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 Integration Tags	
External Reference:	
Custom Variable 1 :	
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California Black-Serving Institutions Application

College/University

Sacramento City College

Website

https://scc.losrios.edu/

Address

3835 Freeport Blvd. Sacramento, CA. 95822

College/University President

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Position

Vice President of Student Services

State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission.

At Sacramento City College (SCC), we are deeply committed to advancing the success, well-being, and sense of belonging of our Black and African American students. This commitment is embedded in our core values of equity, inclusion, and educational justice. We recognize that systemic barriers have historically impacted access and success for Black students in higher education, and we are actively working to dismantle those barriers through intentional, data-informed, and community driven strategies. Our efforts include culturally responsive teaching and professional development for faculty and staff, the expansion of learning communities, affinity centers, targeted academic and basic needs support services, and robust partnerships with local high schools and community organizations that serve Black youth and families. This commitment is fully aligned with our institutional mission: to provide a supportive learning environment that empowers all students to achieve their educational and career goals. We believe that fulfilling this mission requires us to prioritize the needs of disproportionately impacted students, especially Black students and ensure that they not only enroll, but thrive, persist, and graduate with purpose and pride.

Please state the percent of the institutions enrolled student population identifying as Black/African American for the current term.

During Fall 2024, SCC's student population was comprised of 10.7% Black and African American students.

Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.

During Fall 2024, SCC enrolled 2,167 Black and African American students.

Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students.

Academic Goals SCC's academic goals are driven by equity-focused early momentum metrics that provide the best indicators of student achievement, specifically with retention, time-to-degree, and graduation. These early momentum metrics include (1) course drop rates, (2) course success rates, and (3) fall-to-spring persistence rates. (1) Course drop rate is the percentage of courses from which students withdraw during the given academic term. Students who withdraw from a course do not complete the course, which impacts their academic progress in completing the coursework they

need toward earning a degree or certificate. Over the last four years, from Fall 2021 to Fall 2024, the College's overall course drop rate has been decreasing steadily, indicating that the College has been successful in ensuring its students complete their courses. The College's Black and African American student course drop rate has also been decreasing but is still higher than that of the College. The numbers below indicate course drop rate patterns for all students at the College (see "SCC overall course drop rates") and for Black and African American students only (see "SCC Black and African American student course drop rate"): SCC overall course drop rates: Fall 2021 – 19% Fall 2022 – 17% Fall 2023 – 15% Fall 2024 – 15% SCC Black and African American student course drop rates: Fall 2021 – 25% Fall 2022 – 22% Fall 2023 – 22% Fall 2024 – 19% (2) Course success rate is the percentage of courses in which students achieve an A, B, C, pass, or credit during the given term. Students achieving course success are well-positioned to earn sufficient units toward completing a degree or certificate. Over the last four years, from Fall 2021 to Fall 2024, the College's overall course success rates have been increasing slightly. The College's Black and African American student course success rates have also been increasing slightly but are still lagging behind that of the College. The numbers below indicate course success rate patterns for all students at the College and for Black and African American students only: SCC overall course success rates: Fall 2021 – 68% Fall 2022 – 70% Fall 2023 – 71% Fall 2024 – 71% SCC Black and African American student course success rates: Fall 2021 – 56% Fall 2022 – 57% Fall 2023 – 57% Fall 2024 – 60% (3) Fall-to-spring persistence rate (or persistence rate) is the percentage of students who enrolled at the college during Fall and returned during the subsequent Spring. Persistence is the final building block for student success, as it is an indicator signifying students' interest in continuing their education at the college. Over the last four years, from Fall 2020-Spring 2021 to Fall 2023-Spring 2024, the College's persistence rate has increased to 57%, as has that for the Black and African American students at the college. The numbers below indicate the persistence rate patterns for all students at the College (see "SCC overall persistence rates") and for African American students only (see "SCC Black and African American student persistence rates"): SCC overall persistence rates: Fall 2020 to Spring 2021 – 55% Fall 2021 to Spring 2022 – 53% Fall 2022 to Spring 2023 – 57% Fall 2023 to Spring 2024 – 57% SCC Black and African American student persistence rates: Fall 2020 to Spring 2021 – 54% Fall 2021 to Spring 2022 – 54% Fall 2022 to Spring 2023 – 57% Fall 2023 to Spring 2024 – 57% Improvement Plan The College's plans to improve persistence, time-to-degree or certificate completion, and graduation rates of Black and African American students meet the varying needs of full-time and part-time students. The College's strategies to improve outcomes for full-time students include: 1) empowering faculty through the Equity Dashboard, (2) a clear, structured two-year degree pathway leading to transfer degrees in three high-demand fields housed within an organizing structure in direct collaboration with the College's affinity-based programs; 3) a dual enrollment strand grounded in Umoja principles; 4) proactive and culturally responsive counseling; 5) academic and tutoring support; and 6) Zero Textbook Costs (ZTC) initiative and low-cost course materials expansion. 1.) Empowering faculty through the Equity Dashboard: At Sacramento City College, faculty are increasingly empowered to use data as a catalyst for advancing racial equity, particularly for Black students. In partnership with the Office of Planning, Research, and Institutional Effectiveness (PRIE), faculty have access to a dynamic, equity-centered data dashboard that disaggregates course success, retention, and completion metrics by race, gender, and modality. This tool has been instrumental in illuminating persistent barriers and informing targeted interventions. To ensure the data leads to meaningful change, the college offers ongoing professional development focused on data literacy, equity-minded teaching, and culturally responsive pedagogy. Faculty engage in workshops and coaching sessions that help them analyze their own course-level data, reflect on outcomes for Black students, and implement changes that promote belonging and academic success. This intentional use of data, coupled with robust professional learning, has underpinned instructional interventions to improve Black student course success and completion metrics. (2) A clear, structured two-year degree pathway leading to transfer degrees: CITY Scholars will be a clear, structured two-year degree pathway leading to transfer degrees in three high-demand fields: Administration of Justice (for careers in criminal justice, legal studies and social justice); Psychology (for careers in mental health, counseling, and behavioral sciences); and Business (for careers in management, entrepreneurship, and finance). Each of these degree pathways will be designed to align with transfer requirements and will be housed under the CITY Scholars umbrella in direct collaboration with SCC's affinity-based programs. CITY Scholars is designed to amplify, scale, and institutionalize promising practices for eliminating equity gaps in transfer through campus-wide partnerships, research-based strategies, and collaborations with four-year universities. It is not intended to replace or compete with existing programs but to increase their transfer capacity while the College's learning communities and affinity centers retain their agency and autonomy. While Puente, Umoja, RAZA, and ASHE offer select courses, CITY Scholars will provide full academic pathways, including complete ADTs, that will help guide students from entry to transfer. By pooling resources, expertise, and support, CITY Scholars will create a unified transfer pathway, adding value to the great work already being done. It will serve as an additional layer of support, increasing the transfer pipeline for disproportionately impacted students and ensuring they have access to a complete, culturally affirming degree pathway with the academic, financial, and emotional resources they need to succeed. The key components of CITY Scholars are: a) Culturally Affirming Two-year Transfer Readiness Pathways—The intent is to guarantee students will complete the degree

