



Student Equity & Achievement Program

2025-28 Student Equity Plan

Cañada College

as of November 5, 2025

Approved by EAPC on: October 28, 2025

Approval by PBC on: November 5, 2025

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Student groups for whom goals have been set:

Cañada College's Metrics and Disproportionately Impacted (DI) Population Summary

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1:		Goal 2:	
			Eliminate Disproportionate Impact		Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
Asian	8.0%	50	0.9%	6	3.1%	20
Male	9.7%	293	0.1%	4	2.2%	66
White	7.1%	182	4.4%	112	6.4%	163
Completed Both Transfer-Level Math & English - DI Student Populations						
Asian Female	11.9%	10	0.6%	1	7.5%	7
Female	14.4%	87	6.5%	40	9.3%	57
First Generation	16.2%	65	0.5%	3	4.1%	17
Hispanic	16.5%	87	1.1%	6	4.2%	23
LGBT	11.9%	10	0.6%	1	7.5%	7
Persistence: First Primary Term to Secondary Term - DI Student Populations						
Asian Male	42.0%	21	0.1%	1	13.8%	7
Female	53.0%	267	0.2%	2	4.6%	24
Filipino	31.8%	14	10.6%	5	24.4%	11
White	49.8%	115	0.6%	2	7.0%	17
Transferred to a Four-Year - DI Student Populations						
Econ Disadvantaged Female	17.9%	26	0.1%	1	6.3%	10
Female	19.6%	48	0.6%	2	5.6%	14

Metric 1: Successful Enrollment

Goal 1: Eliminate disproportionate impact

Goal 2: Fully close equity gap (see chart below)

SUCCESSFUL ENROLLMENT DATA						
Student Population	Successful Enrollment % of students for 2022-23 (Baseline Year)	Successful Enrollment # of students for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	53.4%	3501	N/A	N/A	N/A	N/A
State DI: Asian	8%	50	0.9%	6	3.1%	20
State DI: Male	9.7%	293	0.1%	4	2.2%	66
State DI: White	7.1%	182	4.4%	112	6.4%	163
Local DI: First Generation	50%	1856	4.8%	179	7.8%	291
Local DI: Black/African American	42.6%	190	4.1%	8	11.1%	22
Local DI: LGBTQ+	32.7%	55	7.8%	5	20.8%	12

Key Strategies to Advance Successful Enrollment Goals

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.

IMPLEMENTING LISTENING SESSIONS FEEDBACK:

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.

INVITING LOCAL MIDDLE/HIGH SCHOOL STUDENTS TO ANNUAL BLACK EXCELLENCE EVENT:

Invite local middle school and high school students to an existing Black excellence celebration on campus.

LGBTQ+ SPECIFIC MARKETING MATERIALS:

Create specific LGBTQ+ marketing materials that include resources and support.

Resources budgeted from Student Equity Funds

Multiple Retention Specialists', Director of Equity's, and Academic Counselors' salary.

Metric 2: Completed Both Transfer-Level Math and English

Goal 1: Eliminate disproportionate impact

Goal 2: Fully close equity gap (see chart below)

COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA						
Student Population	% of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	# of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	41.3%	222	N/A	N/A	N/A	N/A
State DI: Asian Female	11.9%	10	0.6%	1	7.5%	7
State DI: Female	14.4%	87	6.5%	40	9.3%	57
State DI: First Generation	16.2%	65	0.5%	3	4.1%	17
State DI: Latine	16.5%	87	1.1%	6	4.2%	23
State DI: LGBTQ+	11.9%	10	0.6%	1	7.5%	7

Key Strategies to advance transfer-level math and English goals

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.

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 mathematics 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.

STRENGTHENING EMBEDDED TUTOR PROGRAM:

Ensure that first year English and math classes have peer or Interest Area 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. Interest Areas 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)

DATA INFORMED CURRICULAR DEVELOPMENT:

Continue to investigate the first-year course success data for extra support vs. traditional courses.

The Office of Planning, Research, and Institutional Effectiveness (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.

Resources budgeted from Student Equity Funds

Multiple Retention Specialists' and Academic Counselors' salary.

Metric 3: Persistence: First Primary Term to Second Primary Term

Goal 1: Eliminate disproportionate impact

Goal 2: Fully close equity gap (see chart below)

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA						
Student Population	Persistence % of students for 2021-22 (Baseline Year)	Persistence # of students for 2021-22 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	73.2%	393	N/A	N/A	N/A	N/A
State DI: Asian Male	42%	21	0.1%	1	13.8%	7
State DI: Female	53%	267	0.2%	2	4.6%	24
State DI: Filipino	31.8%	14	10.6%	5	24.4%	11
State DI: White	49.8%	115	0.6%	2	7%	17
State DI: Male	67.9%	188	5.0%	14	11.0%	31

Key Strategies to advance student persistence goals

ASSESS & STRENGTHEN EARLY ALERT SYSTEM:

Assess Early Alerts and identify options and opportunities to improve its effectiveness.

