

Student Equity and Achievement Program Produced: 11/10/2022 02:59 PM PST Karen Engel

Canada College - Student Equity Plan (2022-25): Draft

Details

Assurances

Legislation

✓ I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

 [EDC 78220.pdf](#)

Additional 78220 Acknowledgement

✓ I read and have given special consideration to [Education Code 78220](#) section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

[View Memo](#)

Race Consciousness in Equity Plan Development *

In reviewing our SEA Program plan for 2019-2020 in light of the CUE Report, it became apparent to us that many of our prior efforts were not explicitly race conscious. In preparation for this planning cycle, we took several concrete steps to begin to address this as we move forward.

First, we discussed the CUE Review in our Equity Committee, identifying critical questions, and applying the CUE rubric to some of our existing plan; making changes to the language and goals in response.

Then we created an “Equity Planning Roadmap” using the Equity Assets defined in the CUE report to categorize all of our initiatives, ongoing, being planned, and newly proposed. For each of those Assets, we included a guiding question as a self-check, asking whether or not we were being explicitly race conscious in our approach.

We took this same approach with this SEA Program Plan. In other words, for each metric we asked everyone (writing group, equity committee, larger campus community) to consider: (how) are we being race conscious in our approach? One of the first things we learned is that for several student populations and metrics, we have limited race conscious data. For example: enrollment trends and patterns for students who identify as African American and/or Black, and Filipino students’ experiences at our college with respect to persistence. So, this is a practice that we will now seek to shift in response.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American

1-year outcome: Increase percentage of Black/African American applicants who enroll in the first year after applying by 5 percentage points, from a baseline of 25% in 20-21 (32 students) to 30% in 2022-23 (approximately 34 students).

2-year outcome: Increase percentage of Black/African American applicants who enroll in the first year after applying by 5 percentage points, from 30% in 2022-23 (34 students) to 35% in 2023-24 (approximately 36 students).

3-year outcome: Increase percentage of Black/African American applicants who enroll in the first year after applying by 5 percentage points, from 35% in 2023-24 (36 students) to 40% in 2024-25 (approximately 38 students).

Completed Transfer-Level Math & English

Hispanic or Latino

1-year outcome: Increase the percentage of first-time, transfer-seeking Hispanic students (Cañada College home campus) completing transfer-level math and English in their first year by 3 percentage points, from a Fall 2021 baseline of 50% for English and 42% for Math to 53% for English and 45% for Math in 2022-23. These measurements rely on local, college-level data.

2-year outcome: Increase the percentage of first-time, transfer-seeking Hispanic students (Cañada College home campus) completing transfer-level math and English in their first year by an additional 3 percentage points to 56% for English and 48% for Math in 2023-24.

3-year outcome: Increase the percentage of first-time, transfer-seeking Hispanic students (Cañada College home campus) completing transfer-level math and English in their first year by an additional 3 percentage points to 59% for English and 51% for Math in 2023-24.

Persistence: First Primary Term to Secondary Term

Filipino

1-year outcome: Increase the percentage of Filipino students (Cañada College home campus) persisting from their first primary term to a second primary term by 3 percentage points from a baseline of 59% in Fall 2021 to 62% in Fall 2022. These measurements rely on local, college-level data.

2-year outcome: Increase the percentage of Filipino students (Cañada College home campus) persisting from their first primary term to a second primary term by another 3 percentage points from 62% in Fall 2022 to 65% in Fall 2023. These measurements rely on local, college-level data.

3-year outcome: Increase the percentage of Filipino students (Cañada College home campus) persisting from their first primary term to a second primary term by an additional 3 percentage points from 65% in Fall 2023 to 68% in Fall 2024. These measurements rely on local, college-level data.

Transfer

Hispanic or Latino

1-year outcome: Increase the percentage of Hispanic students transferring to a four-year institution within three years by 4 percentage points from 14% in 2020-21 (the 2017-18 cohort) to 17% in 2022-23 (the 2019-20 cohort).

2-year outcome: Increase the percentage of Hispanic students transferring to a four-year institution within three years by 4 percentage points from 17% in 2022-23 (the 2019-20 cohort) to 21% in 2023-24 (the 2020-21 cohort).

3-year outcome: Increase the percentage of Hispanic students transferring to a four-year institution within three years by 4 percentage points from 21% in 2023-24 (the 2020-21 cohort) to 25% in 2024-25 (the 2021-22 cohort).

Completion

Hispanic or Latino

1-year outcome: Increase the percentage of Latino (Hispanic Male) students attaining the Vision for Success and completing a degree or certificate within three years by 2 percentage points from 5% in 2021 (the 2018 cohort) to 7% in 2023 (the 2020 cohort).

2-year outcome: Increase the percentage of Latino (Hispanic Male) students attaining the Vision for Success and completing a degree or certificate within three years by 2 percentage points from 7% in 2023 (the 2020 cohort) to 9% in 2024 (the 2021 cohort).

3-year outcome: Increase the percentage of Latino (Hispanic Male) students attaining the Vision for Success and completing a degree or certificate within three years by 2 percentage points from 9% in 2024 (the 2021 cohort) to 11% in 2025 (the 2022 cohort).

