



2019-22 Student Equity Plan

(For Planning Purposes Only)

1. In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
Access: Successful Enrollment	46% of students successfully enrolled as of 2017-2018	Increase proportion of students successfully enrolling to 55%	<ol style="list-style-type: none">1. Equity minded website, and marketing materials (for ex. Visually Inclusive website, multi-lingual, etc.)2. Early & Targeted outreach to K-12 (including dual enrollment)3. Integrate career exploration in high schools so students identify pathway at Sierra College4. Virtualized option of all enrollment services for all students5. Virtualized option of all financial aid services6. Better onboarding process (Checklists, hard to keep attention, orientation doesn't really speak to programs (EOPS, Financial Aid, RISE, Payment process, etc.)7. Strategic scheduling of courses aligned to comprehensive student educational plans



2019-22 Student Equity Plan

(For Planning Purposes Only)

			<ol style="list-style-type: none"> 8. <i>Leverage technology to improve college processes for students.</i> 9. <i>Messaging/communications for students with accessibility needs</i>
<i>Retention: Fall to Spring</i>	<i>72% of students were retained from Fall to Spring in 2017-2018</i>	<i>Increase Fall to Spring retention to 80% by 2021-2022.</i>	<ol style="list-style-type: none"> 1. <i>Include robust equity & inclusion training in New Faculty Academy</i> 2. <i>Visually inclusive Campus, Classrooms, Workspaces.</i> 3. <i>Implement Equitable Learning Outcomes</i> 4. <i>Provide professional development for part time Instructors that is incentivized and accessible</i> 5. <i>Equitized instruction, courses and course materials – including syllabi, assessments, and practices</i> 6. <i>Integrate career development in student services and instructional activities to connect college and career</i> 7. <i>Early Alert, Connect and analytics integration</i> 8. <i>Case management: point of contact for students to help navigate Sierra College</i> 9. <i>Case management via mobile devices (texting)</i> 10. <i>Full year registration</i>



2019-22 Student Equity Plan

(For Planning Purposes Only)

			<p>11. Conduct inquiry & remove barriers that prevent students from completing 30 units per year.</p> <p>12. Messaging/communications for students with accessibility needs</p> <p>13. Communicate to students their progress and milestones</p> <p>14. Increase faculty diversity in hiring. For example, on-going equity graduate intern program to build pathway for part time faculty teaching assignment</p>
<p>Transfer to a four-year institution</p>	<p>1,348 students successfully transferred to a UC/CSU in 2016-17. A further 689 students successfully transferred to a private college or out of state</p>	<p>Increase the number of students transferring to CSU or UC by 35%, which will entail a total of 1,820 transfers. An increase of 472 students over the baseline.</p>	<p>1. Case manage students by getting them into an interest area, refer to counselor for comprehensive ed plan and monitor progress to keep students on path & intervene as necessary</p> <p>2. Easier to understand transfer pathways (Peer-tutors for transferring students)</p> <p>3. Schedule Classes to meet student demand</p> <p>4. Offer quality transfer exploration tools so students make informed transfer decision</p> <p>5. Increase the number of 4-year university admissions representative campus visits</p> <p>6. Align technology with equity needs</p>



2019-22 Student Equity Plan

(For Planning Purposes Only)

			<ol style="list-style-type: none">7. <i>Transfer workshops</i>8. <i>Identify the students transfer goal upon entrance to the college & support the broadest career trajectory for the student</i>9. <i>On-going equity minded training regarding transfer agency for counselors and support specialists</i>10. <i>Explore transfer partnership with CSUS, UNR, UC Davis and Jessup</i>11. <i>Messaging/communications for students with accessibility needs</i>12. <i>Communicate to students their progress and milestones</i>
<i>Completion of transfer level math and English</i>	<i>660 students (16% of students) completed transfer level math and English in 1st year in 2017-2018</i>	<i>Increase the percentage of students that complete both transfer level math & English from 16% to at least 30% by 2021-2022</i>	<ol style="list-style-type: none">1. <i>AB 705 Implementation across English and Math transfer courses. As applicable apply/implement AB705 guidelines to ESL.</i>2. <i>Training and implementation of equity minded curriculum & instruction that is contextualized and application driven</i>3. <i>Provide professional development for part time Math and English Instructors that is incentivized and accessible</i>



2019-22 Student Equity Plan

(For Planning Purposes Only)

			<ol style="list-style-type: none">4. Case manage students who indicate transfer as a goal and push for English and math registration and offer academic supports. As applicable, provide similar support to ESL.5. Curriculum alignment in Math, Literacy and guidance with promise schools6. Explore academic support improvements for Math, English & ESL7. Messaging/communications for students with accessibility needs
<i>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</i>	<i>During 2017-2018, 754 students earned ADT as well as 1,406 students earned AA/AS degree and 136 earned a credit certificate</i>	<i>Increase the number of students earning degrees and certificates by 25% by 2021-2022 , which will entail 942 students with ADT, 1758 with AA/AS degrees and 170 who will have earned a credit certificate</i>	<ol style="list-style-type: none">1. Case manage students who are near certificate/degree completion in degree audit system2. Auto award/ auto petition students who are eligible for a degree or certificate3. Remove barriers that prevent students from completing their degree or certificate4. Leverage technology to improve college processes for students. For example, auto-awarding of degrees and certificates, to support equitable outcomes5. Messaging/communications for students with accessibility needs