CENTRALIZE + UPDATE STUDENT WORK OPPORTUNITIES:

Increase the number of on-campus departments partnering with the Career Center for a clear, consistent, and central way for students to access information and applications for on-campus student jobs through a job posting and search tool like College Central.

MALE CAREER INTEREST FOCUS GROUPS/ASSESSMENT + FUTURE PLANNING:

Determine the current college instructional programs with largest equity gaps for male students (Dean of Business, Design and Workforce would partner with the Office of Planning, Research, and Institutional Effectiveness).

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.

SUPPORTING BAM EFFORTS:

Continue to garner more campus support, resources, and increase visibility of Brothers Achieving Milestones as an emerging program. Director of Equity will work with PRIE to assess the emerging program.

Resources budgeted from Student Equity Funds

Brothers Achieving Milestones operational funds and Director of Equity salary.

Metric 4: Completion

Goal 1: Eliminate disproportionate impact

Goal 2: Fully close equity gap (see chart below)

COMPLETION DATA						
Student Population	% of Students Completed selected journey for 2019-20 (Baseline Year)	# of Students Completed selected journey for 2019-20 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	14.9%	128	N/A	N/A	N/A	N/A
Local DI: Latine	12.6%	63	1.4%	7	5.4%	27

Key Strategies to advance completion goals

ASSESS and ADJUST N.O.W:

Assess support of LatinX students in the Cañada Nights, Online, Weekend (NOW) Program. NOW Program Director, faculty, and students will hold strategizing meetings annually to update services according to needs.

FIND NEW ALTERNATIVES FOR TRANSPORTATION:

Explore transportation options and find alternate solutions while the college transitions out of Lyft program.

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.)

INCREASE SUPPORT FOR 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 Zero Textbook Cost/Open Educational Resources (ZTC/OER), with bilingual options when possible. The ESL department will collaborate with the Learning Center and NOW program to offer tech orientations for ESL classes with the greatest need. NOW 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 supports.

Resources budgeted from Student Equity Funds

Faculty Equity Coordinator reassigned time and student assistant time in the Learning Center to support tech needs.

Metric 5: Transferred to a Four-Year

Goal 1: Eliminate disproportionate impact

Goal 2: Fully close equity gap (see chart below)

TRANSFERRED TO A FOUR-YEAR DATA						
Student Population	% of Transfer Students for 2018-19 (Baseline Year)	# of Transfer Students for 2018-19 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	42.1%	147	N/A	N/A	N/A	N/A
State DI: Economically Disadvantaged Female	17.9%	26	0.1%	1	6.3%	10
State DI: Female	19.6%	48	0.6%	2	5.6%	14
Local DI: First Generation	35.3%	41	1.1%	2	10.1%	12
Local DI: Latine	32.8%	66	9.9%	20	16.9%	34
Local DI: Low Income	35.2%	51	3.9%	6	11.9%	18

Key Strategies to advance transfer goals

TRANSFER TEAM COLLABORATION WITH SUCCESS TEAMS AND INSTRUCTIONAL FACULTY

Track enrollments and success in transfer level English and math, success teams and instructional 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.

Note: This item is in the new transfer plan approved by the Planning and Budgeting Council in May of 2025.

TRANSFER TEAM COLLABORATION WITH FACULTY AND SPECIAL PROGRAMS:

Build stronger relationships between the Colts-U Transfer Center and instructional faculty, For example: invite faculty and their classes to the Colts-U Transfer Center for presentations at the beginning of each semester; reach out to Learning Communities (Umoja, Puente, COLTS, AANHPI STAR), ESL and Cañada NOW faculty to develop joint programming; create Canvas shells for faculty to link to their courses.

Note: This item is in the new transfer plan approved by the Planning and Budgeting Council in May of 2025.

STREAMLINE DATA COLLECTION:

Disaggregate data by race/ethnicity and gender to understand how specific populations of students are engaging with the Colts-U Transfer Center and how engagement contributes to transfer success.

Resources budgeted from Student Equity Funds

Multiple Retention Specialists' and Academic Counselors' salary.

Metric 6: Student Education Plans

Goal 1: Eliminate disproportionate impact

Goal 2: Fully close equity gap (see chart below)

COMPREHENSIVE STUDENT EDUCATION PLANS (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan by end of First Primary Term	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students who Received a Comprehensive Ed Plan by end of First Academic Year	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	565	162	39%	205	49%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	236	25	21%	31	26%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	697	249	38%	321	49%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	295	64	24%	87	32%

Key Strategies to advance SEP goals for Male, Latine, and LGBTQ+ Students

NEW COMPREHENSIVE SEP CAMPAIGN:

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 success teams to ensure that their classroom visits and materials include consistent messaging on SEPs.

