

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

Planning years: 2023-24 through 2025-26
Plan Type: Program Plan (Updated)

Planning Area: Vice President of Instruction and College Initiatives
Primary Division: None
Plan Author(s): Paul Frank and Dana Armstrong
Date: February 21, 2025

SECTION I: OVERVIEW & REVIEW OF PREVIOUS ACCOMPLISHMENTS

A. PROGRAM DESCRIPTION

For about 25 years, the SCC Honors Program has supported the transfer goals of disproportionately impacted students by offering honors classes, enhanced transfer opportunities, recognition, research, travel, and scholarships. Honors classes are smaller in size (15-20 students), interdisciplinary, and transferable. To complete the Honors Program or achieve an Honors Certificate, students must complete 15 units of Honors or Honors Qualified coursework. The Honors Program also partners with other campus programs, and provides enrichment for Honors instructors.

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 most recent review cycle, as applicable. Enter the planning cycle year at the top of the table below.

2023-2024 Planning Year AUO and SLO Assessment Results			
College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Assessment Measure/Target	Outcome

<p>AUO #1: 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/9 each semester, and non-Honors classes that are Honors qualified/15;</p>	<p>Exceeded objective. Offered 20 Honors classes this school year with between 9-11 offered each semester. Also, 18 non-Honors courses were approved for Honors credit.</p>
	<p>Number of students taking Honors classes/105 each semester;</p>	<p>Exceeded objective. Sp'24: 141 students F'24: 115 students</p>
	<p>Underrepresented student enrollment in the Honors Program/45% of students;</p>	<p>Mixed results. S'24: <35% F'24: 34%</p>
	<p>Course success rates for underrepresented students in Honors classes/70%;</p>	<p>Exceeded objective. S'24: N/A African Am 93% Latino 69% campus-wide F'24: 71% African Am 72% Latino 71% campus-wide</p>
	<p>Number of students who graduate as Honors Scholars/20;</p>	<p>Exceeded objective. 25 students graduated as Honors Scholars</p>
	<p>Number and percent of TAP students admitted to UCLA annually/12, 66%)</p>	<p>Exceeded objective. 15 out of 20 (75%) TAP applicants were admitted (compared to 16% non-TAP applicants)</p>
	<p>Number of students who attend and present at honors conferences/16;</p>	<p>Did not achieve objective due to insufficient funds. Only able to pay to take four students</p>
	<p>Hold an Honors Scholars recognition event.</p>	<p>Objective achieved.</p>

<p>AUO #2: Organize the Honors Program to better serve Honors Scholars through collaboration.</p>	<p>Access to a study and gathering space for Honors students;</p>	<p>Did not achieve objective. Ongoing</p>
	<p>Meet with FYE, MESA, RISE, EOPS, PUENTE, HCD, HIS, NASC and other campus groups/programs to encourage Honors participation among historically underrepresented students;</p>	<p>Achieved objective. Presented to approx. 15 FYE classes, and met with HIS coordinators, NASC director, Umoja and Ashe leaders, RISE coordinator, and Counseling Department</p>
	<p>Secure Student Equity funding to supplement recruitment of underrepresented students;</p>	<p>Achieved objective. Secured SEAP funding for one student assistant, special events, and promotional materials</p>
	<p>Disseminate Honors Program marketing material by print and electronic media;</p>	<p>Achieved objective. Current materials have been posted on campus and distributed at events</p>
	<p>Create an Honors Canvas shell and Discord Server for Honors Program community communication;</p>	<p>Achieved objective. We have approximately 450 active members in our Canvas shell</p>
	<p>Maintain number of Honors Program Advisory Group meetings (1 per semester);</p>	<p>Did not achieve objective due to insufficient funds</p>
	<p>Maintain number of meetings with Associate VP of Instruction and deans (1 per month);</p>	<p>Began the process of scheduling these meetings summer '24. First meeting Dec 2025</p>
	<p>Continue developing partnerships with 4 year university Honors programs;</p>	<p>Achieved objective. Ongoing</p>
	<p>Develop an Honors Club</p>	<p>Achieved objective.</p>

