Cañada College

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

Reflection

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

a. What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022-25 Student Equity Plan?

Our college continues to understand that equity gaps for our students are rooted in a combination of societal barriers (such as the need to work, unstable living conditions, mental health, family obligations) and that institutional obstacles still exist in some of our college systems and educational practices. These barriers, along with a growing national rhetoric and changing policies regarding our immigrant and LGBTQIA2SP communities, can be especially challenging for students and impact their sense of belonging. Many of our marginalized and first-generation students are navigating college for the first time. We understand the need to continuously improve our instructional and student services practices to ensure that all students – particularly our disproportionately impacted students - have access to an equitable education and are able to achieve their educational goals and benefit the world.

b. What institutional approaches or processes have helped your college foster and further a culture of equity? Please share 2-3 institutional actions, cultural changes and/or processes that are having the most impact in helping your college reduce equity gaps and meet target outcome(s) developed in the 2022-25 Student Equity Plan.

Cañada makes every effort to stay abreast of, and equitably respond to, changes in our community and their educational needs. In 2024-25, the College worked closely with our community partners to conduct three listening sessions in those regions of our service area experiencing significant change and whose residents were not registering at Cañada in proportion to other regions or their level of educational need. These intentional listening sessions have supported our enrollment efforts. Since the last Student Equity Plan, we have created a new Office of Equity, new Cultural Center, and new learning community (STAR, to support our AANHPI students) which cumulatively promotes about one hundred professional development and culturally affirming events each year. These efforts have supported FilipinX student persistence and continues to support belonging and resources for our disproportionately impacted students. Our college also created a new Faculty Teaching & Learning Center and Virtual Lounge as well as our new Professional Development Plan which provide robust faculty professional development related to the promising instructional practices to support completion and math and English efforts. We have also strengthened our relationships with local middle school, high schools, community organizations and local CSU's via our Living the Promise MOU, as well as consolidated our transfer services into a newly constructed Colts-U Transfer Center, and approved a new Transfer Plan, which has helped increase the percentage of Cañada applicants to the California State University (CSU) system. Institutionalization of both new scheduling practices that help ensure that our degree programs are able to be completed within two years and many of the Guided Pathways promising practices, including mapping clear pathways have been essential in this last cycle to supporting completion and transfer efforts.

c. Based on your response above, what is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan? Please share 2-3 discoveries that will offer continuity between plans and guide your development and implementation of the 2025-28 Student Equity Plan.

Cañada will continue to provide culturally relevant programming, services, events, and professional development that weaves academic and student affairs efforts. Our endeavors with listening sessions will transition into even more action planning surrounding the feedback received from the community during these sessions. Combining the strategies developed and being implemented in our Transfer Plan, Professional Development Plan, LGBTQ+ Plan, and our Educational Master Plan with our Student Equity Plan has been critical for sustaining momentum and realizing deeper campus buy-in when successful efforts increase the confidence in our communities to try new efforts. For example, the institutionalization of new scheduling practices, mapping clear pathways, and emerging programs that target support for our disproportionately impacted students has allowed us to continuously improve our services to students including: early alerts, special programs, male career interests, nights/online/weekends program, and male programming.

Executive Summary

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: 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
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)

			GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
SUCCESSFUL ENROLLMENT DATA						
Student Population	Successful Enrollment % of students for 2022-23 (Baseline Year)	Successful Enrollment # of students for 2022-23 (Baseline Year)	% 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)

			GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
TRANSFERRED TO A FOUR-YEAR DATA						
Student Population	% of Transfer Students for 2018-19 (Baseline Year)	# of Transfer Students for 2018-19 (Baseline Year)	% 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 successful 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

Dr. Michiko Kealoha, kealoham@smccd.edu

Intensive Focus on Population(s) Experiencing Disproportionate Impact

Student Population(s) Experiencing DI Selected for Intensive Focus

- Our LatinX students are disproportionately impacted in several metrics: transfer, completion, math and English, and student education plan, and should have a continued intensive focus.
- Our male identified students are also showing disproportionate impact in multiple metrics in our college data: enrollment, persistence, and student education plan.
- Our LGBTQIA2SP students are also showing disproportionate impact in Enrollment, math and English, and student education plan.

Note: The following two questions will be repeated for each of the populations colleges selects above.

- **Current Challenges/Barriers**

Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college?