2019-22 Student Equity Plan

(For Planning Purposes Only)

			6. <i>Communicate to students their progress and milestones</i>
--	--	--	---

2. *In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.*

*Δ – indicates the actual # of **additional** students the college has identified to reach the Vision for Success Goal of 40% reduction of equity gap*

AA – African American

AI – American Indian

AK – Alaskan Native

LGBT – Lesbian, Gay, Bisexual, Transgender

NH – Native Hawaiian

PI – Pacific Islander

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population	Activities that support the goal
Access: Successful Enrollment	Female - Black/AA 748 Female - PI/NH 86 Female – Other Race 67 Male - Black/AA 663 Male – Other Race 70 Female - Foster Youth 325 Male - Foster Youth 208 Female – LGBT 769	Female - Black/AA 879 (Δ131) Female - PI/NH 101 (Δ15) Female – Other Race 120 (Δ53) Male - Black/AA 765 (Δ102) Male – Other Race 119 (Δ49) Female - Foster Youth 371 (Δ46) Male - Foster Youth 235 (Δ27)	<i>1. Equity minded targeted outreach to disproportionally impacted student groups (for eg. Peer mentors, equity minded website & marketing materials, collaborate with college and community partners, parent/family engagement)</i>



2019-22 Student Equity Plan

(For Planning Purposes Only)

	Male – LGBT 345 Female – Veteran 97	Female – LGBT 846 (Δ77) Male – LGBT 386 (Δ41) Female – Veteran 113 (Δ16)	<ol style="list-style-type: none"> 2. Professional development related to the equity and inclusion core competencies for all employees 3. Improve data collection and integration to refer students to college and community resources 4. Strategic scheduling to meet the needs of disproportionately impacted student groups (for ex. dual enrollment specifically to build college going pathway for disproportionately impacted student groups, ensuring availability of core classes throughout the enrollment cycle) 5. Equity minded hiring practices for outreach and recruitment staff 6. Examining articulation to increase access with regional high schools and Sierra College
Retention: Fall to Spring	Female - First Gen 2729 Male - First Gen 1819 Male - Foster Youth 40 Female - LGBT 248 Female - Veteran 62	Female - First Gen 2931 (Δ202) Male - First Gen 1992 (Δ173) Male - Foster Youth 49 (Δ9) Female – LGBT 276 (Δ28) Female – Veteran 72 (Δ10)	<ol style="list-style-type: none"> 1. Equity minded training for all staff (for ex. Trauma informed practices) 2. Develop and implement trainings addressing the equity and inclusion core competencies for faculty, such as equity minded



2019-22 Student Equity Plan

(For Planning Purposes Only)

			<p><i>learning environment materials and practices</i></p> <ol style="list-style-type: none"><i>3. Conduct student focus groups to identify barriers to retention.</i><i>4. Connect students from DI pops with industry partners to connect them with internships, job placement, service learning.</i><i>5. Provide career services that incorporate the experiences and needs for disproportionately impacted populations</i><i>6. Conduct appreciative inquiry to identify, replicate and scale up best practices currently employed across student services and programs (Student Services Redesign Efforts)</i><i>7. Professional development about how to increase engagement and connectedness for disproportionately impacted groups.</i><i>8. Expand, resource and market the existing & additional Student Engagement Centers for disproportionately impacted student groups</i>
--	--	--	---



2019-22 Student Equity Plan

(For Planning Purposes Only)

			<p>9. Increase faculty diversity in hiring. For example, target diversifying full time faculty hire to reflect diversity of student body at college with equitable representation.</p>
<p>Transfer to a four-year institution</p>	<p>Male – Disabled 52 Female – PI/NH 2 Male - AI/AK 2 Male - Black/AA 18 Male – Other Race 6 Male – PI/NH 1 Female - Foster Youth 7 Male - Foster Youth 3 Female – LGBT 26 Male – LGBT 12</p>	<p>Male – Disabled 71 (Δ19) Female - PI/NH 3 (Δ1) Male - AI/AK 3 (Δ1) Male - Black/AA 26 (Δ8) Male – Other Race 10 (Δ4) Male - PI/NH 3 (Δ2) Female - Foster Youth 10 (Δ3) Male - Foster Youth 5 (Δ2) Female – LGBT 38 (Δ12) Male – LGBT 17 (Δ5)</p>	<p>1. Case manage/check in with students. Offer encouragement and tools to promote self-efficacy, lend a hand.</p> <p>2. Better coordination of transfer services between instructional and student services faculty - developing instructional faculty into transfer agents</p> <p>3. Connect students to transfer university programs and services that support DI populations including financial aid & scholarship options</p> <p>4. Conduct appreciative inquiry to identify, replicate and scale up transfer related best practices currently employed across student services and instruction</p> <p>5. Provide exposure to 4-year colleges/universities through tours (online or face to face) and</p>



