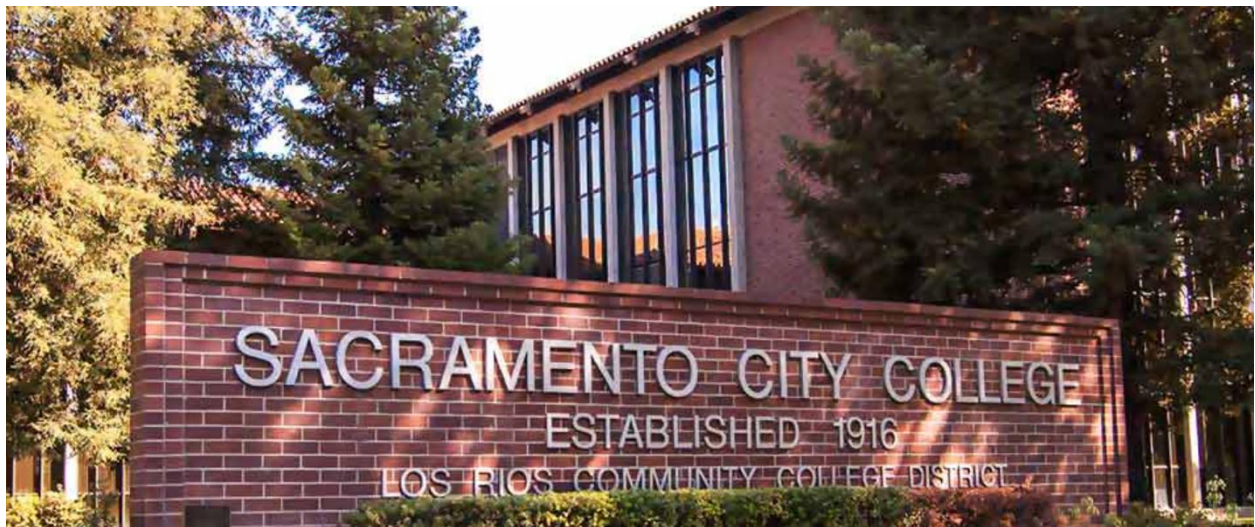




## **2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program**



# SACRAMENTO CITY COLLEGE INTEGRATED BSI/EQUITY/SSSP PLAN

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## PART I: PREVIOUS PROGRAM EFFORTS

### 1. Assess your college's previous program efforts:

- a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

**Table 1: Outcomes from Student Equity, BSI, and SSSP Efforts**

Goals: Student Equity	Progress
<p><u>Access</u>: The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:</p> <p>Decrease the gap by 5 percentage points for the following groups:</p> <ul style="list-style-type: none"> <li>• Males</li> <li>• Students w/Disabilities</li> </ul> <p>Decrease the gap by 4 percentage points (which would eliminate the gap) for the following groups:</p> <ul style="list-style-type: none"> <li>• Asians</li> <li>• Veterans</li> </ul> <p>Decrease the gap by 2 percentage points (which would eliminate the gap) for the following groups:</p> <ul style="list-style-type: none"> <li>• Hispanic/Latino</li> <li>• Black/African American</li> </ul>	<p>In the 2014-2015 plan, access gaps were calculated based on enrollment of all students in the college. For the 2016-2017 plan, access gaps were calculated based on enrollment of recent high school graduates from the top ten feeder high schools. We have recalculated the access gaps for 2014-2015 based on the methodology used in the 2016-2017 plan, and the progress numbers shown below reflect this methodology.</p> <p>From 2014-2015 to 2016-2017, the access gap (compared to the overall college average):</p> <ul style="list-style-type: none"> <li>• increased by 2 percentage points for male students (from 0% to -2%)</li> <li>• stayed the same for Asian students (at -5%)</li> <li>• increased by 1 percentage point for Black/African American students (from -3% to -4%).</li> </ul> <p>There was insufficient data for students with disabilities and veterans.</p>

	<p>Based on the new calculations, in 2014-2015 Hispanic/Latino students were not disproportionately impacted (12 percentage points above the average), and in 2016-2017 they continue not to be disproportionately impacted (at 13 percentage points above the average).</p>
<p><u>Course completion</u>: The goal is to improve course completion for the following target populations identified in the college research as experiencing disproportionate impact:</p> <p>Decrease the gap by 5 percentage points for the following groups:</p> <ul style="list-style-type: none"> <li>• Former foster youth</li> <li>• Black/African American</li> </ul> <p>Decrease the gap by 3 percentage points (which would eliminate the gap) for the following groups:</p> <ul style="list-style-type: none"> <li>• Hispanic/Latino</li> <li>• Students with disabilities</li> </ul>	<p>From 2014-2015 to 2016-2017, the successful course completion gap (compared to the overall college average):</p> <ul style="list-style-type: none"> <li>• increased by 6 percentage points for former foster youth (from -20% to -26%)</li> <li>• increased by 1 percentage point for Black/African American students (from -14% to -15%)</li> <li>• stayed the same for Hispanic/Latino students (-3%)</li> <li>• decreased by 1 percentage point for students with disabilities (from -3% to -2%).</li> </ul>
<p><u>Basic skills</u>: The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:</p> <p>Decrease the gap by 5 percentage points for the following groups:</p> <ul style="list-style-type: none"> <li>• African American</li> <li>• Hawaiian/Pacific Islander</li> <li>• Students with disabilities</li> </ul>	<p>In ESL, there was insufficient data for Black/African American students, Native Hawaiian/Pacific Islander students, and students with disabilities.</p> <p>From 2014-2015 to 2016-2017, the gap for English basic skills (compared to the overall college average):</p> <ul style="list-style-type: none"> <li>• increased by 4 percentage points for Black/African</li> </ul>

	<p>American students (from -13% to -17%)</p> <ul style="list-style-type: none"> <li>increased by 7 percentage points for students with disabilities (from -7% to -14%)</li> </ul> <p>There was insufficient data for Native Hawaiian/Pacific Islander students.</p> <p>From 2014-2015 to 2016-2017, the gap for Math basic skills (compared to the overall college average):</p> <ul style="list-style-type: none"> <li>increased by 3 percentage points for Black/African American students (from -11% to -14%)</li> <li>increased by 1 percentage point for students with disabilities (from -1% to -2%)</li> </ul> <p>There was insufficient data for Native Hawaiian/Pacific Islander students.</p>
<p><u>Degree/certificate completion:</u> The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:</p> <p>Decrease the gap by 5 percentage points for the following groups:</p> <ul style="list-style-type: none"> <li>Students with disabilities</li> <li>African American</li> <li>Hawaiian/Pacific Islander</li> </ul> <p>Decrease the gap by 4 percentage points (which would eliminate the</p>	<p>From 2014-2015 to 2016-2017, the degree/certificate completion gap (compared to the overall college average):</p> <ul style="list-style-type: none"> <li>Decreased by 10 percentage points for African Americans students (from -16% to -6%)</li> <li>Decreased by 5 percentage points by Hispanic/Latino students (from -4% to 1%)</li> <li>Decreased by 18 percentage points for students with disabilities (from -21% to -3%)</li> </ul> <p>There was insufficient data for</p>

gap) for the following groups: <ul style="list-style-type: none"> <li>• Hispanic/Latino</li> </ul>	Native Hawaiian/Pacific Islander students.
<p><u>Transfer:</u> The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:</p> <p>Decrease the gap by 5 percentage points for the following groups:</p> <ul style="list-style-type: none"> <li>• Students with disabilities</li> <li>• Black/African American</li> <li>• Hispanic/Latino</li> </ul>	<p>From 2014-2015 to 2016-2017, the transfer gap (compared to the overall college average):</p> <ul style="list-style-type: none"> <li>• Increased by 3 percentage points for African American students (from -8% to -11%)</li> <li>• Decreased by 2 percentage points for Hispanic/Latino students (from -7% to -5%)</li> <li>• Increased by 7 percentage points for students with disabilities (from -17% to -24%)</li> </ul>
<b>Goal: BSI</b>	<b>Progress</b>
Goal #1: Supplemental Instruction: Offer well-trained and coordinated supplemental instruction for basic skills students within their classes and in support centers on campus.	<p>Sixty-seven sections of basic skills courses included supplemental instruction through trained student tutors in the 2014-15 year. (This is an increase from 62 sections with supplemental instruction in the 2013-14 year.)</p> <p>All BSI student tutors were trained and coordinated through tutor training courses and/or Supplemental Instruction coordination meetings in math.</p> <p>Success rates: 48 sections of basic skills math classes had supplemental instruction. Success rates in those courses were about the same as the average for the same classes overall. In classes served by the ESTEEM program that had supplemental instruction,</p>

