

Institutional Effectiveness Assessment Report: Benchmarks for Santa Rosa Junior College



2013/14

Office of Institutional Research

Contents

BACKGROUND.....	4
OVERVIEW.....	5
EXECUTIVE SUMMARY	6
I. STUDENT LEARNING.....	8
Table 1: Institutional Student Learning Outcomes Assessments.....	8
Table 2: Proportion of Course Offerings by Type.....	10
II. SERVING OUR DIVERSE LOCAL COMMUNITIES.....	12
Table 3: Population Participation Rates (PPR)	12
Table 4: Annual Yield of Sonoma County High School Students Attending SRJC.....	14
Table 5: Proportion of Students Placing at the Basic Skills or Transfer Level in Math, English and ESL.	15
Table 6: Annual Enrollment by Ethnicity, Compared with Sonoma County	19
III. TRANSFER.....	20
Table 7: Annual Number of Transfer Students, Including Rates (transfers per Annual FTES)	20
Table 8: Annual number of Degrees Awarded, Including Rates (awards per FTES)	22
Table 9: Transfer Velocity Rates.....	24
Table 10: Outcomes of SRJC Students Who Transfer to CSU, UC	26
IV. CAREER AND TECHNICAL EDUCATION, ECONOMIC DEVELOPMENT AND JOB GROWTH.....	28
Table 11: “Completed 30 or More Units” Rates	28
Table 12: “Career Technical Education” Completion Rates	29
Table 13: Annual Number of Certificates Awarded, Including Rates (awards per Annual FTES).....	30
Table 14: Small Business Development Center Client Outcomes.....	33
V. BASIC SKILLS, ENGLISH AS A SECOND LANGUAGE (ESL)	35
Table 15: “Remedial Math” Progress Rates	35
Table 16: “Remedial English” Progress Rates	36
Table 17: “Remedial ESL” Progress Rates	37
Table 18: Basic Skills Persistence Rates for Math, English and ESL.....	38
Table 19: Annual Number of GEDs Awarded	39
VI. STUDENT RETENTION AND SUCCESS	40
Table 20: Overall SRJC Student Retention Rate within Semester.....	40
Table 21: Overall SRJC Successful Course Completion Rate within Semester	43
Table 22: Student GPA	45

Table 23: “Persistence” Rates — Student Success Scorecard.....	47
Table 24: “Completion” Rates — Student Success Scorecard	48
Table 25: “Completion” Rates — SRTK	49
Table 26: “Transfer Out” rates (Leavers) — SRTK.....	50
Table 27: IPEDS Graduation Rates (200%)	51
VII. EFFICIENCY AND FISCAL RESPONSIBILITY.....	53
Table 28: Instructional Productivity Rates	53
Table 29: Enrollment Efficiency Rates.....	54
Table 30: Annual FTES.....	55
Table 31: Annual Reserve, Salaries and Benefits, and Instructional Costs (as % of Overall Budget).....	57

BACKGROUND

The Sonoma County Junior College District is committed to meeting the Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards which state in part, “an effective institution ensures that its resources and processes support student learning, continuously assesses that learning,...pursues institutional excellence and improvement...(and) maintains an ongoing, self-reflective dialogue about its quality and improvement” (ACCJC, *Introduction to the Accreditation Standards*). Accordingly, the Institutional Planning Council (IPC), the District’s highest shared governance planning committee, along with the President and Cabinet Administrators, worked with the Office of Institutional Research in Spring 2011 to develop a collection of institution-wide measures aligned with the Sonoma County Junior College District Mission Statement in effect at that time (Board Policy 1.1, adopted April 8, 1985 and most recently reviewed/no change January 10, 2012) and intended to serve as the basis for future planning and development of the College. The text of this Mission Statement is as follows:

Sonoma County Junior College District’s Mission is to promote student learning throughout our diverse communities by increasing the knowledge, improving the skills, and enhancing the lives of those who participate in our programs and enroll in our courses.

The Mission affirms the District’s responsibility to provide the following:

- *Lower division academic education, to support transfer to four-year institutions*
- *Career and technical education, to support economic development and job growth*
- *Basic skills, to include English language acquisition*
- *Student and academic support services, to improve student success and student retention*

The 2013-14 measures of institutional effectiveness assess the same seven areas as in 2010-11, 2011-12, and 2012-13 and include performance gap analysis by gender, ethnicity and age wherever possible. Over time the measures have been slightly modified to include data from the statewide Student Success Scorecard published each spring by the research unit of the California Community Colleges Chancellor’s Office.

The fourth annual *Institutional Effectiveness Assessment Report: Benchmarks for Santa Rosa Junior College (2013-14)* is the last to be based upon the SCJCD Mission Statement in effect prior to the recent strategic planning process and approved by the Board of Trustees on October 8, 2013 (Board Policy 1.1 – *Vision, Mission Statement, Values*).

Results of the 2013-14 report have been presented to the Institutional Planning Council and the full report of findings will be posted on SRJC’s Institutional Planning website. The report will also be presented to other groups within the College’s existing committee and meeting structure with the intent that the dialogue about the results will serve as the basis for program improvement. The findings will

become part of the institutional data set compiled for SRJC's Strategic Plan implementation and accountability system as well as for the College's accreditation self-evaluation.

The 2014-15 report will be reconfigured to assess institutional outcomes relative to the new SCJCD Mission Statement.

OVERVIEW

The Sonoma County Junior College District is effective to the extent that it carries out its Mission with efficiency and fiscal responsibility.

The 2013-14 Sonoma County Junior College District College Measures of Institutional Effectiveness address the following seven areas of the District Mission Statement:

- I. Student Learning
- II. Serving Our Diverse Local Communities
- III. Transfer
- IV. Career and Technical Education, Economic Development and Job Growth
- V. Basic Skills/ESL
- VI. Student Retention and Success
- VII. Efficiency and Fiscal Responsibility

The data in this report are drawn from a variety of local, state and federal reports that are currently available. Data for all measures are, wherever possible, compared to state and/or national data as well as comparison group data when available; and all measures, where possible, are tracked over time. Please note that the most recent data available was utilized in this report; sometimes, the most recent data available is years old.

This report is divided into seven sections (listed above). An executive summary is provided prior to the main report.

EXECUTIVE SUMMARY

Overall, Santa Rosa Junior College continues to compare favorably with other community colleges in the state of California, with some exceptions. Overall, SRJC posts notably high outcomes for student transfer and success, and lower outcomes for basic skills students. The summary below assesses areas where the district is performing well as well as areas where it is not.

I. Student Learning

Student learning is primarily assessed at the classroom level, and it is not possible to conduct a statewide comparison on this measure. However, we can compare our curricular offerings with statewide averages, and we find that SRJC offers a greater proportion of courses in the “Transfer and Vocational” course category, and a lower proportion in the “Basic Skills” category.

II. Serving our Diverse Local Communities

SRJC continues to have higher population participation rates than the state average, but the gap is decreasing, and SRJC’s rate is declining more quickly than the state’s. Juxtaposed with the downward trend in population participation rates is the upward trend in the percentage of Sonoma County High School graduates enrolling at SRJC, which passed the 50% mark in 2012 (over half of Sonoma County high school graduates enroll at SRJC the fall after graduating). But these and other new students are placing into the lowest levels of English at a higher rate than at other community colleges in the state, due in part to faculty decisions to alter placement test cut scores. The ethnicity of SRJC’s student population mirrors that of the county population, with a few notable exceptions: there is a smaller proportion of Whites and a larger proportion of Latinos and “Unknown” in our student population than in that of the county as a whole.

III. Transfer

SRJC’s transfer rate and the rate of degrees awarded per credit FTES are slightly higher than the state average. It takes SRJC students, on average, longer to transfer than other community college students statewide, although a higher percentage transfer in the long run. Outcomes for SRJC transfer students to the CSU/UC are higher than for students transferring from other community colleges, indicating SRJC’s transfer students are academically well-prepared.

IV. Career and Technical Education, Economic Development and Job Growth

SRJC’s rate of awarding 18+ unit certificates per FTES is slightly better than the state rate. Fifty-three percent of certificates awarded by SRJC are for those requiring six or fewer units; both the number and proportion of low-unit certificates awarded has decreased, while the number and proportion of higher-unit certificates has increased.

V. *Basic Skills, English as a Second Language*

Basic skills remains an area in need of improvement for SRJC. While persistence rates for basic skills students are high compared to the state, outcomes are low: fewer SRJC students in remedial English and ESL complete college-level courses in the same discipline within six years. Overall, basic skills is one of the primary areas identified through this report as in need of improvement.

VI. *Student Retention and Success*

SRJC has higher overall successful course completion rates than the state average. On multiple other measures of student retention and success, including the federal "Completion" rate, the IPEDS 200% graduation rate, and the Chancellor's Office "Completion" rate, SRJC performs higher than average. In general, student retention and success outcomes are higher for females, Filipinos, Asians, Whites, and lower for Pacific Islander, Black and Latino students, and for students who place into basic skills English.

VII. *Efficiency and Fiscal Responsibility*

Instructional productivity rates have been slowly trending upward, as were Enrollment Efficiency Rates until 2013 when SRJC expanded course offerings but enrollments did not keep pace. Comparative fiscal measures show SRJC with a lower than average percent of budget in annual reserve and a higher than average percent of budget spent on salaries and benefits. In terms of income, compared with statewide averages SRJC has a higher proportion of noncredit FTES, and a lower proportion of credit FTES.

INSTITUTIONAL EFFECTIVENESS ASSESSMENT REPORT

I. STUDENT LEARNING

Student learning is at the core of the mission of the Sonoma County Junior College District. On a regular cycle, course and program student learning outcomes are updated and assessed. Faculty are responsible for assessing learning in the classroom, and within academic programs. Student Services professionals are responsible for assessing service learning outcomes. These activities are tracked in the District's Program and Resource Planning Process (PRPP) as well as in departmental records. In addition, the District collaboratively established institution-wide student learning outcomes: that which we expect all students to know or be able to do as a result of being a student at SRJC.

Table 1: Institutional Student Learning Outcomes Assessments

Source: Sonoma County Junior College District Student Survey 2013

Institutional student learning outcomes are the knowledge, skills and abilities that we expect all students to improve upon as a result of being a student at SRJC. Institutional Learning Outcomes are assessed in various ways, the most comprehensive being the SRJC Student Survey, conducted every three years since 2001.

Regarding institutional student learning outcomes, overall, students report greatest gains (% who gained "a lot" or "some") in the following areas: Writing skills; Locating, analyzing, evaluating and synthesizing relevant information; Listening actively and respectfully; Drawing reasonable conclusions in order to make decisions and solve problems; Responding creatively to ideas and information; Appreciating the value of lifelong learning; and Speaking coherently and effectively.

Students report the lowest gains (% who gained "none" or "a little") in the following areas: Maintaining or improving personal health; Using technology; and Becoming a more productive local and global citizen.

Students in the 2013 survey across the board reported slightly higher gains in each learning outcome than did students in the 2010 survey, although the outcomes reported with the greatest gains (Writing skills, etc.) and the outcomes with the lowest gains (Maintaining or improving personal health) were the same.

**Institutional Student Learning Outcomes:
Self-Perceived Gains as Reported in SRJC 2013 Student Survey**

(In response to the question: To what extent do you think your SRJC education so far has contributed to your knowledge, skills and abilities in the following areas:)

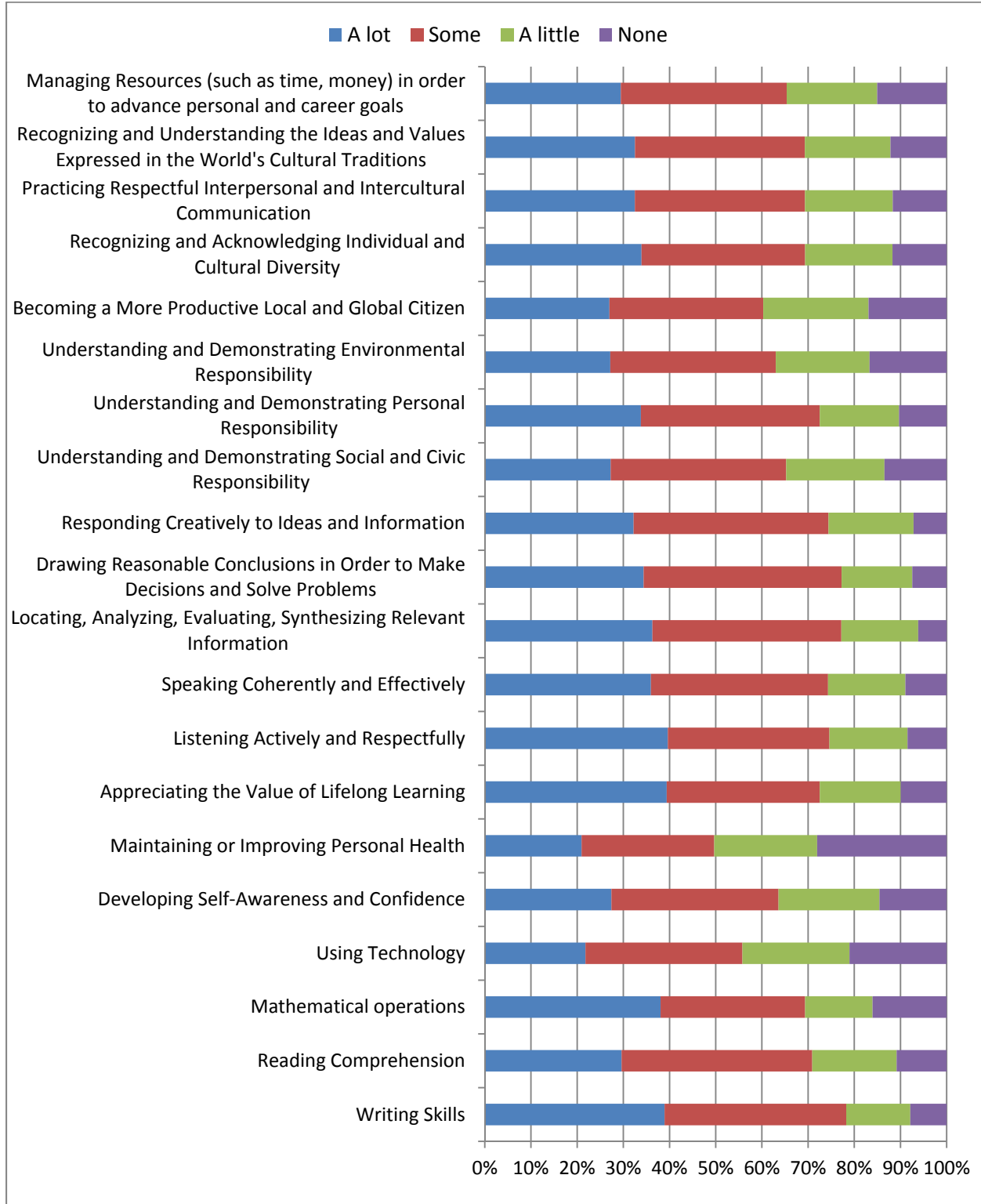
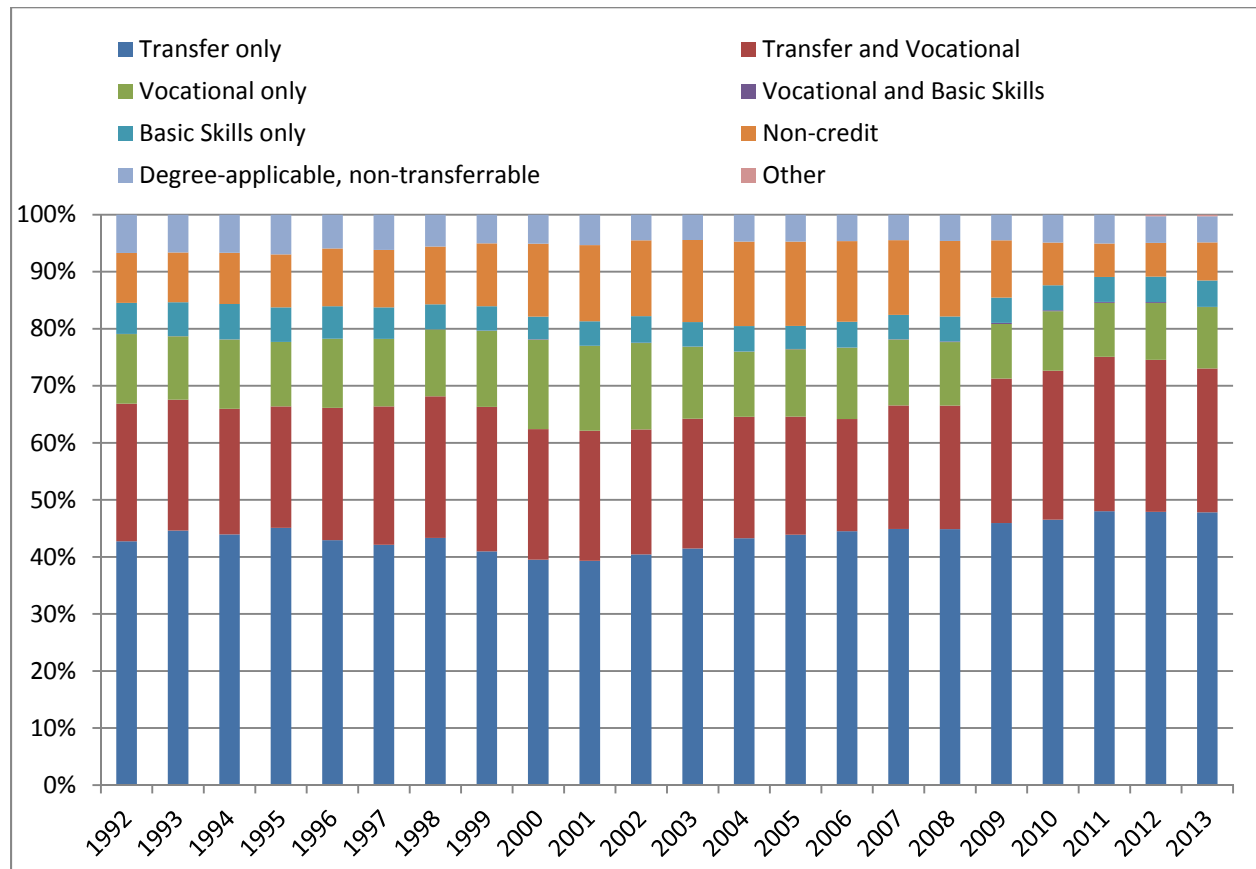


Table 2: Proportion of Course Offerings by Type

Nearly three-quarters (73.0%) of courses offered at SRJC in 2012-2013 were transfer status (including those that also had vocational status), followed by over one-third (36.0%) vocational (including those that also had transfer status), followed by non-credit, degree-applicable non-transferable, and basic skills. This proportion has remained relatively stable over the past decade, with an overall proportional increase in transfer offerings and decreases in vocational only, basic skills, noncredit, and degree-applicable non-transferable course offerings as the proportion of Basic Skills only decreased.

Source: California Community Colleges Chancellor’s Office Data Mart, Course Details Report
http://datamart.cccco.edu/Courses/Course_Details.aspx

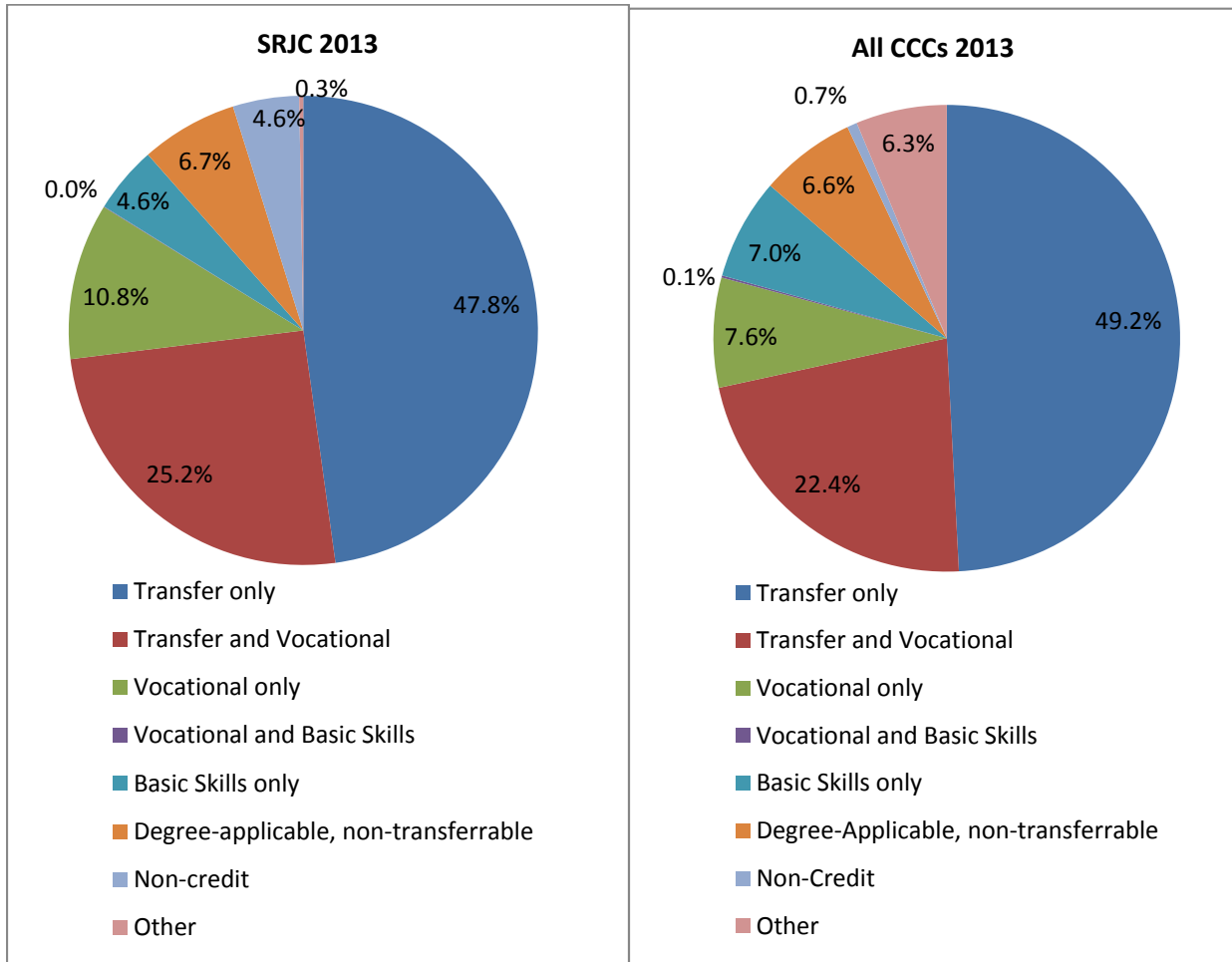
Proportion of Courses Offered at SRJC, by Type, 1992-2013



Note: at SRJC, “other” classes are those that do not fit into any of the established categories, and are taught mostly in Disability Resources and Counseling.

