

*Each college must create an executive summary that includes, at a **minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities.** The executive summary for this **plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans.** The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:*

2019-2022 Sacramento City College Equity Plan

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 a diversity perspective to an equity mindset has been a much more challenging process. Celebrating diversity is the tip of the iceberg; achieving educational equity 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. Success rates in basic skills courses are also discouragingly low. And students of color, particularly African-American and Latino 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 a "diversity" perspective, and to adopt a lens that centers equity and success.

While disproportionate impact varies across each indicator, generally the most disproportionately impacted groups have been African American students, Hispanic/Latino students, Hawaiian/Pacific Islander students, students with disabilities, and foster youth within the former PPG calculation. 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.

Vision for SCC's Equity Imperative

At Sacramento City College, Equity is an imperative. This year we see the need to continue to institutionalize Equity, but through race conscious activities such as the African American center for Success, and the Latinx Center. With the advancement of the Equity agenda now sitting within the Associative Vice President of Student Services department, we will apply more institutional wide accountability, data informed decision making, and be able to leverage resources more effectively. Both the Associate Vice President of Student Services (SEA) and the Associate Vice president of Instruction (Guided Pathways) will work closely together to align Equity within Guided pathways.

STUDENT CATEGORIES

The completion of a student equity plan is a condition of funding under the Student Equity and Achievement Program (SEA). In order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, colleges must maintain a student equity plan that includes a disproportionate impact (DI) study. Colleges are required to use campus-based research to conduct a DI analysis using various methodologies. Colleges must assess the extent of student equity by gender and for each of the following categories of students:

- A. Current or former foster youth
- B. Students with disabilities
- C. Low income students
- D. Veterans
- E. Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census:
 - i. American Indian or Alaska Native*
 - ii. Asian*
 - iii. Black or African American*
 - iv. Hispanic or Latino*
 - v. Filipino*
 - vi. Native Hawaiian or other Pacific Islander*
 - vii. White*
 - viii. Some other race*
 - ix. More than one race*
- F. Lesbian, gay, bisexual, or transgender students (LGBTQ)
- G. Additional categories of students as determined by the governing board of the community college district

STUDENT SUCCESS METRICS

The 2019-2022 Student Equity Plan has been aligned to the California Community College System's new student success metrics to some extent. Colleges were instructed to use the [Student Success Metrics \(SSM\) Dashboard](#) to access their data for their overall student population. Colleges are required to set three-year goals from the SSM for the overall student population and for each student equity population shown to have DI in the following success metrics:

1. Access-Successful Enrollment (enroll within one year after applying)
2. Retention-Fall to Spring (all students)
3. Completion of transfer-level math and English (within the first year)
4. Vision Goal Completion (earned credit certificates over 18 units or associate degree within three years)
5. Transfer to a four-year institution (in state or out of state, within three years)

METHODOLOGY

For the 2019-2022 Equity Plan, the Chancellor’s Office requires the use of two methodologies to assess DI: Percentage Point Gap (PPG) and Proportionality Index (PI). PPG must be used for access, retention, and completion of transfer level math and English; PI for transfer and vision goal completion. However, colleges may use other methods as additional methodology for planning purposes. The PPG and PI methodologies differ from the 80% Rule methodology that all CCC colleges used. Each methodology reveals significantly different DI results for student populations, then in 2015-2018, but SCC remains to stay the course

GOALS AND ACTIVITIES FOR OVERALL AND DI STUDENT POPULATIONS

Mentioned in the below activities, Sacramento City College will move towards developing first year experiences in relationship with Guided Pathways for first-year students, , designing intentional and equity minded Supplemental Instructional Support for transfer-level English and Math, continued professional development, increasing retention and transfer, and focus on climate and institutional responsiveness to African American and Latinx students.