	<p>however, success rates were slightly higher than courses without supplemental instruction. ESTEEM will be listed under Goal #3: Integrating instruction and support services.</p>
<p>Goal #2: Student support strategies: Implement “just-in-time” and/or contextualized student support strategies to increase student success and completion in the basic skills.</p>	<p>Math “I’ve Got to Pass this Class” program: In Fall 2014, 120 students total participated in the “I’ve Got to Pass this Class” program in the 2014-15 year, supported by BSI funds (which paid for instruction and tutoring). The program did not run in Spring 2015.</p> <p>Math “Second Chance” program: Fifty students participated in this program in the 2014-15 year, with 22 ultimately passing their basic skills math class. This program was supported with BSI funds (which paid for the instruction and tutoring).</p> <p>The counselor tables were temporarily discontinued in the 2014-15 year due to lack of adequate staffing in counseling. However, they were started again in the 2015-16 year (beginning in Week 10 for four hours a month in two locations).</p> <p>The Davis and West Sacramento Centers offer supplemental instructional support services and Learning Resources at each center. The intention is to support the Disproportionate impacted populations we serve. These services include academic tutoring in Math and English, learning resources, instructional support,</p>



	and tutoring in other academic subjects.
Goal #3: Integrating instruction and support services: Integrate instruction and support services more thoroughly within basic skills classes.	<p>Making contact with counselors: In Fall 2014, SCC provided counseling services for 51% of basic skills students. In Spring 2015, SCC provided counseling services for 48% of basic skills students.</p> <p>Creating educational plans: In Fall 2014, 37% of basic skills students created educational plans (including both abbreviated and comprehensive iSEPs). In Spring 2015, 30% of basic skills students created educational plans. (Note: The average rate for completing educational plans – including basic skills and non-basic skills students – was 19% in Fall 2014 and 13% in Spring 2015.)</p> <p>Essential Support Teams in English, ESL, and Math (ESTEEM): The ESTEEM program was the primary way in which BSI at SCC attempted to integrate instruction and support services. This program brings together classified staff, faculty, and student tutors as support teams for basic skills classes. 52 total sections of math courses participated in the ESTEEM program in 2014-15. In ESTEEM courses with classified members, the course completion rate was 77%, four percentage points higher than courses without classified members. In ESTEEM courses with classified members, the course success rate was 48%, four percentage points higher than courses without</p>

	classified members. More details can be found in the PRIE ESTEEM document in Appendix 2 of the BSI 2015-16 Action Plan.
Goal #4: Professional development: Provide faculty/staff professional development opportunities, with the intention of increasing the success of students who need assistance in the basic skills.	In the 2014-15 year, participation in basic skills-related professional development workshops expanded beyond the current core group to reach an additional 73 participants: 29 classified staff members, 27 faculty, and 17 students. (Note: These numbers do not include the usual core members of basic skills professional development, such as basic skills faculty, BSI-funded tutors, and BSI steering committee members. Our typical attendance for BSI-related professional development is approximately 130 participants per year.)
Goal #5: Coordination and assessment: Coordinate, assess, and evaluate interventions, with the intention of continuous quality improvement.	In consultation with PRIE and with the help of the Basic Skills Cohort Progress Tracking Tool, the BSI coordinator has been able to assess basic skills students' progress in multiple ways, including tracking longer term cohort progress and students' self-reported awareness of campus services.
<b>Goal: SSSP</b>	<b>Progress</b>
Provide at least an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.	<u>Percentage of first-time students completing an abbreviated SEP:</u> Fall 2015: 30% (1,405 out of 4,661) Spring 2016: 42% (502 out of 1,198) Summer 2016: 57% (385 out of 678) Fall 2016: 30% (1,583 out of 5,228)

<p>Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students.</p>	<p><u>Percentage of first-time students completing orientation:</u>  Fall 2015: 36% (1,672 out of 4,661)  Spring 2016: 29% (353 out of 1,198)  Summer 2016: 6% (43 out of 678)  Fall 2016: 27% (1,403 out of 5,228)</p> <p><u>Percentage of first-time students completing assessment:</u>  Fall 2015: 49% (2,266 out of 4,661)  Spring 2016: 54% (641 out of 1,198)  Summer 2016: 62% (420 out of 678)  Fall 2016: 22% (1,146 out of 5,228)</p>
<p>Provide students with any assistance needed to define their course of study and develop a comprehensive student education plan (SEP) by the end of the third term but no later than completion of 15 units.</p>	<p><u>% of full-time new students who completed a comprehensive student education plan (SEP):</u>  Fall 2015: 8.4% (391 out of 4,661)  Spring 2016: 6.1% (73 out of 1,198)  Fall 2016: 9.6% (502 out of 5,228)</p>
<p>Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).</p>	<p><u>% of full-time new students who were at-risk and received follow-up services:</u>  Fall 2015: 53.5% (2,493 out of 4,661)  Spring 2016: 48.6% (582 out of 1,198)  Fall 2016: 38.9% (2,033 out of 5,228)</p>

- b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)**

In 2016, the college hired a Dean of Equity and Student Success, and we continued to build a faculty coordinator team, which included both equity and BSI components. The team has built strong relationships with each other and across the college, which has enabled them to educate the college about equity. It has also resulted in the implementation of effective interventions such as Teachers 4 Equity (T4E). As more people have become involved in equity/student success work, there has been recognition that effective programs should be developed and scaled up, rather than relying on small boutique programs.

- c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities.**

**Table 2: Integrated Activities from 2015-2016**

GOAL	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Close achievement gaps for DI students in Basic Skills (i.e. African Americans close the 5 percentage point gap in basic skills completion.)	New student Fridays	DWAP and LAMP (embedded mentoring programs in English writing and ESL)	DWAP and LAMP (embedded mentoring programs in English writing and ESL)
	SSSP activities with Umoja students		
	Use of SSSP success coaches in ESTEEM program in Math	Accelerated/Co-requisite course in English writing	Accelerated/Co-requisite course in English writing
		Umoja English class	Umoja English class
		Training & workshops to educate the college about equity	EOPS basic skills cohorts
		EOPS basic skills cohorts	BSI Book groups – for staff development in BSI
		English 51 textbook funding and vouchers	Second Chance intervention in Math
		Student assistant employment	ESTEEM program in Math
			Professional development for faculty to learn about acceleration and co-requisite models

**2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.**

During the last assessment cycle, the BSI program integrated its basic skills efforts with the college's SSSP and Equity plans in the following way, which resulted in significant gains in course retention and success rates:

#### Developmental Writing Assistance Program (DWAP)

- In seeking to serve students struggling in Developmental Writing, our English basic skills instructors designed the Developmental Writing Assistance Program (DWAP) in Spring 2014. In DWAP, a secondary English writing instructor is assigned to a specific section of Developmental Writing. The secondary instructor works in collaboration with the instructor of record to identify students who are at risk of not passing the class. Then, the secondary instructor works as a mentor to provide support and just-in-time instructional assistance for students. In the first three semesters of this program, we ran twelve DWAP sections, seeing increased course retention. Although DWAP remains a smallish program, a successful expansion has occurred this semester (Fall 2015) in a fairly large ESL program based on the same model. ESL's Language Acquisition Mentorship Program, or LAMP, has the same structure as DWAP; however, it is far larger, including ten sections in its first semester.
- This program has been funded primarily through the Basic Skills Initiative, but will double the number of disproportionately impacted students served through additional student equity funding. Over the past two years, students in this program have had higher pass rates in all sections than those without.
- Our secondary instructor/mentor program in basic skills English has expanded to ESL as well. Looking back, three steps stand out as being crucial to that expansion. First, in planning DWAP, our goals were simple, measurable, and clear. We wanted to increase course retention and success rates. Second, we analyzed the data from our first semester of DWAP quickly and shared that data with appropriate constituency groups. Third, our BSI steering committee is filled with particularly active "doers" on campus, so after learning of the positive course retention data from DWAP, ESL instructors on the committee took the initiative to adapt the program for ESL.

