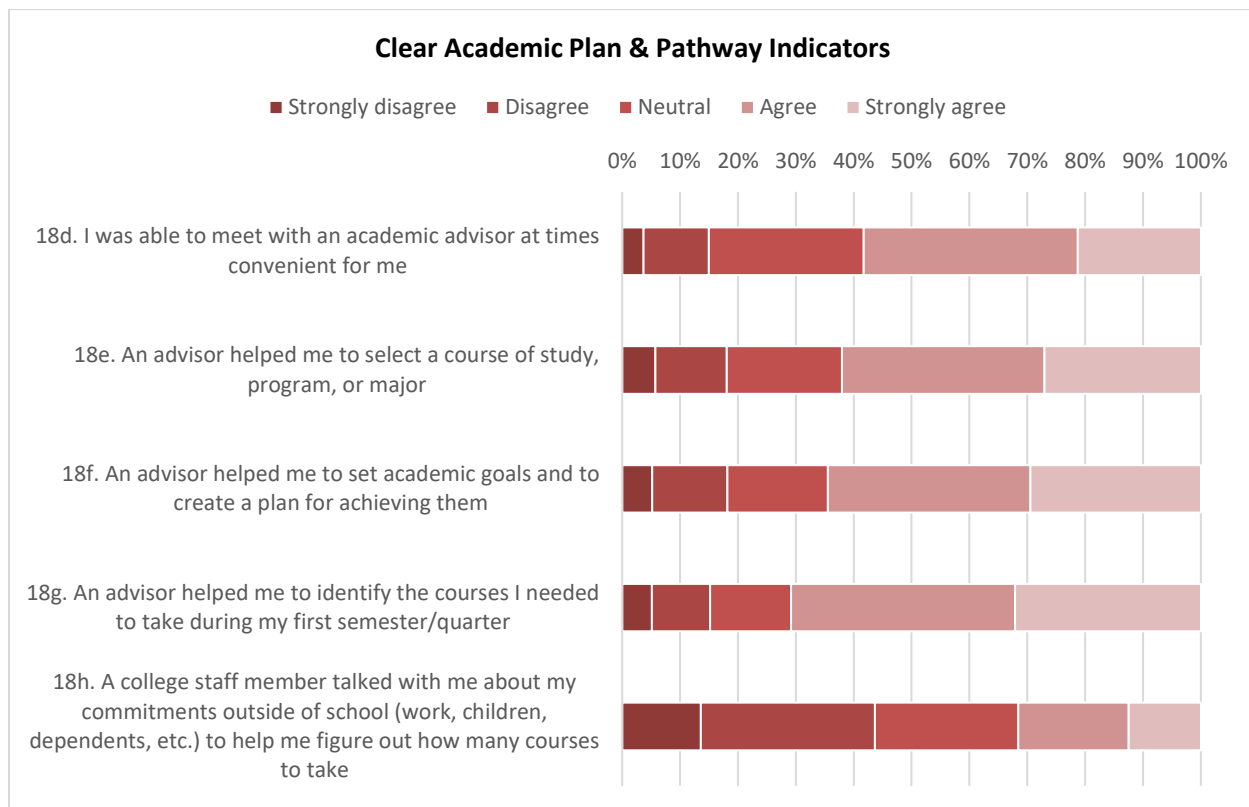
HIGH EXPECTATIONS AND ASPIRATIONS

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.