2019-22 Student Equity Plan

(For Planning Purposes Only)

			<p><i>networking for specifically targeted disproportionately impacted groups.</i></p> <p>6. <i>Within the 1st semester of enrollment, conduct targeted outreach to provide comprehensive educational plan to disproportionately impacted student groups</i></p> <p>7. <i>Identify partners in UC and CSU systems who have established services and programs to support disproportionately impacted student groups and connect students to the school of choice</i></p>
<p><i>Completion of transfer level math and English</i></p>	<p>Male – Disabled 2</p> <p>Female - AI/AK 0</p> <p>Female - Black/AA 3</p> <p>Female - PI/NH 0</p> <p>Male – White 168</p> <p>Male - AI/AK 0</p> <p>Male - Black/AA 2</p> <p>Male - First Gen 74</p> <p>Female - Foster Youth 2</p> <p>Male - Foster Youth 0</p> <p>Male – LGBT 4</p> <p>Female – Veteran 0</p>	<p>Male – Disabled 10 (Δ8)</p> <p>Female - AI/AK 1 (Δ1)</p> <p>Female - Black/AA 9 (Δ6)</p> <p>Female - PI/NH 1 (Δ1)</p> <p>Male – White 237 (Δ69)</p> <p>Male - AI/AK 1 (Δ1)</p> <p>Male - Black/AA 9 (Δ7)</p> <p>Male - First Gen 129 (Δ55)</p> <p>Female - Foster Youth 5 (Δ3)</p> <p>Male - Foster Youth 3 (Δ3)</p>	<p>1. <i>Expand transfer level math offerings for students who are non-STEM majors</i></p> <p>2. <i>Expand offering of equity minded support courses (co-requisite, mirrored) for transfer level math & English</i></p> <p>3. <i>Engaging faculty in structured action research to reflect on practices and effect on disproportionately impacted student groups</i></p>



2019-22 Student Equity Plan

(For Planning Purposes Only)

	Male – Veteran 3	Male – LGBT 9 (Δ5) Female – Veteran 1 (Δ1) Male – Veteran 8 (Δ5)	4. Increased culturally relevant pedagogical training for faculty
Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree - Attained the Vision Goal Completion Definition	Female - Black/AA 16 Male - Black/AA 13 Male – Filipino 10 Male - AI/AK 2 Male – Asian 32 Male - Foster Youth 3 Female – LGBT 29 Male – LGBT 14 Female – Veteran 10	Female - Black/AA 26 (Δ10) Male - Black/AA 23 (Δ10) Male – Filipino 13 (Δ3) Male - AI/AK 4 (Δ2) Male – Asian 40 (Δ8) Male - Foster Youth 6 (Δ3) Female – LGBT 41 (Δ12) Male – LGBT 19 (Δ5) Female – Veteran 13 (Δ3)	1. Within the 1 st semester of enrollment, conduct targeted outreach to provide comprehensive educational plan to disproportionately impacted student groups 2. Targeted in-reach to disproportionately impacted students who are nearing completion to keep them on the path 3. Targeted in-reach to disproportionately impacted students to promote Degree Works and completion percentages so students can see their completion progress 4. Implement auto-awarding to remove barrier of application process.



2019-22 Student Equity Plan

(For Planning Purposes Only)

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

The College will design, build and implement an equity minded inquiry & assessment model for all activities identified in this plan to evaluate efficacy in reducing and eliminating equity gaps. At the end of each semester, the college will review available data and make recommendations for change at the end of each academic year. The intent with the annual review process is to scale those efforts that are proven to show marked improvement in reducing or elimination of gaps. This includes providing equity data for self-assessment and program assessment to review progress in moving the needle to meet identified equity goals. Furthermore, in 2019-2020, the college will undertake a significant qualitative study of all disproportionately impacted student groups to understand specific needs, historical trauma, and impact on course success and overall educational goal. As part of this effort, the college will:

- Appoint an inquiry team with high-level knowledge in assessment and inquiry and meets characteristics of a “high-learning” team. A high learning team consists of individuals who treat their “experiential knowledge” as hypothesis to be tested and make judgements on data.
- Develop research questions to guide inquiry into each of the 5 metrics of the plan
- Reflect on the data related to each of the 5 metrics to understand the root cause of the problem, through the collection of qualitative and quantitative data
- Conduct systemic mapping of activities, services, structures and people tied to each of the 5 metrics
- Learn & improve on how to do inquiry via professional development activities

