



SACRAMENTO CITY COLLEGE
STUDENT EQUITY AND ACHIEVEMENT PLAN
2022-2025
EXECUTIVE SUMMARY

Executive Summary

The city of Sacramento is one of the most diverse cities in the U.S., and Sacramento City College's student population reflects that diversity. The ways in which we celebrate diversity has been a longstanding source of pride at Sacramento City College. However, moving from an equity mindset to dismantle inequitable structures has been a much more challenging process. Developing an equity mindset is the tip of the iceberg; dismantling inequitable policies and practices requires acknowledging some very difficult truths. The likelihood of first-year students at SCC completing their courses, succeeding in those courses, and returning the next semester is low. Students of color, particularly African-American and Latinx students, are routinely among the most disproportionately impacted groups at Sacramento City College. These patterns aren't new; they're educational trends that have existed for decades. The difference is that now colleges are being called to move beyond an "equity mindset, and to engage in the analysis and dismantling of structures that create these inequities.

While disproportionate impact varies across each indicator, generally the most disproportionately impacted groups have been African American students and Hispanic/Latinx students. This is not surprising, given that these groups have historically been among the most marginalized in the United States. Moreover, these are the groups that systemically face institutional barriers to success. SCC has placed emphasis on centering the needs of these groups and we are optimistic that through an unapologetic approach to meeting their needs we will begin to close the equity gaps.

Student Equity Goals and Measurements:

Successful Enrollment: Female Students

Increase female student headcount enrollment at the college by 2.25%.

Baseline: 11,265 (Year 2021-22)

Year 1: 11,349

Year 2: 11,434

Year 3: 11,518

Transfer Level Math and English: Black or African American Students & Latinx Students

Increase successful course completion rate of both transfer-level English and math courses for first-time-in-college Black/ African American students.

Baseline: 43% (Year 2021-22)

Year 1: 46%

Year 2: 49%

Year 3: 52%

Increase successful course completion rate of both transfer-level English and math courses for first-time-in-college Latinx students.

Baseline: 49% (Year 2021-22)

Year 1: 50%.

Year 2: 51%.

Year 3: 52%

Persistence: First Primary term to Secondary Term:

Increase fall-to-spring Persistence rate for all Black/ African American students at the college.

Baseline: 54% (Year 2021-22)

Year 1: 55%.

Year 2: 56%.

Year 3: 57%

Completion:

Increase the number of Black/ African American students earning awards (certificates and degrees).

Baseline: 133 (Year 2021-22)

Year 1: 150

Year 2: 168

Year 3: 185

Transfer:

Increase percentage of Low-income students transferring to a four-year postsecondary institution.

Baseline: 18% (Year 2021-22)

Year 1: 20%

Year 2: 23%

Year 3: 25%

Student Equity Initiatives:

Mentioned in the below activities, Sacramento City College will move towards scaling the first-year experience program, designing intentional and equity minded supplemental instructional supports, continue professional development, increase persistence and transfer, and focus on climate and institutional responsiveness to African American and Latinx students.

Successful Enrollment
● Expand First-Year-Experience that incentivizes retention and completion

- Increase partnerships with local high schools by offering advanced education enrollment and pre-college education workshops
- Implement a CRM Solution designed to improve marketing & outreach, Student engagement, and data management & analytics
- Continue to grow our dual enrollment offerings with K-12 school districts
- Continue development of program maps to engage students at registration and throughout their community college experience.
- Increase the number of outreach specialist available to service k-12 partners and the community
- Continue to foster a campus environment that celebrates Black or African American and Latinx culture.
- Create clear messaging that communicates "why Sac City?"
- Design programs specifically for non-traditional populations (such as 25+ students)

Completion of Transfer Level Math & English

- Create a culture of “students first”—work schedules, assignments, reassigned time, resource requests, everything should begin with a consideration of how decisions impact Black and Brown students.
- Enroll students in the essential courses so that they don’t have to figure it out themselves.
- Provide PD that demonstrates different ways of teaching math and English, moving away from a lecture model to an active-learning model.
- Increase access to counseling appointments and support
- Set expectation for all faculty to contact students prior to the first day of classes
- Place greater emphasis on the utilization of data to inform pedagogical choices
- FYE students are advised to take Math and/or English in their first year.
- Add tutoring services to the Ashe Centers

Persistence First Primary Term to Secondary Term

- Create a calendar/rhythm of prompts for instructors (mid-semester check-ins).
- Ensure that office hours are fully utilized.
- Implement the Anti-Blackness Project.
- Continue to expand and improve services provided by Success Coaches
- Add Success Coaches to each Meta major
- Continue to offer Professional Development on creating culturally responsive classrooms
- Develop strategies to identify and quickly address classroom climate issues (e.g. bias reporting system)
- Identify areas where peer mentoring could be most effective and scale up college-wide
- Outreach and nudging to continuing students who haven't enrolled

<ul style="list-style-type: none"> ● Improve processes that inform students what to take next in their sequence (e.g. Degree Planner, student Ed Plans, etc.) ● Identify scaled, high-impact retention strategies (e.g., shorter terms) and begin district-wide discussions about possible implementation
Transfer
<ul style="list-style-type: none"> ● Identify the resources to hire transfer coaches ● Involve caring campus faculty in transfer support activities ● Enhance transfer component through culturally relevant peer mentorship programs ● Work more closely with transfer institutions to develop a smooth transition process ● Pursue creating data-sharing agreements with CSUS and UCD to more effectively track transfer students ● Expand Transfer Center workshops and information sessions ● Equity Transfer Initiative with UCD (AACC Grant) ● Help students identify multiple transfer options if their desired program is impacted ● Provide targeted information about financial aid and scholarships at the transfer institution ● Create more scholars that provide a bridge for students from SCC to the transfer institution
Completion
<ul style="list-style-type: none"> ● Understand Black student academic challenges and create faculty interventions. ● Implement the Anti-Blackness Project (Addendum). ● Expand FYE supports into the second year ● Explore creating a scaled capstone experience for students (similar to Freshman Seminar, but designed for students who are in their final semester) ● Work with instructional faculty to remind students majoring in their programs to apply for their degrees/certificates ● Explore auto-awarding degrees and certificates, taking into consideration the financial aid implications. ● Emails and newsletter items are sent to students reminding them of deadlines to apply for their degree

Annual Resources Budgeted 2022-25

Expenditure Type	Amount	Percentage of Allocation
1000 - Instructional Salaries	\$1,175,658	20.48%
2000 - Non-Instructional Salaries	\$2,663,884	46.39%
3000 - Employee Benefits	\$1,560,087	27.17%
4000 - Supplies and Materials	\$41,562	0.72%
5000 - Other Operating Expenses and Services	\$245,780	4.28%

6000 - Capital Outlay	\$0	0%
7000 - Other Outgo	\$54,912	0.96%
Total Expenditures	\$5,741,883	100%
Allocation Remaining	\$0	

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