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Increase the number of High School students successfully transitioning to Cañada
- Increase the number of Adult School and GED students transitioning successfully to Cañada
- Strengthen 2+2 partnerships with 4-year institutions
- Create a more visible presence in downtown Redwood City
- Scale the Promise Scholars Program replicating the CUNY-ASAP model
- Align role of Retention Specialists across campus through building and supporting a community of practice among them and supporting their efforts with data
- Identify and address barriers and inefficiencies in the matriculation process; build and implement a new Constituent Relationship Management (CRM) system
- Expand and extend cohort programs
- Establish "Success Teams" aligned with Interest Areas and Affinity Groups
- Provide face to face and online student support services to meet the needs of all students
- Expand opportunities for students to explore careers
- Increase college and career exploration opportunities for students from feeder high schools
- Evaluate the success of students as a result of the College's implementation of AB 705

Key Initiatives/Projects/Activities *

High School Transitions: Cañada created an office of High School Transitions and Dual Enrollment to expand student support in dual and concurrent enrollment, outreach, and recruitment. This growth allowed the College to work more comprehensively with local high schools to offer more early college opportunities for disproportionately impacted communities.

University Partnerships: Cañada expanded its College partnership with Notre Dame de Namur University throughout the District and established a data-sharing agreement with San Francisco State University to institutionalize transfer practices with a focus on Hispanic students.

Visible Presence in Redwood City: Cañada's President, Director of High School Transitions & Dual Enrollment, faculty and alumni serve on boards for Redwood City Together, JobTrain, and Redwood City Council.

Scale the Promise Scholars Program: Cañada has scaled the Promise Scholars Program from 330 students in Fall 2018 to 536 in Fall 2022. The College launched a pilot program to expand the best practices and benefits of the program to part-time students that will then expand District-wide.

Retention Specialists: In 2019, Cañada College institutionalized the role of Retention Specialists via its Guided Pathways redesign process. The College created four meta-majors or Interest Areas, each with a Success Team composed of a Retention Specialist, Counselor, lead faculty, data coach, and a dean. Retention specialists ensure that the College is connecting and communicating with students to amplify their sense of belonging on campus.

Constituent Relationship Management (CRM): Since 2019, the District has built a comprehensive CRM system - or Student Success Link - to facilitate matriculation and retention processes. The goal has been to streamline enrollment and quickly-identify and remove barriers to student success.

Expand cohort programs: With the recent addition of an Umoja program in Spring 2021, the College now supports more than 1,400 students in ten cohort programs including: Umoja, Puente, College for Working Adults, Middle College, Promise Scholars, TRIO SSS, Honors, COLTS (athletes), Veterans, and EOPS.

Online student support services enhancements: By the end of 2020, the college website had been enhanced, a Virtual Campus had been established, and all college student support services were expanded online, especially tutoring, counseling (academic and personal), and registration.

Evidence of Decreased Disproportionate Impact *

The COVID-19 pandemic exacerbated a number of existing disproportionate impacts. The College continues to see significant shifts in its student population with fewer Hispanic, low income and first generation students attending in Fall 2022 than did prior to the pandemic. Nevertheless, the College has documented improvements in the areas of early college and dual enrollment, Promise Scholars Program, and Guided Pathways redesign.

Between 2019-22, Cañada increased the number of dual enrollment sections offered in local high schools from zero to 10, providing early college experiences for over 250 high school students. Of those participating in dual enrollment, 50% are Hispanic (compared to the overall college population of 38%). Only 1% are Black, however, compared to an overall college population of 5%. Between Fall 2019 and Fall 2022, the number of recent high school students matriculating at Cañada in the same year that they completed high school increased by 10.4%.

The Promise Scholars Program primarily accepts students who are low income, first generation college students, former foster youth, or AB540 students. Among the Fall 2021 Promise cohort, 71% identified as Latinx (compared to 44% campus-wide). Course success and unit completion rates for Promise Scholars equal those of other full-time students. Promise Scholars persist at a rate of 78.4% compared to 60.7% for full-time students. Promise Scholars Program participants are more likely to complete degrees, certificates and/or transfer in three years than the overall student population.

The Guided Pathways College redesign efforts have also contributed to a number of gains for our disproportionately impacted students. Our automated assessment and placement system in the CRM ensures that 100% of students are now placed into transfer-level math and English courses and our new community of practice of Retention Specialists and Counselors as well as our Interest Area Success Teams contribute to more students completing transfer-level English and math, especially our Hispanic, transfer-seeking students.

2022-25 Planning Efforts *

A number of important events impacted the College's 2019-22 equity plan cycle. First, the COVID-19 pandemic negatively impacted our communities and employees in a number of ways. Second, the murder of George Floyd in May 2020 marked a critical resurgence and strengthened attention on the College's focus, commitment, and actions for equity and antiracism in new and profound ways. This renewed focus has yielded new initiatives and changes for the College. Lastly, as part of SB893, the San Mateo County Community College District has launched a County-wide effort to make college free for its community members who reside within the County, which includes waiving enrollment fees for all students, especially our undocumented students and those students enrolling in 6 or fewer units. This legislated action will have a dramatic effect on the accessibility and affordability of Cañada College for our most vulnerable community members.