Table 1 (A): Goals for Overall Student Population

Access: Successful Enrollment	Retention: Fall to Spring	Transfer to a four-year institution	Completion of transfer level Math and English	Earned credit certificate over 18 units, associate degree, CCC bachelor’s degree
Current: 35.03% 19,577 enrollees from the 55,881 individuals who checked SCC on the statewide application. (2017-18 <i>baseline year</i>) Goal: 42.50%	Current: 57.81% 12,368 retained to the spring from 21,394 students enrolled in the fall (2017-18 <i>baseline year</i>). Goal: 63.86%	Current: 10.11% 2,551 transfers from a total of 25,222 enrolled students (2016-17 <i>baseline year</i>) Goal: 12.64%	Current: 3.99% 171 completed both transfer-level math and English from the 4,288 first year students (2017-18 <i>baseline year</i>) Goal: 5.38%	Current: 2.69% 1,349 awardees from among the 50,094 enrolled students (2017- 18 <i>baseline year</i>) Goal: 7.60%

Table 1(B): Activities for Overall Student Population

Activities: Access: Successful Enrollment
Establish First-Year-Experience that incentivizes retention and completion

Better Evaluate data, matriculation data, specific drop information, Financial Aid data, etc.)

Comprehensive education plan completion

Case management

Peer mentorship

Summer component

New college materials that reflect the needs and diversity of our students

Implement self-guided course placement for special circumstances

Increase partnerships with local high schools by offering advanced education enrollment and pre-college education workshops

Creation and sustainability of welcoming physical campus environment that appreciates our robust student populations

Continue development of program maps to engage students at registration and throughout their community college experience.

Continue to work with dual enrollment relationship with K-12 school districts

Provide students-centered course schedule based on new environment (ab 705) and new information (data from Ad AStra)

Activities: Retention: Fall to Spring

Continue to engage in systematic process of inquiry (campus climate surveys, focus groups, etc.)

Increase successful course completion

Create and continue to offer peer mentoring and cohort-based learning

Increase cohort-based learning opportunities

Provide data collection and analysis workshops for staff, with a focus on student services and retention outcomes

Continue to refine Program Review and SLO assessment process to better serve students and increase their opportunities for success

Work on development and implementation of Decrease the drop rate program

Activities: Transfer to a four-year institution

Explore multi-semester course scheduling to aid completion

<p>Enhance transfer presence during onboarding process</p> <p>Data-sharing MOU with primary feeder college</p> <p>Implement self-guided course placement for special circumstances</p>
<p>Activities: Completion of transfer level Math and English</p>
<p>Explore and implement approaches to improving outcomes in math and English</p> <p>Continue offering data inquiry workshop for faculty, Results-Based Instructional Data Analysis (RIDA); explore feasibility of offering certificate of completion, salary advancement, requiring this session for faculty, etc.</p> <p>Provide tutoring on main campus, West Sacramento, Davis</p> <p>Provide staffing for Writing Center in West Sacramento and Davis including faculty coordinator</p> <p>provide staffing for Math assistance in West Sacramento and Davis, including instructional assistants</p> <p>Provide mentoring in co-requisite classes in English writing and Math (DWAP and DMAP)</p> <p>Provide faculty coordinator of Math/English basic skills efforts on campus</p>
<p>Activities: Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</p>
<p>Increase programs that focus on credit-deficient students within feeder high school districts</p> <p>Provide Career Education Outreach</p> <p>Explore multi-semester course scheduling to aid completion</p>

Table 2 (A): Numeric Metric Goals for DI Student Populations

METRIC	DISPROPORTIONATELY IMPACTED POPULATIONS (Numbers/ Percentages)					
	FEMALES	Current N/%	Goal N/%	MALES	Current N/%	Goal N/%
Access: Successful Enrollment	American Indian or Alaska Native	113/30.6%	131/35.5%	Some other race	41/20.9%	70/35.7%
	Black or African American	1,615/32.5%	1,778/35.8%	White	2,424/23.6%	3,931/38.3%
	Some other race	66/35.6%	84/35.6%			
	Foster Youth	349/32.6%	381/35.6%			
	Veteran	69/25.7%	96/35.7%			

