

**Sacramento City College
Strategic Planning System
Cross-Divisional Program Plan**

Planning years: 2023-24 through 2025-26

Plan Type: Program Plan

Planning Area: Vice President of Instruction and College Initiatives

Primary Division: Language Arts and Library Division

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SECTION I: OVERVIEW & REVIEW OF PREVIOUS ACCOMPLISHMENTS

A. PROGRAM DESCRIPTION

The Honors Program serves several purposes: to offer honors classes for SCC students; to offer opportunities for recognition, travel, and scholarships for students in honors classes; and to support underrepresented students in transfer and enrichment goals. These services all function under the auspices of the Honors Program; they enhance opportunities for students who have the potential to transfer to and be successful at four-year colleges and universities.

The purpose of the Honors Program is grounded in the mission statement, the vision, the values, and the goals of the college. The college mission statement references “support services leading to transfer [and] career advancement.” The college vision statement ends by noting that the college “inspires academic and economic leadership.” Perhaps the strongest tie of the Honors Program to the institutional planning language of the college is in SCC’s Core Values: “Working Together—Pursuing Excellence— Inspiring Achievement.”

B: REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

1. **Outcomes assessment.** Briefly state the objectives you worked on last year and the progress you have made on those objectives since the last time the plan was updated. Provide assessment results for [Administrative Unit Outcomes \(AUOs\)](#) and/or [Student Learning Outcomes \(SLOs\)](#) from the 2020-2023 cycle, as applicable.

2020-2023 AUO and SLO Assessment Results			
College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Assessment Measure/Target	Outcome

	<p>AUO #1:</p> <p>Offer SCC students Honors courses that will enable them to benefit from the enrichment of such courses and to graduate as Honors Scholars.</p>	<p>Number and diversity of Honors classes offered (6-9 each semester)</p> <p>Number of students taking Honors classes (average of 15 per class);</p> <p>Number of students who graduate as Honors Scholars (10-20);</p> <p>Number and percent of TAP students admitted to UCLA annually (7-12, 66-90%)</p> <p>Number of students who attend and present at honors conferences (20-35);</p>	<p>Exceeded objective. Offered 19 Honors classes last year with between 8-10 offered each semester. Also, 18 additional non-Honors courses were approved for Honors credit.</p> <p>Objective fluctuated: Fall 2021: 15.75% Spring 2022:14.67% Fall 2022: 11.95%</p> <p>Exceeded objective. Twenty-six students graduated as HS.</p> <p>Exceeded objective. 2020:16 out of 24 were admitted (67%).</p> <p>2021:20 out of 25 were admitted (80%)</p> <p>In 2022: 17 out of 24 were admitted (71%).</p> <p>Did not achieve objective:</p> <p>The conferences were on hiatus during the pandemic. However, 4 students submitted proposals this year, and we plan to encourage more students to participate next year.</p>
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		<p>Hold workshops for Honors students to prepare them to participate in conferences and transfer to 4-year colleges and universities (2-4);</p> <p>Hold an Honors Scholars recognition event;</p> <p>Hold a transfer panel discussion with 6 students who have recently transferred;</p> <p>Access to a study and gathering space for Honors students;</p> <p>Meet with FYE, MESA, RISE, EOPS, PUENTE, HCD, HIS and other campus groups/programs to encourage Honors participation among historically underrepresented students;</p> <p>Recruit more underrepresented students into the Honors program;</p>	<p>Did not achieve objective. Ongoing.</p> <p>Exceeded objective. This was held via Zoom during spring of 2022 with approximately 25 people in attendance.</p> <p>Exceeded objective. 14 people attended this event.</p> <p>Did not achieve objective. Ongoing.</p> <p>Exceeded objective. Presented to approximately 15 FYE classes during the fall of 2022, some of which were connected to the Cultural Engagement Centers.</p> <p>Ongoing. African American students (24) represent 19% (up from 8.56%), Asian students (111) represent 23%, Hispanic/Latino students (155) represent 33% (up from 28.61%), Multi-Race students (34) represent 13%, and White students (119) represent 25% of Honors Program participants (465).</p>
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		<p>Secure Student Equity funding to supplement recruitment of underrepresented students;</p> <p>Disseminate Honors Program marketing material by print and electronic media;</p> <p>Create an Honors Canvas shell to house Honors information and use for communication;</p> <p>Create a Discord Server for Honors community communication;</p>	<p>We hope to improve these numbers through recruitment efforts.</p> <p>Achieved objective. Secured \$6, 060.00 in SEAP funding to cover the cost of one student assistant, special events, and promotional materials.</p> <p>Achieved objective. Current materials have been posted on campus, and we now have active Discord and Canvas accounts.</p> <p>Exceeded objective. We have approximately 450 active members in our Canvas shell.</p> <p>Exceeded objective: We have 60 participants.</p>
	<p>AUO #2. Organize the Honors Program to better emphasize the Honors Scholars.</p>	<p>Maintain number of Honors Program Advisory Group meetings (1 per semester);</p> <p>Maintain number of meetings with Associate VP of Instruction and deans (1 per month);</p>	<p>Did not achieve objective. Ongoing.</p> <p>Did not achieve objective. I stayed in communication with deans and VP on an as-needed basis.</p>