In addition, a number of the key initiatives of our 2019-22 SEAP Plan are just now beginning to yield data and outcomes related to positive impacts on some of our disproportionately impacted students. Our Guided Pathways Success Teams and community of practice for Retention Specialists (supported by our new CRM system) are creating a college environment in which students are connected and supported, with a focus on our minoritized and most vulnerable students. Despite the pandemic, the College's persistence and completion rates for disproportionately impacted student groups have not declined and, in some cases, have improved.

The College has forged deeper partnerships with our high school and four-year partners in an effort to more effectively support critical transitions into the College and through to career placements and University transfer. Early college interventions have yielded hundreds of additional dual and concurrent enrollment opportunities which has expanded access for low income and Hispanic students in Middle College and created new dual enrollment courses and pathways.

Among others, these new opportunities and new challenges, as well as the real improvements fostered by our previous SEAP initiatives, informed our 2022-25 SEAP planning process.

Pandemic Acknowledgement

✕ Interrupted Work Fully

✓ Catalyzed Work

Provide an explanation (optional)

A number of important events impacted the College's 2019-22 equity plan cycle. First, the COVID-19 pandemic negatively impacted our communities and employees in a number of ways. Second, the murder of George Floyd in May 2020 marked a critical resurgence and strengthened attention on the College's focus, commitment, and actions for equity and antiracism in new and profound ways. This renewed focus has yielded new initiatives and changes for the College. Lastly, as part of SB893, the San Mateo County Community College District has launched a County-wide effort to make college free for its community members who reside within the County, which includes waiving enrollment fees for all students, especially our undocumented students and those students enrolling in 6 or fewer units. This legislated action will have a dramatic effect on the accessibility and affordability of Cañada College for our most vulnerable community members.

✕ Delayed Work

Executive Summary URL *

Not Entered

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	×	×	×	×
Hispanic or Latino	×	✓	×	✓	✓
Filipino	×	×	✓	×	×

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

There are a number of factors that contribute to low enrollment of Black/African American students. The following identifies some possible factors that serve as barriers for equitable outcomes:

Financial Barriers to Enrollment (enrollment fees, cost of living, basic needs): The high cost of living in San Mateo county has led to a demographic shift in the populations residing in the region. Black and African American communities comprise 2.8% of the overall San Mateo County population in 2021, compared with 3% prior to the pandemic. The high cost of living impacts students' decisions to pursue higher education versus going directly into the workforce.

Support and Representation: College interventions and programs that directly support Black/African American students are limited. The Umoja Program was launched in Spring 2022 with a very small cohort of students. The program and practices continue to mature and evolve to meet student and community needs. The program has not yet reached its full potential. Additionally, Black or African American-identified faculty and staff representation is very limited and in some personnel groups is non-existent. Black or African American representation in the classroom and throughout the campus is critical to building a campus that both successfully enrolls Black/African American students and ensures their success and completion.

Structure Evaluation

Current Structure

- ✗ Instruction
- ✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Qualitative and Quantitative Data: Aside from the Black Student Union list of demands in 2020 and a subsequent audit of equity and antiracism at the College by an external consultant for diversity, equity, inclusion, and antiracism, there is a lack of robust qualitative and quantitative data to understand the Black and African American experience at the College, especially related to outreach efforts, enrollment, classroom experience, and sense of belonging.

Ideal Structure

- ✗ Instruction
- ✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The following are some policies and practices that would facilitate a shift to equitable outcomes:

- Implement regular qualitative and quantitative assessments to document the Black and African American experience for students, faculty, staff, and administration at Cañada.
- Increase support and institutionalize Umoja program deliverables, strategies, and structures.
- Institutionalize strategic plans for outreach and recruitment of Black/African American students which include college readiness, application, , and financial literacy workshops in East Palo Alto in coordination with UMOJA program staff, College Recruiter for EPA/NFO/MP and student outreach ambassadors.
- Implement affinity groups for Black/African American faculty, staff, and administration
- Coordinate events with local community-based organizations that center Black and African American identity, heritage and culture.
- Implement SB893 to identify and eliminate financial barriers related to enrollment.

Action

Action Steps *

The College will utilize strategic action and resource plans that emerge from the Educational Master Plan (EMP) work groups. These EMP workgroups have been linked to specific recommendations that emerged from the 2021-2022 Equity Audit of the College by ASE Power Consult (APC). For example, specific recommendations for the College to implement affinity groups for students, faculty, and staff and to address White accountability have been linked to specific EMP workgroups for developing student-centered schedules or making registration easier. The goal is for College educational plans to include new or deeper conversations about the impact of race and racism on campus and in our plans, strategies, and resources, specifically anti-Black racism. In this strategic alignment, the College may have stronger opportunities to both identify and eliminate race and racism on the campus and build or strengthen opportunities to make the campus more welcoming and inclusive of the Black/African American experience and student success.

Additional EMP workgroups reference more specific resources to enhance Black/African American enrollment at the College. For example, the EMP workgroup on expanding College outreach and recruitment in East Palo Alto, North Fair Oaks, Belle Haven and Menlo Park are meant to extra resource and strengthen college presence in College service areas with a higher concentration of Black/African American community.

Chancellor's Office Supports

Supports Needed

- ✕ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✓ Data & Research
- ✕ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Any additional best practices and data sets that document the Black/African American experience in California Community Colleges would be very helpful, including best practices and pitfalls. Additionally, any targeted funding for specific enrollment milestones related to supporting Black/African American student success beyond Umoja could only enhance our existing efforts.