Many of our LatinX students – particularly our low-income and first generation LatinX students - have jobs on and off campus, family obligations, and financial barriers which impede their academic progress. Eighty seven percent of Cañada LatinX students attend college part-time or less than-part-time. Sixty six percent of our LatinX students also identify as first generation. Our first-generation students are also disproportionately impacted in enrollment, transfer, and math and English. Our college strives to continuously improve our processes, programs, and practices that support students in finding the classes they need at the time of day and instructional modality that best suits their schedule, understanding their program of study and student support services options, and how to successfully transition to a four-year or work. Our Transfer Plan as well as our Educational Master Plan also contain similar and aligned strategies to reduce the transfer equity gap for low-income, first-generation LatinX students over the next three years.

For example, Brothers Achieving Milestones (BAM) is still an emerging program with a newer operational budget and changing staffing structure that predominantly relies on staff members who have other full time work outside of BAM. Yet this is an emerging program which we hope can provide meaningful improvements in how our male student understand and access instructional and student services programs and services.

For our LGBTQIA2SP students, policies around affirmed name have continued to be a barrier for students. The national rhetoric challenging many aspects of LGBTQIA2SP identity has been especially stressful for students. Weaving our work with the LGBTQ+ plan with the state, the school district has come together to ensure policy alignment with affirmed names occurs in multiple services (Canvas, Websmart, transcript, email) and is widely accessible and clear for students.

- **Action Plan for Ideal Institution**

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan: How will your college address and overcome the challenges and/or barriers shared above?

1) *What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?*
2) *What resources, structures, and/or support will be utilized to effectively accomplish this action plan?*

Our college will continue to be a LatinX supporting institution, providing programs and services both in the academic and student affairs areas to address belonging and support to our LatinX students. Our equity plan has a variety of key initiatives surrounding professional development, supporting on-campus job opportunity access, as well as strategies for continuously improving early alerts, special programs, male career interests, our nights/online/weekends program, male programming) to better understand what our male and LatinX students need and the promising practices surrounding those needs. Strong collaboration between the Vice President of Student Services, Vice President of Instruction, Office of Planning, Research, and Institutional Effectiveness area, Office of Equity, and Faculty Equity Coordination will ensure our efforts are data-driven and that collaboration between academic and student affairs is effective.

With the loss of federal DHSI funding for LatinX programing, the Office of Equity has recently documented the need for alternate funding sources through the program review resource request process. This resource request has occurred both for program and services that support our LatinX students, and the Brothers Achieving Milestones (BAM) program. BAM has just recently been transitioned to the Office of Equity, where our institution hopes to support the emerging program in a more intentional way.

In addition to what is written in the equity plan to support out LGBTQIA2SP students and ensure they know what resources exist for them on campus, our work across the district to support our students has grown significantly in the past few years. Our college has led numerous events and district-wide conferences, trainings, and celebrations. A new district-wide coalition to support this student group has been recently meeting to support the needs of our students. This district-wide coalition will be a major support in ensuring our efforts can be effectively accomplished to close equity gaps.

To effectively accomplish the actions and key initiatives laid out in this plan, the Director of Equity and Faculty Equity coordinator, both of whom are granted resources through the equity plan, have laid out check-ins, responsible parties, and created this plan with 50+ hours of institutional radical imagining sessions, constituency buy-in, and creation of the equity plan with clear expectations in how to move forward in supporting our disproportionately impacted students.

Vision 2030 Equity Alignment and Coordination

Education Code 78220 (a)(4) requires colleges to integrate Student Equity and Achievement Program efforts with, at minimum, the student equity-related categorical programs or campus-based programs listed below:

GUIDED PATHWAYS

Cañada College maintains the integration of SEA Program equity-centered practices within the Guided Pathways framework. The initiatives, as outlined in the Student Equity and Achievement (SEA) Plan, align with Guided Pathways focus on improving key institutional outcomes for our identified DI student populations:

- Fall-to-spring retention
- Completion of transfer-level math and English within the first year
- Educational goal attainment and/or transfer to a four-year institution

Since adopting the Guided Pathways framework, Cañada College has implemented structural and procedural changes that remove barriers and promote student access and success across all groups. The college's established Interest Area Success Teams include Retention Specialists, and dedicated Counselors to direct holistic student support services and sustained guidance, from onboarding through completion of educational goals, to those who need it most.

Retention Specialists utilize proactive outreach and individualized student communication, weekly student progress reports provided by the Planning, Research, and Institutional Effectiveness (PRIE) Office, and Early Alert notifications to monitor persistence and intervene early when students face academic or personal challenges.

Partnerships with academic support, counseling, financial aid, and student services teams ensure students can connect with academic and nonacademic supports, including tutoring, basic needs, and mental health resources.