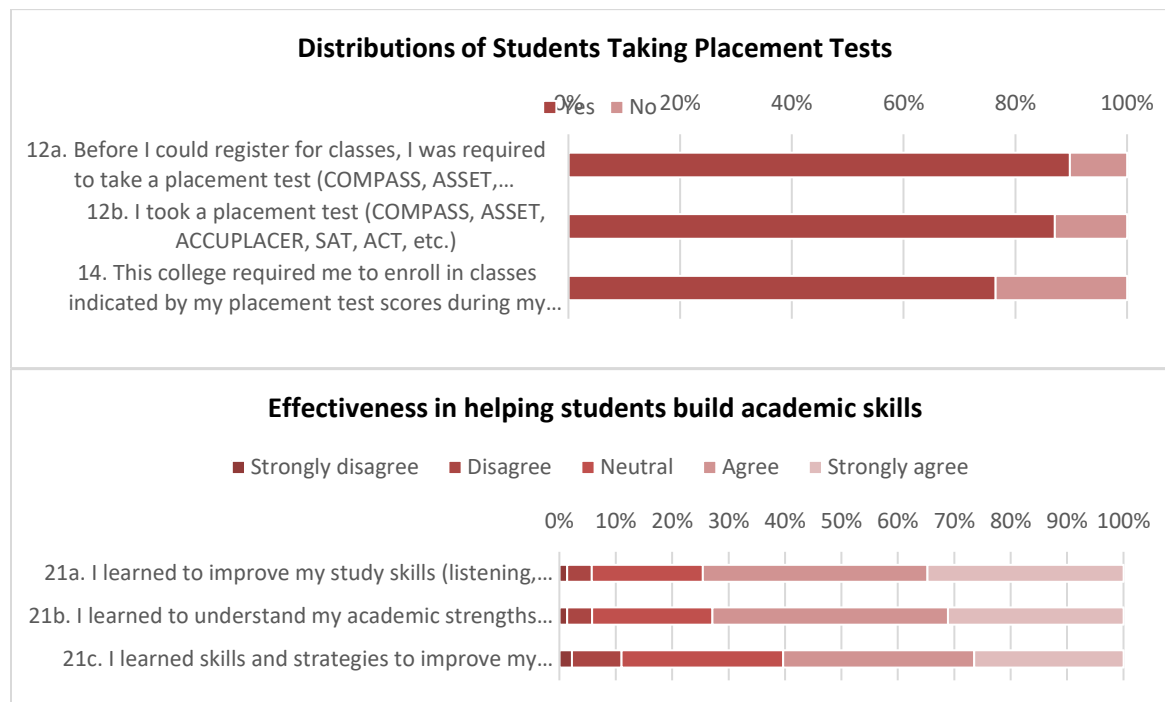
CLEAR ACADEMIC PLAN AND PATHWAY

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.



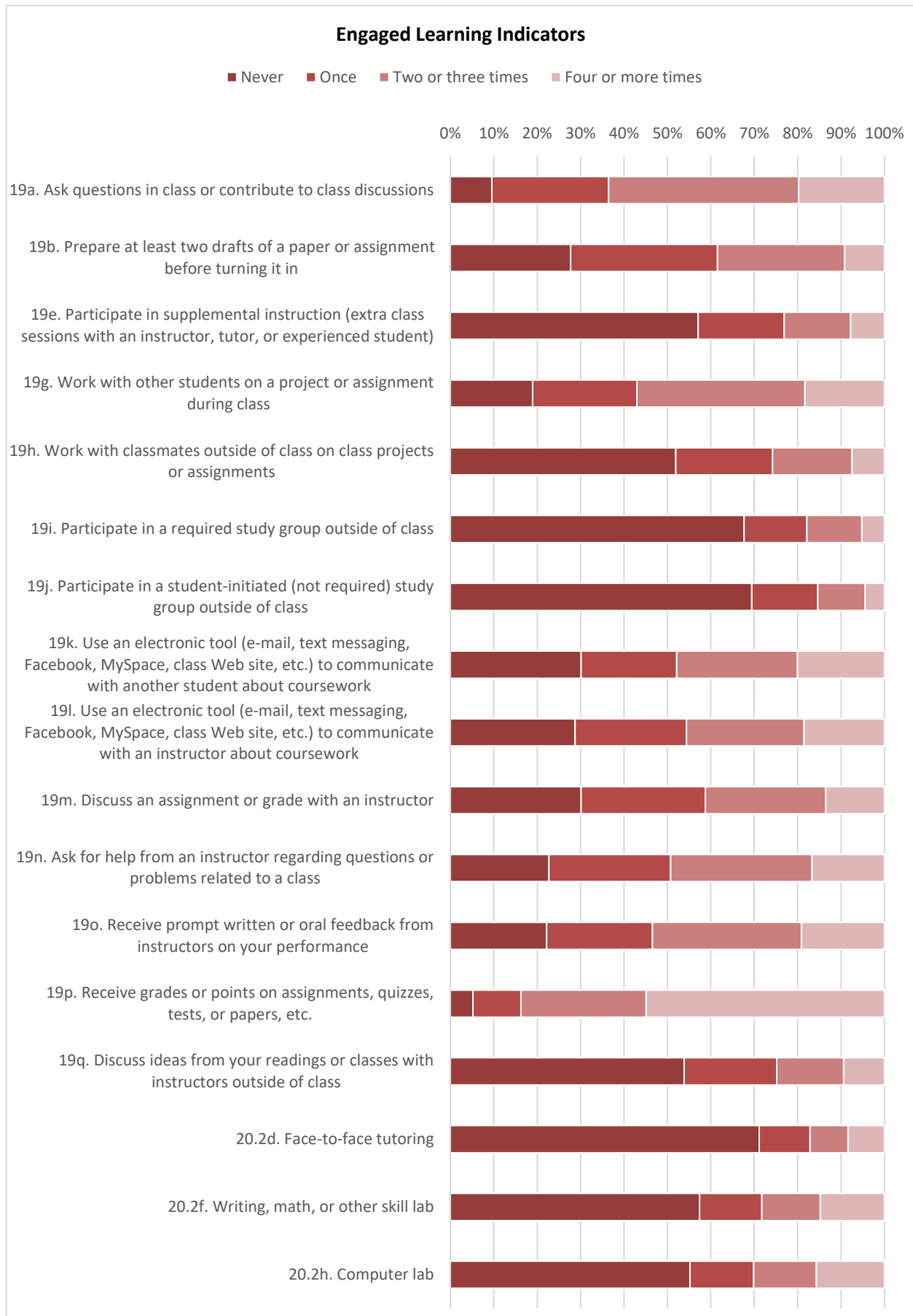
EFFECTIVE TRACK TO COLLEGE READINESS

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.



