

Student Equity and Achievement Program Plan DRAFT

2026-2028

Based Off of This PRIE Data

What is the most impactful and important actions to support our DI pops?

METRIC	CONTINUING ACTIONS	NEW ACTIONS	DI
Metric 1 (Enrollment) Actions Cañada will take EAPC Subgroup Full Notes		ANTI-RACIST MARKETING CAMPAIGN: Showcasing our Black/African American, LGBTQ+, AANHPI, First Gen students/student stories in marketing campaigns alongside employees to say how they are committed to supporting Black and African American, LGBTQ+, AANHPI, and First Gen students	First Gen, Black/African American and LGBTQ+ (Asian, White, and Male students = state)
Metric 1 (Enrollment) Actions Cañada will take EAPC Subgroup Full Notes	TAILORED LISTENING SESSIONS: Within the first year of the plan, determine new locations for targeted outreach of Black and AANHPI community specifically. Within the second year, hold listening sessions in those new locations.		First Gen, Black/African American and LGBTQ+ (Asian, White, and Male students = state)
Metric 1 (Enrollment) Actions Cañada will take		BLACK EXCELLENCE EVENT: Host an annual Black Excellence celebration showcasing alumni and student success and inviting middle school and high school families. \$ FUNDING NEEDED \$	Black/African
Metric 1 (Enrollment) Actions Cañada will take		LGBTQ+ SPECIFIC MARKETING MATERIALS: Create specific LGBTQ+ marketing materials available for Outreach events, including resources and support. \$ FUNDED BY LGBTQ+ GRANT \$	LGBTQ+
Metric 2 - A (Math & English) Actions Cañada will take to address factors that may deter enrollment in math and English AND support completion of the class. EAPC Subgroup Full Notes		NEW CREW FOCUS: Pilot having CREW focus on students who are attempting English or Math for the 2nd time (in danger of academic dismissal) and engage Retention Specialists and faculty support for those students	First Gen, Female, AANHPI Female, LGTBQ+, Latinx + actions that will benefit ALL students
Metric 2 - A (Math & English) Actions Cañada will take to address factors that may deter enrollment in math and English AND support completion of the class.		NEW CLASSROOM CREW INTERVENTION: 1-3 regular visits from retention specialists or interest area counselors (CREW members) in first year English and math classes to develop meaningful connections between students and retention specialists/counselors and provide consistent messaging about course sequencing and support. CREW will develop consistent messaging in collaboration with counseling that is shared among all success teams (interest areas and special programs alike).	First Gen, Female, AANHPI Female, LGTBQ+, Latinx + actions that will benefit ALL students

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Metric 2 - B (Math & English) Actions Cañada will take to improve supplemental instruction	UPDATING EMBEDDED TUTOR SUPPORT: Ensure that first year English and math classes have peer or IA embedded tutors in all sections where faculty are willing to work with them. This action includes: hiring more embedded tutors, improving training for both tutors and faculty, and clarify process for recommending and hiring emedded peer tutors. \$ Funding Needed \$		First Gen, Female, AANHPI Female, LGBTQ+, Latinx + actions that will benefit ALL students
Metric 2 - C (Math & English) Actions Cañada will take to scale inclusive curriculum and culturally responsive teaching practices	SUPPORT FACULTY TRAINING WITH FUNDING: Provide funding for faculty to participate in professional development oportunities beyond conference (for example, funding for bringing in trainers for Flex Day or communities of practice and funding for faculty time spent in training beyond Flex Day) \$ Funding Needed \$		First Gen, Female, AANHPI Female, LGBTQ+, Latinx + actions that will benefit ALL students
Metric 3 (Persistence) Actions Cañada will take Link to Subcommittee Notes	STRENGTHEN & ASSESS EARLY ALERT SYSTEM: In collaboration with EMP goal to reassess Guided Pathways, work with CREW update the process for handling early alerts to include more collaboration between success teams and faculty and create a baseline uniform approach across the college (including success teams in special programs) for how to handle early alerts. CREW team's visits to first year math and English will be part of these efforts. Assess effectiveness of Early Alert system each year.		Male (Asian Male, Female, Filipino, White = state)
Metric 3 (Persistence) Actions Cañada will take		CENTRALIZE + UPDATE STUDENT WORK OPPORTUNITIES: Departments/orgs all work with the Career Center for a clear, consistent, and easy way for all students and hiring departments/orgs to access information and applications for student positions on campus.	Male (Asian Male, Female, Filipino, White = state)

