



# **COMPREHENSIVE PROGRAM REVIEW REPORT**

Office of Equity & Cultural Center

## Program Context

### Mission (100 word limit)

1. **How does your program align with the college and district mission?** <https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf> <https://canadacollege.edu/about/mission.php>

The Office of Equity at Cañada College supports our college's mission, vision, values, and goals by uplifting our college's goal to become an "Equity-Minded and Antiracism College." The Office of Equity seeks to do this through developing, facilitating, and supporting learning, development, praxis, policies, teaching, and services that create a sense of belonging among all community members so they may feel valued and thrive. Our mission within the Cultural Center is to create spaces of healing, joy, and critical engagement through learning, awareness, and advocacy that empower the campus community to become culturally responsive advocates for justice and liberation. This aligns with the District's mission, point 7, "Celebrate the community's rich cultural diversity...and maintain a campus climate that supports student success.

### Program Description (500 word limit)

2. **Provide a brief description of your program, what does your program do and who does your program serve?**

Our Office of Equity trainings as well as our Cultural Center programs are open to all students, faculty, staff, and administrators. Within our first three semesters, we have implemented 147 events, trainings, and equity excursions. Our overall number of participants since opening both areas in August 2023 are 3,425, with 579 unique students participating. 62% of our interactions are through our Cultural Center programs, 33% of our interactions are through trainings, and 5% of our interactions are through equity excursions. We are serving our LatinX and Black population at statistically significant higher rates, however we are significantly underserving our AANHPI students compared to our overall AANHPI population at Cañada—although our data show that we had more AANHPI themed programming than any other identity-themed programming within this cycle. We are serving our female and male-identified students, as well as every age category, proportional to our college percentages in these identity areas. Our data show we also have significant participation from our Latinx and Black managers and classified staff attending events, as well as AANHPI faculty. However, data show we are lacking white and AANHPI classified participation and significantly lacking white faculty participation.

### Assessing Program Impact on Diverse Student Populations

3. **How many students are served by your program?**

We are open to all students, faculty, staff and administration and on average per year, serve approximately 600 unique students.

4. **How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)? Support this with data.**

Programming is open to all in our college, and is intentionally built with students, faculty, staff, and administrators to allow students with various schedules to participate in these activities. Our programming is meant to support and uplift tools and services available on and off campus, including celebrating our DI populations at end-of-year celebrations/grads. The Cultural Center and Office of Equity has highlighted and uplifted the voices of students, faculty, and staff from underrepresented, disproportionately impacted and/or racially minoritized backgrounds during opening Flex Day sessions and trainings. These provide faculty and staff with tools and resources to better serve students with various identities and backgrounds. Our Director of Equity and Program Services Coordinator are both part of key managing teams that influence the support, retention, and success of students. The Director of Equity leads the oversight of the LGBTQIA+ Program Review 11/12/2024 Generated by Nuventive Improvement Platform Page 3 state grant, Student Equity and Achievement Plan, and multiple Educational Master Plan Goals for college equity efforts, and the PSC supports the Developing Hispanic Serving Institution (DHSI) grant. As an HSI and AANAPISI college, our team identifies as a third LatinX, a third AANHPI, and almost a quarter of the team identifies as Black. A third of our team also identifies as LGBTQ+. By hiring team members from various underrepresented, disproportionately impacted and/or racially minoritized backgrounds, they provide strong

## Program Review

programming feedback and advocate for programming, resources, and trainings that are best equipped to serve various community needs. Our Program Services Coordinator serves as an advisor for our UndocuScholars club NUCLEI, and our Director of Equity has served as a mentor to UndocuScholars in our Unlocking Futures Fellows program the past two years.

**5. How has student access, retention, and completion changed over the course of this program review cycle?**

Student access to the Cultural Center has changed due to closing night hours following an incident with a non-employee, additionally student access for weekend events has decreased due to staffing updates.

**6. How does your Student Services program deliver its services to ensure accessibility and effectiveness for all students? Please detail the range of delivery methods offered (e.g., in-person, online, hybrid, evening, in the community, etc.)**

Our Office of Equity and Cultural Center utilizes in-person, multimodal, day, evening, in the community, weekend, drop ins, and scheduled appointments for meetings, trainings, events, class presentations, and consultations. We determine these methods by checking in with students, faculty, staff, administrators, and community members on what is the most accessible for them.

**7. What data and/or feedback do you use to evaluate the success of these delivery methods?**

Anonymous feedback in person and available virtually, annual assessments, and post-event assessments.

**8. Provide examples of your on-campus and/or off-campus community partnerships and how they support student success.**

We have partnered with 29 community and campus organizations for a total of 104 times. These partnerships are intentionally driven by our goal to have culturally relevant workshops, events, and trainings. All of these opportunities are available to various campus groups. The Cultural Center has partnered with student organizations to provide trainings on discussions regarding the Undocumented community, LGBTQIA+ community, anti-racism, and a number of identity-based discussions. Topics include mental health, financial literacy, bodily integrity, politics, and career-exploration. These events, trainings, and workshops provide students with tools and resources to use in their personal, educational, and professional journeys. Through our community partnerships, such as PACE, we have been able to build a bridge between local community students and our program. We have partnered with Purposeful Action, Creation & Engagement (P.A.C.E.) through one Equity Excursion, two on campus workshops, and three community visits as well including tabling and a workshop taking place at Sequoia High School for 50 high school students. We have also partnered with Outreach and the Boys and Girls Club to host several workshops for the youth involved—including workshops on radical imagination and community building. The Office of Equity has also met with the Equity Team at Sequoia Union High School District 5 times, sharing equity goals on affinity spaces, equal opportunity hiring, and the need for high school teacher training. From this, the Office of Equity was able to partner with the Miner Anderson Foundation to create a teacher fellowship program that provides a year-long equity learning opportunity that also involves each high school teacher executing a social justice site project so that high school students can have a better chance at finishing their high school experience and their teachers exposing them to the ability to attend our college. The Office of Equity has also provided 20 hours of DEI consulting and equity training to the East Palo Alto and Redwood City non-profit Family Connections, where families are able to gain 360 support in how to take support their children. This partnership has brought the attention to Cañada to the Board of Directors, Staff, Program Review 11/12/2024 Generated by Nuventive Improvement Platform Page 4 Teachers, and community members of the many ways Cañada College is in community and available for an education for everyone. We have also established relationships with San Francisco State University and San Jose State University, meeting with their staff and students to learn more about LGBTQ+ programming and Indigenous student support. Because of these connections and equity excursions with students, our students have decided to attend these universities and get re-connected with the people they met on this trip. Additionally we have made connections with Stanford University, doing a visit to their campus and having their equity team visit us- this has built a partnership to where our college has been invited to co-lead and host a Cultural Center conference where our students can benefit from numerous equity speakers and workshops right at their home campus.

**9. How does your program support Cañada College as a Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution? Please support your answer with qualitative or quantitative data and/or specific examples.**

Our Program Services Coordinator works closely with the DHSI team and Director to provide culturally relevant programming for Latinx students. This year programming under the HSI grant included the support of our Latinx

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Graduation Recognition ceremony, with 42 grads and 145 attendees participating. As part of the graduation program, PSC presented to the group of students, families, faculty, and staff an overview of what it means to be HSI and the importance of Latinx student graduates. During the Spring and Summer, PSC worked closely with Faculty Equity Coordinator/ EAPC Tri-chair and English faculty to contract PUENTE Project for a series of 6 professional development opportunities for faculty, staff, and student leaders with an emphasis on how to best serve our Latinx students. For Fall 2024, PSC headed a planning committee of faculty, staff, administrators, and students to plan 9 trainings, workshops, and events varying from personal, community, and professional discussions for Latinx Heritage Month. These focused on celebrating student identities and providing them resources to succeed in higher education and professionally. PSC helped establish and oversee the DHSI MicroGrant opportunity for the campus community. Providing campus organizations and departments with the opportunity to receive funding for unique events, workshops, and trainings titled Path 2 Completion MicroGrant. The Path 2 Completion (P2C) project seeks to ensure student access to relevant and transformative student services and programs; remove barriers to student access, success and completion; increase the sense of belonging of our LatinX students; and ensure educational practices reflect the importance of individualized learning experiences, shared building of knowledge, and promotion of social justice at Cañada College. Our Office of Equity, through leadership in the District Antiracism Council, advocated for students from the Black Student Union, NUCLEI (UndocuScholars), and the Cultural Center to be able to attend NCORE, receive national scholarships, lead the district Antiracism Council in AANHPI on-boarding training before going to O'ahu, and led an AANHPI equity excursions to a lo'i for the district, as well as deepened AANHPI understanding through leading an equity excursion to I'olani Palace. Our Office of Equity hosted the most accepted workshops within our District, these trainings for national participants focused on AANHPI identity. Additionally, our team has supported STAR in hosting the first FilipinX American History Month, AANHPI Heritage Month programming, and first AANHPI Grad.

## Looking Back: Accomplishments and Challenges

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### 10. Describe major accomplishments since the last program review cycle.

On-board new employees, as well as on-boarding officially the Womxn of Color Collaborative as well as the Brothers Achieving Milestones emerging programs. We have also rolled out a new signature equity training program—the Intercultural Development Inventory. From the last review cycle, the 5 campus teams have signed up for this training, totalling approximately 45 people who can do this in a team as well as have an individual coaching session. A major lift has also occurred with the writing of the new Student Equity and Achievement Plan with the campus—with a total of 30 meetings thus far being held to ensure campus input has been garnered.

### 11. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?

Providing more support to Wocc and BAM can support our disproportionately impacted communities that we've seen effected through the data of the Student Equity and Achievement Plan. Additionally, working with the campus to focus on equity actions has a specific goal to close the equity gap for the most disproportionately impacted communities on our campus.

### 12. Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?

With the addition of emerging programs and the transition of new staff—there is a growing need for clerical support as our Office of Equity grows so much so quickly.

## Impact of Resource Allocations Process (250 word limit)

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### 13. Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.

To be able to have steady funding for the Womxn of Color Collaborative has proven to be beneficial so that programming can remain consistent and available.

### 14. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?

These opportunities have been made more available for our disproportionately impacted communities through ongoing funds.