Overall evaluation of activities will demonstrate effectiveness of programs and allow for deeper understanding of institutional progress toward each goal. Utilizing quantitative, qualitative, and mixed-methods approaches to evaluation within each indicator area will allow for a greater understanding of student experiences that may not be adequately captured in quantitative reporting. For example, a qualitative study may help identify barriers disproportionately impacted student groups encounter during the onboarding process that lead to fewer of these students enrolling at Sierra College. We will be able to develop new interventions to address these barriers, which in turn will be evaluated to determine their impact. These secondary evaluation efforts are consistent with a cyclical approach to evaluation, in which findings from one evaluation often drive or inform new questions to be explored with follow-up assessment. Thus, we expect that goal progress reporting will occur at the end of each academic year, but that there will be ongoing quantitative and qualitative studies that might speak to Sierra’s progress toward meeting different goals, from a student perspective.



2019-22 Student Equity Plan

(For Planning Purposes Only)

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

In May 2016, the Sierra College President and Academic Senate supported moving forward with a comprehensive guidance pathways approach, which included academic maps and interest areas structured onboarding processes, proactive academic and career counseling, enhancement of the early alert system, and instructional support and co-curricular activities (professional development). This work continues across the campus as we continue to build out a coordinated set of integrated services and supports to meet the needs of all students across the Guided Pathways Interest Areas. In Fall 2018, the next step was to begin discussion towards building a comprehensive and intensive model to integrate the categorical and equity programs into the larger model to better serve our students (R4S 2.0 Structure, Recommendations).

In spring 2019, the students, staff, and faculty of the student equity-related categorical programs and campus equity programs have met in three of four total sessions focused around Student Services Redesign. At the heart of this work is:

- ensuring greater coordination and integration across the historic and new equity programs, while imbuing into these programs a Guided Pathways context aligning them with the work happening campus-wide,
- creating cohesion across these programs which have in many ways become similar to the cafeteria model so difficult for students to access in terms of major or course selection by identifying and eliminating gaps which result in student churn or lost opportunity,
- begin to envision a next-generation model for comprehensive students supports scaled appropriately to maximize benefit to the broadest student population possible while ensuring a core focus on intensive services for our most disenfranchised student populations.

An initial straw design for this model is being developed and will be effected in earnest over the course of the next several years. Core to this scaling and deepening of the level of coordinated support to our equity populations is alignment with the California Community College Chancellors Office. Within the initial planning model, the current programs are considering leveraging braided funding where



2019-22 Student Equity Plan

(For Planning Purposes Only)

appropriate to bring together the strength and best practices across programs to support student success and close equity gaps. Core to the redesign is scaled case management for higher number of targeted equity populations. The standard for the equity programs would be a higher “above and beyond” model of comprehensive and intensive case management. Additional elements of this proposed model would include:

- Streamlining the process from application to service delivery, utilizing technology to invite potential students to be supported and engaged,
- Serve students using a Guided Pathways Interest Areas model, but with a higher intensity of intrusive engagement based on the individual needs of each student.
- A renewed focus on cultural competency and focused engagement to ensure the whole student is being served.

This model involves realignment of staffing, resource, and community which are being discussed during the discovery phase of planning. During the current timeline for this Student Equity Plan, we will commit to plan, initiate, draft, implement and improve this model, increasing student success for our equity populations & close existing equity gaps which is aligned to our college primary strategic goal and the Chancellor’s Office Vision for Success.

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

Introduction

Sierra College is in its 3rd year of a re-engineering effort focused on improving the student experience to increase overall student success across all student communities. The main reform effort is being built around the 4 pillars of guided pathways as depicted in the image below.



2019-22 Student Equity Plan (For Planning Purposes Only)

Four Pillars of Guided Pathways

Clarify the Path



Create Clear
Curricular
Pathways to
Employment
and Further
Education

Enter the Path



Help Students
Choose and
Enter Their
Pathway

Stay on the Path



Help Students
Stay on
Their Path

Ensure Learning



Follow Through, and
Ensure that Better
Practices are
Providing Improved
Student Results.



Over the same time frame, we have continued to develop new programs and implement activities we highlighted in the previous 3 Equity plans (2014-2015, 2015-2016 and the 2018 integrated plan) submitted to the California Community Colleges Chancellor's Office. Early data from these efforts has been less than satisfactory as shown in Table 2. As a result, the college is now in the development of a new framework to embed equity in the 4 pillars to integrate our planning and re-design efforts to align across purposes to achieve our #1 strategic goal which is the elimination of equity gaps and increase completion for all students.

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



2019-22 Student Equity Plan

(For Planning Purposes Only)

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.

Equity Gap:

Closely related to [achievement gap](#) , [learning gap and opportunity gap](#), the term equity gap refers to persistent disparity in access to education, academic outcomes or educational attainment that result due to lack of sufficient resources to overcome structural barriers and achieve success.

Equity Mindedness:

Refers to a mindset where an individual is constantly assessing, reflecting, and recognizing the impact of implicit and explicit bias, as well as understanding the social and historical context of exclusionary practices in American Higher Education. It also refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices.

