

SACRAMENTO CITY COLLEGE



STRATEGIC PLAN 2023-2027

College Revision approval March 2024
LRCCD Board of Trustees approval TBA

STRATEGIC PLAN 2023-2027

GOALS AND STRATEGIES

Strategic goals are the institutional priorities the college has established. They provide an organized framework for the college to fulfill its mission and achieve its stated vision. The strategies associated with each goal are actions that will be implemented in order to achieve each strategic goal.

GOAL 1: OPTIMIZE STUDENT ACCESS, PROGRESS, MOMENTUM, AND SUCCESS.

College strategies:

Access:

- 1) Increase presence at feeder schools using multiple approaches, such as high school partnership programs, faculty-to-faculty collaborations between SCC and high schools, and dual enrollment (DuE) partnerships.
 - a. Provide targeted trainings for partner high school counselors and instructional staff that include:
 - 1: Onboarding presentation after establishing a new MOU,
 - 2: Annual high school counselor training for continuing school districts,
 - 3: DuE agreement framework training events: College & Career Access Pathways (CCAP) versus traditional concurrent enrollment (non-CCAP).
 - b. Encourage SCC faculty-to-high school faculty partnerships to formulate academic pathways geared towards DuE students;
 - c. Actively seek and establish MOUs with area schools that serve a high percentage of DI student populations.
- 2) Offer classes and support services in a variety of modalities and at various locations, including in-person, hybrid, online, noncredit courses where viable, evening and weekend courses, short-term courses, courses and programs at the outreach centers, and courses offered in the community, ensuring that students will be able to complete their educational program in a timely manner.
- 3) Facilitate easier enrollment processes by providing seamless onboarding services to students, including educational planning support, financial aid services, signage (multilingual [based on threshold languages] to find physical services on campus), and technology support designed to address digital inequities.
 - a. Focused outreach and support for high school seniors providing a warm hand-off to RAZA, ASHE, NextUp, EOPS, and other affinity programs ensuring the fluid integration of DuE students in receiving an education plan and course registration.
 - b. Provide uninterrupted transition for DuE students into campus-life during their enrollment period; Examples include directly connecting incoming DuE students

with SCC affinity groups through an interest-based campus survey shortly after admission; connecting DuE students with faculty and other cross-divisional programs to encourage participation in campus activities outside of the classroom.

- 4) Increase offerings and marketing of enrichment courses to draw in 25+ year old students.
- 5) Develop outreach and community-informed marketing approaches that are tailored to specific audiences, including high school students, first-time-in-college students, adult learners, returning students, and workforce students looking to expand their skills.
 - a. Expand outreach and enrollment approaches that are designed to support our justice-involved, foster youth, LGBTQIA+, and other disproportionately impacted (DI) and DuE students by leveraging our current programs such as: ASHE, FTIC, FYE, RAZA Center, and RISE; facilitate campus inclusiveness and belonging with ongoing programs such as Re-Emerging Scholars.

Progress, Momentum, and Success:

- 1) Continue and increase utilization of successful models that increase persistence, success, and completion (FYE, Puente, EOPS, etc.)
 - (a) Promote college preparation, transition, and retention of affiliated high school students through the use of ongoing inclusive campus programs such as Jr. RISE.
 - (b) Develop strategies and sustainable infrastructure towards the goal of increasing completion of certificate programs, local associate degrees, or an Associate Degree for Transfer (ADT).
- 2) Develop meaningful connections with students using the City Ways and Caring Campus frameworks, and maintain connections throughout the semester by checking in with students periodically, reaching out to students who have stopped attending class or are struggling, nudging students who have completed degree and/or certificate requirements to apply for their award.
- 3) Establish college-wide student retention activities that involve cross-constituency and cross-functional participation, such as “Students Obtaining Success” activities, “Progress Week” events, “Don’t Drop That Class” campaigns, “Spring Forward” re-enrollment and persistence campaigns, and stress reduction activities.

GOAL 2: ENSURE EQUITABLE ACADEMIC ACHIEVEMENT ACROSS ALL RACIAL, ETHNIC, SOCIOECONOMIC, AND GENDER GROUPS.