As the pie charts below show, the proportions of course offerings at SRJC are similar to those at all community colleges in the state, with some differences, most notably the higher percentage of “Non-credit” at SRJC (4.6% versus 0.7%) and “Vocational only” (10.8% versus 7.6%) and the lower percentage of “Basic Skills only” offerings at SRJC (4.6%, versus 7.0% for the state).

SRJC Course Offerings Compared to Statewide Course Offerings, 2013



Note: At SRJC, “other” classes are those that do not fit into any of the established categories, and are taught mostly in Disability Resources and Counseling.

II. SERVING OUR DIVERSE LOCAL COMMUNITIES

The Sonoma County Junior College District serves a defined geographical area, encompassing all of Sonoma County and small portions of Marin and Mendocino Counties along the coast.

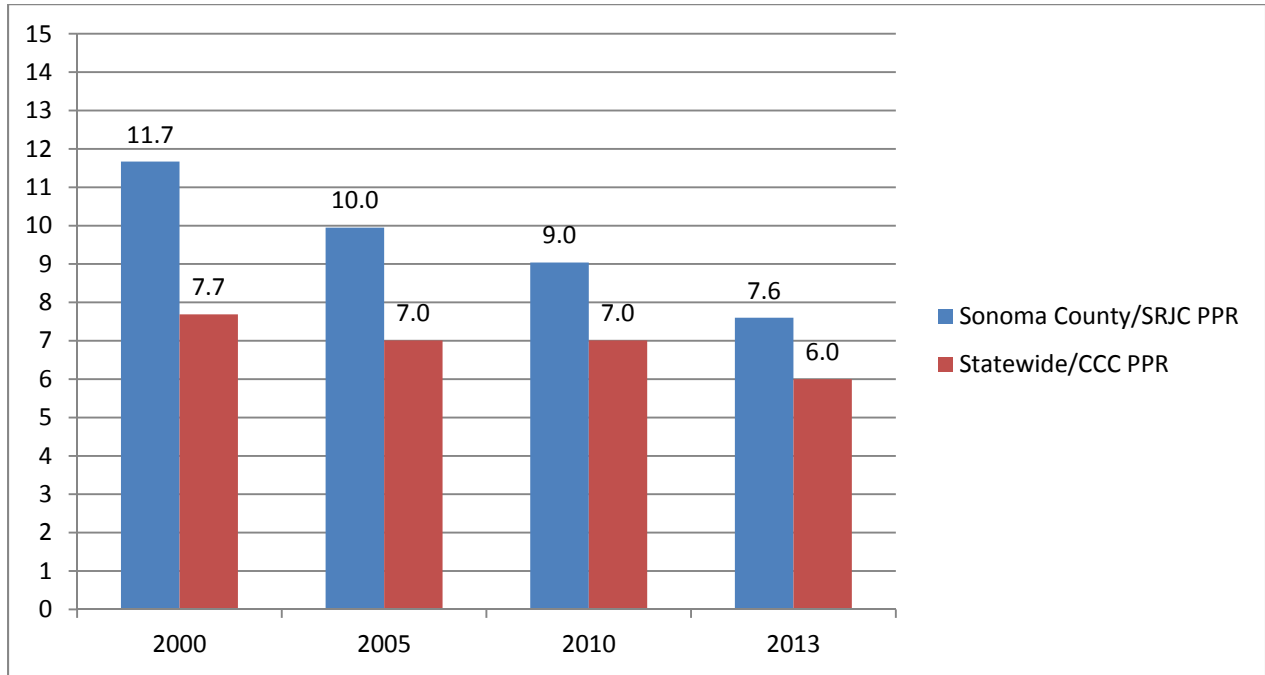
Table 3: Population Participation Rates (PPR)

In 2013, almost 8 out of 100 Sonoma County residents enrolled in a credit or noncredit course in the Sonoma County Junior College District, creating a population participation rate (PPR) of 7.6% (the number would be higher if students enrolled in community education were included). Statewide in 2013 the PPR for residents enrolling in community colleges was 6.0%. For both the district and the state, population participation rates have been trending downward, likely due to the state budget crisis and cuts to community college funding resulting in fewer course sections being offered as well as state policies that have restricted the number of personal enrichment credit courses offered and course repeatability. However, the population participation rate has declined more dramatically at SRJC than statewide.

Source: enrollment data from the Chancellor's Office Data Mart, Enrollment Status Report
http://datamart.cccco.edu/Students/Enrollment_Status.aspx

Population statistics are from the US Census:
<http://www.census.gov/>

Population Participation Rates: Community College Students per 100 Residents



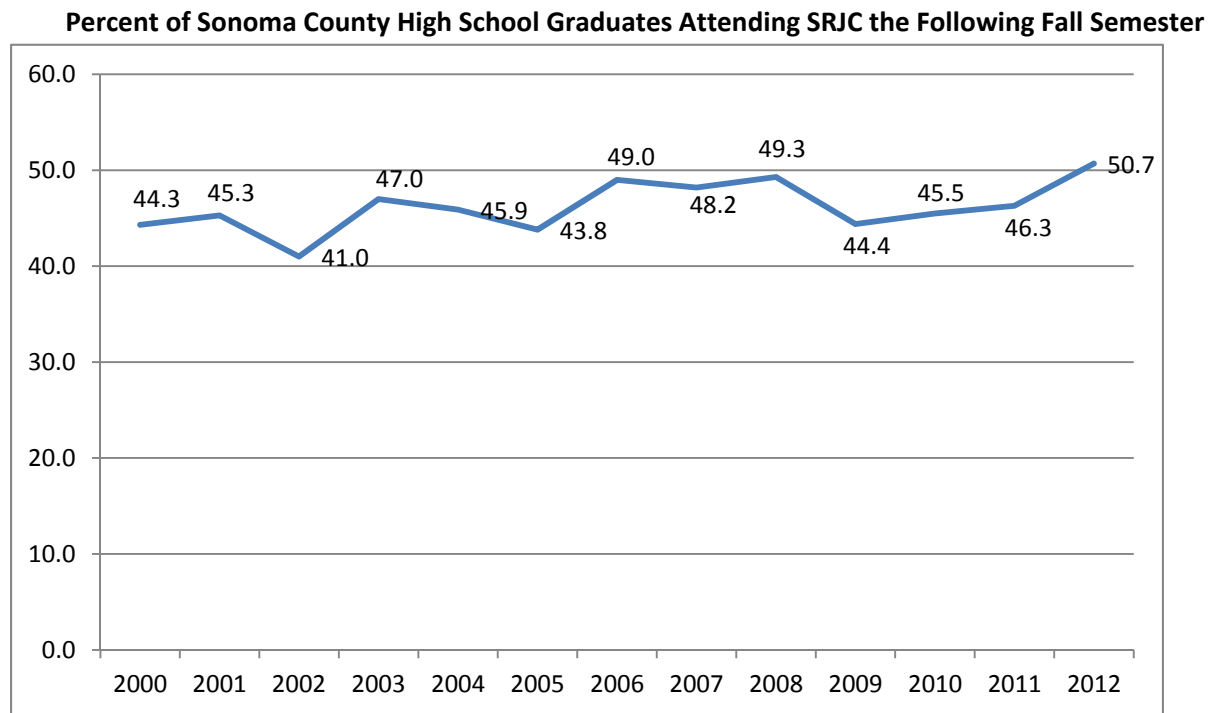
	Sonoma County Population	SRJC Annual Student Headcount	Sonoma County PPR	California State Population	CCC Annual Student Headcount	Statewide PPR
2013	495,025	37,569	7.6%	38,332,521	2,283,288	6.0%
2010	483,878	43,744	9.0%	37,253,956	2,610,204	7.0%
2005	476,192	47,404	10.0%	35,885,415	2,515,375	7.0%
2000	458,614	53,520	11.7%	33,871,648	2,606,400	7.7%

Table 4: Annual Yield of Sonoma County High School Students Attending SRJC

Approximately half of Sonoma County high school graduates attend SRJC the fall semester following graduation. This percentage has been relatively stable over the past decade with a slight upward trend over the past few years.

Source: SCJCD Fact Book 2013 and prior, Sonoma County High School Graduation and SRJC Enrollment (including data from the California Department of Education, and internal SRJC data)

http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf



Although statewide comparative statistics are not available, we do know that in the past Sonoma County consistently ranked in the top 10 counties in the state for the percentage of high school graduates who chose to attend a California Community College. In 2009, Sonoma County ranked #5, in 2005 #4, and in 2000 #2. (Source: California Postsecondary Education Commission).

Table 5: Proportion of Students Placing at the Basic Skills or Transfer Level in Math, English and ESL

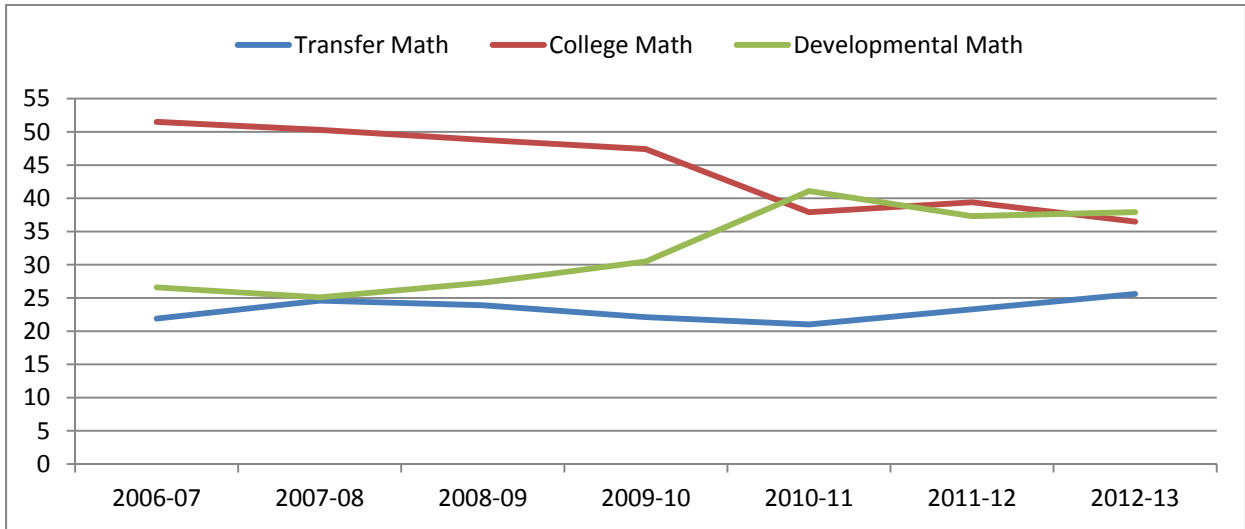
In general, SRJC students place higher in math (into transfer and one level below transfer) at a higher rate than the statewide average. The trend is the same, but not as strong for English, where SRJC placements are higher at both the highest level and the lowest levels (with a lower proportion placing one level below transfer). It is important to note that, currently, placement test cut-off scores are set locally, by faculty, at each community college in the state. In that way, colleges have a high level of control over what proportion of students place at which level. This helps to explain the sharp changes in placements from year to year; the biggest changes tend to occur in a year where the faculty adjust the placement test cut-off scores.

Our county K-12 system posts stronger student outcomes than the statewide average, meaning that on average SRJC enrolls better prepared students coming from our local public high schools. This is evidenced through Sonoma County basic STAR test results, SAT scores, and ACT scores all higher than the state average. Also, compared to other community colleges statewide, a high rate of local county high school graduates (many of whom are UC and CSU eligible) choose to enroll at SRJC, their local community college.

Source: SCJCD Fact Book 2013 and prior, Placements into Chemistry, English, ESL and Math Courses.
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf

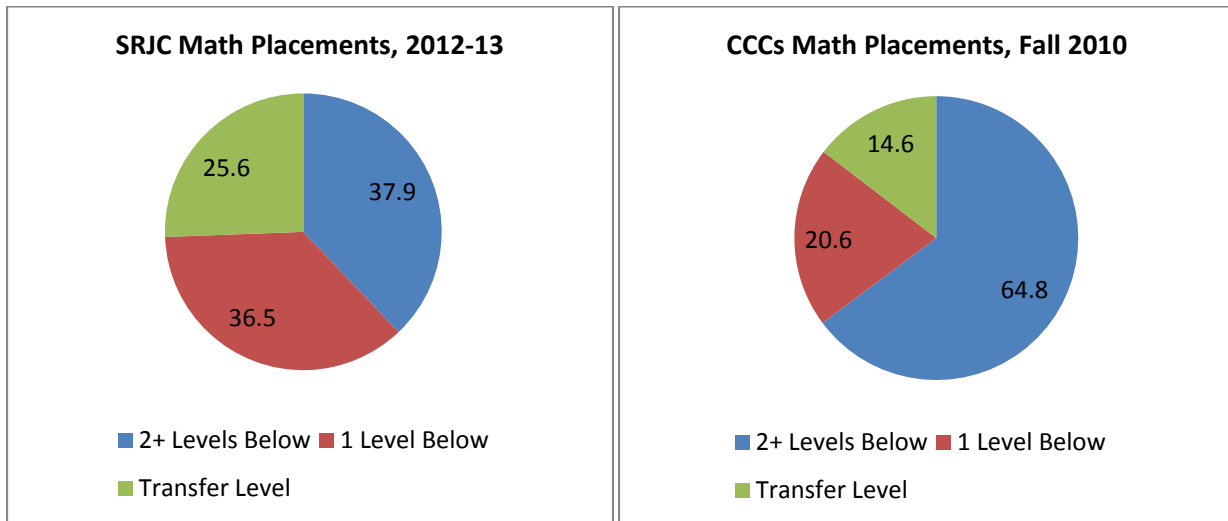
Statewide data from the Chancellor's Office Basic Skills Accountability Supplement to the ARCC Report, 2012 (note: this is the most recent statewide data available)
http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/Basic%20Skills/2012/REPORT_BASICSKILLS_FINAL_110112.pdf

SRJC Placement Rates into Math, 2006-07 to 2012-13



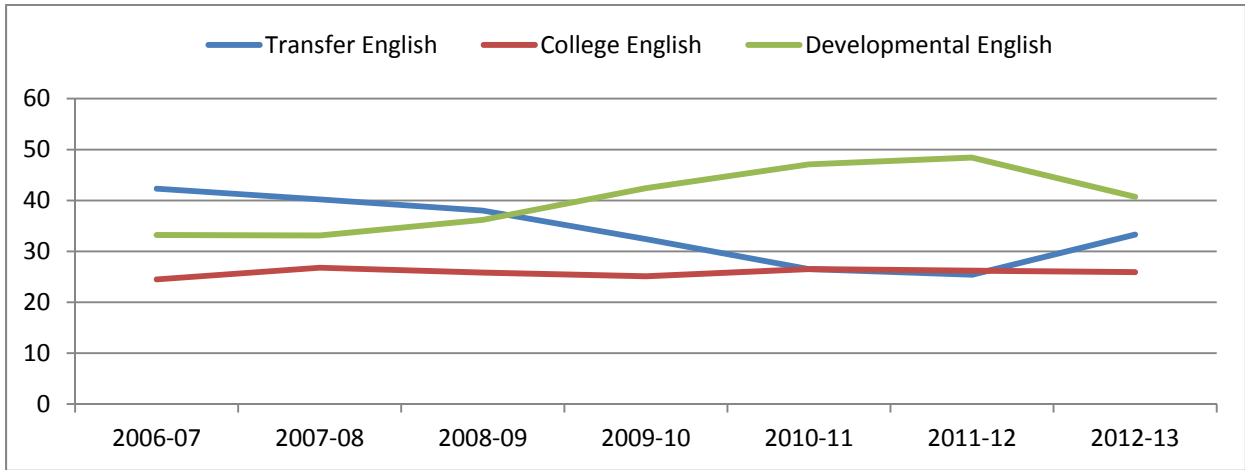
Note: At SRJC, Transfer Math = Math 1A,8A,9.10,15,16,25,27,36,58; College Math = Math 150A/151,155; Developmental Math = CSKLS 100,371,372,368A

SRJC Math Placement Rates Compared to Statewide Placement Rates, In Percent



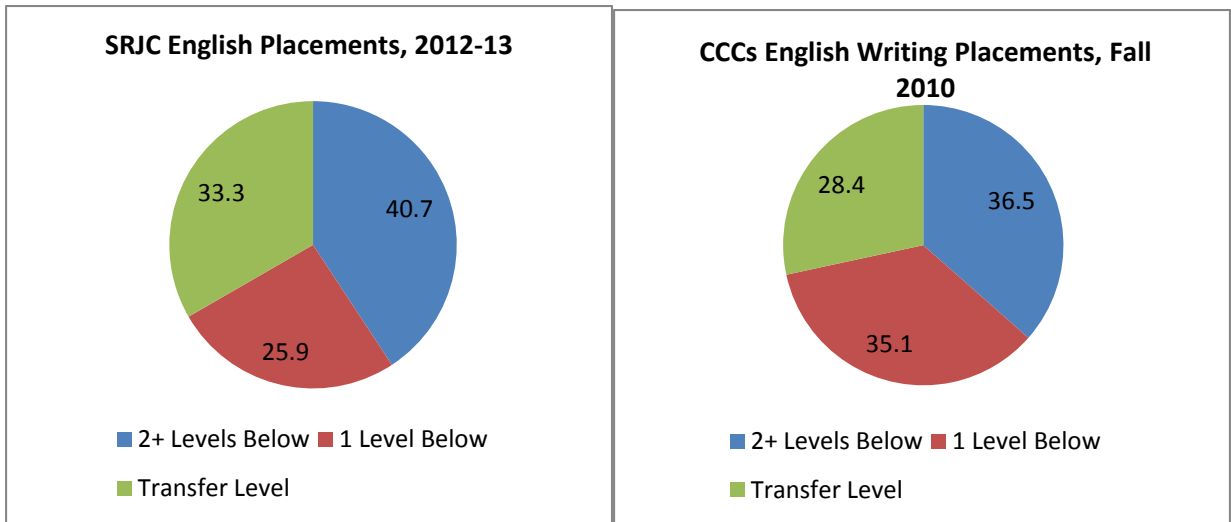
Note: At SRJC, one level below transfer = Math 155

SRJC Placement Rates into English, 2006-07 to 2012-13



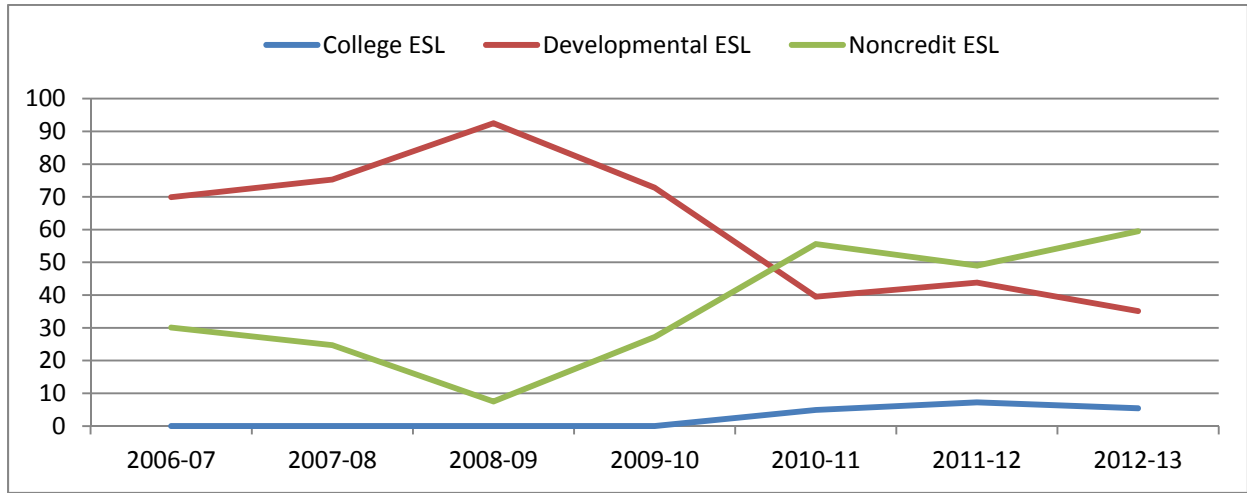
Note: At SRJC, Transfer English = English 1A, College English = English 100, Developmental English = English 302,305,355,357 CSKLS 313,318

