

Student Equity and Achievement Program Plan DRAFT

2026-2028

(Previous Plan and Actions [here](#))

Based On This PRIE Data

Where the SEAP Has Gone for Brainstorming, Creating, Writing, Reflecting, and Updating:

EAPC 4/22/25, SSPC 4/23/25, Math 4/25/25, All Campus SEAP Event 9/25/25, English Department 5/6/25, Cultural Center 5/9/25, IPC 5/16/25, PBC 5/21/25, All Campus Flex 8/12/25, EAPC Writing Group (made up of entire EAPC membership) meets throughout September 2025, Cabinet 10/2/25, PBC 10/1/25, Student Senate 10/1/25, Check in Meetings (10+ meetings) with Many Implicated for Support: Throughout October 2025, IPC 10/2/25, Brave Space Collective 10/3/25, Classified Senate 10/9/25, SSPC 10/22/25, All campus email sent as well as live on Office of Equity/SEAP websites throughout October 2025, PBC 10/15/25, Outreach Meeting 10/16/25, Classified Senate 10/23/25, Academic Senate 10/23/25, EAPC 10/28/25, PBC 11/5/25

21 Actions in 3 Years

METRIC	CONTINUING ACTIONS	NEW ACTIONS	Disproportionately Impacted Student Population	RESPONSIBLE	Notes from feedback meetings
Metric 1 (Enrollment) Actions Cañada will take EAPC Subgroup Full Notes	ANTI-RACIST MARKETING CAMPAIGN: Continue to showcase our Black/African American, LGBTQ+, AANHPI, First Gen student stories. Include willing employees in marketing campaigns that showcase how we support these communities and the resources connected.		First Gen, Black/African American and LGBTQ+ (Asian, White, and Male students = state)	Marketing + Director of Equity (Consultation with Outreach requested by Outreach)	(keeping student/employee safety a priority). Year 1 - create materials, Year 2 - ensure materials are shared with community Year 3 - assess impact of materials on enrollment
Metric 1 (Enrollment) Actions Cañada will take EAPC Subgroup Full Notes	IMPLEMENTING LISTENING SESSIONS ACTIONS: Establish consistent physical presence of a College Recruiter in East Palo Alto, North Fair Oaks, and Belle Haven to support potential students with application assistance, financial aid eligibility, virtual counseling, program referrals, and course registration. Increase partnerships with non-profit organizations that work with BIPOC/low-income/first-generation high school/middle school students.		First Gen, Black/African American and LGBTQ+ (Asian, White, and Male students = state)	Outreach (classified) + Dean Enrollment	This action was specifically requested and worked on by Outreach
Metric 1 (Enrollment) Actions Cañada will take		BLACK EXCELLENCE EVENT: * Host an annual college-wide Black Excellence celebration showcasing alumni and student success and inviting middle school and high school families.	Black/African American	Office of Equity + (Consultation and partnerships with Umoja, Black Student Union, Wocc, BAM, and Outreach)	Budget could come from Office of Equity/Cultural Center Office of Equity can lead facilities request, food orders, contracts, advertising creation, calendar invites Onus is not on unpaid people or students
Metric 1 (Enrollment) Actions Cañada will take		LGBTQ+ SPECIFIC MARKETING MATERIALS: Create specific LGBTQ+ marketing materials that include resources and support.	LGBTQ+	Marketing + Director Equity (Consultation with Outreach requested by Outreach, Brave Space Collective, and LGBTQ+ students)	
Metric 2 (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 FOCUS ON SUPPORTING 2ND ATTEMPTS OF COURSES: Expand the pilot practice of Interest Area and special program success teams collaborating with discipline faculty to provide intentional and holistic support for students who are attempting English or Math for the second time.	First Gen, Female, AANHPI Female, LGBTQIA+, Latinx + actions that will benefit ALL students	Instructional faculty + Success teams (classified)	Jackie Gonzalez already piloting this. Engl Dept Meeting Notes Notes from 10/13 Ron, Maria et al.