### SAOs and SLOs (Suggested 250 word limit)

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**15. State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).**

Cultural Center SAOs: Participants will learn about and celebrate BIPOC/Queer culture/identities through culturally responsive events and immersion experiences, BIPOC and Queer students who come into the Cultural Center will be able to see their identities reflected in the art/photos in the space

Office of Equity SAOs: Provide equity and antiracism training that is organized and easy to follow, while being attentive to participant concerns, Increase confidence in responding to microaggressions, Provide DEIA trainings that feel like a good use of a participants' time

**16. Describe how your program assessed your SAOs and/or SLOs.**

From its inception in July 2023, until October 2024 The Cultural Center has co-hosted 93 events with 2,128 participants. A google forms anonymous survey with four questions was created--three five-point likert scale questions each pertaining to our criterion for success, and the last an open ended question asking what participants would like the Cultural Center to know. The survey was approved by PRIE and Marketing From our annual assessment and sent to the 143 people on the Cultural Center listserv. We received over 50 responses, a 37% response rate. 78.9% of participants agreed or strongly agreed that they have felt celebrated and/or validated in their identities through Cultural Center programming. 86.6% reported learning something new about cultural identities/practices from our programming. And 80.8% of participants feel their identities are represented in the art and visual elements of the space. Within the qualitative feedback question, 100% of the answers are positive. Many responses speak to the importance of the center, noting, "That it has made me feel like I belong!! Beyond that, that I can contribute and build with the center to help more students also feel seen. Its honestly been a breath a fresh air on our campus, a breath of joy, relaxation, and learning. Every school needs a cultural center like Cañada Colleges Cultural Center." Additionally, people have shared, "I have never felt so safe and seen as I do at the Cultural Center. It's an incredible space that not only supports our identities but also provides valuable tools and opportunities to connect with others who have experienced similar feelings of isolation. Being a part of this center has been a deeply empowering experience, and I truly appreciate how it fosters a sense of belonging and community." From post-event discussions, further qualitative feedback we've received is: ? "Thank you so much for getting us together, I have dreamed about this event since 2016...I feel so honored and grateful to share my cultural experiences for the first time." - Student Arman and Professor Salumeh about Nowruz. ? A Classified Staff member shared, "It's the most beautiful place on campus." ? Professor Alison Field shared: "Looking at the website and seeing all the Cultural Center events literally made me want to cry. You can feel the difference about culture and inclusion on campus. It's just amazing."

**17. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.**

With the addition of including intercultural development, perhaps adding an SAO that is speaking to intercultural competency and further developing their intercultural competence.

**18. Utilizing your data findings, how did your program's SAO/SLO assessment address equity and antiracism?**

Provide equity and antiracism training that is organized and easy to follow, while being attentive to participant concerns ? Increase confidence in responding to microaggressions ? Provide DEIA trainings that feel like a good use of a participants' time From its inception in July 2023, until October 2024 The Office of Equity has helped to host 38 trainings with 1,171 participants. This includes Cañada's Office of Equity leading the first equity workshop within the all-district employee onboarding, and the first equity workshop for faculty and staff on-boarding for Cañada. An immediate post-workshop paper survey was handed to each participant after microaggression workshops. The facilitator would leave the room and asked for the surveys to be anonymous so that participants could share freely. These surveys resulted in a 90% response rate from participants. Data has also been collected through a digital survey after each Flex day. WORTH: Aggregate data from microaggression workshops show that 100% of participants found the two to three hour training worth their time, with 92.86% strongly agreeing, and 7.14% agreeing. INCREASED CONFIDENCE: Similarly 100% of attendees agreed that they increased their confidence in responding to microaggressions, with 76.67% strongly agreeing and 23.33% agreeing. Disaggregating this data from training in year one to training in year two, participants "strongly agreed in increasing their confidence" rose from 68.75% to 85.71%. ORGANIZED AND EASY: Aggregate data in this area remained similar from year one to year two, with an average of 82.76% of participants strongly agreeing the microaggression



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workshops were easy to follow and organized, while 26.32% agreed. It would be interesting to split up this question to look at "organization" and "ease" separately to learn more about what to focus on. Within the Enrollment Services and Support Programs training, both a pre test and a post test were administered. In the pre-test, 29% felt slightly confident in addressing microaggressions, 43% felt fairly confident, 28% felt confident, by the end of the training, 100% of participants said they increased their confidence in addressing microaggressions. Within our training with Family Connections in the community, 100% of attendees found situationals helpful, found it was organized and easy, and 100% agree or strongly agreed the training was a good use of their time. 85.7% of attendees strongly agreed that community builders were supportive, while 14.29% agreed. This training was made directly with leaders, with the prep time for this training being around 10 hours to be specialized for the particular group. There was statistical significance in improvement from year 1 to year 2 in microaggression facilitator delivery, going from 85% strongly agreeing that the facilitator was attentive and addressed participant concerns, to 100% of all attendees listing strongly agree in this area. Highlighted qualitative feedback from these sessions includes: ? From the District Human Resources team, they wrote, "It was an excellent missing piece to the puzzle and we definitely would love to have you attend future orientations!" ? From East Palo Alto Family Connection's Board of Directors President, Anita Kapadia, "You have such a beautiful presence. We are so lucky to have been connected with you, and the work you do is so important. I've gone through many DEIA trainings feeling confused and overwhelmed and feeling like I am walking on eggshells, but after your training I feel like I understand and can apply it. You are truly a gift, and you're so good at this." ? From a Faculty Member, "Thank you for putting together that informative and engaging presentation about Cañada's commitment to anti-racism and inclusivity. I've been part of spaces where we've had structured conversations about these issues, but to have it in the new hire orientation was a strategic decision that brings us all on the same page. It also affirms my choice in being an adjunct here!" ? From a Staff Member, "Thank you for making space for humor and social connection. I think shame can keep people from touching on these subjects and it felt very safe to look at my behaviors and what I can do better--amongst a loving group." ? From an anonymous employee after the Flex Training on Brave Spaces "Reflecting Out": "The morning Reflecting Out session, it was almost like a performance, but a very personal one. Very intimate and emotional. Several of us cried. Many of us could not stop talking about it for days. I think we should offer this again and it could include other stories. They were beautifully told and so amazing." Another employee wrote in their flex feedback, "I really appreciated the themed aspect of the day. It focused on the events for supporting the LGBTQIA+ community, and I felt fulfilled and supported and educated."

## Looking Ahead

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### **SAOs and SLOs for the Next Review Cycle (100 word limit)**

#### **19. State your SAOs and SLOs for the next review cycle.**

Cultural Center SAOs: Participants will learn about disproportionately impacted (from SEAP) community's culture/identities through culturally responsive events and immersion experiences ? Disproportionately impacted students will feel celebrated/belonging in their culture/identities through culturally responsive events and immersion experiences

Office of Equity SAOs: Provide equity and antiracism training that increases knowledge in DEIA topics ? Provide equity and antiracism training that increases self awareness of intercultural competency ? Provide DEIA training and development opportunities to employees at an involvement rate that reflects similarly to the student population in ethnic identity

### **Program Improvement Initiatives (250 word limit)**

#### **20. State your goals for the next 3 years.**

- Roll out new Intercultural Development Inventory training/workshops for at least 60 students, faculty, staff, and administrators
- Submit a Student Equity and Achievement Plan that the college has come to a consensus around
- Work on Educational Master Plan Goal 2.6, involving the campus and district to reach the action's vision

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**21. What strategies would you use to address challenges that hinder the expansion or continuation of the equity gaps (from question 9)?**

With the roll out of several new DEIA trainings, we continue to see many of the same people. I would like to explore strategies on addressing how to get those we don't see often to participate.

**22. With an equity and antiracism lens, what changes will be implemented to improve your program? What specific professional development support do you foresee you will need in implementing these changes? Please include meaningful action plans to improve student access and success.**

With the National Conference on Race and Ethnicity website going dark for the past several months, I am curious what other local conferences or national conferences will provide similar PD content.

**23. How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?**

Last cycle (last year) there was talk of better sign in strategies to be in compliance with Vision Aligned Reporting. We purchased a new iPad station, however it still does not link well to the single sign on needed to be in compliance. Working with the VAR team and IT, we can review options that would better work for sign ins.

**If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there.**

2024 - 2025

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**Mission (100 word limit)**

**1- How does your program align with the college and district mission?** <https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf> <https://canadacollege.edu/about/mission.php>

The Office of Equity at Cañada College supports our college's [mission, vision, values, and goals](#) by uplifting our college's goal to become an "Equity-Minded and Antiracism College." The Office of Equity seeks to do this through developing, facilitating, and supporting learning, development, praxis, policies, teaching, and services that create a sense of belonging among all community members so they may feel valued and thrive.

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**Program Description (500 word limit)**

**2- Who does your program serve?**

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Our data show we also have significant participation from our Latinx and Black managers and classified staff attending events, as well as AANHPI faculty. However, data show we are lacking white and AANHPI classified participation and significantly lacking white faculty participation.

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### **a. How many students are served by your program?**

We have served 3,425 students, faculty, staff, and administrators. We have served 579 unique students in our first year.

### **b. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)?**

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Our Program Services Coordinator serves as an advisor for our UndocuScholars club NUCLEI, and our Director of Equity has served as a mentor to UndocuScholars in our Unlocking Futures Fellows program the past two years.

### **3- How has student access, retention, and completion changed over the course of this program review cycle?**

This is the first program review cycle ever.

### **4- What delivery method(s) does your program utilize to best serve students? (ie. in person, in the community, online, hybrid, hyflex, scheduled appointments, drop ins etc.). How does your program determine which delivery methods are most beneficial for students?**

Our Office of Equity and Cultural Center utilizes in-person, multimodal, day, evening, in the community, weekend, drop ins, and scheduled appointments for meetings, trainings, events, class presentations, and consultations. We determine these methods by checking in with students, faculty, staff, administrators, and community members on what is the most accessible for them.

Our Cultural Center is also consciously participating in Cañada de Noche, open until 7pm multiple days a week to serve night students.

Our Cultural Center monthly newsletter was started in November 2023 and currently has 184 newsletter subscribers. We share resources/opportunities for students, faculty, and staff. The open rate has increased from 30% to 63% open rate, indicating our subscribers are opening monthly newsletters at higher rates.

### **5- What are your on and off-campus community partnerships and how are they operationalized to support students?**

In the first year, we have partnered with 29 community and campus organizations for a total of 104 times. These partnerships are intentionally driven by our goal to have culturally relevant workshops, events, and trainings. All of these opportunities are available to various campus groups.