SRJC English Placement Rates Compared to Statewide Placement Rates, In Percent

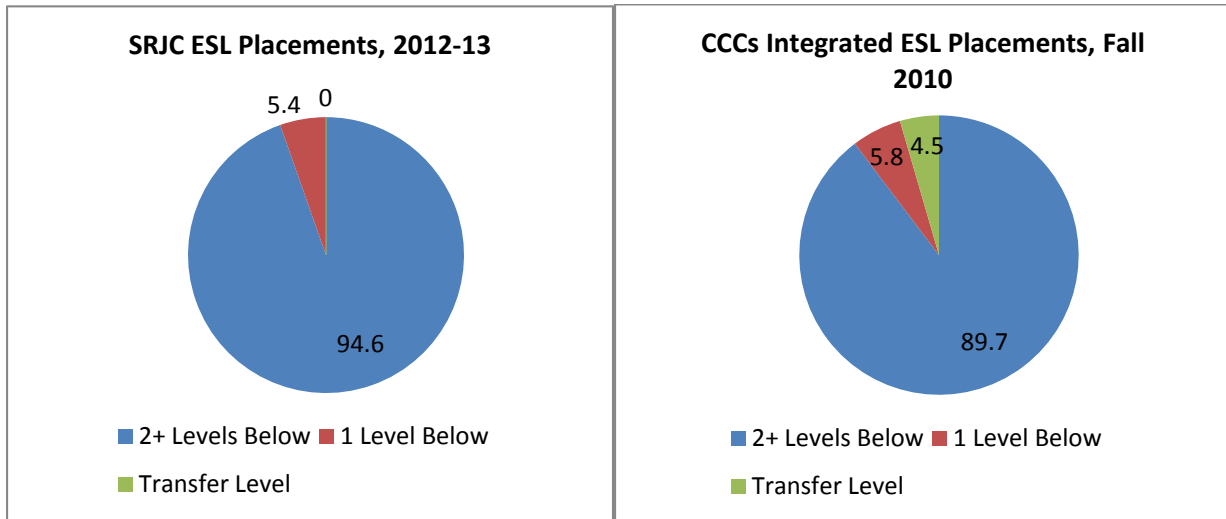


Note: At SRJC, transfer = English 1A, one level below transfer = English 100

SRJC Placement Rates into ESL (English as a Second Language), 2006-07 to 2011-12



SRJC ESL Placement Rates Compared to Statewide Placement Rates, In Percent

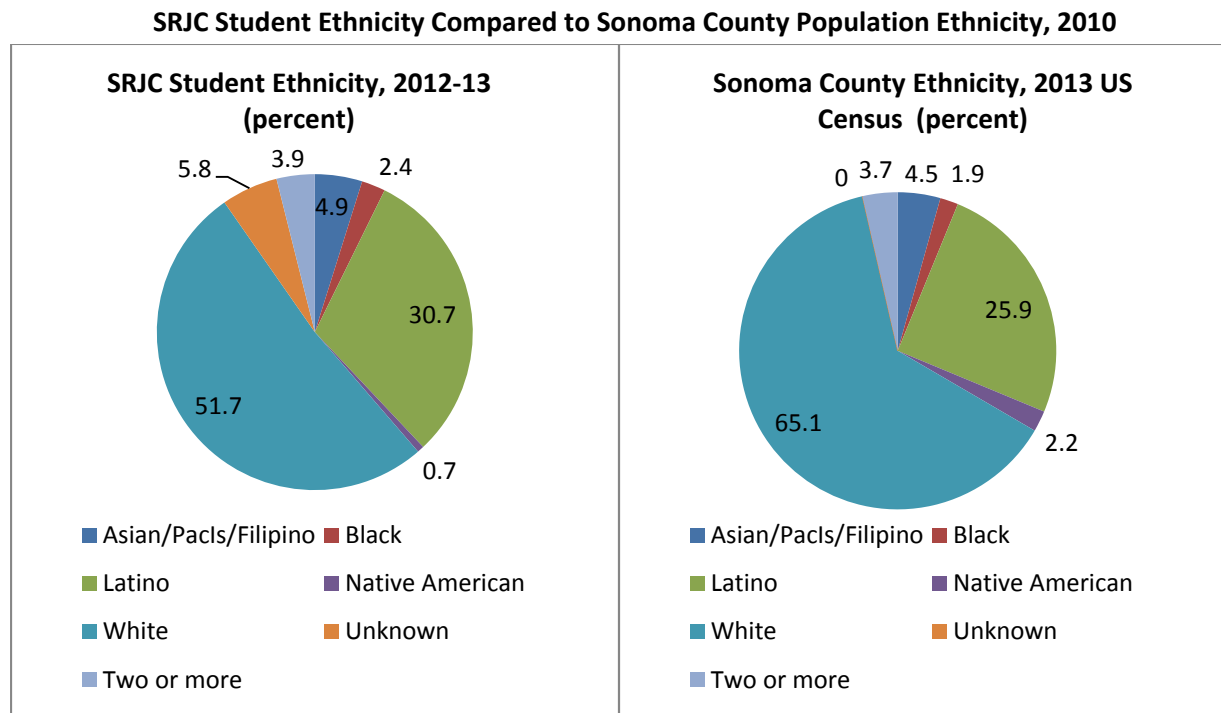


Note: SRJC does not offer a transfer level ESL course. At SRJC, one level below transfer = English 100.

Table 6: Annual Enrollment by Ethnicity, Compared with Sonoma County

The ethnic composition of the SRJC student population generally mirrors that of the county with some notable trends: at SRJC we have a larger proportion of Latinos, a smaller proportion of Whites, and we do not have data on the ethnicity for 5.8% of our students (generally this is due to students not providing that information). The higher proportion of Latinos is partially attributable to the relatively younger age of that population in the county, especially as compared to the relatively older age of Whites.

Source: California Community Colleges Chancellor’s Office Data Mart, US Census
http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx
<http://www.census.gov/>



III. TRANSFER

Part of the Mission of the Sonoma County Junior College District is to provide “lower division academic education, to support transfer to four-year institutions.”

Table 7: Annual Number of Transfer Students, Including Rates (transfers per Annual FTES)

The majority of SRJC transfer students (generally about 800 per year) matriculate at a California State University (CSU) campus. In addition, 400-500 SRJC students per year transfer to an In-State Private (ISP) or Out-of-State (OOS) College or University, and approximately 250 per year transfer to the University of California (UC). There was a noticeable drop in CSU transfers in 2009-2010, likely due to the restricted admissions of transfer students into the CSU System.

In 2011-12, SRJC transferred one student per 11.8 student FTES (full time equivalent student), about the same as the state rate of one per 11.6 FTES. Between 2004-05 and 2011-12, the rate for both SRJC and the state varied between 9.7 and 13.7.

Source: UC and CSU Transfer data from the University of California and the California State University, via the California Community Colleges Chancellor’s Office:

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/Transfer.aspx>

Credit FTES data from California Community Chancellor’s Office Data Mart, FTES Summary Report:

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

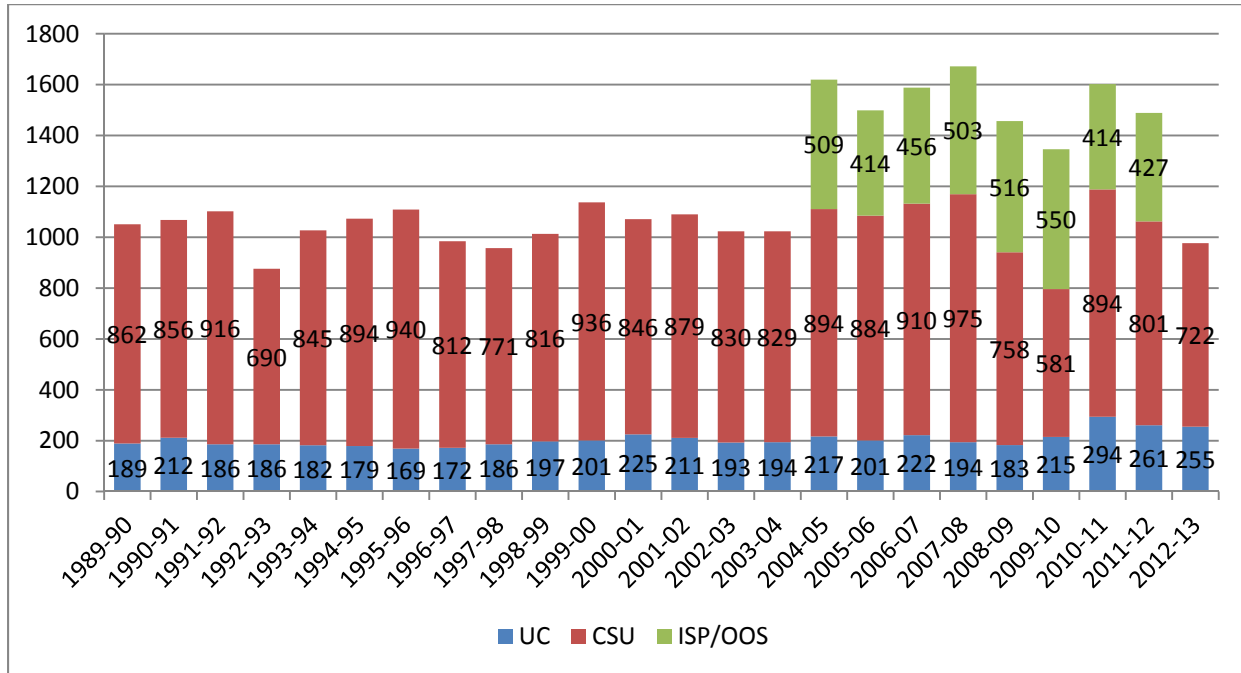
SRJC transfers to In-State Private and Out-of-State Institutions data from the California Community Colleges Chancellor’s Office Research, Analysis and Accountability Report, California Community College Transfers to in-State Private and Out-of-State Institutions:

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/Transfer.aspx>

Statewide transfers to In-State Private and Out-of-State Institutions data from Chancellor’s Office ARCC (Accountability Reporting for Community Colleges) reports:

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC/ARCC2.aspx>

SRJC Transfer Students to CSU, UC, and ISP/OOS



Transfers per credit FTES, SRJC compared to all California Community Colleges

	SRJC Transfers	SRJC Annual FTES	SRJC Transfer per Credit FTES	CCC Transfers	CCC Annual Credit FTES	Statewide Transfer per Credit FTES
2004-05	1,620	15,708	1:9.7	98,816	1,007,174	1:10.2
2005-06	1,499	16,890	1:11.3	98,508	1,028,280	1:10.4
2006-07	1,588	17,307	1:10.9	100,729	1,045,492	1:10.4
2007-08	1,672	17,734	1:10.6	102,839	1,129,300	1:11.0
2008-09	1,457	18,641	1:12.8	100,137	1,216,152	1:12.1
2009-10	1,346	18,476	1:13.7	93,631	1,232,094	1:13.2
2010-11	1,602	17,476	1:10.9	112,327	1,201,086	1:10.7
2011-12	1,489	17,557	1:11.8	95,884	1,113,325	1:11.6

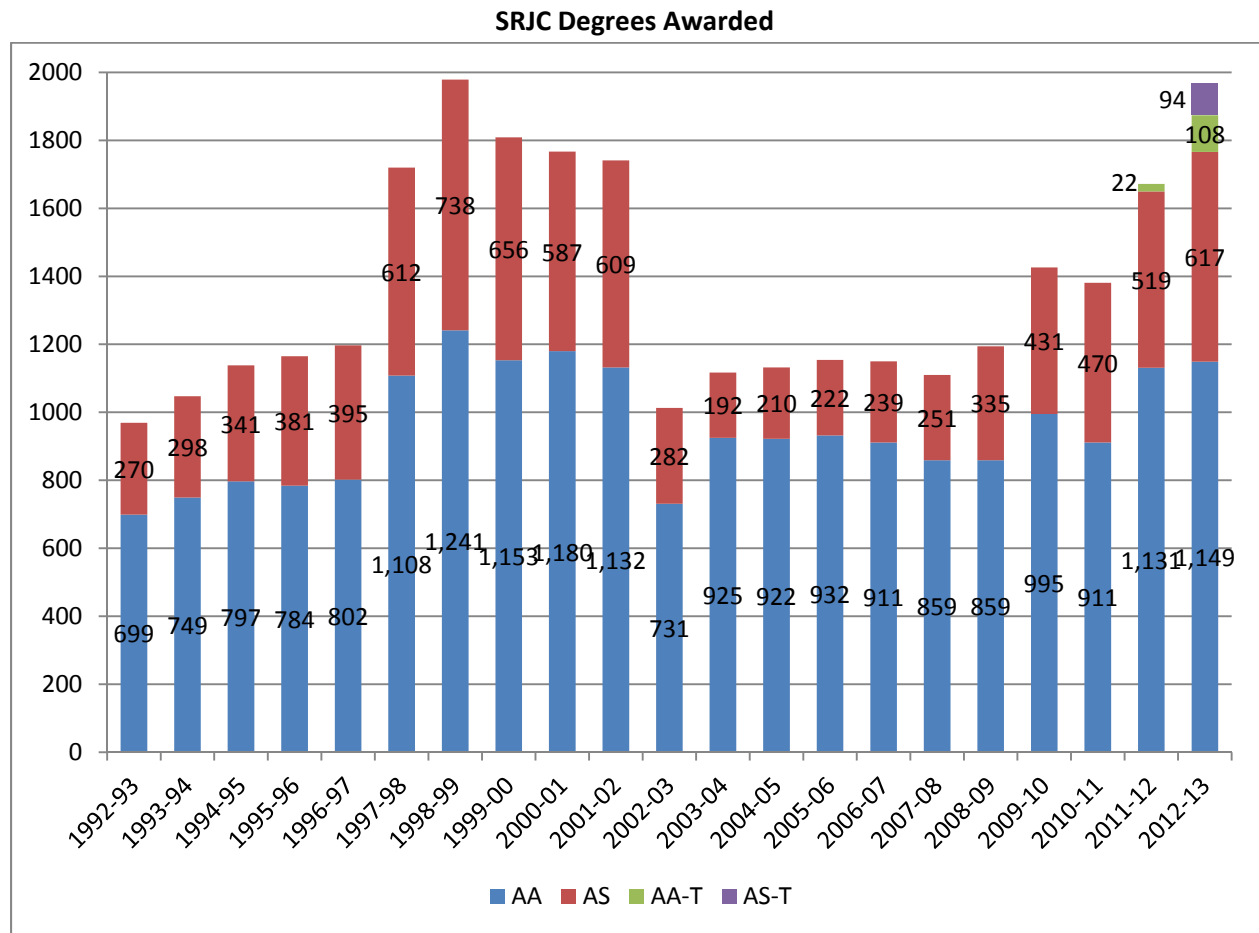
Note: transfer data to in-state privates and out-of-state colleges is not yet available for 2012-13

Table 8: Annual number of Degrees Awarded, Including Rates (awards per FTES)

SRJC awards over a thousand degrees annually at the rate of one degree annually for approximately every 8.2 annual FTES. In recent years, there has been an upward trend; in 2012-13, SRJC conferred 1,968 degrees.

Although variable, on average it appears SRJC awards degrees at about the same rate as the statewide average. In recent years SRJC has awarded degrees at a higher rate than the state.

Source: California Community Colleges Chancellor’s Office Data Mart, Outcomes, Program Awards: http://datamart.cccco.edu/Outcomes/Program_Awards.aspx



Note: SRJC began awarding “Associate in Arts for Transfer” (AA-T) degrees in 2011-12, and “Associate in Science for Transfer (AS-T) degrees in 2012-13

Degrees Awarded per credit FTES, SRJC compared to all California Community Colleges

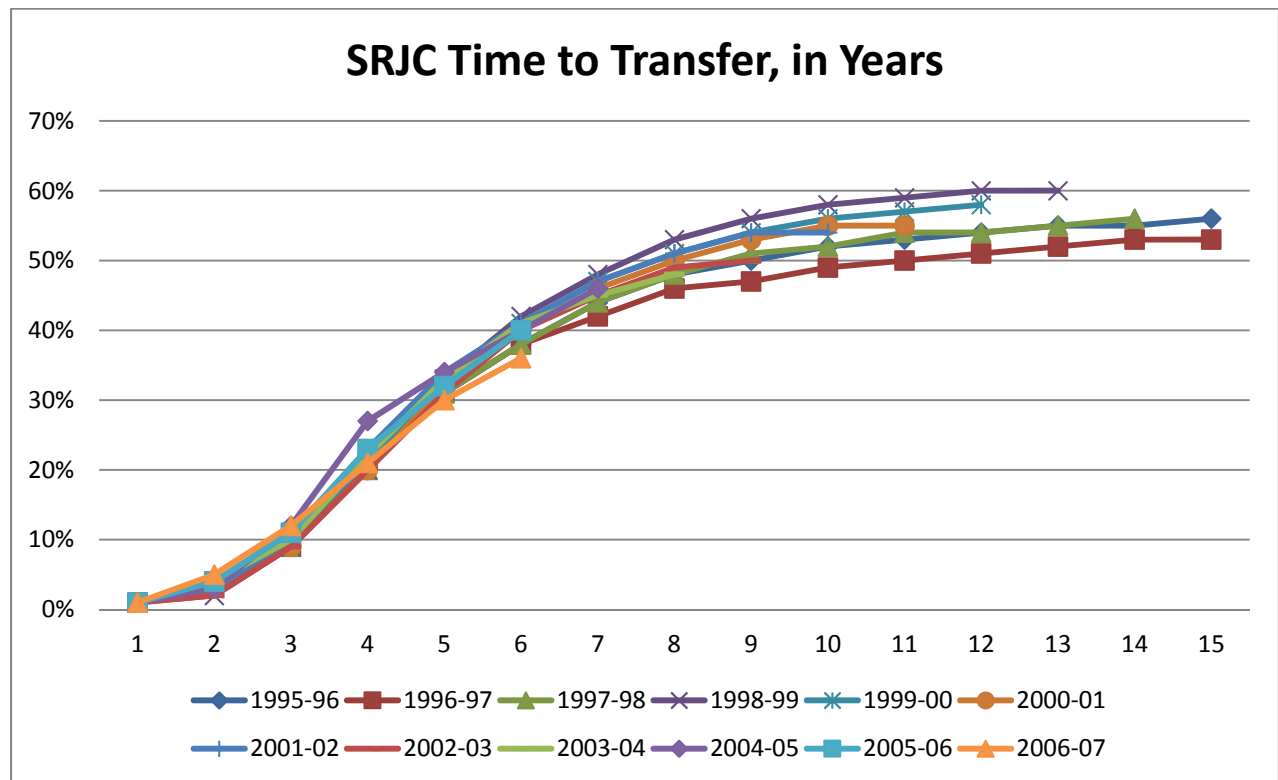
	SRJC Associate's Degrees Awarded	SRJC Annual Credit FTES	SRJC Degrees Awarded per Credit FTES	CCC Associate's Degrees Awarded	CCC Annual Credit FTES	Statewide Degrees Awarded per Credit FTES
2000-01	1,767	15,637	1:8.8	67,121	960,307	1:14.3
2001-02	1,741	15,914	1:9.1	70,471	1,034,198	1:14.7
2002-03	1,013	16,246	1:16.0	73,803	1,060,379	1:14.4
2003-04	1,117	15,923	1:14.3	75,649	1,026,756	1:13.6
2004-05	1,132	15,708	1:13.9	78,129	1,007,174	1:12.9
2005-06	1,154	16,890	1:14.6	79,415	1,028,280	1:12.9
2006-07	1,150	17,307	1:15.0	82,694	1,045,492	1:12.6
2007-08	1,110	17,734	1:16.0	83,106	1,129,300	1:13.6
2008-09	1,194	18,641	1:15.6	83,656	1,216,152	1:14.5
2009-10	1,426	18,476	1:13.0	85,369	1,232,094	1:14.4
2010-11	1,381	17,476	1:12.7	85,582	1,201,112	1:14.0
2011-12	1,672	17,557	1:10.5	90,098	1,113,325	1:12.4
2012-13	1,968	16,121	1:8.2	97,793	1,063,470	1:10.9

Table 9: Transfer Velocity Rates

The Chancellor’s Office “Transfer Velocity” report tracks first-time community college students who complete twelve credit units and attempt transfer-level Math or English within six years. Of that cohort of students, over half (at both SRJC and statewide) transfer within 15 years. It is interesting to note that the SRJC transfer rate is slightly higher than the statewide average after 9 or more years. Yet, the SRJC average is slightly lower than the statewide transfer rate in years 2-5. It appears that SRJC transfers more students in the long run (9+ years), but not in the short run (2-5 years). While the differences in averages are not large, it is still noteworthy.