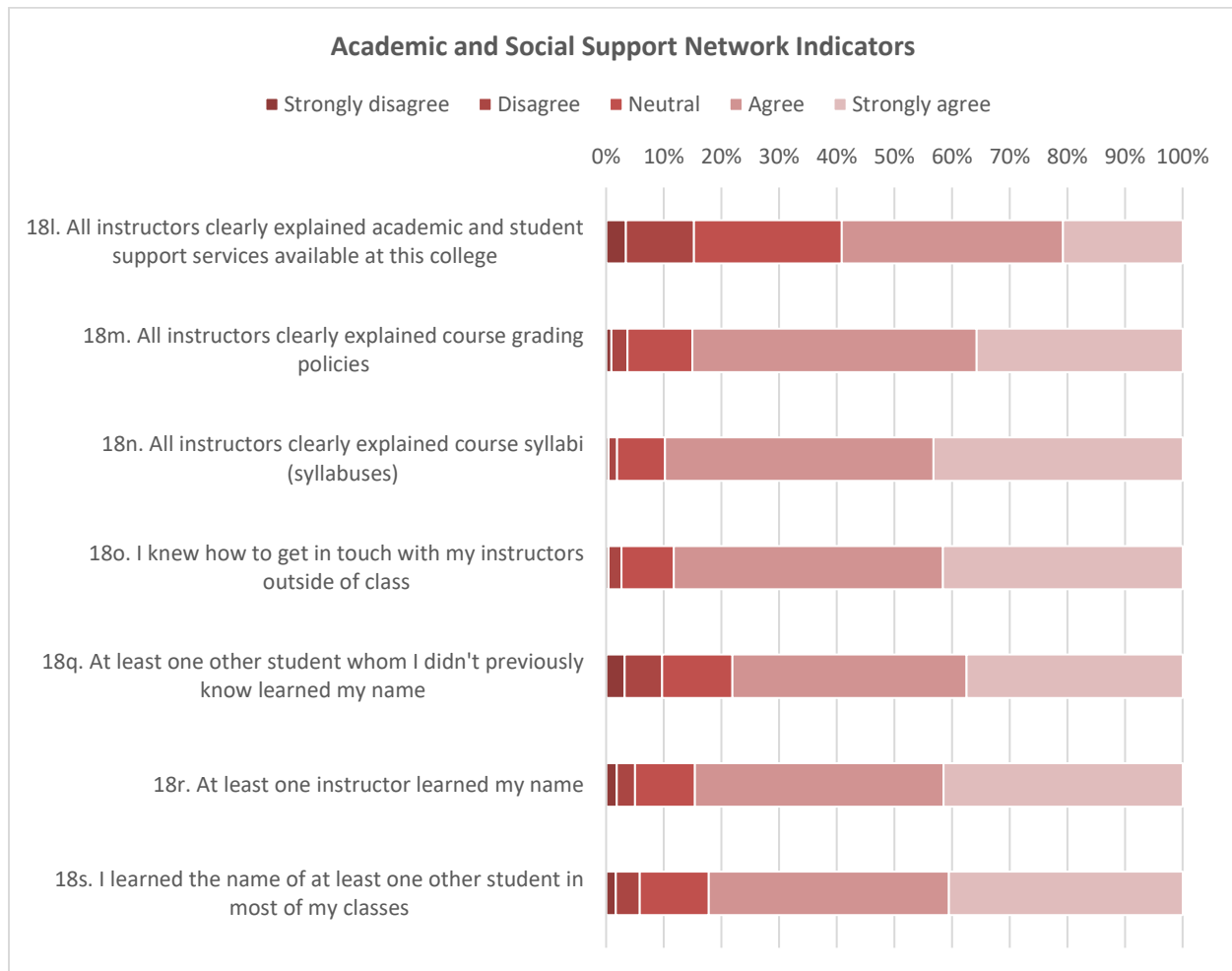
ENGAGED LEARNING

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.



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.



REPORT ON STUDENT SUCCESS & ACHIEVEMENT, FALL 2019

(Some data is Fall 2018)