UTILIZE ORIENTATION FOR SEP REMINDER:

Update orientation materials to ensure consistent SEP information and opportunities for students to schedule full counseling appointments during orientation.

ALIGN COMPREHENSIVE SEP DEVELOPMENT MESSAGING:

Ensure students receive consistent information as they develop their comprehensive SEPs. Counselors will continue to utilize regular Counselor Corner meetings to share best practices and develop mentoring and onboarding support for new counselors so students receive consistent, aligned, and accurate information about majors and transfer as they develop their SEPs.

Resources budgeted from Student Equity Funds

Multiple Academic Counselors' salary.

Detailed accounting of expenditures from 2022-25 Student Equity Plan

Over the three-year Student Equity and Achievement (SEA) cycle from 2022–23 through 2024–25, total expenditures averaged \$1.8 million annually. The majority of SEA resources were invested in personnel to sustain direct student support, counseling, and equity-focused programming, with approximately 98% allocated to salaries and benefits and 2% to operational costs.

Instructional salaries (1000s) averaged \$742,000 annually (41%), funding counseling faculty, coordination of release time, and academic leadership supporting EOPS, Umoja, Puente, Transfer, Early Alert, the Cultural Center, and the Faculty Equity Coordinator.

Non-instructional salaries (2000s) averaged \$512,000 annually (29%), supporting Program Services Coordinators, Retention Specialists, Recruiters, and Student Assistants who advanced equity and inclusion initiatives in programs such as Umoja, Foster Youth, the Welcome Center, Guided Pathways, and the Undocumented Community Center.

Employee benefits (3000s) averaged \$506,000 annually (28%) and covered all faculty, staff, and student personnel supported through SEA funds.

Operational expenses (4000s–7000s) averaged \$23,000 annually (1–2%), funding materials, supplies, and student-centered activities, including leadership conferences, community engagement events, and cultural programming through the Cultural Center, Puente, Umoja, Men of Color Coalition (Brothers Achieving Milestones), Womxn of Color Collective, and Undocumented Community Center.

Across the 2022–25 period, Cañada College strategically utilized SEA funding to enhance access, belonging, and academic success among disproportionately impacted student groups. The investments reflect a sustained commitment to supporting students holistically—through staffing, program coordination, and inclusive campus engagement opportunities.

Assessment of the progress made in achieving identified goals (goals/outcomes from 2022-25 Student Equity Plan)

Within Metric 1, Enrollment, the equity gap for our Black and African American students is closing, and the percentage needed to eliminate disproportionate impact came to 0% in 2024-25. Our college found success in focused and intentional listening sessions in the community to hear from our Black and African American students and families what their needs and concerns are. The college continues to support the Umoja program, and our college continues to grow the collection of quantitative and qualitative data around Black student and employee experiences.

Within Metric 2, math and English, equity gaps persist for LatinX students. Math and English pods for faculty are actively working on professional development to increase culturally responsive teaching skills including a year-long partnership with the statewide Puente program. The Learning Center expanded the number of sections with embedded instructional support. Our Interest Area and Special Program Success Teams are working with instructional faculty to ensure enrollment in these courses is timely and successful. Our PRIE Office is currently surveying students to better understand the barriers and successes of students in these classes.

Within Metric 3, Persistence, the equity gap for FilipinX students has closed. The STAR learning community has launched successfully with numerous co-curricular events and activities that have actively engaged the FilipinX community. The college plans to continue centering AANHPI students through professional development opportunities, cultural events, and clubs.

Within Metric 4, Completion, very few Latino men complete either their degree or certificate. The Cañada Retention & Engagement Work Group (CREW) serves as a community of practice across Interest Areas and special support programs involved in case-managing students, reviewing early alerts, supporting re-enrollment, and reviewing success and retention data regularly. Career education programs in the community are also expanding. The CREW Team continuously strives to improve the early alert system. Additional work in promoting certificate programs that specifically align with interests and schedules of Latino men should also be expanded.

Within Metric 5, Transfer, gaps persist for LatinX students. The growth of the Colts-U Transfer Center is building a stronger transfer culture; growing MOUs with SF State and East Bay. Puente trainings for faculty, staff, and student leaders have promoted culturally responsive practices with an emphasis on supporting Latinx transfer. SB 893 has been a great help to students with multiple levels of support such as free tuition, books, and transportation. The college will continue to connect more faculty and staff with culturally responsive trainings and continue the work to encourage more students to access financial aid.

Community College district Official to Contact for Further Information

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