Source: California Community Colleges Chancellor’s Office Data Mart, Outcomes, Transfer Velocity Cohort

http://datamart.cccco.edu/Outcomes/Transfer_Velocity.aspx



Statewide Time to Transfer, in Years

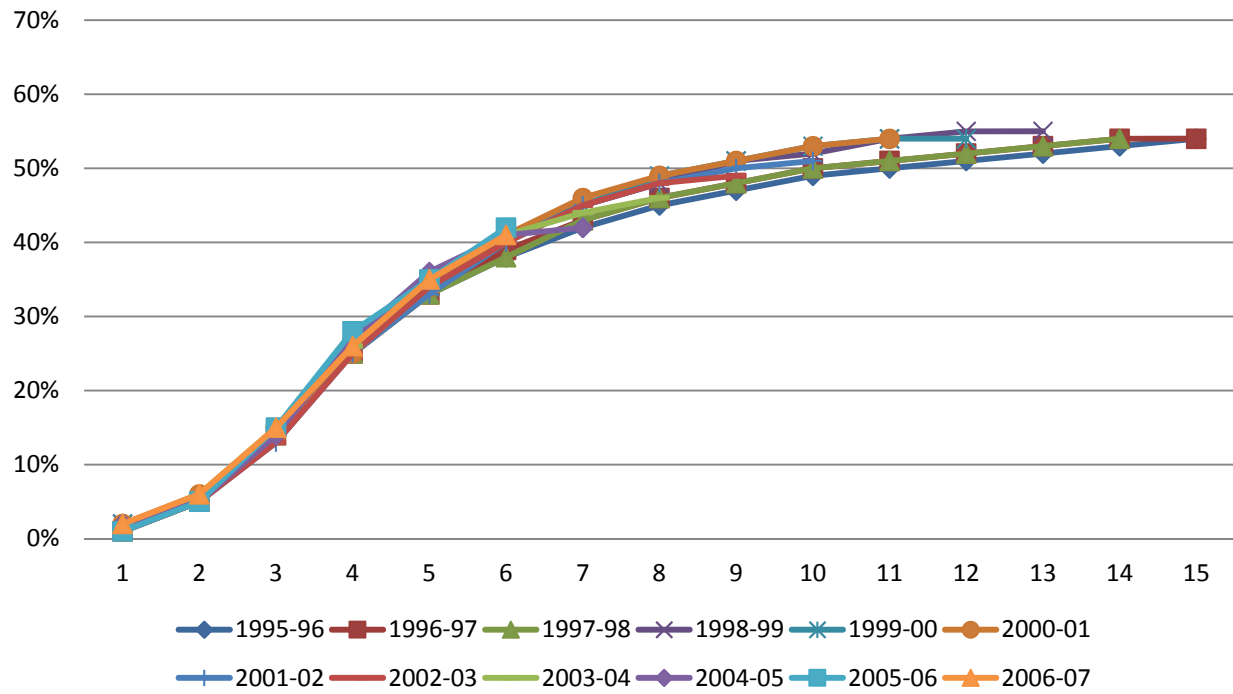
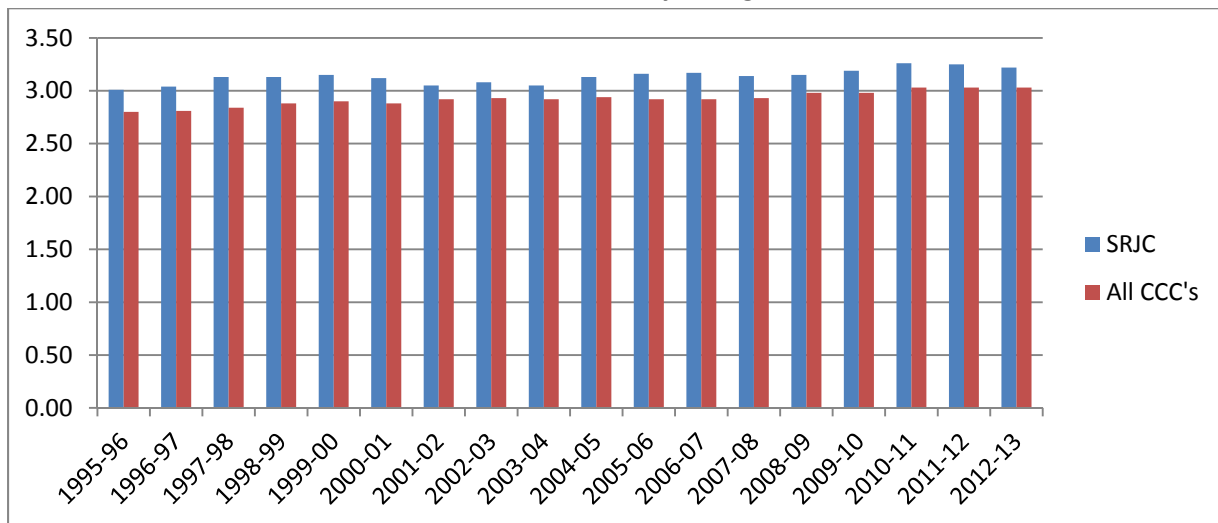


Table 10: Outcomes of SRJC Students Who Transfer to CSU, UC

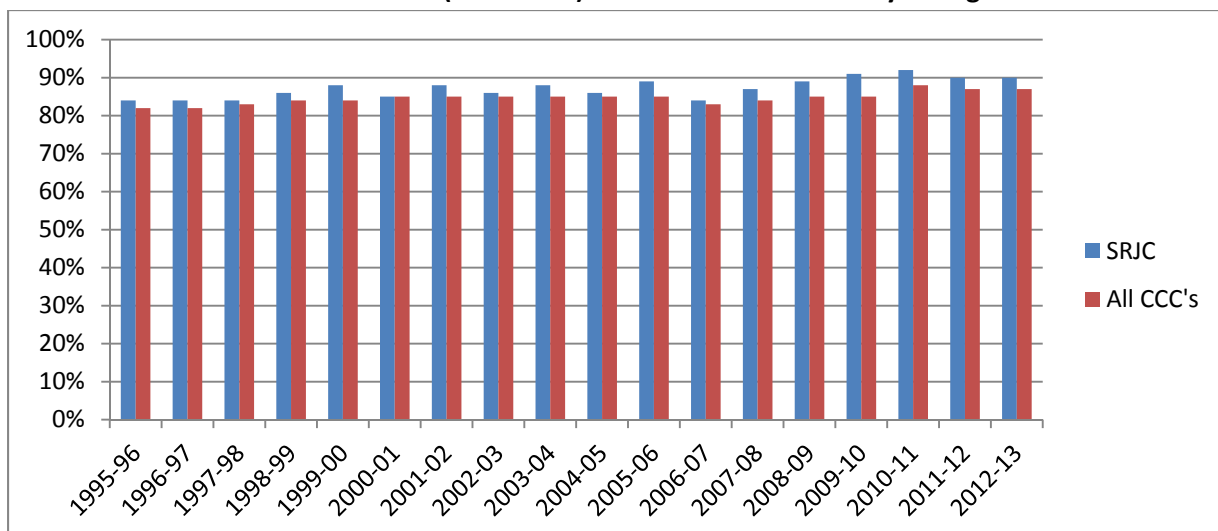
On average, where measures are available, there is past and present evidence that SRJC transfer students outperform other California Community College transfer students in both the University of California (UC) and the California State University (CSU) systems, showing higher GPA's and persistence rates.

Source: SCJCD Fact Book 2013, CSU Outcomes of SRJC Students and UC Outcomes of SRJC Students
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf
<http://www.asd.calstate.edu/performance/index.shtml>
<http://statfinder.ucop.edu>

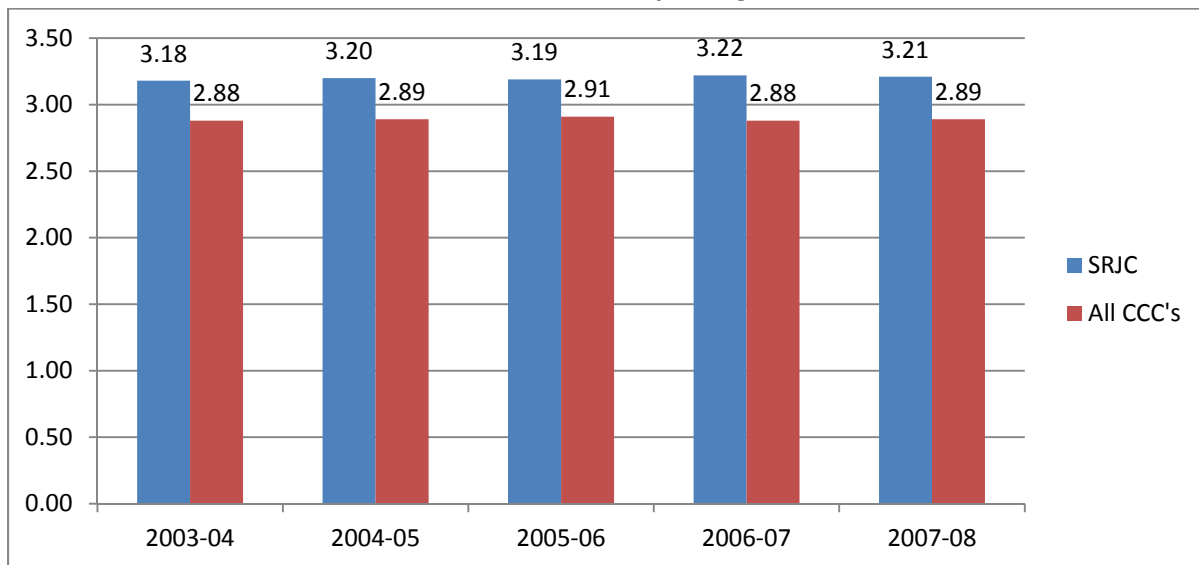
CSU GPA of California Community College Transfer Students



CSU One-Year Continuation Rate (Fall to Fall) for California Community College Transfer Students

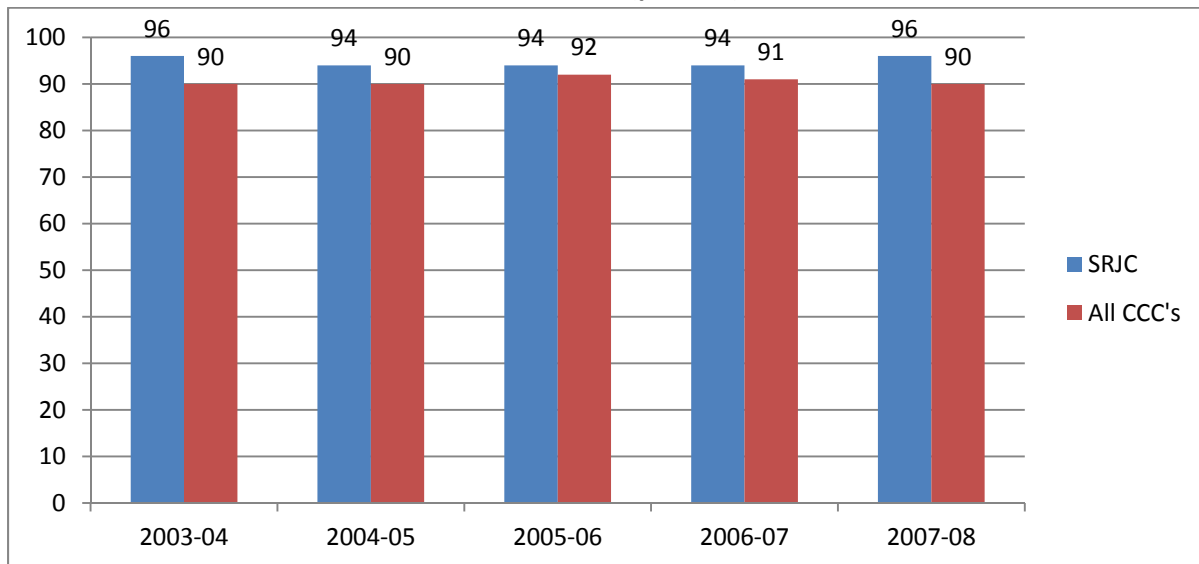


UC GPA of California Community College Transfer Students



Note: The University of California stopped providing this data after the 2007-08 academic year

UC Persistence Rate (still enrolled at end of first year) for California Community College Transfer Students (percent)



Note: The University of California stopped providing this data after the 2007-08 academic year

IV. CAREER AND TECHNICAL EDUCATION, ECONOMIC DEVELOPMENT AND JOB GROWTH

Part of the Mission of the Sonoma County Junior College District is to provide “career and technical education, to support economic development and job growth.”

Table 11: “Completed 30 or More Units” Rates

Through research in developing the Student Success Scorecard, the Chancellor’s Office determined that earning 30 or more units is a tipping point beyond which students show significant increases in income. This measure is used as a proxy to show the economic contributions of community colleges to local communities.

In all years for which data are available, SRJC has outperformed the state average, although the gap has narrowed in recent years.

Source: Accountability Reporting for Community Colleges, 2013 Scorecard

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC/ARCC2.aspx>

http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx

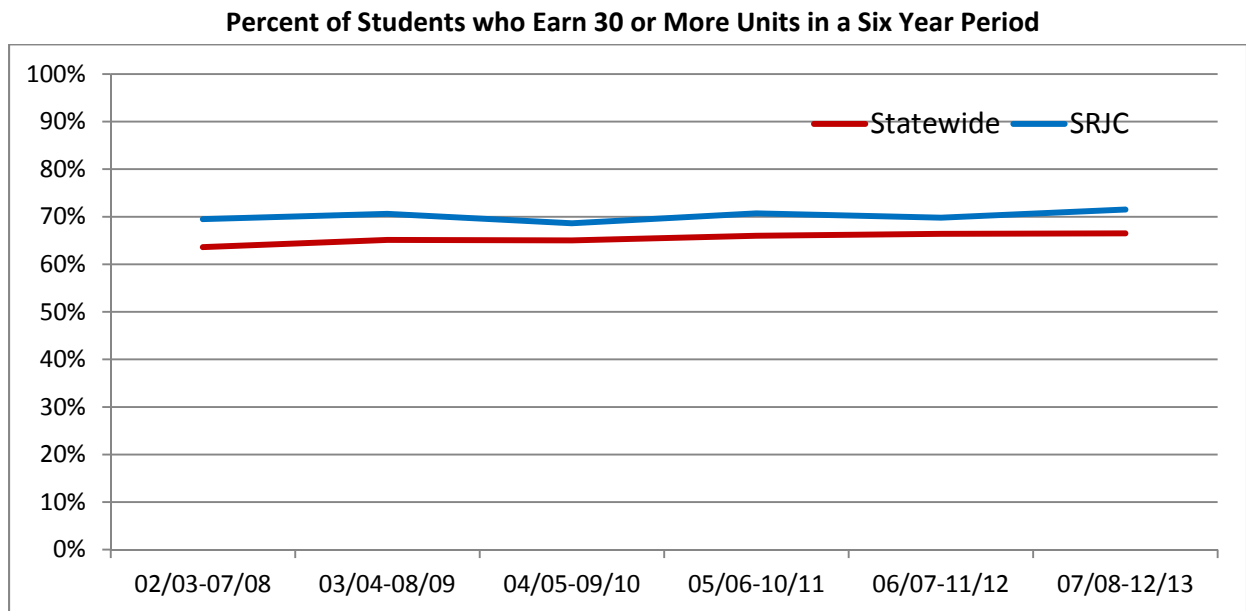


Table 12: “Career Technical Education” Completion Rates

The Student Success Scorecard Career and Technical Education rate tracks students for six years (most recently, 2007-08 through 2012-13) who completed several courses classified as career technical education/vocational) in a single discipline and completed a degree, certificate or transferred. SRJC’s rate has been very close to the statewide average rate, hovering just above.

Source: *Accountability Reporting for Community Colleges, 2013 Scorecard*

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC/ARCC2.aspx>

http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx

Percent of CTE Students who Complete a Degree, Certificate or Transfer

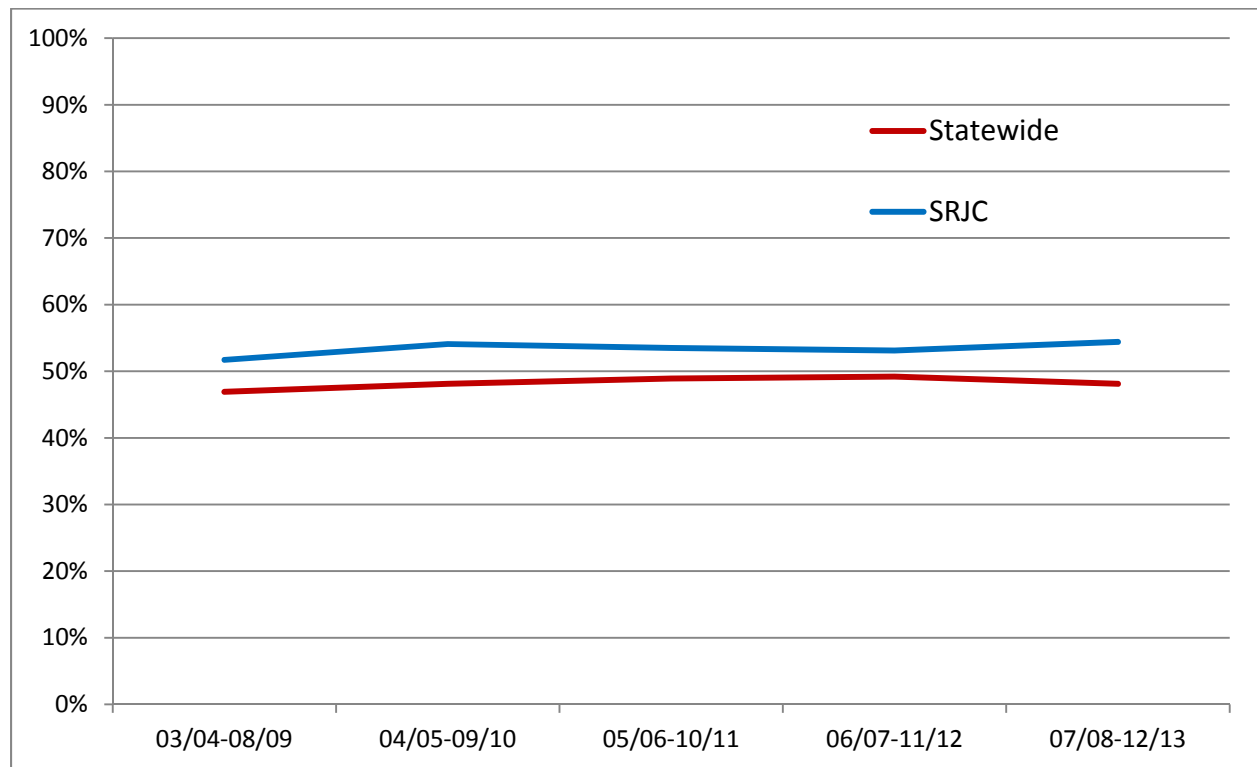


Table 13: Annual Number of Certificates Awarded, Including Rates (awards per Annual FTES)

SRJC awards certificates of various unit levels. As the pie chart below shows, the majority of certificates SRJC awards annually require less than six units.

For all California Community Colleges including SRJC, all certificates of 18 or more units must be approved by the Chancellor's Office. In 2011-12, SRJC awarded one Chancellor's Office approved certificate for approximately every 27 FTES annually. This is a slightly lower rate than the statewide average for all California Community Colleges, where there is one Chancellor's Office approved certificate awarded for approximately every 25 FTES annually.

Since the 1992-93 academic year, SRJC has awarded more certificates per annual FTES than the statewide average for most but not all years.

SRJC also awards certificates of less than 18 units, and opts to report those certificates to the Chancellor's Office. As California Community Colleges are not required to report awards of less than 18 units, there is missing data in statewide totals and therefore comparison is not possible for lower unit certificates.

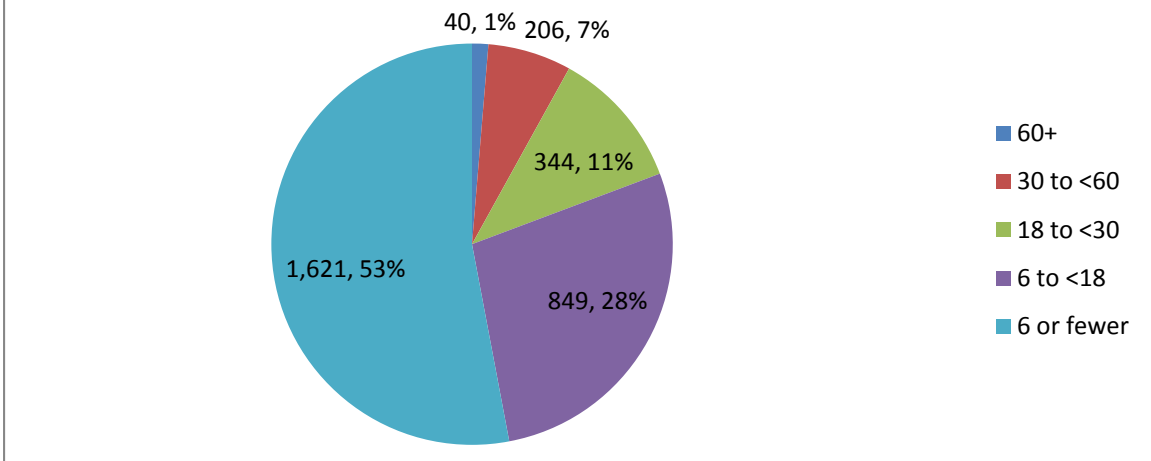
Since 1992, the number of certificates awarded by SRJC of less than 6 units has dropped dramatically, while the number of certificates awarded of 6 to <18 units increased, and in recent years the number of certificates awarded of 18 to <30 units has also trended upward.