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

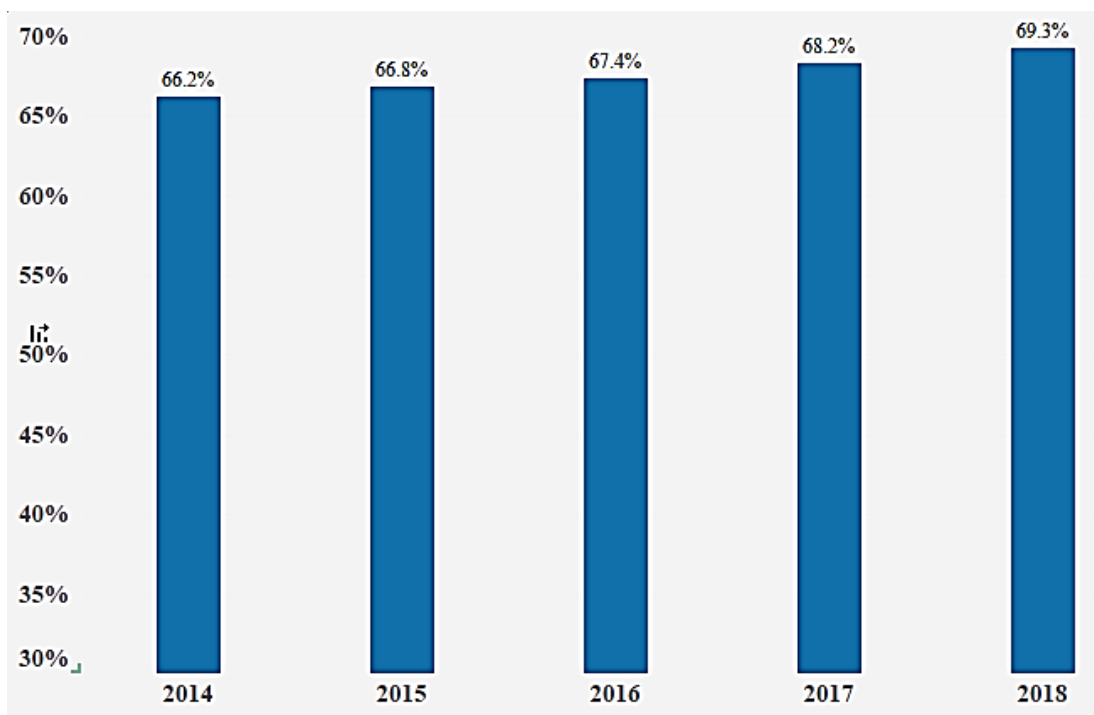
COMPLETING COURSES SUCCESSFULLY

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

- Successful = A, B, C, Pass, Credit
- Unsuccessful = D, F, Withdraw, No Pass, or Incomplete

It 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. Currently the overall course success rate is over 69 percent.

SCC Successful Course Completion, Fall 2014 to Fall 2018 (%)



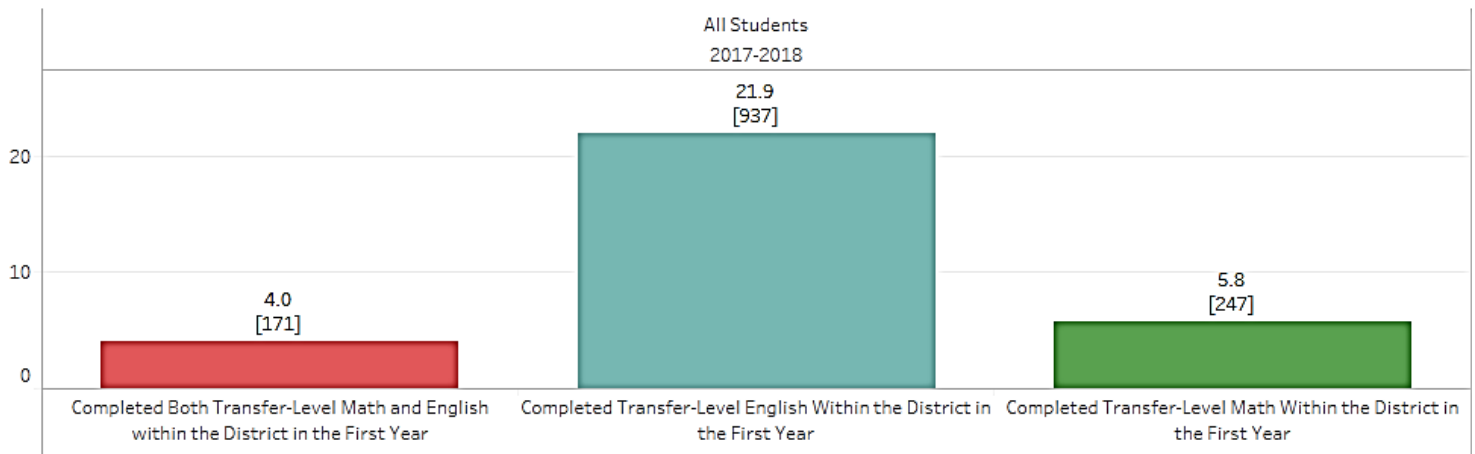
Source: SCC Research Data

COMPLETING TRANSFER-LEVEL MATH AND ENGLISH

The Student Success Metrics' Learning Progress measures include data on the number of students who completed transfer-level Math and English. Among all SCC students in the 2017-2018 academic year, 4% completed both transfer-level math and English in their first academic year of credit enrollment within the district; about 22% completed transfer-level English and 6% math within the district.

Learning Progress: Completed Transfer-Level Math and English (%)

Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district
(Number of students/enrollments in brackets [])



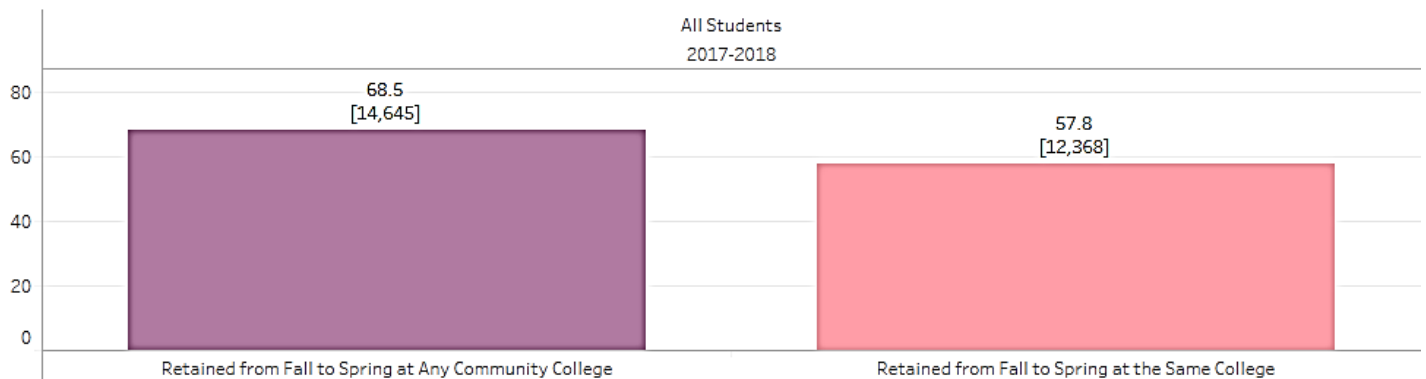
Source: Student Success Metrics 2017-2018