	SLO #1:	Upon completion of Honors Program, student will be able to identify research and conference opportunities for Honors students, as measured by a year- end survey;	Survey has not yet been administered
	SLO #2:	Upon completion of Honors Program, student will be able to identify opportunities to transfer to 4-year colleges and universities as an Honors Scholar, as measured by a yearend survey.	Survey has not yet been administered
	SLO #3:	By 2026, 90% of students enrolled in Honors courses will have successfully completed a research project.	
<p>Narrative:</p> <p>Fall 2024 enrollment in Honors classes for African American students of 11.4% was above the campus-wide percentage 10.78%. Spring 2024 enrollment in Honors classes for Latino students of 25.5% was below the campus-wide percentage of 31.68%, as was the Fall 2024 enrollment of 22.6% (compared to 32.17%). This reveals that, while increases to African American enrollment in Honors classes have been made, the Honors Program must improve outreach and recruitment of both African American and Latino students into Honors classes.</p> <p>Spring 2024 Honors course success rate for Latino students (93%) outpaced the total Honors rate (86%) and the campus-wide Latino rate (67%). However, for Fall 2024, both the Latino rate (72%) and the African American rate (71%) were below the total Honors rate of 80% (but exceeded the campus-wide rates of 68% for Latino and 60% for African American). This suggests that Honors instructors must increase culturally responsive pedagogies in Honors classes, and the Honors Program must develop more Honors courses that are likely to produce higher success rates for African American and Latino students taking Honors classes.</p> <p>The percentage of SCC Honors Program students admitted to UCLA through TAP far outpaces the percent of non-Honors SCC students by more than 4 to 1.</p> <p>Organizationally, the SCC Honors Program has seen recent successes in the development of partnerships with 4 year university Honors programs, specifically at UC Davis, CSU Sacramento, and UC Merced. The establishment of a new SCC Honors Club, development of Canvas and Discourse tools, and re-engaging with SCC administrative leadership are also recent successes.</p>			

- 2. Review of last year's resource use:** Most of our resources are used to pay for the Honors Program co-Coordinator and 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.; and Supporting the coordinator in all projects.

Resources were also used or will be used for: Attendance--Bay Area Honors Symposium; Promotional materials; End-of-the-Year Honors Celebration; and Two Scholarships for Transferring Honors Students.

The total budget needs of the Honors Program are \$26,721 for 2024-25. The total amount appropriated was \$24,110, for an unmet need of \$2,611.

- 3. Factors affecting the work of the program.** Limited funds are impacting the Honors Program. More opportunities, especially for historically underrepresented students, for course enrichment, such as attendance at conferences, workshops, and retreats, are needed. These costs increase while the Honors Program budget does not keep up.

Workload and time restraints affect the Honors Program. Most community colleges give release time for their Honors program coordinators. 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 or increase in stipend would be beneficial.

Improved communication, partnership, and coordination between other SCC programs that also serve disproportionately impacted students and the Honors Program, will improve outcomes for our students.

The current curriculum timeline of 3 years to develop new Honors courses also affects the work of the program.

SECTION II: FUTURE GOALS, DIRECTIONS, AND STRATEGIES

(Required update every three years)

A. MULTI-YEAR DIRECTIONS AND STRATEGIES

The primary goal of the SCC Honors Program is to improve transfer success rates for disproportionately impacted students. The Honors Program, with its smaller class sizes and enhanced transfer opportunities, sees itself as an important piece of any future campus wide strategy (such as the Sac Institute) to improve outcomes for students of color.

The strategies the Honors Program plans to continue include: solidify partnership with CSU Sacramento's Black Honors College; increase exposure on campus to disproportionately impacted students and the programs that serve them; offer more research, travel, and enrichment opportunities for Honors Program students and faculty; intensify outreach at area high schools; increase collaboration with SCC affinity groups; continue to remove barriers to joining the Honors Program; rebrand and market the Honors Program; implement additional course offerings and offering alternative methods of receiving honors credit; increase knowledge about new Honors Program certificate; continue to improve practices for clearer communication with students; and streamline UCLA TAP certification process.

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. Be sure to enter appropriate the planning cycle year at the top of the tables below.