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participants focused on AANHPI identity. Additionally, our team has supported STAR in hosting the first FilipinX American History Month, AANHPI Heritage Month programming, and first AANHPI Grad.

## Looking Back

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### 7- Describe major accomplishments since the last program review cycle.

- Host first two Equity and Antiracism Planning Council summer retreats that focused on radical imagination, community bonding, and challenging Anti-Blackness
- Connected the Chief Equity Office of the County of San Mateo to Outreach to get Cañada enrollment information to the full county
- Open TWO new Cultural Center spaces, creating heritage banners for each month, and creating educational stickers, website, and reflective representational decorations in the new spaces
- Interview, hire, and on-board a new Program Services Coordinator and 8 student ambassadors
- Work with the college leadership team to send out campus-wide responses to bias and disaggregate BIPOC and LGBTQIA+ raw data from the ASE report for implementation and foundation of EMP 2.9, Bias Education
- Year 1: Go to every division meeting and do equity check-ins as a foundation to learning the need of on-boarding training, Year 2: implementing a district-wide, faculty, and classified on-boarding with the equity needs expressed
- Prepare and facilitate a K-14 Equity Leadership Academy with the District Chief Diversity Officer and Sequoia Union High School District to host managers and administrators
- Apply for and be granted two Learning Aligned Employment Program (LAEP) students
- Prepare and send first campus-wide messaging on Ramadan, Rosh Hashanah, Indigenous Peoples Day, etc. A quote from a faculty member who messaged about this said, "Thank you, thank you from the bottom of my heart. Like, it meant so much to me to see the information come through on our Cañada Weekly.... I can't tell me how much that meant. Thank you, thank you for your work. You really make a difference."
- Work with administration to extend the hours of the all-gender restrooms
- Host focus groups and work with Student Senate to get a permanent meditation and prayer room approved and created
- Leading the efforts to create the first all district Lavender Graduation recognizing our LGBTQ+ students, and support the first AANHPI Grad led by STAR
- Lead and fulfill Educational Master Plan Goal 2.11.
- Work with College President and Chancellor along with the EEOAC to create a guidance document on post-hire retention strategies through Employee Resource Groups—something Director Sims said she's wanted to do for 7 years
- Present two NCORE presentations, host a district-wide NCORE equity excursion, and first time bringing Cultural Center, Black Student Union, and Undocumented Community Center students to NCORE. Also created the district-wide post-conference assessment and a kanaka ma'oli resource guide for over 100+ district participants.
- Bring Internationally recognized organization Voto Latino and photographer/author Tomas Ayuso to campus.
- In August 2024 Flex Day hosted the opening session and Student Panel: What does it mean to be an HSI?

## Program Review

- Successfully established the Womxn of Color Collaborative (WoCC) in collaboration with staff from more than 4 different departments. The purpose of WoCC at Cañada is to support womxn of color identifying students on campus. Creating a community for womxn and offering personal and professional tools and resources that will help them develop a sense of belonging and thrives on campus and beyond their time at Cañada.

### a. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?

As the year(s) continue with this program, we look forward to gathering and comparing long-term data with PRIE to evaluate the growth of our accomplishments. In looking at our data, almost 9% of Cultural Center student attendees come to 4+ events. It would be interesting to focus on that percentage of students over time and see their progress in the next cycle and how the program may impact the opportunity gap.

Additionally, with the Office of Equity now overseeing the college's SEAP plan and supporting the DHSI grant, we have numerous goals and benchmarks working with various programs and departments to intentionally support the work to close opportunity gaps for disproportionately impacted, underserved, and racially minoritized students. Through these SEAP goals, the Center in collaboration with Umoja, Puente, the DHSI grant, AANHPI STAR, and the Men of Color Coalition, will address the disproportionately lower number of Black students accessing the College, and the disproportionately lower number of Latinx male students completing/transferring.

The following qualitative data is a direct quote from a student who actively participated in at least 50% of all of the offerings from the Office of Equity and Cultural Center in the 2023-2024 cycle, they graduated in 2024 and transferred to UC Berkeley, "As a first-generation Latino, I have always felt a strong sense of responsibility to give back to my community and promote representation in higher education. Being able to celebrate my Mexican heritage and share it with others through the Cultural Center has reinforced my desire to pursue a career in social justice and advocacy. I hope to use my leadership skills developed at the Cultural Center and Office of Equity trainings to make a positive impact in my community and promote inclusivity and diversity in all aspects of society."

### 8- Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?

One of the major challenges is full awareness of the program's scope and team. Specifically, the college understanding the differences and nuances of the Office of Equity, EAPC, LGBTQ+ grant, SEAP, and the Cultural Center. Because of this confusion, many staff members are unaware of the vast services available and the difference between a recommending planning council versus the Office of Equity itself. This can lead to a capacity issue, as a planning council is an inquiry and recommending body, however much of the planning and implementation could fall upon the Office of Equity—which is technically one individual.

Additionally, with the branding of the Cultural Center seen as all things equity, this led to confusion in the last funding cycle, and the Office of Equity was granted \$0 operational funds, however has a list of services they need to provide. Major challenges as we transition past the opening year is the decrease in funds. With startup funds equalling \$60,000, the Center was able to maintain numerous staff hours for Student Ambassadors, allowing ample time for program planning, training, mentoring, and Cultural Center coverage. With those start up funds gone, there is extremely limited funding to program or maintain the Student Ambassadors still interested in working. This limited the ability to keep the ambassadors we had because they could not survive on limited financial support from their job, and also limited the ability to hire incoming students interested in getting involved. This concern for staffing has only doubled with the opening of the second Cultural Center Reparative Room space, as there are not enough staff members to cover these areas.

An additional challenge we are hearing from our work with IEPI, classified staff, and faculty, is the concern for sustainable and high impact training for the majority of our employees. Although on-boarding and foundational work has been successful according to our post-assessments—many have vocalized concerns that the people who may need this the most are not required to come and thus are not showing up. Without additional funds to incentivize and sustain the training for wider consumption, where can equity and antiracism training fall flat of the college's goal to become an antiracist campus?

### Impact of Resource Allocations Process (250 word limit)

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**9- Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.**

The hiring of the college's permanent inaugural Director of Equity and Program Services Coordinator for the Cultural Center is something the college has requested since 2016, and the college President herself after the October 2023 flex day stated "we don't know what we've done without these positions, they are so integral to our college".

**a. What impact have these resources had on your program/department/office and measures of student success or client satisfaction?**

Without these positions and this opportunity to open an Office of Equity and Cultural Center, many of the opportunities for events, trainings, and collaboration simply did not exist in the same capacity.

**b. What have you been unable to accomplish due to resource requests that were not approved?**

What would our offerings look like if we were able to hire student ambassadors to program plan with us for more hours? What would our trainings look like if we were able to bring in trained facilitators who could support us in knowing where to start and frame our trainings to be successful? What could our equity excursions or even an equity retreat look like if we were able to bring our learning communities and equity leaders all together for foundational trust, bonding, and training? What would our campus look and feel like if our students literally saw themselves and their identities in art all across campus?

With a \$0 for the Office of Equity, we have not had the funds to host speakers and workshops and retreats that our students, faculty, and staff have requested, such as Intercultural Development Inventories, and Dr. Durrill Brooks. Research shows that student employment on campus has a significant impact on retention and completion however we've seen our BIPOC and LGBTQ+ students have to quit because they are not receiving enough hours with our budget cut. Additionally, with more student ambassador hours, we could deepen our success for them, as well as have a team to better assess of our cultural center events to better understand what students are experiencing and what they'd like to see in the future.

Additionally, our new Womxn of Color Collective has only been able to be maintained through special one time DHSI funds. The collective has held numerous events with many participants. Without additional funds, we cannot continue this programming and work.

**c. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?**

As spoken about in the previous section, our student ambassadors had a wage that fit their needs, garnering 8-12 hours a week in our first year. Those have been cut to about 3-5 hours, and it is not sustainable for the support we need to provide these students and the work that needs to be done. Without adequate funds to recruit and hire new students, many incoming students are missing the opportunity to learn and grow as students and equity leaders. What students get out of being an ambassador can be found in direct quotes from our BIPOC student ambassadors, including, "This leadership experience as a student ambassador taught me the importance of being open-minded, truly listening to others, and solidarity efforts for change." Another ambassador write, "Being an ambassador has helped me in my career and provided a lot of knowledge on how I can work in the community, and in the end it makes us better people and better professionals.... at the Cultural Center I can feel really open with myself. The training can help me and as a person as a professional I am much better because of that." Yet another ambassador writes, "It's the only job on campus that directly relates to what I want to do in the future, provides related opportunities and connections, and lets me make a difference on campus."

We have two Educational Master Plan Goals within Goal 2 centering on training--and in utilizing the fall leadership retreat as a focus group--there is an overwhelming amount of classified, managers, and faculty who stated their want to find some way to incentivize training (such as compensation, certificates, and swag linked to these trainings--all of which require funds). Currently we have been told we cannot utilize any of our Cultural Center funds towards this goal, and the Office of Equity has a \$0 budget.

There is so much critical reflection in doing cultural and equity work when it comes to how we do this work with what we have. For example, in our first equity excursion, there was so much appetite for students to come learn about Indigenous peoples and activism in the community at Alcatraz. 20 students were willing to wake up at 2am and travel across the Bay with us. There were at least 10 BIPOC students who wanted to come and learn more about/be in community with the Indigenous community at the Indigenous People's Sunrise gathering equity excursion, however we didn't have the funds.

## Program Review

Because we heard from our Black students in particular that they wanted to see what it would be like to bring everyone who wanted to go, our Office of Equity worked side-by-side the Black Student Union to host a Black Panther Equity Excursion to learn more about Black liberation in Oakland, California. We partnered with the Black Student Union, as well as the Umoja Program, provided educational resources before the trip, transportation, food, and entrance into three museums. In the post-event survey, 100% of students said they would attend another Equity Excursion, and 100% were satisfied with the educational content. A majority of students wrote they deepened their critical understanding of what the Black Panther Party's goals really were, with several Black students stating that they felt more connected to the college and felt seen. We took FIFTY students, faculty, and staff on this trip--everyone who wanted to attend. This cost over \$5,300. With the reduction in our budget, we cannot do a trip like this, for this many students again without intervention.