pathway in three years in Administration of Justice, Psychology, or Business, with a pre-designed flexible schedule that ensures they meet all CSU and UC transfer requirements. There will be emphasis on ensuring every student has a comprehensive educational plan. b) Cohort-Based Learning—Students will move through their block schedule courses in cohorts, fostering strong relationships. c) Faculty and Counselors Committed to Culturally Responsive Pedagogy and Service—CITY Scholar (CS) Fellows are faculty and counselors who opt-in to utilizing Culturally Responsive Pedagogy to teach, counsel, and coach CS Scholars to attain their stated goals. d) Holistic Student Services—CITY Scholars will work alongside Financial Aid, the Los Rios Foundation, EOPS, DSPS, and Basic Needs services to ensure students have financial, emotional, and academic support throughout their time at SCC. e) Strengthening Transfer Pipelines—CITY Scholars will cultivate a transfer-ready culture at SCC from the onset and establish strong partnerships with CSUs, UCs, HBCUs, and other minority-serving institutions. See additional detailed information about CITY Scholars in question number 13 (C).

(3) A dual enrollment strand grounded in Umoja principles: A dual enrollment strand grounded in Umoja principles will be integrated into the structure of the College's new office of Dual Enrollment and Early College Programs. To do so, we will build upon our initial and successful dual enrollment model funded by HSI funds and structured to increase college access and enrollment for our region's Latinx community. The BSI dual enrollment strand will increase partnerships with feeder schools that serve high numbers of Black and African American high school students and provide targeted trainings for partner high school counselors and instructional staff to: a) formulate academic pathways and enroll high school students in areas of the College that foster equitable outcomes for Black students and b) connect high school students to culturally affirming support services. In addition, focused outreach and support for high school seniors will provide a warm hand-off to RAZA, ASHE, NextUp, EOPS, and other affinity programs ensuring the fluid integration of dual enrollment students in receiving an education plan and course registration.

(4) Proactive and culturally responsive counseling: A proactive and culturally responsive counseling approach will ensure that first-time in college Black and African American students will enroll in transfer-level Math and English in their first year, complete a Student Educational Plan within the first semester, and follow their Ed Plans to stay on the path to completion or transfer. Grounded in equity-minded and culturally responsive practices, proactive counseling will ensure students are guided through educational milestones, work-based learning opportunities, and career transitions with personalized support. An important formula for building momentum in support of Black and African American student success is the partnership between counselors and Student Success Specialists. Specialists will provide targeted, proactive support to Black and African American students, with an emphasis on disproportionately impacted Scholars including those with disabilities. The Specialists support the work of counseling faculty by offering proactive, personalized assistance to students at critical points in their academic journey. This role supports academic and career momentum by assisting students with pathway navigation, access to essential wrap-around services, and connections to work-based learning experiences that promote financial stability, professional growth, and economic empowerment.

(5) Academic and tutoring support: Academic and tutoring support will be embedded throughout the student experience, building upon the College's existing academic support infrastructure. For example, students enrolled in ENGL C1000 with a corequisite course will receive targeted assistance to help them succeed in transfer-level English. This support includes instruction within the corequisite course and additional guidance from a Developmental Writing Assistant—a second faculty member who provides mentorship and supplemental academic support. Second, tutoring will be integrated into affinity centers, reinforcing a cohort-based, community-driven approach to academic success. Third, a supplementary instruction model, called PAL tutoring, will be integrated into gateway major courses to ensure student success on the major pathway. Lastly, in light of AB 1705, SCC has dedicated almost \$100,000 for Math faculty training and development to create a new innovative math course that humanizes math experiences for Black students.

(6) Zero Textbook Costs (ZTC) initiative and low-cost course materials expansion: The College will expand its ZTC initiative and use of and low-cost course materials by a) increasing the number of courses sections offering ZTC/Open Educational Resources (OER) for both general education and in discipline-specific sequential courses; b) decreasing 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; c) reducing student costs for supplemental items such as lab coats and kits, goggles, calculators, blue books, scantron forms, art supplies, etc.; and c) offering focused training and ongoing support toward the use of Open Educational Resources (OER), ZTC, and other opportunities to lower student expenses. Part-time Students Over half of the College's Black and African American students are part-time students. The College's plan to improve outcomes for part-time students applies the following strategies: 1) proactive and culturally responsive counseling focused on intensive analysis of transcripts to ensure completion of transfer-level English and Math and identify the shortest paths to completion and to help students adhere to Educational Plans; 2) flexible schedules and learning options; 3) enhanced academic support; 4) increased access to financial and other supportive resources; 5) the above-described dual enrollment strand grounded in Umoja principles to get Black and African American students on the path to completion early and cost-free; and 6) the above-described expansion of the Zero Textbook Costs initiative.

(1) Proactive and culturally responsive counseling: Using proactive and culturally responsive counseling methods, counselors will conduct intensive analysis of transcripts of part-time Black

and African American students to ensure completion of transfer-level English and Math and strategize the shortest paths to completion. Additionally, counselors will meet with students to ensure they have Educational Plans toward degree completion in a defined timeline, ensuring chosen courses are in the student's area of interest and that students understand how their plan will lead them to their career, transfer, and personal goals. As described above, Student Success Specialists will partner with counselors to help maintain connections with students throughout the semester by checking in with students periodically, reaching out to students who have stopped attending class or are struggling, and facilitating students' applications for awards when they have completed degree and/or certificate requirements. These efforts will be supported by 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, and "Spring Forward" re-enrollment and persistence campaigns.

