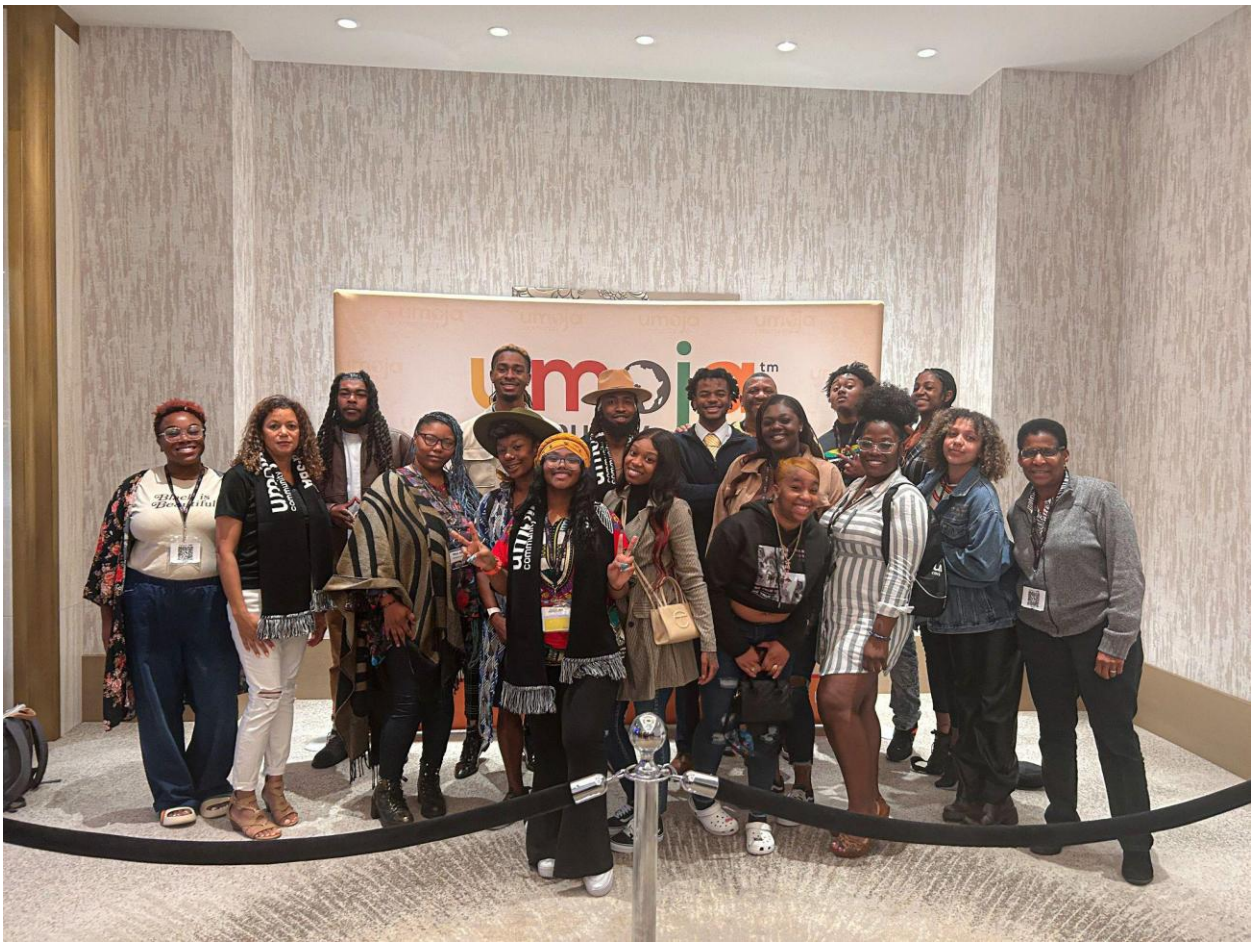

SACRAMENTO CITY COLLEGE

STUDENT EQUITY PLAN

2025-2028

EXECUTIVE SUMMARY

Introduction

The City of Sacramento stands among the most diverse and dynamic communities in the nation, and Sacramento City College (SCC) is its living reflection. Our students embody a remarkable spectrum of cultures, languages, and lived experiences that enrich every corner of campus life. For decades, SCC has proudly celebrated this diversity as one of its greatest strengths. Yet, as the college has learned, celebration alone is not enough. Moving from an equity mindset to the deliberate dismantling of inequitable systems requires courage, honesty, and sustained institutional transformation.