STAYING IN SCHOOL

According to Student Success Metrics, among all SCC students in 2017-2018, 57.8% were retained from fall to spring at the College and 68.5% were retained at any community college in the system.

Momentum: Retained from Fall to Spring (%)

Among all students, the proportion retained from fall to spring at college in the selected year; excluding students who completed an award or transferred to a postsecondary institution
(Number of students/enrollments in brackets [])



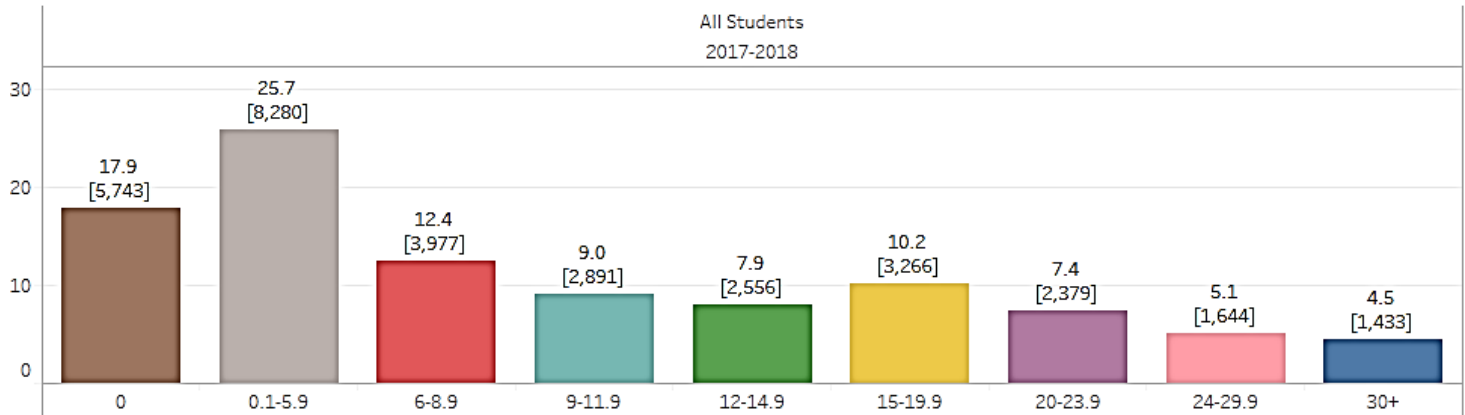
Source: Student Success Metrics 2017-2018

EDUCATIONAL GOALS

Among all SCC students in 2017-2018, over 35% completed 12 degree-applicable units or more over the academic year.

Momentum: Successfully Completed Unit Thresholds in the Academic Year (%)

Among all students, the proportion who successfully completed degree-applicable semester unit thresholds in the selected year
(Number of students/enrollments in brackets [])

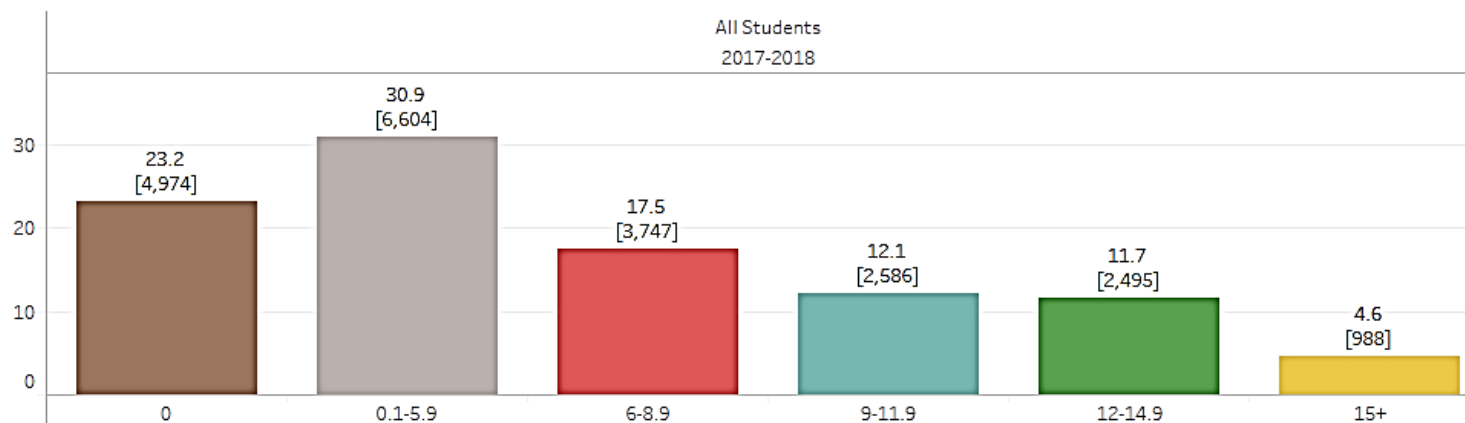


Source: Student Success Metrics 2017-2018

Among all SCC students in 2017-2018, over 16% completed 12 degree-applicable units or more in the fall semester.

