Sierra College Executive Summary
Student Equity and Achievement Plan (2025-2028)

Sierra College's mission is to ensure every student has access to an equitable, high-quality education where they are welcomed, supported, and empowered to reach their goals. The Student Equity and Achievement Plan (SEAP) advances this mission by identifying systemic barriers and outlining strategies that promote equitable outcomes across the student experience—from enrollment through completion and transfer.

The District provides a coordinated network of student support programs, including Basic Needs & Support, EOPS/CARE/CalWORKs, Guardian Scholars/NextUp, Native American Student Support & Success Program (NASSSP), LGBTQIA+, Puente, Umoja, Rising Scholars, DSPS (SAS), TRiO, and UndocuCenter services. These categorically funded programs deliver targeted services that strengthen access, persistence, and completion for disproportionately impacted (DI) student groups. SEAP resources are intentionally aligned and work in partnership with these and other District programs and departments, such as Counseling, CommUnity Centers, and the Success Center, to expand equity-focused practices, enhance coordination across departments, and sustain high-impact supports that benefit our most vulnerable students. This coordinated approach ensures that SEAP strategies are embedded across the institution rather than isolated within individual programs.

As required by Title 5 and outlined in Administrative Procedure 5300, Sierra College maintains a Board-approved Student Equity Plan submitted to the California Community Colleges Chancellor's Office. The plan uses a cyclical, data-informed process to identify and address equity gaps in enrollment, course success, degree and certificate completion, ESL and noncredit progression, career education, and transfer. While SEAP goals are set for DI groups identified by the Chancellor's Office, the resulting strategies strengthen the overall student experience. When barriers are removed for one population, institutional practices become clearer, more accessible, and more effective for all students.

This plan also emphasizes the importance of strengthening equitable instructional practices across all disciplines through ongoing, equity-centered professional development that supports culturally responsive teaching, inclusive course design, and clear learning expectations.

This Executive Summary reflects Sierra College's continued commitment to closing equity gaps, supporting a diverse student community, and creating the conditions in which every student can learn, thrive, and complete their educational goals. It also affirms the District's responsibility to continuously refine practices, align resources, and collaborate across departments to ensure sustained progress toward equity.

Focused Groups: Disproportionately Impacted Students

Goals have been established for all disproportionately impacted (DI) student groups identified through the Chancellor's Office DI Student Populations Summary and local data analysis. Findings confirm persistent gaps across key student success metrics: **(SE)** Successful Enrollment,

(ME) Completion of Transfer-Level Math & English, **(P)** Persistence, **(C)** Completion, and **(T)** Transfer.

Student groups are listed below in order of greatest to least impact, based on the number of metrics in which disproportionate impact was identified. These groups are the focus of the District's 2025–2028 goals, strategies, and targeted improvements.

1. **First-Generation (ME, P, C, T)**
2. **LGBTQIA+ (ME, P, C, T)**
3. **Black or African American (SE, ME, C)**
4. **Male Students (including White Male and Two or More Races Male) (P, C, T)**
5. **Hispanic/Latinx (ME, C)**
6. **Economically Disadvantaged (C, T)**
7. **Students with Disabilities (DSPS) (ME, C)**
8. **American Indian / Alaska Native (SE)**

Achieving the Goals

Achieving these goals will require sustained collaboration across instructional departments, student services programs, and District leadership. These collective efforts will remain centered on addressing the needs of the DI student groups identified in this plan and ensuring the barriers they experience are systematically reduced over time. These goals are directly informed by student feedback gathered through Equity Walk-Through engagement activities, where students responded to equity metrics and shared their lived experiences. This input ensures that the strategies in this plan reflect the barriers, needs, and strengths that students identify. The District will work in partnership with categorically funded programs, operational departments, and governance groups to ensure sustained student support and shared responsibility for advancing the goals outlined in this plan.

Successful Enrollment

Goal Area 1: Culturally and Identity-Responsive Enrollment Outreach and Early Belonging
Ensure students experience welcoming, culturally aligned pathways into Sierra College from first contact through enrollment, including early career focus.

Goal Area 2: Coordinated Case-Management, Peer Navigation and Digital Readiness
Provide coordinated support that helps students confidently navigate technology, processes, and early college milestones with early career guidance.

Goal Area 3: Equity-Centered Data Monitoring and Continuous Improvement
Use timely data to remove barriers, strengthen outreach, and close enrollment gaps for DI student groups.

Completed Transfer-Level Math and English

Goal Area 1: Identity-Affirming, Culturally and Linguistically Responsive Instruction and Learning Support
Strengthen Math and English instruction and supports so all students experience culturally aligned, accessible, and linguistically inclusive learning.

Goal Area 2: Coordinated Case Management, Academic Planning and Persistence Navigation

Ensure DI students enroll in transfer-level Math and English early, follow the correct sequence, and receive coordinated support throughout.