Cultivating an equity mindset is merely the beginning, the visible tip of a far deeper iceberg. Beneath the surface lie entrenched policies, practices, and assumptions that have, often unintentionally, limited opportunity and silenced potential. The data tell a difficult truth: too few of our first-year students complete their courses, succeed academically, or return the following semester. And among those most profoundly impacted are African American and Latinx students, students whose brilliance and resilience too often collide with systems never designed for their success.

These disparities are not new. They are the echoes of long standing educational inequities that have spanned generations. But this moment is different. Colleges can no longer be content with acknowledging inequity; they must interrogate it, confront it, and dismantle it, brick by brick, policy by policy, practice by practice. SCC embraces this challenge with urgency and resolve.

Across every metric, disproportionate impact reveals itself most acutely among African American and Hispanic/Latinx students, communities that have historically borne the weight of systemic exclusion. Recognizing this truth, SCC has chosen not to retreat into defensiveness or complacency but to act with intention and conviction. By centering the needs and voices of these students, the college commits to transforming structures of inequity into systems of opportunity.

Through an unapologetic pursuit of justice, Sacramento City College will move beyond awareness to action, reshaping the educational experience so that equity is not a goal we strive toward but the foundation upon which all student success is built.

Student Equity Goals and Measurements

Successful Enrollment Data				
Student Population	% of Students for 2022-23(Baselin	# of Students for 2022-23(Baseli	Goal 1: Eliminate Disproportionate Impact	Goal 2: Fully Close Equity Gap

	e Year)	ne Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	18%	2401	N/A	N/A	N/A	N/A
Black or African American	16.10%	220	0.10%	2	2.10%	29
White	10.20%	566	11.30%	626	13.30%	739

Completed Both Transfer-Level Math & English Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Student Population	% of Students for 2022-23(Baseline Year)	# of Students for 2022-23(Baseline Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	15.60%	618	N/A	N/A	N/A	N/A
Black or African American	5.30%	17	8.70%	28	11.20%	36
Econ Disadvantaged	14.20%	383	2.30%	61	4.30%	115
Hispanic	12.80%	173	2.30%	32	4.30%	59
LGBT	9.10%	39	4.60%	20	7.30%	32

Persistence: First Primary Term to Secondary Term Data				
Student Population	% of Students for 2021-22(Baselin	# of Students for 2021-22(Baseli	Goal 1: Eliminate Disproportionate Impact	Goal 2: Fully Close Equity Gap

	e Year)	ne Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	52%	2127	N/A	N/A	N/A	N/A
LGBT Male	39.30%	35	2.90%	3	12.90%	12

Completion Data						
			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
Student Population	% of Students for 2019-20(Baseline Year)	# of Students for 2019-20(Baseline Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	5.20%	274	N/A	N/A	N/A	N/A
Asian Male	3.30%	16	0.10%	1	2.10%	11
Black or African American	2.80%	13	0.60%	3	2.70%	13
Male	4.10%	91	0%	1	2%	46

Transferred to a Four-Year Data				
Student Population	% of Students for 2018-19(Baselin	# of Students for 2018-19(Baseli	Goal 1: Eliminate Disproportionate Impact	Goal 2: Fully Close Equity Gap

	e Year)	ne Year)	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	21.50%	388	N/A	N/A	N/A	N/A
Asian	18%	67	0.50%	3	4.40%	17
Black or African American	14.50%	21	1.90%	3	7.60%	12
Econ Disadvantaged	19.50%	267	6%	82	8%	110
First Generation	17.10%	132	5%	39	7.70%	60
Hispanic	18.50%	121	1.70%	12	4.70%	31
LGBT	15.80%	23	0.30%	1	6.20%	10

Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	2839	201	7%	316	11%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	819	41	5%	61	7%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	3,154	201	6%	361	11%

Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	908	59	6%	88	10%

Student Equity Initiatives

Key Strategies to Advance Successful Enrollment (Goal 1)

a. **Disproportionately Impacted**
   i. Building on our commitment as an HSI, ANAPISI and BSI -in-development, SCC will strengthen and expand first year experience (FYE) by cultivating a welcoming, identity affirming and seamless entry experience that builds trust, reduces confusion and connects students early to benefits and opportunities for belongingness with our cultural engagement centers, learning communities and other equity focused initiatives and programs.
   ii. Strengthen and expand summer bridge programs designed to support successful enrollment, retention and persistence of API, Black and Latinx students by building intentional relationships and community through the API Center and VAKA, Black Academy and RAZA Center, respectively.
   iii. Expand efforts to develop and distribute culturally relevant and linguistically responsive outreach and recruitment materials to increase enrollment among bilingual and immigrant populations.
   iv. Increase bilingual admissions, financial aid, and counseling staff and/or access to real time interpretation services during onboarding, enrollment and orientation.