Momentum: Successfully Completed Unit Thresholds in the Fall (%)

Among all students, the proportion who successfully completed degree-applicable semester unit thresholds in the fall term of the selected year
(Number of students/enrollments in brackets [])



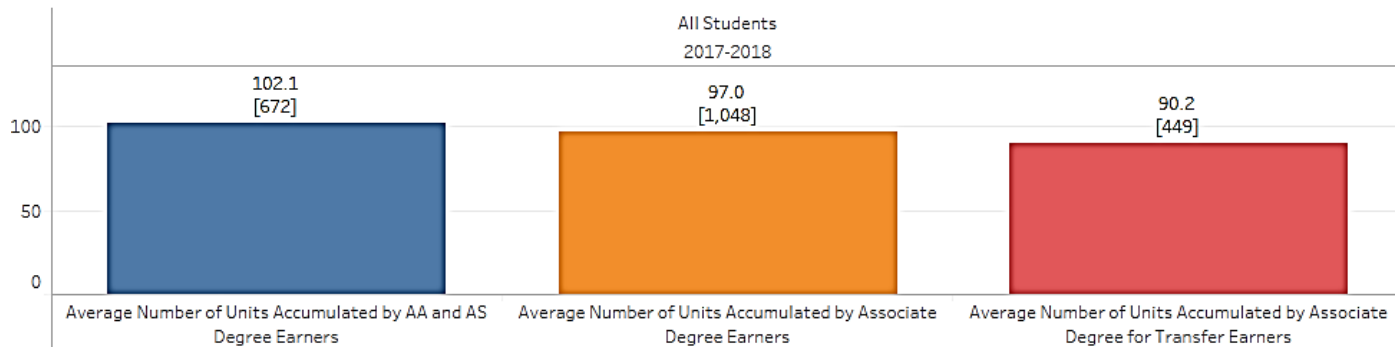
Source: Student Success Metrics 2017-2018

COMPLETION: DEGREES, CERTIFICATES AND TRANSFER

UNITS ACCUMULATED BY ASSOCIATE DEGREE EARNERS. Among all SCC students who earned an associate degree in 2017-2018 who were enrolled in the previous academic year or in 2017-2018, the average number of units accumulated by associate degree earners is 97 units (the average calculation only includes those who had completed 60 or more units at community colleges). The average number of units accumulated by associate degree for transfer (AD-T) earners is 90.2 and that of the AA/AS degree earners is 102.1.

Success: Average Number of Units Accumulated by Associate Degree Earners (Number of Units)

*Among all students who earned an associate degree in the selected year, and who were in enrolled in the previous or selected year, the average number of units earned in the California community college system among students who had completed at least 60 units at any community college
(Number of students/enrollments in brackets [])*



Source: Student Success Metrics 2017-2018

TRANSFER. Numbers of transfers to University of California (UC) and California State University (CSU) have all fluctuated over the past few years (Table 1).

Table 1. Numbers of transfers to UC and CSU AY 2013-14 to AY 2018-19

| SCC metrics (PRIE data) | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|--|-------------|------------|------------|-------------|-------------|---------|
| Number of students transferring to CSU | 832 | 698 | 710 | 778 | 761 | N/A |
| Number of students transferring to UC* | 309 | 283 | 263 | 287 | 314 | 316** |
| Total | 1141 | 981 | 973 | 1065 | 1075 | |

Sources: 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 09/19/19.

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

** Fall data only for UC.

AWARDS. **Figure 9** shows number of SCC degrees and certificates awarded, and number of students receiving awards.

Figure 1. SCC Degrees & Certificates Awarded, AY 2014-15 to AY 2018-19*

Number of Awards (duplicated count)

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| AA/AS | 1,365 | 1,166 | 1,225 | 1,139 | 1,455 |
| AA-T/AS-T | 269 | 416 | 467 | 547 | 673 |
| CERT | 637 | 479 | 392 | 345 | 449 |
| Grand Total | 2,271 | 2,061 | 2,084 | 2,031 | 2,577 |

Number of Students Receiving Awards (unduplicated count)

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-------------|-----------|-----------|-----------|-----------|-----------|
| AA/AS | 1,006 | 874 | 886 | 862 | 927 |
| AA-T/AS-T | 267 | 406 | 458 | 533 | 653 |
| CERT | 491 | 392 | 337 | 288 | 377 |
| Grand Total | 1,513 | 1,493 | 1,532 | 1,539 | 1,742 |

