

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

Planning years: 2023-24 through 2025-26

Plan Type: Program Plan

Planning Area: First Year Experience

Primary Division: First Year Experience

Plan Author(s): Dr. Tracey Gomez

Date: 03/01/23

SECTION I: OVERVIEW & REVIEW OF PREVIOUS ACCOMPLISHMENTS

A. PROGRAM DESCRIPTION

The First Year Experience program is a scalable case-management system designed to assist First Time in College (FTIC) students with the transition from high school to college using a holistic student support model. We work collaboratively with Instruction, Counseling, Outreach, and all Student Services to create robust recruitment, exploration, planning, and interventions from pre-enrollment through the first year. Students from our feeder high schools are introduced to SCC through City Jam orientations (starting in March), they are given an appointment with a Success Coach and/or Counselor to map out the first semester, attend Summer Bridge, and begin their journey at SCC in the fall semester with an INDIS 313 (Freshman Seminar) class. Throughout the semester, students are introduced to programs across the campus, with the focus on resources to assist them with areas like financial and academic assistance, success strategies, and the foundation of connection to SCC, their instructors, and their peers.

B: REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

1. **Outcomes assessment.** The FYE program at SCC began in Fall 2020, but this is the first year of a Program Plan.

2020-2023 AUO and SLO Assessment Results			
College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Assessment Measure/Target	Outcome
	AUO #1:		
	SLO #1:	Target: Baseline year: Measure(s):	

		Data Source(s):	
Narrative:			

2. Review of last year's resource use:

The FYE program utilized SEAP funding for all needs to support the work of the plan. The resources were used to pay a Faculty Coordinator, Peer Mentors, Next Steps Mentors, non-instructional supplies, bookstore vouchers, field trips, and miscellaneous program materials.

3. Factors affecting the work of the program.

There are several factors that affect the work of the program. Outside factors include the enrollment challenge facing community colleges, as well as the role of online education, and the many negative effects stemming from the pandemic. Internal factors include funding, staffing, communication, INDIS 313 classrooms, and a physical space for the FYE program.

The FYE program has many strengths and opportunities, as well as challenges. We provide FTIC students with an experience to help them transition to college through case-managed wraparound support. Students are guided through the application, enrollment, and planning process with Outreach Specialists, Success Coaches, and Counselors, and then supported through Summer Bridge and into INDIS 313 with this team, plus an Instructor, Peer Mentor and Next Steps Mentor. They have a Freshman Seminar class with a dedicated space to learn about the programs and resources at SCC, financial and information literacy, career exploration, health and wellness, and many other topics, but most importantly, establish a connection to the college, their success team, and their peers.

One of the challenges the FYE program faces is the lack of one physical space where our FTIC students can go to for help or just to gather. Students need to know they are part of a program and they often equate that to a welcoming, comfortable, and inclusive space on campus. Currently, four of the five Success Coaches are situated in the Admissions and Records building, behind the A&R counter, creating a physical barrier for students. Additionally, the cubicles are open for others to hear students when they are meeting with the coaches (in person and online), compromising their privacy. There is not enough space for our Health and Health Professions Success Coach to be in A&R, so she is situated in the South Gym. While overall at SCC, about 50% of our students are taking on campus classes, the majority of our FYE students are on campus *at least* one day a week and need a safe integrated space to go to for help with questions, food, printing, relaxation, technology, supplies, etc.

Furthermore, we are currently offering this program to a portion of our FTIC students (approximately 700 students each fall in 2020, 2021, and 2022 and 1500 students in fall 2023), but to be an equitable program at our institution, ALL students should have the opportunity to be supported in this manner. In order to make that happen, SCC needs to be able to offer enough INDIS 313 sections to accommodate incoming FTIC students who choose to take the class, and hire the staff to assist in onboarding all students, and Success Coaches to support the students throughout their time at SCC. Although there are efforts in other areas to do this type of work, we know that students tend to return

to the person they feel comfortable with, and therefore, a model to do a “handoff” may not be as effective. We also want to be able to keep the caseload to a reasonable number of students for a more personal experience.