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.

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.



2019-22 Student Equity Plan

(For Planning Purposes Only)

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.

Equity Frame Work

In Fall 2018, our campus leadership adopted the California Community College's Chancellor's Vision for Success which highlighted the reduction & elimination of equity gaps as the primary objective for all community colleges in California. To assist us in this effort, we are currently exploring a new framework for achieving equity by design, as developed by the Center for Urban Education among other models. The 5 principles of the framework are highlighted in the table below.



2019-22 Student Equity Plan

(For Planning Purposes Only)

Table 1 Five Principles for Enacting Equity by Design

Principle 1	Clarity in language, goals, and measures is vital to effective equitable practices. Clarity in language means that practitioners must not only notice but also name the specific racial/ethnic groups that are experiencing equity gaps and avoid being race-blind. Terms such as “at-risk” and “underrepresented minorities” defuse the differences in circumstances experienced by black, Latinx, Asian American, and American Indian populations. Further these are deficit laden terms which must be removed from the common lexicon and replaced with terms which truly effect the work that must be done through a lens of hope and inclusiveness.
Principle 2	‘Equity-mindedness’ should be the guiding paradigm for language and action. Equity minded practitioners recognize and assume responsibility for inequities, they take part in courageous conversations to amplify and clarify inequity where present. They recognize that inequities may have been created by existing institutional practices and policies. They also acknowledge that they have the power to make changes.
Principle 3	Equitable practice and policies are designed to accommodate differences in the contexts of student’s learning-not to treat all students the same. Practitioners must not confuse equity with equality. Equity gaps cannot be eliminated by treating everyone equally. Policies and practices must recognize and accommodate differences for minoritized students in order to level the playing field. This notion is fundamental to ensuring existing system of oppression and bias



2019-22 Student Equity Plan

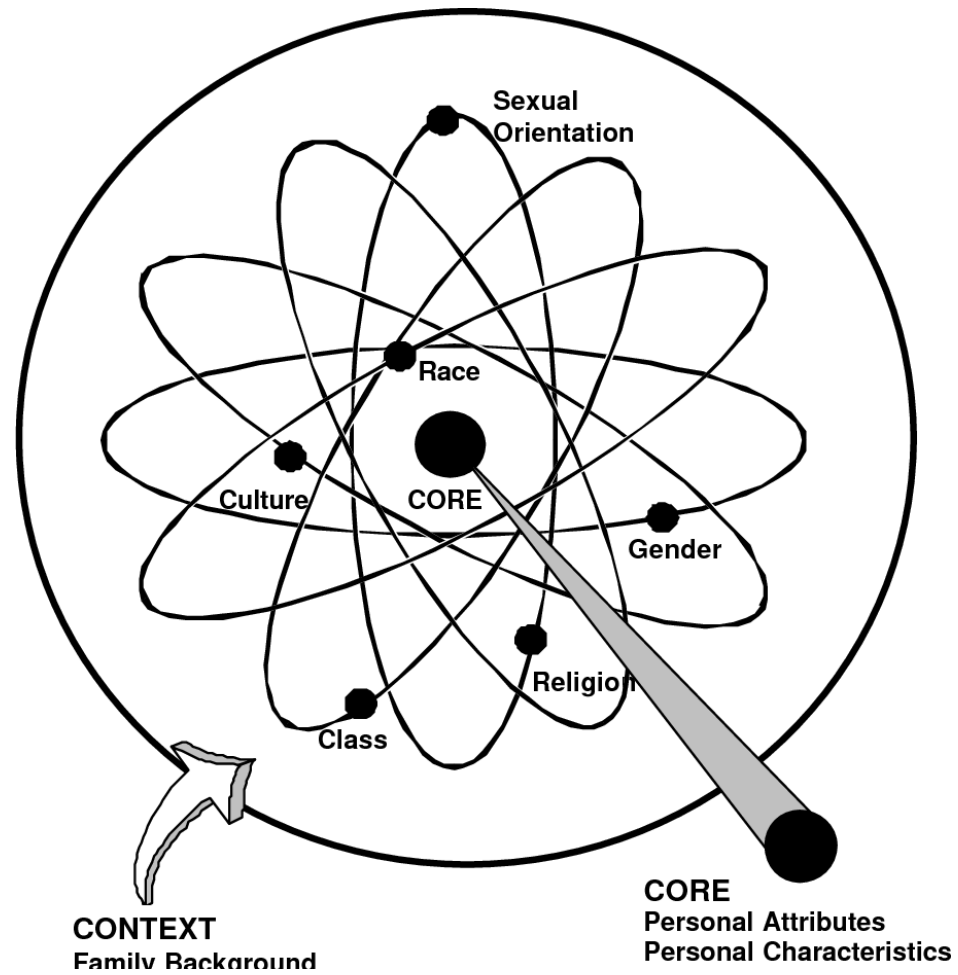
(For Planning Purposes Only)

	are deconstructed, while ensuring new systems do not arise to replace them.
Principle 4	Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness. Equity-minded practitioners must be willing to continually disaggregate data and conduct inquiry to learn if interventions are working or not working, and why.
Principle 5	Equity must be enacted as a pervasive institution-and system-wide principle. To successfully close equity gaps, institutions must consider equity as the norm for all aspects of the institution. Administrators, staff, faculty, and trustees must demonstrate equity-mindedness not only through language and reasoning, but also in resource allocation, assessment, professional development and strategic planning at the local and district level.
Source: Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principals for Enacting Equity by Design . <i>Association of College and Universities</i> , 19, 1.	