## PART II: FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics.

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

**Table 3: Integrated Goals and Crosswalked Activities, 2017-2019 Planning Cycle**

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<b>1. Increase successful course completion for disproportionately impacted groups, including but not limited to:</b> a. Increase course completion for African American & Latino students b. Increase Basic Skills completion	Link Equity/SSSP/BSI efforts with the larger IEPI Area A/Pathways efforts  Engage in targeted approaches to ensure that new students, particularly African American and Latino students, complete the Steps to Success.	Link Equity/SSSP/BSI efforts with the larger IEPI Area A/Pathways efforts  Engage in targeted approaches to ensure that students, particularly African American and Latino students, complete the Steps to Success.  Continue to offer (and scale up) the Teachers 4	Link Equity/SSSP/BSI efforts with the larger IEPI Area A/Pathways efforts	<input type="checkbox"/> <b>x Access</b> <input type="checkbox"/> <b>x Retention</b> <input type="checkbox"/> <b>x Transfer</b> <input type="checkbox"/> <b>x ESL / Basic Skills Completion</b> <input type="checkbox"/> <b>x Degree &amp; Certificate Completion</b>

		<p><i>Equity program</i></p> <p><i>Create, continue to offer, and scale up courses that help students complete the basic skills sequence more quickly and effectively (including embedded mentoring programs, cohort-based learning, and accelerated/co-requisite courses).</i></p> <p><i>Create and implement a process to engage in non-evaluative classroom observations using an equity lens</i></p> <p><i>Explore approaches to improving outcomes in developmental math courses, particularly with DI students.</i></p> <p><i>Establish faculty division leads to facilitate Equity and/or BSI activities in their areas.</i></p>	<p><i>Create, continue to offer, and scale up courses that help students complete the basic skills sequence more quickly and effectively (including embedded mentoring programs, cohort-based learning, and accelerated/co-requisite courses).</i></p> <p><i>Create and implement a process to engage in non-evaluative classroom observations using an equity lens</i></p> <p><i>Explore approaches to improving outcomes in developmental math courses, particularly with DI students.</i></p> <p><i>Establish faculty division leads to facilitate Equity and/or BSI activities in their areas.</i></p>	
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<p><i>2. Increase institutional responsiveness towards <b>African American students.</b></i></p> <p><i>a. Investigate and identify areas through the entire education process where African American students are (disproportionately) impacted.</i></p> <p><i>b. Identify and implement culturally responsive pedagogical practices</i></p>		<p><i>Engage in a systematic process of inquiry to help us better understand the factors creating disproportionate impact at the institution. These might include campus climate surveys, student focus groups, institution-wide environmental scans, and review of existing data from the PRIE office.</i></p> <p><i>Continue to offer (and scale up) cohort-based learning communities targeting African American students.</i></p> <p><i>Offer professional development opportunities that inform the college about culturally responsive pedagogical practices for African American students.</i></p> <p><i>Continue to offer (and scale up) the Teachers 4 Equity program</i></p>	<p><i>Continue to offer (and scale up) cohort-based learning communities targeting African American students.</i></p> <p><i>Offer professional development opportunities that inform the college about culturally responsive pedagogical practices for African American students.</i></p> <p><i>Continue to offer (and scale up) the Teachers 4 Equity program</i></p>	<p><input type="checkbox"/> x Access</p> <p><input type="checkbox"/> x Retention</p> <p><input type="checkbox"/> x Transfer</p> <p><input type="checkbox"/> x ESL / Basic Skills</p> <p>Completion</p> <p><input type="checkbox"/> x Degree &amp; Certificate Completion</p>
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		<i>Create and implement a process to engage in non-evaluative classroom observations using an equity lens.</i>	<i>Create and implement a process to engage in non-evaluative classroom observations using an equity lens.</i>	
<p><i>3. Increase the number of students successfully completing the <b>matriculation process</b> (the Steps to Success)</i></p> <p><i>a. Decrease the length of time to complete the Steps to Success through enrollment</i></p> <p><i>b. Complete comprehensive ISEPS for all students</i></p>	<p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area A/Pathways efforts</i></p> <p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area B/Enrollment Management efforts</i></p> <p><i>Engage in targeted approaches to ensure that new students, particularly African American and Latino students, complete the Steps to Success.</i></p> <p><i>Establish an evidence-based multiple measures approach to more accurately place students in basic skills courses.</i></p>	<p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area A/Pathways efforts</i></p> <p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area B/Enrollment Management efforts</i></p> <p><i>Engage in targeted approaches to ensure that new students, particularly African American and Latino students, complete the Steps to Success.</i></p> <p><i>Establish an evidence-based multiple measures approach to more accurately place students in basic skills courses.</i></p>	<p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area A/Pathways efforts</i></p> <p><i>Link Equity/SSSP/BSI efforts with the larger IEPI Area B/Enrollment Management efforts</i></p>	<p><input type="checkbox"/> x Access</p> <p><input type="checkbox"/> x Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> ESL / Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p>

<p><b>4. Advance a <i>Culture of Inquiry</i> to foster Equity Mindedness and build student, faculty, and staff agency to improve equity.</b></p> <p>a. Increase awareness of individual division, department, course, and instructor data.</p>	<p>Create an Equity strategy for each division at the college, linking SSSP and BSI strategies where appropriate</p> <p>Link Equity/SSSP/BSI efforts with the larger IEPI Area C/Culture of Inquiry efforts</p> <p>Evaluate the effectiveness of the Steps to Success in achieving course completion.</p>	<p>Create an Equity strategy for each division at the college, linking SSSP and BSI strategies where appropriate</p> <p>Link Equity/SSSP/BSI efforts with the larger IEPI Area C/Culture of Inquiry efforts</p> <p>Evaluate the effectiveness of the Steps to Success in achieving course completion.</p> <p>Continue to offer (and scale up) the Teachers 4 Equity program</p> <p>Offer data inquiry workshops for faculty (RIDA - Results-based Instructional Data Analysis)</p>	<p>Create an Equity Strategy for each division at the college, linking SSSP and BSI strategies where appropriate</p> <p>Link Equity/SSSP/BSI efforts with the larger IEPI Area C/Culture of Inquiry efforts</p> <p>Evaluate the effectiveness of the Steps to Success in achieving course completion.</p> <p>Offer data inquiry workshops for faculty, including a special RIDA series developed for Math faculty</p>	<p><input type="checkbox"/> x Access</p> <p><input type="checkbox"/> x Retention</p> <p><input type="checkbox"/> x Transfer</p> <p><input type="checkbox"/> x ESL / Basic Skills Completion</p> <p><input type="checkbox"/> x Degree &amp; Certificate Completion</p>

	<i>Offer data collection workshops for student services practitioners</i>	<i>Offer data collection workshops for student services practitioners</i>	<i>Offer data collection workshops for student services practitioners</i>	
<b>5. Increase students' successful <i>Basic Skills</i> progression through college level courses.</b>	<p><i>Establish an evidence-based multiple measures approach to more accurately place students in basic skills courses.</i></p>	<p><i>Establish an evidence-based multiple measures approach to more accurately place students in basic skills courses.</i></p> <p><i>Create, continue to offer, and scale up courses that help students complete the basic skills sequence more quickly and effectively (including embedded mentoring programs, cohort-based learning, and accelerated/co-requisite courses).</i></p> <p><i>Offer data inquiry workshops for faculty.</i></p> <p><i>Create and implement a process to</i></p>	<p><i>Establish an evidence-based, multiple measures approach to more accurately place students in basic skills courses.</i></p> <p><i>Create, continue to offer, and scale up courses that help students complete the basic skills sequence more quickly and effectively (including embedded mentoring programs, cohort-based learning, and accelerated/co-requisite courses).</i></p> <p><i>Offer data inquiry workshops for faculty, including a special RIDA series developed for Math faculty</i></p> <p><i>Create and implement a process to</i></p>	<p><input type="checkbox"/> Access</p> <p><input type="checkbox"/> Retention</p> <p><input type="checkbox"/> Transfer</p> <p><input type="checkbox"/> x ESL / Basic Skills Completion</p> <p><input type="checkbox"/> Degree &amp; Certificate Completion</p> <p><input type="checkbox"/></p>