Overall, the FYE program requires the commitment to transformational and structural change to serve our students in ways that we have not done in the past. Through the Guided Pathways framework, we developed a way to support our students during their time at SCC. However, an innovative approach to onboarding and supporting students to completion also necessitates changing our structures to accommodate a new program, and not fitting a new program into existing structures.

SECTION II: FUTURE GOALS, DIRECTIONS, AND STRATEGIES

A. MULTI-YEAR DIRECTIONS AND STRATEGIES

Our current target population is recent high school graduates from our local feeder schools, ages 18-20, with a focus on our Black/African American and Latinx students. We are planning to offer 50 sections of INDIS 313 in fall 2023, to serve 1500 incoming FTIC students, with sections within each of the five Meta-Majors, as well as classes with a RAZA and PI cultural emphasis. We are also hoping to once again offer a section of INDIS 313 for ASHE students. In fall 2023, we are doing a pilot with two cohorts, both groups taking INDIS 313 while taking a Psychology 300 or English Writing 300 course, taught by their INDIS instructor.

Within the next three years, the goal is to offer the FYE program to *all* incoming FTIC students. Students at any age who have never been to college should have the support to start them with the information needed for a successful transition to higher education, particularly in this post-pandemic world. Although not all FTIC students will be enrolled in INDIS 313, they will receive the wraparound support and have access to programming within the FYE program.

There is a vast amount of research on first year seminar courses and first year experience programs as high impact practices that lead to increased retention, persistence, GPA, and graduation rate. The INDIS 313 course is currently transferrable to CSU Area E and UC Elective, however, the CalGETC initiative (removal of Area E, Lifelong Learning in the degree path) may affect the class in its current state in fall 2025, so FYE will collaborate with instruction and curriculum to determine how best to proceed to continue to meet the needs of our students.

The FYE program aligns with all of the SCC College Goals. In particular, Goals A, B, and D have a direct correlation to the programs and services we offer in FYE. Since the program encompasses administration, faculty, and staff from across the campus, FYE would also have an impact on Goals C and E.

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

2023-2026 AUOs and SLOs		
College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Expected Outcomes/Targets
A, B, D	AUO #1: Increase enrollment in FYE program	Increase number of students served to include all FTIC students
A, B, D	AUO #2: Increase enrollment in INDIS 313	Offer and fill all sections of INDIS 313 each semester
A, B, D	AUO #3: Students in FYE and INDIS 313 will have an increased connection to the college, other students, and their instructor.	Increase connection score in all areas (campus, instructor, peers) on the FYE survey
A, B, D	AUO #4: Establish infrastructure for FYE -- program processes, procedures, and manuals	Develop processes, procedures, and manuals for all components of FYE
A, B, D	SLO #1: FYE students will successfully complete INDIS 313 in their first semester.	Increase the course success rate for INDIS 313 to 90%

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

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)
Success Coaches	AUO #1, AUO #2, AUO #3, SLO #1	Hire in fall 2023 for Spring 24 start	Director of FYE and Director DHSI 2	3 additional Student Support Specialists to support all	No	