While we recognize the importance of addressing Racial Equity as highlighted in the CUE model, the college is adopting an intersectional framework to engage in critical work that intersects Racial Equity with LGBTQ equity, Gender Equity, Impact of Poverty and many of the systemic and structural inequities, biases and injustices that have been the foundation for current educational policies and practices which allow equity gaps to persist. The model developed by Susan R. Jones and M. McCwen captures our approach to this intersectional framework on multiple dimensions of identity. See image below. A conceptual model of multiple dimensions of identity depicts a core sense of self or one's personal identity. Intersecting circles surrounding the core identity represent significant identity dimensions (e.g., race, sexual orientation, and religion) and contextual influences (e.g., family background and life experiences).



2019-22 Student Equity Plan (For Planning Purposes Only)





2019-22 Student Equity Plan

(For Planning Purposes Only)

We plan to employ appreciative inquiry to equip our employees to better serve students holistically in partnership with our regional partners, the college community and our students. **Appreciative Inquiry (AI)**, is an organizational development theory, created by David Cooperrider to engage people across a system of renewal, change, and focused performance. AI is based on the premise that organizations should build upon their strengths by mobilizing inquiry through the construction of unconditional positive questions that provides all participants with a voice in creating the future of the organization. (*The Appreciative Advising Revolution*, Bloom, Hutson, He, 2008) In *Appreciative Inquiry: A Positive Approach to Change*, Edwin Thomas discusses utilizing AI to move an organization from negation, criticism and spiraling diagnosis, through the 4-D cycles of discover, dream, design and destiny. Appreciative Inquiry is a positive way to embrace organizational change based on a simple assumption:

Every organization has something that works right--things that give life when it most alive, effective, successful, and connected in healthy ways to its stakeholders and communities. AI begins by identifying what is positive and connecting to it in ways that heighten energy and vision for change. (Thomas, p. 2 quoting Cooperrider, Whitney, and Stavros, *Appreciative Inquiry Handbook*, 2005)

AI may be a way to see more clearly through an equity lens and build a critical mass of equity-minded practitioners. It may have the capacity to foster a renewed sense of hope and deepen our commitment to work towards meaningful change.

At its heart, AI is about the search for the best in people, their organizations, and the strengths-filled, opportunity-rich world around them. AI is not so much a shift in the methods and models of organizational change, but AI is a fundamental shift in the overall perspective taken throughout the entire change process to ‘see’ the wholeness of the human system and to “inquire” into that system’s strengths, possibilities, and successes. We will determine the causes of our equity gaps and utilize AI to discover, replicate & expand practices across the college to eliminate the gaps.

As shown in the table below, we see some positive trends for some of our disproportionately impacted student group. However, we are not satisfied with the overall result. As we continue to learn more from our reform efforts and the experiences of our colleagues across the state and the nation, we are moving towards a more deliberate, intentional and courageous conversation to reduce and eliminate equity gaps.



2019-22 Student Equity Plan

(For Planning Purposes Only)

Table 2 - Four Year Progress Summary Data related to equity gaps at Sierra College

The groups included in the table below were previously identified as among the highest disproportionately impacted (DI) groups at Sierra College on the previous student equity plan submitted for 2017-2019. The row highlighted in green captures the overall data for all students to show the trend in where we are as a college in addressing equity gaps. The 2019-2022 Student Equity plan incorporates these same groups and expanded to include more student groups as required by educational code.



2019-22 Student Equity Plan (For Planning Purposes Only)