		<i>engage in non-evaluative classroom observations using an equity lens.</i>  <i>Explore approaches to improving outcomes in developmental math courses, particularly with DI students.</i>  <i>Establish faculty division leads to facilitate Equity and/or BSI activities in their areas.</i>	<i>engage in non-evaluative classroom observations using an equity lens.</i>  <i>Explore approaches to improving outcomes in developmental math courses, particularly with DI students.</i>  <i>Establish faculty division leads to facilitate Equity and/or BSI activities in their areas.</i>	
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**4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)**

Prior to the Equity/SSSP/BSI integration process, we had a number of separate entities responsible for overseeing and implementing these three initiatives. These groups included the Student Equity Committee, the Matriculation Committee, the Student Equity coordinator team, the BSI Steering Committee, and the SSSP Task Force. Our first step in working towards integration was to create a “supagroup” comprised of people from each of the five entities listed above. While there had been some integration of efforts prior to the formation of the “supagroup,” including creating an Equity Coordinator for Basic Skills, this was the first large-scale effort to integrate these three initiatives and align our goals and activities. Since forming this group, we’ve successfully created the integrated goals for this plan, and we’ve begun to identify areas of overlap in our work. Most importantly, this work has helped us better understand the challenges we face in seeking to integrate, and helped to clarify the opportunities in front of us as we pursue our shared goals.

Before we can truly achieve a macro level of integration involving matriculation, instruction, and student services, our college will need to develop a model for what that will look like. Historically, these three areas have been disconnected from each other, with little cross-communication and collaboration. Changing to a culture of integration will be a major shift, and this will require discussions about what true and effective integration will look like. By the end

of this two-year cycle, we hope to have created a model of integration, and we hope to kick off the beginning stages of implementation.

Efforts to achieve integration of Equity, SSSP, and BSI within these three larger areas include the following:

Matriculation. The matriculation committee assigned a SSSP taskforce which includes staff members from the SSSP funded programs and activities including; Assessment, Outreach, Counseling, EOPS, Admissions and Records, Tutoring and Support Services. Specific goals include providing more support for re-entering students; involving academic departments earlier and more effectively; increasing opportunities for student feedback; and creating stronger ties between successful matriculation and course success. The team is instituting regular planning meetings, data sharing on a more consistent basis, and more shared and consistent messaging to students.

Instruction. The Office of Equity and Student Success with the support of the VPI office, with the help of the professional development team and equity leads, has begun working individually with instructional divisions to help them address equity issues in ways that are more meaningful and effective to faculty. Some of this work will include providing professional development, accessing and interpreting department-level student success data, and introducing culturally responsive pedagogies as a way of improving students' progress through basic skills courses, achieving equity, and improving overall student success.

Student Services. With the support of the VPSS office, specific student services goals include improving dissemination of information and building relationships of all stages of interactions with students. Data will be used more intentionally to monitor the impact of various student services interventions. Those involved will conduct an annual "lessons learned" meeting across departments to determine what's working and how to continually improve.

**5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)**

Sacramento City College does not offer noncredit courses.

**6. Describe your professional development plans to achieve your student success goals. (100 words max)**

The college will continue to offer strong professional development (PD) opportunities focusing on equity, student success, and basic skills. Some upcoming PD opportunities include an Ally Development Program, implicit bias training, data review workshops for faculty, and workshops and retreats presented by the Center for Urban Education (CUE), among others. The goal of SCC's equity/SSSP/BSI PD efforts is to increase awareness about equity, disproportionate impact, and student success in order to (a) develop a culture of equity-mindedness, and (b)

learn specific skills/strategies that will result in improved equity and success outcomes, particularly increased course completion rates.

**7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)**

The Dean of Planning, Research, and Institutional Effectiveness (PRIE), in collaboration with the Faculty Research Coordinator, BSI Research Coordinator, and Equity/SSSP research analyst, will work with deans, instructional faculty, and student services to develop customized research and data collection plans from the outset. They will help practitioners identify goals; what data is needed to assess that goal; and how to create an infrastructure, including BSI Tracker, to collect the data. The Office of Equity and Student Success plans to work in conjunction with IEPI Area C and the PRIE office to achieve these goals.

**8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)**

The LRCCD will coordinate efforts through establishing an integrated BSI/Equity/SSSP district-wide planning group. This group will have representation from each of our colleges and will serve as an integrated point of contact between the district office and campuses. The group will meet informally, create and publish a contact list for BSI, Equity, and SSSP representatives at each campus; and establish a district website that links to all of the integrated plans and integrated district-wide efforts. This group will need to interface with the District Matriculation Committee, and discussions about that process will begin once the integrated planning group is formed.

**9. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.**

**Table 4: 2017-2018 Integrated Budget Plan**

Object Code	Category	BSI	Student Equity	Credit SSSP	Credit SSSP - Match
1000	Academic Salaries	\$ 42,144	\$ 483,644	\$ 455,801	\$ 1,918,964
2000	Classified and Other Nonacademic Salaries	\$ 88,729	\$ 681,709	\$ 1,319,386	\$ 347,239
3000	Employee	\$ 16,931	\$ 283,529	\$ 630,931	\$ 871,062

	Benefits				
4000	Supplies & Materials	\$ 1,800	\$ 17,468	\$ 83,097	\$ -
5000	Other Operating Expenses and Services	\$ 1,793	\$ 303,750	\$ 548,050	\$ -
6000	Capital Outlay		\$ 1,000	\$ 30,000	\$ -
7000	Other Outgo		\$ -	\$ 70,000	\$ -
<b>Program Totals</b>		<b>\$ 151,397</b>	<b>\$ 1,771,100</b>	<b>\$ 3,137,265</b>	<b>\$ 3,137,265</b>
2017-2018 P1 Allocations			\$ 1,771,100	\$ 3,137,265	<b>Match</b>

**10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:**

## Executive Summary

<https://www.scc.losrios.edu/prie/planning/family-plans/institutional-plans-2/>

“Sacramento City College seeks to create a learning community that **celebrates diversity** (emphasis added), nurtures personal growth, and inspires academic and economic leadership.”  
-SCC Vision Statement

The city of Sacramento is one of the most diverse cities in the U.S., and Sacramento City College's student population reflects that diversity. The ways in which we celebrate diversity has been a longstanding source of pride at Sacramento City College. However, moving from a diversity perspective to an equity mindset has been a much more challenging process. Celebrating diversity is the tip of the iceberg; achieving educational equity requires acknowledging some very difficult truths. The likelihood of first-year students at SCC completing their courses, succeeding in those courses, and returning the next semester is low. Success rates in basic skills courses are also discouragingly low. And students of color, particularly African-American and Latino students, are routinely among the most disproportionately impacted groups. These patterns aren't new; they're educational trends that have existed for decades. The difference is that now colleges are being called to move beyond a “diversity” perspective, and to adopt a lens that centers equity and success.

Tables 8 through 21 (included later in this executive summary) indicate which student populations at SCC have been the most disproportionately impacted. While disproportionate impact varies across each indicator, generally the most disproportionately impacted groups have been African American students, Hispanic/Latino students, Hawaiian/Pacific Islander students, and students with disabilities. This is not surprising, given that these groups have historically been among the most marginalized in the United States. Moreover, these are the groups that systemically face institutional barriers to success. Given the composition of our student population, the data made abundantly clear that SCC had work to do to address these impacts.

### **2014-2015 Planning Year**

In 2011, when California community colleges were initially tasked with closing achievement gaps, improving overall success rates, and addressing challenges in the basic skills areas, the state chancellor's office responded by going into action mode. The release of student equity funds created a need to develop an initial student equity plan for 2014-2015, and that resulted in a flurry of planning activities at SCC. A commonly overheard phrase during that period was "we're building the plane as we're flying it," and that seemed true at the college level as well as at the state level. Because we were creating an equity plan within a state timeline that conflicted with our college planning structure, most of those early interventions involved data gathering, professional development, and amplifying existing efforts (such as tutoring). The activities in that initial Student Equity Plan didn't reduce disproportionate impact in a meaningful way, but they did help the college begin the process of developing an infrastructure for equity.

