

Sacramento City College Strategic Planning System Cross-Divisional Program Plan

Planning years: Fall 2026 through Spring 2029

Year #1: 2026-2027 __X__

Year #2: 2027-2028 ____

Year #3: 2028-2029 ____

Plan Type: Program Plan

Planning Area: City Scholars

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.

CITY Scholars is a transfer-focused equity institute at Sacramento City College (SCC) that is designed to address persistent institutional equity gaps in transfer rates for disproportionately impacted (DI) students, particularly Black/African American, Hispanic/Latino, Native American, and Pacific Islander students. CITY Scholars is a culturally responsive transfer institute, rooted in holistic student services, and a cohort-based, two-year Associate Degree for Transfer (ADT) pathway that leads directly to transfer-readiness in the areas of Administration of Justice, Business, or Psychology for Sacramento State University, UCs, HBCUs, and other four-year institutions. The executive summary herein is expounded upon in the linked [Concept Paper](#) that is also attached in the appendices.

SCC's Rationale

At SCC, institutional data confirms that there is no equity gap in students' transfer aspirations, but there is a significant and persistent equity gap in transfer outcomes. Collegewide, 60% of first-time-in-college (FTIC) students identified transfer as their primary educational goal. However, despite 61% of Black/African American and 63% of Hispanic/Latino students identifying the same primary educational goal, only few reach transfer-readiness even after six years. Among the Fall 2018 cohort of FTIC students, only 2 of 265 Black/African American and 35 of 908 Hispanic/Latino students reached transfer-readiness within two years. Even after six years, the numbers improve only modestly to 26 Black/African American and 200 Hispanic/Latino students. Students that withdrew from SCC cited the need to prioritize their mental health, the need to prioritize work, and difficulty keeping up with the pace of classes, lack of major-specific counseling, community, and clear pathways to their degree for transfer. Of the many consequences for these students, the disparity in educational attainment is related to gaps in earning power, quality of life, and self-agency.

CITY Scholars is designed to directly address this disconnect between transfer aspirations and achievement by:

- Offering full ADT pathways with structured course sequences to achieve transfer within 2 years, thus minimizing time to degree for transfer and maximizing student grants and aid for attaining their bachelor's degree.
- Providing culturally affirming cohort experiences from enrollment through transfer.
- Embedding academic, financial, and wellness services into student schedules through benefits matching.
- Aligning with four-year partners, including Sacramento State's Black Honors College, Wileety Native American College, Serna Center, HBCUs, and other culturally-affirming programs to ensure transfer pathways that continue a culturally sustaining educational experience.

City Scholars Model:

1. Student Entry Points: Dual enrollment, First Time in College (FTIC)
2. Two-Year ADT Pathways: Block schedules each academic term for guaranteed course availability and alignment with ADT goals in three high-demand majors: Administration of Justice, Business, and Psychology.
3. Embedded Student Support Services: major-specific counseling, matching students to eligible benefits and programs, mental health, tutoring, financial aid, cross-referral to learning communities and affinity groups, etc.
4. Cohort Learning: smaller class sizes with community and connection-building to support persistence and completion
5. Progress Monitoring: identifying key momentum points for persistence, completion, and career exploration, and tracking student matriculation
6. Recovery & Reentry: offer corequisite supports, intersessions, and recovery options to students
7. Equity-Centered Professional Development: faculty and staff offered peer-curated, culturally responsive, healing-informed learning opportunities and communities of practice.
8. Evidence-Based Praxis: faculty, staff, and administrators utilize data-informed interventions, investments, and commitment to continuous improvement.
9. Milestone scholarships to incentivize the successful completion of courses and the transfer requirements.
10. College and career exploration opportunities and tours with four-year institutions

Evaluation & Performance Measures:

City Scholars has contracted the services of Dr. Diane Rodriguez-Kiino to design and conduct a formative and summative evaluation framework to measure and report the efficacy of our interventions. Dr. Kiino is familiar with and her expertise is trusted by SCC as she participated in the evaluation for the SESI program years ago. Linked [HERE](#) and also included in the appendices is the evaluation scope of work that illustrates the timeline, deliverables, and progressive stages of the project.

B: REVIEW OF ACCOMPLISHMENTS OVER THE PREVIOUS PLANNING CYCLE

N/A First year of pilot

SECTION II: FUTURE GOALS, DIRECTIONS, AND STRATEGIES

(Required update every three years)

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.

City Scholars aims to address persistent institutional equity gaps in transfer rates for disproportionately impacted (DI) students using evidence-based practices, including:

1. Completing math and English courses within their first year
2. Block-schedule courses to guarantee availability and, upon completion, earn students 30 units within their first year.
3. Cohorting classes in small groups of 30 with embedded tutoring to support persistence from fall to spring.
4. Procuring and presenting unique career and college exploration opportunities to students to meet individual and organizational career and workforce goals.
5. Partnering with the LRCCD Foundation, individuals, four-year institutions, and the business community to expand unique scholarship and transfer opportunities.

City Scholars is also intentionally designed to be in alignment with campus-wide, regional, and statewide strategic initiatives and categorical funding sources:

- Vision 2030: Transfer equity and degree completion
- K16 Collaborative: strengthening data sharing and transfer agreements
- 1300 Campaign Synergy: focuses targeted support for African American and Latino men.
- Strong Workforce Goals: Expand CTE participation and close access gaps for special populations
- Perkins V Priorities: Support for students with disabilities, English learners, low-income students, and those pursuing high-skill, high-wage careers (ADJ and BUS)
- Student Equity & Achievement Program: Eliminating equity gaps, coordinated, wraparound student support, and comprehensive education planning
- Guided Pathways: Structured, clear, and supported learning journeys

- Equity Intervention Programs (Puente, Umoja, A2MEND): Comprehensive, equity-centered model that blends culturally relevant and holistic, wrap-around support systems and pedagogical practice
- Sacramento State Black Honors College & Native American College