b. Overall Student Population
   i. Expand early outreach programs including Jr. RISE that guides students through enrollment, financial aid and orientation that reflects our commitment to inclusive excellence in retention and completion.
   ii. Use automated text and/or AI technology to send reminders and “micro-messages” that reinforce belonging and encourage students to complete the CCCApply or FAFSA/DreamAct steps.

Note: DI population includes but not limited to: ***Black or African American and White***

Key Strategies to Advance Transfer Level Math & English (Goal 2)

a. Disproportionately Impacted

i. Ongoing support for student services practitioners (financial aid advisors, basic needs coordinators, and counselors) to expand efforts to address financial barriers that contribute to math course withdrawal and failure.

ii. English and math faculty, counselors, classified professionals and PRIE will meet annually to review disaggregated student success data, review the efficacy of early alert interventions, identify patterns in withdrawal/DFW rates and design tailored, equity informed intervention strategies.

iii. Launch a short-term or summer bridge math Readiness & Belonging Program, co-facilitated by math faculty, counselors, and equity program practitioners (i.e., MESA, Puente, cultural engagement centers).

iv. Expand the capacity of the Linguistic Justice Community of Practice to support success rates in transfer level English for African American, Latinx, Economic disadvantaged, LGBT and other disproportionately impacted students.

v. Ensure that student participants in the learning communities have access to English and math in their first year with holistic wrap around support including co-requisite support if necessary, tutoring and a designated student success coach.

b. Overall Student Population

i. Provide ongoing professional development and curriculum redesign that centers cultural relevance, growth mindset, and belonging in transfer-level math.

ii. Designate a counselor liaison to support each math pathway (i.e., Liberal Arts Math, Business, STEM Calculus).

iii. Coordinate with basic needs centers, financial aid, and counselors to address life barriers affecting English and Math course persistence.

iv. Use adaptive tutoring or writing tools to personalize learning in transfer level English and math.

v. Offer research-based, equity-focused professional development training and coaching to student services practitioners, counseling faculty and classified staff, supporting student completion efforts in transfer level English and math.

Note: DI population includes but not limited to: **Black, Hispanic, Economically Disadvantaged, and LGBT**

Key Strategies to Advance Student Persistence (Goal 3)

a. Disproportionately Impacted

i. Expand peer navigator program to connect students, served through the cultural engagement and empowerment centers (ASHE, RISE, RAZA, API, Native, PRIDE and the Disability Cultural Center, DCC), to EOPS, CalFresh, technology and book loans and vouchers, childcare, and other information related to meeting their basic needs.

ii. Continue to resource, center and amplify student voice and belonging, identity, and sustained engagement as drivers of persistence and completion through the support centers such as ASHE, API, Native, DCC, RISE, Pride, RAZA, Undocu-Resource Center, Re-emerging scholars, and other equity intervention programs such as MESA, BSSI, EOPS, HSI, Veterans and Hispanic Serving Institutions (HSI) initiatives.

iii. Expand professional development opportunities for faculty, classified staff and administrators that prioritizes inclusive excellence and belongingness as a persistence strategy by addressing the distinct needs of LGBTQIA+ students of color, especially those navigating multiple systemic barriers and intersectional identities.

iv. Create "persistence and retention teams" including counselors, success coaches, and financial aid staff who proactively reach out to support student participants in learning communities that have stopped out and support reentry.

b. Overall Student Population

i. Launch a benefits and belongingness survey. Through a single, streamlined survey, all students self-report key information that is cross-matched with eligibility criteria for a wide range of support programs (e.g., EOPS, Puente, A2MEND, Umoja, VAKA, Rising Scholars, CalWORKs, Undocumented (AB 540), Veterans, Credit for Prior Learning, Foster Youth/NextUp, Basic Needs, CARE, MESA, and learning communities, etc.). Upon completion, students receive a customized benefits report outlining the programs they qualify for, their associated benefits (e.g., book vouchers, priority registration, peer mentoring, counseling, food/housing support, cash aid, transfer cohorts), and how to get started.

ii. Establish a "completion coaching" model that builds upon the college's reentry initiative to bring back students who have stopped out and support them through completion.

iii. Provide professional learning for faculty on equity minded pedagogy, inclusive syllabi design, and classroom climate.

iv. Expand campus tours to public and private universities for students who have reached the 30 unit momentum milestone.