College Strategies:

- 1) Create at-scale onboarding, First-Year Experience, and Next Steps approaches specifically designed for our minoritized students, such as opt-out scheduling; culturally responsive educational planning, advising, and learning support services; support for students placed on academic probation; and peer and faculty mentorship.
- 2) Provide both full-time and part-time faculty with support and opportunities to learn about and experiment with culturally responsive and equity-minded pedagogical approaches.
- 3) Explore the implementation of a range of culturally responsive models of education, such as African-centered Education (ACE), Hispanic-Serving Institutions (HSI) educational frameworks, diasporic models of education, trauma-informed approaches, and community-based learning approaches.
- 4) Create strong collaborations between instruction, student services, and learning support services to provide a seamless, student-centered educational experience, and to prevent and reduce barriers students might experience throughout their educational journey.
- 5) Develop an ongoing student-centered research strategy to assess the campus learning environment for minoritized students, and implement and assess action plans based on the results.

GOAL 3: PROVIDE EXEMPLARY TEACHING AND LEARNING OPPORTUNITIES.

College strategies:

- 1) Promote the engagement and success of all students, with emphasis on disproportionately impacted groups, by:
 - a) implementing practices and activities that reduce achievement gaps in student success;
 - b) delivering services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations; and,
 - c) committing to programs and practices for hiring and training employees that reflect our student demographics.
 - d) Improve access and reduce administrative barriers for 25+ year old, working adult learners by delivering a focused academic plan that includes:
 - i. targeted and intentional communication about campus programs and support services for students to explore their educational options providing a clear understanding of course sequences, program goals, and career and transfer options;
 - ii. offering students individualized education plans towards degree completion in a defined timeline, ensuring chosen courses are in their area of interest in their first year; understanding how their plan will lead them to their career, transfer, and personal goals.
 - iii. alternate course scheduling, compressed scheduling, multiple course modalities; dedicated academic support staff that understands the needs of non-traditional students supporting academic progress and successful program completion;
 - iv. establish learning communities devoted to the needs of working adult learners to ensure that learning is happening with intentional outcomes; regular check-ins peers and advisors to encourage and maintain strong student engagement.
 - e) Expand the use of zero cost texts (ZTC) and low-cost course materials, where possible, by:
 - i. increasing the number of courses sections offering ZTC/Open Educational Resources (OER) for both general education and in discipline-specific sequential courses;
 - ii. aiming to decrease students' overall expenses through adopting reduced cost and/or providing free access to required textbooks, workbooks, lab manuals, readers, specialized websites or software-like online homework systems;
 - iii. reducing student costs for supplemental items such lab coats and kits, goggles, a calculator, blue books, scantron forms, art supplies, etc.
 - offering focused training and ongoing support towards the use of OER, ZTC, and other opportunities directed towards lowering student expenses.

- 2) Assess outcomes and student learning at the course, program, and institutional levels, and provide learning opportunities that facilitate using those assessments to develop concrete strategies and make appropriate changes that support student achievement.
- 3) Promote contextualization of basic skills across the curriculum by integrating competencies in reading, writing, math, and information and technological literacy across the curriculum, and providing linked learning opportunities between English/ESL/Math and other content areas.
- 4) Adopt a research- and data-informed approach, using general and discipline-specific educational research and practice-based information as well as our local student data, to develop curriculum and teaching approaches that are effective for our diverse student population.
- 5) Provide opportunities and support for students to engage with the college and local community, including serving on college committees and workgroups as part of paid employment, engaging in community service learning opportunities, and participating in classroom-embedded experiential learning approaches as well as internship and work experience opportunities.
- 6) Create global learning opportunities across the curriculum.

GOAL 4: PROVIDE EXEMPLARY WORKFORCE AND CAREER TECHNICAL EDUCATION PROGRAMS THAT REFLECT THE NEEDS OF THE REGION WE SERVE.