Source: California Community College Chancellor's Office Data Mart, Outcomes, Program Awards and Students, FTES

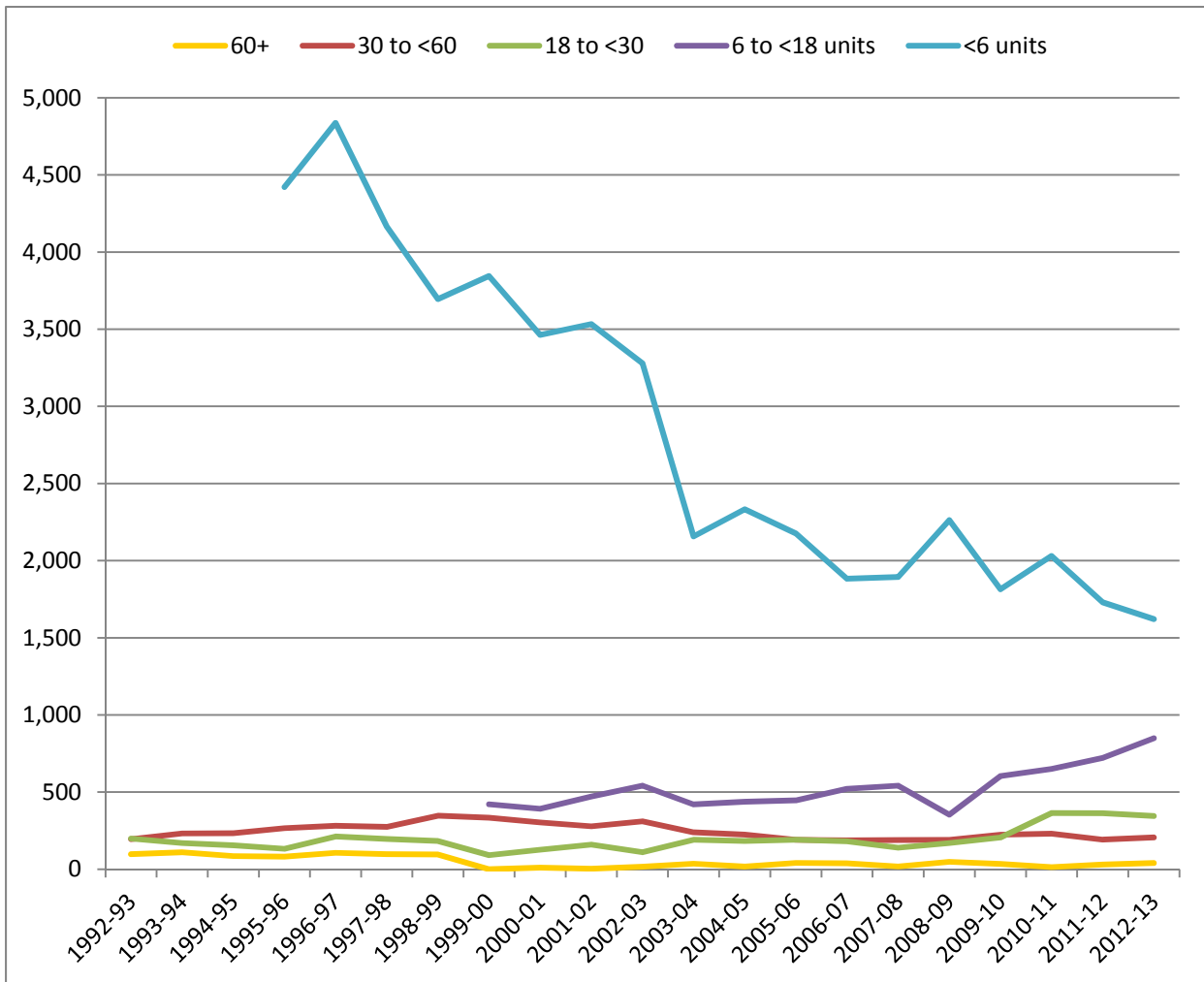
http://datamart.cccco.edu/Outcomes/Program_Awards.aspx

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

SRJC Certificates Awarded by Units Required, 2012-13



Number of SRJC Certificates Awarded, by Unit Requirements, 1992-93 to 2012-13



SRJC Certificates of 18+ Units Awarded per FTES, Including Statewide Comparison

	SRJC 18+ Unit Certificates Awarded	SRJC Annual Credit FTES	SRJC Certificates Awarded per Credit FTES	CCC 18+ Unit Certificates Awarded	CCC Annual Credit FTES	Statewide Certificates Awarded per Credit FTES
1992-93	491	15,181	1:29.0	20,953	832,727	1:39.7
1993-94	511	14,825	1:31.4	22,624	819,136	1:36.2
1994-95	472	14,832	1:30.7	23,287	803,075	1:34.5
1995-96	479	14,719	1:26.1	23,011	747,412	1:32.5
1996-97	599	15,616	1:28.1	25,319	838,234	1:33.1
1997-98	567	15,943	1:25.2	23,035	872,628	1:37.9
1998-99	624	15,726	1:36.1	25,198	901,347	1:35.8
1999-00	424	15,302	1:35.6	25,118	939,634	1:37.4
2000-01	439	15,637	1:36.2	23,991	960,307	1:40.0
2001-02	440	15,914	1:37.3	23,940	1,034,198	1:43.2
2002-03	436	16,246	1:34.2	24,464	1,060,379	1:43.3
2003-04	466	15,923	1:37.0	21,644	1,026,756	1:47.4
2004-05	424	15,708	1:39.9	21,647	1,007,174	1:46.5
2005-06	423	16,890	1:42.6	21,853	1,028,280	1:47.1
2006-07	406	17,307	1:51.3	22,867	1,045,492	1:45.7
2007-08	346	17,734	1:45.7	21,890	1,129,300	1:51.6
2008-09	408	18,641	1:39.3	27,083	1,216,152	1:44.9
2009-10	470	18,476	1:28.7	30,768	1,232,094	1:40.0
2010-11	608	17,476	1:29.2	35,685	1,201,112	1:33.7
2011-12	602	17,557	1:29.0	40,769	1,113,325	1:27.3
2012-13	590	16,121	1:27.3	43,134	1,063,470	1:24.7

Table 14: Small Business Development Center Client Outcomes

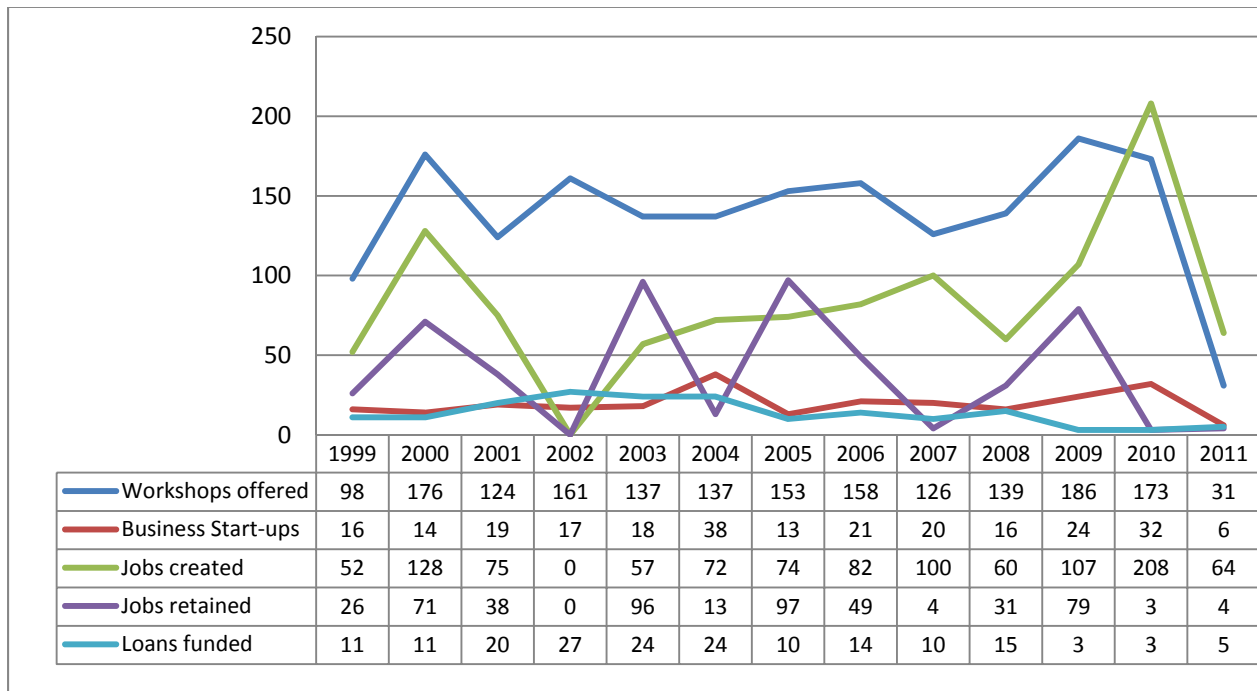
The Small Business Development Center at Santa Rosa Junior College closed in 2012 due to the statewide fiscal crisis and budget cuts. The data in the chart below is only available up until the time of the closure.

While it was operating, the Small Business Development Center (SBCD) promoted economic development and job growth in our regional area. It is important to note that the work of the SBDC was dependent on outside funding that can fluctuate dramatically from year to year, thus affecting outputs and outcomes.

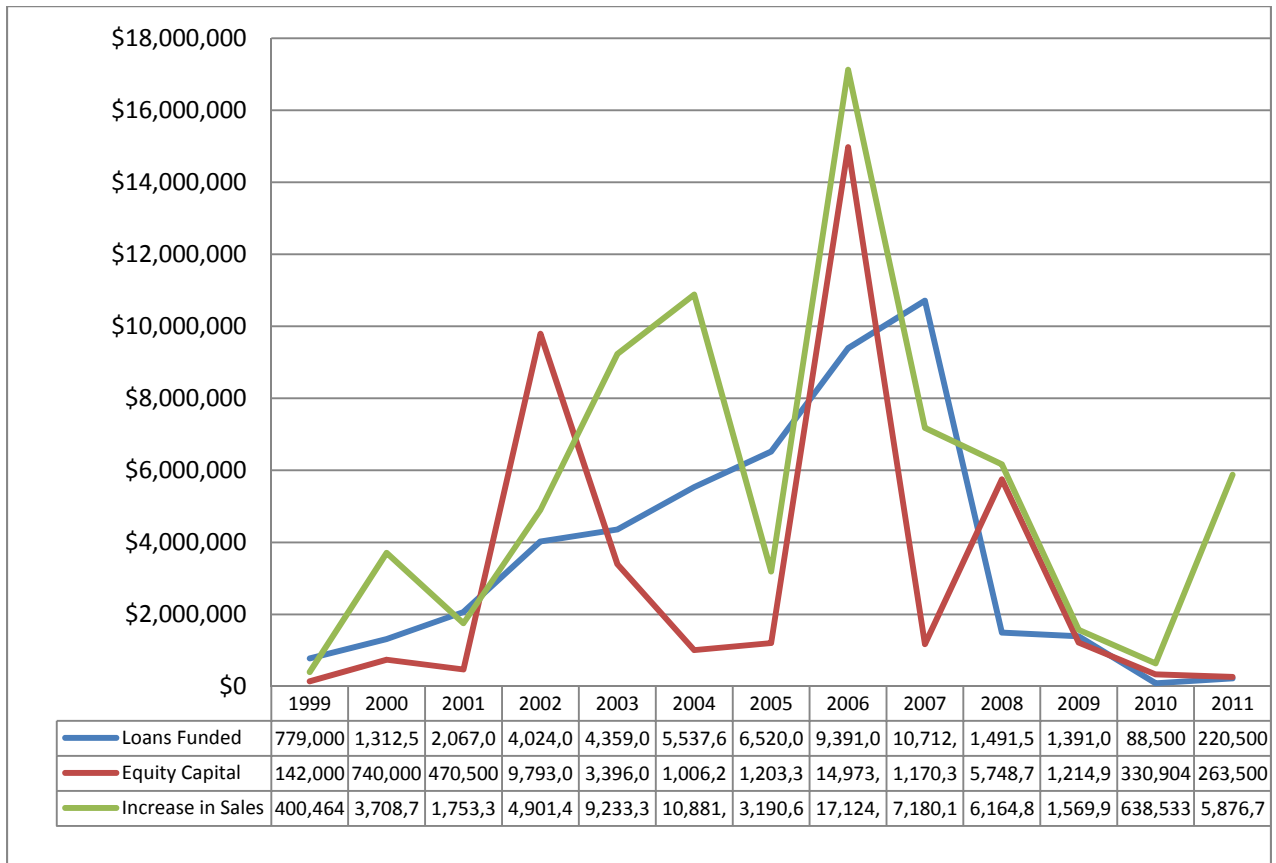
Through its workshops and other services, the SBCD served an average of approximately 700 clients annually, with an average of 20 business start-ups, 83 jobs created and 39 jobs retained per year. This resulted in an annual average increase in sales of nearly six million dollars.

Source: SRJC's Small Business Development Center

SRJC's Small Business Development Center by the Numbers: Annual Outputs



SRJC's Small Business Development Center in Dollars: Annual Economic Outcomes



V. BASIC SKILLS, ENGLISH AS A SECOND LANGUAGE (ESL)

Part of the Mission of the Sonoma County Junior College District is to provide “basic skills, to include English language skills acquisition.” Basic Skills instruction is generally defined as pre-transfer coursework in the English, math and ESL pathways.

Table 15: “Remedial Math” Progress Rates

The Student Success Scorecard Remedial Math progress rate measures the percentage of credit students tracked for six years (most recently, from 2007-08 through 2012-13) who started below college level in Math and completed a college-level math course (at SRJC, Math 155 or higher) within the six year time period.

SRJC’s Remedial Math progress rates are higher than the statewide average rates for all years with available data.

Source: *Accountability Reporting for Community Colleges, 2013 Scorecard*

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC/ARCC2.aspx>

http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx

Percent of Basic Skills Math Students Who Successfully Complete College-Level Math Within Six Years

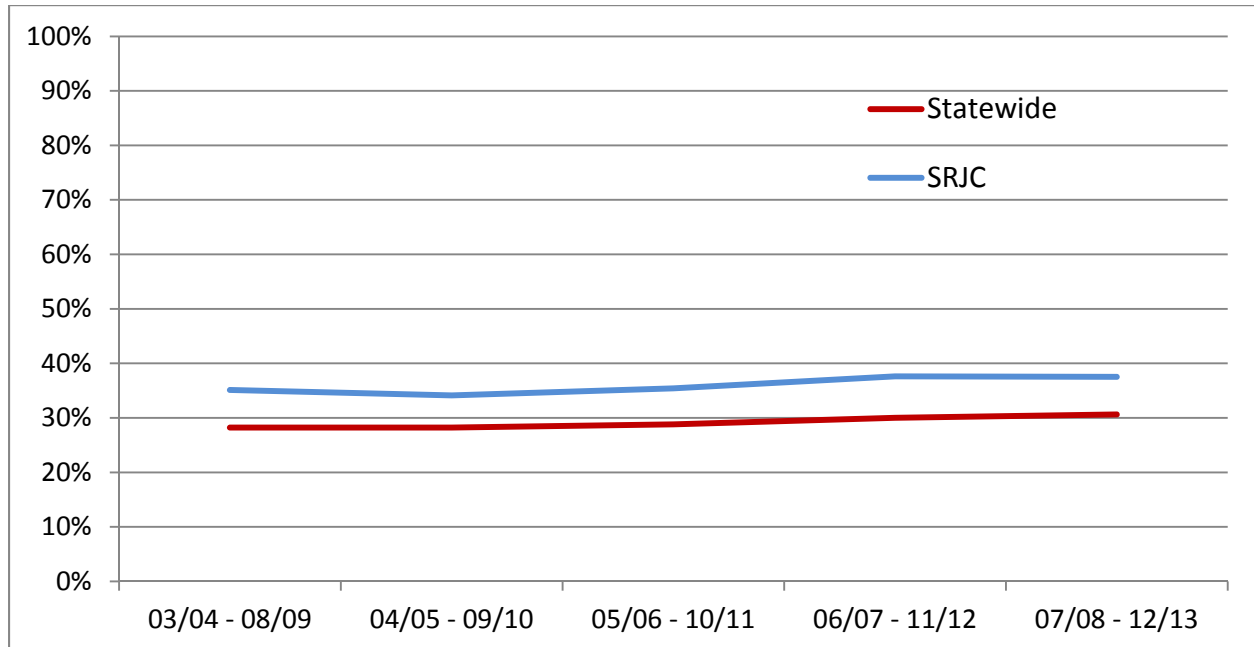


Table 16: “Remedial English” Progress Rates

The Student Success Scorecard Remedial English progress rate measures the percentage of credit students tracked for six years (most recently, from 2007-08 through 2012-13) who started below college level in English and completed a college-level English course (at SRJC, English 1A or higher) within the six year time period.

SRJC’s Remedial English progress rates are lower than the statewide average rates, although the gap has narrowed in recent years.

Source: *Accountability Reporting for Community Colleges, 2013 Scorecard*

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC/ARCC2.aspx>

http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx

Percent of Basic Skills English Students Who Successfully Complete College-Level English Within Six Years

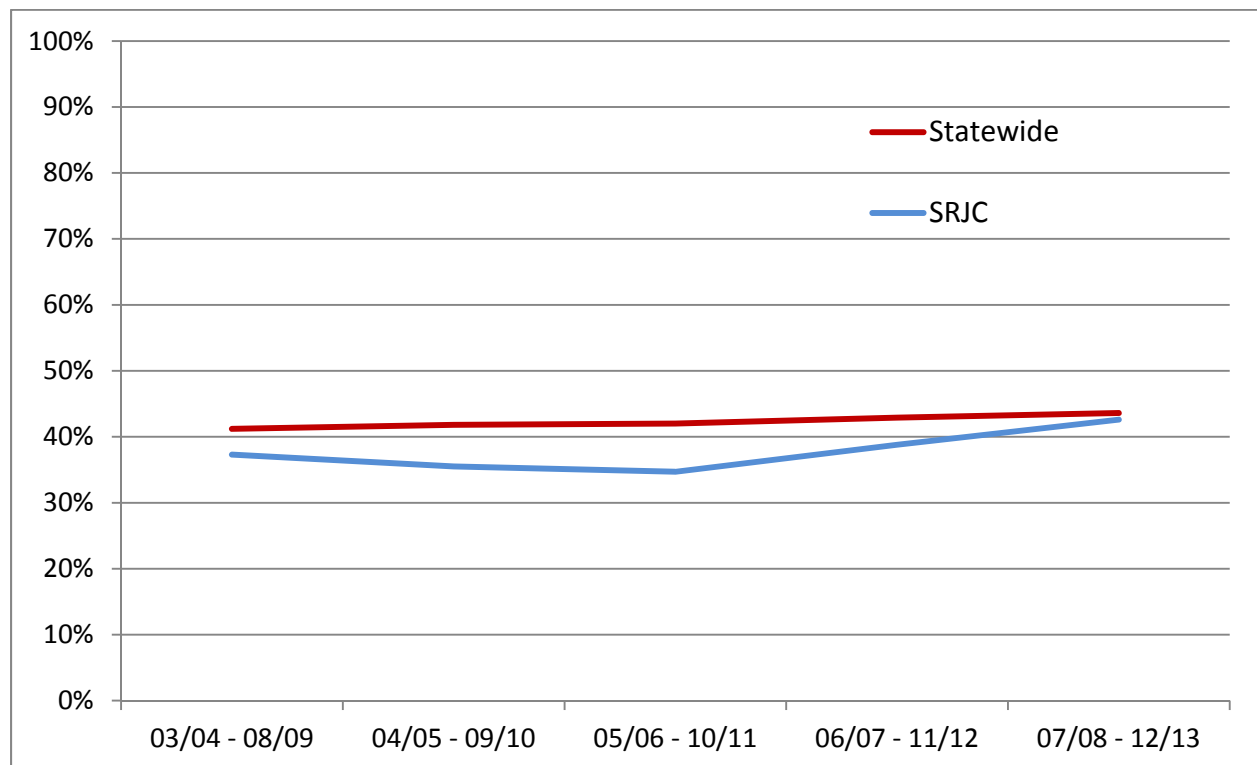


Table 17: “Remedial ESL” Progress Rates

The Student Success Scorecard Remedial ESL (English as a Second Language) progress rate measures the percentage of credit students tracked for six years (most recently, from 2006-07 through 2011-12) who started below college level in ESL and completed a college-level English course (at SRJC, ESL 100 or English 100 or higher) within the six year time period.

SRJC’s Remedial ESL progress rates are much lower than the statewide average, and have been for years. The Title 5 Hispanic Serving Institution grant awarded to SRJC seeks to resolve this problem.