Completed Transfer-Level Math & English

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Since 2015, Cañada College has made great strides in increasing the percentage of students completing transfer-level math and English in their first year. All first-time students are placed directly into transfer-level courses. However, only 41% of all first-time, transfer seeking students enroll in a transfer-level math class and only 50% enroll in a transfer-level English class within one year of their first enrollment. First-time, transfer-seeking Hispanic students are more likely to enroll in these courses than their peers (45% in Math and 61% in English) and yet they experience disproportionately less success than the overall cohort (32% v. 62% in Math in Fall 2020; and 43% v. 50% in English in Fall 2020).

Of the many factors that could be contributing to Hispanic/Latinx students disproportionately not completing transfer-level English and math at Cañada, the College is focusing on the following:

- the high unit load of the co-requisite support courses which may deter enrollment;
- the need for supplemental instruction that is more effective for our Hispanic students, including embedded and other just-in-time instructional supports for all Math and English sections, not just the co-requisite support courses; and
- the need for more inclusive curriculum and culturally responsive teaching practices (ensuring we are considering the life context of our students).

Structure Evaluation

Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

During its recent five-year EMP process, Cañada reflected on the changing needs of our communities as a result of the pandemic as well as other socio-economic shifts occurring in the Silicon Valley. Recognizing that more of our students are working, many full-time, in order to make ends meet in our high-cost environment, the College is focused on the structural changes we need to make to our instructional and student services schedules. For many of our Hispanic students, issues related to access to campus and access to courses in multiple-modalities, while retaining a strong sense of belonging and connection to the campus community is critical for their success. For these reasons, we are expanding the degree and certificate programs obtainable in the evenings and online. We will be more intentionally scheduling core required and general education courses such as transfer-level math and English to ensure program completability, reduce conflicts, and align with the social connections afforded by our special programs (such as Promise, EOPS, Umoja), Interest Areas, and learning communities.

Other structural changes needed include: (1) increase of support for faculty to provide more timely, individualized attention for students in their classes, such as smaller class sizes in key courses, more embedded tutors, and teaching assistants (e.g., Umoja practices); (2) increase the use of culturally relevant curriculum and equity-minded (race conscious) learning outcomes; and (3) increase resources for faculty professional development to support new teaching modalities and learning experiences, especially those that reach underserved current and future students. The College is updating its Professional Development Plan to align with and support both the SEAP Plan as well as the College's new EMP.

In order to ensure a focus on our Hispanic and other racially minoritized student groups who may be disproportionately needing a variety of instructional supports to get through gateway classes such as Math 200 (Statistics) and English 100 (Reading and Composition), the College must expand access to the Learning Center, the Writing Center, peer tutors and peer mentors. The College will align its SEAP strategies with its Guided Pathways structures that include a community of practice of retention specialists and counselors who support students, particularly those who may be struggling academically, to connect with resources.

Action

Action Steps *

Resources & interventions that will address factors that may deter enrollment include:

- Establish guidance for first-time students placed into corequisite math and English to take one course at a time (but to start in their first term).
- Adjust Associate Degree for Transfer (ADT) program maps to recommend taking one per term (most ADT maps recommend taking both during the first term).
- Schedule Math 200/800 and English 105 to facilitate completion of each within one year (address counselor concerns that students are deterred by the high unit load of the co-requisite support courses) - including evening and other schedules that support part-time, working students.

Resources and interventions that will improve supplemental instruction for Hispanic students include:

- Evaluate the co-requisite support courses via quantitative and qualitative methods to better understand why students may not be taking them and what scheduling and curricular improvements could most benefit our Hispanic, transfer-seeking students.

- Increase the embedded and other just-in-time instructional supports for all Math and English sections, not just the co-requisite support courses.

Resources and interventions that will scale inclusive curriculum and culturally responsive teaching practices include:

- Establish Learning Communities for our English 105 sections, aligned with Ethnic Studies or History classes to provide culturally responsive instruction and peer support for Hispanic students that recognizes their life context.
- Provide professional development time and resources to faculty teaching the co-requisite courses to improve effectiveness of these courses for Hispanic students in particular.

Chancellor's Office Supports

Supports Needed

- ✕ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✕ Data & Research
- ✓ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Support from the Chancellor's Office in addressing the new AB 1705 legislation would be helpful.

Persistence: First Primary Term to Secondary Term

Filipino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in

learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

There are a number of factors that likely contribute to low persistence rate for Filipino students. The following identifies some possible factors that serve as barriers for equitable outcomes.

Lack of Representation: Filipino students are unlikely to see themselves reflected at Cañada College in the culture, curriculum, programming, or among faculty, staff, and peer tutors, mentors, and ambassadors. The opportunities to build a community that will foster a sense of belonging are limited.

Racism and Bias: Asian American Pacific Islanders (AAPI) are lumped under one racial/ethnic umbrella group. The common practice of using aggregated data instead of disaggregating the data when speaking of the AAPI educational experience and “model minority” stereotype are factors that impact how Filipino students experience the college. Issues of belongingness, microaggressions and mental health are often overlooked.