## SAOs and SLOs (100 word limit)

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### 10- State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

#### Cultural Center SAOs

- Participants will learn about and celebrate BIPOC/Queer culture/identities through culturally responsive events and immersion experiences
- BIPOC and Queer students who come into the Cultural Center will be able to see their identities reflected in the art/photos in the space

#### Office of Equity SAOs

- Provide equity and antiracism training that is organized and easy to follow, while being attentive to participant concerns
- Increase confidence in responding to microaggressions
- Provide DEIA trainings that feel like a good use of a participants' time

### 11- Describe how your program assessed your SAOs and/or SLOs.

#### Cultural Center SAOs

From its inception in July 2023, until October 2024 The Cultural Center has co-hosted 93 events with 2,128 participants.

A google forms anonymous survey with four questions was created--three five-point likert scale questions each pertaining to our criterion for success, and the last an open ended question asking what participants would like the Cultural Center to know. The survey was approved by PRIE and Marketing From our annual assessment and sent to the 143 people on the Cultural Center listserv. We received over 50 responses, a 37% response rate. 78.9% of participants agreed or strongly agreed that they have felt celebrated and/or validated in their identities through Cultural Center programming. 86.6% reported learning something new about cultural identities/practices from our programming. And 80.8% of participants feel their identities are represented in the art and visual elements of the space.

Within the qualitative feedback question, 100% of the answers are positive. Many responses speak to the importance of the center, noting, "That it has made me feel like I belong!! Beyond that, that I can contribute and build with the center to help more students also feel seen. Its honestly been a breath a fresh air on our campus, a breath of joy, relaxation, and learning. Every school needs a cultural center like Cañada Colleges Cultural Center." Additionally, people have shared, "I have never felt so safe and seen as I do at the Cultural Center. It's an incredible space that not only supports our identities but also provides valuable tools and opportunities to connect with others who have



## Program Review

experienced similar feelings of isolation. Being a part of this center has been a deeply empowering experience, and I truly appreciate how it fosters a sense of belonging and community."

From post-event discussions, further qualitative feedback we've received is:

- "Thank you so much for getting us together, I have dreamed about this event since 2016...I feel so honored and grateful to share my cultural experiences for the first time." - Student Arman and Professor Salumeh about Nowruz.
- A Classified Staff member shared, "It's the most beautiful place on campus."
- Professor Alison Field shared: "Looking at the website and seeing all the Cultural Center events literally made me want to cry. You can feel the difference about culture and inclusion on campus. It's just amazing."

### 12- Summarize the findings of your program's SAO/SLO Assessments.

#### Office of Equity SAOs

- Provide equity and antiracism training that is organized and easy to follow, while being attentive to participant concerns
- Increase confidence in responding to microaggressions
- Provide DEIA trainings that feel like a good use of a participants' time

From its inception in July 2023, until October 2024 The Office of Equity has helped to host 38 trainings with 1,171 participants. This includes Cañada's Office of Equity leading the first equity workshop within the all-district employee onboarding, and the first equity workshop for faculty and staff on-boarding for Cañada.

An immediate post-workshop paper survey was handed to each participant after microaggression workshops. The facilitator would leave the room and asked for the surveys to be anonymous so that participants could share freely. These surveys resulted in a 90% response rate from participants. Data has also been collected through a digital survey after each Flex day.

WORTH: Aggregate data from microaggression workshops show that 100% of participants found the two to three hour training worth their time, with 92.86% strongly agreeing, and 7.14% agreeing.

INCREASED CONFIDENCE: Similarly 100% of attendees agreed that they increased their confidence in responding to microaggressions, with 76.67% strongly agreeing and 23.33% agreeing.

Disaggregating this data from training in year one to training in year two, participants "strongly agreed in increasing their confidence" rose from 68.75% to 85.71%.

ORGANIZED AND EASY: Aggregate data in this area remained similar from year one to year two, with an average of 82.76% of participants strongly agreeing the microaggression workshops were easy to follow and organized, while 26.32% agreed. It would be interesting to split up this question to look at "organization" and "ease" separately to learn more about what to focus on.

Within the Enrollment Services and Support Programs training, both a pre test and a post test were administered. In the pre-test, 29% felt slightly confident in addressing microaggressions, 43% felt fairly confident, 28% felt confident, by the end of the training, 100% of participants said they increased their confidence in addressing microaggressions.

Within our training with Family Connections in the community, 100% of attendees found situational helpful, found it was organized and easy, and 100% agree or strongly agreed the training was a good use of their time. 85.7% of attendees strongly agreed that community builders were supportive, while 14.29% agreed. This training was made directly with leaders, with the prep time for this training being around 10 hours to be specialized for the particular group.

## Program Review

There was statistical significance in improvement from year 1 to year 2 in microaggression facilitator delivery, going from 85% strongly agreeing that the facilitator was attentive and addressed participant concerns, to 100% of all attendees listing strongly agree in this area.

### **Highlighted qualitative feedback from these sessions includes:**

- From the District Human Resources team, they wrote, "It was an excellent missing piece to the puzzle and we definitely would love to have you attend future orientations!"
- From East Palo Alto Family Connection's Board of Directors President, Anita Kapadia, "You have such a beautiful presence. We are so lucky to have been connected with you, and the work you do is so important. I've gone through many DEIA trainings feeling confused and overwhelmed and feeling like I am walking on eggshells, but after your training I feel like I understand and can apply it. You are truly a gift, and you're so good at this."
- From a Faculty Member, "Thank you for putting together that informative and engaging presentation about Cañada's commitment to anti-racism and inclusivity. I've been part of spaces where we've had structured conversations about these issues, but to have it in the new hire orientation was a strategic decision that brings us all on the same page. It also affirms my choice in being an adjunct here! "
- From a Staff Member, "Thank you for making space for humor and social connection. I think shame can keep people from touching on these subjects and it felt very safe to look at my behaviors and what I can do better--amongst a loving group."
- From an anonymous employee after the Flex Training on Brave Spaces "Reflecting Out": "The morning Reflecting Out session, it was almost like a performance, but a very personal one. Very intimate and emotional. Several of us cried. Many of us could not stop talking about it for days. I think we should offer this again and it could include other stories. They were beautifully told and so amazing." Another employee wrote in their flex feedback, "I really appreciated the themed aspect of the day. It focused on the events for supporting the LGBTQIA+ community, and I felt fulfilled and supported and educated."
- From a classified staff member regarding student feedback at the joint equity training for peer mentors: "Students shared this presentation was the most memorable and impactful."

### Raw Data Links:

- [Enrollment Services and Student Support](#) DEI Training
- [Classified Staff DEI Training](#)
- [Family Connections DEI Training](#)

### **a. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.**

One area for improvement is the ability to utilize a Vision Aligned Reporting (VAR) style sign in for all trainings offered. If the data is similar to the Cultural Center programming offered, we can see that our White students, faculty, and staff are not participating in these educational and community

## Program Review

opportunities. Without the ability to track and disaggregate who we are serving in training, we will continue to uphold the status quo, without the dismantling of racism and inequity. Additionally, an area for growth as a college, that we as a Brave Space Collective have addressed with our PRIE team, is the collection of LGBTQ+ data. Our data currently invisibilizes the Queer community, and in this invisibilizing, we are unable to adequately recruit, track, and assess how we are serving this community. Our Director of Equity has reached out to the Dean and ESSP as well as sits on a district committee trying to tackle the LGBTQ+ data inclusion. Additionally, our Director of Equity made the comment regarding employee sign ins and data collection during the IEPI equity conversation and this began to be implemented at the October 2024 flex day.

**b. How did your program's SAO/SLO assessment address antiracism?**

**Our Cultural Center and Office of Equity directly link every SAO to equity and antiracism.**

**c. How did your program's SAO/SLO assessment address equity?**

**Our Cultural Center and Office of Equity directly link every SAO to equity and antiracism.**

## Looking Ahead

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### **SAOs and SLOs for the Next Review Cycle (100 word limit)**

**13- State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discuss how you will address antiracism in the next program review cycle. Discuss how you will address equity in the next program review cycle.**

#### **Cultural Center SAOs**

- Participants will learn about disproportionately impacted community's culture/identities through culturally responsive events and immersion experiences
- Disproportionately impacted students will feel celebrated in their culture/identities through culturally responsive events and immersion experiences

#### **Office of Equity SAOs**

- Provide equity and antiracism training that increases knowledge in DEIA topics
- Provide equity and antiracism training that increases confidence in addressing microaggressions
- Provide DEIA training and development opportunities to employees at an involvement rate that reflects similarly to the student population in ethnic identity

### **Program Improvement Initiatives/Resource Requests (250 word limit)**

**14- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success.**

There is much to still be done with the new Bias Education Support Team, specifically with including BIPOC voices in the process mapping and implementation. We continue to hit a wall with what the district will allow to report and address bias from faculty and staff—including the inclusion of the Chief Diversity Officer at the district in the process of being a point person, to the college not having access to an Ombudsperson similar to College of San Mateo. It is further challenging that a faculty and staff member no longer have the capacity to play a role in this EMP 2.9 goal, and within the 24-25 year, the Student Senate has still not provided a student representative to have student voice in part of the planning and implementation.

In our start and infancy, we are learning how to navigate how we approach equity and anti-racism work with the Cultural Center, Office of Equity, and EAPC while maintaining sustainability and health. Every issue on campus can be seen as an equity issue—how do we do this in solidarity and in health as a campus community?

There is also still much to be done to create more trainings around equity and antiracism, involving more of our community partners and campus partners in this development and implementation.

Additionally, working with the Faculty Equity Coordinator and the Student Equity and Achievement Plan metric leads, we have begun to implement a type of matrix to identify the 50 metrics our college has committed to for SEAP, as we lead the development of a new three year plan, this development and implementation must become stronger so that we get

## Program Review

closer to reaching our goals. This matrix, creation of a timeline, and new presentations on the progress of these metrics in the Equity and Antiracism Planning Council must become a priority.

### **15- How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?**

Continuous feedback loops with quarterly check ins.

#### **a. What additional antiracism training do you/your program need in the upcoming year?**

The Director of Equity has attended the Chief Student Services Officers Association (CSSO), the Asian Pacific Americans in Higher Education (APAHE) Conference, and the National Conference on Race and Ethnicity (NCORE) to pursue professional growth. With collaboration with the Office of the Vice President and Brave Spaces, the Director of Equity has helped to bring a TRANScend 1010 and 2.0 training to better serve our TGNCNB community as well as our Brave Spaces scholars to campus—learning herself how to better create brave spaces on campus. Additional research, connections, and learning also occurred from attendance at CaCCCHE (the state-wide Cultural Center organization). The CSSO conference was only made possible by SMCCD providing a one-time scholarship due to hosting the conference. NCORE was only made possible financially through District AntiRacism Council. If these funding sources were to go away, these needed trainings would not be possible.