Source: *Accountability Reporting for Community Colleges, 2013 Scorecard*

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC/ARCC2.aspx>

http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx

Percent of Basic Skills ESL Students Who Successfully Complete College-Level English Within Six Years

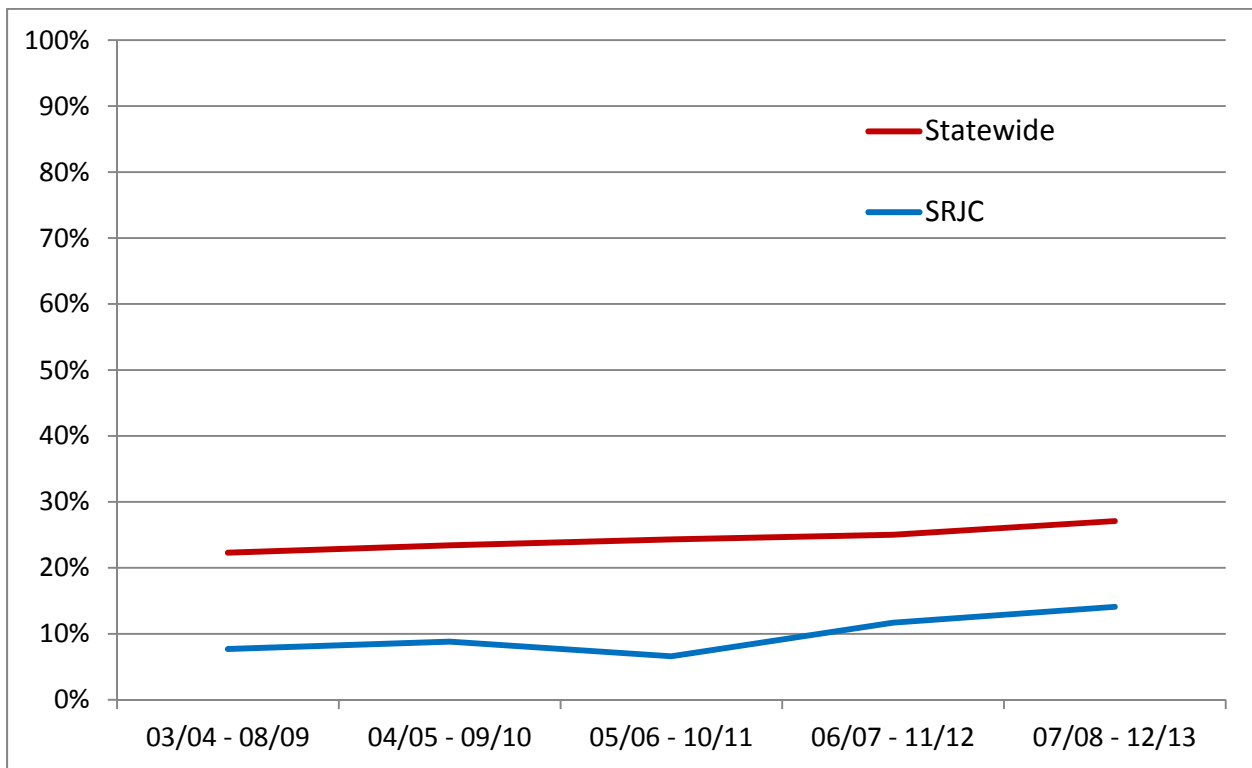


Table 18: Basic Skills Persistence Rates for Math, English and ESL

The California Community Colleges Chancellor’s Office Basic Skills Accountability Report, a supplement to the ARCC report last published in 2012, posts more detailed statistics on basic skills students by college and statewide. One measure is the persistence rate of credit basic skills students. This is measured in two time frames: Fall to Spring, and Fall to Fall. In all years for which data are available, SRJC was either at or above the statewide average.

Source: California Community Colleges Chancellor’s Office, Basic Skills Accountability Reports: <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/BasicSkills.aspx>

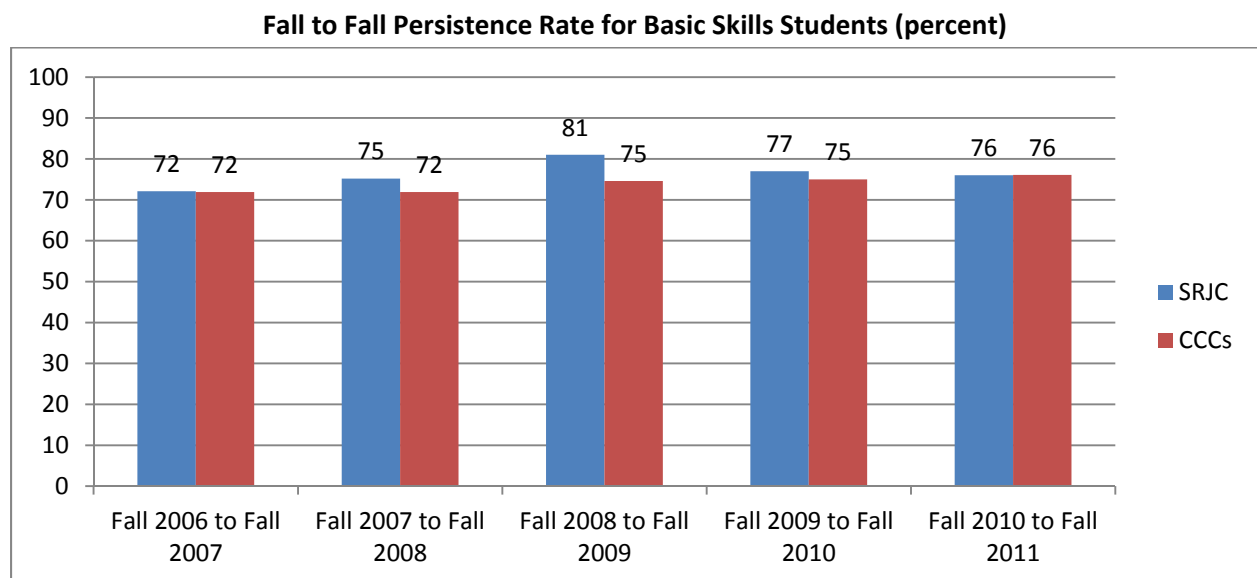
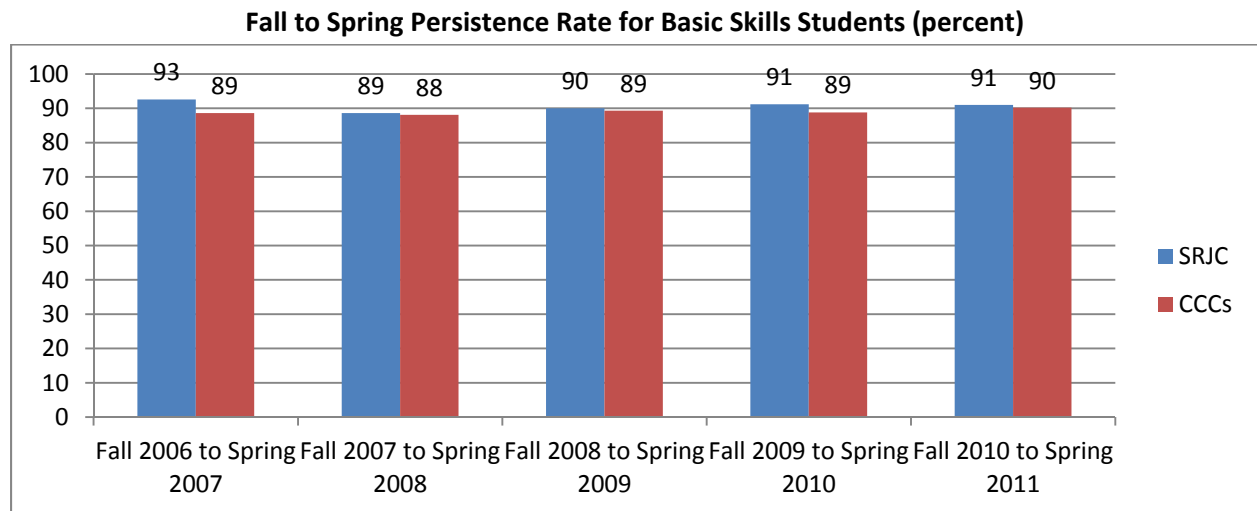
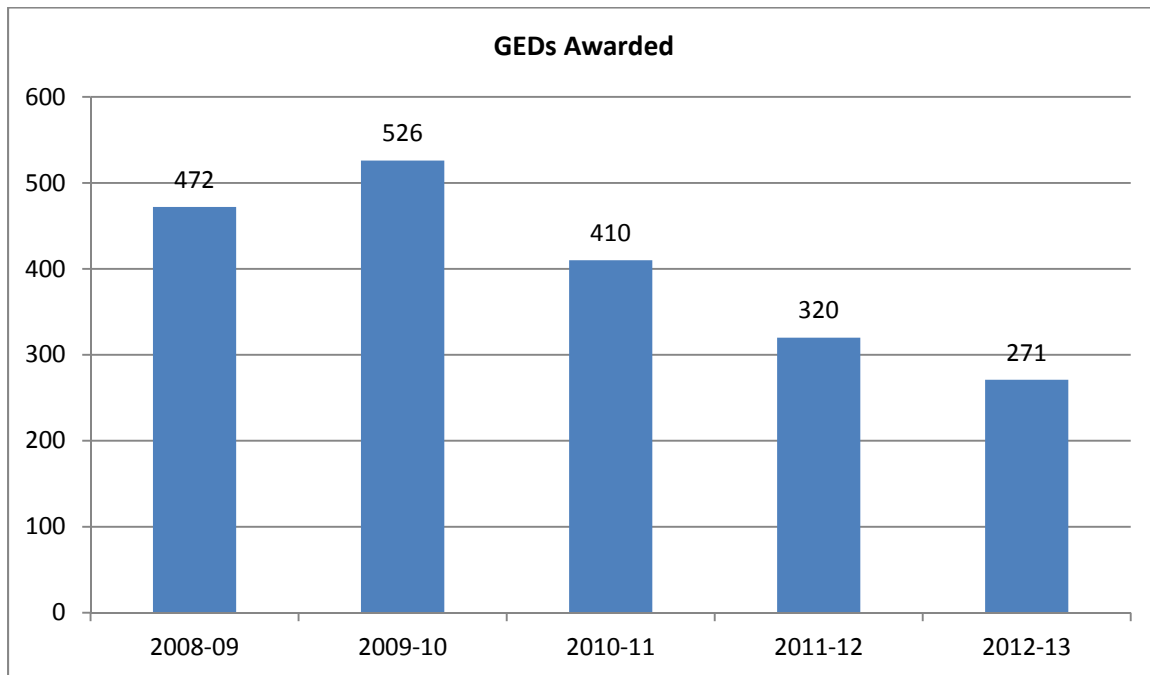


Table 19: Annual Number of GEDs Awarded

General Education Development (GED) awards are considered to be equivalent to earning a high school diploma, and are thus an outcome for basic skills students at SRJC. In the years for which data are available, SRJC has awarded between 271 and 526 GEDs annually, with a downward trend in the past few years. Unfortunately, there is no known statewide or national comparison data for this outcome.

Source: *SCJCD Fact Book 2013, Degrees and Certificates Awarded:*
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf



VI. STUDENT RETENTION AND SUCCESS

Part of the Mission of the Sonoma County Junior College District is to provide “student and academic support services, to improve student success and student retention.”

There are various available measures to track student success and retention. Degrees, certificates and GEDs awarded are one measure, and those data are included in prior sections of this report (Tables 8, 13, and 19). Measures included in this section are retention, persistence, success, completion, and graduation rates.

Table 20: Overall SRJC Student Retention Rate within Semester

SRJC tracks student retention (the percentage of students receiving a grade of A, B, C, D, CR, P, I) within semester and reports that information via the Program and Resource Planning Process (PRPP).

Unfortunately, the Chancellor’s Office does not calculate retention in the same way (SRJC includes a grade of “D” in the numerator while the Chancellor’s Office does not) so comparative statistics are unavailable.

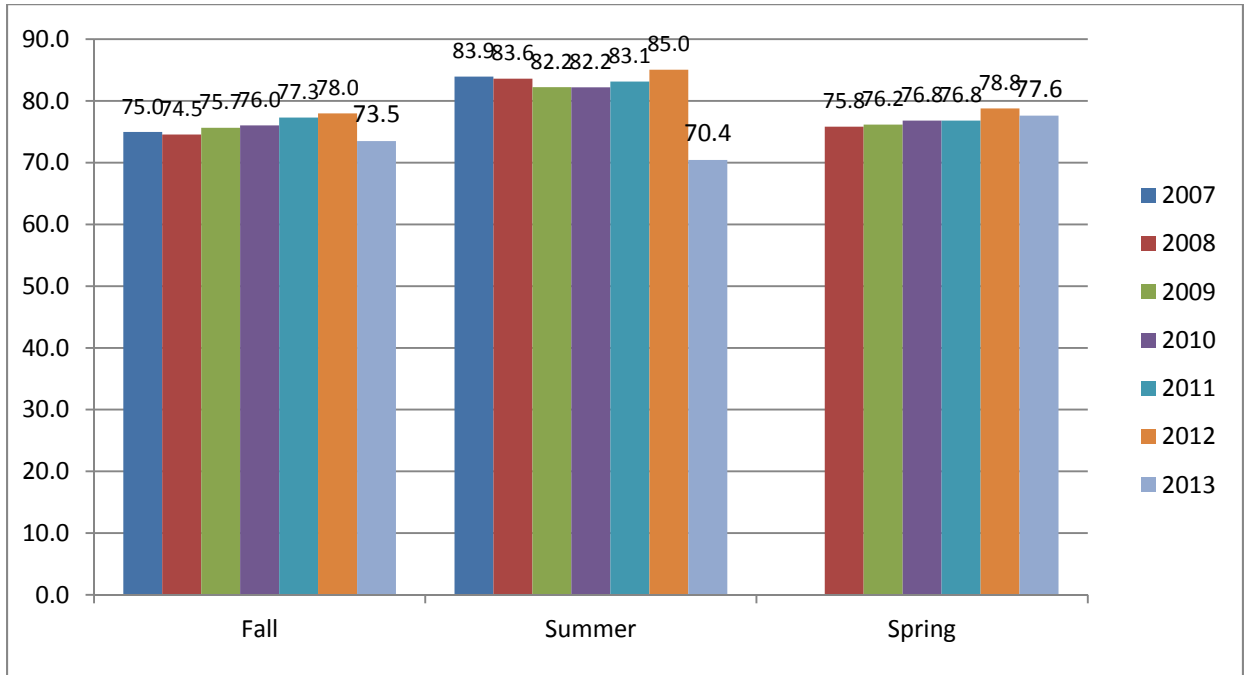
Historically, SRJC’s retention rates are higher in summer than in fall or spring.

There are performance gaps by various groups of students. In general, older students (aged 31+), female, Filipino, Asian, and basic skills ESL students post higher rates, while older students, male, Pacific Islander, Black, Hispanic, BOG-eligible, and basic skills English and math students post lower rates.

Source: PRPP Academic Affairs Docs, Student Equity Docs: District-Wide (note: SRJC outlook username and password required for access)

<https://bussharepoint.santarosa.edu/prpp/default.aspx>

SRJC Student Retention Rate within Semester (percent)



SRJC Retention Rates, by Various Student Categories, Fall 2013 (percent)

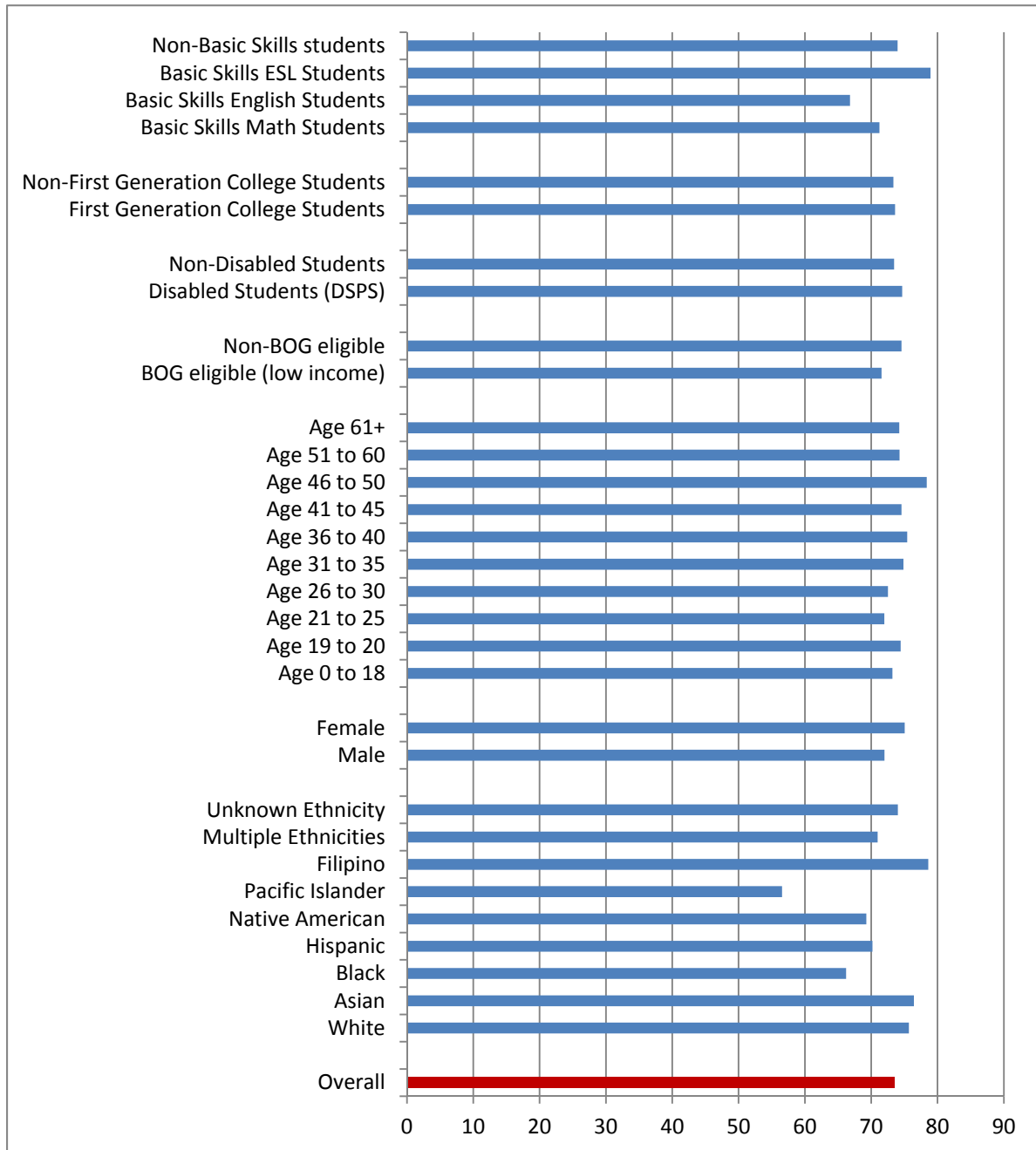


Table 21: Overall SRJC Successful Course Completion Rate within Semester

SRJC tracks successful course completion (the percentage of students receiving a grade of A, B, C, CR, P) within semester and reports that information via the Program and Resource Planning Process (PRPP).

On average, a higher percent of SRJC students pass their courses than their counterparts statewide.

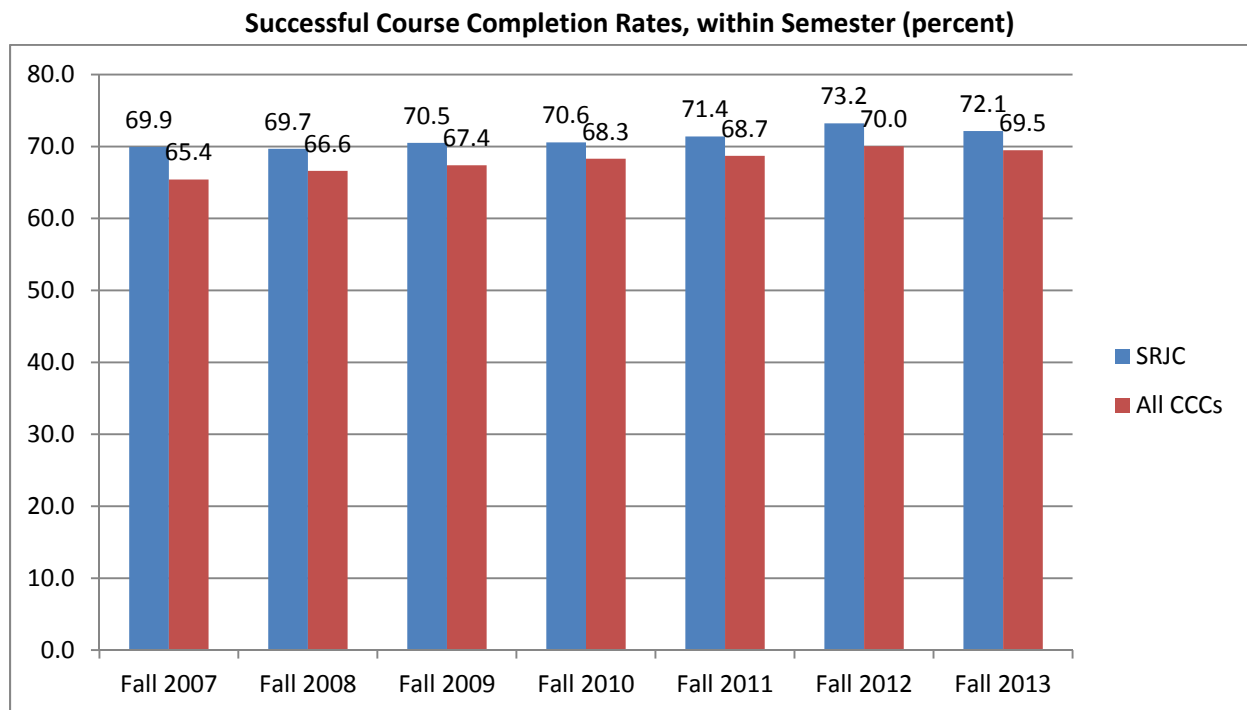
There are performance gaps by various groups of students. In general, older students (aged 26+), female, Filipino, Asian, White, and basic skills ESL students post higher rates, while younger students, male, Black, Hispanic, Pacific Islander, disabled, BOG-eligible, and basic skills English and math students post lower rates.