Regular Interest Area programming strengthens students' sense of belonging and community connection, provides opportunities for career exploration, and supports transfer preparation. These coordinated interventions create a cohesive network of support that advances the college's SEA goals and ensures that equity is centered in the student journey.

Future priorities include building stronger linkages with community and workforce partners across all Interest Areas to strengthen students' connection between academic programs and career goals. The college will also continue to align efforts and provide holistic, data-informed support that supports all students, particularly those DI student populations persist, and complete.

STUDENT FINANCIAL AID ADMINISTRATION

The Financial Aid Office offers weekly application assistance workshops in both English and Spanish, providing one-on-one support to help students complete the FAFSA, CADAA, and scholarship applications. As part of our outreach efforts, we host at least two evening Cash for College events each academic year, open to both current and prospective students from the local community. To serve

working adults and evening students, the Financial Aid Office remains open until 7:00 p.m. on Tuesdays and Wednesdays.

Financial Aid outreach extends to local high schools and community organizations, where we promote key financial aid opportunities and deliver workshops and presentations. During the 2024/2025 academic year, the Financial Aid department conducted more than 50 workshops. These efforts specifically serve communities including Redwood City, Atherton, Woodside, Belmont, Menlo Park, East Palo Alto, Belle Haven and surrounding areas.

We utilize targeted reporting to identify students with incomplete financial aid files, enabling us to conduct focused outreach and encourage submission of required documentation. This approach aims to increase the number of students receiving Pell Grants and Cal Grants.

A Financial Aid Technician dedicates a portion of their time specifically to Undocumented and AB540 students. They act as a liaison between the Financial Aid Office and Undocumented Community Center (UCC), holding dedicated appointment slots and coordinating workshops within the UCC space to address the students' needs.

The Financial Aid Office also works closely with campus learning communities, special programs, faculty, and staff to offer customized workshops and presentations. These collaborations enhance financial aid awareness and ensure we're meeting students—particularly First-Generation, Black/African American, and LGBTQ+ students—where they are.

STUDENTS WITH DISABILITIES (DSPS)

The Cañada Disability Resource Center (DRC) proactively supports efforts to eliminate disproportionate impact and advance equitable outcomes for disabled student populations through a comprehensive, student-centered approach.

In alignment with the campus's mission for equity and inclusion, the DRC is committed to continuous improvement and collaboration across campus. By embedding accessibility into institutional practices and emphasizing equity in student services, we aim to close achievement gaps and ensure that disabled students are fully supported and valued as part of our academic community.

To address disproportionate impact, the DRC actively works to identify and remove barriers to participation and achievement. Through advocacy and campus-wide partnerships, we promote and implement Universal Design for Learning (UDL) principles to ensure that our learning environments are proactively inclusive and accessible to all students—not only those who seek accommodations.

The DRC is rooted in the belief that accessibility and inclusion are fundamental to student success. The Center collaborates directly with students to provide individualized accommodations and support services that promote equal access to all educational programs and campus activities. This includes—but is not limited to—priority registration, specialized academic counseling, test proctoring, mobility assistance, assistive technology, transcription services, and specialized tutoring.

We recognize and affirm the diverse lived experiences and intersectional identities of disabled students, and we integrate this understanding into our support strategies. Our services extend beyond compliance to foster a sense of belonging and academic empowerment, helping students fully engage in the college experience and reach their educational goals.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The Extended Opportunity Programs and Services (EOPS) program's commitment to equity and social justice is the cornerstone of our program's mission. Established to serve students who face economic, social, and educational barriers, EOPS proactively works to eliminate disproportionate impact and promote equitable outcomes for disproportionately impacted (DI) student populations identified in the Student Equity Plan.

EOPS provides a comprehensive framework of academic, personal, and financial support designed to remove systemic barriers that often hinder persistence and completion. Through intentional case management, EOPS counselors provide intrusive and culturally responsive counseling that addresses the holistic needs of students, including educational planning, transfer guidance, and personal development.

The program also targets outreach to DI populations, including low-income, first-generation, Latinx, foster youth, formerly incarcerated, and single-parent students, through multilingual marketing, partnerships with local high schools and community-based organizations, and connection with student affinity programs such as Promise, Puente, Umoja, and STAR. These efforts ensure that students who most need EOPS services are aware of and able to access them.