Source: Awards File

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

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% | 76% |
| Cosmetology (Practical Exam) | 12.04 | state | 80% | 81% |
| Nail Technology (Written Exam) | 12.04 | state | 80% | n/a |
| Nail technology (Practical Exam) | 12.04 | state | 80% | n/a |
| 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% | 100% |
| Dental Assisting (Practical Exam) | 51.06 | state | 80% | n/a |
| Physical Therapist Assistant | 51.08 | national | 85% | 95% |
| Registered Nursing | 51.39 | state | 80% | 95% |
| Vocational Nursing | 51.39 | state | 80% | 73% |
| Electronics Technology (Exam Element 1) | 47.01 | national | 80% | n/a |
| Electronics Technology (Exam Element 2) | 47.01 | national | 80% | n/a |
| Electronics Technology (Exam Element 3) | 47.01 | national | 80% | n/a |
| Mechanical-Electrical Technology (Type I Certification Exam) | 15.08 | national | 80% | 94% |
| Mechanical- Electrical Technology (Type II Certification Exam) | 15.08 | national | 80% | 94% |
| Mechanical-Electrical Technology (Type III Certification Exam) | 15.08 | national | 80% | 96% |
| Mechanical-Electrical Technology (Universal) | 15.08 | national | 80% | 90% |
| Railroad Operations | 49.02 | national | 80% | n/a |
| Aeronautics-Airframe & Powerplant | 47.06 | national | 80% | 100% |
| Air Dispatch (FAA Aircraft Dispatcher Knowledge Exam) | 49.01 | national | 80% | 100% |
| Air Dispatch (FAA Aircraft Dispatcher Practical Exam) | 49.01 | national | 80% | 91% |

Over eighty percent of CTE programs with 10 or more graduates have a job placement rate of 70 percent or above.

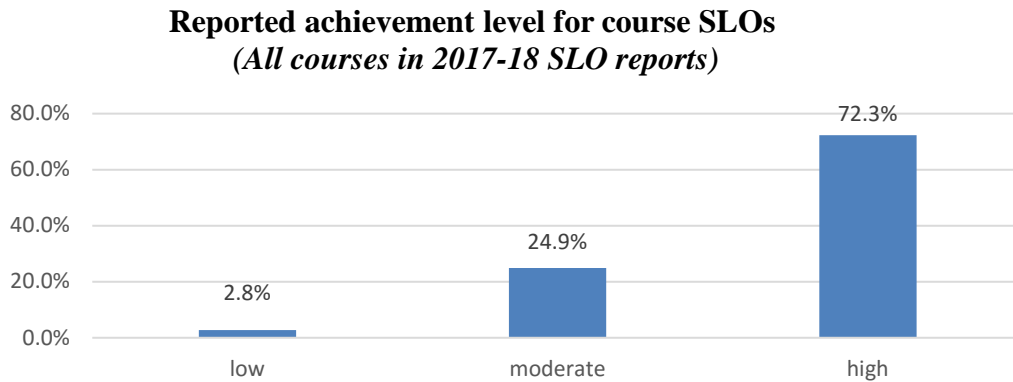
Job placement Rates (Perkins IV Core Indicator data) for Students Completing SCC CTE Programs, 2018-19

| Program | Institution set standard | Job Placement Rate |
|--|---------------------------------|---------------------------|
| Business and Commerce, General (includes Business General AS; Customer Service Certificate) | 70% | 86.67% |
| Accounting (includes Accounting Clerk Certificate; Accounting AS; Full Charge Bookkeeper Certificate) | 70% | 81.43% |
| Business Management (Includes Management AS, Certificate; Small Business Management AS, Certificate) | 70% | 75.00% |
| 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% | 62.96% |
| Computer Programming (includes Front-End Web Developer Certificate; Programming Certificate; Web Developer AS, Certificate) | 70% | 58.82% |
| Computer Infrastructure and Support (includes Information Systems Security AS, Certificate) | 70% | 90.00% |
| Computer Networking (includes Advanced CISCO Networking Certificate; Network Design AS, Certificate; Network Administration AS, Certificate) | 70% | 76.32% |
| 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% | 54.55% |
| 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% | 85.71% |
| Railroad and Light Rail Operations (includes Railroad Operations AS, Certificate) | 60% | 72.00% |
| Aeronautical and Aviation Technology (includes Powerplant AS, Certificate; Airframe AS, Certificate; Combined Airframe/Powerplant AS, Certificate) | 60% | 70.37% |