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 the appropriate 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
1,2,4,5	AUO #1: Increase “for faculty, by faculty” opportunities and community of practice for pedagogical and curriculum professional development designed to increase DI student persistence, course completion, and retention.	By the end of 2029, 65% of all City Scholars (CS) faculty will have voluntarily and successfully completed faculty-designed culturally responsive pedagogy (CRP) Hub modules.
1,2	AUO #2: Increase persistence and completion rates of English and math in the first year.	By the end of 2029, 65% of CS students will have completed their math and English in their first year
1,2,3,4	AUO #3: Increase and deepen student awareness as well as transfer partnerships and data-sharing agreements with four-year institutions to support seamless transfer.	By the end of 2029, there will be at least three new or enhanced partnerships with a CSU, a UC, and an HBCU through MOUs and student tours
1,2,3	AUO #4 Strengthen and expand the equity ecosystem for CS students by co-branding, cross-referral, and collaborative programming with Engagement & Completion Centers and all student services centers	By the end of 2029, institutionalized collaborative planning and practices will result in 65% of CS students having

		participated in and utilized campus centers for engagement and persistence.
1,2	AUO #5 Increase overall ADT completion rates for CS students	By the end of 2029, the ADT attainment for CS students will increase by 10%
1,2	Increase the number of students who complete 30 units in the first year	By the end of 2029, 65% of CS students will complete 30 units in the first year
1,2	Increase the fall-to-spring persistence rate	By the end of 2029, 65% of CS students will persist from Fall to Spring semester.

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 CCCCCO allocations, as well as general fund dollars.

2026-2029 Planning Years Program Plan Resource Requests

Program Strategies	AUOs/S LOs (include number from above tables)	Timeline	Responsible persons	Resource Requirements	Previous ly funded? (Yes/No)	Funding Request
Increase CRP professional development and Community of Practice opportunities for CS Faculty	1-8	2026-2027	Director	One, .20 release time and benefits - Faculty Coordinator for spring, and fall terms. PEX for summer facilitation, and external experts for content creation	no	\$59,700
Increase math and English persistence and completion through embedded tutoring in the first year	1,3,4,7, 8	2026-2027	Director	Six tutors and benefits - @10 hours per week for 32 weeks	no	\$34,975
Office Supplies	4	2026-2027	Director		no	\$3,000
Travel (conference, outreach, tabling, PD speakers, college and career exploration tours and workshops, etc.)			Director		no	\$30,000
Increase faculty participation in CRP professional development and Community of Practice	1-8	2026-2027	Director	\$1000-\$1500 PEX x20 faculty for SP or FA asynchronous PD,		\$37,600
				Total Cost:		\$165,275

Narrative:

City Scholars represents a systems-wide change to increase transfer-readiness for DI students for whom equity gaps persist at SCC. The impetus and intended outcomes are detailed within the Concept Paper submitted to and accepted by the Academic Senate, Classified Senate, and Associated Student Body Leadership. By incorporating existing best practices, such as cohorts and CRP-informed instruction, and concentrating them into a two-year ADT pathway in three high-interest majors with embedded tutoring and well-balanced block schedules, we are attempting to control for as many variables as we can for student success within our control. It is important to note that this initiative is a more recent priority for the college and that it is starting from the ground up. This is not hyperbolic, it was necessary to equip and furnish three new spaces for a main staff office, a student resource space for private counseling and support specialist appointments, and a multi-purpose classroom for programming and placemaking. Staffing capacity and budget efficiencies have been actualized by leveraging a small core team, fostering cross-division collaboration, and creating external transfer and philanthropic partnerships to build the cash and in-kind infrastructure for the program. In addition, staff have been proactive in securing grant K16 Collaborative start-up funding that has been fully expended. The \$500k annual SEAP allocation, while impactful and a clear commitment to the mission of the program, is not sufficient to meet infrastructure and programming needs. The funding details for both of these monies are linked [HERE](#) and attached in the appendices. Being a new program (the only of its kind at a community college) with no predecessor and many unknowns requires nimble and sufficient resources to address emerging needs, particularly those of our students. The request herein represents core resource needs for the City Scholars initiative to operate effectively and efficiently in realizing the college's goal to increase DI student transfer-readiness.

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.

Attachments

1. Concept Paper (FKA, SAC Institute)
2. Proposed Evaluation Scope of Work
3. Details of Funding Sources

CITY Scholars

PILOT TRANSFER PROGRAM

CONCEPT PAPER

SACRAMENTO CITY COLLEGE

Introduction

CITY Scholars is a proposed pilot initiative to better meet the needs of our students who have identified transfer to a four-year institution as their academic goal. This document serves as a starting point, an opportunity to share what we've conceived of thus far and invite deeper conversations and co-development. It is not a finished plan but a work in progress that requires your voice, expertise, and critical feedback. We are committed to co-developing this institute with our faculty, staff, classified professionals, and students, as they know our students and our campus the best. We want to get this right, which means pressure-testing ideas, asking hard questions, and ensuring that we build something that truly serves our students.

Building upon successful pedagogies, strategies, models, and existing SCC learning communities, CITY Scholars incorporates culturally responsive pedagogy (CRP), cohort-based learning, and structured educational plans that scaffold disproportionately impacted students' success in achieving transfer readiness. This initiative has the potential to create transformative academic and economic impacts, as the time and resources spent at SCC preparing for transfer also impacts students' eligibility for financial aid and their ability to complete a bachelor's degree. To this end, CITY Scholars establishes goals and metrics that set high expectations for both our institution and our students: closing SCC's equity gaps in 3-year student transfer-readiness rates for DI students, investing in evidence-based interventions and pedagogical praxis shown to improve course completion and persistence. Students are considered transfer-ready upon completing at least 60 transferable units, passing transfer-level English and math, and maintaining a minimum 2.0 GPA.