EOPS is further aligned with the Student Equity Plan through initiatives that promote belonging and engagement. The program facilitates student leadership opportunities, career and professional development, and peer mentoring that connects continuing students with new participants for guidance, encouragement, and role modeling. Peer mentors help build community, increase engagement, and foster a sense of belonging, key factors in student persistence and success. EOPS also provides tangible supports, such as book vouchers, laptop loans, and food and transportation assistance, that directly address financial barriers contributing to inequitable outcomes.

Under the coordination of EOPS, the Cooperative Agencies Resources for Education (CARE) program offers additional, specialized support to single parents who are receiving CalWORKs/TANF benefits. CARE provides access to essential resources, including, additional food and transportation assistance, and parenting workshops, to help students balance academic responsibilities with family obligations. By addressing the unique challenges faced by single-parent students, CARE strengthens persistence, retention, and degree completion among one of the college's most vulnerable populations.

To sustain and enhance equity-focused practices, EOPS staff engage in ongoing professional development on equity-minded counseling, trauma-informed care, and data-informed decision-making. Through these coordinated and proactive efforts, EOPS continues to advance the college's mission to eliminate disproportionate impact by empowering students from historically marginalized communities to achieve their educational, transfer, and career goals.

Cañada College's CalWORKs program proactively supports students by providing equitable, data-informed services to student parents and low-income populations. Through intentional outreach, individualized academic and career counseling, and comprehensive case management, CalWORKs addresses barriers such as childcare, transportation, and financial insecurity that can hinder student

success. The program also implements early intervention strategies to monitor progress, strengthening persistence, completion, and transfer outcomes among disproportionately impacted student-parent groups.

NextUp/FOSTER YOUTH

Cañada College's NextUp and Foster Youth support programs are integral to the college's equity efforts and directly aligned with the Student Equity and Achievement (SEA) Plan goals to eliminate disproportionate impact for current and former foster youth. These programs are designed to empower students whose educational journeys have been shaped by systemic inequities, trauma, and instability, ensuring equitable access, persistence, and completion.

NextUp provides comprehensive, wraparound services that address both academic and non-academic barriers to student success. Through dedicated counseling, case management, and individualized education planning, NextUp ensures that students receive consistent, trauma-informed support from enrollment through graduation or transfer. Counselors collaborate with EOPS, Financial Aid, CalWORKs, and SparkPoint programs to connect students with critical resources such as priority registration, textbook and technology assistance, emergency grants, and transportation support.

Outreach and recruitment efforts focus on building strong relationships with local high schools, foster family agencies, county child welfare departments, and community-based organizations to identify and support foster youth early in their transition to college.

The program promotes belonging and engagement through peer mentoring, student leadership development, and community-building activities such as Wellness Wednesdays & Tap In Tuesdays workshops, and peer support groups. These spaces provide connection, healing, and a sense of belonging, key factors for retention and persistence among foster youth.

Staff engage in continuous professional development to strengthen competencies in working with system-impacted students, addressing mental health needs, and promoting self-advocacy and resilience.

By providing stable relationships, holistic support, and clear academic pathways, Cañada College's NextUp and Foster Youth programs help dismantle barriers to success and advance institutional goals to eliminate disproportionate impact. These coordinated efforts affirm the college's commitment to transforming outcomes for foster youth through access, belonging, and achievement.

PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

The Veterans Resource and Opportunity Center (VROC) at Cañada College proactively supports student veterans with achieving their developmental goals throughout their educational journey at Cañada College.

Successful Enrollment: VROC establishes a rapport with student veterans who may be unfamiliar with navigating college enrollments. Information about services and the transition to becoming a full-time student are shared followed by a review of VA Benefits and expectations. VROC supports veterans with scheduling a counseling meeting and connecting to the SCO to complete their certifications.

- Completion of Both Transfer Level Math and English /
- Persistence: First Primary Term to Secondary Term

VROC supports student veterans throughout their semesters at Cañada College by offering a welcoming space for veterans to meet, study, rest and / or ask questions. Student veterans have access to computers, free printing, TV, snacks, water, coffee and a study space. Veterans are also connected to the Disability Resource Center, Personal Counseling & basic needs.

A partial list of community events coordinated by VROC include:

- Holding weekly Ruck "n" Walks
- Hosting a "Short Film Festival", "African American Women Contributions in the Military" and "Unsung Heroes: Honoring LGFBTQIA+ Military Service"
- Creating a social media instagram handle (@canadacollegevets)

Completion: VROC also supports veterans with Credit for Prior Learning (CPL) to ensure that veterans receive academic credit for prior military training.