(2) Flexible course schedules: To better serve part-time students who often have work, family, and other responsibilities, the College will continue to pilot flexible course schedules in academic programs that align with regional workforce demands and lead to living-wage employment. Flexible courses have already been implemented in high-demand programs, such as Optical Technology, Industrial Maintenance Mechanical Technician, and Heating, Ventilation, and Air Conditioning (HVAC), including evening, weekend, and hybrid options, ensuring that students will be able to complete their educational program in a timely manner. With the BSI designation, the College will build on these successes to improve access and reduce administrative barriers for 25+ year old, working, Black and African American adult learners by delivering a focused academic plan that includes alternate course scheduling, compressed scheduling, and multiple course modalities. We will increase the percentage of Black students in high-demand programs to reach proportional equity through targeted and intentional communication about campus programs and support services, opportunities for Black students to explore their educational options—providing a clear understanding of course sequences, program goals, and career and transfer options—and targeted community and industry outreach to increase access for Black students in these programs.

(3) Enhanced academic support: The College will provide enhanced academic support for Black and African American students who work through Career Services and academic divisions. We will build on our current ecosystem of career readiness and academic support and design culturally responsive support services to increase engagement, foster confidence, and connect students to viable career pathways. We will continue to hire and train dedicated academic support staff who understand the needs of non-traditional students to support academic progress and successful program completion. Through high-touch instruction, employer engagement, and hands-on learning opportunities, the College will equip Black and African American adult students with the tools needed to navigate college and career transitions successfully.

(4) Access to financial, technology, and other supportive resources: Recognizing that academic success is closely tied to basic stability, the College will prioritize increased access to financial, technology, and other supportive resources. SCC already has a holistic approach to supporting students—particularly useful for adult learners who often face heightened barriers related to financial insecurity, caregiving responsibilities, and access to essential resources. These efforts focus on alleviating common barriers such as food insecurity, financial hardship, and lack of access to learning materials and technology so adult learners can remain focused on their educational and career goals. Programs and services including Panther Cares, which addresses basic needs insecurity, textbook lending libraries, just-in-time financial aid support, and scholarships will be integrated into Black and African American part-time students' experience at the College. Access to reliable technology and tailored instructional support is also essential for adult learners navigating digital learning environments and skills-based programs. The College will continue to prioritize targeted investments in both infrastructure and personnel to help reduce barriers to Black and African American student participation and promote their success—particularly in career-technical programs that require hands-on engagement and equipment. These supports are designed not only to meet immediate academic needs but also to empower learners with the tools and confidence required to thrive in the modern workforce.

Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.

Academic Goals Within the open-access California Community College system, students have the freedom to attend any college they want and whenever they want. It is common for students at SCC to attend neighboring colleges, but this flexibility afforded to students also invites the risk that students may not consistently complete coursework at SCC, hence negatively impacting students' retention, degree completion, and graduation. Focusing on several early momentum metrics to closely monitor students'—and specifically our Black and African American students'—academic progress can help ensure that students achieve high retention, complete degrees, and graduate. These momentum metrics include students' course drops, course success, and fall-to-spring persistence. The following goals for each

metric are designed to ensure that Black and African American students' performance is at least as competitive as that of the College. Hence, for metrics in which Black and African American students have experienced lower outcomes in Fall 2024 relative to that of the College, the five-year goal for these students is to reach the College's Fall 2024 performance levels, effectively closing the gap in outcomes between Black and African American students and the College. (1) Course drop rate goal Because the College's overall course drop rate in Fall 2024 was 15% while the Black and African American student course drop rate was 19%, closing this gap means that African American students' course drop rate would need to decrease by approximately 1 percentage point annually. The numbers below indicate the course drop rate goals for Black and African American students. Goal for SCC Black and African American student course drop rates: Fall 2025 – 18% Fall 2026 – 17% Fall 2027 – 16% Fall 2028 – 16% Fall 2029 – 15% (2) Course success rate goal Because the College's overall course success rate in Fall 2024 was 71% while the Black and African American student course success rate was 60%, closing this gap means that Black and African American students' course success rate would need to increase by approximately 2.3 percentage points annually. The numbers below indicate the course success rate goals for Black and African American students. Goal for SCC Black and African American student course success rates: Fall 2025 – 62% Fall 2026 – 64% Fall 2027 – 67% Fall 2028 – 69% Fall 2029 – 71% (3) Fall-to-spring persistence rate (or persistence rate) goal Although the college's overall persistence rate and the persistence rate for Black and African American students were both 57% from Fall 2023 to Spring 2024, indicating no current disparity, this parity should not be viewed as a static success. Given the historical and systemic challenges that have contributed to lower persistence among Black students, it is critical that the college remains intentional in its efforts. Sustaining and improving Black student persistence over the next five years is essential to ensuring this equity milestone is not only maintained but strengthened. With targeted interventions such as City Scholars, adult learner-focused strategies, and the expansion of short-term, stackable workforce-oriented CE programs, our overarching aim is to improve persistence rates for all students—particularly Black and African American students. These efforts are part of a broader commitment to strengthening completion and transfer outcomes. At the same time, we acknowledge the ongoing challenge of understanding why students stop out, which we continue to investigate through disaggregated data and student voice. The numbers below indicate the persistence rate goals for Black and African American students. Goal for SCC Black and African American student persistence rates: Fall 2025 to Spring 2026 – 57% Fall 2026 to Spring 2027 – 59% Fall 2027 to Spring 2028 – 61% Fall 2028 to Spring 2029 – 63% Fall 2029 to Spring 2030 – 65%

