Sierra College
ADMINISTRATIVE PROCEDURE AP 5300

Student Equity

Date Adopted: 1/13/2004
Date Revised: 3/8/2019
Date Reviewed: 3/8/2019
References: Education Code Sections 66030; 66250, et. seq.; 72010 et seq.; Title 5, Section 54220

Introduction
Sierra College works actively to reduce and eliminate achievement gaps among different student groups and to promote a campus culture of healthy diversity. Planning processes shall include systemic and periodic approaches to ensuring the success of a diverse student body. The district will assess equity gaps in Access, Basic Skills, Course Completion, Degree/Certificate Completion, English as a Second Language & Non-credit, Transfer Rates and Career Education Outcome metrics. Strategies and practices will be implemented to reduce and eliminate equity gaps where they exist in these metrics.

Definitions
Equity:
Educational Equity is predicated on the intentional educational atmosphere wherein all students are supported and empowered to succeed academically—precisely because they have been afforded rigorous and rich educational opportunities that equip them to work towards the realization of their full academic and human potential. Equity exists when individuals at Sierra College (students and employees) have equal opportunity and sufficient resources to overcome structural barriers and achieve success. When equity is present, there is proportional participation of underrepresented and underserved populations at all levels of the institution.

Methodology:
Disproportionate impact occurs when a subset of students based on student characteristic such as those noted in the introduction are unjustifiably experiencing lower outcomes compared to the total student population. The District shall follow the Percentage Point Gap Method as recommended by the California Community Colleges Chancellor’s Office.

Access:
Sierra College provides access to those in its district and also serves anyone outside the district who wishes to enroll. Efforts shall be made to ensure that equal access to the district is afforded
to all members of the community. The district will annually monitor the composition of its student body and compare it to the demographic composition of district as well as the broader Sacramento Valley region.

Course Completion:
Current and relevant courses will be offered to support the completion of degrees and certificates offered by the College. The district shall monitor the rates at which courses are completed by demographic groupings.

Degree/Certificate Completion:
The District shall offer degree and certificate programs that serve the needs of students and the community. Efforts shall be made to substantially increase student completion of degrees and certificates to achieve the Chancellor’s Vision for Success. Annually, the district shall also monitor the rates at which degrees and certificates are conferred by demographic groupings.

English as a Second Language (ESL):
Students have the opportunity to gain the skills necessary to succeed in college-level work and in the workplace through courses of study and support services. The district will also annually monitor student achievement to determine whether students from diverse demographic groups have success rates that parallel the larger population of ESL students. If monitoring reveals disproportionate impact by demographic student group, steps shall be taken to determine if this is the result of any institutional barriers and where possible to remove any such barriers.

Transfer:
Students will be able to obtain the skills and knowledge required to transfer to and succeed in baccalaureate institutions. The transfer cohort shall be monitored to determine whether it reflects the demographic characteristics of the entire student body. If monitoring reveals significant underrepresentation of any demographic group, steps shall be taken to determine if this is the result of any institutional barriers, and to remove any such barriers where removal is possible and consistent with the established curriculum.

Career:
The district will actively evaluate and implement efforts to increase the number of students who get jobs in their field of study.

Student Equity Planning Procedures:
Under the Assistant Superintendent/Vice President of Instruction and Assistant Superintendent/Vice President of Student Services, the Dean of Student Equity and Engagement is responsible for developing, maintaining, and updating the district’s Student Equity Plan ensuring each of the following:

- active student involvement through ASSC.
- involvement by appropriate people from the community who can articulate the perspective and concerns of historically underrepresented groups.
- campus-based research as to the extent of student equity.
- institutional barriers to equity.
goals for access, retention, degree and certificate completion, English as a Second Language (ESL) and basic skills completion, and transfer for each historically underrepresented group.

activities most likely to be effective to attain the goals, including coordination of existing student equity related programs.

sources of funds for the activities in the plan.

a schedule and process for evaluation of progress towards the goals.

an executive summary that describes the groups for whom goals have been set, the goals, the initiatives that the District will undertake to achieve the goals, the resources budgeted for that purpose, and the District officer or employee who can be contact for further information.

The Student Equity Plan is filed as required to the Chancellor’s Office for the California Community Colleges, following approval by the Board.

See Board Policy 5300.