Transfer to a Four-Year: VROC staff connect student veterans to "Campus Highlights" where veterans can be introduced to veterans centers at perspective 4-year colleges. VROC staff also makes referrals to the Transfer Center for assistance completing college admissions applications

Support for DI Populations: Student veterans face many challenges as they transition from military to civilian life. Some of the challenges that student veterans face in transitioning to college include:

- Adjusting to an academic environment
- Navigating financial aid opportunities for veterans
- Balancing academic / personal responsibilities
- Overcoming feelings of isolation

JUSTICE-IMPACTED STUDENTS

Through the Cañada College Project Change program, our college maintains an integration of the SEA Program through ensuring access through the enrollment process, as well as focusing on Persistence and Completion. Our college has committed to supporting justice-impacted students. Project Change students are typically coming from our disproportionally impacted student populations, are facing financial, food, and housing insecurities, and have had exposure to the carceral system from a young age directly, in their communities, and/or have family also in the system. The students join Project Change based on self or peer referral, meaning they are looking to access education as a way to move forward in their lives and are committed to succeeding. As a part of our onboarding process, our students complete applications for programs such as DSPS, EOPS, NextUp, Puente, etc. This ensures that we build into our processes an initial connection to those programs. We provide warm handoffs as often as possible by supporting our students in scheduling appointments with campus programs, walking them over to meet their staff, and following up with the staff from those programs regarding any pending items students may have.

Our students receive referrals to our basic needs program, SparkPoint, for support with food, housing, credit score recovery, budgeting, and more. We are also connected to our San Mateo County ACCESS hotline, which serves as a one-stop shop for students to speak directly to a clinician for mental health and substance abuse referrals. In addition to this, many of our students receive referrals to our local youth housing program called Youth Empowerment Program (YEP) as a part of our county's Mental

Health Association (MHA); this program supports by covering a portion of our students' rent. We receive input from our students through regular meetings which we have weekly or bi-weekly with our scholars where we are able to check-in and see how effective our program is and where improvements can be made. We recently held a student panel where we received helpful feedback about our progress and improvements they would like to see. Within the facility, student interest in courses and in professors is prioritized alongside their educational goals to select future courses at our local Youth Services Center. In Spring 2025 we began a collaborative effort with our on-campus transfer center and other programs to offer university visits where we were able to visit the Project Rebound office at a local university, CSU East Bay. We were able to successfully make referrals to San Francisco State University Project Rebound for our students that transferred there for Fall 2025. We are also looking to grow our connection with these programs as we continue our university visits in the upcoming semesters.

LOW-INCOME ADULTS

Cañada College has a number of programs, initiatives, and structural changes we are making to improve access and increase success for low-income adult learners, especially the disproportionately impacted student population. We recently restructured and expanded our College for Working Adults (our evening program) to offer more degree and certificate programs as well as more student support services in the evenings as well as online. This program is now rebranded as Cañada NOW (Nights, Online, and Weekends).

Cañada also expanded our Promise Scholars Program which provides students with financial and academic support as well as textbook assistance, dedicated counseling and career support to serve our part-time students.

The San Mateo County Consortium for Adult & Career Education (SMCCACE) is a regional collaboration of adult schools, community colleges, and community-based organizations committed to advancing educational equity and economic mobility for adult learners across San Mateo County. Through coordinated services, aligned programs, and shared resources, SMCCACE expands access to high-quality adult education, career training, and workforce development opportunities. The consortium's collective efforts create seamless, supported pathways that empower diverse adult learners to achieve their educational, career, and personal goals—strengthening both individual lives and the broader community.

Our English as a Second Language (ESL) Program prepares immigrant and international students to achieve their academic, career, and personal goals. In alignment with our college mission, the ESL program offers classes so that students can develop language and academic skills including analytical, critical, and creative thinking, and effective communication. It works seamlessly with our Adult Education Transitions Coordinator Community-Based Organizations, and our Adult School to ensure that low-income adult learners have equitable access to courses, technology, bilingual registration support, and comprehensive wraparound services. These services provide referrals to on-campus academic and basic needs resources, as well as community programs available where students live.

To support persistence among our low-income adult learners, we are actively addressing financial and logistical barriers. We commit to the proactive maximization of financial aid, and directing students to on-site resources such as SparkPoint for basic needs support.