Metric 2 (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 INTERVENTION: Expand pilot practice of Retention Specialists and Counselors from the Interest Areas and Promise Program conducting 1–3 scheduled classroom visits each semester in all in-person, first-year English and math courses. These visits are designed to strengthen connections with students, and provide timely, consistent messaging about available campus resources. Faculty coordinators in English and Math will collaborate with Retention Specialists to organize the visits. Retention Specialists and Counselors will develop shared outreach materials and talking points—coordinated across success teams—to ensure students receive clear, equitable, and consistent information that supports their retention, course completion, and progress toward educational goals.	First Gen, Female, AANHPI Female, LGBTQIA+, Latinx + actions that will benefit ALL students	Faculty + Interest Area Retention Specialists + Promise RS (classified)	
Metric 2 (Math & English) Actions Cañada will take to address factors that may deter enrollment in math and English AND support completion of the class.		DISTRICT-WIDE IMPROVEMENT ON PLACEMENT CODES: Collaborate with College of San Mateo and Skyline College to evaluate and improve our math and English placements processes and codes in order to update district policy on placement to ensure that students do not face barriers from choosing which first year math or English class to take.	First Gen, Female, AANHPI Female, LGBTQIA+, Latinx + actions that will benefit ALL students	Dean of Counseling <i>(Consultation with Faculty)</i>	
Metric 2 (Math & English) Actions Cañada will take to improve supplemental instruction	STRENGTHENING EMBEDDED TUTOR PROGRAM: Ensure that first year English and math classes have peer or IA embedded tutor support in as many sections as possible with current funding. Math and English discipline faculty will meet each semester with the Director of Student Support and Guided Pathways to continue this process. Hold training every semester for English faculty and embedded tutors as a requirement for participation in the program. IAs will provide ongoing mentorship to peer tutors. Math tutor trainings will continue to be led by Learning Center Tutor Coordinator. Assess effectiveness of embedded tutoring (PRIE in collaboration with English and Math faculty)		First Gen, Female, AANHPI Female, LGBTQIA+, Latinx + actions that will benefit ALL students	Math and English Faculty Leads + Director of Student Support + Classified Tutor Coordinator	
Metric 2 (Math & English) Actions Cañada will take to scale inclusive curriculum and culturally responsive teaching practices	DATA INFORMED CURRICULAR DEVELOPMENT: Continue to investigate the first year course success data for extra support vs. traditional courses. PRIE and Faculty will develop tools to gather student input about effectiveness, impact, and barriers to success in first year courses. Department faculty will continue to use department meeting time to analyze this data to inform curricular and pedagogical changes and continue to engage in equity-focused professional development.		First Gen, Female, AANHPI Female, LGBTQIA+, Latinx + actions that will benefit ALL students	Math and English Faculty	NOTES FROM DEPT MEETING add in specific equitable practices that will continue to train folks faculty will use retreat time to evaluate data and review best practices and train more faculty faculty will conduct surveys in class to gather data of student voices about what impact our classes are have understand the data about how our classes compare across the district and work with others about curriculum development investigate the 1000 and 1000E data to better understand the differences in success rates and use that knowledge to better serve our students
Metric 3 (Persistence) Actions Cañada will take		ASSESS & STRENGTHEN EARLY ALERT SYSTEM: Assess Early Alerts and identify options and opportunities to improve its effectiveness.	Male (Asian Male, Female, Filipino, White = state)	Director of Student Support + Dean of Counseling + PRIE	

Metric 3 (Persistence) Actions Cañada will take		CENTRALIZE + UPDATE STUDENT WORK OPPORTUNITIES: Increase the number of on-campus departments partnering with the College Center/Career Center for a clear, consistent, and central way for students to access information and applications for on-campus student jobs.	Male (Asian Male, Female, Filipino, White = state)	All Student Hiring Managers + Career Center Faculty Lead + VPSS and Deans	Potential operational: Create and share a flyer with on-campus employers that provides the direct link to employer registration on College Central through the Career Center. VPSS and Deans will recommend to all of their student employee hiring managers to utilize College Central/Career Center.
Metric 3 (Persistence) Actions Cañada will take		MALE CAREER INTEREST FOCUS GROUPS/ASSESSMENT + FUTURE PLANNING: Determine the current college instructional programs with largest equity gaps for male students (Dean of BDW would partner with PRIE). Conduct quantitative and qualitative research with current students and potential students (dual enrollment, adult schools, etc) to determine their immediate and long term career goals and best times for classes. Build new instructional programs, or adjust our current programs, to better meet the educational needs of our male students.	Male	BDW Dean + PRIE	Operational notes from Alex: Also incorporate data from current community surveys in Belle Haven and NFO, EPA and college's listening sessions to inform program development and updates. (for example to add or update certain classes that would help them complete a certificate, or adjust time and place of classes.)
Metric 4 (Completion) Actions Cañada will take Link to Subcommittee Notes	ASSESS and ADJUST N.O.W: Assess support of Latine students in the Nights, Online, Weekend (NOW) Program. NOW Program Director, faculty, and students will hold strategizing meetings annually to update services according to needs.		Latine (No statewide DI)	PRIE, Director of NOW, faculty, classified working with NOW, students	
Metric 4 (Completion) Actions Cañada will take	FIND NEW ALTERNATIVES FOR TRANSPORTATION: Explore transportation options and find alternate solutions while the college transitions out of Lyft program.		Latine	VPAS	
Metric 4 (Completion) Actions Cañada will take	INCREASE CULTURALLY RELEVANT CURRICULUM IN ALL COURSES: Provide professional development opportunities to all faculty across disciplines to develop culturally relevant courses and pedagogy. Increase faculty attendance to culturally relevant professional development opportunities by 3% since last SEAP plan cycle. (Collect data that includes on and off campus participation.)		Latine	PDPC (Dean, Faculty, and Classified Tri-Chairs)	

