

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

**Planning years:** 2025-26 through 2027-28

**Plan Type:** Program Plan

**Planning Area:** Articulation

**Primary Division:** Instruction

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## **SECTION I: OVERVIEW & REVIEW OF PREVIOUS ACCOMPLISHMENTS**

### **A. PROGRAM DESCRIPTION**

Briefly describe your program and state the overall mission of the program and its role(s) across the college.

The Articulation officer is important to community college because they help to establish and maintain agreements between the college and other institutions, such as four-year colleges and universities, regarding the transfer of credits. These agreements ensure that students who complete certain coursework at the community college level will be able to transfer their credits to a four-year institution and apply them towards a bachelor's degree. This helps to promote a seamless transition for students who are looking to continue their education, and can help to save them time and money. Additionally, articulation agreements help to align the curriculum offered at the community college with that of the four-year institutions, which can help to ensure that students are well-prepared for the next step in their educational journey. The articulation officer functions as a one-person entity that collaborates with student services and instructional faculty to provide curriculum for students. The objectives are to ensure policy, process and procedures are met in terms of transferability and articulation of equivalent courses from Sacramento City College to other California Community Colleges, California State University, University of California, and other universities/colleges.

### **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.

### **2023-2025 Planning Years AUO and SLO Assessment Results**

College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Assessment Measure/Target	Outcome
	AUO #1: Attend Curriculum, provide tech review, sit on General Education Sub-committee, Equity Sub-committee, Submit curriculum update and changes. Also submits courses for transferability and general education	<b>Target:</b> Approval, as process is followed per the standards. <b>Baseline year:</b> <b>Measure(s):</b> Completion of all tech review courses, GE sub-committee courses, Equity sub-committee courses <b>Data Source(s):</b> Socrates	Standard procedures and processes are followed, and submitted as warranted. Curriculum that meet standards are approved.
	AUO #2: Continually articulate courses with all levels of baccalaureate institutions to assist in the transfer and acceptance of equivalent courses taken at Sacramento City College.	<b>Target:</b> As new courses are approved, to articulate and identify other courses that may articulate as programs change at the baccalaureate level. <b>Baseline year:</b> <b>Measure(s):</b> Articulation <b>Data Source(s):</b> Assist.org	On-going, year-round and executing as required.
	AUO #3: Update and maintain general education courses and documents for students to use in their planning of courses towards their goals.	<b>Target:</b> Update as needed. <b>Baseline year:</b> <b>Measure(s):</b> General education patterns <b>Data Source(s):</b> Socrates/Catalog	Annual updating of all documents for student and counselor use, as well as for publication in the catalog, degree audit and financial aid course applicability.
	AUO #4: As per legislative, policy and Chancellor's Office directives, assist faculty in creating ADTs and AOE's as available, understanding impact of legislative changes and updates	<b>Target:</b> Submission of new degrees and updating existing degrees as needed. <b>Baseline year:</b> <b>Measure(s):</b> Cal-GETC submissions <b>Data Source(s):</b> COCI/Socrates	Ongoing work with the Office of Instruction. Currently ADTs under review and being updated to meet state requirements. CCCCCO and approval at the local level.
	AUO #5: Continue to develop articulation and pathways for students to transfer to baccalaureate level institutions.	<b>Target:</b> Articulation agreements with baccalaureate institutions <b>Baseline year:</b> <b>Measure(s):</b> Articulation Agreements <b>Data Source(s):</b> assist.org	Ongoing submissions through own search and as requested by different institutions. Continue to submit courses for UC Transfer Pathways as requested

			and updating ASSIST site.
	AUO #6: Collaborate with other district Articulation Officers are curriculum projects Attending the annual Curriculum Institutes.	<b>Target:</b> Create consistency, within the district, amongst GE and course outlines  <b>Baseline year:</b> <b>Measure(s): Weekly Meetings</b> <b>Data Source(s):</b>	New and ongoing. Articulation officers across the district are reviewing curriculum inconsistencies, and impact on students. Current project is to align all similar courses so that all general education, prerequisites and transferability are the same in the district, as each campus is feeling the influx of online offerings and student demand.
<b>Narrative: The importance of transfer for students and in order to create equity within transfer requires the constant understanding of articulation, the changes that impact our students and their transfer process, as well as how to build bridges and increase the accessibility to transfer has long been embedded in articulation. As we move into this next transition of major policy and legislation changes, the demands on articulation will be high.</b>			

**2. Review of last year's resource use:** Attendance at conferences, including curriculum institute.

**Factors affecting the work of the program.** Ongoing, and imperative with the implementation of AB 928, AB 1111, AB 1705, updates to Title 5 for General Education, addition of Ethnic Studies for CSU GE, IGETC, Local GE

3.

## **SECTION II: FUTURE GOALS, DIRECTIONS, AND STRATEGIES**

**(Required update every three years)**

### **A. MULTI-YEAR DIRECTIONS AND STRATEGIES**

Articulation Officer is currently 100% reassign time at SCC, but has been said that it may revert back to 80%. The demand of the work has always been present but with the addition of AB 928, AB 1111, updates to Title 5 for General Education, addition of Ethnic Studies for CSU GE, IGETC, Local GE, the demand on the AO has increased exponentially. As the only AO on the campus and one of four in the district, I am asked to attend many, many meetings, on campus and at the district, in addition I attend statewide meetings, webinars on policy and legislative updates, and contribute to statewide committees and task forces, as requested.

**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.

_____ Planning Years AUOs and SLOs		
College Strategic Goal	Administrative Unit Outcome (AUO)/Student Learning Outcome (SLO)	Expected Outcomes/Targets
Provide students with clear maps to goal completion and ensure campus-wide communication about college pathways and programs.	AUO #1: Align across the district local general education with Title 5 updates and changes.	By the end of 2025, 100% of this will be done.
Provide students with clear maps to goal completion and ensure campus-wide communication about college pathways and programs.	AUO #2: Update 6 CCN courses and submit for review and approval for Cal-GETC. Adjust accordingly based on review.	By the end of 2025, 100% of individuals who submitted requests via Service Central receive a response and status update within 24 hours.
Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates,	AUO #3: As requests are made from universities, updating and modifying to maintain articulation pathways.	Increase course to course articulation for major to ease student transfer process.

and/ or transfer.		
Implement practices and activities that reduce achievement gaps in student success.	AUO #4: Participate in local and statewide leadership positions, including helping to set guidelines and address necessary policy changes.	Provide input and student informed feedback when appropriate to assist in creating equity within transfer and articulation.
Implement practices and activities that reduce achievement gaps in student success.	AUO #5: Participation in all related projects or pathways that involve articulation and curriculum issues. Including AB 928, AB 1111, AB 1705, CCN AB 2057, etc.	Attend appropriate district, campus meetings and statewide policy and legislative meetings.

**NOTE: Some Program Plan areas may only have AUOs, and not have SLOs. Include SLOs only if your area is able to directly measure student learning.**

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

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 CCCCO allocations, as well as general fund dollars.

_____Planning Years 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)

Travel & Conference					3000 (yes)	
				<b>Total Cost:</b>	<b>3000</b>	
<b>Narrative:</b>						

#### 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.