College strategies:

- 1) Revise or develop courses, programs, schedules and services based on assessment of emerging community needs and available college resources. These might include the following:
 - Courses and programs:
 - Develop stackable credentials that work both as certificates and as building blocks towards a degree.
 - Expand work-based internships and learning opportunities by integrating these activities into CE courses and programs.
 - Schedules:
 - Develop flexible schedules, including evening, weekend, and online options, that appeal to adult learners.
 - Identify Career Education options that could be offered within a dual enrollment format.
 - Services:
 - Embed career assessment and planning within the First-Year Experience.
 - Expand Career Services to encompass career assessment, internships and work experience, and job preparation and planning.
- 2) Ensure that CE program offerings align with emerging regional needs.
 - Conduct ongoing needs assessments with community organizations to identify and develop CE programs that are culturally and community responsive.
 - Ensure that regional advisory committees exist for all industry sectors, and that these committees meet regularly to inform the program development process.
- 3) Create options to help students complete their CE pathways in a timely manner.
 - Expand the college's Credit for Prior Learning options, including high school articulated courses, credit by exam, military training, and other options.
 - Incorporate CE pathways into the college's dual enrollment efforts.
 - Explore CE noncredit opportunities.
- 4) Increase the number of Career Education partnerships with community groups, with a primary emphasis on serving historically marginalized groups and meeting the cultural and economic needs of minoritized communities, to identify and expand CE education and career opportunities for students.
- 5) Increase marketing of CTE programs to students, employers and community partners.
 - Engage in targeted outreach to high schools that offer CE pathways.
 - Hold open houses at the college to showcase our CE programs to prospective students and to the community.

GOAL 5: FOSTER AN OUTSTANDING WORKING AND LEARNING ENVIRONMENT.

College strategies:

- 1) Engage in college governance and decision-making processes that are effective, equity minded, and inclusive using a range of strategies, including:
 - using student voices to inform change that impacts them;
 - utilizing collegial consultation and effective communication practices with the college's constituency groups;
 - engage actively with a range of groups, including Employee Resource Groups (ERGs), to gather varied perspectives on college decisions.
- 2) Offer and incentivize participation in professional development that is equity-centered, representative of our community, is responsive to the training needs of each employee group, and engages students and employees in critical exchange and opportunities for growth and transformation.
- 3) Recruit, retain, nurture and mentor employees from minoritized groups, including employees of color, LGBTQIA+ employees, and employees with disabilities, by:
 - engaging in recruitment, hiring, and training efforts that attract and retain employees that reflect our student demographics and possess skills needed to work with our student populations, including culturally responsive practices and bilingualism;
 - creating and supporting a variety of spaces, including Employee Resource Groups (ERGs) and student spaces, for employees and students to gather, support one another, and raise issues in a safe space;
 - exploring alternative approaches to hiring, including cluster hiring;
 - increasing awareness via professional development and other mechanisms of how systemic oppression affects our employees, and developing processes to eliminate these structural inequities;
 - conducting regular assessments of workplace climate to ensure that it is inclusive, welcoming, affirming, and safe.
- 4) Promote health, wellness and safety throughout the college by:
 - ensuring that employees are informed about various support programs;
 - providing understanding and support for a healthy balance between employees' personal and professional demands and students' personal and academic needs, particularly in the post-pandemic environment;
 - offering professional development opportunities that focus on self-care and work-life balance;
 - destigmatizing mental health issues among students and employees by making information and prevention/support services readily available.
 - encouraging college leaders and supervisors to model health, wellness, and safety practices alongside commitments to high-quality work.

- 5) Adopt City Ways and Caring Campus employee-to-employee commitments to foster connections and relationships among colleagues, recognize employee achievements, and improve participation in governance and decision-making processes at the colleges.
- 6) Develop and maintain a high-quality, safe, equity-centered, and aesthetic buildings, grounds, and information technology infrastructure by:
 - ensuring an accessible campus physical and technology environment that is responsive to our diverse student and employee needs, and that meets and/or exceeds federal and state regulations;
 - providing information on campus signs, printed materials, websites, and in verbal communications in the Sacramento region's threshold languages;
 - conducting a post-pandemic audit of the college's physical facilities to facilitate discussions about utilizing our campus spaces in more student-centered, equity-minded, and effective ways;
 - using a range of information and communication technology (ICT) such as social media, apps, and other platforms to connect and engage with our student population.