Retention: Fall to Spring	American Indian or Alaska Native	21/40.4%	30/57.7%			
	Asian	1,201/55.8%	1,250/58.1%			
	White	1,719/55.3%	1,812/58.3%			
	LGBT	233/51.8%	261/58.0%			
Transfer to a 4-year Institution	Black or African American	100/6.8%	149/10.2%	American Indian or Alaska Native	4/7.8%	5/9.8%
	Native Hawaiian or other Pacific Islander	16/7.6%	22/10.4%	Filipino	23/7.4%	32/10.4%
	Disabled	90/7.3%	126/10.2%	Native Hawaiian or other Pacific Islander	5/4.3%	2/10.3%
Completion of transfer level Math and English	Black or African American	1/0.4%	11/4.4%	Black or African American	3/1.6%	8/4.2%
	Hispanic or Latino	18/1.8%	45/4.6%	Hispanic or Latino	13/2.0%	27/4.3%
Vision Goal Completion	Foster Youth	4/1.7%	6/2.6%	American Indian or Alaska Native	1/1.2%	2/2.4%
	LBGT	18/1.6%	30/2.7%	Black or African American	34/1.6%	56/2.7%
				Native Hawaiian or other Pacific Islander	3/1.3%	6/2.7%
				Foster Youth	1/0.7%	4/2.7%
				LBGT	11/1.8%	17/2.8%

PLANNED ACTIVITIES TO ACHIEVE EQUITY GOALS (2B)

To close equity gaps for DI student populations identified in Table 2A, we will develop and/or continue the activities outlined in the Table 2B

Table 2(B): Activities for DI Student Populations

Activities: Access: Successful Enrollment
<p>Increase partnerships with local high schools by offering advanced education enrollment and pre-college education workshops</p> <p>Creation and sustainability of welcoming physical campus environment that appreciates our robust student populations</p>

Increase partnerships with local high schools by offering advanced education enrollment and pre-college education workshops, with particular focus on DI cohorts (example, jr. rise)

Continue development of program maps to engage students at registration and throughout their community college experience.

Continue to work with dual enrollment relationship with K-12 school districts

provide students-centered course schedule based on new environment (ab 705) and new information (data from Ad AStra)

Activities: Retention: Fall to Spring

Establish First-Year-Experience that incentivizes retention and completion, with cohorts

Use of Evaluate matriculation data (how many DI students start application and don't finish; how many complete app and don't enroll; specific drop information (who drops what and when and why), Financial Aid data, etc.)

- comprehensive education plan completion
- case management
- peer mentorship
- incentives
- summer component
- orientation

Further develop classroom-based efforts to contextualize equity and basic skills into teaching methods

Create and staff a "Success Centers" for DI populations which will assist in efforts to:

- a. Increase cohort-based learning opportunities
- b. specifically, those targeting African American and LatinX students (Umoja and Puente)

Activities: Transfer to a four-year institution

Implement recommendations from the African American Task Force

Proactively advise students: for example, identify DI students with specific unit threshold (30 units) or course, no ed plan and connect them to transfer services

Enhance transfer component through culturally relevant peer mentorship programs

Create and staff a "Success Center" for African American & Latinx students which will assist in efforts to:

- a. Explore and implement approaches to improving outcomes in math and English, particularly with DI students
- b. Increase cohort-based learning opportunities, specifically those targeting African American and LatinX students (Umoja and Puente)