		<p>Maintain administrative support from Associate Vice President of Instruction;</p> <p>Collaborate with Transfer Center director to lay out Honors Program and TAP assessment plans and accountability measures.</p>	<p>Achieved objective.</p> <p>Achieved objective.</p>
	SLO #1:	<p>As the result of the work of the program, the student will be able to:</p> <p>Identify research and conference opportunities for Honors students, as measured by a year- end survey;</p> <p>Identify opportunities to transfer to 4-year colleges and universities as an Honors Scholar, as measured by a year-end survey.</p>	
	SLO #2: Students enrolled in Honors courses will demonstrate the ability to successfully complete a research project.	By 2026, 90% of students enrolled in Honors courses will have successfully completed a research project.	
Narrative:			

2. Review of last year's resource use: Briefly explain how resources were used during the previous cycle to support the work of the plan.

Most of our resources are used to pay for the Student Assistant who supports the Honors Program.

Our student assistant was instrumental in the following:

- Setting up and creating content for the Honors Canvas shell.
- Creating promotional materials for the program.
- Communicating with students in Canvas and Discord through announcements.
- Setting up Google Drive so that the program has sharable files.
- Supporting the coordinator in conducting FYE presentations.
- Organizing Honors Program information, data, materials, flyers, etc.
- Supporting the coordinator in all projects.

Resources were also used or will be used for:

- Attendance--Bay Area Honors Symposium
- Promotional materials.
- The End-of-the-Year Honors Celebration
- Two Scholarships for Transferring Honors Students

3. Factors affecting the work of the program. Provide an overview of the major factors affecting the work of the Program. You may choose to describe the internal (within the college) and external (e.g. outside of the college) environment as they affect the program. Alternatively, you may organize the information by discussing the Program's strengths, weaknesses, opportunities, and challenges.

Limited funds are impacting the program. More opportunities for course enrichment, such as attendance at conferences, workshops, retreats, especially among historically underrepresented students are needed, but thousands are needed for travel expenses.

The workload and time restraints are other factors affecting the program. Most community colleges give release time for their Honors programs. This is because in addition to running the program, meeting with students, inviting speakers, holding special events, and recruiting for the program, the TAP certification process as well as preparations for the annual symposium take enormous amounts of time. For the long-term benefit of the program, release time, instead of providing a stipend, would be beneficial.

The strength of the program is that it is offering a very special opportunity to our students. Our program gives students a chance to take interactive classes that are small and student-centered. These classes encourage students to work closely with a professor and develop their skills as a scholar. In addition, our program opens doors for students by giving them an opportunity to attend a dream school such as UCLA, a game changer for our students and their families. Also, our program connects students to a small community within a large campus and gives students access to our services and support. Students appreciate my quick responses via email and my availability via office hours, making them very supported as they transition through our system.

SECTION II: FUTURE GOALS, DIRECTIONS, AND STRATEGIES

A. MULTI-YEAR DIRECTIONS AND STRATEGIES

Describe the general directions in which you see the Program moving over the next 3 years. Include any multi-year initiatives in your Program Plans. Describe how these directions and initiatives align with the College Goals.

The general direction of the Honors Program is to increase its exposure on campus and the number of students who graduate as Honors Scholars and benefit from the UCLA TAP and HTCC programs, in particular underrepresented students, as well as offering more research, travel, and enrichment opportunities for all Honors students and faculty.

Here are the general directions in which the Honors Program will be moving:

- Intensifying outreach at area high schools
- Increasing collaboration with current SCC affinity groups
- Continuing to remove barriers and diversifying the Honors Program
- Rebranding and marketing the Honors Program
- Implementing more diverse course offerings and offering alternative methods of receiving honors credit.
- Continuing to improve practices for clearer communication with students
- Increasing the number of TAG participants and providing assistance with the program

These plans align with the campus-wide goal to increase underrepresented student transfer.