Goal Area 3: Equity-Driven Faculty Development, Data Monitoring and Continuous Instructional Improvement

Support faculty and departments in implementing equitable, data-informed instructional practices across all Math and English sections.

Goal Area 4: Basic Needs, Mental Health and Holistic Student Well-Being Support

Reduce nonacademic barriers that impact persistence and performance in Math and English.

Persistence: First Primary Term to Secondary Term

Goal Area 1: Intentional Academic Planning, Progress Monitoring and Case-Managed Advising

Ensure students receive proactive, coordinated academic planning and early intervention to support continuous enrollment and momentum.

Goal Area 2: Sense of Belonging, Community and Identity-Based Engagement

Strengthen belonging, representation, and identity-affirming engagement that supports persistence across intersecting student identities.

Goal Area 3: Continuous Improvement, Cross-Functional Coordination and Professional Development

Build coordinated, equity-centered systems that use data, collaboration, and professional development to close persistence gaps.

Completion

Goal Area 1: Completion Coaching, Academic Monitoring and Comprehensive Educational Planning

Provide proactive, structured guidance that keeps students on track to complete their degrees, certificates, or transfer pathways.

Goal Area 2: Data-Driven Completion Analytics, Early Alerts and Structural Barrier Monitoring

Use timely, disaggregated data to address barriers that prevent students from progressing, completing, and transferring.

Goal Area 3: Identity-Affirming Completion Culture, Belonging and Recognition

Foster a culturally grounded sense of belonging and motivation that supports persistence through completion.

Transfer to 4-Year University

Goal Area 1: Proactive Transfer Advising, Navigation Tools and Data-Driven Planning

Ensure all students receive early, structured transfer guidance with clear pathways, timelines, and ongoing support.

Goal Area 2: Identity-Affirming Transfer Pathways and Culturally Responsive Faculty/Peer Support

Strengthen belonging, confidence, and academic preparation through identity-affirming transfer pathways and supportive relationships.

Goal Area 3: Transfer Exposure, University Partnerships and Transition Readiness

Increase students' awareness of university options and strengthen their readiness for academic, cultural, and social transitions.

2025-2028 SEA Allocation

SEA funds for the 2025–2028 cycle are intentionally aligned with the goals and key strategies outlined in the updated Student Equity and Achievement Plan. The allocations reflect where the greatest impact can be made based on DI student needs, prior expenditure patterns (2022–2025), and the area's most critical to closing equity gaps. These investments prioritize direct student support, academic success in transfer-level Math and English, and the institutional capacity required to sustain equitable practices.

1. **Direct Student Support Services**
   Advising, Onboarding, Counseling, Peer Navigation
   ✓ Supports coordinated case management, intentional advising, early onboarding, transfer guidance, and DI-targeted outreach needed to meet enrollment, persistence, completion, and transfer goals.
2. **Academic Learning Support**
   Tutoring, Embedded Tutoring, Learning Hubs, Co-Requisite Support
   ✓ Strengthen Math and English completion through embedded supports, learning assistance, and curriculum-aligned tutoring that improve course success for disproportionately impacted students.
3. **Capacity-Building & Basic Needs**
   Equity Professional Development, Basic Needs Assistance, Mental Health & Wellness
   ✓ Builds institutional capacity for culturally responsive instruction, reduce nonacademic barriers, and supports belonging, trauma-informed practices, and holistic student well-being.

2022–2025 SEA Expenditures

SEA funds were primarily directed toward direct student services that support onboarding, persistence, and completion.

1. **Direct Student Support Services**
   Counseling, Orientation/Welcome Activities, Student Success
   ✓ Supported proactive advising, guided onboarding, and early connection strategies aligned to plan goals.
2. **Academic Learning Support**
   Tutoring and Embedded Tutoring
   ✓ Expanded supplemental instructional support to improve course success for disproportionately impacted students.
3. **Capacity-Building & Basic Needs**
   Equity-focused Professional Development and Basic Needs Assistance
   ✓ Strengthened inclusive practices and reduced non-academic barriers.

2022-2025 Assessment of Progress

This assessment is based on the outcomes from the 2022–2025 Student Equity Plan and is now aligned to the new 2025–2028 DI Student Populations Summary issued by the Chancellor's Office.

The District made notable progress in key areas, including successful enrollment, transfer-level English and math completion, and degree attainment for Black/African American students, along with positive movement in transfer outcomes for LGBTQIA+ students. However, equity gaps remain, and persistence did not improve, remaining flat for Black/African American students and declining for American Indian/Alaska Native students.

As we move into 2025–2028, the new DI summary table establishes updated DI groups, baselines, and improvement targets, signaling a need to strengthen long-term retention, sustained engagement, and academic support strategies across student populations.

The strategies outlined in this Executive Summary center the needs of the disproportionately impacted student groups identified in this Plan, ensuring that institutional improvements stay focused on measurable equity outcomes.

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