Activities: Completion of transfer level Math and English	
Establish First-Year-Experience that incentivizes retention and completion, with cohorts for populations which emphasize Math and English	
Increase partnerships with local high schools by offering advanced education enrollment and pre-college education workshops, with particular focus on DI cohorts (example, jr. rise)	
Continue to offer Professional Development programming for faculty, Deans, and staff on how to engage students in the classroom and throughout campus.	
Create and continue to offer peer mentoring and cohort-based learning focused on DI student needs	
Continue to engage in systematic process of inquiry to help us better understand the factors creating DI impact on campus (campus climate surveys, focus groups, etc.)	
Establish faculty division leads for Math and English to facilitate equity activities in their areas Provide support for acceleration in Math and English	
Provide PD for Math and English faculty to reframe their pedagogy in light of acceleration and equity goals provide staffing for Math assistance in West Sacramento and Davis, including instructional assistants	
Provide mentoring in co-requisite classes in English writing and Math (DWAP and DMAP)	
Provide faculty coordinator of Math/English basic skills efforts on campus	
Activities: Earned credit certificate over 18 units, associate degree, CCC bachelor's degree	
Continue to offer Professional Development programming for faculty, Deans, and staff on how to engage students in the classroom and throughout campus.	
Create and continue to offer peer mentoring and cohort-based learning focused on DI student needs	
Continue to engage in systematic process of inquiry to help us better understand the factors creating DI impact on campus (campus climate surveys, focus groups, etc.)	

Table 2(C). Resources projected for planned activities

Permanent Positions (benefits)	3,423,078
Release Time (T4E, NFA, faculty coordinators, counseling)	1,480,900
Temps & Student Assistants	786,600
Supplies and Materials (Books/printing/ non instructional supplies)	19,400

Operational Costs and Services (travel, contracts, leases/rents, programs (FYE, P4P)	491,850
Capital Outlay	120,000
Other Outgo (lending library)	20,000
Program Plans	214,000
Fund for Innovation/Best Practices	371,481
Contributions from BSI 2018-19 carryover	-556,500
Guided Pathways (FYE & NFA)	-486,000
Total	5,884,809

PROCESS AND SCHEDULE FOR EVALUATING PROGRESS OF GOALS:

SCC’s Office of Institutional Effectiveness will monitor and report on measurable goal outcomes annually and continuously evaluate programs supported by the College’s Student Equity Plan. These data will include the Student Success Metrics (Access, Retention, Transfer, Completion of Math/English, and Earned an award). In all cases, outcomes for disproportionately impacted groups will also be disaggregated by gender. The Institutional Effectiveness Office will continue to provide ongoing evaluation of activities by collecting data (quantitative and qualitative), tracking implementation of activities, applying statistical procedures to analyze data, and disseminating research findings via presentations and reports to project managers and the campus community.

ENSURE COORDINATION ACROSS CATEGORICAL PROGRAMS:

The college will ensure coordination across student equity-related categorical programs by reorganizing Student Services under the framework of Guided Pathways through an equity lens. Under this model, equity-related categorical programs will fall under the same dean of student services. Other campus-based equity-work will fall under the new responsibilities provided to the Associate Vice President of Instruction and the Associate Vice President of Student Services.

2015-2016 Planning Year

In 2015-2016, the State Chancellor’s office made some changes to the equity planning template, and they modified the timelines to better coordinate with the academic calendar. In conjunction with that, SCC made some changes to our equity planning and funding process. Some interventions involved scaling up existing efforts, but many new activities were created. Over 80 equity interventions were included in the 2015 Student Equity Plan, some of which overlapped with Basic Skills and/or SSSP. All of these efforts were well-intentioned, and most were created out of a desire to help students. Yet, most of these interventions were created within silos, they weren’t well coordinated, and many of them weren’t rooted in an evidence-based theory of change. Moreover, the majority of these programs, particularly the equity interventions, were created from a place of “diversity” or “equality,” and not necessarily from a deep understanding of “equity.” To be more specific, many people believed that an activity that involved students from DI groups in some way qualified as “equity,” not realizing that these equity activities might not be sufficient to reduce disproportionate impact for specific groups. Lastly, it was clear that many of the equity interventions at SCC focused on boutique programming not rooted in institutional student success data. Instead of focusing the spotlight on the institutional barriers students