Metric 4 (Completion) Actions Cañada will take Notes on Tech Literacy meetings		INCREASE SUPPORT FOR STUDENT TECHNOLOGY NEEDS: Collect and align tech literacy resources to create a menu of options and materials that all members of the college can use to support students in learning how to use Canvas, Websmart, Google suite and ZTC/OER resources, with bilingual options when possible. The ESL department will collaborate with the Learning Center and N.O.W. program to offer tech orientations for ESL classes with the greatest need. (Year 1: planning, Year 2 and 3: implementation and assessment) N.O.W. staff will offer tech literacy workshops in the evenings and Saturdays in collaboration with evening faculty using aligned materials. The Learning Center will continue to offer tech literacy workshops and support using aligned materials.	Latine	Faculty, library team (some classified some faculty), LC classified staff, Director of Student Support, NOW program director and classified staff, Instructional Designer and Instructional Technologist	Notes: faculty need to take responsibility for the tech workshops--perhaps doing them during classtime (ESL and English?) collaborate with LC (operational notes: students want longer workshops, use the tech support folks from the LC to be "TAs" in the workshops--evenings and Saturday) collaborate with NOW to support evening students' needs for instructional workshops not just "fix"--reach out to ESL folks and NOW to support -- we need these to be in person-- if it's instructional then faculty might need to be in charge. Reach out to Janet (adult schools) and Diana (ESL retention) and Nadya counseling to support getting some students into workshops BEFORE classes.
Metric 5 (Transfer) Actions Cañada will take		TRANSFER TEAM COLLABORATION WITH INTEREST AREA RETENTION SPECIALISTS AND FACULTY Collaborating with PRIE, who will track enrollments and success in transfer level English and math, interest area retention specialists and faculty will help refer students to Counseling Division and Transfer Center. Interest Area lead counselors will update program maps to include English and math within the first year when possible. *This item is in the new transfer plan approved by PBC 5/2025	First Generation, Latine, Low Income (Low Income Female students=state)	Interest Area Retention Specialists (classified) and Faculty	
Metric 5 (Transfer) Actions Cañada will take	TRANSFER TEAM COLLABORATION WITH FACULTY AND SPECIAL PROGRAMS: Members of Interest Area and special program success teams will track enrollments and success in transfer level English and math, and help refer students to counseling, learning center, etc. Interest Area lead counselors will update program maps to include English and math within the first year when possible. * this item is in the new Transfer Plan approved by PBC 5/2025		First Generation, Latine, Low Income (Low Income Female students=state)	Transfer Center (classified) + Counseling Faculty	
Metric 6 (Student Ed Plan) Actions Cañada will take		NEW COMPREHENSIVE SEP CAMPAIGN: Dean of Counseling will work with counseling faculty and marketing to develop a communications campaign to inform students of the benefits of Comprehensive SEPs, with email reminders to students to schedule counselor appointments in September and October and February and March and to faculty to announce in classes. The Dean of Counseling will coordinate with Interest Area retention specialists and counselors to ensure that their classroom visits and materials include consistent messaging on SEPs.	Latine, as well as LGBTQ+ and Male (No state data)	Dean of Counseling + Counseling Faculty + Marketing	

Metric 6 (Student Ed Plan) Actions Cañada will take	UTILIZE ORIENTATION FOR SEP REMINDER: The Dean of Counseling will work with the orientation team to update orientation materials to ensure they include consistent SEP information and include opportunity for students to schedule full counseling appointments during orientation. PRIE will work with the Dean of Counseling to assess and update orientation as needed.		Latine, as well as LGBTQ+ and Male (No state data)	Dean of Counseling + Orientation Lead (classified)	
Metric 6 (Student Ed Plan) Actions Cañada will take	ENSURE STUDENTS HAVE ENOUGH TIME IN COUNSELING APPOINTMENTS TO COMPLETE SEPS: Dean of Counseling and counseling faculty will explore reorganization of counselor workloads to ensure that students have enough time to complete comprehensive SEPs in meetings. Counselors will continue to utilize regular Counselor Corner meeting time to share best practices and develop mentoring and onboarding support for new counselors so students will receive consistent and accurate information about majors, transfer, and SEPs.		Latine, as well as LGBTQ+ and Male (No state data)	Dean of Counseling + Counseling Faculty	