B. UNIT OUTCOMES: ADMINISTRATIVE UNIT OUTCOMES (AUOs) or STUDENT LEARNING OUTCOMES (SLOs) FOR THE PLANNING CURRENT CYCLE

Using the templates below, list the AUOs and/or SLOs that will result from the work of the program in the planning year. These outcomes should align with and support the College Goals. Please feel free to add or delete additional rows as needed.

Examples of possible AUOs, SLOs, and expected outcomes/targets are provided below. These are intended to be illustrative, and not necessarily the AUOs or SLOs that you develop for your program plan.

SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR

Program Strategies: Explain the overall strategies that the program uses to fulfill its purpose and implement its objectives. List the timeline and responsible persons for procedures.

AUOs/SLOs: Include the AUO/SLO(s) that the program strategy is designed to address.

Resource requirements: State the resources (human, financial, facilities, and IT) needed to implement program objectives.

Previous funding sources: State the sources of funds your program received during the previous planning cycle. This may include grants, categorical funds, and CCCC allocations, as well as general fund dollars.

2023-2024 Program Plan Resource Requests						
Program Strategies	AUOs/SLOs (include number from above tables)	Timeline	Responsible persons	Resource Requirements	Previously funded? (Yes/No)	Previous Funding Source(s)
Procedure 1a: Promote Honors classes	AUO 1: Offer SCC students Honors courses and activities that will enable them to benefit from the enrichment of such courses and to graduate as Honors Scholars.	July-June	Instruction Office/Division Deans/Dept. Chairs	Adequate FTE to fund smaller classes at a loss of productivity, as well as .5 units of FTE for split classes	Yes	College
Procedure 1b: Communicate with current Honors instructors		July-June	Honors Program coordinator	% of coordinator stipend (which is \$15,500 total)	Yes	Honors Program
Procedure 1c: Offer faculty enrichment opportunities associated with teaching Honors classes		July-June	Honors Program coordinator	% of coordinator stipend \$1,248 retreat and travel costs	Yes	Honors Program Staff Resources /Hon Program/ Student

<p>Procedure 1d: Recruit students to Honors Program, particularly underrepresented students</p>		<p>June- July</p>	<p>Honors Program coordinator, Honors instructors, PIO, Honors students, counselors</p>	<p>% of coordinator stipend \$300.00 printing costs</p>	<p>Yes</p>	<p>Equity/B SS/SEAP Honors Program Staff Resources /Hon Program/ Student Equity/B SS/SEAP</p>
<p>Procedure 1e: Process applications for Honors Scholars and prepare list of Honors Scholars</p>		<p>February- April</p>	<p>Honors Program coordinator, Admissions & Records director, PRIE, Transfer Center Director</p>	<p>% of coordinator stipend</p>	<p>Yes</p>	<p>Honors Program</p>
<p>Procedure 1f: Answer email and in-person questions about Honors classes</p>		<p>July- June</p>	<p>Honors Program coordinator, Honors instructors</p>	<p>% of coordinator stipend</p>	<p>Yes</p>	<p>Honors Program</p>
<p>Procedure 1g: Coordinate annual Honors Scholars ceremony, providing certificate, distribution of two \$500 cash awards, and notation on transcript</p>		<p>February- May</p>	<p>Honors Program coordinator, Admissions & Records director, PRIE, BSS Dean</p>	<p>% coordinator stipend Student Center AV Service Catering (\$10 x number of attendees= \$660 catering cost</p>	<p>Yes</p>	<p>Honors Program College President's Office/H Program Trust Account/ BSS/SEAP</p>

				\$500 x number of Honors Scholars= \$1,000 cash award cost		Honors Program Trust Account
				Graduation Chords= \$200		Honors Program Trust Account
Procedure 1h: Prepare travel paperwork and take Honors students to conferences		October- May	Honors Program coordinator, VP	% coordinator stipend \$12,881 travel and registration cost	Yes	Honors Program Honors Program/ HSI/Stud ent Equity/SE P
Procedure 3a: Convene Honors Program Advisory Group and hold regular meetings	AUO 2: Organize the Honors Program to better emphasize the Honors Scholars.	October- March	Honors Program coordinator	% coordinator stipend Cultural Awareness Center AV services Catering: (\$10xnumber of attendees= \$200 catering cost	Yes	Honors Program College College President's Office, Honors Program Trust Account Student Equity, BSS, SEAP