GOAL 6: CREATE AND PROMOTE A CULTURE OF
ENVIRONMENTAL STEWARDSHIP AND SUSTAINABILITY AT THE
COLLEGE.

Indicators, targets, and strategies to be developed by the Sustainability Committee.

STRATEGIC PLAN 2023-2027

INDICATORS AND TARGETS

Prepared by the PRIE Office and the LRCCD Research Council Strategic Planning Workgroup

Strategic indicators are used to determine whether the college is making progress towards our strategic goals. Targets are used to identify the destination the college would like to reach, and signify whether or not the college has achieved its goal.

GOAL 1: OPTIMIZE STUDENT ACCESS, PROGRESS, MOMENTUM, AND SUCCESS.

Access

Course Enrollment. *Early Momentum Metric: Restore and increase course enrollment for all student populations*

The college aims to increase course enrollment from the Fall 2021 level (at 42,973 enrollments) and restore course enrollment to the Fall 2020 level (at 46,671 enrollments). The college's 5-year goal is to ensure enrollments reach at least 43,539.

College Targets

Over the next five years, SCC aims to increase enrollments by 113 annually to move closer to the restoration course enrollment level by establishing a 5-year target (shown in "Year 5 – Fall 2027" line)

Goal Year	Targets for course enrollment
Year 1 - Fall 2023	43,086
Year 2 - Fall 2024	43,200
Year 3 - Fall 2025	43,313
Year 4 - Fall 2026	43,426
Year 5 - Fall 2027	43,539

*Definition: Course enrollment is any course taken by students that results in a notation on the transcript.
Data Source: PRIE EOS files*

Representational Equity. *Longer-term Outcome: Ensure that by 2027, the college's student population mirrors the demographics of our service areas (representational equity goal).*

The college aims to ensure that its student population (by ethnicity) reflects that of the college's service areas, including the cities of Sacramento, West Sacramento, and Davis. Using

percentages of the college's student population and dividing this by the percentages of the college's service area population, ratios were calculated to determine overrepresentation (ratio ≥ 1.2), at representation (ratio = 1.0), or underrepresentation (ratio ≤ 0.8) of student populations. The college's 5-year goal is to ensure representation for each student population to service area population reaches a ratio of 1.0.

The table below details the ratio of the college's student population, based on Fall 2021, to the college's service area population for student groups that are underrepresented.

<i>SCC Student Ethnicity</i>	<i>Population Ratio (College to Service Area)</i>
<i>Other non-White</i>	0.21
<i>White</i>	0.79

College Targets

Over the next five years, SCC aims to close the representational equity gap between the college's student population and that of the college's service areas by 40%. The table below details ratio targets for the college's student populations that are underrepresented by establishing a 5-year target (shown in "Year 5 – Fall 2027" line).

<i>Goal Year</i>	<i>Targets for proportion of student population to service area population</i>	
	<i>White</i>	<i>Other non-White</i>
<i>Year 1 - Fall 2023</i>	0.81	0.30
<i>Year 2 - Fall 2024</i>	0.84	0.40
<i>Year 3 - Fall 2025</i>	0.86	0.49
<i>Year 4 - Fall 2026</i>	0.89	0.59
<i>Year 5 - Fall 2027</i>	0.91	0.68

Definition: Student population for a group is based on headcount. Student population percentage for a group is calculated by dividing the number of students associated with the group by the total number of students at the college.

Data Source: PRIE EOS files; SACOG

Progress, Momentum, and Success

<i>Persistence Rate.</i> <i>Early Momentum Metric: Reduce equity gaps in persistence.</i>
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The college aims to increase its Fall 2021-to-Spring 2022 persistence rate (at 53.00%) to the college's 5-year target of at least 54.96%.

All student groups (by ethnicity, gender, and low-income status) whose Fall 2021-to-Spring 2022 persistence rate is below the college's 5-year target persistence rate of 54.96% are the focus of this strategic plan indicator and are shown below, which include the following with their corresponding Fall 2021-to-Spring 2022 persistence rates: African American (54.00%), Filipino

(54.00%), Native American (47.00%), Other non-White (48.00%), Unknown ethnicity (18.00%), male (54.00%), and Unknown gender (46.00%).