				incoming FTIC students 3 @ \$60,000 ea. Plus benefits		
Peer Mentors	AUO #3, SLO #1	Fall 2023	Director	20-25 student workers @\$15/hr for 10-15 hours/week plus benefits	Yes	SEAP
Next Steps Mentors	AUO #3, SLO #1	Fall 2023	Director	5 faculty stipends (one per Meta-Major) of \$3000 each plus benefits	Yes	SEAP
FYE Space	AUO #3, AUO #4, SLO #1	Fall 2023	Director	Facility on campus	No	
INDIS 313 classrooms	AUO #3, AUO #4, SLO #1	Fall 2023	Director	Facilities on campus	No	
Field Trips/Travel	AUO #3, SLO #1	Fall 2023	Director	Funding for Student Experiential Activities Total: \$20,000	Yes	SEAP
Summer Bridge/Black Academy	AUO #1, AUO #2, AUO #3	Summer 2023	Director/A&R/Success Coaches/Out reach	Funding for student activities, snacks Total: \$5000	Yes/No	SEAP
Book Vouchers	AUO #1, AUO #2, SLO #1	Fall 2023	Director	Student funding for books 1500 x \$75 each Total: \$112,500	Yes	SEAP
Temp Classified	AUO #4	Fall 2023	Director	\$50,000 plus benefits	Yes	SEAP
Faculty Leads/Liaisons	AUO #3	Fall 2023	Director	Stipend (\$500 each) for	Yes	SEAP

				Leads in all departments		
FYE Open House	AUO #1, AUO #2, AUO #3	Spring 2024	Director/Out reach	Snacks for prospective students and families, marketing materials \$1,000	No	SEAP
Texting software application	AUO #1, AUO #2, AUO #3	Fall 2023	Director	Cost TBD	No	
Supplies and printing	All	Fall 2023	Director	\$25,000	Yes	SEAP
				Total Cost:		

Narrative: In order to institutionalize the FYE program, there needs to be a division and/or department that includes a permanent dean with oversight of the instructional and student services components of the program. A welcoming and inclusive physical environment where the dean, success coaches, peer mentors, next steps mentors, and others can be housed is crucial to students knowing where they can go for help. Again, our FTIC students in FYE are on campus and should have an environment where they feel comfortable to go to for assistance.

Included in the resource request is an additional approach to engage and connect with our Black/African American students during Summer Bridge by including a program called the Black Academy. The program was introduced by Dean Rukiya Bates, modeled after the UCSC program, and a team of Success Specialists will be working together to plan this community event to take place in the summer.

SCC will need to invest in the structural components of the program to ensure we are making a positive impact on the success, retention, and persistence of our FTIC students. The appendices (A and B) show our success rates and overall metrics of the program in fall 2020, 2021, and 2022. First Year Experience and INDIS 313 launched during the first semester of the pandemic in fall 2020. Our outcomes that semester showed the needle moving in equity gaps and overall promising results in all areas. Based on the data and student input, we made changes to the program, and continued with good results, particularly as the pandemic continued in fall 2021. Overall, the fall to spring and fall to fall retention for FYE students was 12-13% higher for the first two years of the program.

