

Sierra College

ADMINISTRATIVE PROCEDURE

AP 5300

Student Equity

Date Adopted:	1/13/2004
Date Revised:	12/12/2025
Date Reviewed:	12/12/2025
References:	Education Code Sections 66030; 66250, et. seq., and 72010 et seq.; Title 5, Section 54220

Sierra College works actively to reduce and eliminate achievement gaps among different student groups and to promote a campus culture of healthy diversity. The District has a Student Equity Plan. The plan is filed as required to the California Community Colleges Chancellor's Office, following approval by the Board of Trustees. As required by Title 5, the District will maintain a Student Equity Plan and may submit it as part of an Integrated Plan if required by the Chancellor's Office. 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. All definitions relevant to this procedure, including equity and disproportionate impact, are maintained within the Student Equity Plan.

The Assistant Superintendent/Vice President for Instruction and the Assistant Superintendent/Vice President for Student Services, or designee, is responsible for developing, maintaining, and updating the District's Student Equity Plan ensuring each of the following:

- the active involvement of the groups on campus, including students (e.g., ASSC), faculty, classified professionals, and administrators, and include a description of the active involvement of all groups on campus in developing the Student Equity Plan.
- 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 and identifying disproportionate impact.
- identification and analysis of institutional barriers to equity.
- goals for access, retention, degree and certificate completion, English as a Second Language (ESL) basic skills completion, and transfer for each historically underrepresented group.

- activities and interventions most likely to be effective in attaining the established 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 measuring 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 contacted for further information. An executive summary describing the targeted groups, established goals, District initiatives, allocated resources, and the contact information for the responsible District officer or employee.

See Board Policy 5300.