To achieve these goals, minimize barriers to transfer, and ensure students make the most of their time and resources, we need your expertise in building the strongest, most effective institute possible. Please read, reflect, discuss, and help us shape this initiative together. This document includes SCC data highlighting the challenges we seek to address, a high-level overview of CITY Scholars' purpose and goals, a proposed path forward, and a call to action. We invite our Senates, faculty, staff, learning communities, affinity groups, and students to collaborate in this work to increase the transfer-readiness of our disproportionately impacted students.

A Brief Overview & Acknowledgment of SCC's Equity Efforts

Before even talking about CITY Scholars (CS), we must first reflect on and honor the amazing work that has been done and continues to happen at SCC. Through the student-centered leadership and advocacy of our affinity centers and learning communities—ASHE', Umoja, API, RAZA, VAKA, Pride, RISE, and the Native American Student Center—we have created spaces where historically marginalized students are not only seen but valued, affirmed, and empowered. Programs such as MESA, FYE, Umoja, and the Puente Project have worked relentlessly to embed students' cultural identities into their academic experiences, fostering a sense of belonging critical to their success. Puente and Umoja have a long-standing history of helping students transfer in addition to culturally responsive advising and mentoring, holistic wrap-around services, and culturally relevant programming. We must acknowledge and account for the full range of contributions our affinity programs and learning communities have made in advancing equity and student success for decades at SCC. Many of the norms and pedagogical practices championed as best and promising practices have been the linchpin of their work before equity was envisioned and operationalized at scale.

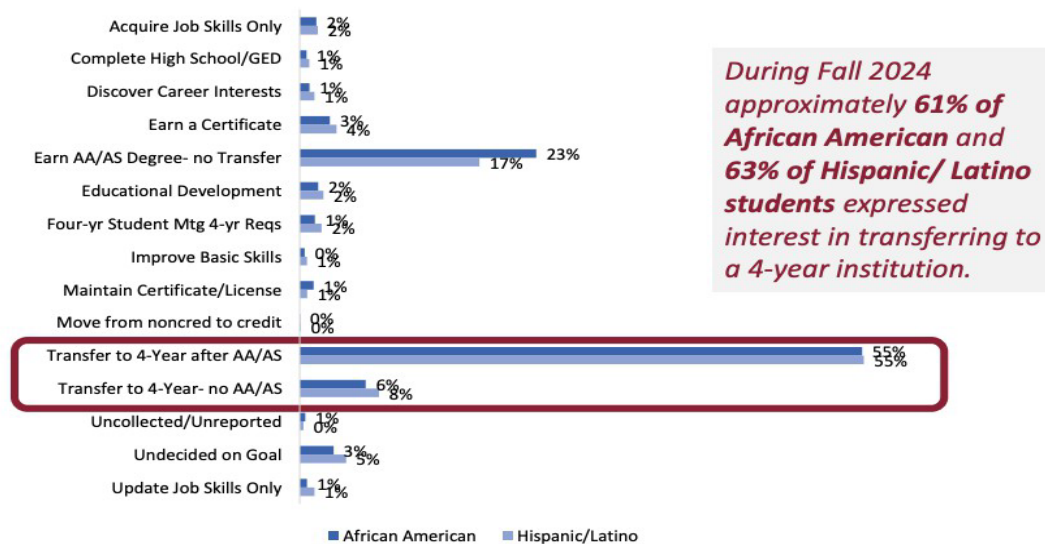
Furthermore, our instructional faculty have stepped up in powerful ways, deepening their practice in culturally responsive pedagogy and anti-racist instructional strategies through efforts such as Teachers 4 Equity (T4E), New Faculty Academy (NFA), Open for Anti-Racism (OFAR), and Equity Pathways (EP). Beyond the classroom, our Panther Cares Center, RISE, DSPS, and EOPS provide essential resources that support students holistically.

None of this progress would be possible without your unwavering dedication to our students, many of whom have experienced marginalization and oppression or are from such communities. Your commitment, passion, and advocacy make Sacramento City College the *People's College*—a force for social change.

The Challenge - Disparities in Student Transfer-Readiness

Every student who walks through our doors brings with them dreams, determination, and untapped potential. Most of our students—many of whom are the first in their families to attend college—have the goal of transferring to a four-year university. According to Fall 2024 data, 60% of **all** SCC students identified transfer as their primary goal, yet too many face systemic barriers that prevent them from reaching this life-changing goal. When we disaggregate the data, we see that 61% of all African American students and 63% of all Hispanic/Latino students aspire to transfer—rates that match or exceed the general student population (figure below). The challenge is not a lack of interest or ability; it lies in the systemic barriers that hinder their success.

African American & Hispanic/ Latino Student Education Goals: Fall 2024 census data



In previous years, SCC has regularly participated in the Community College Survey of Student Engagement (CCSSE) to better understand the barriers that may lead students to withdraw from classes or leave the college. In 2016, the survey found that students at SCC are most likely to withdraw from courses and/or SCC because of working a full-time job, caring for dependents, lack of funds, feeling academically unprepared, and transferring to a 4-year college (SCC CCSSE Survey, 2016). According to the RP Group's Fall 2023 California Community College Statewide College Attendance Survey, which gathered responses from 29,463 previously enrolled and new/prospective students, the top three reasons students cited for dropping, withdrawing, or considering withdrawing from at least one course were: the need to prioritize their mental health, the need to prioritize work, and difficulty keeping up with the pace of classes. The reasons are also shown in Figure 9.

Figure 9. Top Reasons Previously Enrolled Students Dropped Class(es)



Note: Respondents were able to check more than one reason.

Additionally, we have hosted two in-person Student Listening Sessions for students to voice their challenges and support in pursuing their academic goals here at SCC. Held on March 11 & 27, 2025, approximately 75 students attended the sessions and completed the survey that asked questions about students' experiences in the classroom and on campus, interest in the CITY Scholars model, culturally-responsive pedagogy, and block schedules, as well as open-ended responses about their challenges and supports. The data report from these sessions is being developed by an external evaluator and will be published in late April. An in-person report back to students on the survey report is being planned, as well as an online version for students to provide their responses and feedback.