**Table 5: 2014-2015 Equity Expenditures**

<b>2014-2015 Equity expenditures</b>	
Academic Salaries (faculty coordinators)	280,674
Classified Salaries (temp help, student assistant help, ESAs not creditable, IAs, research analyst)	221,991
Benefits	96,632
Supplies and Materials (Books/printing/ non instructional supplies)	79,836
Operating Expenses and Services (travel, contracts, leases/rents)	118,041
Capital Outlay	20,180
Other outgo (financial aid fund- text book awards/ student funds)	200,000
	<b>\$1,019,180.00</b>



## **2015-2016 Planning Year**

In 2015-2016, the State Chancellor's office made some changes to the equity planning template, and they modified the timelines to better coordinate with the academic calendar. In conjunction with that, SCC made some changes to our equity planning and funding process. Some interventions involved scaling up existing efforts, but many new activities were created. Over 80 equity interventions were included in the 2015 Student Equity Plan, some of which overlapped with Basic Skills and/or SSSP. All of these efforts were well-intentioned, and most were created out of a desire to help students. Yet, most of these interventions were created within silos, they weren't well coordinated, and many of them weren't rooted in an evidence-based theory of change. Moreover, the majority of these programs, particularly the equity interventions, were created from a place of "diversity" or "equality," and not necessarily from a deep understanding of "equity." To be more specific, many people believed that an activity that involved students from DI groups in some way qualified as "equity," not realizing that these equity activities might not be sufficient to reduce disproportionate impact for specific groups. Lastly, it was clear that many of the equity interventions at SCC focused on boutique programming not rooted in institutional student success data. Instead of focusing the spotlight on the institutional barriers students face and working to change things on a structural level, many of us were centering the problem of disproportionate impact within the students themselves and blaming their level of preparedness or unpreparedness as the primary factor related to course success; which is a deficit mindset that the college is trying to move away from. In 2015-2016, many of our equity interventions were boutique programs that weren't evidence-based, and that impacted only a small number of students. None of this was ill-intentioned. But all of this has given us the opportunity to reflect on the work that needs to be done to produce true change. The outcomes data from these initial interventions probably tell the most powerful story: at the end of this planning cycle, although some interventions have yielded positive results, the majority of them were either ineffective, they focused on student services almost exclusively, instead of incorporating instruction. Yet, very successful equity interventions were developed and implemented during this cycle. As a result of these efforts, at least 80 new people (if not more) becoming involved in equity work at the college. Building buy-in among faculty and staff, as well as developing a stronger equity infrastructure, were two positive outcomes of this work.

T4E (Teachers 4 Equity) was created to help instructional faculty develop and utilize culturally responsive pedagogical approaches. The first cohort of T4E started in 2015-2016, and the college is now beginning its third cohort. The Developmental Writing Assistance Program (DWAP), a co-teaching and mentoring model of teaching, was launched during this cycle. Preliminary data indicate moderate improvement in course success outcomes. And data from targeted cohort programs such as Umoja and Puente suggest that this model improves course retention, and in some cases course success.

**Table 6: 2015-2016 Equity Expenditures**

<b>2015-2016 Equity Expenditures</b>	
Academic Salaries (dean, faculty coordinators, release time)	581,363
Classified Salaries (temp help, student assistant help, ESAs not creditable, IAs, research analyst)	682,874
Benefits	215,425
Supplies and Materials (Books/printing/ non instructional supplies)	148,090
Operational Costs and Services (travel, contracts, leases/rents)	248,051
Capital Outlay	11,894
Other Outgo (financial aid fund- text book awards/student funds)	96,906
<b>Total</b>	<b>\$1,979,603</b>

**2016-2017 Planning Year**

By the time the college began planning for the 2016-2017 allocation, a strong equity team was in place at SCC. The college created a new position (the Dean of Equity and Student Success), and that position was filled by February of 2016. By then, a five-person faculty coordinator team had been created, and with the addition of the Dean of Equity and Student Success, the Student Equity Committee tri-chairs, and several student workers, we had a much more effective multi-constituent infrastructure set up to engage in equity planning, professional development, instructional activities, and resource allocation. Using some of the tools the equity coordinators had gained from working with the Center for Urban Education (CUE) at the University of Southern California, the team decided to use a coaching model to help faculty and staff develop equity interventions. This resulted in a series of workshops that took place in Spring 2016 during “Equity April,” which had several objectives: to help people better understand equity and disproportionate impact; to inform people about the specific populations at SCC that are disproportionately impacted; and to coach people through developing appropriate equity interventions that fit the allocation guidelines and that could potentially move the needle.

Although a few new programs and interventions were developed during Equity April, most of the coaching that took place focused on refining existing interventions to target specific disproportionately impacted groups, and to better address access, basic skills, course completion, degree/certificate completion, and/or transfer. Out of this process, the equity team recognized the need for both a focus on professional development and the creation of a culture of inquiry. There was a need to encourage the use of data, and look internally to why course success was a challenge for our DI students.

The Equity core team established an education campaign (started in 2016) which was presented to divisions and units, the “Equity tree exercise” (presented to the BOT in 2016). The “Equity tree exercise” was meant to help divisions and programs understand what might be the prevailing barriers and practices that might be holding our students back from completion. By focusing on the self-determinate barriers, we intended to move the college from a place of blaming the students (deficit thinking) to a place of “self-determination.” There was a need for divisions and programs to look at their own structures first and foremost, before seeking funding, because we saw many people jumping to solutions before looking at the data. Then determining that a large majority of this work needed to be in relationship with instruction, we collaboratively worked with the VPI’s office to help shift the campus culture to a disaggregated data driven culture. We enlisted the support of the PRIE office, the faculty research coordinator for the college, along with the Center for Urban Education. A variety of workshops and programming focused on disaggregating data and understanding the needs of our students in relationship to course success emerged and the equity core team then spent a lot of time showing up at division meetings, committee meetings, holding a student services institutes, and connecting with faculty to compel them and their Deans to look at their data from a disaggregated lens because course success data was, by far, the most glaring indicator we needed to focus our efforts on. One challenge that was noted was that many practitioners and faculty who were implementing the equity interventions weren’t necessarily trained in data collection, interpretation, and evaluation, and this posed some challenges in determining how successful these interventions were. Although the Planning, Research, and Institutional Effectiveness (PRIE) office was always available and willing to work with faculty and staff, the office didn’t (and still doesn’t) have the infrastructure to meet all of these data needs.

Also, in Fall 2016, a separate Faculty Professional Development coordinator was brought on to focus entirely on equity (previously one person was doing general as well as equity professional development), as well as a coordinator for Equity in the Basic Skills. Both of those coordinators have been a vital part of the equity team, as professional development had to be at the core of changing the culture. Outcomes of this work include in partnership with the VPI’s office included the New Faculty Academy which gets at equity and inquiry at the start, the Ally Development faculty professional development series that was launched in Spring 2017, the continuation of T4E, as well as the work that the equity team and the Center for Urban Education (CUE) has done with the Mathematics department. Additionally, Equity Leads in the basic skills areas were created in an effort to begin integration of those two areas, and who were tasked with facilitating division-level equity work.

Even with these successes, as in the 2015-2016 cycle, we met some challenges in how we could implement equity interventions, particularly with respect to hiring staff. One example of this involves “The Village,” a concept that had been developed early on in the equity planning process. The vision for the Village was to create an umbrella to integrate a variety of existing equity-driven programs at SCC. A common space would be dedicated to the Village, and a supervisor would oversee and help integrate the activities of each program. This was an attempt to “de-silo” the many student services programs we have at SCC, but due to

restrictions on hiring and space limitations, it's taken a long time to get off the ground. The Village now has a dedicated space, and a supervisor was hired in Spring 2017.