Lack of AAPI Focused Support and Services: Cañada College currently does not have any culturally responsive programs or outreach/inreach for Filipino students. Educational opportunities for faculty and staff to learn how best to support Filipino students specifically and AAPI generally are almost non-existent. The College has historically hosted limited opportunities to learn about the specific needs of Filipino students with respect to financial aid, course scheduling, transportation, and academic needs as informed by such things as multi-generational home life, community building, and unique impacts of COVID on the Filipino community to name a few.

Lack of Qualitative and Quantitative Data: In Spring 2021, the Career Ladders Project conducted a series of focus groups with students, staff, and faculty (37 participants in total). One of the groups focused on Asian American experiences broadly. This qualitative research is the only data point that has explored Asian American experiences; no research has explicitly solicited data about the Filipino student experience with campus culture, classrooms, and support services in a more robust way.

Structure Evaluation

Current Structure

- ✕ Instruction
- ✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✕ General Operations (A&R, Parking, Campus Policing, etc.)
- ✕ Other

Ideal Structure

- ✕ Instruction
- ✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✕ General Operations (A&R, Parking, Campus Policing, etc.)
- ✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The following are potential policies and practices that may facilitate a shift in equitable outcomes for Filipino students.

Cultural Center: The College is currently building and implementing the structure, programming, and foundational documents for a Cultural Center. The goal of the center will be to build and sustain a culture of success and intrusive support for equity and antiracism at the College, with a focus on Black, Indigenous and People of Color identities. The center will weave in Filipino student narratives, history and identities represented and supported at the College through affinity groups, culturally relevant programming, and employing diverse support staff, peer mentors and ambassadors.

AAPI Focus Support and Services: In Fall 2022, the College is in the process of developing and sustaining culturally responsive support and services for Filipino students through the ARC (Access, Relevance and Community) Project, funded by the Title V Asian American Native American Pacific Islander Serving Institute (AANAPISI) grant. Beyond the ARC, the College will include stronger integration of peer mentoring and ambassador programs for Filipino student support and sense of belonging, optimize schedule of classes to respond to community feedback, provide robust support outside of the traditional work week to meet the academic and financial needs of multi-generational Filipino home structures, and streamline proactive registration to address Filipino student persistence between terms.

Capacity Building for Antiracism and Equity: Through the ARC project, Cañada College has the opportunity to strengthen antiracism in teaching, learning, and service through educating faculty and staff on how to better serve and support Filipino students, including an opportunity to dispel problematic assumptions and bias that show up in the classroom and support services. These outcomes will be achieved through an increase in the use of equity-minded and antiracist curriculum and effective andragogical methods, approach, and practices in classrooms, deeper support for the College Ethnic Studies Program and earlier outreach to Filipino students about Ethnic Studies classes and curriculum, and also broader support for equity-minded and antiracist professional learning and Flex opportunities on such topics as White accountability & White privilege, recognizing and overcoming microaggressions and implicit bias, etc.

Action

Action Steps *

The next steps would focus on developing, coordinating and implementing programs to support Filipino students and to build capacity at Cañada College through professional development. In particular, these opportunities will highlight the social, cultural, and economic factors that impact Filipino student success.

The development of a Cultural Center will build a broader campus awareness for how to build a community that facilitates best practices, strategies, and affinity groups around equity, antiracism, and deeper support for our Filipino community.

The launch of the ARC project will include programming, affinity group and peer support for our Filipino students. The ARC project is a federal grant project that is in alignment with the College of San Mateo, Skyline College, and San Francisco State University. This broader District and regional connection to the support of Filipino students in our County will deepen the longer-term impact of our interventions in moving to action.

Each of these aforementioned interventions, resources, and strategies will help to develop and sustain professional development opportunities for staff and faculty that build capacity on supporting, serving and teaching our Filipino students.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✓ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

The ARC project is a federally-funded partnership between San Francisco State University and the colleges of the San Mateo County Community College District. Any additional resources and technical assistance for how to map and align program deliverables between region, county, and multiple sectors of higher education will be helpful. Additionally, any national, state and local contexts for professional development for and with Filipino community would add richer value to our local efforts to enhance Filipino student success.

Transfer

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

There are a number of factors that contribute to low transfer rates or Hispanic students. The following factors are some possible barriers to equitable outcomes.

Financial Barriers to Enrollment (enrollment fees, cost of living, basic needs): Due to the high cost of living, many of our students must work one or more jobs just to afford the cost of living in San Mateo County and the

surrounding San Francisco Bay Area and Silicon Valley. Likewise, many of these students are enrolled part time, thus extending the time it takes to complete their transfer goals.

Barriers in State Funding Models: The SSSP dollars that have been rolled into SEAP are funding salary and benefits for personnel connected to matriculation. This legacy budget practice limits our opportunity to use SEAP dollars to fund additional transfer interventions for Hispanic students that could reduce financial burden and allow Hispanic students to complete their academic goals and more realistically plan for transfer pathways.

Minimal race-conscious informed practices: The College lacks transfer practices and interventions that are built with and incorporate race-conscious and need-based data. Similarly, Cañada must strengthen efforts to build a transfer-going culture at the college including working with instructional faculty and other student services programs, particularly for our disproportionately impacted student populations. The silo-ing of special programs, learning communities and transfer services continues to impact student success, especially for Hispanic students, as evidenced by limited operational practices such as minimal evening hour transfer support services.