	Metric	Group	Cohort	2014-15	2015-16	2016-17	2017-18*	Trendline	Trend
Access	Placement - College Math	Native American/American Indian (Female)	25%	44%	47%	55%			Positive
		Native American/American Indian (Male)	46%	60%	31%	53%			Flat
		African American/Black (Female)	37%	51%	47%	48%			Positive
		African American/Black (Male)	41%	43%	48%	50%			Positive
		Former Foster Youth (Female)	42%	39%	46%	33%			Negative
		Former Foster Youth (Male)	23%	40%	43%	26%			Flat
		All	55%	59%	62%	61%			
	Placement - Transfer English	Native American/American Indian (Female)	25%	69%	80%	65%			Positive
		Native American/American Indian (Male)	46%	60%	42%	42%			Flat
		African American/Black (Female)	49%	56%	50%	55%			Flat
		African American/Black (Male)	41%	36%	49%	48%			Positive
		Former Foster Youth (Female)	51%	54%	59%	65%			Positive
		Former Foster Youth (Male)	32%	44%	49%	29%			Flat
		All	62%	67%	69%	69%			
Course Completion	30 Units in 2 Years	Native American/American Indian (Female)	21%	25%	40%	20%			Flat
		Native American/American Indian (Male)	29%	33%	8%	5%			Negative
		African American/Black (Female)	19%	19%	17%	16%			Flat/Negative
		African American/Black (Male)	10%	19%	19%	7%			Positive
		Former Foster Youth (Female)	23%	33%	26%	12%			Flat
		Former Foster Youth (Male)	19%	8%	9%	13%			Negative
		All	27%	27%	28%	19%			
ESL/Basic Skills Completion	College Math Completion (1 Year)	Native American/American Indian (Female)	4%	19%	20%	10%			Flat/Positive
		Native American/American Indian (Male)	17%	20%	4%	16%			Flat
		African American/Black (Female)	10%	10%	11%	10%			Flat
		African American/Black (Male)	9%	10%	11%	11%			Flat
		Former Foster Youth (Female)	9%	10%	15%	9%			Flat
		Former Foster Youth (Male)	10%	8%	9%	5%			Negative
		All	21%	21%	22%	23%			
	Transfer English Completion (1 Year)	Native American/American Indian (Female)	13%	31%	33%	25%			Positive
		Native American/American Indian (Male)	8%	20%	15%	16%			Positive
		African American/Black (Female)	16%	13%	18%	18%			Flat
		African American/Black (Male)	9%	13%	17%	14%			Positive
		Former Foster Youth (Female)	30%	21%	26%	23%			Flat/Negative
		Former Foster Youth (Male)	16%	16%	20%	16%			Flat
		All	34%	33%	33%	30%			
Awards	Degree	Native American/American Indian (Female)	4%	13%	7%				Inconclusive
		Native American/American Indian (Male)	17%	7%	4%				Inconclusive
		African American/Black (Female)	12%	10%	6%				Inconclusive
		African American/Black (Male)	7%	5%	4%				Inconclusive
		Former Foster Youth (Female)	12%	15%	7%				Inconclusive
		Former Foster Youth (Male)	13%	0%	0%				Inconclusive
		All	17%	13%	8%				

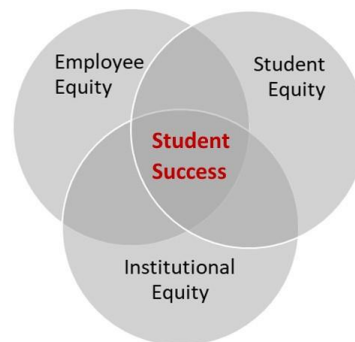


2019-22 Student Equity Plan

(For Planning Purposes Only)

As part of our commitment to strategic goal #1, President William Duncan invited the entire college community to a multi-day equity summit in January 2019 to learn about barriers for success as well as opportunities for removing barriers directly from all employee groups (Classified, Management, Part Time Faculty and Full Time Faculty). During the equity summit, we shared the following model to guide our work as we look at all areas of equity to bring higher outcomes for student success and invited participants to respond to questions via facilitated small groups to capture their input.

Equitizing Sierra College



As a follow up to that summit, President Duncan tasked two separate teams to assist us with examining and development of practices that continue to transform the culture of Sierra College to be focused on both reform and re-design that will put equity at the core of its foundation. The first team is the President's Equity Advisory Committee (PEAC) which is in the process of reviewing qualitative data from employees while also conducting student survey administered to all currently enrolled students as well as those students who left the college during Spring 2019 semester. PEAC's has a 2-year charter to make direct recommendations to the college president based on



2019-22 Student Equity Plan

(For Planning Purposes Only)

what it learns and discovers during this time period around institutional equity and employee equity matters including recommendations on equitizing Sierra College.

The second team is the President's Equity Task Force made up of faculty from each of the 9 interest areas (meta-majors) of the college. It has a 2-year charter to provide recommendations for responding to the following problem statement: *"Research indicates a significant number of students encounter barriers within and outside of classrooms and other learning environments that lead to inequitable educational experiences. Sierra College does not have a systematic, integrated, and comprehensive approach to close these gaps and faculty do not have access to training, tools, and support to disrupt the lack of empathy, equity, and justice built into themselves and society. As a result, students are not succeeding at equitable rates."* The Task force is engaging in a great deal of research and training to create recommendations that will support all faculty in creating and implementing equity-minded practices and strategies in their learning environments as well as implementing equity-minded practices in work done throughout the college that directly related to faculty and learning environments. At the end of its 2-year charter, the Task Force will make recommendations to the College President about how to best equip and support all faculty to close equity gaps in learning environments at Sierra College.