**Table 7: 2016-2017 Equity Expenditures**

<b>2016-2017 Equity Expenditures</b>	
Academic Salaries (dean, faculty coordinators, release time)	447,239
Classified Salaries (temp help, student assistant help, ESAs not creditable, IAs, research analyst)	609,186
Benefits	189,274
Supplies and Materials (Books/printing/non instructional supplies)	104,080
Operational Costs and Services (travel, contracts, leases/rents)	304,034
Capital Outlay	78,442
Other Outgo (financial aid fund- text book awards/student funds)	180,800
<b>Total</b>	<b>\$1,913,059</b>

**Current Data Analysis:**

The following tables reflect the most current college planning data for each of the five success indicators: Access, ESL and Basic Skills, Successful Course Completion, Degree/Certificate Completion, and Transfer. In the first tables under each section, the yellow highlighted bars indicate the groups that are three or more percentage points below the college average on that indicator. This is the definition the college is using to identify disproportionately impacted student populations. The second set of tables in each section indicate, for each disproportionately impacted group, what targets the college needs to reach in order to achieve equity. For example, under "Successful Course Completion," the table indicates that achieving equity for Black/African American students will require an additional 1,668 course completions, and for Hispanic/Latino students, equity will require an additional 1,012 course completions.

## Success Indicator: Access

**Table 8: Percentage Point Gaps – Access**

Target Population(s)	# of your college's enrollment (based on recent high school graduates from the top ten feeder high schools) in Fall 2016 – Spring 2017	% of your college's enrollment (based on recent high school graduates from the top ten feeder high schools) (proportion)	% of population within the feeder high schools served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)
American Indian / Alaska Native	*	*	*	*
Asian	171	20%	25%	-5%
Black or African American	74	9%	12%	-4%
Filipino	24	3%	5%	-2%
Hispanic or Latino	347	40%	27%	13%
Native Hawaiian or other Pacific Islander	12	1%	2%	0%
White	152	18%	24%	-6%
Some other race	*	*	*	*
More than one race	77	9%	4%	5%
<b>Total of 8 cells above (Orange cells should = 100%)</b>	<b>860</b>	<b>100.0%</b>	<b>100%</b>	
Males	412	48%	50%	-2%
Females	426	50%	50%	-1%
Unknown	22	3%	N/A	N/A

(table continued on the next page)

Target Population(s)	# of your college's enrollment (based on recent high school graduates from the top ten feeder high schools) in Fall 2016 – Spring 2017	% of your college's enrollment (based on recent high school graduates from the top ten feeder high schools) (proportion)	% of adult population within the community served: Greater Sacramento population (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)
<b>Total of 3 cells above (Orange cells should = 100%)</b>	<b>860</b>	<b>100.0%</b>	<b>100%</b>	
Current or former foster youth	*	*	*	*
Individuals with disabilities	38	4%	15%	-10%
Low-income students	640	74%	14%	60%
Veterans	*	*	*	*

Notes: Base year includes Fall 2016 and Spring 2017. Cells with less than sixty are not eligible for impact analysis. Data redacted for numerator with cell size less than 10 (\*).

Source: EOS Profile, CDE DataQuest, 2016 American Community Survey (U.S. Census Bureau)

**Table 9: Additional Number of Enrollments Needed to Achieve Equity**

Student group	Gap in comparison to the average (percentage)	Multiply	# of college's enrollment (based on recent high school graduates from the top ten feeder high schools)	# of enrollments (based on recent high school graduates from the top ten feeder high schools) needed to achieve equity
Asian	5%	x	171	9
Black or African American	4%	x	74	3
White	6%	x	152	9
Individuals with disabilities	10%	x	38	4

## Success Indicator: Successful Course Completion

**Table 10: Percentage Point Gaps – Successful Course Completion**

Target Population(s)	The # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of B	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	404	240	59%	67%	-8%
Asian	18525	13997	76%	67%	8%
Black or African American	11121	5828	52%	67%	-15%
Filipino	2746	1995	73%	67%	5%
Hispanic or Latino	33745	21583	64%	67%	-3%
Native Hawaiian or other Pacific Islander	1406	848	60%	67%	-7%
White	27405	20060	73%	67%	6%
Some other race	1462	999	68%	67%	1%
More than one race	7143	4509	63%	67%	-4%
<b>All Students</b>	<b>103957</b>	<b>70059</b>	<b>67%</b>		
Males	45004	30010	67%	67%	-1%
Females	56622	38525	68%	67%	1%
Unknown	2331	1524	65%	67%	-2%
Current or former foster youth	553	231	42%	67%	-26%
Individuals with disabilities	5507	3591	65%	67%	-2%
Low-income students	73710	47676	65%	67%	-3%
Veterans	2357	1588	67%	67%	0%

Notes: Base year includes Fall 2016 and Spring 2017. Cells with less than sixty are not eligible for impact analysis.  
Source: EOS Profile

**Table 11: Additional Number of Course Completions Needed to Achieve Equity**

<b>Student group</b>	<b>Gap in comparison to the average (percentage)</b>	<b>Multiply</b>	<b># of successful course completions</b>	<b># of successful course completions needed to achieve equity</b>
American Indian/Alaska Native	8%	x	404	32
Black/African American	15%	x	11121	1668
Hispanic/Latino	3%	x	33745	1012
Native Hawaiian/Pacific Islander	7%	x	1406	98
More than one race	4%	x	7143	286
Current/former foster youth	26%	x	553	144



## Success Indicator: ESL and Basic Skills Course Completion

**Table 12: Percentage Point Gaps - ESL**

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ß (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	*	*	*	43%	*
Asian	205	94	46%	43%	3%
Black or African American	27	11	41%	43%	-3%
Filipino	*	*	*	43%	*
Hispanic or Latino	111	43	39%	43%	-5%
Native Hawaiian or other Pacific Islander	*	*	*	43%	*
White	70	33	47%	43%	4%
Some other race	72	29	40%	43%	-3%
More than one race	*	*	*	43%	*
<b>All Students</b>	<b>499</b>	<b>216</b>	<b>43%</b>		
Males	193	78	40%	43%	-3%
Females	297	134	45%	43%	2%
Unknown	*	*	*	43%	*
Current or former foster youth	◇	◇	N/A	43%	N/A
Individuals with disabilities	31	16	52%	43%	8%
Low-income students	459	200	44%	43%	0%
Veterans	◇	◇	N/A	43%	N/A

Notes: Cohort is from base year 2010-2011. Cells with less than sixty are not eligible for impact analysis. Data redacted for numerator with cell size less than 10 (\*).

Source: Scorecard, Data on Demand

◇ Data not collected/ reported

**Table 13: Additional Number of ESL Course Completions Needed to Achieve Equity**

<b>Student group</b>	<b>Gap in comparison to the average (percentage)</b>	<b>Multiply</b>	<b># of successful ESL course completions</b>	<b># of successful ESL course completions needed to achieve equity</b>
Hispanic/Latino	5%	x	111	6
Some other race	3%	x	72	2
Males	3%	x	193	6

## Basic Skills - English

**Table 14: Percentage Point Gaps – English Basic Skills**

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of ß (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	*	*	*	40%	*
Asian	286	152	53%	40%	14%
Black or African American	377	85	23%	40%	-17%
Filipino	35	16	46%	40%	6%
Hispanic or Latino	543	209	38%	40%	-1%
Native Hawaiian or other Pacific Islander	23	13	57%	40%	17%
White	302	145	48%	40%	8%
Some other race	241	95	39%	40%	0%
More than one race	103	41	40%	40%	0%
<b>All Students</b>	<b>1925</b>	<b>761</b>	<b>40%</b>		
Males	847	305	36%	40%	-4%
Females	1062	451	42%	40%	3%
Unknown	*	*	*	40%	*
Current or former foster youth	◇	◇	N/A	40%	N/A
Individuals with disabilities	185	47	25%	40%	-14%
Low-income students	1655	632	38%	40%	-1%
Veterans	◇	◇	N/A	40%	N/A

Notes: Cohort is from base year 2010-2011. Cells with less than sixty are not eligible for impact analysis. Data redacted for numerator with cell size less than 10 (\*).