Improvement Plan The College's plan to address equity gaps in retention, time-to-degree or certificate completion, and graduation rates experienced by Black and African American students is designed to reach the metric goals described above. According to institutional research, top reasons students drop classes or do not succeed in classes include mental and physical health issues, needing to prioritize work or dependent care, expense of course materials, and several reasons directly related to the learning environment. These reasons include students not feeling like they were learning in class, not being able to keep up with the pace of the class, not having a place to study, and not thriving in an online environment. Our improvement plan aims to address these issues by employing all of the strategies described above: 1) a clear, structured two-year degree pathway leading to transfer degrees in three high-demand fields housed within an organizing structure in direct collaboration with the College's affinity-based programs; 2) a dual enrollment strand grounded in Umoja principles; 3) proactive and culturally responsive counseling; 4) academic and tutoring support; 5) Zero Textbook Costs (ZTC) initiative and low-cost course materials expansion; 6) flexible schedules and learning options; and 7) increased access to financial and other supportive resources. In addition, a critical component of our plan is to expand on our historically strong DEIA faculty professional development programming focused on growing the capacity of equity-minded faculty to impact equitable course outcomes for Black and African American students and students in other historically disproportionately impacted groups, especially those students in their first year of college. Our professional development efforts will focus on upskilling faculty who teach our most popular GE courses, including but not limited to Math and English. In addition to providing inclusive and equitable learning environments for students who are disproportionately impacted, faculty trained through these professional development opportunities will play key roles during the academic year in peer training. Our four professional development programs and communities of practice described below are: 1) Equity Pathways; 2) Teachers 4 Equity; 3) New Faculty Academy; and 4) Linguistic Justice Community of Practice. (1) Equity Pathways: Equity Pathways offers equity-centered professional development to adjunct faculty and adjunct counseling faculty on culturally responsive pedagogy and evidence-based practices to support overall course success rates for disproportionately impacted students. Equity Pathways trains up to 12 part-time faculty per semester, and a total of 36 faculty members have participated to date. Thus far, the institution has invested \$210,000 in this effort. The Equity Pathways Program has the following major goals: a. Increase adjunct faculty participation in equity-focused professional development. b. Increase overall course success rates for disproportionately impacted students in classes taught by EP participants. c. Increase faculty professional confidence and competency in the use of equity data to inform decision-making in instructional practice. d. Provide faculty opportunities to learn and apply discipline-specific and discipline-adjacent equity-focused pedagogical techniques in their course. e. Provide faculty opportunities to establish collegial connections, support networks, and

communities of practice within and across disciplines. f. Provide coaching and support to faculty in reviewing individual course success metrics of disproportionately impacted students, and developing action plans to incorporate new pedagogical approaches to address gaps in student outcomes. (2) Teachers 4 Equity: The objective of Teachers 4 Equity (T4E) is to create an equity-focused teaching and learning community by providing an incubator for faculty to engage in work fostering student equity in the classroom and supporting environment. Each year, a cohort of full-time faculty participates in T4E, and the goal of the program is to increase the course success and retention rates of students who are historically disproportionately impacted at the College and close equity gaps with a special focus on students who are in their first year at college. Equity-minded practitioners who experience this training develop and grow curricular and instructional strategies they use to impact: equitable course outcomes within a community that will support successful implementation of those strategies; ongoing professional growth; and transformation of department practices to shift the culture of academic departments to center equity. T4E is in its 10th year at the College and is a key component of the College's cultural change toward equity. To sustain this program, the College invests 0.6 FTE annually for faculty coordination and \$2,000 for participant stipends. Each year, approximately, 10-15 faculty participate, and T4E has trained a total of approximately 100 full-time and partime faculty since the program's inception. (3) New Faculty Academy: Sacramento City College's New Faculty Academy (NFA) is a faculty onboarding and development program designed to foster equity-driven teaching and collegial collaboration. The College invests \$150,000 annually for NFA faculty coordination as well as .2 FTE reassign time in the Fall for every new faculty member who participates. Here's what makes the NFA significant: • Mission & Focus: NFA aims to catalyze transformative change starting in the classroom, promoting culturally responsive teaching, innovation, and outcomes that benefit all students—especially those from historically underserved backgrounds • Professional Learning Experience: The program builds community among new faculty ("NFAers"), supporting relationship-building and reflective practice through retreats, workshops, and peer learning events. The goal is to bridge divides highlighted by the pause during the pandemic through reconnection and reorientation as educators. • Institutional Commitment: NFA reflects the college's dedication to equity and anti-racist pedagogy. Participants explore strategies for inclusive teaching that address diverse learner needs and are tied to broader district-level equity goals and faculty ethics. • Ongoing Engagement: Former participants continue as alumni, reconnecting at reunions and retreats (e.g., the August 2023 reunion), ensuring the academy's impact grows beyond initial onboarding . Why This Work Is Important for Black Students at Sacramento City College • Equity-Centered Teaching: Helps new faculty design courses and interactions that reduce opportunity gaps. • Collaborative Culture: Empowers a network of faculty committed to equity and innovative practice. • Sustainable Impact: Embeds inclusive teaching as part of the institutional norm, not a one-time training. (4) The Linguistic Justice Community of Practice aims to dismantle educator biases around language. This community of practice works to empower all student voices and language through faculty and staff development through exploration of linguistic justice issues and ongoing support and discussion as participants apply these concepts in the classroom. The goal of the project is to increase success rates in transfer-level English for Black and African American and Latinx students. The Linguistic Justice Community of Practice grew out of professional development experiences of SCC English faculty, and since it began, participation has grown and the College has invested \$32,000 annually to support the faculty coordination that helps sustain the program.

Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students.

Institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students at Sacramento City College include: Charters and affiliations to organizations A²MEND Student Charter: SCC is affiliated with the African-American Male Education Network & Development (A²MEND), which establishes student charters to create affirming environments where African American male students and other men of color can thrive. These charters aim to improve academic success and develop culturally competent student leaders. Umoja-SBA: Umoja-SBA is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. It focuses on nurturing intellectual and spiritual growth in a communal space. Student Organizations Black Student Union (BSU): The BSU at SCC aims to challenge and enlighten Black students with cultural ideologies, promote unification and solidarity, create economic opportunities, and serve as a liaison between Black students and campus administration. It also represents and involves Black students in political and community matters. Sistas Helping Each other (S.H.E.): S.H.E. is a student-led organization at SCC committed to empowering African American women through mutual support, academic success, and community engagement. Operating under SCC's Student Associated Council, S.H.E. provides a platform for Black women to connect, share experiences, and foster leadership.

Attach your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within

the five-year period of the initial designation as a California Black-Serving Institution. The strategic plan should include, but not be limited to, all the following: (A) a mission statement that addresses the applicant's commitment to serve Black and or African American students; (B) outreach services to potential Black and or African American students; (C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events; (D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded; (E) an outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black Serving Institution goals.

1. [752060-143404975-SCC-BSI-Strategic-Plan-002.docx](#)

4-year College/University applicants submit the following for the previous three academic years: (A) Submit graduation rates for the previous three academic years for all students within the normal time and up to 150 percent of the normal time to degree completion. (B) Submit graduation rates for Black and African American students, within the normal time and up to 150 percent of the normal time to degree completion.

Community College applicants submit the following for the previous three academic years: (A) The number of degree and certificate programs completed by all students, and by Black and or African American students. (B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion. (C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

1. [752060-143405137-Copy-of-PRIE-Q14_responses-5.19.2025.docx.pdf](#)

Please Submit a certification, in writing, by the chief administrative officer of the college or university, of the applicant's commitment to address Black and African American student success that is consistent with the applicant's mission.