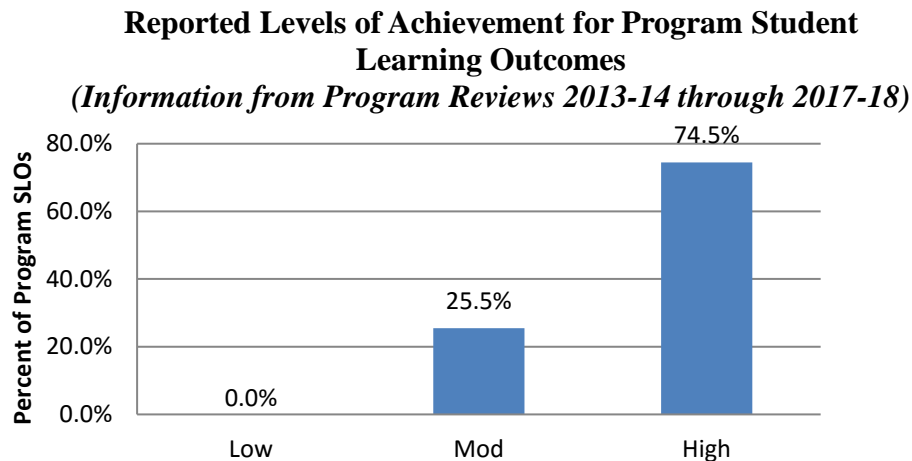
| | | |
|--|-----|--------|
| Applied Photography (includes Commercial and Magazine Photography Certificate; Photography AA, Certificate; Portrait and Wedding Photography Certificate) | 60% | 55.88% |
| Occupational Therapy Technology (includes Operational Therapy AS) | 75% | 83.33% |
| Physical Therapist Assistant (includes Physical Therapist Assistant AS) | 75% | 91.30% |
| Registered Nursing (includes Registered Nursing AS; LVN-RN 30-Unit Option Certificate) | 75% | 97.73% |
| Licensed Vocational Nursing (includes Vocational Nursing AS, Certificate) | 75% | 87.80% |
| Dental Assistant (includes Dental Assisting AS, Certificate) | 75% | 87.50% |
| Dental Hygienist (Includes Dental Hygiene AS) | 75% | 96.30% |
| 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% | 86.21% |
| Library Technician (Aide) (includes Library and Information Technology AS, Certificate) | 70% | 90.91% |
| Administrative of Justice (includes Administrative of Justice AS) | 70% | 82.57% |
| Cosmetology and Barbering (includes Cosmetology AS, Certificate; Art and Science of Nail Technology) | 60% | 79.53% |

STUDENT LEARNING OUTCOME (SLO) ACHIEVEMENT

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.



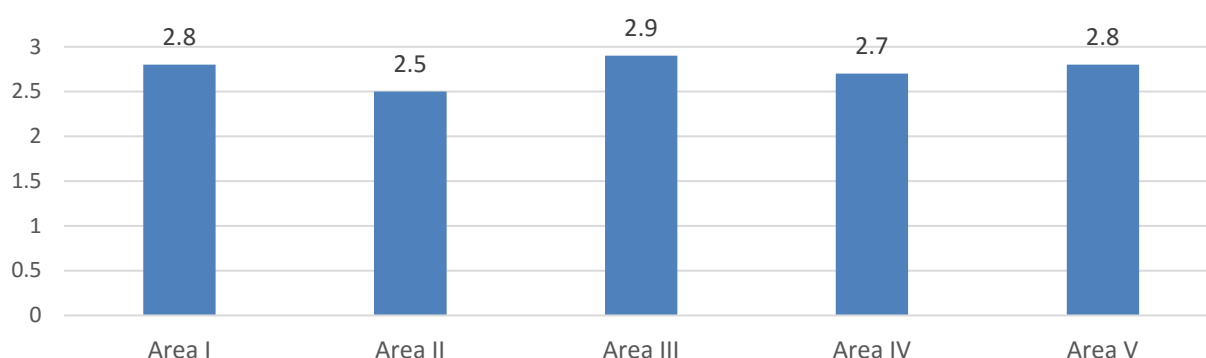
Achievement of Program SLOs is high. No ProLOs were reported to have low levels of student achievement; the majority had high reported achievement levels.



General Education SLOs

Course SLO reports were analyzed based on the Associate's Degree that the course fulfills. Course SLO achievement averaged 2.5 or higher for all GE areas. Area II SLO achievement was somewhat lower than the other GE areas. The courses in Area II that were reported on in the time period studied were from area II b – Communication and Analytical Thinking. The implementation of new courses and new placement methods in Math courses is currently underway; this is expected to affect the achievement of course SLOs in this area.

Average course SLO achievement by Associate Degree GE Area
(Sp18 through Sp19)



Institutional SLOs

Institutional SLOs (ISLOs) were assessed through a survey of students completing degrees and certificates at the college. The survey asked graduates to rate the extent that they achieved the college ISLOs using a scale from 1 = not at all to 5 = yes, very much.

For all but two ISLOs at least 90% of responses indicated moderate to high achievement of the outcome (a rating of 3 to 5 on the 5-point scale). Two ISLOs had fewer than 90% of the responses in this range – Gaining lifelong learning skills in the areas of healthful living (77%) and technology (80%).

For eight of the thirteen ISLOs over half of the responses indicated the highest level of achievement (a rating of 5 on the 5-point scale).

| SCC ISLO Survey Results Spring 2019 | % indicating moderate to high achievement | % indicating highest achievement |
|---|---|----------------------------------|
| During your studies at SCC did you... | | |
| Learn to use effective reading and writing skills? | | |
| Effective reading skills | 95% | 52% |
| Effective writing Skills | 96% | 56% |
| Gain lifelong learning skills in the following areas? | | |
| Healthful living | 77% | 33% |
| Effective spoken communication skills | 94% | 42% |
| Sensitivity to other cultures | 91% | 50% |
| Technology skills | 80% | 29% |
| Learn to use information resources and analyze information using the following approaches? | | |
| Using critical thinking | 99% | 57% |
| Using problem solving skills | 96% | 54% |
| Examining how personal ways of thinking influence reasoning | 93% | 51% |
| Using quantitative (numerical) methods | 90% | 39% |
| Develop a depth of knowledge in your major area of study that includes the following? | | |
| Applying content knowledge in your major area | 94% | 57% |
| Becoming fluent in the terminology of your major area | 96% | 49% |
| Evaluating information in your major area | 95% | 53% |