Our institutional data (shown below) shows disparities in disaggregated overall course success rates and in key gateway mathematics and English courses, which also contributes to disparities in transfer readiness. For example, research shows that the likelihood of Black/African American students transferring or being transfer-ready increases 310% if they pass both gateway math and English in their first year (RP Tipping point project). So, the gaps shown below, especially in math and English, make it particularly hard for some students to become transfer-ready.

Disaggregated overall course success from Fall 2019 through Spring 2024

Success all selected Semesters		
Ethnicity	DI	Success
African American	■	56.07%
Asian	①	77.74%
Filipino	①	74.88%
Hispanic/Latino	■	65.73%
Multi-Race	▲	68.50%
Native American	■	60.52%
Other Non-White	▲	68.99%
Pacific Islander	■	65.35%
Unknown	▲	69.50%
White	①	74.81%
Total		69.55%

Disaggregated course success in Mathematics from Fall 2019 through Spring 2024

Success all selected Semesters		
Ethnicity	DI	Success
African American	■	55.69%
Asian	①	72.23%
Filipino	①	67.89%
Hispanic/Latino	■	61.59%
Multi-Race	▲	63.94%
Native American	■	49.64%
Other Non-White	▲	63.64%
Pacific Islander	■	55.89%
Unknown	①	67.67%
White	①	71.92%
Total		65.02%

Disaggregated course success in English from Fall 2019 through Spring 2024

Success all selected Semesters		
Ethnicity	DI	Success
African American	■	40.91%
Asian	①	67.58%
Filipino	①	60.48%
Hispanic/Latino	■	49.66%
Multi-Race	▲	53.75%
Native American	■	33.98%
Other Non-White	▲	52.00%
Pacific Islander	▲	55.85%
Unknown	①	62.31%
White	①	62.60%
Total		56.31%

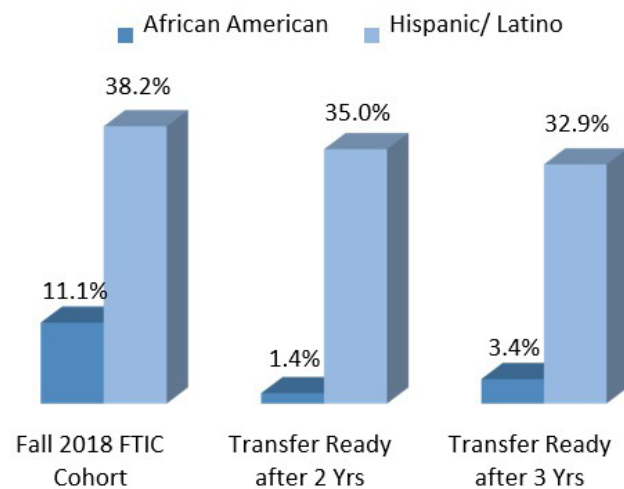
What Does It Mean to Be Transfer Ready? What are the disparities in transfer readiness at SCC?

Students are considered transfer-ready when they complete at least 60 transferable units, pass transfer-level English and math, and maintain a minimum 2.0 GPA. However, the data reveal stark disparities in the achievement of this milestone for our African American and Hispanic/Latino students. For example, looking at the Fall 2018 first-time-in-college cohort, 265 African American students and 908 Hispanic/Latino students stated that transfer was their goal. However, after two years, only 2 African American students and 35 Hispanic/Latino students were transfer-ready. After three years, the numbers rose slightly to 13 African American students and 127 Hispanic/Latino students. After 6 years, the total Fall 2018 FTIC African American students who became transfer-ready was 26 out of the 265 who expressed interest and 200 of the 908 Hispanic/Latino students (shown below). This gap is deeply concerning.

These disparities are not anomalies; they are persistent. Among the Fall 2017 first-time-in-college cohort, only 9 of the 383 African American students who had initially expressed interest in transferring, and 71 of the 1171 Hispanic/Latino students were transfer-ready after three years. Cumulatively, only 28 of the 383 African American students and 193 of the 1171 Hispanic/Latino students were transfer-ready after six years from the Fall 2017 FTIC cohort. This data shows that our students' transfer aspirations are strong, but systemic barriers prevent far too many from achieving transfer success.

Our Fall 2018 first-time-in-college (FTIC) cohort of African American students comprise 11% of our FTIC population, and after 2 years they comprise just less than 2% of the transfer ready population.

Our Fall 2018 first-time-in-college (FTIC) cohort of Hispanic/ Latino students comprise 38% of our FTIC population, and after 2 years they comprise 35% of the transfer ready population.



	Students	Fall 2018 FTIC Cohort		Transfer Ready after 2 Yrs		Transfer Ready after 3 Yrs	
		N	%	N	%	N	%
	African American	265	11.1%	2	1.4%	13	3.4%
	Hispanic/ Latino	908	38.2%	49	35.0%	127	32.9%
	All Students	2380	100.0%	140	100.0%	386	100.0%

Why is this a problem?

Of the many consequences for students, the disparity in educational attainment is related to the gap in earning power, quality of life, and self-agency. These statistics underscore the urgent need for systemic interventions and investments to counter the impacts of systemic racism on the educational outcomes of our DI students. The disparity in student outcomes does not reflect who we believe we are as an institution, the People's College, nor does it reflect our institutional and equity goals.