1. [752060-146850640-BSI-Commitment-Cert-SCC.pdf](#)

Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment.

At Sacramento City College, a wide range of campus resources are intentionally designed to promote equity and inclusion for Black and African American students. These programs and services aim to support academic success, affirm cultural identity, and foster a sense of belonging throughout the student experience. Academic support programs that have already been described above in our response to 13 (C) include: Black Student Success Initiative (BSSI); First Year Experience; the Ghana Study Abroad Program, a partnership with PACE, Umoja, and Global Studies; tutoring; Umoja learning community; and Zero Textbook Cost (ZTC)/Open Educational Resources (OER) initiative. The College also dedicates resources to our Black and African American cultural center, the ASHÉ Center, also listed in 13 (C). The African American Student Healing and Empowerment (ASHÉ) Center serves as a safe and affirming space for students of African descent. It provides holistic support—including peer mentorship, wellness resources, academic advising, and cultural enrichment activities—while fostering community and identity development. Mentorship opportunities include: ● A²MEND Student Charter: SCC is affiliated with the African American Male Education Network and Development (A²MEND), a statewide organization supporting the success of Black male students. The student charter provides mentorship from faculty and community leaders, peer networking, and leadership training. ● SHE (Sistas Helping Each Other): A student organization centering the experiences of African American women, SHE fosters sisterhood, empowerment, and academic success. Members engage in peer support, workshops, leadership activities, and community service. Student organizations are described in our response to number 12 and include the Black Student Union (BSU) and SHE (Sistas Helping Each Other). Financial aid initiatives designed to create an inclusive and supportive campus environment include: ● Scholarships and Financial Equity & Literacy Workshops: SCC offers targeted scholarship opportunities and hosts workshops tailored to students of color, covering topics such as FAFSA completion, financial planning, and debt management. ● Book Voucher Programs: Through equity-based programs like BSSI and Umoja, eligible students may receive textbook assistance to reduce financial barriers to academic success. Finally, additional institutional efforts that support the success of Black and African American students are: ● Black Student Success Workgroup: A cross-functional campus team focused on identifying barriers, advancing initiatives, and

coordinating resources to improve outcomes for Black students. • Student Equity & Success Council: SCC's participatory governance body charged with ensuring the integration of equity principles in institutional planning, policy, and practice.

Include any additional information that the governing board should consider in evaluating your institution's readiness to be identified as a Black Serving Institution.

Please consider the following documents in your evaluation of SCC's readiness to be identified as a Black Serving Institution: A letter of support from SCC's major constituency groups, including the Academic Senate, the Classified Senate, the Associated Student Government, and the Senior Leadership Team: May 23, 2025 To the California State BSI Designation Review Committee: We, the undersigned representatives of the Academic Senate, Classified Senate, Associated Student Government, and Senior Leadership Team of Sacramento City College, write with full and unified support of our institution's application for designation as a California Black-Serving Institution (BSI). At Sacramento City College, equity is not simply an ideal; it is a mandate that shapes each facet of our work. With 2,167 Black/African American students representing over 10% of our student body in Fall 2024, our commitment to their success is unwavering and long-standing. The BSI designation would validate and strengthen our institution's mission to provide a supportive learning environment that empowers all students to achieve their goals, especially those who have been historically marginalized. Each of our governance bodies affirms this commitment: · The Academic Senate has led efforts to embed culturally responsive pedagogy into course design and to expand professional development through initiatives like Equity Pathways, Teachers 4 Equity, and the Linguistic Justice Community of Practice, Cluster Hiring to improve diverse representation among faculty, partnered with district leadership on integrating equity reflections in faculty performance review processes and drafted multiple resolutions specific to equity and anti-racism. · The Classified Senate has been instrumental in building student-centered supports that advance retention, belonging, and success, including Panther Cares, ASHÉ, and the Pulse Resource Center. · The Associated Student Government—through organizations like the Black Student Union and S.H.E. (Sisters Helping Each Other) continues to amplify student voices, advocate for campus-wide inclusion, and promote leadership among Black scholars. · The Senior Leadership Team has aligned collegewide goals, strategic resource planning, and intersegmental partnerships around measurable improvements in early momentum metrics for Black students. Together, we embrace our collective responsibility to champion anti-racism, dismantle barriers and close equity gaps. Through initiatives like CITY Scholars, Umoja-SBA, ASHÉ, and BSSI, we are building intentional pipelines, culturally relevant pathways, and student-centered support that reflect the values of a Black-Serving Institution. Our five-year academic equity goals focus on reducing course drop rates, increasing course success, boosting persistence, and expanding the successful completion of transfer-level English and math, all with benchmarks that directly address current disparities. We see the BSI designation not as a finish line, but as an opportunity to deepen our accountability, scale what works, and continue reimagining what is possible for Black student excellence at Sacramento City College. Thank you for your consideration and vision in launching this effort. In support and solidarity, Amy Strimling President, Academic Senate Carmen Hirkala President, Classified Senate Nathaniel Petueli President, Student Associated Council Dr. Rose Giordano Chair, Senior Leadership Team

An applicant is eligible for designation if the applicant meets all the following requirements:

- (1) Has at least 10 percent of the college's or university's enrolled student population identifying as Black and or African American students or has at least 1,500 Black and or African American students enrolled at the college or university.
- (2) Submits an initial or renewal application, as applicable, to the Statewide Central Office for the Advancement of Black Student Success on or before the application deadline

[Privacy](#)

Sacramento City College Strategic Plan for Black Student Success and Academic Equity (2025–2030)

Mission Statement

At Sacramento City College, we are unwavering in our commitment to advancing the success, well-being, and sense of belonging of Black and African American students. Guided by our core values of equity, inclusion, and educational justice, we intentionally address the systemic barriers that have historically limited opportunities for Black students in higher education.

We champion culturally responsive teaching, provide targeted academic and basic needs support, invest in professional development for faculty and staff, and cultivate learning communities and affinity spaces that affirm Black identity and excellence. Through robust partnerships with local high schools and community-based organizations, we extend our impact beyond campus and into the communities we serve.

This work is integral to our broader institutional mission: to provide a supportive learning environment that empowers all students to reach their educational and career goals. We believe that achieving this vision requires centering the experiences of disproportionately impacted students—especially Black students—to ensure they not only enroll, but thrive, persist, and graduate with purpose, pride, and power.