Note: DI population includes but not limited to: **LGBT Males**

Key Strategies to Advance Completion (Goal 4)

a. Disproportionately Impacted

i. Strengthen and expand program infrastructure for Umoja, A2MEND, Puente and VAKA to increase the number of students who complete their educational goals including degree, certification and transfer outcomes.

ii. Ensure holistic, student-centered, culturally relevant advising and counseling that fosters meaningful engagement with Black/African American and other underrepresented students interested in attending HBCUs and the Black Honors College (Sac State).

iii. Conduct re-engagement and completion campaigns targeting students who paused or stopped, especially in immigrant and bilingual communities.

iv. Expand affinity based and identity affirming campus tours in partnership with university cultural centers

v. Design and distribute a confidential, LGBTQIA+-inclusive climate and needs assessment survey that is trauma-informed and rooted in culturally and identity affirming practices. The survey should emphasize generating key insights and recommendations to inform responsive and holistic wrap-around services, inclusive counseling practices, and the cultivation of a safe and affirming learning environment and campus culture.

b. Overall Student Population

i. Review local and state student success dashboards (e.g., CCC DataMart, DataVista, PRIE dashboards) to determine which areas to invest and intervene to support efforts to close equity gaps in completion.

ii. Increase coordination between PRIE, Admissions and Records and the Transfer Center/Cultural Engagement Centers to identify students who are near the transfer gate or eligible for degrees and/or certificates.

iii. Explore auto-awarding degrees and certificates, taking into consideration the financial implications.

Note: DI population includes but not limited to: **Black, Asian Males, Male**

Key Strategies to Advance Transfer (Goal 5)

a. **Disproportionately Impacted:**
   i. Through the launch of the college's City Scholars Initiative, program participants will complete the degree pathway in 2 or 3 years in either Administration of Justice, Psychology, or Business, with a pre-designed flexible schedule that ensures they meet all CSU and UC transfer requirements. Emphasis will be placed on ensuring every student has an Individual Student Educational Plan (iSEP).
   ii. Through the college's City Scholars Initiative, program participants will receive holistic, one stop shop, wrap-around services that includes but not limited to dedicated peer mentorship, counseling and student success coaching to ensure students receive benefits screening and receive financial, emotional, and academic support throughout their time at SCC.
   iii. Student participants in learning communities such as Puente, A2MEND, VAKA and Umoja will expand their cross-functional success teams which include instructional faculty, counselors, and success coaches/momentum monitors working in coordination. The teams will proactively monitor student progress, address academic alerts, and ensure that students receive timely outreach and wraparound support.
   iv. Increase the number of DI impacted students meeting Honors program requirements, interested in UC transfer and receive the support necessary for priority consideration for University of California transfer admission guarantee (TAG) and other UC specific pathways.
   v. Provide targeted training sessions for counselors, advisors, and faculty on best and promising practices for supporting students in HBCU transfer pathways.
   vi. Identify predictive factors influencing persistence and retention, ensuring that disproportionately impacted students receive targeted, timely interventions that address academic, financial, and social challenges.
   vii. Host HBCU transfer workshops covering important topics such as the application processes, eligibility for the HBCU Transfer Guarantee, financial aid and scholarship resources, and academic preparation and program alignment for seamless transfer.
   viii. Formalize MOUs with UC/CSU cultural or resource centers for sustained collaboration with SCC cultural engagement centers.
   ix. Strengthen partnerships between MESA and cultural engagement centers to merge academic excellence in calculus based majors with identify affirmation. This collaborative effort aims to increase persistence and completion for DI students in STEM pathways.

x. Conduct periodic transfer equity audits to assess gaps by race/ethnicity, gender, and program of study in application submission, acceptance rates and post-admission enrollment to reevaluate current strategies and drive future efforts.

xi. Launch a 2nd Year Summer Bridge Program that supports rising second-year students at a key moment where we find persistence drops with an emphasis on staying on the path to transfer with clarity, resources, and intersegmental support including warm handoffs.

b. Overall Student Population

i. Expand upon our transfer-ready culture at SCC from the onset, through establishing strong intersegmental partnerships with CSUs, UCs, HBCUs, and other minority-serving institutions.

ii. Adopt technology and/or tools to enable expanded efforts to proactively monitor student milestones, address academic concerns like probation, stop out or withdrawal, and ensure that students receive timely outreach and wraparound support to ensure they stay on the path to completion.

iii. Institutionalize an annual "Transfer Week" initiative as a campuswide event that celebrates transfer bound students, demystifies the process and connects students with university partners.

iv. Provide training to faculty across disciplines to serve as "Transfer Advocates" who integrate transfer awareness into syllabi and assignments.