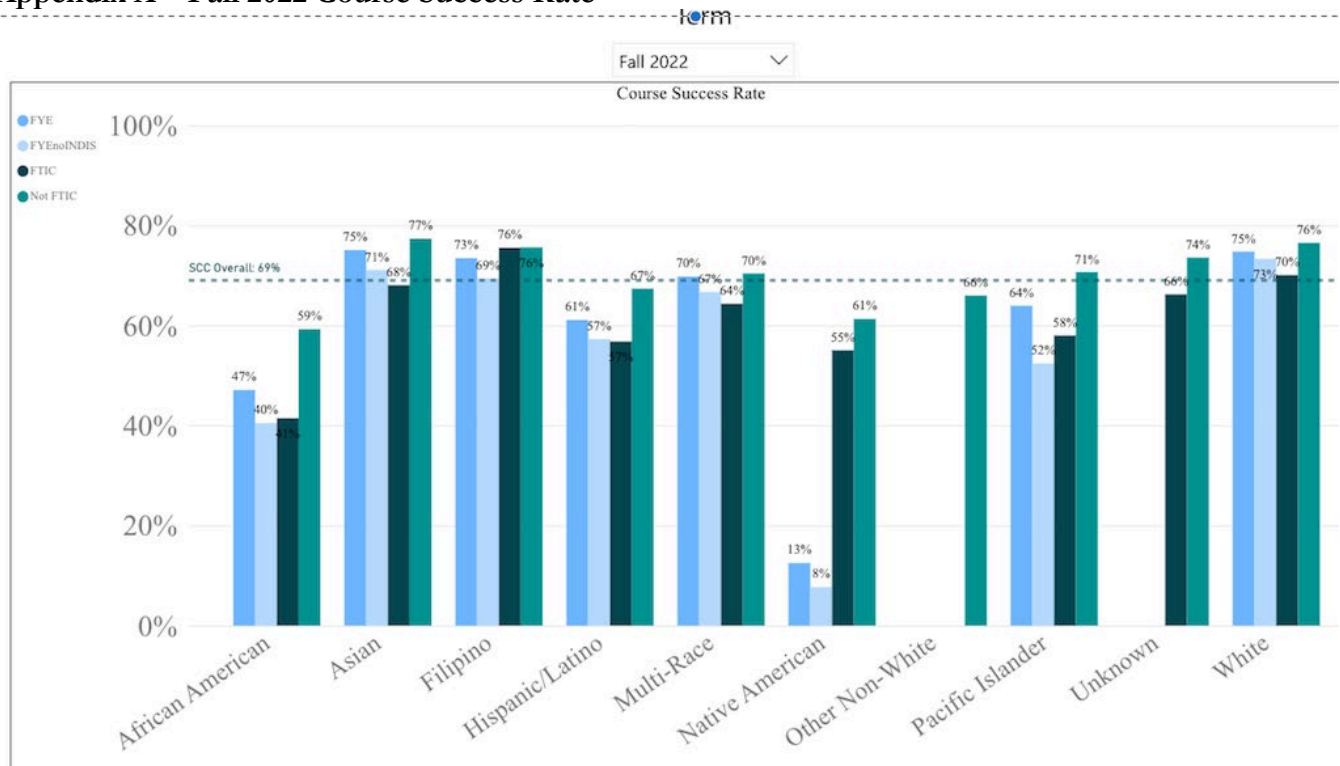
In fall 2022, the outcomes were not where they were the two years prior, and showed a drop in certain areas, due to several possible factors. One possible reason is the transition from pandemic to post-pandemic education, including the increase in need for mental health support, basic needs, the combination of online and in person education, etc. Another component is related to staffing -- a new faculty coordinator was appointed to oversee the instructional component, and although a director for the overall program was hired in early September, the start date was delayed until spring semester. This is a very large program that has served thousands of students, with multiple moving parts, including but not limited to, five success coaches, 8 peer mentors, five counselors, and 32

faculty members from all but one division across the campus, all requiring support and guidance as we navigate a new program in this post-pandemic world. It is important for the college to recognize the program cannot be expected to be fully functional and successful on its own.