Outreach Services to Potential Black and African American Students

To build a strong, sustained pipeline of Black students, SCC engages in intentional, culturally responsive, community-based outreach, to connect with and support potential Black and African American students. These efforts include:

- **Targeted High School Partnerships:** Collaborations with high schools that serve a significant population of Black students, including presentations, workshops, dual enrollment, and application support.
- **Community-based Engagement:** Participation in cultural events, faith-based programs, and Black student achievement conferences to build trust and visibility in the community.
- **Umoja and Black Student Success Outreach:** Dedicated outreach staff who promote the college's Umoja program and other culturally relevant learning communities designed for Black students.
- **Rock the School Bells Hip Hop Pedagogy Conference:** This conference aligns with SCC's Equity Theory of Change by fostering safe and affirming spaces across the

college. It supports culturally responsive practices and promotes a sense of belonging for disproportionately impacted student populations, hosting hundreds of high school students annually.

- Peer Ambassadors: Current Black students serve as ambassadors to share authentic experiences and provide peer-to-peer support during the student experience.
- Bridge and Summer Transition Programs: Culturally relevant summer programs (Black Academy) focused on college readiness, belonging, and academic preparation for incoming Black students.

Existing Academic and Basic Needs Support Services

To support the persistence, retention, and success of Black and African American students, the college provides a range of the following resources. (For more detail about these referenced programs and resources, see the glossary that begins on page 6.)

Academic Support

To support the persistence, retention, and success of Black and African American students, the college provides a range of academic and support services:

- African American Resource Guide
- ASHÉ Center
- Black Academy
- Black Student Success Initiative (BSSI)
- Celebration of Excellence and Achievement for Students of African Descent
- Dedicated Counselors and Faculty
- DEI Tutor Training
- First Year Experience (FYE)
- HBCU Caravan Host Campus
- HBCU Transfer Workshops
- Pathway to African-Centered Education (PACE)
- Pulse Resource Center
- Student Leadership and Advocacy Development
- Tutoring
- Umoja Program and Learning Community
- Zero Textbook Cost (ZTC) and Open Educational Resources (OER)

Basic Needs Resources

Panther Cares is Sacramento City College's centralized hub for basic needs support, providing vital resources that directly address barriers to Black student persistence and success. Targeted services include:

- Emergency Financial Assistance
- Housing Support
- Food Access
- CalFresh Enrollment Support
- Technology Equity
- Educational Materials & Essentials
- CityHub Connection
- Mental Health and Wellness Services

CITY Scholars Transfer Institute

CITY Scholars is a transfer-readiness program designed to close equity gaps in transfer for Black and African American and other marginalized students. Features include:

- Two-year ADT pathways
- Embedded academic, financial, and wellness support
- Formal transfer agreements, including a pathway to Sacramento State's Black Honors College
- Dual enrollment, professional development, data-sharing, and wraparound services

Planned Allocation of Resources (2025–2030)

Sacramento City College (SCC) has committed substantial ongoing support to improve outcomes for Black students, particularly in degree and certificate attainment. During the initial five-year designation period, SCC will continue to allocate significant resources annually to a broad range of programs specifically designed to promote academic success, cultural affirmation, and holistic student development. The following programs will receive annual SEAP funding allocations consistent with their 2025–2026 levels:

- A2MEND – \$50,000
- Ashe Center/Umoja – \$198,800
- Black Academy – \$15,000
- BSSI – \$254,895
- Celebration of Excellence – \$10,000
- City Scholars - \$500,000
- DEI Tutor Training – \$13,500
- HBCU Tours – \$26,000
- Linguistic Justice Community of Practice – \$32,000
- New Faculty Academy (NFA) – \$150,000
- PACE – \$203,000
- PULSE – \$55,000
- Rock the School Bells – \$52,500

- Teachers for Equity (T4E) – \$80,000

Additional Funding

In addition to the above-mentioned SEAP Funding allocations, The City Scholars transfer readiness pathways has secured \$237,049 through the Sacramento K-16 Collaborative grant to assist with funding in support of Black Student success. These investments represent SCC's long-term commitment to advancing equity and eliminating achievement gaps for Black students. Each funded initiative is aligned with the College's strategic priorities and focused on increasing retention, completion, and transfer outcomes through culturally responsive support services and educational experiences.

Use of Existing Resources

Sacramento City College is committing \$1,640,695 in SEAP resources as to advance equity and anti-racism, with a clear focus on improving outcomes for Black students. In addition to SEAP resources, general and grant funded resource support (including non-monetary) include: faculty FTE for Umoja coordination and instruction; Black Student Success Initiative (BSSI) coordination and classified support; and facilities, custodial, and public safety resources. Our plan emphasizes data-informed decision-making and prioritizes resources for projects that directly address the needs and experiences of disproportionately impacted student groups, especially Black students. Based on College equity data, SEAP funded activities aim to help reduce disproportionate impact and enhance or expand services to students who have been identified as disproportionately impacted. Funding priority is given to projects that center the needs and experiences of Black students.

SCC's SEAP-funded professional development efforts aim to achieve specific outcomes, including:

- Increased Transfer Rates: Enhancing the number of Black students transferring to four-year institutions.
- Improved Course Completion Rates: Raising the successful course completion rate of transfer-level English and math courses for first-time-in-college Black students.
- Enhanced Persistence: Boosting fall-to-spring persistence rates for Black students.

Key Outcomes to Monitor

- Increase in transfer-ready Black students
- Closing equity gaps in Math and English success
- Improved persistence rates for Black students

- Improved academic support access through ZTC and tutoring innovations

Conclusion

Sacramento City College's strategic plan as a Black Serving Institution is rooted in action, accountability, and transformation. We are committed to resourcing, institutionalizing, and scaling programs that meet the needs of Black and African American students, who deserve to be seen, supported, and celebrated at every step of their academic journey.