Source: Chancellor's Office Data Mart, Outcomes, Credit Course Retention/Success Rates:

http://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Special populations data is from PRPP Academic Affairs Docs, Student Equity Docs: District-Wide (note: SRJC outlook username and password required for access)

<https://bussharepoint.santarosa.edu/prpp/default.aspx>



SRJC Successful Course Completion Rates, by Various Student Categories, Fall 2013 (percent)

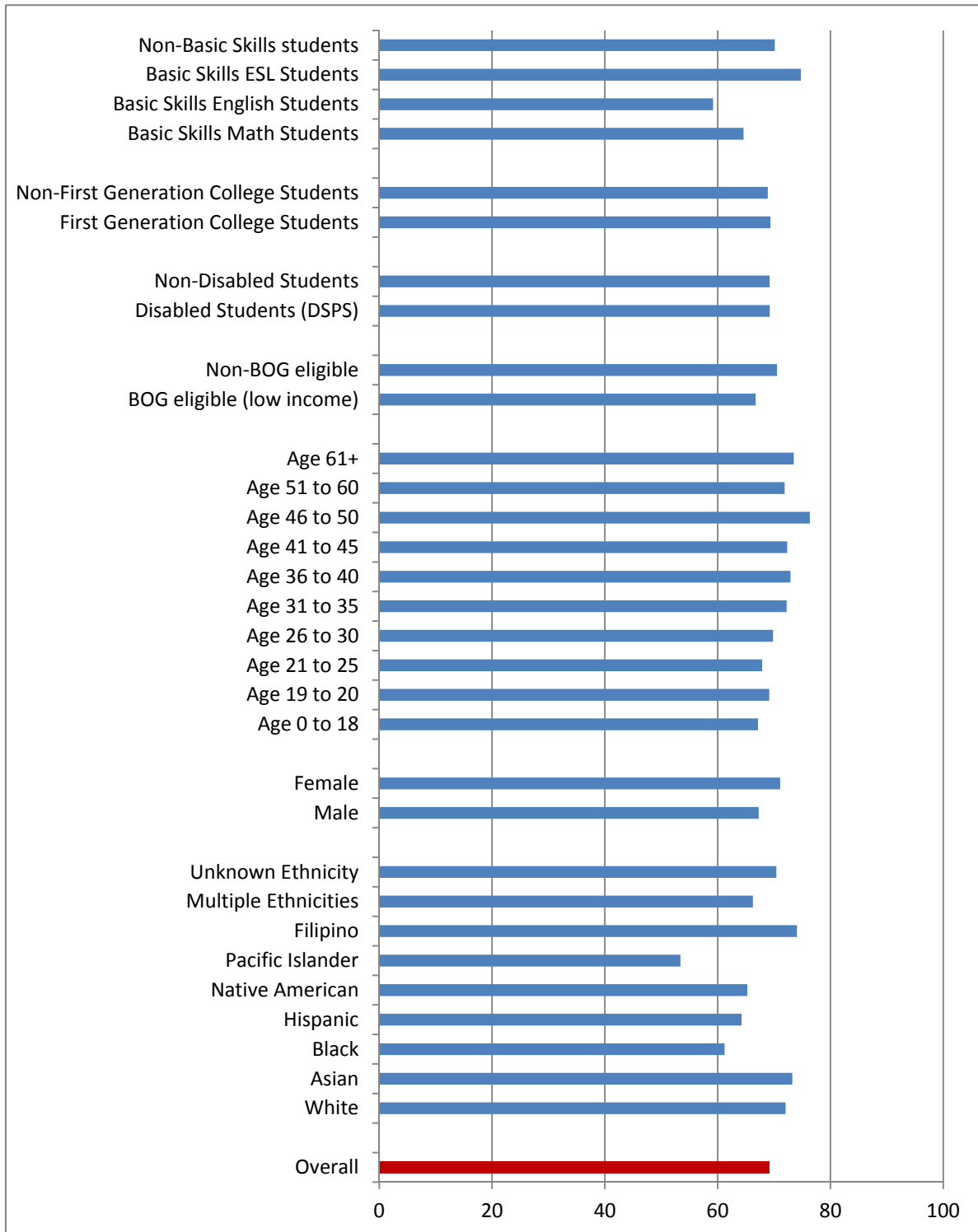


Table 22: Student GPA

SRJC tracks student grade point averages within semester and reports that information via the Program and Resource Planning Process (PRPP). The documentation in PRPP includes student sub-group averages on this outcome (GPA by ethnicity, gender, age, income level, disability status, first generation college student status, and basic skills status).

The tables below show that SRJC GPAs vary slightly by semester, but have shown consistency year-to-year in recent years.

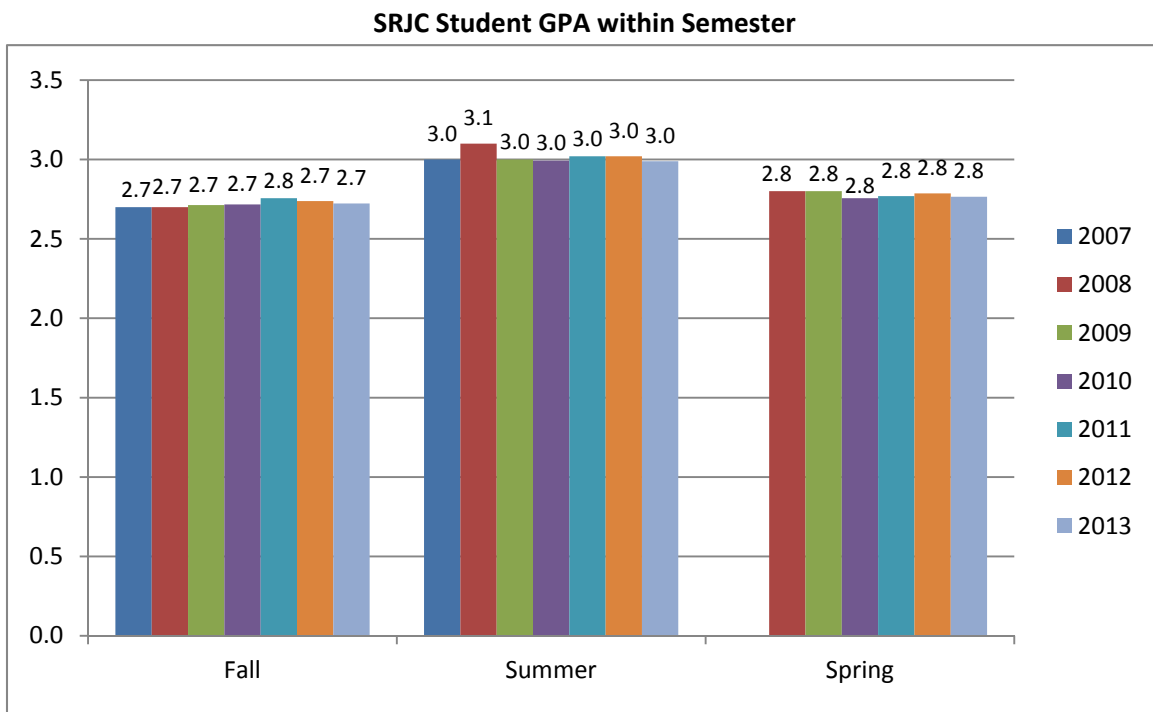
There are performance gaps by various groups of students. In general, older students, females, Asian, White, and Filipino students post higher rates, while younger students, Black, Hispanic, Pacific Islander, BOG-eligible, and basic skills English and math students post lower rates.

Source: Chancellor's Office Data Mart, Outcomes, Grade Distribution

http://datamart.cccco.edu/Outcomes/Grades_Distribution_Summary.aspx

Special populations data is from PRPP Academic Affairs Docs, Student Equity Docs: District-Wide (note: SRJC outlook username and password required for access)

<https://bussharepoint.santarosa.edu/prpp/default.aspx>



SRJC Student GPA, by Various Student Categories, Fall 2013

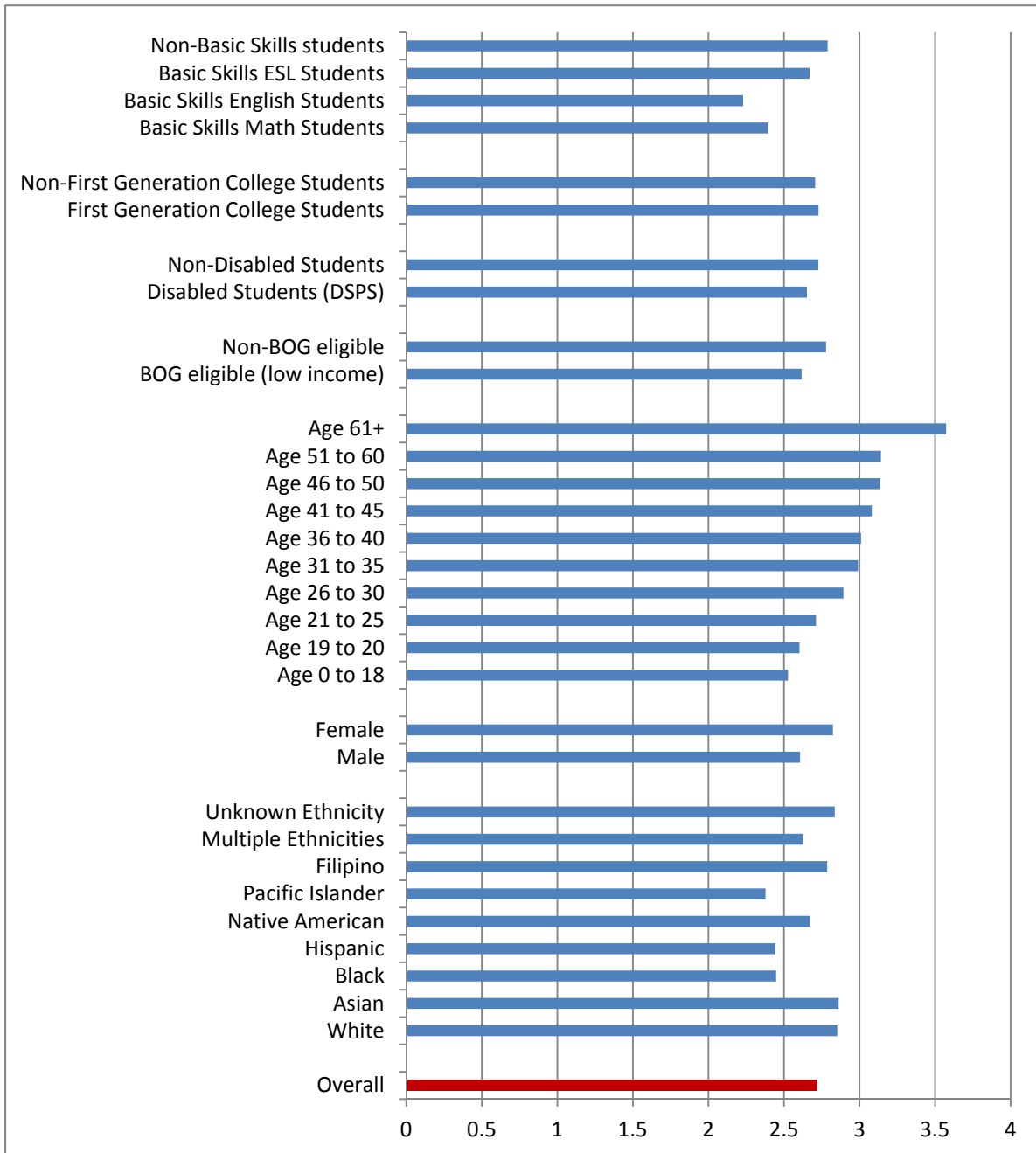


Table 23: “Persistence” Rates — Student Success Scorecard

The Student Success Scorecard persistence rate measures the percentage of first-time students with a minimum of six units earned who attempted any Math or English course in the first three years AND enrolled in the first three primary semester terms anywhere in the CCC system (Fall-Spring-Fall, or Spring-Fall-Spring)

In all years for which data are available, the rates for SRJC and the state have been about the same.

Source: *Accountability Reporting for Community Colleges, 2013 Scorecard*

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC/ARCC2.aspx>

http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx

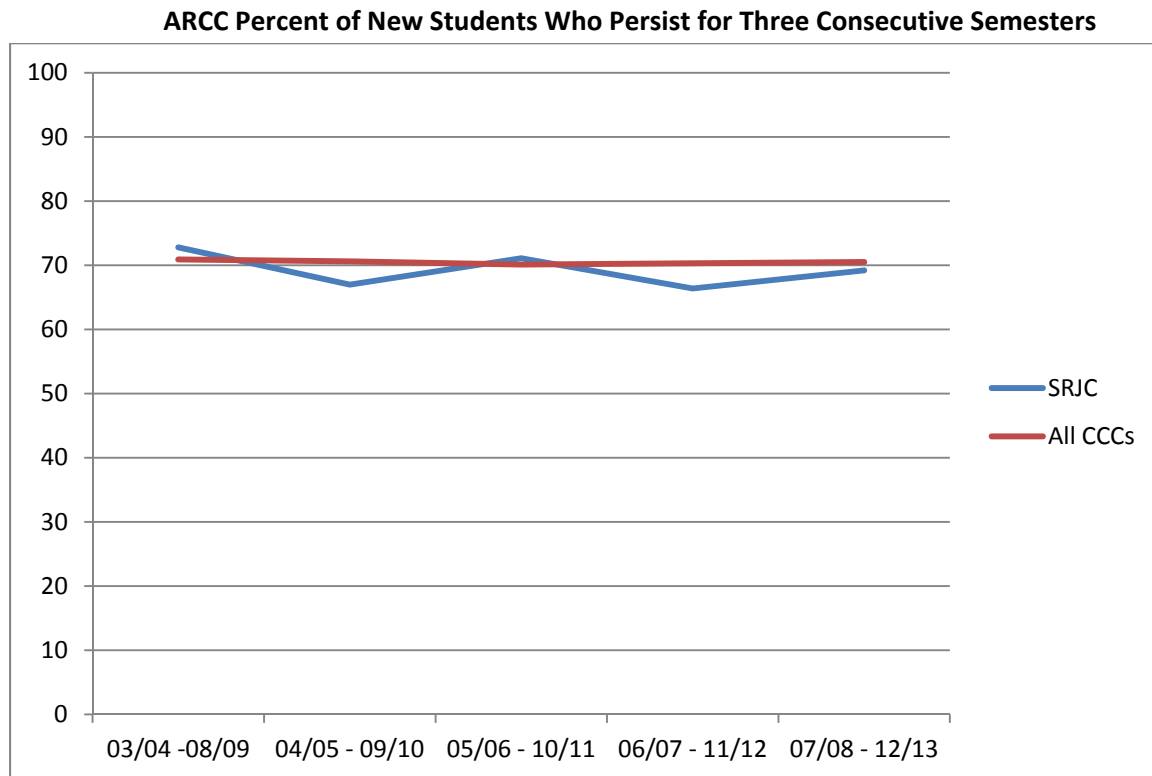


Table 24: “Completion” Rates — Student Success Scorecard

Source: *Student Success Scorecard for Community Colleges, 2013 Scorecard*

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/ARCC/ARCC2.aspx>

http://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx

The Student Success Scorecard completion rate measures how many new degree and/or transfer seeking students tracked for six years show any of the following outcomes:

- Earn a degree, or certificate of 18+ units
- Transfer to a 4-year institution
- Become “transfer prepared” (successfully completed 60+ units of transferable coursework)

In all years for which data are available, SRJC has outperformed the state average.

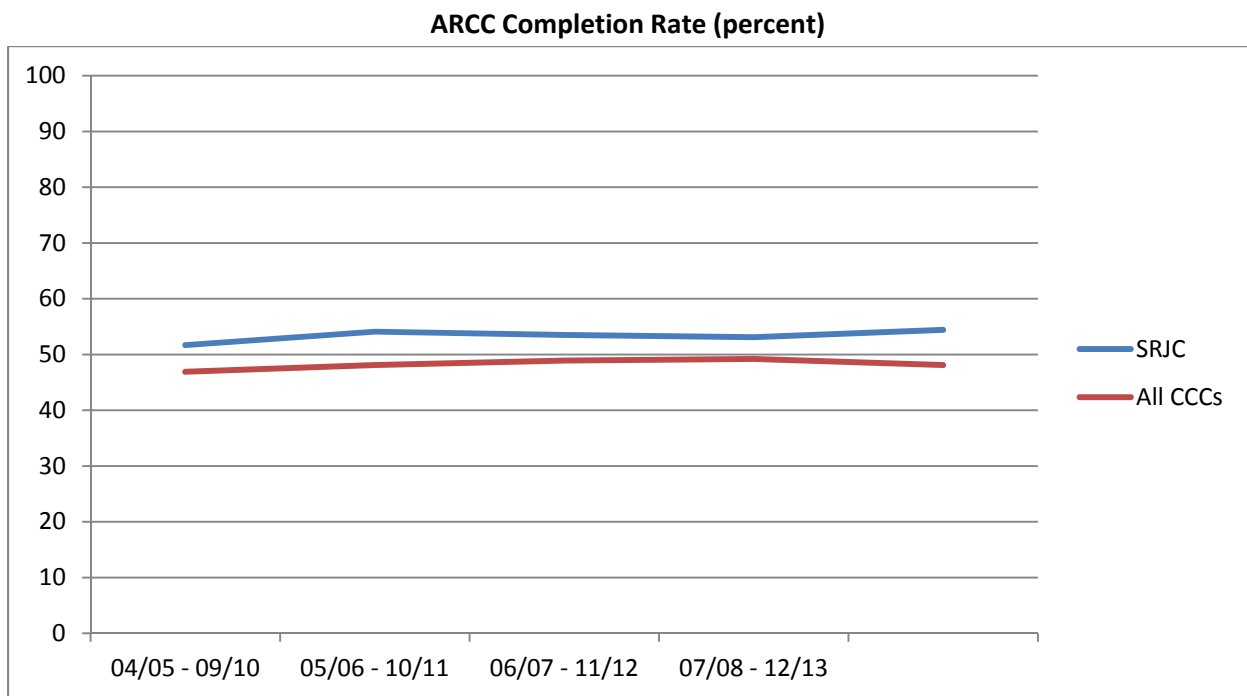


Table 25: “Completion” Rates — SRTK

The Student Right to Know (SRTK) completion rate measures how many first-time, full time, degree-seeking students earn a degree, certificate or become “transfer prepared” (earned 60+ units of transferable coursework) within a three year period.

In all years for which data are available, SRJC has outperformed the state average.

Source: SCJCD Fact Book 2013, Student Right To Know Rates, data from Chancellor’s Office

http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS.aspx>

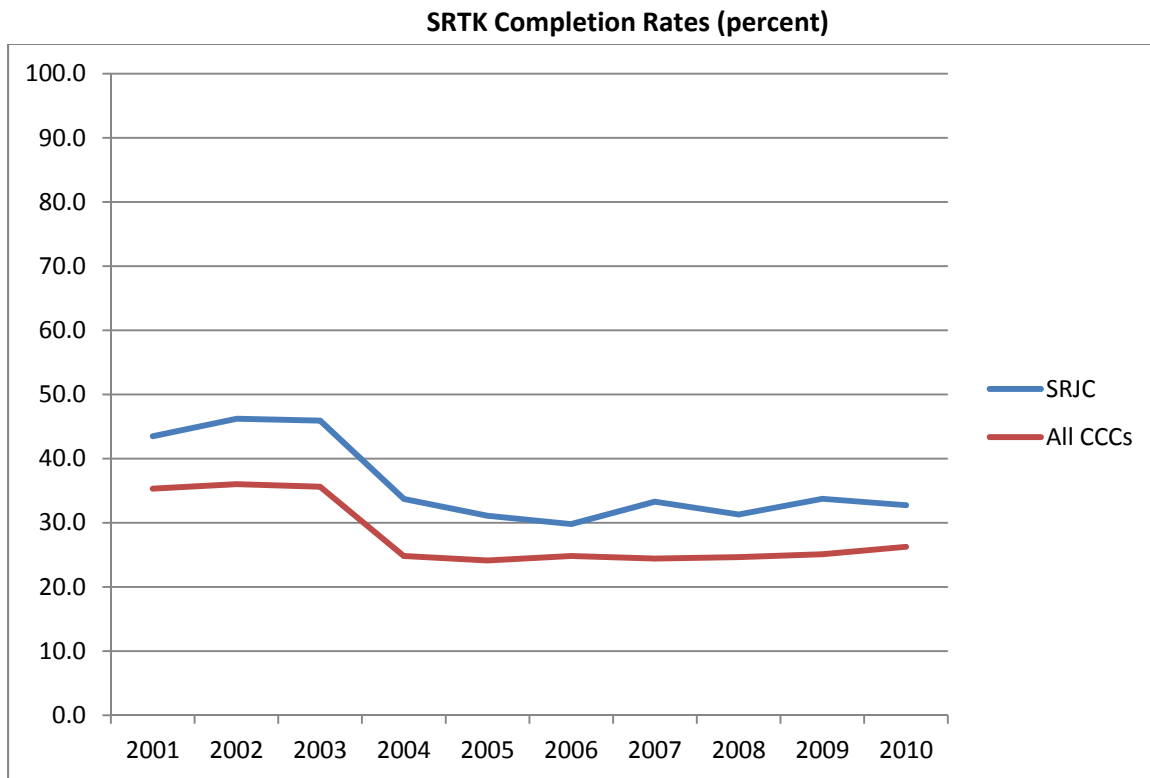


Table 26: “Transfer Out” rates (Leavers) — SRTK

The Student Right to Know (SRTK) transfer out rate measures how many first-time, full time, degree-seeking students leave their first institution (drop out) and enroll in another institution prior to earning a degree, certificate or becoming “transfer-prepared” (earning 60+ transferable units) within a three year period.