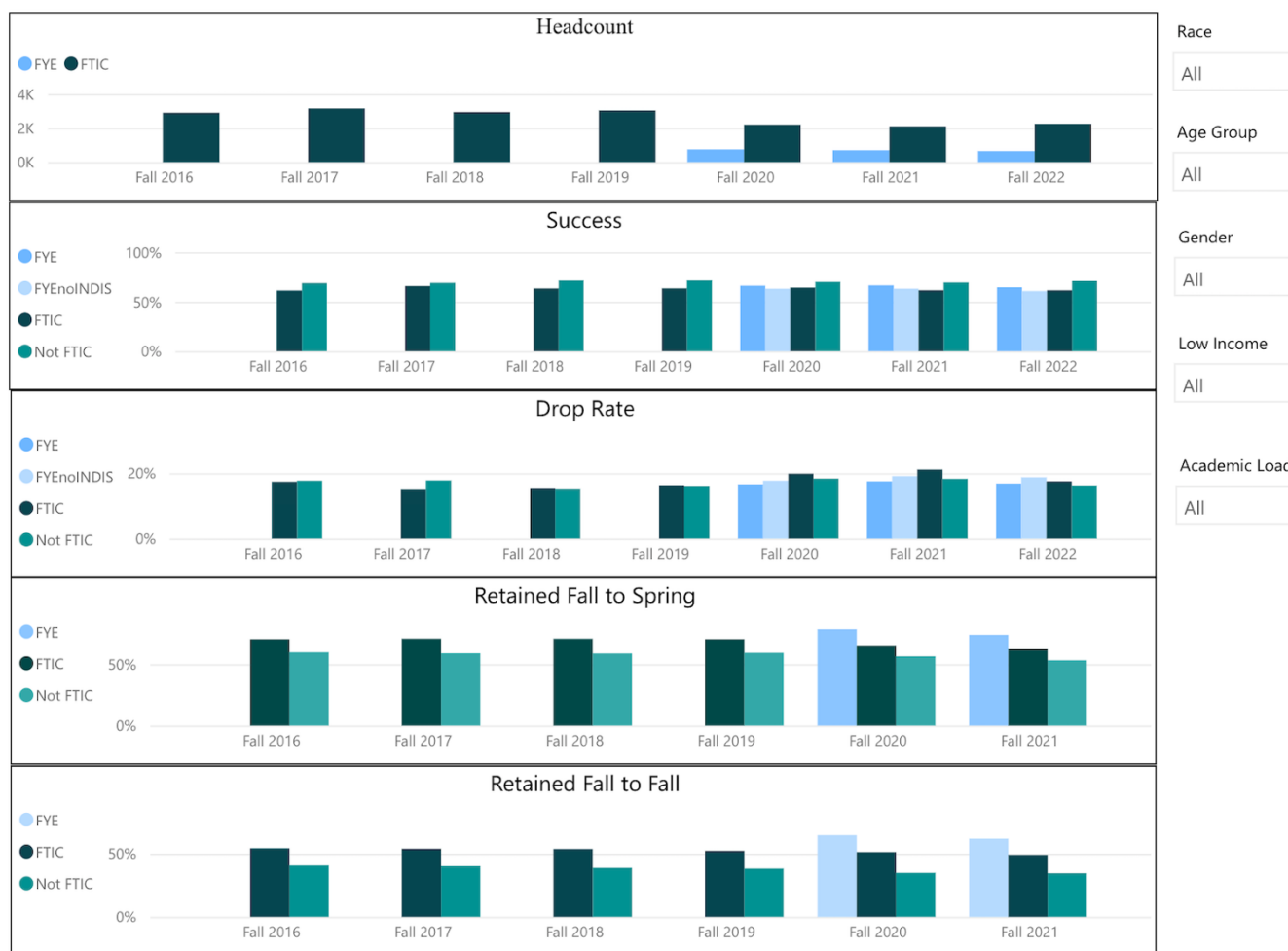
A large number of our INDIS 313 class sections were on campus and there was an opportunity to connect students to the college, their peers, and their instructors, but as evidenced in Appendix C (Fall 2022 Student Survey), students did not feel as connected as we hoped. The survey showed positive results in students being aware of resources, programs, and majors at SCC, and connecting with Success Coaches and Counselors to receive guidance about their classes. The large majority of students received an education plan for their spring and beyond classes.

The data and student surveys can be used as a learning tool to help us plan and engage our students in the future, with a realization that every semester of the program needs to look a bit different as we navigate how best to serve our student population in a post-pandemic world. The First Year Experience program is one of a few programs in the California Community College system that successfully launched from Guided Pathways. FYE serves and supports our FTIC students and it will be successful, but only with full support and commitment from the institution.