Glossary of Referenced Programs and Resources

- **African American Resource Guide:** An online comprehensive guide providing resources and information pertinent to African American students at SCC.
- **ASHÉ Center:** The ASHÉ Center promotes cultural, social, physical, and mental development for students of African descent, enriching the entire community.
- **Black Academy:** Culturally relevant summer transition programs focused on college readiness, belonging, and academic preparation for incoming Black students.
- **Black Student Success Initiative (BSSI):** BSSI is a program within SCC's General Counseling that supports Black and African American students not served by other programs. It offers academic counseling, book voucher assistance, workshops, and cultural events to promote retention and community building.
- **Celebration of Excellence and Achievement for Students of African Descent:** An annual event recognizing students who are receiving degrees/certificates and/or transferring to four-year universities.
- **CITY Scholars:** CITY Scholars is a new transfer-readiness program at Sacramento City College (SCC) designed to close equity gaps in transfer for Black and African American and other marginalized students. The model includes: (1) entry via dual enrollment, first-time-in-college students, or adult learners; (2) two-year ADT pathways; (3) embedded academic, financial, and wellness support; and (4) formal transfer agreements, including a pathway to Sacramento State's new Black Honors College.
- **Community-based Engagement:** Participation in cultural events, faith-based programs, and Black student achievement conferences to build trust and visibility in the community.
- **Culturally Relevant Tutoring:** Tailored academic support with tutors who understand and affirm the lived experiences of Black students. This includes embedded tutoring and support classes that provide targeted assistance to support student success required math and English courses. Further, we offer embedded tutoring in some of our gateway classes to focus on making sure that Black students are successful. Early data, particularly for our English embedded tutoring, has shown improved rates of success for Black students. We are using the same model in math and anticipate it will yield similar results. We have expanded this model to some other gateway courses like Chemistry. Additionally, as part of efforts to support the success of our Black students, we have co-located tutoring. In the past, students had to visit multiple locations around campus to get tutoring (i.e, math tutoring was in one building while English was in another). We have found that the co-location makes it easier for students to utilize tutoring to support their academic success.
- **First Year Experience (FYE):** FYE is a student success initiative that provides comprehensive academic and personal support to first-time college students, many of whom are Black, first-generation, and from historically underserved

communities. FYE is intentionally designed to build a strong foundation of belonging, cultural affirmation, and academic readiness, which are critical to increasing persistence and completion for Black students. Over the past 10 semesters, FYE has shown measurable impact, particularly for Black students. Data show that Black first-time-in-college (FTIC) students who participated in FYE had an overall course success rate of 55%, compared to 43% for Black FTIC students who did not participate. While this still falls short of the college-wide FTIC success rate of 70%, the data indicate that FYE is making meaningful progress in narrowing equity gaps. At SCC, FYE offers: culturally affirming learning experiences, tutoring & academic coaching, book & supply assistance, community engagement and Dedicated counseling support.

- **HBCU Caravan Host Campus:** SCC proudly serves as a host campus for the California Community Colleges to Historically Black Colleges and Universities (HBCU) Transfer Caravan. This event is part of a statewide effort to expand transfer access and create meaningful pathways for students seeking to continue their education at HBCUs. The Caravan brings representatives from a wide range of HBCUs directly to SCC, providing students especially those from historically underrepresented backgrounds with the opportunity to explore academic programs, learn about admissions requirements, and engage in conversations about campus life and culture at HBCUs. The goal is to support student success, promote equitable transfer outcomes, and affirm the value of culturally responsive higher education opportunities.
- **HBCU Transfer Workshops:** Host HBCU transfer workshops covering: Application processes and eligibility for the HBCU Transfer Guarantee; Financial aid and scholarship resources, and academic preparation and program alignment for seamless transfer.
- **Linguistic Justice Community of Practice:** Linguistic Justice Community of Practice is a professional learning group that equips faculty and staff to honor and incorporate students' diverse linguistic needs into teaching and communication practices. This initiative promotes anti-racist pedagogy, challenges deficit language ideologies, and affirms the cultural and linguistic assets of Black and other marginalized students.
- **New Faculty Academy (NFA):** New Faculty Academy (NFA) is a year-long onboarding and professional development program designed to support new full-time faculty in their first year at Sacramento City College. NFA emphasizes equity-minded teaching, student engagement, and institutional knowledge while fostering a sense of belonging and accountability for advancing student success, particularly for disproportionately impacted groups.
- **Panther Cares:** Panther Cares is Sacramento City College's centralized hub for basic needs support, providing vital resources that directly address barriers to Black student persistence and success. Grounded in the college's equity commitment, Panther Cares is a critical tool in countering the systemic and socio-economic challenges that disproportionately affect Black and African American students. Targeted Support Services include: emergency financial

assistance, housing support, food access, cal fresh enrollment, technological equity, textbook vouchers, online resources and mental health services.

- **Peer Ambassadors:** Use of current Black students as ambassadors to share authentic experiences and provide peer-to-peer support during the student experience.
- **Pulse Resource Center:** A center created to make interpersonal connections with Black students and establish direct relationships with SCC programs and departments.
- **Rock the School Bells—Hip Hop Pedagogy Conference:** This conference aligns with SCC's Equity Theory of Change by fostering safe and affirming spaces across the college. It supports culturally responsive practices and promotes a sense of belonging for disproportionately impacted student populations, hosting hundreds of high school students annually.
- **Targeted High School Partnerships:** Collaborations with high schools that serve a significant population of Black students, including presentations, workshops, dual enrollment, and application support.
- **Teachers for Equity (T4E):** Teachers for Equity (T4E) is a faculty learning community focused on equity-based curriculum development and instructional practices. T4E provides structured opportunities for instructors to reflect on their teaching, engage in cross-disciplinary dialogue, and redesign courses using culturally responsive frameworks to improve learning outcomes for Black and other underserved student populations.
- **The Pathway to African-Centered Education (PACE):** The Pathway to African-Centered Education (PACE) at Sacramento City College is an initiative aimed at enriching the educational experience of students of African descent. It does so by integrating African and African American cultural perspectives into the curriculum and campus life. While not a standalone program, PACE operates in close collaboration with the ASHÉ Center, SCC's cultural engagement hub that supports the academic, social, and personal development of students of African heritage. One of PACE's most impactful offerings is a transformative study abroad opportunity to Ghana, West Africa. Developed in partnership with SCC's Global Studies Department and the Umoja-SBA learning community, this program allows students to explore Ghana's rich cultural landscapes in cities such as Accra, Cape Coast, and Kumasi. Participants visit historic sites like the Cape Coast Castle and engage in critical discussions on the African diaspora, Pan-Africanism, and cultural identity. The study abroad experience is structured to offer academic credit, with coursework grounded in African and African American studies. By combining classroom instruction with immersive, real-world experiences, students gain a deeper, more comprehensive understanding of global issues through an African-centered lens.
- **Umoja and Black Student Success Outreach:** Dedicated outreach staff who promote the college's Umoja program and other culturally relevant learning communities designed for Black students.