College Targets

Over the next five years, SCC aims to close the gap between the college's student groups' persistence rates and the college's persistence rate by 40% by establishing the following 5-year target persistence rates for each student group (shown in "Year 5 – Fall 2027" line) to approach or exceed the college's 5-year target of 54.96%.

<i>Goal Year</i>	<i>Targets for Fall-to-Spring Persistence Rates (ethnicity)</i>				
	African American	Filipino	Native American	Other non-White	Unknown ethnicity
<i>Year 1 - Fall 2023</i>	54.31%	54.31%	47.87%	48.79%	21.19%
<i>Year 2 - Fall 2024</i>	54.62%	54.62%	48.74%	49.58%	24.38%
<i>Year 3 - Fall 2025</i>	54.94%	54.94%	49.62%	50.38%	27.58%
<i>Year 4 - Fall 2026</i>	55.25%	55.25%	50.49%	51.17%	30.77%
<i>Year 5 - Fall 2027</i>	55.56%	55.56%	51.36%	51.96%	33.96%

<i>Goal Year</i>	<i>Targets for Fall-to-Spring Persistence Rates (gender)</i>	
	Male	Unknown gender
<i>Year 1 - Fall 2023</i>	54.31%	46.95%
<i>Year 2 - Fall 2024</i>	54.62%	47.90%
<i>Year 3 - Fall 2025</i>	54.94%	48.86%
<i>Year 4 - Fall 2026</i>	55.25%	49.81%
<i>Year 5 - Fall 2027</i>	55.56%	50.76%

Definition: Fall-to-spring persistence rate is the percentage of students who enrolled during the fall term and returned for enrollment in the subsequent spring term.

Data Source: PRIE EOS files

Awards. Longer-term Outcome: Attain the Vision for Success/ Roadmap goal for completion.

The college aims to increase the number of students who earn awards, both degrees and certificates, from the Fall 2021-Spring 2022 level (at 1,604 students). The college's 5-year goal is to ensure the number of students earning awards reaches at least 1,692.

College Targets

Over the next five years, SCC aims to increase the number of students earning awards (both degrees and certificates) by 18 annually to achieve the 5-year target (shown in "Year 5 – Fall 2027" line).

<i>Goal Year</i>	<i>Targets for number of students earning awards</i>
<i>Year 1 - Fall 2023</i>	1,622
<i>Year 2 - Fall 2024</i>	1,639
<i>Year 3 - Fall 2025</i>	1,657
<i>Year 4 - Fall 2026</i>	1,675
<i>Year 5 - Fall 2027</i>	1,692

*Definition: Awards include both associate degrees and certificates conferred by the college.
Data Source: PRIE Awards file*

GOAL 2: ENSURE EQUITABLE ACADEMIC ACHIEVEMENT ACROSS ALL RACIAL, ETHNIC, SOCIOECONOMIC, AND GENDER GROUPS.

Course Success Rate. *Early Momentum Metric: Reduce equity gaps in course success.*

The college aims to reduce equity gaps in course success for all student groups (by ethnicity, gender, and low-income status) from the college's overall course success Fall 2021 level (at 68.08%). The college's 5-year target course success rate of 70.12% (see Goal 3, early momentum metric) is the goal for all student groups.

All student groups (by ethnicity, gender, and low-income status) whose Fall 2021 course success rate is below the college's 5-year target course success rate of 70.12% are the focus of this strategic plan indicator and are shown below, which include the following with their corresponding Fall 2021 course success rates: African American (55.61%), Hispanic/ Latino (62.86%), Multi-race (68.00%), Native American (53.01%), Other non-White (61.22%), Pacific Islander (60.83%), Female (67.77%), Male (68.54%), Unknown gender (68.20%), and low-income (66.33%).

College Targets

Over the next five years, SCC aims to close the gap between the college's student groups' course success rates and the college's course success rate by 40% by establishing the following 5-year target course success rates for each student group (shown in "Year 5 – Fall 2027" line) to approach or exceed the college's 5-year target of 70.12%.