Professional Development Focused on Equity and Inclusion

Since Fall 2016, we have been offering an annual 3-day off campus retreat to all employees, taking a maximum of 40 individuals at a time to build critical mass and raise awareness around equity and inclusion. We are continuing to offer other trainings such as CORA and conference travel opportunities focused on equity and inclusion. Beginning Fall 2019, we will begin to offer a new 3-unit upper division professional development certificate specifically tailored for faculty: Sierra College Equity and Inclusion Faculty Certificate. Faculty can take the course 1 unit at a time, which encompasses 18 hours in class work plus 36 hours of homework including group work for each unit. The course will initially be taught by Sierra College faculty who have developed the course. Eventually a train-the-trainer model will be developed where more Sierra College faculty can teach the course and/or specific sections to scale the certificate and make it available to all part-time and full-time faculty. In Spring 2019, our Professional and Organizational Development (POD) team and its advisory group have developed core competencies, one of which is equity and inclusion for all employee groups (classified, faculty and management). POD will be developing more professional development offerings beginning Fall 2019 for all employee groups in addition to the course mentioned above and will partner with the Faculty Professional Development Committee (FPD), a standing Academic Senate committee, for trainings to support all faculty.



2019-22 Student Equity Plan

(For Planning Purposes Only)

Hiring Practices

As part of our coordinated efforts to effect institutional culture, build capacity to advance equity and inclusion and bring on new employees to help us eliminate equity gaps – we have also engaged in a complete re-design of our hiring practices. Thus far they have included mandated trainings for all EEO officers before serving on a hiring team. Mandated trainings for all hiring team members around avoiding bias in the hiring process. Completely revamped our job announcements, our application process, our reading and rating guides as well as interview questions focused around equity minded principles and practices. We have begun a new faculty internship program to build a pipeline to diversifying the pool of candidates for faculty roles on our campus. More re-design efforts equity practitioners in the learning environment.

Accounting of Student Equity Budget Allocation

The 2019-2022 Equity Plan requires an accounting of how student equity funding for 2015-2016, 2016-2017, and 2017-2018 was expended. Below is an accounting of expended funds.

Table 3 – Three Year Budget Summary of Student Equity Funds



2019-22 Student Equity Plan

(For Planning Purposes Only)

Sierra College Student Equity Funds			
Resource Allocation Summary for 3 fiscal years with object codes			
Category	2015-2016	2016-2017	2017-2018
Faculty/Academic Salaries (1000)	539,543	496,284	347,752
Classified & Other Salaries (2000)	254,025	386,296	627,572
Employee Benefits (3000)	337,437	245,141	278,291
Supplies & Materials (4000)	5,512	13,090	18,419
Other Operation Expenses & Services (5000)	234,478	223,905	82,130
Capital Outlay (6000)	109,658	1,014	1,339
Other (7000)	15,010	34,380	51,573
Program Total Expenditures	\$ 1,495,663.00	\$ 1,400,110.00	\$ 1,407,076.00
Actual Allocation	\$ 1,495,663.00	\$ 1,400,110.00	\$ 1,407,076.00

2019-2022 STUDENT EQUITY PLAN WRITING TEAM

Steven Baissa, Dean – Student Equity & Engagement

Beth Ervin, Dean – Enrollment Management

Bobby Singh Gosal, Dean – Retention & Completion

Carl Illustrisimo, Student Representative /ASSC

Winsome Jackson, Professor of Political Science, Co-Chair of President's Equity Advisory Committee

Jennifer Kattman, Professor of Sociology, Co-Chair of President's Equity Faculty Task Force

Susan Lucyga, Director Professional Development

Lucas Moosman, Executive Dean- Student Success - Instruction

Nicki Riley, Student Support Specialist/Classified Staff Representative

Corrine Vieira, Director Student Success



2019-22 Student Equity Plan

(For Planning Purposes Only)

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

Point of Contact:

Name Steven Baissa
Title Dean, Student Equity and Engagement
Email Address selam@sierracollege.edu
Phone 916-660-7396

Alternate Point of Contact:

Name Mandy Davies
Title Vice President Student Services
Email Address mdavies@sierracollege.edu
Phone 916-660-7302

Approval and Signature Page

College: Sierra College District: Sierra Joint Community College

Board of Trustees Approval Date: _____

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



2019-22 Student Equity Plan

(For Planning Purposes Only)

<u>William Duncan</u>	<u>wduncan@sierracollege.edu</u>
Chancellor/President	Email Address

<u>Erik Skinner</u>	<u>eskinner2@sierracollege.edu</u>
Chief Business Officer	Email Address

<u>Rebecca Bocchichio</u>	<u>rbocchichio@sierracollege.edu</u>
Chief Instructional Officer	Email Address

<u>Mandy Davies</u>	<u>mdavies@sierracollege.edu</u>
Chief Student Services Officer	Email Address

<u>Andrea Neptune</u>	<u>aneptune@sierracollege.edu</u>
President, Academic Senate	Email Address