Last year, as a resource request, the Intercultural Development Inventory was requested as a training opportunity. Due to lack of funds for the Office of Equity, specifically a \$0 for the Office of Equity, there wasn't an opportunity to do this training. The funds were asked for this fiscal year through the VPSS Office to learn more about the theoretical practice and implementation of providing this training on campus to employees and students was denied. Within the assessment of classified employees, they are specifically asking for this type of training and method, however it cannot be offered without the certification and finances.

The PSC, has attended the California Council of Cultural Centers (CaCCCHE) in Higher Education Fall drive-in and annual Summer conference., the National Conference on Race and Ethnicity (NCORE), as well as Colegas Conference. NCORE was only made possible financially through the District AntiRacism Council. Colegas was funded by the DHSI grant. If these funding sources were to go away, these needed trainings would not be possible. With limited funds, our PSC has not been able to go to HACU and NASPA, as they would like.

In collaboration with Faculty Equity Coordinator/EAPC Tri-chair and DHSI team, PSC has been able to bring a series of PUENTE training opportunities for faculty, staff, administrators and students. This was only made possible through AB 1705 funds.

#### **b. What research or training will you need to accomplish these plans?**

(Addressed above.)

**If your program is requesting resources, please go to “STEP 2: Resource Request (OPTIONAL)” and submit your specific requests there.**

Non-Personnel Item (2025 - 2026)

Requested Year  
2025 - 2026

Program Requesting Resources  
Office of Equity

Item Requested  
Funds for LatinX Graduation and Recognition Ceremony

Item Description  
\*Estimates based on 2024 Latinx Graduation Recognition Ceremony 50 students 100 community members/guests  
30 SMCCD employees  
TOTAL: 180 people

Item Estimate  
Food, Drinks, Cake \$2,200.00  
Ceremony supplies \$1,827.00  
Certificates \$25 cert. holder  
Bouquets + Flowers \$240.00  
Grad Sashes \$912.00 (\$19 each \* 48)  
Programs \$150.00  
Decorations \$500.00  
Speakers / Performers \$250.00

TOTAL \$4,277.00

Program Goals this Request Supports  
The goal of the LGRC is to embrace and welcome familias into Cañada College as part of creating a culture of HSI “servingness” and sense of belonging. LGRC aims to address these areas by providing students and their familias an interactive and community focused celebration that incorporates Spanish into various sections of the celebration. LGRC offers students the opportunity to invite family members to the ceremony and provides an impactful presentation with an overview of Latinx graduates and the importance of obtaining a degree and/or certificate. To achieve “servingness” and sense of belonging in an interactive and community focused celebration, the committee plans to incorporate cultural activities for attendees, including spoken word, cultural dances/performers, and highlighting the student experience for families to be part of the educational journey of their graduate. Faculty, staff, community members and administrators are encouraged to attend and/or volunteer to build a campus community of HSI “servingness”. Additionally, the Latinx Graduation Recognition Ceremony is made possible by the collective effort of campus members from various programs such as: EOPS, STEM Center, COLTS-U Transfer Center, Promise Scholars Program, TRIO Programs, Undocumented Community Center, Cultural Center and more. We work on contributing to our college’s goal of creating an equity minded and antiracist campus culture by institutionalizing a culture of HSI “servingness” and belonging. However, the sustainability of this program is jeopardized by the continued reliance on one-time funding requests per year. PRIE’s dashboard shows that during 2023-2024 academic year Cañada College awarded a total of 645 degrees and certificates, 340 of the awarded degrees and certificates were for Hispanic/Latinx identifying students. This means that 52% of our graduates identified as Latinx students, which aligns with our Hispanic Serving Institution status, <https://canadacollege.edu/prie/dashboards/degrees-and-certificates.php>  
In 2024, the Latinx Graduation Recognition Ceremony celebrated 42 graduates with a total of 187 attendees.

Status  
New Request - Active



## Resource Requests

### Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

### Cost

4,300

### One-Time or Recurring Cost?

Recurring Cost

### Critical Question: How does this resource request support closing the equity gap?

The Cañada College Latinx Graduation Recognition Ceremony is dedicated to celebrating the achievements of Latinx students who are completing their degrees or transferring. We are proud to emphasize community by consistently inviting alumni to return and share their experiences at our events, reinforcing our commitment to fostering connections within our Latinx community.

This event places a strong emphasis on family involvement, inviting loved ones to join in the celebration. With cultural performances and the inclusion of Spanish to reflect our community's heritage, we create a welcoming and inclusive atmosphere. Through the Latinx Graduation Recognition Ceremony, we foster deep connections between families and the college, highlighting our Hispanic Serving Institution (HSI) status and our commitment to honoring and uplifting the Latinx community. The Latinx Graduation Recognition Ceremony at Cañada College is a special event designed to honor the hard work and accomplishments of our Latinx students. As a Hispanic Serving Institution (HSI), this is one of our most significant celebrations. It not only brings together our campus community but also welcomes families and members from the broader community to join in the celebration.

In past events, we've celebrated over 45 students and welcomed more than 100 family members and friends. The 2024 ceremony included a special cultural performance by one of our students, highlighting the Afro-Latinx community, adding a unique and personal touch to the festivities. Students were celebrated as they walked on stage with their loved ones to mark this important milestone. Each graduate was presented with a Latinx graduation sash and flowers, symbolizing their achievement and cultural pride.

The event fosters a deep sense of connection, providing everyone with food and creating an intimate space to recognize the success of our Latinx community. It is one of the most impactful and heartfelt celebrations of the year, allowing us to uplift and honor the stories, achievements, and cultural heritage of our students.

### Critical Question: How does this resource request support Latinx and AANAPISI students?

This resource request directly links to supporting our LatinX students in celebrating this huge milestone, and acts as a major motivating event for current students. The DHSI grant is not written in a way that will allow this to be funded, thus without continual funds our LatinX grads are our only cultural grads that do not have secured funding.

## Map Request to College Goals and Strategic Initiatives

### Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture

### Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Non-Personnel Item (2025 - 2026)

## Non-Personnel Item (2025 - 2026)

### Requested Year

2025 - 2026

## Resource Requests

### Program Requesting Resources

Office of Equity

### Item Requested

Equity and Antiracism Planning Council Retreat and Training

### Item Description

Breakfast and lunch for 30 participants for an annual all-day Antiracism and equity training

### Program Goals this Request Supports

Educate students, faculty, staff, and administrators on the latest equity and antiracism promising practices that relate to the Student Equity and Achievement Plan, along with foundational relationship building and critical discussions needed and cited in the six conditions of systems change. This retreat's funding also allows us to stay in compliance with Equity and Antiracism Planning Council bylaws. The EAPC governing documents state, "tri-chairs will facilitate a training and orientation for all members annually". The goal of this, as stated in the bylaws, is that not all members will understand equity and antiracism in the context of our college's goals. This training surpasses the needs of PBC's training on the participatory governance manual, and the subject matter needs a full-day of work together. If we are asking people to do a full day together, their basic needs of food should be provided.

### Status

New Request - Active

### Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

### Cost

1,100

### One-Time or Recurring Cost?

Recurring Cost

### Critical Question: How does this resource request support closing the equity gap?

(Price breakdown, FYI: \$15 breakfast, \$22 lunch, 30 people in attendance - \$1,100) Our data has begun to show correlation between intercultural competency and the amount of cultural workshops and Office of Equity trainings employees and students have been taking. National literature show how Intercultural Competency supports student success rates.

### Critical Question: How does this resource request support Latinx and AANHPI students?

Both the LatinX and AANHPI populations have a disproportionate impact, as we have discussed and trained on in EAPC retreat through the Student Equity and Achievement Plan framework.

Training workshops have included how to support our LatinX and AANHPI students in ways we haven't thought of before as a college.

## Map Request to College Goals and Strategic Initiatives

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### Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Equity-Minded and Antiracist College Culture

### Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Support innovative teaching that creates more equitable and antiracist learning environments

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

## Personnel - Classified Staff (2025 - 2026)

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**Requested Year**

2025 - 2026

**Hiring Division/Department:**

Office of Equity

**Position Title:**

Program Services Coordinator: Womxn of Color Collaborative

**Status**

New Request – Active

**Is this position permanent?**

Yes

**Position Type**

Part-time

**If Part-Time, what percentage of Full-Time is this position?**

50

**Provide # of months.**

12

**Program Goals this Request Supports**

Support the Student Equity and Achievement Plan in closing the equity gap for female students, who are showing disproportionate impact in over half of the SEAP metrics: Math and English, Persistence, and Transfer.

**Critical Question: How does this resource request support closing the equity gap?**

FEMALE STUDENT SUPPORT AND WOCC: According to our Student Equity and Achievement data, first generation and Latine Students are disproportionately not completing both English and math in the first year they are enrolled, especially females in these intersections of identity. Female students are showing disproportionate impact in over half of the SEAP metrics: Math and English, Persistence, and Transfer, as well as 125 LatinX students in academic notice. This program is the only program focusing on BIPOC females. Events focus on financial well-being, mental health, leadership, belonging, and so much more to support our Womxn of Color in achieving their academic goals.

**Critical Question: How does this resource request support Latinx and AANHPI students?**

Within the first few years of our Cultural Center, we have engaged an average of 3,000 students, faculty, and staff per academic year. We have served 579 unique students. We are serving our LatinX and Black population at higher rates than the general population of campus—53% of our event participants identify as LatinX and 6% of our student participants identify as Black. Due to continued partnerships with STAR, we have also hosted approximately 20 AANHPI themed events through our Cultural Center. We are serving our female and male-identified students, as well as every age category, proportional to our college percentages in these identity areas. Our data show we also have significant participation from our Latinx and Black managers and classified staff attending events, as well as AANHPI faculty—with 55% of our classified employee participants identifying as LatinX identified, 10% AANHPI identified, and 15% Black identified.