CREDIT FOR PRIOR LEARNING

Credit for Prior Learning (CPL) serves as a valuable tool to recognize the diverse learning experiences our disproportionately impacted students (especially our low-income students, students of color, veterans, and working adults) bring to their academic journey. Cañada College's Credit for Prior Learning (CPL) initiative directly aligns with and supports the College's equity plan by seeking to eliminate barriers that hinder students from accessing and completing their education. CPL directly addresses these barriers by reducing the financial burden, saving time, and validating experiences. CPL contributes to promoting a holistic and inclusive learning environment by broadening the definition of "learning" to acknowledge that valuable learning occurs outside of traditional academic settings; and it empowers students by recognizing their prior achievements.

CPL Structural Plans and Goals

Since 2021, SMCCCD has implemented structural changes to institutionalize Credit for Prior Learning, Cañada College, in collaboration with CSM and Skyline College, has been at the forefront of that work. In 2025-2026, CPL begins its next phase with a new District Credit for Prior Learning (DCPL) Committee, under the District Academic Senate; this body will further develop and manage the districts' CPL policies and procedures. Recognizing the overlap between curriculum and students at the district colleges, members of DCPL work together to ensure college processes are aligned, so students experience equitable CPL processes between colleges.

Military Credit, Industry Credentials and Other Validated Learning

Military credit, industry credentials, and other validated learning are the most impactful forms for awarding CPL. The main priority, that will allow SMCCCD to move forward, is updating the transcript and required coding in Banner, so these forms of CPL can be transcribed appropriately for local and transfer students. This is a district project that will be prioritized by the college Vice Presidents and coordinated through the district Enrollment Services Committee prioritization process.

DUAL ENROLLMENT

To advance Vision 2030's goal of all California high school students graduating with at least 12 units of dual enrollment credit, Cañada College is launching strategic initiatives focused on equity, access, and early college engagement. These efforts aim to increase participation among disproportionately impacted students, including Latinx, AANAPISI, first-generation, and low-income populations.

Structural Changes and Initiatives

- Apprenticeship Model (2026–2027): Launching with Early Childhood Education and WORK 670 at Hillsdale High School, this model offers hands-on experience and career pathway connections. Industry site visits will expose students to high-demand fields and professional environments.
- Career Exploration: Students will visit companies like Box and EA Sports to explore diverse industries and inspire career interest, especially among underserved youth.
- Summer Bridge Program: A pilot program for rising juniors and seniors, in partnership with Ravenswood School District, will offer college and career courses and First-Year Experience courses to ease the transition to college-level work.
- Course Scheduling and Delivery

- Expansion of online/hybrid courses with co-teaching models to support schools lacking qualified instructors.
- Flexible scheduling aligned with high school bell schedules and student availability.
- Curriculum and Pathway Development
- New Career Education pathways in Entrepreneurship, Medical Assistant, and Child Development.
- Pathways aligned with CalGETC and certificate/degree programs to ensure clear academic and career trajectories.

Outreach and Engagement
- Family-focused info sessions to build trust and awareness.
- Promotion of student success stories via social media, newsletters, and district communications.
- Funding request for a student ambassador to provide peer mentorship and culturally relevant outreach, especially for Latinx and AANAPISI students.

Faculty Recruitment and Training
- Continued investment in culturally responsive pedagogy, trauma-informed teaching, and inclusive practices.
- Faculty orientations and participation in the Faculty Learning Program to support effective engagement with high school students.

STRONG WORKFORCE PROGRAM/PERKINS

To align with Vision 2030's Strategic Direction of Equitable Workforce, Cañada College is fully integrating the Strong Workforce Program (SWP) and Perkins resources with the Student Equity and Achievement (SEA) Program. This synergy is fundamentally aimed at achieving Goal 1: Equity in Success by increasing access to living wage careers for our Latino and male-identifying student populations.

Our first step is ensuring pathway quality: we will continue aligning existing career education pathways with living wage occupations and regional demands, ensuring a student's investment translates to socio-economic mobility.

The coordination creates the necessary "high-tech/high-touch" system. SWP and Perkins are the engine, strategically funding instruction and equipment to support non-traditional student populations in existing programs (e.g., actively recruiting Latino male students into Medical Assisting or Interior Design). The SEA Program provides the "high-touch" infrastructure including specialized advising, culturally competent outreach, and basic needs support to ensure our disproportionately impacted students successfully persist through the College's Career Education pathways.

To further implement Vision 2030's mandate, the College will prioritize efforts to deeply understand the specific needs and interests of Latino male students. We will utilize both quantitative and qualitative feedback (e.g., surveys, focus groups) to inform and guide the possible development of new career education pathways, ensuring future high-demand offerings directly reflect the needs of this disproportionately impacted group. This unified approach drives both equitable access and ultimate career success.