Source: Scorecard, Data on Demand

◇ Data not collected/ reported

**Table 15: Additional Number of English Basic Skills Course Completions Needed to Achieve Equity**

<b>Student group</b>	<b>Gap in comparison to the average (percentage)</b>	<b>Multiply</b>	<b># of successful English basic skills course completions</b>	<b># of successful English basic skills course completions needed to achieve equity</b>
Black/African American	17%	x	377	64
Males	4%	x	847	34
Students with disabilities	14%	x	185	26

## Basic Skills - Math

**Table 16: Percentage Point Gaps – Math Basic Skills**

Target Population(s)	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of students out of β (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	*	*	*	27%	*
Asian	231	74	32%	27%	5%
Black or African American	436	57	13%	27%	-14%
Filipino	*	*	*	27%	*
Hispanic or Latino	712	187	26%	27%	0%
Native Hawaiian or other Pacific Islander	29	10	34%	27%	8%
White	543	207	38%	27%	11%
Some other race	300	71	24%	27%	-3%
More than one race	157	41	26%	27%	-1%
<b>All Students</b>	<b>2465</b>	<b>658</b>	<b>27%</b>		
Males	1089	293	27%	27%	0%
Females	1354	359	27%	27%	0%
Unknown	*	*	*	27%	*
Current or former foster youth	◇	◇	N/A	27%	N/A
Individuals with disabilities	245	61	25%	27%	-2%
Low-income students	2103	534	25%	27%	-1%
Veterans	◇	◇	N/A	27%	N/A

Notes: Cohort is from base year 2010-2011. Cells with less than sixty are not eligible for impact analysis. Data redacted for numerator with cell size less than 10 (\*).

Source: Scorecard, Data on Demand

◇ Data not collected/ reported

**Table 17: Additional Number of Math Basic Skills Course Completions Needed to Achieve Equity**

<b>Student group</b>	<b>Gap in comparison to the average (percentage)</b>	<b>Multiply</b>	<b># of successful Math basic skills course completions</b>	<b># of successful Math basic skills course completions needed to achieve equity</b>
Black/African American	14%	x	436	61
Some other race	3%	x	300	9

## Success Indicator: Degree/Certificate Completion

**Table 18: Percentage Point Gaps – Degree/Certificate Completion**

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of B (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	*	*	*	16%	*
Asian	532	68	13%	16%	-3%
Black or African American	277	28	10%	16%	-6%
Filipino	68	11	16%	16%	0%
Hispanic or Latino	802	135	17%	16%	1%
Native Hawaiian or other Pacific Islander	*	*	*	16%	*
White	592	119	20%	16%	4%
Some other race	332	59	18%	16%	2%
More than one race	178	26	15%	16%	-2%
<b>All Students</b>	<b>2823</b>	<b>456</b>	<b>16%</b>		
Males	1291	173	13%	16%	-3%
Females	1506	280	19%	16%	2%
Unknown	*	*	*	16%	*
Current or former foster youth	◇	◇	N/A	16%	N/A
Individuals with disabilities	167	22	13%	16%	-3%
Low-income students	2266	362	16%	16%	0%
Veterans	◇	◇	N/A	16%	N/A

Notes: Cohort is from base year 2010-2011. Cells with less than sixty are not eligible for impact analysis. Data redacted for numerator with cell size less than 10 (\*).

Source: Scorecard, Data on Demand

◇ Data not collected/ reported

**Table 19: Additional Number of Degree/Certificate Completions Needed to Achieve Equity**

<b>Student group</b>	<b>Gap in comparison to the average (percentage)</b>	<b>Multiply</b>	<b># of successful degree/certificate completions</b>	<b># needed to achieve equity</b>
Asian	3%	x	532	16
Black/African American	6%	x	277	17
Male	3%	x	1291	39
Students with disabilities	3%	x	167	5



## Success Indicator: Transfer

**Table 20: Percentage Point Gaps – Transfer**

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of β (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	*	*	*	39%	*
Asian	532	292	55%	39%	16%
Black or African American	277	78	28%	39%	-11%
Filipino	68	34	50%	39%	11%
Hispanic or Latino	802	274	34%	39%	-5%
Native Hawaiian or other Pacific Islander	27	11	41%	39%	2%
White	592	239	40%	39%	2%
Some other race	332	109	33%	39%	-6%
More than one race	178	54	30%	39%	-8%
<b>All Students</b>	<b>2823</b>	<b>1095</b>	<b>39%</b>		
Males	1291	506	39%	39%	0%
Females	1506	581	39%	39%	0%
Unknown	*	*	*	39%	*
Current or former foster youth	◇	◇	N/A	39%	N/A
Individuals with disabilities	167	25	15%	39%	-24%
Low-income students	2266	732	32%	39%	-6%
Veterans	◇	◇	N/A	39%	N/A

Notes: Cohort is from base year 2010-2011. Cells with less than sixty are not eligible for impact analysis. Data redacted for numerator with cell size less than 10 (\*).

Source: Scorecard, Data on Demand

◇ Data not collected/ reported

**Table 21: Additional Number of Transfers Needed to Achieve Equity**

Student group	Gap in comparison to the average (percentage)	Multiply	# of successful transfers	# of successful transfers needed to achieve equity
Black/African American	11%	x	277	30
Hispanic/Latino	5%	x	802	40
Some other race	6%	x	332	20
More than one race	8%	x	178	14
Students with disabilities	24%	x	167	40
Low income students	6%	x	2266	136

### **2017-2019 Integrated Planning Cycle**

Now that the state is moving towards an integrated planning process, the “first wave” of Equity, SSSP, and BSI as separate entities is coming to an end. This new integrated planning process has given us an opportunity to look back and reflect on what worked, what didn’t, and why. Several important lessons have emerged as a result of this process. First, the equity team has realized the critical importance of educating, mentoring, and coaching the college about equity and how it differs from diversity and equality, as well as how they can take concrete steps to help the college achieve equitable outcomes. This education needs to be an ongoing effort, and it always needs to be our starting point.

Second, our equity team has learned just how ineffective a siloed approach to equity is. Prior to now, Equity, SSSP, and BSI have operated relatively independently from one another. Because of that, most people involved with SSSP had little knowledge about Equity or BSI, and vice-versa. This brings us back to education; in order for the college to improve overall student success and eliminate disproportionate impact, we all need to understand these initiatives, the philosophy behind them, and their objectives.

Third, we’ve learned that in order for the college to achieve equitable outcomes and improve student success, a cultural shift needs to happen. Achieving these goals requires some difficult work. In order to achieve equity and student success, we need to engage in a process of deep inquiry into our pedagogical practices, our organizational processes, and the ways in which our institutional structure may privilege some students while disenfranchising others. This requires creating a culture of trust and open-mindedness, as well as a willingness to embrace discomfort. It also requires building relationships with one another at the college, because just like our students, we at SCC are much more effective in our work when we have positive connections with one another.

Fourth, it's become clear that developing a strong culture of inquiry and evidence is critical in doing equity and student success work. Some funds from Equity and SSSP were used to create a new research analyst position dedicated to these areas, and that has been enormously helpful to our work. However, many of our practitioners who are doing equity work (and their deans, in some cases) aren't knowledgeable about how to create an evidence-based intervention, nor do they necessarily know what data is important to collect and interpret. Our college will need to continue to work on the educate practitioners, faculty, chairs, and deans about what research questions to ask, how to collect the appropriate data (or what data to ask the Research Office for), and how to interpret that information and relate it back to the goals of the intervention, and how to look at data before initiating solutions.

Lastly, our equity team recognized the importance of bringing in someone with an outside perspective to help us. As mentioned earlier, in 2015, a team of SCC faculty, staff, and administrators attended a conference sponsored by the Center for Urban Education at USC. Among other things, the team recognized that we might need some outside assistance with respect to our equity goals. Since then, the college has worked extensively with CUE, and we will continue to do so. What that will look like is described later in this summary.