Appendix A – Fall 22 Course Success Rate



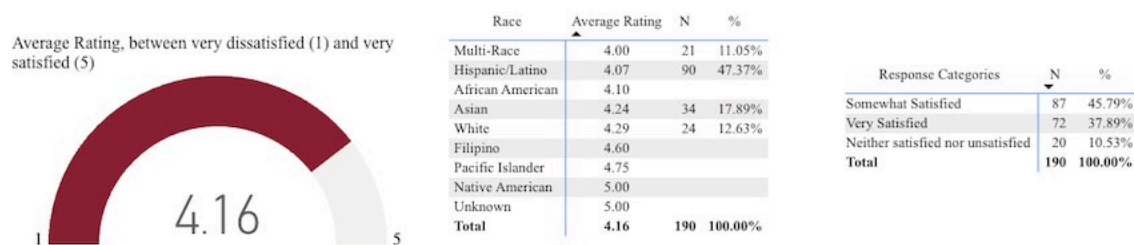
Appendix B: FYE Metrics



Appendix C: Student Survey, Fall 2022

Question 1. Please rate your overall experience during your first semester at Sacramento City College.

Response categories with assigned values: Very Dissatisfied (1); Dissatisfied (2); Neither Satisfied nor Unsatisfied (3); Satisfied (4); Very Satisfied (5)



Question 2a. I learned about programs and majors at SCC.

Race	Average Rating	N	%	Response Categories	N	%
Hispanic/Latino	4.22	90	47.37%	Agree	108	56.84%
Asian	4.18	34	17.89%	Strongly agree	64	33.68%
White	4.08	24	12.63%	Neither agree nor disagree	11	5.79%
Multi-Race	4.24	21	11.05%	Total	190	100.00%
African American	4.40					
Filipino	4.20					
Native American	5.00					
Pacific Islander	4.00					
Unknown	4.00					
Total	4.21	190	100.00%			

Question 2b. I was able to connect with and receive support from a counselor/ success coach.

Race	Average Rating	N	%	Response Categories	N	%
Hispanic/Latino	4.22	90	47.37%	Strongly agree	91	47.89%
Asian	4.21	34	17.89%	Agree	71	37.37%
White	4.17	24	12.63%	Neither agree nor disagree	16	8.42%
Multi-Race	4.81	21	11.05%	Total	190	100.00%
African American	4.00					
Filipino	3.40					
Native American	5.00					
Pacific Islander	4.75					
Unknown	4.00					
Total	4.26	190	100.00%			




Question 2c. I received guidance for how to apply for financial aid.

Race	Average Rating	N	%	Response Categories	N	%
Hispanic/Latino	3.78	90	47.37%	Agree	71	37.37%
Asian	3.88	34	17.89%	Strongly agree	51	26.84%
White	3.26	24	12.63%	Neither agree nor disagree	40	21.05%
Multi-Race	3.81	21	11.05%	Disagree	21	11.05%
African American	4.11			Total	190	100.00%
Filipino	3.60					
Native American	5.00					
Pacific Islander	4.50					
Unknown	4.00					
Total	4.00	190	100.00%			

Question 2d. I learned about the classes I need to take next semester.

Race	Average Rating	N	%	Response Categories	N	%
Hispanic/Latino	4.10	90	47.37%	Agree	78	41.05%
Asian	4.09	34	17.89%	Strongly agree	77	40.53%
White	3.96	24	12.63%	Neither agree nor disagree	16	8.42%
Multi-Race	4.57	21	11.05%	Disagree	13	6.84%
African American	4.22			Total	190	100.00%
Filipino	4.00					
Native American	5.00					
Pacific Islander	4.00					
Unknown	4.00					
Total	4.14	190	100.00%			

Question 3a. I received clear communication about important dates.

Race	Average Rating	N	%
Hispanic/Latino	4.04	90	47.37%
Asian	4.18	34	17.89%
White	4.04	24	12.63%
Multi-Race	4.10	21	11.05%
African American	4.10		
Filipino	3.60		
Native American	5.00		
Pacific Islander	4.25		
Unknown	4.00		
Total	4.07	190	100.00%

Total




Response Categories	N	%
Agree	113	59.47%
Strongly Agree	50	26.32%
Neither Agree nor Disagree	19	10.00%
Total	190	100.00%

Question 3b. I felt connected to the college.