## Justification

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**1. Describe the specific needs for the position requested and the duties of this position in a brief statement.**

The Womxn of Color Collaborative is an emerging program that deserves support and dedicated staffing. Womxn of color face unique and intersecting challenges on college campuses, including systemic racism, sexism, and cultural isolation. A dedicated Womxn of Color Coordinator would provide essential advocacy, support, and programming tailored to their experiences. This role would help create a more inclusive, equitable, and empowering environment by amplifying voices often marginalized and fostering spaces where womxn of color can thrive academically, socially, and personally. Investing in this position is a movement towards meaningful representation

## Resource Requests

and institutional accountability.

Skyline College has seen the need for dedicated support, and has a WMLA, Women's Mentoring and Leadership Academy with Professor Danielle Powell as a faculty who gets release time for this important work.

### **2. Explain how this position aligns with and supports the mission and strategic goals of the college.**

The WoCC's goal is to cultivate a strong, affirming community that offers meaningful resources and tools, to develop a sense of belonging, empowerment, and "thriveness" – on campus and in the community.

This position under the Office of Equity aligns with the college's mission to engage and empower students, within the value lens of social justice and racial equity, community partnership, student-centered, and cultural empathy.

### **3. Explain how adding this position will strengthen the department or division.**

Adding this position will help strengthen the Office of Equity to ensure that our emerging programs get the support they deserve without burning out the 10 classified volunteers, and while providing high quality programming that is advertised well and aligns with our equity goals as a college. Because the PSC for the Cultural Center has shifted and our current PSC no longer identifies, the weight of many agendas, events, meetings, and prep is now falling to other classified employee's who do not have this in their job description.

### **4. Explain how this work will be accomplished if the position is not filled.**

This work is falling upon 10 Womxn of Color who have volunteered their time to ensure the programming, support, and resources are happening. If people are feeling spread thin, this work simply will not happen and our students will not get the support they need.

Additionally, the content is also designed to support staff and faculty as well as students. It was designed to fill a gap where staff also feel powerless and desire PD that speaks to their unique and diverse experiences. Without this, the unique PD opportunities provided would not exist.

### **5. Critical Question: How does this resource request support closing the equity gap?**

FEMALE STUDENT SUPPORT AND WOCC: According to our Student Equity and Achievement data, first generation and Latine Students are disproportionately not completing both English and math in the first year they are enrolled, especially females in these intersections of identity. Female students are showing disproportionate impact in over half of the SEAP metrics: Math and English, Persistence, and Transfer, as well as 125 LatinX students in academic notice. This program is the only program focusing on BIPOC females. Events focus on financial well-being, mental health, leadership, belonging, and so much more to support our Womxn of Color in achieving their academic goals.

### **6. Critical Question: How does this resource request support Latinx and AANHPI students?**

Within the first few years of our Cultural Center, we have engaged an average of 3,000 students, faculty, and staff per academic year. We have served 579 unique students. We are serving our LatinX and Black population at higher rates than the general population of campus—53% of our event participants identify as LatinX and 6% of our student participants identify as Black. Due to continued partnerships with STAR, we have also hosted approximately 20 AANHPI themed events through our Cultural Center. We are serving our female and male-identified students, as well as every age category, proportional to our college percentages in these identity areas. Our data show we also have significant participation from our Latinx and Black managers and classified staff attending events, as well as AANHPI faculty—with 55% of our classified employee participants identifying as LatinX identified, 10% AANHPI identified, and 15% Black identified.

## Map Request to College Goals and Strategic Initiatives.

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### **Which of Cañada College's Goals does this resource request support?**

Student Access and/or Success and/or Completion  
Equity-Minded and Antiracist College Culture

## Resource Requests

### Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

**This position has been reviewed by the department or division and is recommended for hiring.**

## Personnel - Classified Staff (2025 - 2026)

### Personnel - Classified Staff (2025 - 2026)

#### Requested Year

2025 - 2026

#### Hiring Division/Department:

Office of Equity

#### Position Title:

Program Services Coordinator of the Cultural Center

#### Status

New Request – Active

#### Is this position permanent?

Yes

#### Position Type

Full-time

#### Provide # of months.

12

#### Program Goals this Request Supports

To continue having a Cultural Center, an EMP Goal and ASE Power Consulting goal. The mission of the Cultural Center is to create spaces of healing, joy, and critical engagement through learning, awareness, and advocacy that empower the campus community to become culturally responsive advocates for justice and liberation.

#### Critical Question: How does this resource request support closing the equity gap?

We have seen how much students have increased their sense of belonging because of the Cultural Center, including our most disproportionately impacted students. This sense of belonging plays a major role in students continuing and completing their goals. 100% of students said they would attend another Equity Excursion, and 100% were

satisfied with the educational content. 78.9% of participants agreed or strongly agreed that they have felt celebrated and/or validated in their identities through Cultural Center programming. 86.6% reported learning something new about cultural identities/practices from our programming. And 80.8% of participants feel their identities are represented in the art and visual elements of the space.

Within the qualitative feedback of the Cultural Center post-event assessments, 100% of the answers are positive reinforcement of why the Cultural Center is important.

#### Critical Question: How does this resource request support Latinx and AANAPISI students?

Within the first few years of our Cultural Center, we have engaged an average of 3,000 students, faculty, and staff per academic year. We have served 579 unique students. We are serving our LatinX and Black population at higher rates than the general population of campus—53% of our event participants identify as LatinX and 6% of our student participants identify as Black. Due to continued partnerships with STAR, we have also hosted approximately 20 AANHPI themed events through our Cultural Center. We are serving our female and male-identified students, as well as every age category, proportional to our college percentages in these identity areas. Our data show we also have significant participation from our Latinx and Black managers and classified staff



## Resource Requests

attending events, as well as AANHPI faculty—with 55% of our classified employee participants identifying as LatinX identified, 10% AANHPI identified, and 15% Black identified.

## Justification

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### 1. Describe the specific needs for the position requested and the duties of this position in a brief statement.

With the HSI grant going away, we need to find an alternative funding source for this position. This is the original position description: The Cañada College Cultural Center seeks a full-time Program Services Coordinator (PSC) position. This position will help to ensure student access to relevant and transformative student services and programs that are inclusive, diverse, equitable, and antiracist. This position will report to the Director of Equity within the Office of the Vice President of Student Services. The PSC will help to remove barriers to student access, success, and completion through practices that reflect the fundamental importance of individualized learning experiences, the co-creation of knowledge, and the development of systems that promote access, continuous innovation, and excellence in teaching and learning.

### 2. Explain how this position aligns with and supports the mission and strategic goals of the college.

The primary responsibilities of the Cultural Center Program Services Coordinator are to support the coordination tasks and responsibilities of the Cultural Center. These duties include managing the day to day activities of the Center, as well as assisting in preparation, and submission of regular reports. This role supports cultural activities, which in turn support the mission and goals of the college. Responsibilities include improving completion and transfer rates as well as building a stronger sense of community and belonging for students. Specifically, the PSC will focus on developing new and strengthening existing workshops and events that increase financial stability for students, support the development of a Second Year Experience program, support employees in serving BIPOC and disproportionately impacted students in transforming college practices. Additionally, this position will develop and implement programs, workshops and activities that are culturally responsive and engage the campus community in topics of equity, antiracism and liberation, as well as additional preparation and support for grant activities, events, and general coordination of program grant deliverables.

### 3. Explain how adding this position will strengthen the department or division.

Keeping this position is fundamental.

The Cultural Center Program Services Coordinator will support the Cultural Center and the Director of Equity to coordinate programs, events, and services for the College in alignment with federal, state, and regional plans for equitable outcomes such as the CCCCO Vision for Success initiatives and strategies for diversity, equity, inclusion, accessibility and antiracism initiatives related to the 2020 Call to Action.

The Coordinator will support activities which strengthen community and sense of belonging, support the clarification of student educational plans during their second-year experience in ways that support completion of those goals, and support the financial stability of students.

### 4. Explain how this work will be accomplished if the position is not filled.

The Cultural Center would not survive without a Cultural Center Coordinator. There would be no way to keep the Cultural Center open due to needing a professional staff member in the space, let alone the amount of incredible effort it takes to cross collaborate on hundreds of events.

### 5. Critical Question: How does this resource request support closing the equity gap?

We have seen how much students have increased their sense of belonging because of the Cultural Center, including our most disproportionately impacted students. This sense of belonging plays a major role in students continuing and completing their goals. 100% of students said they would attend another Equity Excursion, and 100% were

satisfied with the educational content. 78.9% of participants agreed or strongly agreed that they have felt celebrated and/or validated in their identities through Cultural Center programming. 86.6% reported learning something new about cultural identities/practices from our programming. And 80.8% of participants feel their identities are represented in the art and visual elements of the space.

Within the qualitative feedback of the Cultural Center post-event assessments, 100% of the answers are positive reinforcement of why the Cultural Center is important.

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### 6. Critical Question: How does this resource request support Latinx and AANHPI students?

Within the first few years of our Cultural Center, we have engaged an average of 3,000 students, faculty, and staff per academic year. We have served 579 unique students. We are serving our LatinX and Black population at higher rates than the general population of campus—53% of our event participants identify as LatinX and 6% of our student participants identify as Black. Due to continued partnerships with STAR, we have also hosted approximately 20 AANHPI themed events through our Cultural Center. We are serving our female and male-identified students, as well as every age category, proportional to our college percentages in these identity areas. Our data show we also have significant participation from our Latinx and Black managers and classified staff attending events, as well as AANHPI faculty—with 55% of our classified employee participants identifying as LatinX identified, 10% AANHPI identified, and 15% Black identified.

## Map Request to College Goals and Strategic Initiatives.

### Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion  
Equity-Minded and Antiracist College Culture

### Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete  
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

**This position has been reviewed by the department or division and is recommended for hiring.**

## Personnel - Classified Staff (2025 - 2026)

## Personnel - Classified Staff (2025 - 2026)

### Requested Year

2025 - 2026

### Hiring Division/Department:

Office of Equity

### Position Title:

Office of Equity: Office Assistant

### Status

New Request – Active

### Is this position permanent?

Yes

### Position Type

Part-time

### Provide # of months.

12

### Program Goals this Request Supports

To be in compliance with Vision Aligned Reporting, and Business Office paperwork requirements.