<i>Goal Year</i>	<i>Targets for course success rates (ethnicity)</i>					
	African American	Hispanic/ Latino	Multi-race	Native American	Other non-White	Pacific Islander
<i>Year 1 - Fall 2023</i>	60.01%	64.94%	68.43%	58.24%	63.82%	63.56%
<i>Year 2 - Fall 2024</i>	64.41%	67.02%	68.87%	63.47%	66.43%	66.29%
<i>Year 3 - Fall 2025</i>	68.80%	69.09%	69.30%	68.70%	69.03%	69.01%
<i>Year 4 - Fall 2026</i>	73.20%	71.17%	69.73%	73.93%	71.63%	71.74%
<i>Year 5 - Fall 2027</i>	77.60%	73.25%	70.17%	79.16%	74.23%	74.47%

<i>Goal Year</i>	<i>Targets for course success rates (gender)</i>		
	Female	Male	Unknown gender
<i>Year 1 - Fall 2023</i>	68.28%	68.80%	68.57%
<i>Year 2 - Fall 2024</i>	68.78%	69.06%	68.94%
<i>Year 3 - Fall 2025</i>	69.29%	69.32%	69.31%
<i>Year 4 - Fall 2026</i>	69.80%	69.58%	69.68%

Year 5 - Fall 2027 | 70.30% 69.84% 70.05%

<i>Goal Year</i>	<i>Targets for course success rates (low income)</i>
<i>Year 1 - Fall 2023</i>	67.30%
<i>Year 2 - Fall 2024</i>	68.27%
<i>Year 3 - Fall 2025</i>	69.23%
<i>Year 4 - Fall 2026</i>	70.20%
<i>Year 5 - Fall 2027</i>	71.17%

Definition: Course success rate is the percentage of courses with grade notations of A, B, C, Pass, or Credit divided by other notations (i.e., A, B, C, D, F, Pass, No Pass, Credit, Withdrawal, Incomplete)

Data Source: PRIE transcript file

Awards. Longer-term Outcome: Reduce equity gaps in degree and certificate completion.

The college aims to ensure that the proportion of students (by ethnicity, gender, and low-income status) earning awards (degrees and certificates) reflects the proportion of the college's student composition for the group. Using percentages of students in each demographic group earning awards and dividing this by the percentage of students belonging to the demographic group at the college, ratios were calculated to determine overrepresentation (ratio ≥ 1.2), at representation (ratio = 1.0), or underrepresentation (ratio ≤ 0.8) of student demographic groups earning awards. The college's 5-year target is to ensure representation for each student demographic group by achieving a ratio of 1.0.

The table below details the ratio of the college's student demographic group, based on Fall 2021, that are underrepresented for awards earned.

<i>SCC Student Ethnicity</i>	<i>Ratio of % of students in demographic group earning awards to % of students in demographic group at college</i>
<i>Pacific Islander</i>	0.78
<i>Unknown</i>	0.30

Note: Insufficient data were present for Native American and Other non-White student groups to determine ratio.

College Targets

Over the next five years, SCC aims to close the equity gap between the percentage of students in a demographic group earning awards and the percentage of students in that demographic group enrolled at the college by 40%. The table below details ratio targets for the college's student populations that are underrepresented by establishing a 5-year target ratio (shown in "Year 5 – Fall 2027" line).

<i>Goal Year</i>	<i>Targets for proportion of students earning awards to student population at college</i>	
	Pacific Islander	Unknown ethnicity
<i>Year 1 - Fall 2023</i>	0.80	0.39
<i>Year 2 - Fall 2024</i>	0.83	0.47
<i>Year 3 - Fall 2025</i>	0.86	0.56
<i>Year 4 - Fall 2026</i>	0.88	0.64
<i>Year 5 - Fall 2027</i>	0.91	0.72

GOAL 3: PROVIDE EXEMPLARY TEACHING AND LEARNING OPPORTUNITIES.

Course Success Rate. *Early Momentum Metric: Increase overall course success.*

The college aims to increase its course success rate from the Fall 2021 level (at 68.08%). The college's 5-year goal is to ensure the course success rate is at least 70.12%.