Structure Evaluation

Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The following are potential policies and practices that may facilitate a shift in equitable outcomes.

AB705: Building on the success of AB 705, widespread systemic changes at the College and the District will help to close equity gaps most effectively. The College will continue to promote a culture in which every course and certificate program is nested within a transfer pathway. The ideal goal would be to build a culture in which all courses would build to one single general education transfer pathway for CSU, UC and private 4 year institutions in the state. To support the realities of students often taking courses at multiple institutions across not just districts and systems, the CSUs, UCs, and community colleges will work with the State system offices to further align with a single course numbering system.

SB 893 & Increasing Financial and Student Support: Cañada college will embrace not just “free college” through SB 893 but embrace expansion of programs like EOPS and the Promise Scholars program. State and federal financial aid, an expansion of SB 893, and SEAP funds will provide substantial additional direct financial support

to students to relieve some of the external pressures of housing and transportation and allow students to focus on their educational goals. Funding will prioritize support to low income and disproportionately impacted student populations.

Race-conscious Programming: The College will continue to strengthen a transfer culture at our college through our Colts-U Transfer Station by centering Hispanic Serving Institution designation status in our practice. This practice will include the development of transformative practices that support transactional transfer services and practices with both instructional faculty and staff. These transformative practices will also include the development of culturally responsive workshops and activities that support transfer for Hispanic students and center Hispanic student narratives in transfer workshops and campus visits. Furthermore, the College will develop university partnerships that result in workshops and resources aimed at successful and smooth transitions between the College and University at the point of admission.

Action

Action Steps *

The action plans to move from current practice to more ideal practice include the next steps:

In the District's Constituent Relationship Management System (CRM), the College will develop an integrated system of support aligned to transfer milestones that also center equity practices for Hispanic and low-income students. Additionally, the COLTS-U Transfer Station will develop new and stronger high-touch support services and resources tailored to low-income and Hispanic students. COLTS-U Transfer Station will also develop and grow university relationships that focus on the College's designation as a Hispanic Serving Institution (HSI) and our interest to deepen our transfer practices and success rates, building on our new K-16 MOU with SF State, CSU East Bay and our Sequoia Union High School District partners. In this way, Cañada will enhance its transfer culture via best practices, strategies and resources shared between the College and its partner Universities. The expansion of key practices and programs at the College - such as the pilot Part-time Student Promise Scholars Program - will serve to broaden the base of Hispanic students completing and subsequently open more opportunities for Hispanic students to envision pathways that include transfer.

Chancellor's Office Supports

Supports Needed

- ✗ Field Guidance & Implementation
- ✗ Technical Assistance/Professional Development
- ✗ Data & Research
- ✓ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

Hispanic student transfer rates need deeper advocacy for policy and legislation that (1) requires all community college courses and certificate programs connect to or align with a transfer pathway, (2) develops a single general education transfer pathway for CSU, UC and private 4 year institutions in the state, (3) develops a single course

numbering system across the CSU, UC, and Community College systems, and (4) expands support for programs like EOPS, the Promise Scholars Program, State and federal financial aid, SB 893, and SEAP funds.

Completion

Hispanic or Latino

Areas of Completion

Areas of Completion *

- ✕ Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Historically, Cañada college has not scheduled courses with the specific intention of program completion. This has led to a course schedule that adds complexity to students earning awards. An additional challenge facing Cañada college is our smaller size which means necessary courses may only have one section offered in an academic year which limits opportunities for students to complete some awards.

Our Hispanic population in our service area is concentrated in eastern Redwood City, East Palo Alto, and Belle Haven which is the most remote urban location in our service area relative to the location of the campus. This creates some transportation issues, especially for the Belle Haven and East Palo Alto residents who need at least one transfer to access the SamTrans bus route to campus. Currently, our Menlo Park satellite location is primarily offering not-for-credit courses. Relatively few of our general education or academic programs are currently being provided in this location that is substantially closer to our Hispanic population.

Additionally, the pandemic brought to light the gaps in high speed internet access and access to a computer amongst our students. We have increased our hotspot and laptop loan program, but these programs could be expanded further.

Cañada College's career education programs mainly attract female students. The lack of robust career education programs that appeal to our Hispanic male students may lead to them taking some classes at Cañada, but not earning an award from the college.

Despite being a Hispanic Serving Institution, there are no affinity groups or spaces specifically targeting our Hispanic students beyond our PUENTE Program. Currently, there are few targeted supports for our Hispanic students past their second semester to keep students on the path to completion - such as peer support, mentorship, sustainable programming, and alumni networks and resources. This lack of targeted support in turn contributes to frequently low numbers of Hispanic male enrollment in ESL courses and CTE courses and contributes to a campus community that does not outwardly and clearly build a welcoming culture of completion for Hispanic males beyond our relatively small PUENTE program.

Structure Evaluation

Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

In order to optimally serve our students Cañada college will have intentionally built out each program of study to be completable in two years across in as many modalities as possible which will allow each student to complete their program of study in the modalities of their choice. Students will know when a course will be offered, as all core courses and sufficient selective courses to complete each program of study will have a specific availability pattern. Additionally, every program of study will have been scheduled to ensure there are no course conflicts amongst major courses.