### Critical Question: How does this resource request support closing the equity gap?

ALLEVIATES SUPPORT FOR DIRECTOR TO DEEPEN TRAINING OFFERED AND COMMUNITY PARTNERSHIPS: As the Office of Equity rolls out the new Intercultural Development Inventory, we have seen correlations of significantly higher intercultural competency with those more regularly attending Cultural Center events and Office of Equity

## Resource Requests

trainings offered. Intercultural Competency leads to enhanced academic performance through increased creativity and problem-solving, reduced prejudice, improved communication skills, and stronger relationships. For institutions, it creates a more inclusive campus environment, attracts diverse faculty and staff, and strengthens the overall learning experience for all students.

**MALE STUDENT SUPPORT AND BAM:** As of 2024-25, the persistence rate for men at Cañada College has dropped 22 points to 53%, down from 77% in 2021. The three-year completion rate for Latino males pursuing a degree or certificate as of 2024-25 is 13%. There are existing equity gaps in success with male students that ranges from 4 to 5% in face-to-face and synchronous courses, respectively. When reviewing gaps in course success rates of American Indian/Native American, Hispanic, and Pacific Islander students, the gaps range from 9 to 28%. This position could support BAM with ordering supplies, facilities requests, and other clerical needs.

**FEMALE STUDENT SUPPORT AND WOCC:** First Generation and Latine Students are disproportionately not completing both English and math in the first year they are enrolled, especially females. This program is the only program focusing on BIPOC females.

**BIPOC JOY AND COMMUNITY:** Equity gaps persist in course success rates for low income, male, and BIPOC students. The Cultural Center's assessment has shows that BIPOC students are feeling they belong more because of the programming of the Cultural Center.

**LGBTQ+ STUDENT SUPPORT:** Data from the Student Equity and Achievement Plan show that the LGBTQ+ community is disproportionately impacted in over half of the SEAP metrics: Enrollment, in math and English completion, and in completing a comprehensive Student Education Plan. With a more comprehensive LGBTQ+ support program on campus, these equity gaps could close.

**SUPPORT WITH BLACK STUDENT ENROLLMENT:** With the clerical support of an OA2, the college may have additional support for the Student Equity and Achievement Goal of a Black Excellence Event in which highschool and middle school students are invited. As data show that our enrollment numbers of our Black community has dropped from 50% to 32% in the past few years.

### **Critical Question: How does this resource request support Latinx and AANAPISI students?**

Within the first few years of our Cultural Center, we have engaged an average of 3,000 students, faculty, and staff per academic year. We have served 579 unique students. We are serving our LatinX and Black population at higher rates than the general population of campus—53% of our event participants identify as LatinX and 6% of our student participants identify as Black. Due to continued partnerships with STAR, we have also hosted approximately 20 AANHPI themed events through our Cultural Center. We are serving our female and male-identified students, as well as every age category, proportional to our college percentages in these identity areas. Our data show we also have significant participation from our Latinx and Black managers and classified staff attending events, as well as AANHPI faculty—with 55% of our classified employee participants identifying as LatinX identified, 10% AANHPI identified, and 15% Black identified.

## Justification

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### **1. Describe the specific needs for the position requested and the duties of this position in a brief statement.**

Needs include: As the Office of Equity grows exponentially from its first year, clerical support is needed to continue operations.

Duties include:

The Office Assistant II performs detailed clerical and operational support for a department or office. Under direction, the Office Assistant II initiates, implements and coordinates office procedures and timelines in order to provide support for an office or department.

Exchanges information with college staff and others regarding department services, as well as to provide operating policies, and procedures

Executes facilities requests, contracts, student travel paperwork, food orders, and supply orders for all Office of Equity related events

Update Office of Equity websites

Screens calls, visitors and electronic inquiries to provide policy and procedural information and/or to take messages and make appropriate referrals

Sets up and tracks budget expenditures and files

Attends meetings and other events to obtain and provide current information

Uses a database and a variety of computer software to set up, track and maintain a wide variety of data and electronic and manual files and to perform data entry and retrieval

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Composes and prepares correspondence, memoranda, report narratives, forms, publicity materials and other materials from copy or with general instruction.

Uses standard software applications to prepare correspondence and reports, agendas and meeting minutes, and spreadsheets

Compiles items and materials for meeting agendas

Takes and transcribes meeting notes as assigned

Office Management: Initiate, coordinate, and manage office procedures, including workflows, timelines, and forms.

Performs other related duties as assigned

### **2. Explain how this position aligns with and supports the mission and strategic goals of the college.**

This position under the Office of Equity aligns with the college's mission to engage and empower students, within the value lens of social justice and racial equity, community partnership, student centered, and cultural empathy. This position would also support the Office of Equity, which leads one of the major Educational Master Plan Goals on creating an anti-racist and equity-minded college, which has 15 college-wide actions as well as two state-wide plans, the Student Equity and Achievement Plan and the LGBTQ+ Plan.

### **3. Explain how adding this position will strengthen the department or division.**

Within just the past full year, the Office of Equity has grown to include support of the Brave Space Collective, Womxn of Color Collaborative, Brothers Achievement Milestones, and SB1491 compliance. There is also discussion that other programs may be added in the next academic year. To accommodate this growth and stay in compliance with growing regulations around Vision Aligned Reporting, and better implementation of the SEAP so that our equity gaps are decreased, clerical office support is needed to strengthen efforts. Looking at College of San Mateo and Skyline College, both Equity areas have this clerical office support to sustain their programs.

### **4. Explain how this work will be accomplished if the position is not filled.**

If the position is not filled, we will continue to lean on the Director of Equity and PSC of the Cultural Center—with a decrease in BIPOC student access, a decrease in community partnerships, and a decrease in EAPC and program support efficiency as compliance regulations rise and a focus gets turned to paperwork over programming for students and employees. The following goes into more details:

**COMPLIANCE + DECREASE OF BIPOC STUDENT ACCESS:** We have seen in the first three years of the Office of Equity and Cultural Center the number of college-wide initiatives and equity excursions has significantly decreased. We have 70 less BIPOC students able to participate in deep equity learning due to the lack of clerical support to follow up with students and the vast amount of paperwork needed for the school district and student travel. To be in compliance with new and updated district-wide Business Office policy regarding student travel has increased the time and paperwork needed for students to be a part of equity excursions. These updated policies do not take into consideration BIPOC students' obligations and needs around family and work. The time it takes to support students in completing this paperwork and the clerical follow-up needed when students don't know their work schedules or what their family will need from them as far in advance as the district now requires paperwork is 1 hour per student. This is a great deal of time to support students, and if there are state reports or major equity issues happening on campus, these equity excursions get cancelled. National and local data suggest that these experiential off-campus opportunities where students are able to immerse themselves in another culture or their own culture makes a lasting impact to persistence/retention, belonging, and overall success. The number of Black, Indigenous, and Students of Color has decreased significantly due to overwhelming paperwork needed and the dates needed by. Having clerical support to follow up with students on paperwork through texts, calls, and reminders could increase the participation back to where we were in our first two years.

**INCREASING EMERGING PROGRAM SUPPORT AND PROCARD PAPERWORK:** Additionally, the amount of services the Office of Equity officially supports has increased significantly in three years and will only increase more in the coming years. The addition of the Womxn of Color Collaborative, Brothers Achieving Milestones, and Puente Ambassadors and Puente event support (along with the existing Cultural Center and Brave Space Collective acting as a Pride Center, multiple state-wide plans, leading for multiple educational master plan goals, and Flex day training obligations) and new compliance with SB1491, the amount of paperwork has quadrupled. Each program needs clerical support with calendar invites, agendas, contracts and the months of back-and-forths with vendors, (with the addition of contracts being due earlier than in previous years), calendar invites, college calendar posting, post-story writing and new mandates with Vision Aligned Reporting and the SSL. Calendar invitations and

## Resource Requests

advertisements for events can fall to the wayside and be sent out quickly before an event—leading to potentially less student engagement. Additionally the documentation process needed for ISER can be missed because of the sheer amount of programming happening between these programs—reaching nearly 150 events and trainings per academic year. Finally, the procurement card packet for these events is vast—with requirements of back up documentation needed for new district-wide auditing—these packets get up to 200 pages long, taking days to culminate correctly.

In addition, if the institution does move any additional programs under the Office of Equity, the amount of clerical help needed will increase significantly—taking critical time away from the efforts needed to research and create meaningful training, the time needed for assessment and analysis of our programs and equity numbers for SEAP, and the time to create policy and practice updates to change the status quo of the college community—which the Office of Equity was originally created for.

Both College of San Mateo and Skyline College have OA2s for their Office of Equity. This increase in clerical paperwork can lead to burn out and not retaining staff.

**DECREASE IN EXTERNAL COMMUNITY PARTNERSHIPS:** Within the first year of the Office of Equity, 8 major external community partnerships were established through site visits, equity trainings offered, and program events combined. We saw an increase in disproportionately impacted students from the community get involved with Cañada. Due to the increase in paperwork accumulating, these partnerships have decreased to 1 as we enter our third year.

**DECREASE IN LGBTQ+ OFFERINGS:** The Brave Space Collective is made predominantly of volunteers. With the loss of a Vice President who adamantly and expertly supported Brave Space, and the loss of over half of it's members to other positions and transitions off campus, the remaining volunteers are spread extremely thin, and programming and advertising has suffered for it. With alleviating some of the clerical office work, there could be more attention provided to supporting our LGBTQ+ community.

**REMAINING INEQUITY FOR PARTICIPATORY GOVERNANCE CLERICAL SUPPORT:** The Equity and Antiracism Planning Council remains one of the only planning councils at its level in the participatory governance chart without any executive assistants attached to supporting agendas and minutes, posting, and disseminating (in addition to contacting those presenting and calendar invites). This impact is compounded with the fact that this is the only council solely chaired by womxn of color. Why does the burden of a planning council of this level fall upon the WOC leading it when others have clerical support? There is a deep inequity that remains and it weighs heavy on EAPC tri-chairs.

### 5. Critical Question: How does this resource request support closing the equity gap?

**ALLEVIATES SUPPORT FOR DIRECTOR TO DEEPEN TRAINING OFFERED AND COMMUNITY PARTNERSHIPS:** As the Office of Equity rolls out the new Intercultural Development Inventory, we have seen correlations of significantly higher intercultural competency with those more regularly attending Cultural Center events and Office of Equity trainings offered. Intercultural Competency leads to enhanced academic performance through increased creativity and problem-solving, reduced prejudice, improved communication skills, and stronger relationships. For institutions, it creates a more inclusive campus environment, attracts diverse faculty and staff, and strengthens the overall learning experience for all students.