The data above, coupled with the lessons we've learned since 2014, have helped to shape the approach we've taken in creating the 2017-2019 integrated Equity/SSSP/BSI plan. The hallmark of our integrated approach will involve working with each of the instructional, student services, and administrative college service areas to develop specific area equity strategies. In order to accomplish this, our equity team will lead divisions and service areas through a process that educates faculty and staff about equity, and also introduces them to their area's disaggregated outcomes. From there, service areas will create their own strategy for achieving equity, which might include syllabus review sessions; classroom observations; and division- and department-specific professional development, among other things. Any equity activity that is initiated needs to be part of this larger divisional/college service area strategy. The goal of this approach is to more clearly identify the institutional factors that are contributing to disproportionate impact, as well as to encourage bridge building between college student services units and instructional efforts. Over the last few years, it's become clear that different areas of the college experience different issues with respect to equity, and this approach is intended to help the college address these issues in a broader and more impactful way. Some divisions have already begun this work, and so far it's been a reasonably successful way of including more people in the equity work, and it's been an effective way to help faculty and staff use an evidence-based approach to creating equity interventions.

To assist our team in working with divisions, the college is engaging in a contract with the Center for Urban Education to work specifically with the division deans. The goal of this work is to help deans develop a sense of equity-mindedness, and to lead their areas toward achieving equitable outcomes. Although the deans are an integral part of any equity effort, factors that affect them (including workload) haven't been adequately addressed, and the work with CUE is intended to be a way to support, educate, and empower them.

The work that happens at the division level will need to address at least one of five college-wide integrated goals. After several sessions with members of our “supagroup,” all of whom are involved in Equity, SSSP, and/or BSI work, the college has identified the following goals:

1. A strong focus on course success. Although access, degree and certificate completion, and transfer are all important goals, all of these other goals are tied to course success. If SCC can improve overall course success rates as well as course success rates for DI groups, then we’ll see positive change with respect to all the other metrics.

Activities linked to this goal include:

- continuing to offer Teachers 4 Equity, which enables faculty to learn about and experiment with culturally responsive pedagogical strategies;
- offering data inquiry workshops for faculty (RIDA - Results-Based Instructional Data Analysis);
- creating and implementing a process to engage in non-evaluative classroom observations using an equity lens;
- scaling up acceleration of developmental writing courses;
- scaling up the DWAP and LAMP programs, both of which utilize a co-teaching/mentoring model;
- exploring approaches to improving outcomes in developmental math courses, particularly with DI students. This will include a special RIDA series developed for math faculty;
- linking Equity/SSSP/BSI efforts with the larger IEPI Area A and Area B (Pathways and Enrollment Management) efforts.

2. A data-driven, evidence-based approach. Creating a culture of inquiry is critical in achieving all of our integrated goals. This starts with familiarizing ourselves with our student success data, both at the college level as well as at the division, department, and individual level. Identifying the problem is the first step in creating change. Moreover, change efforts need to be grounded in evidence, and this is a value that will drive the work we do this cycle.

Activities linked to this goal include:

- Teachers 4 Equity;
- RIDA workshops;
- offering data collection workshops for practitioners;
- linking Equity/SSSP/BSI efforts with the larger IEPI Area C/Culture of Inquiry efforts.

3. A specific focus on African American students. While many groups at SCC are disproportionately impacted, the patterns of disproportionate impact vary across divisions and departments. However, our college data shows that African American students are **consistently** impacted disproportionately. Because of that, we’ve chosen to focus on the overall experience of African American students at SCC, from initial outreach to graduation or transfer. By focusing on African Americans, we hope to

identify specific institutional barriers and practices that prevent these students from meeting their goals.

Activities linked to this goal include:

- leading focus groups with African American students to collect qualitative data about their experiences on campus;
- conducting a campus climate survey that can highlight the experiences of African American students and other disproportionately impacted groups;
- reviewing data collected by the PRIE office regarding African American students;
- engage in a systematic review of college- and district-wide hiring practices
- conduct an environmental scan of the institution through an equity lens.

4. A focus on Basic Skills sequence progression, rather than individual basic skills course success. While success in a stand-alone course is a positive outcome, a better outcome measure is whether (a) students are accurately placed in the basic skills sequence; (b) students successfully complete their basic skills courses; (c) students persist the next semester by taking the next basic skills course in their sequence; and (d) whether students successfully complete the next level course. Answering these questions requires more sophisticated data collection and analysis, but it will be more effective in the long run.

Activities linked to this goal include:

- establishing an evidence-based multiple measures approach that more accurately places students in basic skills courses;
- creating, continuing to offer, and scaling up courses that help students complete the basic skills sequence more quickly and effectively. These may include embedded mentoring programs, cohort-based learning, and/or accelerated/co-requisite courses;
- creating and implementing a process to engage in non-evaluative classroom observations using an equity lens;
- exploring approaches to improving outcomes in developmental math courses, particularly with DI students;
- establishing faculty division leads to facilitate Equity and/or BSI activities in their areas.

5. Increasing the number of students who fully matriculate, including the number of students who complete comprehensive Student Educational Plans (SEPs). Our college has identified a number of points where students drop out of the matriculation process. They might, for example, register but fail to enroll; or they might complete a basic SEP but not follow up with completing a comprehensive SEP. Ultimately, we hope to increase the percentage of matriculated students, particularly those from DI groups.

Activities linked to this goal include:

- linking the college Equity/SSSP/BSI strategies with the larger IEPI Area A and Area B (Pathways and Enrollment Management) efforts;
- engaging in targeted approaches to ensure that new students, particularly African American and Latino students, complete the Steps to Success;

- establishing an evidence-based multiple measures approach that more accurately places students in basic skills courses.

**11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?**

Some forms of support are always helpful whenever implementing new plans and initiatives, including workshops, webinars, and regular newsletters with updates. Creating a portal where colleges can share best practices and effective interventions might be helpful as well. However, the best ways the CCCCCO could support our work are at the policy and best practices level, and less so with workshops and other forms of professional development.

Accurate data collection is one area where the CCCCCO could be of assistance to the colleges. Specifically, the CCCCCO could initiate efforts to change the racial and ethnic categories in CCCApply so colleges can get more accurate disaggregated data. At SCC, we have a lot of Arab, Muslim, and Middle Eastern students, and they are typically classified as "White," although it's possible that this group is disproportionately impacted. We also have a lot of Asian and Pacific Islander students, some of whom are inaccurately identified because their specific ethnicities aren't named.

In taking a data-driven and evidence-based approach to Equity/SSSP/BSI planning, it's critical that the CCCCCO provide colleges with well-designed, methodologically sound results from data analyses. One example of an area where data collection could improve is with EOPS. Currently, the CCCCCO compares students enrolled in EOPS to all students, when in fact it would be a much better analysis to compare EOPS students to students who meet EOPS eligibility but are not enrolled in the program. There are other examples similar to this, and often a simple change to the way data is analyzed can significantly improve the accuracy and effectiveness of that information.

The CCCCCO could also support colleges by releasing data that could be useful to us, such as information about LGBT students. While LGBT students aren't one of the identified groups in the integrated plan, they may in fact be a disproportionately impacted group. Moreover, many LGBT students are also students of color, students with disabilities, foster youth, and/or veterans. Data on students' LGBT status can help colleges engage in better intersectional data analyses.

Under the leadership of the CCCCCO, the California Community Colleges should come together with their regional high school districts to find a solution that would result in sharing high school transcript data for applicants to the colleges. This portability will allow the colleges to apply multiple measures for placement using verified data from the high schools; streamlining placement and removing barriers to enrollment.

The CCCCCO could also help by streamlining the budget templates for the integrated plans by moving this information into The Student Services Automated Reporting for Community Colleges (SSARCC), particularly for expenditure reporting.

**12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:**

**Point of Contact:**

**Name:** Dr. Molly Springer  
**Title:** Dean of Student Equity and Success  
**Email Address:** springm@scc.losrios.edu  
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**Alternate Point of Contact:**

**Name:** Julia Jolly  
**Title:** Associate Vice President of Instruction  
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**Alternate Point of Contact:**

**Name:** Dr. Debra Luff  
**Title:** Associate Vice President of Enrollment and Student Services  
**Email Address:** luffd@scc.losrios.edu  
**Phone:** (916) 558-2139

## PART III: APPROVAL AND SIGNATURE PAGE

College: Sacramento City College

District: Los Rios Community College District

Board of Trustees Approval Date: \_\_\_\_\_

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

GutierM@scc.losrios.edu

Chancellor/President	Date	Email Address
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Chief Instructional Officer	Date	Email Address
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President, Academic Senate	Date	Email Address