Hispanic students will receive intentional, targeted support to help them stay on the path throughout their entire time at Cañada college. Retention specialists will actively case manage our Hispanic students to ensure they are making progress towards completion of their program of study. These interventions will be further resourced through the implementation of the College's Developing Hispanic Serving Institutions grant that the College was

awarded in Fall 2022 to specifically address the persistence and retention of Hispanic students through to completion by way of strategic case management by retention specialists.

The career education programs will have been expanded with programs that are of broad interest to our Hispanic male population. Some of these programs are being offered at the expanded Menlo Park satellite location to reduce transit time for students while they are reskilling or upskilling for a new career. A direct line of transit has been set up between East Palo Alto, North Fair Oaks, and Cañada's main campus to reduce transit times for students in those areas who are pursuing programs in person that are not being taught at the satellite location.

Finally, the technology loan program has been expanded so that any Cañada student who does not have access to high speed internet in their home or a personal computer to do their school work is able to borrow technology from the campus to complete their work with all the necessary resources.

Action

Action Steps *

The groundwork for improving the course schedule has already begun with the instructional deans. Program completability and course availability is being analyzed under direction of the vice president of instruction. Ancillary to this is the analysis of course conflicts within major courses across programs of study. The next step for these practices will be the refinement of the schedule and course availability to best support student completion.

Success Teams have been created and caseloads have been allocated to retention specialists. A community of practice has been created to provide a space for retention specialists to discuss best practices and support each other. Targeted outreach to the Hispanic male students will need to be operationalized within retention specialist workload. This outreach will be supported by the research office, through reports tracking student course success and program completion progress.

The vice president of instruction will work with the instructional deans and the workforce development office to expand the variety and capacity of the Menlo Park location. This includes scaling up not-for-credit programs that are working, while also adding new, for-credit career pathways.

The vice president of administrative services and vice president of student services will work in conjunction to identify transit solutions to bring students from East Palo Alto and North Fair Oaks with the largest need directly to campus.

Finally, the academic support and learning technology division will need to scale up the technology loan program and market it broadly to ensure any students who need access to high speed internet or a personal computer will be able to borrow the technology needed to access programs online and utilize digital resources to support their course taking.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✗ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools

- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

The most essential support needed at Cañada will be around strategic enrollment management to support changes to the schedule. Guidance on best practices for college scheduling and optimization would enhance the efforts to improve program completability through scheduling.

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

- Faculty Coordinator who co-chairs our Academic Committee on Equity and Success (soon to be merged with our new Equity and Antiracism Planning Council) who leads college-wide equity and antiracism efforts along with a classified staff leader and administrator.
- Continuous improvement of our implementation of AB 705
- Expanded access to early college opportunities for minoritized students and students who may not already be college-bound via Middle College and dual enrollment expansion.
- Many of our initiatives listed under our Reflection and the sections below.

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

The equity efforts of the college, as outlined in the Student Equity and Achievement Program Plan, are inextricably linked to our guided pathways goals. Efforts by the Interest Areas Success Teams, and the Retention Specialists in particular, are focused on three key areas:

- Retention-Fall to Spring
- Completion of transfer-level math and English within the first year
- Transfer to a four-year institution

The organizational changes we have made since launching this effort have been geared towards removing barriers to enable all students to attain their educational goals as efficiently and effectively as possible. Retention Specialists have direct involvement in monitoring student progress through weekly reports from PRIE, weekly Early Alert meetings, and regular Interest Area programming. Interest Area Success Teams provide guidance from the point of onboarding and matriculation, through to completion of education goals.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

Pursuing funding to add an Accessibility Support position with an instructional focus, and that position would lead efforts to implement Universal Design for Learning (UDL) approaches for online instruction.

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

- 1) Outreach: work with feeder schools throughout the academic year. We will help their graduating seniors and families complete a FAFSA and provide an overview of the FA process, including information on what to expect when enrolled in college (such as completing verification, appeals, etc.).
- 2) In-Reach: work with our students directly by hosting FAFSA drives and promoting our 1-on-1 appointment scheduling with a FA representative to help with the application and file completion. Additionally, we will send a text message and emails to students at least once a month to complete their files before the start of the semester.
- 3) Monitor Data on a weekly basis. This will allow us to review if our efforts are effective or not, and also share data with campus partners and ask for feedback to improve our efforts.

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

1. Review Data: Review all unpaid Pell Grant for students and see what is preventing their aid in disbursing. Once we identify the most common barrier, our staff and director of financial aid will work together to create a communication to our students, and also provide appointment times for our students, if needed.
2. In-reach. Similar to our previous strategy for FAFSA completion, we will conduct extensive communication to our students by contacting them via email and text to complete their requirements in order to have their Pell Grant disbursed, along with providing a deadline.

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

We have already disbursed most of our federal emergency funding to eligible students. We had three phases in our awarding process.