What is the Call to Action? Interventions to reduce disparity in student transfer-readiness

While SCC has made meaningful progress in advancing equity through Umoja, Puente, and other student-centered initiatives, for example, the data underscore an urgent need for college-wide action. The success of these programs demonstrates the impacts of culturally responsive pedagogy, culturally responsive counseling, and holistic student support. For example, Black/African American Umoja students in Umoja-designated courses have a 5.77% higher average course success rate than the college-wide average for Black/African American students in similar courses. Likewise, Hispanic/Latino Puente students in Puente courses achieve 9.03% higher course success rates compared to the overall college average for Hispanic/Latino student students in similar courses. These learning communities do not offer complete academic pathways, so data on their impact on transfer readiness is unavailable. However, course success data provides promising initial evidence worth further exploration.

It is time to collectively institutionalize promising practices and build on these programs' success in a way that directly tackles the barriers preventing our disproportionately impacted students from achieving their transfer goals from start to finish. Furthermore, SCC plays a crucial role in advancing equitable bachelor's degree attainment for Black and Latinx students. As a community college, SCC serves as a critical bridge in the BA attainment pipeline for these student populations, so improving transfer readiness may lead to greater BA attainment.

What is the CITY Scholars model (CS)?

CITY Scholars is designed to amplify, scale, and institutionalize promising practices for eliminating equity gaps in transfer through campus-wide partnerships, research-based strategies, and collaborations with four-year universities. It is not intended to replace or compete with existing programs but to increase their transfer capacity while the learning communities and affinity centers retain their agency and autonomy. While Puente and Umoja, and RAZA and ASHE offer select courses, CITY Scholars will provide full academic pathways, including complete ADTs, that will help guide students from entry to transfer. By pooling resources, expertise, and support, CITY Scholars will create a unified transfer pathway, adding value to the great work already being done. It will serve as an additional layer of support, increasing the transfer pipeline for disproportionately impacted students and ensuring they have access to a complete, culturally affirming degree pathway with the academic, financial, and emotional resources they need to succeed.

What are the proposed programs of study for CITY Scholars?

CITY Scholars will provide a clear, structured two-year degree pathway leading to transfer degrees in three high-demand fields:

- Administration of Justice (for careers in criminal justice, legal studies and social justice)
- Psychology (for careers in mental health, counseling, and behavioral sciences)
- Business (for careers in management, entrepreneurship, and finance)

Each of these degree pathways will be designed to align with transfer requirements and will be housed under the CITY Scholars umbrella in direct collaboration with SCC's affinity-based programs.

How will CITY Scholars connect with existing programs?

The ideal vision is that in concert with our affinity centers, students recruited into CITY Scholars will be encouraged to cross-participate in our affinity-based programming, strengthening the reach, institutional, and recruitment capacity of these programs while fostering strong partnerships with the CS. We will be working closely with affinity-based programs to continue vetting this idea and co-developing the model.

1. **ASHE** – Designed for Black/African American students in partnership with Umoja and ASHE'.
2. **RAZA** – Designed for Hispanic/Latinx students in partnership with RAZA and Puente.
3. **API**– Designed for Asian Pacific Islander students in partnership with API Center and VAKA.
4. **Native American**– Designed for Native American students in partnership with the Native American Student Center.
5. **Dual Enrollment** - Designed for students who have already started coursework in high school with focus on Black and Hispanic/Latino students.

What are the key components of CITY Scholars?

1. **Culturally Affirming Two-year Transfer Readiness Pathways** – Guarantee students will complete the degree pathway in 3 years in either Administration of Justice, Psychology, or Business, with a pre-designed flexible schedule that ensures they meet all CSU and UC transfer requirements. Emphasis on ensuring every student has a comprehensive educational plan
2. **Cohort-Based Learning** – Students will move through their block schedule courses in cohorts, fostering strong relationships.
3. **Faculty and Counselors Committed to Culturally Responsive Pedagogy and Service**. CS Fellows are faculty and counselors who opt-in to utilizing CRP to teach, counsel, and coach CS Scholars to attain their stated goals.
4. **Holistic Student Services** – CITY Scholars will work alongside Financial Aid, Foundation, EOPS, DSPS, and Basic Needs services to ensure students have financial, emotional, and academic support throughout their time at SCC.
5. **Strengthening Transfer Pipelines**- Cultivating a transfer-ready culture at SCC from the onset, and establishing strong partnerships with CSUs, UCs, HBCUs, and other minority-serving institutions.

What is the CITY Scholars student support structure?

To ensure a seamless and well-supported transfer journey for students through the HSI Dual Enrollment, ASHE, RAZA, API, and Native Center, CITY Scholars could identify appropriate personnel to serve as the primary point of contact for all pathway students, providing case management, resource navigation, and culturally responsive support to ensure their success. A proposed support structure, roles, and interface with existing services could resemble the following chart:

<u>Support Area</u>	<u>Student Touchpoints</u>	<u>Key Campus Partners</u>
Case Management & Holistic Support	Tracks academic progress, provides transfer planning, serves as the main student contact.	Counseling, Faculty
Affinity Group Partnerships & Cultural Support	Connects students with Ashe, RAZA, API, and Native Centers; coordinates mentorship and leadership opportunities.	Affinity Centers, Learning Communities
Admissions & Records (A&R) Support	Assists with enrollment, transcripts, and graduation applications.	A&R Office
Financial Aid & Scholarships	Guides students through FAFSA, CA Dream Act, emergency grants, and scholarships.	Financial Aid Office
Disability & Accessibility Support	Ensures students receive accommodations and learning support.	DSPS
Basic Needs Support	Connects students to food, housing, and emergency resources.	Basic Needs Center
Library & Academic Resources	Assists with textbook/laptop access and research support.	Library Services
Tutoring & Academic Support	Provides access to subject-specific tutoring and study skills development.	Affinity centers, Tutoring Center
Transfer & Career Readiness	Supports SU/UC applications, career exploration, and internships	Transfer Center, Career Center

Are we duplicating efforts?

The short answer is, “No”. Conversely, we are expanding and deepening services to DI students that have identified transfer to a four-year post SCC. The table below shows areas of key collaboration, convergence, and differentiation between our learning communities, affinity centers, and the CITY Scholars.