In all years for which data are available, SRJC has outperformed the state average by having proportionally fewer students leave to attend another college prior to transfer or earning a degree/certificate at SRJC.

Source: SCJCD Fact Book 2013, Student Right To Know Rates, data from Chancellor’s Office
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf
<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS.aspx>

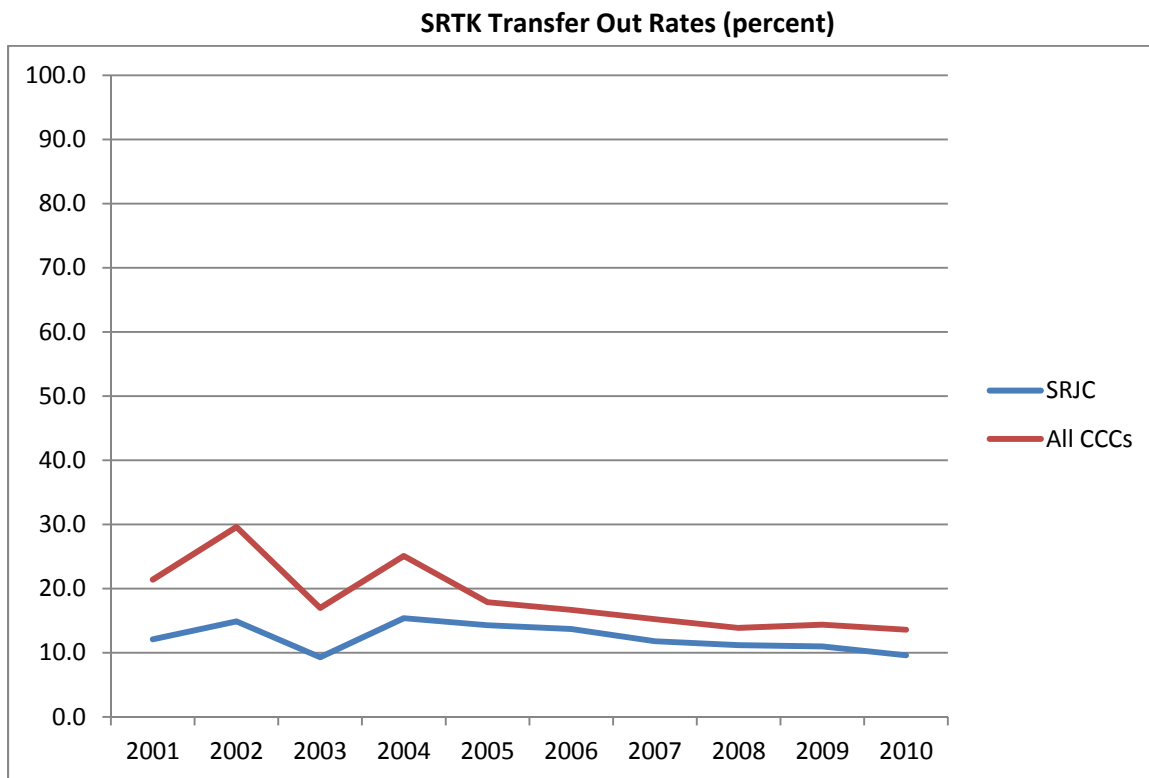


Table 27: IPEDS Graduation Rates (200%)

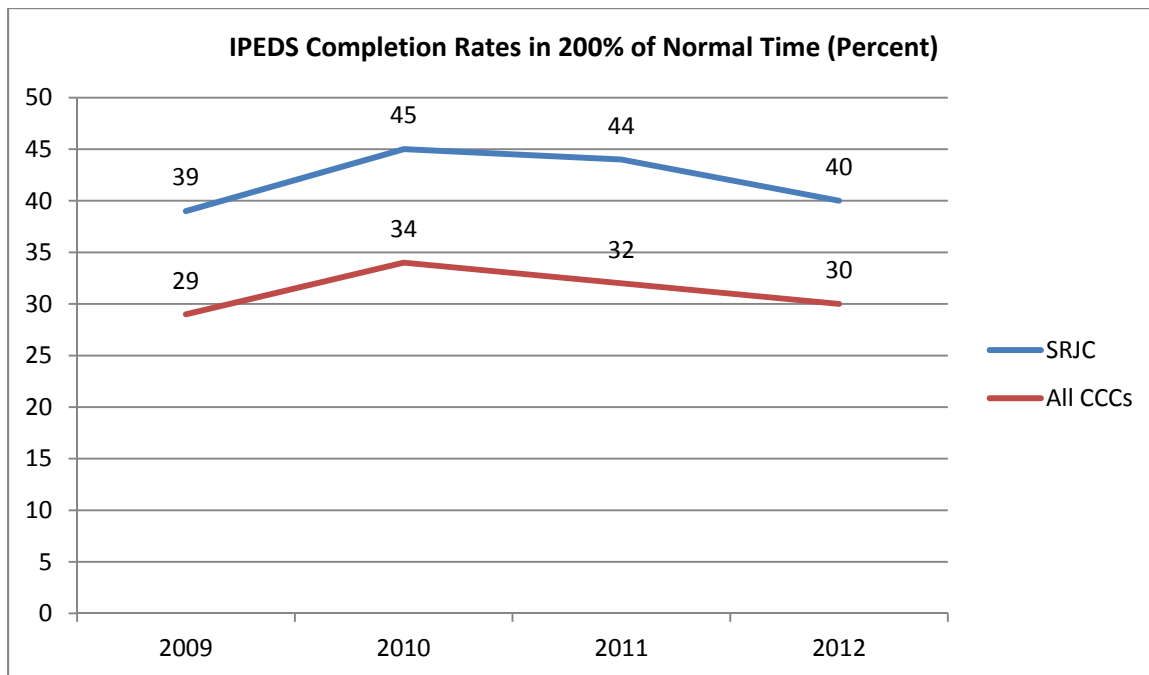
The IPEDS (Integrated Postsecondary Education Data System) “graduation rates 200%” tracks the proportion of first-time, full time degree or certificate seeking students who complete a degree or certificate within 200% of “normal” time, or four years for 2-year colleges such as SRJC.

This is a relatively new measure from the National Center for Educational Statistics, which oversees IPEDS.

Based on the cohort year ending in 2012, SRJC posts a 200% graduation rate of 40%. This is higher than the statewide average of 30%.

Source: US Department of Education, National Center for Educational Statistics, Integrated Postsecondary Data System (IPEDS):

<http://nces.ed.gov/ipeds/>



Here is a summary of the California Community Colleges with the highest 200% graduation rates in 2012:

1. 64% -- De Anza College
2. 57% -- Foothill College
3. 46% -- Orange Coast College
4. 45% -- Irvine Valley College and Lake Tahoe Community College
5. 44% -- Imperial Valley College and Pasadena City College
6. 43% -- Santa Barbara City College
7. 42% -- Diablo Valley College and Moorpark College
8. 41% -- Saddleback College
9. 40% -- Santa Rosa Junior College and Solano Community College
10. 39% -- Cuesta College and Napa Valley College

VII. EFFICIENCY AND FISCAL RESPONSIBILITY

The Sonoma County Junior College District is committed to carrying out its mission with efficiency and fiscal responsibility. There are multiple processes whereby the district assesses its effectiveness. At the ground level, every unit (program/department) in the district is regularly assessed via the annual Program and Resource Planning Process (PRPP), and those documents can be accessed via the district's Institutional Planning website (SRJC Outlook username and password are required) by selecting Program and Resource Planning Process (PRPP), then PRPP documents: www.santarosa.edu/planning

What follows below are more global indicators of the efficiency and fiscal responsibility of the district.

Table 28: Instructional Productivity Rates

This measure, which is a ratio of full-time equivalent students to full-time equivalent faculty, is an indication of fiscal efficiency. Note: for 2012-2013, the data for Noncredit FTES:FTEF are skewed due to a "0" FTEF reported in Summer 2012 in the Behavioral Science cluster.

Source: SRJC data from the SCJCD Fact Book 2013, Full-Time Equivalent Student per Full-Time Equivalent Faculty, based on data from SRJC's DataMining Tool
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf

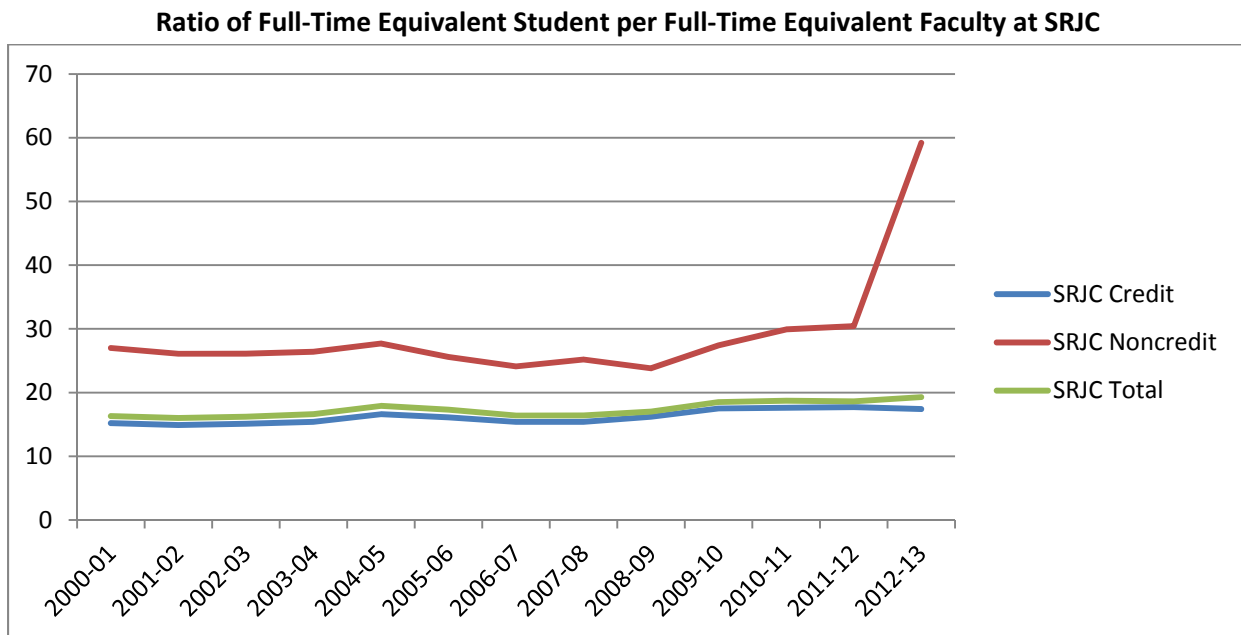


Table 29: Enrollment Efficiency Rates

Enrollment Efficiency, or the “fill rate” for courses, has trended upward in the recent past, but declined in 2013. This is the same measure used in the Program and Resource Planning Process, where fill rates are provided for all SRJC academic departments.

Source: PRPP Academic Data District-Wide, Enrollment Efficiency at First Census: District-Wide (note: SRJC outlook username and password required for access)

<https://bussharepoint.santarosa.edu/prpp/default.aspx>

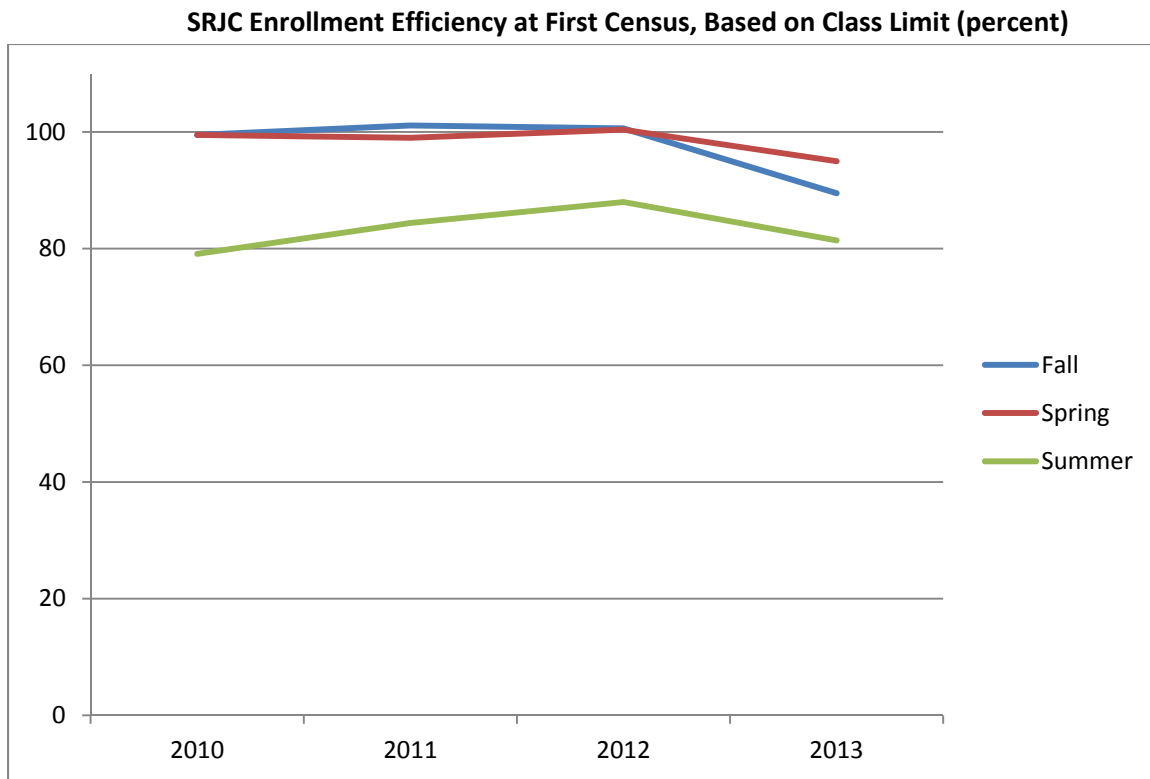


Table 30: Annual FTES

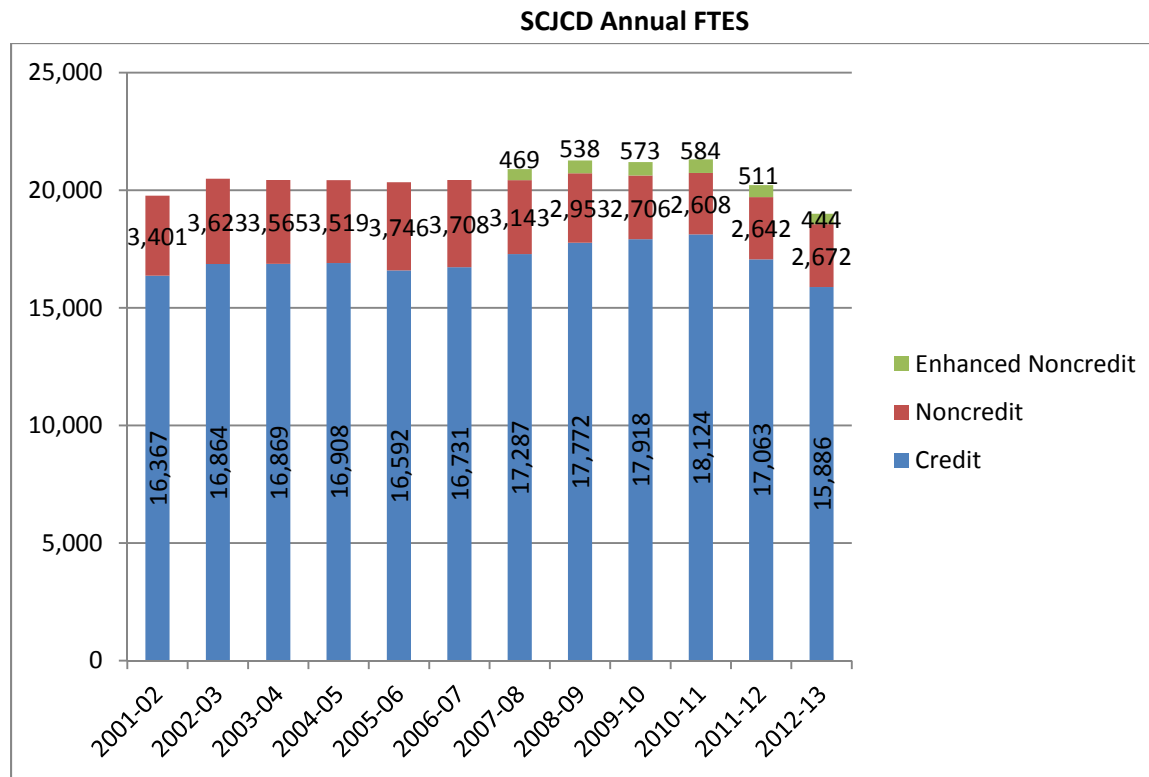
Total annual factored FTES for the Sonoma County Junior College District has increased over the past decade, to a recent high of 21,316 in the 2010-2011 academic year, but has decreased in the past few years to 19,003 in 2012-13.

Source: SRJC data from the SCJCD Fact Book 2013, Annual FTES, based on internal data from Admissions, Records and Enrollment Development

http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf

Statewide data from the Chancellor's Office, Fiscal Services, Second Principal Apportionment Report

<http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalServicesUnit/Reports/ApportionmentReports.aspx>



Overall, SRJC has a higher proportion of FTES from noncredit and a lower proportion from credit than the statewide average (see pie charts, below).

Proportional FTES at SRJC, Compared to Statewide, 2012-2013

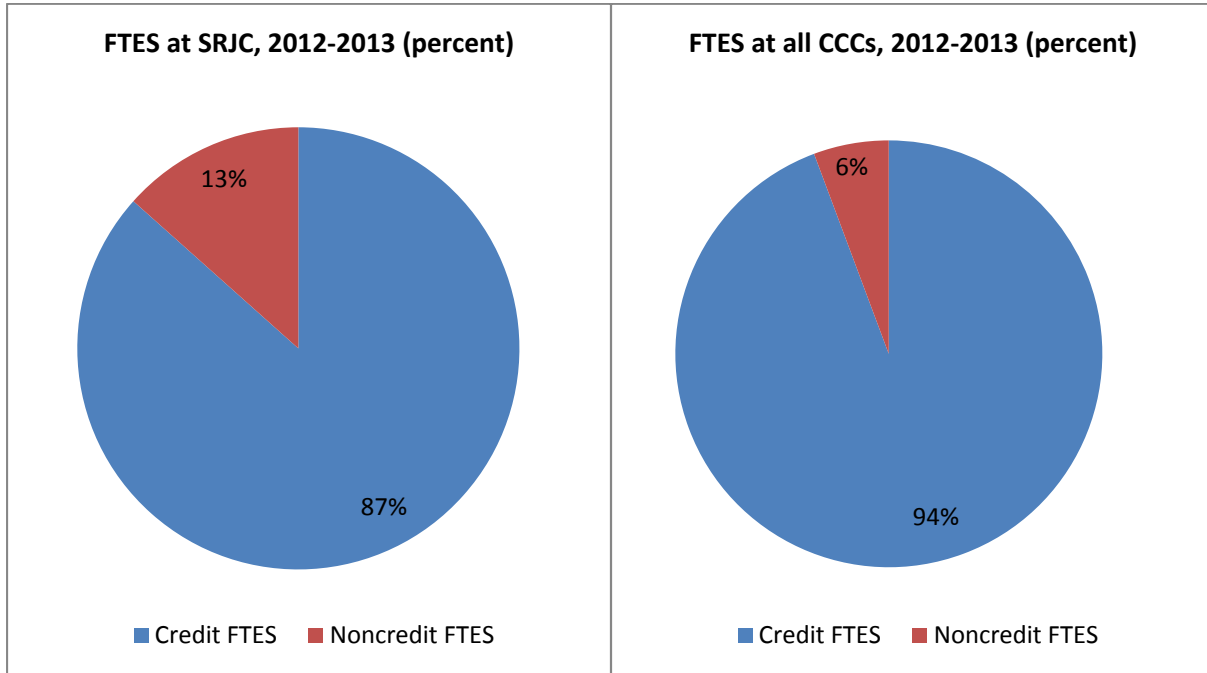


Table 31: Annual Reserve, Salaries and Benefits, and Instructional Costs (as % of Overall Budget)

The district's annual reserve has fluctuated between 7.5% and 12.8% over the past six years. In all of these years the reserve has exceeded the minimum of 5% required by the state.

The district's instructional costs have trended slightly downward over the past six years. In all of these years the instructional costs have exceeded the minimum 50% required by the state.

The proportion of expenditures for salaries and benefits has fluctuated between 84.9% and 88.3% over the past six years.

Compared with statewide totals, SRJC has a slightly higher rate of salaries and benefits as a percentage of total budget, and a lower annual reserve.

Source: California Community Colleges Chancellor's Office, Fiscal Trend Analysis of the Unrestricted General Fund and Other Fiscal Data, and Fiscal Data Abstract:

[http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalAccountability/DistrictFiscalTrendAnalysis.aspx#08-09 Actual to 12-13 Budget](http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalAccountability/DistrictFiscalTrendAnalysis.aspx#08-09%20Actual%20to%2012-13%20Budget)

<http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/FiscalDataAbstract.aspx>

Annual Reserve, Salaries and Benefits, Instructional Costs (expressed as percent of overall budget)