Phase 1

- Pell recipients including homeless, former foster youth, and veterans with self-certification Title IV eligibility if a non-FAFSA filer

Phase 2

- Non-Pell FAFSA filers
- California College Promise Grant (CCPG) recipients

Phase 3

- Students demonstrating financial need based on application type (FAFSA, CADAA or CCPG) and Cost of Attendance or self-certification of COVID-19 financial impact

For reference: <https://smccd.edu/heerf/index.php>

5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

Not Entered

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

Not Entered

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

Not Entered

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

The campus has been working on efforts to convert sections to zero-textbook-cost (ZTC) materials since Fall 2019, but the current funding will expand efforts in multiple ways. We will bolster our current ZTC Adopter Program to allow multiple cohorts throughout the academic year, which will increase the number of sections offered as ZTC (and low-textbook cost, LTC) each semester. Additionally, we are working with departments to have coordinated, systematic approaches to ZTC conversion, thus ensuring that this work continues and is integrated into the College's culture. To help in these endeavors,

we are initializing training of embedded tutors and peer mentors to work with those students who need help utilizing digital materials. We are surveying our students in ZTC and LTC courses to identify gaps and address needs, and will continue to act in ways that include student voice in all areas. In this way, we aim to create a general education ZTC pathway and several ADT and Certificate pathways in the next 2-4 years.

This work directly affects course affordability for our students, particularly those for whom the cost of course materials presents a barrier to their education. In 2021, 36% of students surveyed indicated that they took fewer classes due to the cost of course materials, another 26% dropped a course because of the cost of course materials, and 23% did not purchase the course materials. Students are asking for high-quality and affordable course materials, our efforts will address this need.

All of this work is being done by the OER/ZTC Coordinator, who currently receives .5 FTE release time. The position requires more personnel to ensure efficient and timely implementation and assessment. Ideally, the Coordinator role should be expanded to 1.0 FTE, and a Student Assistant is needed to help with these tasks. The Library staffing also needs to be increased, with more requests for library-based materials and their management.

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

The College continues to provide multiple trainings, workshops, and resources to students, faculty, staff, and administrators through our Safe Zone and Brave Spaces team (A BIPOC LGBTQ+ specialized training).

The College also continues to provide a foundation for any member of the Cañada community to ensure their pronouns are correct. This practice occurs through registration, student body cards, and setting a standard in any meeting introductions.

In the Spring of 2022, in collaboration with Student Life, Middle College, facilities, and administration, the college also granted a request by LGBTQ+ students to convert a multi stall restroom to an all gender restroom so that basic needs could be met by all students.

In the Fall of 2022, Student Life continued their LGBTQ+ in-person programming, and hosted an all-campus National Coming Out Day event featuring coming out stories, resources, and local LGBTQ+ businesses. This event is in addition to Student Life's annual programming around Pride Month and participation in the local Pride Parade.

Additionally, within the Fall of 2022 the Student Services Planning Council gathered to write a proposal request for a Program Services Coordinator to support the LGBTQ+ community through programming in the new Cultural Center.

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

The Personal Counseling Center offers group talk sessions, visit classrooms to talk about personal counseling services, present information to incoming students at informational sessions and orientations, and utilize Active Minds club to also offer workshops regarding some mental health topics.

Future plans to improve access to mental health services include:

- Hiring an office assistant so the PCC can implement a triage

- Hiring a 2nd full-time personal counselor to reduce wait time and offer therapy sessions every day of the week and evenings.
- Take over the space that is currently shared with the DRC, so that all personal counselors can come in more days a week to provide more in-person therapy sessions.
- Begin a peer counseling program where Active Minds leaders can be trained to be peer counselors.
- Offer more mental health trainings and workshops every semester to the student body.
- Create partnerships and collaboration with community mental health resources to support students with complex mental health needs.
- Collaboration with other campus programs and clubs to provide culturally responsive outreach to students.

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

The San Mateo County Community College District Board will review and adopt Cañada's Student Equity and Achievement Program (SEAP) Plan on November 30, 2022. The College has aligned our SEAP Plan with our new, Board-approved Educational Master Plan for 2022-27 as well as the District's Strategic Plan for 2021-26.

The Board of Trustees regularly holds Study Sessions to review the progress the College makes on all of these plans in order to keep its commitment to the principles of social justice and equity with an intentional focus on ensuring students complete their educational goals, from certification in career education to associate degrees and transfer to four-year universities... on-time! This focus on completion comes from a recognition that the most important factor that contributes to upward social and economic mobility is the attainment of higher education.

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

Cañada College will continue to leverage a broad cross-section of other funding sources to achieve our institutional equity goals including Fund 1 (including our SB 893 Free College Initiative), Guided Pathways Funding (to support our Retention Specialists and Interest Area Success Teams), as well as our new U.S. Department of Education DHSI and AANAPISI grants to support our outreach and support for Hispanic stopped out students, our Asian American, Native American and Pacific Islander transfer students, as well as supporting dramatic increases in the number and percentage of our minoritized students in accessing financial aid and other related financial supports.

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

One of our signature initiatives to dramatically shift the way the College infuses equity considerations in everything it does is the transformation of our participatory governance structures. Student voices have been instrumental in informing our Internal Equity Report recommendations as well as the implementation of a new Equity and Antiracism Planning Council. Once formed, this Planning Council is intended to assist all other functions at the college in understanding and addressing inequities in the student experience. Student representation on this and every major Planning Council on the campus is a critical way the College seeks to leverage student voices. The College's Office of Planning, Research, and Institutional Effectiveness also regularly administers surveys (NACCC, CCSSE, and others) to better understand disaggregated student perspectives and provide insight to the continuous improvement efforts of the College at every level.



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