Affinity-based Programs/Support	Support Structure/services								
	Culturally affirming counseling/tutoring	English and Math completion in the first year	Dedicated course sections with CRP - not an entire pathway	Saved seats in sections of courses - not necessarily with CRP	Training and Program support for faculty and staff	Embedded basic needs, A&R, FA, Career services, Mental health	Cohort takes classes in one location	Entire ADT pathways with CRP	Formalized transfer Partnerships with four-year institutions
Umoja	☒	☒	☒	☐	☒	☐	☐	☐	☐
ASHE	☒	☐	☐	☐	☐	☐	☐	☐	☐
Puente	☒	☒	☒	☐	☒	☐	☐	☐	☐
RAZA	☒	☐	☐	☐	☐	☐	☐	☐	☐
Native	☐	☐	☐	☐	☐	☐	☐	☐	☐
API Center & VAKA	☒	☐	☐	☒	☐	☐	☐	☐	☐
RISE	☒	☐	☐	☒	☒	☐	☐	☐	☐
CITY Scholars (CS)	☐	☒	☐	☐	☒	☒	☒	☒	☒

How is this Different?

CITY Scholars is designed to provide fully structured, two-year ADT pathways, which Umoja and Puente, due to their program agreements, does not offer. While Umoja and Puente play a critical role in student success, their structure—governed by formal MOUs with the Umoja Community Education Foundation (UCEF) and The Regents of the University of California—sets clear parameters on program elements, including course offerings, faculty training, and reporting requirements. These agreements ensure that each program maintains its mission and integrity, but they also limit the ability to expand their structure beyond designated course sequences.

Because of these constraints, CITY Scholars fills a crucial gap by institutionalizing and scaling best practices from Umoja and Puente while providing students with a complete, guided transfer pathway. This is a level of structure and pathway support that Umoja and Puente, due to their external agreements, are not designed to provide.

1. **Collaboration** – CITY Scholars integrates Umoja and Puente’s most effective elements, such as culturally responsive pedagogy, mentorship, and wraparound support.
2. **Convergence** – Both the Institute and the learning communities emphasize equity-driven student success, but CITY Scholars extends beyond the course sequences offered by Umoja and Puente to create full ADT pathways.
3. **Differentiation** – Umoja and Puente retain their distinct program identities, governance, and autonomy, while CITY Scholars ensures students can move through a structured, two-year degree pathway with guaranteed transfer readiness.

How could CITY Scholars address top reasons why students reported dropping classes?

Reasons	CITY Scholars Intervention
Needing to prioritize their mental health	Student Wellness Center partnership and case-managed referrals
Needing to prioritize work	Flexible block schedule, opportunities for on-campus employment
Not being able to keep up with the pace of classes	Academic support through tutoring, counseling support
I had dependents who I needed to care	Child Development Center partnership and case-managed referrals to community resources
I could not afford to pay for course materials	ZTC/OER courses
I had issues related to my physical health	Student Wellness Center partnerships and case-managed referrals
I did not feel like I was learning in the class	Culturally responsive pedagogy, tutoring on an entire pathway
I did not have a place to study and focus on homework	In person classes in one location with library connection. Placemaking in the Business building for studying
I could not learn in an online environment	CITY Scholars is designed to be in person for the first year, and CRP-informed strategies for online learning thereafter.

How could CITY Scholars and Affinity Centers collaborate for wrap-around support?

CITY Scholars will rely primarily on the expertise of our existing affinity centers in culturally affirming counseling, tutoring, cultural programming, and training, while providing additional support to increase their capacity to serve more students. Rather than duplicating efforts, affinity centers will be involved in assessing the resource needs of their programs in

consortium with CITY Scholars to enhance and expand these critical services, ensuring that Black and Latinx learners receive the academic and cultural support they need to succeed. For example, this might include:

1. Counseling Support – CITY Scholars will increase dedicated counseling support to sit in the ASHE and RAZA Centers, ensuring that students receive culturally responsive academic and transfer guidance in a space where they feel seen and supported.
2. Tutoring Integration – Institute students will go to their affinity centers for tutoring, reinforcing a cohort-based, community-driven approach to academic success.
3. Cultural Programming & Training – CITY Scholars will invest in professional development for faculty and classified professionals to expand knowledge of Umoja, Puente, and other equity-driven frameworks, expanding these impactful practices across campus.

What could a student schedule look like?

Last year, we began the process of developing schedules for the different pathways, and we created an initial draft that was presented during Spring Convocation and to the Academic Senate. Moving forward we will continue to engage in more meaningful discussions with our affinity group leaders, counselors, department chairs, and discipline faculty. These conversations will help pathways to align with the needs of our students and reflect our collective vision for student success. Below is the draft schedule, which will serve as a starting point for these upcoming discussions.

While we need to have more conversations about the cohort schedule as a campus community, the schedule is designed with flexibility in mind, offering four distinct blocks. For example, there is a morning block designed with students who need to work in the afternoon in mind and the mid-morning/mid-afternoon block is designed with students who may need to pick up a child from school in mind, for example. The block tries to provide the flexibility that our students need due to work and other life commitments. All first-year courses are scheduled as in-person to foster community and connection within the program and our affinity centers. In the second year, students will have the opportunity to take online courses, after the connection has been established.

4 Block Schedules	30 Students Per Block
Attend M-Th	4 Classrooms

Each student will have required check-ins with counseling throughout the year, as well as library check-ins, tutoring sessions, and transfer center check-ins. A specialist will case-manage every student, proactively addressing needs such as financial assistance, basic needs, mental health support, and additional academic resources.