College Targets

Over the next five years, SCC aims to increase the overall course success rate by 0.41% annually to achieve the 5-year target (shown in "Year 5 – Fall 2027" line).

<i>Goal Year</i>	<i>Targets for course success rate</i>
<i>Year 1 - Fall 2023</i>	68.49%
<i>Year 2 - Fall 2024</i>	68.90%
<i>Year 3 - Fall 2025</i>	69.30%
<i>Year 4 - Fall 2026</i>	69.71%
<i>Year 5 - Fall 2027</i>	70.12%

Definition: Course success rate is the percentage of courses with grade notations of A, B, C, Pass, or Credit divided by other notations (i.e., A, B, C, D, F, Pass, No Pass, Credit, Withdrawal, Incomplete)

Data Source: PRIE EOS files

Units. *Longer-term Outcome: Decrease unit accumulation by 15% by 2027 for degree and certificate.*

To be determined.

Course Material Costs. *Longer-term Outcome: Expand the use of ZTC and OER materials to decrease students' overall cost of education.*

College Targets

Over the next five years, SCC aims for a 10% college-wide annual increase in the use of Online Educational Resources (OER) and Zero Cost Textbook (ZTC) materials. The table below details course section targets for each upcoming semester using the combined ZTC and non-ZTC total Fall 2023 total courses (2072 sections offered) and Spring 2024 (2102 sections offered) as baseline data.

<i>Goal Year</i>		<i>Targets for OER/ZTC</i>	
		OER/ZTC	College-wide OER/ZTC
		No. of courses	Targets
<i>Baseline –</i>	<i>Fall 2023</i>	472	23% (reported)
	<i>Fall 2024</i>	519	25%
	<i>Fall 2025</i>	566	27%
	<i>Fall 2026</i>	613	30%
<i>Baseline –</i>	<i>Spring 2024</i>	348	17% (current)
	<i>Spring 2025</i>	383	18%
	<i>Spring 2026</i>	421	20%
	<i>Spring 2027</i>	463	22%

Definition: ZTC courses are coded as A (Section has no associated material), B (Course uses only no-cost digital instructional materials), or C (Free-supplied by college)

Semester Baseline Course Totals: 2072 course sections, F23; 2102 course sections, SPR 24.

Data Source: LRCCD OER/ZTC Dashboard

GOAL 4: PROVIDE EXEMPLARY WORKFORCE AND CAREER TECHNICAL EDUCATION PROGRAMS THAT REFLECT THE NEEDS OF THE REGION WE SERVE.

Course Enrollment, CTE. *Early Momentum Metric: Restore and grow enrollment for student populations in career technical education programs that are aligned with the employment needs of our region.*

The college aims to increase CTE course enrollment from the Fall 2021 level (at 7,098 CTE enrollments). The college's 5-year goal is to ensure CTE course enrollments reach at least 7,578.

College Targets

Over the next five years, SCC aims to increase CTE enrollments by 96 annually by establishing a 5-year target (shown in "Year 5 – Fall 2027" line).

<i>Goal Year</i>	<i>Targets for CTE course enrollments</i>
<i>Year 1 - Fall 2023</i>	7,194
<i>Year 2 - Fall 2024</i>	7,290
<i>Year 3 - Fall 2025</i>	7,386
<i>Year 4 - Fall 2026</i>	7,482
<i>Year 5 - Fall 2027</i>	7,578

Definition: CTE courses are those identified with SAM codes A, B, and C

Data Source: PRIE transcript files

Headcount, CTE Graduates. *Longer-term Outcome: Increase the number of career technical education graduates who are gainfully employed.*

The college aims to increase the number of CTE graduates who earn are gainfully employed from the level for the 2019-2020 cohort (at 505 graduates). The college's 5-year goal is to ensure the number of CTE graduates becoming gainfully employed reaches at least 1,692.

College Targets

Over the next five years, SCC aims to increase the number of CTE graduates by 25 annually becoming gainfully employed to achieve the 5-year target (shown in "Year 5 – Fall 2027" line).