Race	Average Rating	N	%
Hispanic/Latino	3.54	90	47.37%
Asian	3.62	34	17.89%
White	3.46	24	12.63%
Multi-Race	3.43	21	11.05%
African American	3.44		
Filipino	3.20		
Native American	5.00		
Pacific Islander	4.00		
Unknown	4.00		
Total	3.54	190	100.00%

Response Categories	N	%
Neither Agree nor Disagree	78	41.05%
Agree	58	30.53%
Strongly Agree	33	17.37%
Disagree	18	9.47%
Total	190	100.00%

Question 3c. I felt connected to my classmates.

Race	Average Rating	N	%
Hispanic/Latino	3.20	90	47.37%
Asian	3.44	34	17.89%
White	3.38	24	12.63%
Multi-Race	3.10	21	11.05%
African American	Multi-Race		
Filipino	3.00		
Native American	5.00		
Pacific Islander	4.00		
Unknown	2.00		
Total	3.26	190	100.00%

Response Categories	N	%
Neither Agree nor Disagree	67	35.26%
Agree	57	30.00%
Disagree	35	18.42%
Strongly Agree	22	11.58%
Total	190	100.00%

Question 3d. I felt connected to my instructors.

Race	Average Rating	N	%
Hispanic/Latino	3.73	90	47.37%
Asian	3.79	34	17.89%
White	3.71	24	12.63%
Multi-Race	3.52	21	11.05%
African American	3.78		
Filipino	3.80		
Native American	5.00		
Pacific Islander	4.50		
Unknown	2.00		
Total	3.73	190	100.00%

Response Categories	N	%
Agree	93	48.95%
Neither Agree nor Disagree	46	24.21%
Strongly Agree	32	16.84%
Disagree	15	7.89%
Total	190	100.00%

Response Categories	N	%
Strongly Agree	81	42.63%
Agree	77	40.53%
Neither Agree nor Disagree	16	8.42%
Disagree	12	6.32%
Total	190	100.00%

Race	Average Rating	N	%
Hispanic/Latino	3.91	90	47.37%
Asian	4.13	34	17.89%
White	3.83	24	12.63%
Multi-Race	3.95	21	11.05%
African American	3.63		
Filipino	4.00		
Native American	5.00		
Pacific Islander	4.00		
Unknown	2.00		
Total	3.93	190	100.00%

Response Categories	N	%
Agree	69	36.32%
Strongly Agree	65	34.21%
Neither Agree nor Disagree	27	14.21%
Disagree	18	9.47%
Total	190	100.00%

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Response Categories	N	%
Agree	86	45.26%
Strongly Agree	82	43.16%
Neither Agree nor Disagree	18	9.47%
Total	190	100.00%

Race	Average Rating	N	%
Hispanic/Latino	4.07	90	47.37%
Asian	3.97	34	17.89%
White	3.96	24	12.63%
Multi-Race	4.14	21	11.05%
African American	3.75		
Filipino	4.20		
Native American	5.00		
Pacific Islander	4.25		
Unknown	4.00		
Total	4.04	190	100.00%

Response Categories	N	%
Agree	98	51.58%
Strongly Agree	54	28.42%
Neither Agree nor Disagree	26	13.68%
Total	190	100.00%

Question 3i. The first semester provided a good foundation for my experience as a college student.

Race	Average Rating	N	%
Hispanic/Latino	3.93	90	47.37%
Asian	4.21	34	17.89%
White	3.87	24	12.63%
Multi-Race	4.14	21	11.05%
African American	3.89		
Filipino	4.00		
Native American	5.00		
Pacific Islander	4.50		
Unknown	4.00		
Total	4.02	190	100.00%

Response Categories	N	%
Agree	89	46.84%
Strongly Agree	57	30.00%
Neither Agree nor Disagree	29	15.26%
Total	190	100.00%