Proposed Funding Priorities & Budget Development Guidelines

While CS needs more co-development to determine an appropriate allocation of resources to meet our stated goals, at this time we propose the following shared values and priorities as a framework for the “how and why” fiscal decisions are made:

1. Prioritizing evidence-based interventions and investments that directly increase transfer-readiness
2. Not supplanting or displacing existing programs
3. Maximizing current organizational capacity and resources, and shoring up where possible
4. Fundraising and resource development to meet shortfalls

Next Steps with Senates

Collegial Consultation with the Academic Senate, Classified Senate, and Student Senate

1. Continuous stakeholder engagement to refine concept
2. Consult Senates' president/exec team on concept
3. Present initial concept proposal to Senates
4. AS president appoints faculty to work groups to co-develop CS Equity Institute
5. Develop proposal for Senates' consideration (structure, recruitment, programs, resources, timelines, etc.)
6. Senates vet proposal and makes recommendation to administration for pilot model
7. Present preliminary plan to College at Fall 2025 Convocation

Advisory Groups to Plan and Inform Development of CITY Scholars

The groups are outlined below, we welcome other ideas and suggestions to get broad stakeholder input.

1. **Culturally Responsive Advisory Groups:** Members may include faculty and classified professionals from areas such Mental health, ASHE, RAZA, EOPS, DSPS, Pride, Basic Needs, and Native, and API Center for example. The goal would be to focus on the wrap around services and ongoing support and programming for the students.
2. **Academic Support Advisory Group:** Members may include but are not limited to counseling faculty, tutors, and librarians for example. This group would focus on how to get students through key milestones such as completing math and English courses in their first year, students passing the golden four class, and other academic support.
3. **Faculty Support Advisory Group:** Members may include but are not limited to faculty members who are interested in the support and training for faculty. The group will also help to develop a process for faculty to express their interest in teaching in CITY Scholars.
4. **Outreach, Recruitment, and Transfer Advisory Group:** Members may include but are not limited to faculty and classified professionals in the transfer center, A&R, Financial Aid, FYE, Caminos, PIO, career services, and Dual Enrollment. The goal of this group is to develop a clear timeline and structure so students have critical support from outreach

to recruitment to transfer. Marketing materials will also be developed within this group as well.

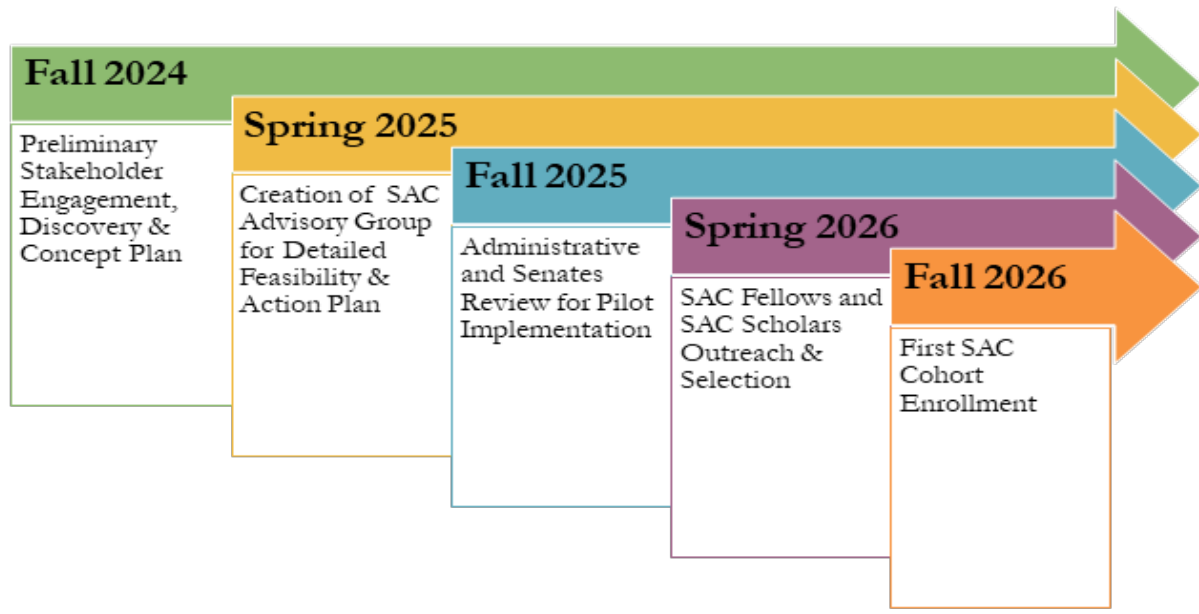
- 5. **Course scheduling Advisory Group:** Members may include but not limited to discipline faculty and counselors to help develop the student course map. For example, discipline PSYCH faculty could help develop a schedule that is feasible for their ADT, and ETHNS faculty to help select culturally affirming courses for their GE patterns in partnership with counselors.

How are we engaging students?

As we develop this institute we will ask students for feedback through surveys. We have been working with our own SCC Design students to help with designing the logos and recommendations for mottos and branding. While SAC Institute was a working title, students selected CITY Scholars and are critical players in CS initiative design and delivery.

What is the timeline?

The first cohort of SAC Scholars would ideally begin courses in Fall 2026. A high-level working timeline is as follows:



What is the “Ask” of Academic & Classified Senates?

To continue to co-develop the SAC Institute within our Fall 2026 timeframe, we request that:

By April 16th, 2025 Senates designate 3-5 representatives each to serve as liaisons between CITY Scholars and their respective Senates to review and comment on this concept paper, as well as ongoing development of CITY Scholars. The revised concept paper and report back to Senates is in iterative and interactive process with a report back by no later than the beginning of next academic term.

**Sacramento City College
CITY Scholars Program
Proposed Formative Program Evaluation 2025-2026**

Diane Rodriguez-Kiino, Ph.D.

Based on \$185/HR for 108 hours = \$20,000

This evaluation plan outlines a comprehensive, formative approach to assessing the progress and effectiveness of the **CITY Scholars (CS)** initiative at Sacramento City College (SCC) over a one-year period. The primary goal is to provide ongoing feedback and data to inform program adjustments, strengthen implementation, and maximize the likelihood of achieving the grant's objectives, specifically focusing on closing equity gaps in transfer for African American and Hispanic/Latinx students. This plan emphasizes process evaluation, focusing on the design and refinement of protocols and strategies rather than solely on end-of-grant outcomes.