Procedure 3b: Create and monitor Honors Program budgets		July-June	Honors Program coordinator	% coordinator stipend	Yes	Honors Program
Procedure 3c: Explain the Honors Program through multimedia marketing		July-June	Honors Program coordinator. PIO	% coordinator stipend \$300.00 printing costs	Yes	Honors Program Honors Program, BSS, SEAP
Procedure 3d: Meet with and update VP		July-June	Honors Program coordinator	% coordinator stipend	Yes	Honors Program
Procedure 3e: Coordinate events and forums sponsored by Honors Program		July-June	Honors Program coordinator.	% coordinator stipend Facilities AV PIO	Yes	Honors Program College College College
Procedure 3f: Attend regional and statewide meetings to maintain membership in Honors organizations		July-June	Honors Program coordinator	% coordinator stipend \$616 travel cost \$200 dues	Yes	Honors Program Honors Program, Staff Resources Honors Program
Procedure 3g:		August-May	Honors Program coordinator	% coordinator stipend	Yes	Honors program

Hire student assistants				\$4,760.00 student stipend		
Procedure 3h: Implement Student SLOs into Honors Program		August-May	Honors Program May coordinator SLO Coordinator PRIE	% coordinator stipend	Yes	
Narrative:						

SECTION IV: APPENDICES

Include appendices as needed in order to provide more information and context to the main plan. Some examples of appendices are suggested below:

- Detailed Program Data
- Details of External Requirements Affecting the Program
- Details of Funding Sources
- Measurement Tools/Procedures to Assess Objectives

Please be sure to reference any appendices you include in the main document.

I. SEAP Allocation:

Allocation

Service/Activity	Total Amount Awarded
Student Help	\$4,760.00
Special Events	\$1,000.00
Promotional materials	\$300.00

Scholarships (2)

0

II. PRIE Data:

Number of students during Fall 2020, Spring 2021, Fall 2021, & Spring 2022 combined (by students' race/ ethnicity & gender)

Race	N
African American	24
Asian	111
Filipino	*
Hispanic/Latino	155
Multi-Race	34
Native American	*
Pacific Islander	*
Unknown	*
White	119
Grand Total	465

Gender	N
Female	290
Male	160
Unknown	15
Grand Total	465

Fall 2020	Race	N		Gender	N
	African American	*		Female	66
	Asian	18		Male	35
	Filipino	*		Unknown	*
	Hispanic/Latino	38		Total	103
	Multi-Race	*			
	Native American	*			
	Unknown	*			
	White	29			
	Total	103			

Spring 2021	Race	N		Gender	N
	African American	*		Female	92
	Asian	30		Male	50
	Filipino	*		Unknown	*
	Hispanic/Latino	60		Total	148
	Multi-Race	11			
	Native American	*			
	Unknown	*			
	White	35			
	Total	148			

Fall 2021	Race	N		Gender	N
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African American	*	Female	66
Asian	33	Male	39
Filipino	*	Unknown	*
Hispanic/Latino	32	Total	108
Multi-Race	*		
Unknown	*		
White	26		
Total	108		

Spring 2022	Race	N	Gender	N
	African American	*	Female	66
	Asian	30	Male	36
	Filipino	*	Unknown	*
	Hispanic/Latino	25	Total	106
	Multi-Race	*		
	Native American	*		
	Pacific Islander	*		
	Unknown	*		
	White	29		
	Total	106		

APPENDIX A: DEFINITIONS

The planning year refers to the upcoming academic year. For example, this plan is being written during the 2022-2023 academic year; the first planning year of this plan is 2023-2024.

Administrative Unit Outcomes (AUOs) include goals related to service quality, efficiency, compliance, utilization of services, student satisfaction, and employee professional development, and indirectly affect the experiences of the students at SCC. AUOs help areas develop strategies to improve service delivery and student satisfaction. Examples are shown below:

- The Writing Center will increase overall utilization rates by 3% annually.
- The Tutoring and Learning Center will increase satisfaction rates among students from disproportionately impacted groups.
- IT Services will ensure that 85% of individuals who submitted requests via Service Central receive a response and status update within 24 hours.
- Participation in the Online Teaching and Learning Academy (OTLA) will increase by 15%.

Student Learning Outcomes (SLOs) are objectives of the unit that state the major skills and abilities that students will gain as a result of their work with the program. They complete the sentence: “As the result of the work of the unit, the student will be able to . . .”. Some areas, such as Tutoring, may already have SLOs in a course outline of record (in this case, from HSER 1000), and these are what should be entered into the table below.