- **Umoja Program and Learning Community:** A culturally responsive learning community offering linked courses, dedicated and proactive academic counseling, mentoring, and a sense of belonging rooted in African and African American perspectives. At SCC, Umoja also includes leadership development and field trips to colleges and cultural sites.
- **Zero Textbook Cost (ZTC) and Open Educational Resources (OER):** The college has supported Black and African American students by spending over \$250,000 to provide class materials for students at no cost. The College has used grant funds to help support faculty who create OERs and to buy sets of textbooks for classes in areas where textbooks costs have been high. For example, the textbook for calculus has cost \$200. Many students could not afford this and were therefore unable to have the materials they needed to succeed in this required course. By purchasing class sets, students have been able to have the resources they need to be successful, and it has improved retention and success rates. The College will dedicate another \$300,000 to help support our most marginalized students. We anticipate supporting the courses/faculty in the CITY Scholars program to be sure students have access to ZTC/OER materials.

14. Community College applicants submit the following for the previous three academic years: (A) The number of degree and certificate programs completed by all students, and by Black and or African American students. (B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion. (C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

(A) The table below shows the number of degree and certificates, or all awards, earned by all SCC students and only SCC Black/ African American students during the 2021-2022, 2022-2023, and 2023-2024 academic years.

Awards Earned	2021-2022		2022-2023		2023-2024	
	All SCC students	SCC Black/ African American students	All SCC students	SCC Black/ African American students	All SCC students	SCC Black/ African American students
Associate Degrees	1884	148	1594	133	1664	154
Certificates	391	30	398	23	488	47
Total awards	2275	178	1992	156	2152	201

Notes:

- Associate Degrees include Associate of Arts (A.A.), Associate of Sciences (A.S.), Associate of Arts for Transfer (A.A.-T), and Associate of Sciences (A.S.-T) degrees.
- Certificates include those of varying unit counts offered.

(B) Degree completion among all SCC students and only SCC Black/ African American students within normal time and up to 300 percent of normal time are shown below.

Number of students who earned an associate degree within normal time (or two years):

Year in which Associate Degree was Awarded	All SCC students	SCC Black/ African American students
2021-2022 ^a	78	2
2022-2023 ^b	71	5
2023-2024 ^c	70	2

Notes:

- ^aStudents who were awarded a degree this year were first-time-in-college SCC students in Fall 2020.
- ^bStudents who were awarded a degree this year were first-time-in-college SCC students in Fall 2021.
- ^cStudents who were awarded a degree this year were first-time-in-college SCC students in Fall 2022.

Number of students who earned an associate degree within 150 percent of normal time (or three years):

Year in which Associate Degree was Awarded	All SCC students	SCC Black/African American students
2021-2022 ^a	106	6
2022-2023 ^b	142	10
2023-2024 ^c	129	9

Notes:

^aStudents who were awarded a degree this year were first-time-in-college SCC students in Fall 2019.

^bStudents who were awarded a degree this year were first-time-in-college SCC students in Fall 2020.

^cStudents who were awarded a degree this year were first-time-in-college SCC students in Fall 2021.

Number of students who earned an associate degree within 200 percent of normal time (or four years):

Year in which Associate Degree was Awarded	All SCC students	SCC Black/African American students
2021-2022 ^a	73	5
2022-2023 ^b	77	6
2023-2024 ^c	94	11

Notes:

^aStudents who were awarded a degree this year were first-time-in-college SCC students in Fall 2018.

^bStudents who were awarded a degree this year were first-time-in-college SCC students in Fall 2019.

^cStudents who were awarded a degree this year were first-time-in-college SCC students in Fall 2020.

Number of students who earned an associate degree within 300 percent of normal time (or six years):

Year in which Associate Degree was Awarded	All SCC students	SCC Black/African American students
2021-2022 ^a	408	22
2022-2023 ^b	475	29
2023-2024 ^c	403	26

Notes:

^aStudents who were awarded a degree this year were first-time-in-college SCC students in Fall 2016.

^bStudents who were awarded a degree this year were first-time-in-college SCC students in Fall 2017.

^cStudents who were awarded a degree this year were first-time-in-college SCC students in Fall 2018.

(C) The table below shows the number of students—both all SCC students and only Black/African American students—who transferred to a four-year institution: University of California (UC) or California State University (CSU) during the 2021-2022, 2022-2023, and 2023-2024 academic years.

Transfer Destination	2021-2022		2022-2023		2023-2024	
	All SCC students	SCC Black/African American students	All SCC students	SCC Black/African American students	All SCC students	SCC Black/African American students
CSU	889	64	796	69	810	59
UC	251	16	242	17	245	17
Total transfers	1140	80	1038	86	1055	76

Notes:

- Transfer numbers presented in the table above are extracted from information provided by the CSUs (accessible at <https://www.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx>) and UCs (accessible at <https://www.universityofcalifornia.edu/about-us/information-center/admissions-source-school>).
- The number of student transfers, as presented in the table above, provides a more accurate depiction of SCC's student movement to a four-year institution than a transfer rate. Because California Community Colleges are open access and welcome diversity in students' academic goals (e.g., discovering career interests, acquiring or updating job skills, and earning an associate degree only), students often indicate educational goals that evolve quickly. Therefore, accurately identifying a group of students whose goal is to transfer to a four-year institution—and using this population in a transfer rate calculation—is challenging and likely misrepresents the success of the college and the students.

June 3, 2025

To the Reviewing Committee:

I am honored to provide this certification of commitment—on behalf of this institution and on my own behalf—to address Black and African American student success at Sacramento City College. My colleagues and I are putting together this application to be designated a Black Serving Institution with humility and dogged determination to serve our students as well as we possibly can.

My commitment as college president is not merely theoretical or ideological. I am resolute in my support of active programming here at the college that will honor the history and cultures of our Black students while also providing meaningful structures in both Student Services and Instruction to ensure that our Black and African American students perform at rates that meet or exceed those of the student population overall.

I am all too aware of the equity gaps that exist here at SCC. This application will show the extensive work our college has done to reduce those gaps. However, I am not close to being satisfied. This is why SCC will be starting a new transfer institute, City Scholars, that will have as its focus an expectation that our Black and African American students, as well as other disproportionately impacted populations, will transfer in two years. This is a new model for helping our students, a model based on our belief in them and on rigorous instructional and support structures to ensure their success. This is not the status quo. This is an example of the commitment our college is making to change the lives of our students.

It is only one example. Sacramento City College also celebrates its new study abroad program for students to travel to and learn in Ghana. I could go on, but in short, I would like the reviewers of this application to know that my commitment regarding this application—and to the college's Black and African American students—is not merely symbolic approval from the president's office. It is commitment to action and to improvement.

Thank you very much for your consideration.

Albert Garcia


President