<i>Goal Year</i>	<i>Targets for headcount, CTE graduates</i>
<i>Year 1 - Fall 2023</i>	530
<i>Year 2 - Fall 2024</i>	555
<i>Year 3 - Fall 2025</i>	580
<i>Year 4 - Fall 2026</i>	605
<i>Year 5 - Fall 2027</i>	630

Definition: CTE graduates are individuals who have been conferred a CTE at the college.

Data Source: CCCCCO MIS Perkins Core V (figures reported for core 4 employment, fiscal year 2022-2023, all TOP codes and), accessed February 1, 2023

GOAL 5: FOSTER AN OUTSTANDING WORKING AND LEARNING ENVIRONMENT.

Headcount. *Early Momentum Metric: Ensure that the demographics of all employee groups (administration, faculty, and classified professionals) reflect the demographics of the students served by our district. (District EEO Plan)*

The college aims to ensure that the proportion of employee groups, including administrators, faculty (full-time and part-time), and classified professionals (by ethnicity and gender) reflect the proportion of the college's similar student group (by ethnicity and gender). Using the percentage of employees belonging to the demographic group at the college and dividing by the percentage of students in like demographic group, ratios were calculated to determine overrepresentation (ratio ≥ 1.2), at representation (ratio = 1.0), or underrepresentation (ratio ≤ 0.8) of employee demographic groups. The college's 5-year target is to ensure representation for each employee demographic group by achieving a ratio of 1.0.

The table below details the ratio of the college's employee demographic group, based on aggregated Fall 2020, Fall 2021, and Fall 2022 data, that are underrepresented at the college.

<i>Ethnicity</i>	<i>All faculty to all students</i>
<i>Asian</i>	0.57
<i>Hispanic or Latinx</i>	0.42
<i>Two or More Races</i>	0.66

<i>Ethnicity</i>	<i>All classified professional to all students</i>
<i>Hispanic or Latinx</i>	0.79
<i>Two or More Races</i>	0.55
<i>Declined to State</i>	0.38

<i>Ethnicity</i>	<i>All administrators to all students</i>
<i>Asian</i>	0.20

College Targets

Over the next five years, SCC aims to close the equity gap between the percentage of employees in a demographic group and the percentage of students in that demographic group enrolled at the college by 40%. The table below details ratio targets for the college's employee populations that are underrepresented by establishing a 5-year target ratio (shown in "Year 5 – Fall 2027" line).

<i>Goal Year</i>	<i>Targets for faculty to student ratio</i>		
	<i>Asian</i>	<i>Hispanic or Latinx</i>	<i>Two or More Races</i>
<i>Year 1 - Fall 2023</i>	0.62	0.49	0.70
<i>Year 2 - Fall 2024</i>	0.68	0.56	0.74

<i>Year 3 - Fall 2025</i>	0.73	0.63	0.78
<i>Year 4 - Fall 2026</i>	0.78	0.70	0.82
<i>Year 5 - Fall 2027</i>	0.83	0.77	0.86

<i>Goal Year</i>	<i>Targets for classified professionals to student ratio</i>		
	Hispanic or Latinx	Two or More Races	Declined to State Ethnicity
<i>Year 1 - Fall 2023</i>	0.81	0.60	0.46
<i>Year 2 - Fall 2024</i>	0.84	0.66	0.53
<i>Year 3 - Fall 2025</i>	0.86	0.71	0.60
<i>Year 4 - Fall 2026</i>	0.89	0.76	0.68
<i>Year 5 - Fall 2027</i>	0.91	0.82	0.75

<i>Goal Year</i>	<i>Targets for administrators to student ratio</i>
	Asian
<i>Year 1 - Fall 2023</i>	0.30
<i>Year 2 - Fall 2024</i>	0.39
<i>Year 3 - Fall 2025</i>	0.49
<i>Year 4 - Fall 2026</i>	0.59
<i>Year 5 - Fall 2027</i>	0.68

Data Source: PRIE EOS files; LRCCD human resources data

Participation. *Longer-term Outcome: Increase participation in equity minded and culturally responsive PD and affinity group opportunities for employees, focused on race, gender, LGBTQ+ status, disability, and other historically marginalized identities.*

To be determined.