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Metric 3 (Persistence) Actions Cañada will take		MALE CAREER INTEREST FOCUS GROUPS/ASSESSMENT + FUTURE PLANNING: Conduct targeted male-focused qualitative assessment in the community to explore what male students need for career support and work with Instruction on paths to offer what is needed. Explore CSM and Skyline's vocational programs to see models.	Male
Metric 3 (Persistence) Actions Cañada will take	SUPPORTING BAM EFFORTS: Continue to garner more campus support, resources, and reach of Brothers Achieving Milestones as an emerging program. Assess each year on effectiveness and utilize data to inform programming of BAM.		Male
Metric 4 (Completion) Actions Cañada will take Link to Subcommittee Notes	ASSESS and ADJUST N.O.W: Assess Nights, Online, Weekend (NOW) support of Latine students (support services for evening/weekends/online courses quality concerns) and hold strategizing meetings annually to update services according to needs.		Latine (No statewide DI)
Metric 4 (Completion) Actions Cañada will take	FIND NEW ALTERNATIVES FOR TRANSPORTATION: Support students with their transportation needs and find alternate solutions while the college transitions out of Lyft program. \$ FUNDING NEEDED \$		Latine
Metric 4 (Completion) Actions Cañada will take	INCREASE CULTURALLY RELEVANT CURRICULUM IN ALL COURSES: Continue to provide professional development opportunities to all faculty across disciplines to develop culturally relevant courses and pedagogy. Increase the faculty attendance to culturally relevant professional development opportunities by 5% since last SEAP plan. (Collect data that includes on and off campus participation.) \$ FUNDING NEEDED \$		Latine

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Metric 4 (Completion) Actions Cañada will take		INCREASE LIBRARY SUPPORT FOR STUDENT TECHNOLOGY NEEDS: Hire additional staff (including student workers) to provide technology literacy workshops to onboard students with their technology loans and use of interfaces such as Canvas, Websmart, Google suite and ZTC/OER resources. Provide workshops in Spanish. \$ FUNDING NEEDED \$	Latine
Metric 5 (Transfer) Actions Cañada will take		TRANSFER TEAM COLLABORATION WITH CREW Members of the CREW will track enrollments and success in transfer level English and math, and help refer students to Counseling Division and Transfer Center. CREW English faculty Math faculty Spring 202. Interest Area lead counselors will update program maps to include English and math within the first year when possible. <i>*This item is in the new tranfer plan</i>	First Generation, Latine, Low Income (Low Income Female students=state)
Metric 5 (Transfer) Actions Cañada will take		TRANSFER TEAM COLLABORATION WITH FACULTY AND SPECIAL PROGRAMS: The Transfer Center will build relationships with faculty (for example, invite faculty and their classes to Colts-U Transfer Center for presentation beginning of each semester, reach out to Learning Community, ESL and N.O.W. Program faculty to develop joint programming, create Canvas shell for faculty to link to their courses) <i>* this item is in the new Transfer Plan</i>	First Generation, Latine, Low Income (Low Income Female students=state)
Metric 5 (Transfer) Actions Cañada will take	INCREASE FUNDING FOR CAMPUS VISITS: Increased funding needed for campus visits as transportation and food costs increase and more students attend. \$ FUNDING NEEDED \$		First Generation, Latine, Low Income (Low Income Female students=state)

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Metric 6 (Student Ed Plan) Actions Cañada will take		NEW COMPREHENSIVE SEP CAMPAIGN: Marketing campaign including social media to inform students of the benefits of Comprehensive SEPs and comprehensive email reminders for counselor appointments in September and October and February and March. Coordinate with CREW to ensure that their classroom visits and materials include consistent messaging on SEPs.	Latine, as well as LGBTQ+ and Male (No state data)
Metric 6 (Student Ed Plan) Actions Cañada will take	ORIENTATION REMINDER: Work with orientation team to ensure SEP is in Orientation, emphasizing the importance of having a comprehensive SEP.		Latine, as well as LGBTQ+ and Male (No state data)
Metric 6 (Student Ed Plan) Actions Cañada will take	EXPAND COUNSELING AND RETENTION SPECIALIST SERVICES: Hire and train more counselors to ensure that students have enough time for longer meetings to complete comprehensive SEPs and receive consistent information without long wait times for appointments. Hire and train more retention specialists to better manage interest area case loads so they can support SEP efforts (ie. follow up on reports from PRIE about which students do not have comprehensive SEPs and stay on track with SEPs they do have) \$ FUNDING NEEDED \$		Latine, as well as LGBTQ+ and Male (No state data)