

Fall 2025 SEAP Report

1. Which equity goal(s) did your program address or primarily focus on?

Increase successful completion of transfer-level English.

2. What approaches or processes has your program or activity implemented to foster and further a culture of equity at SAC?

Since the passing of AB705, we have worked to foster a culture of equity by creating a support course (English 066) for students enrolled in our transfer-level English course, now English C1000. We have consistently offered this course since Fall 2019, and since Spring 2020, we have used SEAP funding to place embedded tutors in these courses. In Spring 2024, we applied for and were awarded additional SEAP funds to purchase laptops carts to be used in these courses in an effort to provide additional technology support as well as a more equitable learning environment.

Additionally, several department members are exploring portfolio styled class assignments and equity-minded grading. Others are attending conference and training seminars for Puente and Umoja.

3. Share two to three specific examples of how your program has helped reduce equity gaps and contributed to the SEAP-focused outcomes outlined in the SEAP 2022–25 Student Equity Plan.

- To achieve equitable student success post AB705, we have placed embedded tutors in our corequisite courses for transfer-level English since Fall 2019.
- Using AB1705 funding, we have been working to bolster our tutoring program by establishing a community of trained tutors and faculty to help increase equity, inclusion, retention, and success.
 1. Spring 2024 - Implemented a mandatory online training module for our embedded tutors. Embedded tutors are trained on department specifications, best practices in support courses, as well as equity-minded learning.
 2. Spring 2024 - Fall 2025 - Hold in-person trainings/workshops for both corequisite support instructors and tutors.

3. Spring 2025 - Fall 2025 - We are collaborating with Math on additional training for our embedded tutors.
- To maximize the use of our embedded tutors, we will be placing them in the Learning Center next spring for a couple hours a week to hold workshops and study groups for the courses they are embedded in. This will hopefully draw more students into the Learning Center, increase student access to the embedded tutors, and in turn, increase student retention and success. *Our research shows that students who attend the Learning Center have higher success rates than those who don't. While many instructors require their students to attend Learning Center workshops or meet with tutors, many do not.
- Next Spring, we may pilot Peer Success Coaches in a couple of our support courses.

4. Based on your responses above, what do you think is working well that you hope to continue in the upcoming academic year?

Reviewing our work thus far, we have made significant strides in creating a more equitable classroom for our students. The expectation we have for ourselves is to continue refining our approach and pursuing other ways to help our students successfully pass the first-year composition course. By continuing our work in this area and improving our pedagogy, we hope to continue serving our students in meeting their academic and professional goals.