Note: DI population includes but not limited to: **Black, Hispanic, Economically Disadvantaged, LGBT, and First Generation**

Key Strategies to Advance Comprehensive Student Education Plans

a. Disproportionately Impacted:

i. Provide Individual Student Educational Plan (iSEP) for transfer seeking students participating in the learning communities (VAKA, A2MEND, Umoja, FYE and Puente) before the completion of the first year and update and adjust annually/as needed.

ii. Dedicated counselors and staff serving students in the learning communities will proactively monitor and engage students to ensure they stay on track by completing and regularly updating their comprehensive education plan. This includes supporting timely course enrollment, identifying and addressing academic barriers early, and providing outreach to students who withdraw, stop out, or miss key milestones.

iii. Increase counseling capacity by hiring additional full time and part time counselors, with specific emphasis on expanding counselor availability to

develop comprehensive education plans and structured follow up support for transfer intending disproportionately impacted students.

b. Overall Student Population

i. Ensure transfer intending students complete comprehensive education plans by embedding planning sessions into counseling appointments, offering targeted group workshops, and collaborating with the Transfer Center.

ii. Periodically review student education plans to ensure that the plans align with their evolving transfer and career goals.

iii. Provide ongoing professional learning for counseling faculty focused on ADT pathways, UC Tag, and major preparation.

iv. Shift to a proactive, integrated approach where the college automatically identifies, prioritizes, and engages transfer seeking students to complete comprehensive education plans and follow up support is prioritized.

Note: DI population includes but not limited to: **Black, Hispanic, Economically Disadvantaged, and LGBT**

Annual Resources Budgeted 2025-28

Expenditure Type	Amount	Percentage of Allocation
1000 - Instructional Salaries	$942,997	25.07%
2000 - Non-Instructional Salaries	$1,942,271	37.6%
3000 - Employee Benefits	$761,240	19.4%
4000 - Supplies and Materials	$75,171	1.24%
5000 - Other Operating Expenses and Services	$743,515	12.25%
6000 - Capital Outlay	$79,365	1.31%
7000 - Other Outgo	$32,271	.53%
Total Expenditures	$4,567,830	97.39%
Allocation Remaining	$158,329	

2022-25 Key Findings

Sacramento City College will continue to build on the lessons learned from the 2022–25 Student Equity Plan by addressing the systemic root causes of equity gaps that persist across the five state metrics. The college recognizes that the most significant barriers stem from structural inequities, income disparities affecting first generation college families, uneven access to academic preparation, and institutional processes that inadvertently create additional challenges for disproportionately impacted students. Moving forward, the college will remain intentional

about dismantling these barriers through structural reform, targeted resource alignment, and a sustained focus on equity centered culture change.

Through reflection and broad campus engagement, the college has learned that while it offers a wide range of programs and supports, these efforts often lack coherence and coordination. In response, Sacramento City College will take deliberate steps to map its "equity ecosystem," cataloging programs, services, and interventions to ensure alignment with the Guided Pathways pillars, eliminate duplication, and maximize impact. This process will help the college identify service gaps, strengthen cross departmental collaboration, and ensure that all initiatives collectively advance institutional equity goals.

Another key strategy will be the continued engagement of external equity experts to provide data analysis, professional learning, and evidence based recommendations. These partners will challenge institutional assumptions, offer an objective view of progress, and help refine strategies grounded in anti racist and culturally responsive practices.

Finally, the college will implement its City Scholars Initiative, a cohort based transfer program designed to close persistent racial and socioeconomic gaps in transfer outcomes. Through structured academic pathways, intrusive advising, and targeted support, City Scholars will demonstrate how intentional design and community building can transform student success.

By combining these institutional strategies, structural alignment, external partnerships, and equity centered program design, Sacramento City College will continue to advance a culture of equity that is coherent, accountable, and deeply responsive to the needs of its students.

District official contact:

Dr. John Dixon
Associate Vice President, Student Services
dixonj@scc.losrios.edu
(916) 558-2139