2023-24 through 2025-26 Planning Years AUOs and SLOs		
College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Expected Outcomes/Targets
	AUO #1: Offer SCC students Honors courses that will enable them to benefit from the enrichment of such courses and to graduate as Honors Scholars.	
	AUO #2: Organize the Honors Program to better serve Honors Scholars through collaboration.	
	SLO #1: As the result of the work of the Honors Program, student will be able to identify research and conference opportunities for Honors students, as measured by a year-end survey;	
	SLO #2: As the result of the work of the Honors Program, student will be able to identify opportunities to transfer to 4-year colleges and universities as an Honors Scholar, as measured by a year-end survey.	
	SLO #3: As the result of the work of the Honors Program, student will be able to successfully complete a research project.	

SECTION III: ANNUAL PROCEDURES AND RESOURCE REQUESTS FOR THE PLANNING YEAR (Required annually)

2025-2026 Program Plan Resource Requests						
Program Strategies	AUOs/SLOs (include number from above tables)	Time line	Responsible persons	Resource Requirements	Previously funded? (Yes/No)	Previous Funding Source(s)
Procedure 1a: Provide Honors classes	AUO #1: Offer SCC students Honors courses 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	Yes	College
Procedure 1b: Communicate with current Honors instructors		July-June	Honors Program co- Coordinators	% of coordinator stipend (which is \$15,750 total)	Yes	Honors Program
Procedure 1c: Communicate with current and interested Honors students		July-June	Honors Program coordinator, Honors instructors	% of coordinator stipend	Yes	Honors Program
Procedure 1d: Recruit students to Honors Program, particularly underrepresented students		June July	Honors Program coordinators, affinity group leaders, Honors instructors, PIO, Honors students, counselors	% of coordinator stipend	Yes	Honors Program
				\$300.00 printing costs	Yes	SEAP

Procedure 1e: Process UCLA TAP and other transfer partner applications for and prepare list of Honors Scholars		Feb- April	Honors Program coordinator, Admissions & Records director, PRIE, Transfer Center Director	% of coordinator stipend	Yes	Honors Program College
Procedure 1f: Coordinate annual Honors Scholars Recognition Event		Febr uary- May	Honors Program coordinators	% coordinator stipend Student Center & AV services \$700 Catering \$1,000 Scholarships \$200 Graduation chords	Yes Yes In part \$600 Yes No	Honors Program College SEAP Founda tion
Procedure 1g: Prepare travel paperwork and take Honors students to conferences		Janu ary- May	Honors Program coordinators AVPIC	% coordinators stipend \$1,500 travel/ registration costs	Yes In part \$300	Honors Program SEAP
Procedure 2a: Hold regular Honors Program Advisory Group meetings with affinity group leaders	AUO #2: Organize the Honors Program to better serve Honors Scholars through collaboration	July- June	Honors Program coordinators	% coordinator stipend \$200 Catering	Yes No	Honors Program
Procedure 2b: Offer faculty enrichment opportunities associated with teaching Honors classes		July- June	Honors Program Coordinators	\$550 retreat and travel costs	No	

Procedure 2c: Attend regional and statewide meetings to maintain membership in Honors organizations		July- June	Honors Program Coordinators	\$200 Travel costs \$200 Membership Dues	In part \$200 Yes	SEAP SEAP
Procedure 2d: Hire students assistant(s)		Augu st- May	Honors Program Coordinators	\$6,121 student stipend	In part \$5,760	SEAP
Procedure 2e: Coordinate events and forums		July- June	Honors Program Coordinators	% coordinator stipends	Yes	Honors Program
				Total needed: \$26,721	Total received: \$24,110 <\$2,611>	Honors Program \$15,750 SEAP \$7,360 Founda tion \$1,000

Narrative:

Since at least 2013, the Honors Program budget has not been increased, and in fact was reduced just a couple years ago. This is in light of strong growth in the number of students the Honors Program serves, and the increased costs.

SEAP funding the Honors Program receives is greatly appreciated, with most of these dollars paying for a student assistant. However, a significant need still persists to provide direct services to Honors students in the form of attendance at research conferences, recognition activities, and other enrichment opportunities. Indirect services, in the form of Honors faculty enrichment and student recruitment, also remain underfunded.

The Honors Program requests increased funding of least \$2,611 over last year's appropriation.

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.

APPENDIX A: DEFINITIONS

The planning year is the year you are currently planning for (i.e. the upcoming academic year). For example, this plan is being written during the 2024-2025 academic year; the first year of this plan is 2025-2026.

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.

-