face and working to change things on a structural level, many of us were centering the problem of disproportionate impact within the students themselves and blaming their level of preparedness or unpreparedness as the primary factor related to course success; which is a deficit mindset that the college is trying to move away from. In 2015-2016, many of our equity interventions were boutique programs that weren't evidence-based, and that impacted only a small number of students. None of this was ill-intentioned. But all of this has given us the opportunity to reflect on the work that needs to be done to produce true change. The outcomes data from these initial interventions probably tell the most powerful story: at the end of this planning cycle, although some interventions have yielded positive results, the majority of them were either ineffective, they focused on student services almost exclusively, instead of incorporating instruction. Yet, very successful equity interventions were developed and implemented during this cycle. As a result of these efforts, at least 80 new people (if not more) became involved in equity work at the college. Building buy-in among faculty and staff, as well as developing a stronger equity infrastructure, were two positive outcomes of this work.

Table 1: 2015-2016 Equity Expenditures

2015-2016 Equity Expenditures	
Academic Salaries (dean, faculty coordinators, release time)	581,363
Classified Salaries (temp help, student assistant help, ESAs not creditable, IAs, research analyst)	682,874
Benefits	220,415
Supplies and Materials (Books/printing/ non instructional supplies)	148,090
Operational Costs and Services (travel, contracts, leases/rents)	238,061
Capital Outlay	60,637
Other Outgo (financial aid fund- text book awards/student funds)	96,906
Total	\$2,028,346

2016-2017 Planning Year

By the time the college began planning for the 2016-2017 allocation, a strong equity team was in place at SCC. The college created a new position (the Dean of Equity and Student Success), and that position was filled by February of 2016. By then, a five-person faculty coordinator team had been created, and with the addition of the Dean of Equity and Student Success, the Student Equity Committee tri-chairs, and several student workers, we had a much more effective multi-constituent infrastructure set up to engage in equity planning, professional development, instructional activities, and resource allocation. Using some of the tools the equity coordinators had gained from working with the Center for Urban Education (CUE) at the University of Southern California, the team decided to use a coaching model to help faculty and staff develop equity interventions. This resulted in a series of workshops that took place in Spring 2016 to help people better understand equity and disproportionate impact; to inform people about the specific populations at SCC that are disproportionately impacted; and to coach people through developing appropriate equity interventions that fit the allocation guidelines and that could potentially move the needle.

Although a few new programs and interventions were developed most of the coaching that took place focused on refining existing interventions to target specific disproportionately impacted groups, and to better address access, basic skills, course completion, degree/certificate completion, and/or transfer.

Out of this process, the equity team recognized the need for both a focus on professional development and the creation of a culture of inquiry. There was a need to encourage the use of data, and look internally to understand how we were failing to serve our students.

There was a need for divisions and programs to look at their own structures first and foremost, before seeking funding, because we saw many people jumping to solutions before looking at the data. Then determining that a large majority of this work needed to be in relationship with instruction, we collaboratively worked with the VPI’s office to help shift the campus culture to a disaggregated data driven culture. We enlisted the support of the PRIE office, the faculty research coordinator for the college, along with the Center for Urban Education. A variety of workshops and programming focused on disaggregating data and understanding the needs of our students in relationship to course success emerged and the equity core team then spent a lot of time showing up at division meetings, committee meetings, holding a student services institute, and connecting with faculty to compel them and their Deans to look at their data from a disaggregated lens because course success data was, by far, the most glaring indicator we needed to focus our efforts on. One challenge that was noted was that many practitioners and faculty who were implementing the equity interventions weren’t necessarily trained in data collection, interpretation, and evaluation, and this posed some challenges in determining how successful these interventions were.