CALENDAR

Timeframe	Activity	Hours/Budget
September/October	CS Program Kick-off, Logic Model Refinement, Evaluation Communication Protocol established	12 hours \$2,220
October/November	Document Review & Data Sharing Systems Assessment.	12 hours \$2,220
November/December	First round of Staff, Faculty, and Partner Interviews/Focus Groups.	12 hours \$2,220
December/January	First Evaluation Briefing & Action Planning.	12 hours \$2,220
January through June	Ongoing Program Activity Observations, Continuous CS Student Feedback Collection	12 hours \$2,220
April/May	Second round of Staff, Faculty, and Partner Interviews/Focus Groups.	12 hours \$2,220
June	Second Evaluation Briefing & Action Planning.	12 hours \$2,220
July/August	Final round of Staff, Faculty, and Partner Interviews/Focus Groups (as needed for emergent themes).	12 hours \$2,220
August/September	Final Formative Evaluation Report & Recommendations.	12 hours \$2,220
		108 hours \$20,000

EVALUATION QUESTIONS

Area I: Program Design & Readiness:

- To what extent are the CS program's activities (e.g., cohort formation, structured block schedules, embedded student services, culturally responsive training) clearly defined, understood, and ready for implementation by all relevant SCC staff, faculty, and partners (including CSU Sacramento)?
- Are the necessary resources (e.g., dedicated staff, culturally responsive training materials, accessible technology for data sharing, streamlined transfer pathway information) in place and accessible for effective CS program delivery?
- Are there any perceived barriers or challenges to effective CS program implementation identified by program staff, faculty, counselors, or early-enrolled students?

Area II: Implementation Fidelity & Process:

- To what extent are CS program activities being implemented as designed and according to established protocols, particularly regarding the cohort model, culturally responsive training, and embedded wrap-around support services (e.g., equity-centered affinity groups, etc.)?
- Are there any deviations from the planned activities (e.g., in block scheduling, benefits matching, short-term course enrollment), and if so, what are the reasons for these deviations and their potential impact?
- How effective are communication channels between CS program staff, faculty delivering block schedules, counselors, student service providers (EOPS, NextUp, etc.), and CSU Sacramento partners?
- What is the quality and perceived utility of professional development supporting culturally responsive, trauma-informed, and equity-centered counseling practices for CS students?

Area III: Early Outcomes & Participant Experience:

- What specific strategies have been used to recruit 120 CS students for Fall, 2026? What messages have resonated most with prospective CS students, especially African American and Latino men?
- What aspects of the CS program are perceivably most engaging or beneficial for participants? What aspects are less so, and why?
- Are the specific needs of adult learners being addressed effectively through flexible scheduling and case management within the CS model?
- Are there any initial indications that the CS program is enhancing institutional efficacy in assessing and addressing barriers to student success through data collection and sharing?

Area IV: Adaptability & Responsiveness:

- To what extent are the CS program team and partners (including SCC departments and CSU Sacramento) able to respond to feedback and make necessary adjustments to improve implementation of the cohort model, support services, and transfer pathways?
- Are the evaluation findings effectively informing CS program decision-making and adaptations, particularly in refining protocols for data sharing, student tracking, and integrating with existing SCC systems?

SELECT EVALUATION ACTIVITIES EXPLAINED

**All to be clarified with Camille Wise, Program Director*

CS Program Kick-off Meeting: Convene CS program staff, key SCC faculty and counselors, student service representatives, and CSU Sacramento partners (including Black Honors College representatives) to collectively review the grant narrative, discuss the evaluation plan, and ensure a shared understanding of CS objectives, roles, and the interconnectedness of program components.

Data Sharing & Tracking Systems Assessment: Evaluate the current systems for collecting, managing, and sharing CS student data, particularly regarding recruitment (leveraging K-16 Collaborative Data Sharing Agreement), academic progress at key momentum points, engagement with supports, and transfer pathway tracking. Assess the functionality of the signed MOA with Sacramento State Black Honors College for data sharing.

Semi-structured Interview Guide Development: Create targeted interview guides for different stakeholders, including:

- *CS Program Lead and Staff:* Focus on implementation challenges, successes, and perceived effectiveness of new protocols.
- *SCC Faculty teaching CS cohorts:* Focus on experiences with culturally responsive training, block schedules, and embedded supports.
- *SCC Counselors:* Focus on professional development and equity-centered counseling practices.
- *Student Service Providers (EOPS, NextUp, CARE, etc.):* Focus on collaboration with CS, referral processes, and effectiveness of wrap-around support.
- *CSU Sacramento Partners:* Focus on formal transfer agreements, data sharing, and the Black Honors College pathway.

CS Student Feedback Mechanisms:

- **Short, Anonymous Feedback Forms/Surveys:** Develop brief, user-friendly feedback forms (paper or digital similar to this year, culturally appropriate) for CS participants to complete after key program activities (e.g., after cohort meetings, after engaging with an embedded support, after a professional development session).
- **Participant Focus Groups/Interviews (selective):** Conduct one or two small focus groups or interviews with early CS participants to gather more in-depth qualitative data on their overall experiences with recruitment, perceptions of support, and initial progress towards understanding transfer readiness.

City Scholars Funding Sources

Source	Amount	One-Time or Annual	Expiration/Close-Out Date
K16 Collaborative Grant	\$237,049	One-Time	June 2027 (fully expended by June 30, 2026)
General Fund	125,000	Annual for two fiscal years, 2025-2027	June 2027
CCC-CSU Transfer Collaborative	\$5,000	One-Time	December 2026
SEAP Appropriation	\$500,000	Annual for three fiscal years, 2026-2029	April 2029