Also, in Fall 2016, a separate Faculty Professional Development coordinator was brought on to focus entirely on equity (previously one person was doing general as well as equity professional development), as well as a coordinator for Equity in the Basic Skills. Both of those coordinators have been a vital part of the equity team, as professional development had to be at the core of changing the culture. Outcomes of this work include in partnership with the VPI’s office included the New Faculty Academy which gets at equity and inquiry at the start, the Ally Development faculty professional development series that was launched in Spring 2017, the continuation of T4E, as well as the work that the equity team and the Center for Urban Education (CUE) has done with the Mathematics department. Additionally, Equity Leads in the basic skills areas were created in an effort to begin integration of those two areas, and who were tasked with facilitating division-level equity work. Even with these successes, as in the 2015-2016 cycle, we met some challenges in how we could implement equity interventions, particularly with respect to hiring staff.

Table 2: 2016-2017 Equity Expenditures

2016-2017 Equity Expenditures	
Academic Salaries (dean, faculty coordinators, release time)	447,239
Classified Salaries (temp help, student assistant help, ESAs not creditable, IAs, research analyst)	609,187
Benefits	189,274
Supplies and Materials (Books/printing/non instructional supplies)	104,080
Operational Costs and Services (travel, contracts, leases/rents)	304,035
Capital Outlay	29,701
Other Outgo (financial aid fund- text book awards/student funds)	180,800
Total	\$1,864,316

2017-2018 Integrated Planning Year 1

The state moved towards an integrated planning process, and the “first wave” of Equity, SSSP, and BSI as a tri-force approach to equity work began. The new integrated planning process gave us an opportunity to look back and reflect on what worked, what didn’t, and why. Several important lessons emerged as a result of this process. First, the equity team realized the critical importance of educating, mentoring, and coaching the college about equity and how it differs from diversity and equality, as well as how they needed to take concrete steps to help the college achieve equitable outcomes. In particular, that this education needed to be an ongoing effort and it always needed to be our starting point.

Second, our equity team learned just how ineffective a siloed approach to equity was. Prior to this year, Equity, SSSP, and BSI had operated relatively independently from one another. Because of that, most people involved with SSSP had little knowledge about Equity or BSI, and vice-versa. This brings us back to education; in order for the college to improve overall student success and eliminate disproportionate impact, we all needed to understand these initiatives, the philosophy behind them, and their objectives.

Third, we learned that in order for the college to achieve equitable outcomes and improve student success, a cultural shift needs to happen. Achieving these goals requires difficult work. In order to achieve equity and student success, we needed to engage in a process of deep inquiry into our pedagogical practices, our organizational processes, and the ways in which our institutional structure may privilege some students while disenfranchising others. Fourth, it became clear that developing a strong culture of inquiry and evidence is critical in doing equity and student success work. We determined that our college would need to continue to work to educate practitioners, faculty, chairs, and deans about what research questions to ask, how to collect the appropriate data (or what data to ask the Research Office for), and how to interpret that information and relate it back to the goals of the intervention, and how to look at data before initiating solutions.

Table 3: 2017-2018 Equity Expenditures

2017-2018 Equity Expenditures	
Academic Salaries (dean, faculty coordinators, release time)	\$566,997
Classified Salaries (temp help, student assistant help, ESAs not creditable, IAs, research analyst)	\$791,852
Benefits	\$337,735
Supplies and Materials (Books/printing/non instructional supplies)	\$5,660
Operational Costs and Services (travel, contracts, leases/rents)	\$77,380
Capital Outlay	\$4,537
Other Outgo (financial aid fund- text book awards/student funds)	\$14
Total	\$1,784,175

Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name: Dr. Kimberley McDaniel
Title: Associate Vice President, Student Services
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Phone: (916) 558-2139

Alternate Point of Contact:

Name _____
Title _____
Email Address _____
Phone _____

Approval and Signature Page

College: _____ District: _____

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor's Office.

Chancellor/President Date Email Address

Chief Business Officer Date Email Address

Chief Instructional Officer Date Email Address

Chief Student Services Officer Date Email Address

President, Academic Senate Date Email Address