**MALE STUDENT SUPPORT AND BAM:** As of 2024-25, the persistence rate for men at Cañada College has dropped 22 points to 53%, down from 77% in 2021. The three-year completion rate for Latino males pursuing a degree or certificate as of 2024-25 is 13%. There are existing equity gaps in success with male students that ranges from 4 to 5% in face-to-face and synchronous courses, respectively. When reviewing gaps in course success rates of American Indian/Native American, Hispanic, and Pacific Islander students, the gaps range from 9 to 28%. This position could support BAM with ordering supplies, facilities requests, and other clerical needs.

**FEMALE STUDENT SUPPORT AND WOC:** First Generation and Latine Students are disproportionately not completing both English and math in the first year they are enrolled, especially females. This program is the only program focusing on BIPOC females.

**BIPOC JOY AND COMMUNITY:** Equity gaps persist in course success rates for low income, male, and BIPOC students. The Cultural Center's assessment has shown that BIPOC students are feeling they belong more because of the programming of the Cultural Center.

**LGBTQ+ STUDENT SUPPORT:** Data from the Student Equity and Achievement Plan show that the LGBTQ+ community is disproportionately impacted in over half of the SEAP metrics: Enrollment, in math and English completion, and in completing a comprehensive Student Education Plan. With a more comprehensive LGBTQ+ support program on campus, these equity gaps could close.



## Resource Requests

**SUPPORT WITH BLACK STUDENT ENROLLMENT:** With the clerical support of an OA2, the college may have additional support for the Student Equity and Achievement Goal of a Black Excellence Event in which highschool and middle school students are invited. As data show that our enrollment numbers of our Black community has dropped from 50% to 32% in the past few years.

### 6. Critical Question: How does this resource request support Latinx and AANHPI students?

Within the first few years of our Cultural Center, we have engaged an average of 3,000 students, faculty, and staff per academic year. We have served 579 unique students. We are serving our LatinX and Black population at higher rates than the general population of campus—53% of our event participants identify as LatinX and 6% of our student participants identify as Black. Due to continued partnerships with STAR, we have also hosted approximately 20 AANHPI themed events through our Cultural Center. We are serving our female and male-identified students, as well as every age category, proportional to our college percentages in these identity areas. Our data show we also have significant participation from our Latinx and Black managers and classified staff attending events, as well as AANHPI faculty—with 55% of our classified employee participants identifying as LatinX identified, 10% AANHPI identified, and 15% Black identified.

## Map Request to College Goals and Strategic Initiatives.

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### Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion  
Equity-Minded and Antiracist College Culture

### Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete  
Support innovative teaching that creates more equitable and antiracist learning environments  
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

**This position has been reviewed by the department or division and is recommended for hiring.**

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## Personnel - Classified Staff (2025 - 2026)

## Personnel - Classified Staff (2025 - 2026)

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### Requested Year

2025 - 2026

### Hiring Division/Department:

Office of Equity

### Position Title:

Program Services Coordinator of the Pride Center

### Status

New Request – Active

### Is this position permanent?

Yes

### Position Type

Part-time

### Provide # of months.

12

## Resource Requests

### **Critical Question: How does this resource request support closing the equity gap?**

LGBTQ+ STUDENT SUPPORT: Data from the Student Equity and Achievement Plan show that the LGBTQ+ community is disproportionately impacted in over half of the SEAP metrics: Enrollment, in math and English completion, and in completing a comprehensive Student Education Plan. With a more comprehensive LGBTQ+ support program on campus, these equity gaps could close. Having a dedicated staff member could help pay special attention to addressing our students' needs.

### **Critical Question: How does this resource request support Latinx and AANHPI students?**

Within the first few years of our Cultural Center, we have engaged an average of 3,000 students, faculty, and staff per academic year. We have served 579 unique students. We are serving our LatinX and Black population at higher rates than the general population of campus—53% of our event participants identify as LatinX and 6% of our student participants identify as Black. Due to continued partnerships with STAR, we have also hosted approximately 20 AANHPI themed events through our Cultural Center. We are serving our female and male-identified students, as well as every age category, proportional to our college percentages in these identity areas. Our data show we also have significant participation from our Latinx and Black managers and classified staff attending events, as well as AANHPI faculty—with 55% of our classified employee participants identifying as LatinX identified, 10% AANHPI identified, and 15% Black identified.

## Justification

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### **1. Describe the specific needs for the position requested and the duties of this position in a brief statement.**

We are operating as a full Pride Center with events, equity excursions, campus-wide task forces, leading district task-forces, state-reporting, campus-wide training, and student support meetings without any type of actual staffing attached to these services. Without a dedicated staff member, our disproportionate impact for our LGBTQ+ community remains, as seen through our numbers in the Student Equity and Achievement Plan.

### **2. Explain how this position aligns with and supports the mission and strategic goals of the college.**

This position under the Office of Equity aligns with the college's mission to engage and empower students, within the value lens of social justice and racial equity, community partnership, student-centered, and cultural empathy. This position would support our LGBTQ+ efforts, in which we garner funds.

### **3. Explain how adding this position will strengthen the department or division.**

Having a dedicated staff member will allow for the college to say yes to a dedicated Pride Center so that our LGBTQ+ students can feel like they have somewhere to go to get support, and have the adequate resources to support our LGBTQ+ students.

### **4. Explain how this work will be accomplished if the position is not filled.**

DECREASE IN LGBTQ+ OFFERINGS: The Brave Space Collective is made predominantly of volunteers. With the loss of a Vice President who adamantly and expertly supported Brave Space, and the loss of over half of its volunteering members to other positions and transitions off campus, the remaining volunteers are spread extremely thin, and programming and advertising has suffered for it. With special concentration of Pride Center Work, there could be more attention provided to supporting our LGBTQ+ community. Additionally, the compliance with SF1491 takes significant time and training, having a dedicated staff person for all of our LGBTQIA+ needs is critical.

### **5. Critical Question: How does this resource request support closing the equity gap?**

LGBTQ+ STUDENT SUPPORT: Data from the Student Equity and Achievement Plan show that the LGBTQ+ community is disproportionately impacted in over half of the SEAP metrics: Enrollment, in math and English completion, and in completing a comprehensive Student Education Plan. With a more comprehensive LGBTQ+ support program on campus, these equity gaps could close. Having a dedicated staff member could help pay special attention to addressing our students' needs.

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### 6. Critical Question: How does this resource request support Latinx and AANHPI students?

Within the first few years of our Cultural Center, we have engaged an average of 3,000 students, faculty, and staff per academic year. We have served 579 unique students. We are serving our LatinX and Black population at higher rates than the general population of campus—53% of our event participants identify as LatinX and 6% of our student participants identify as Black. Due to continued partnerships with STAR, we have also hosted approximately 20 AANHPI themed events through our Cultural Center. We are serving our female and male-identified students, as well as every age category, proportional to our college percentages in these identity areas. Our data show we also have significant participation from our Latinx and Black managers and classified staff attending events, as well as AANHPI faculty—with 55% of our classified employee participants identifying as LatinX identified, 10% AANHPI identified, and 15% Black identified.

## Map Request to College Goals and Strategic Initiatives.

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### Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion  
Equity-Minded and Antiracist College Culture

### Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

**This position has been reviewed by the department or division and is recommended for hiring.**

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## Personnel - Classified Staff (2025 - 2026)

### Personnel - Classified Staff (2025 - 2026)

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#### Requested Year

2025 - 2026

#### Hiring Division/Department:

Office of Equity

#### Position Title:

Program Services Coordinator of Brothers Achieving Milestones

#### Status

New Request – Active

#### Is this position permanent?

Yes

#### Position Type

Full-time

#### Provide # of months.

12

## Justification

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### 1. Describe the specific needs for the position requested and the duties of this position in a brief statement.

Brothers Achieving Milestones (BAM) is a program that supports and empowers male-identified students in their academic, personal, and career growth through workshops and developmental opportunities. The BAM Program Services Coordinator will be responsible for organizing and facilitating workshops, conducting program outreach and recruitment, creating partnerships with internal and external stakeholders to promote and expand the program, and managing the budget for ongoing funding. This role will improve efficiency and make it easier to report to the

## Resource Requests

state in alignment with the 2025-2028 Student Equity and Achievement (SEAP) Plan, as BAM is specifically listed in Metric 3 (Persistence).

### **2. Explain how this position aligns with and supports the mission and strategic goals of the college.**

BAM's mission is aligned with Educational Master Plan (EMP) goals 1. Student Access, Success and Completion, and 2. Equity-Minded and Antiracist College Culture. This position will strengthen Cañada College and the Office of Equity by providing consistent support for male students, who are a disproportionately impacted group in terms of persistence rates, course success, and completion rates. As of 2024-25, the persistence rate for men at Cañada College has dropped 22 points to 53%, down from 77% in 2021. The three-year completion rate for Latino males pursuing a degree or certificate as of 2024-25 is 13%. BAM provides a framework to address course success, academic persistence, and to increase degree and certificate completion rates for male students from BIPOC (Black, Indigenous, People of Color) backgrounds. Currently, this work is carried out by various staff members who devote time to these activities in addition to their other responsibilities.

### **3. Explain how adding this position will strengthen the department or division.**

This addition will strengthen the Office of Equity because the Student Equity and Achievement plan has showed ongoing disproportionate impact for our BIPOC males, and we need a program to specifically focus on serving them.

### **4. Explain how this work will be accomplished if the position is not filled.**

If this position is not filled, the work will fall to a mix of classified staff, counseling faculty, and administrators, each with other priorities related to their primary job functions that takes precedent over this work. Leaving it without a designated staff member would be a disservice to our male students and will further widen gaps in BIPOC male student success and retention.

### **5. Critical Question: How does this resource request support closing the equity gap?**

This resource request directly supports closing the equity gap by ensuring consistent, targeted support for male-identified students, particularly those from BIPOC backgrounds, who have historically experienced lower persistence, course success, and completion rates at Cañada College. The Brothers Achieving Milestones (BAM) program addresses these disparities by promoting academic, personal, and career growth through intentional programming, mentorship, and partnership development. Funding for the BAM Program Services Coordinator will institutionalize this critical work, allowing for dedicated outreach, workshop facilitation, and relationship building that currently rely on staff with competing responsibilities. By securing this position, the college will strengthen its commitment to the Student Access, Success, and Completion and Equity-Minded and Antiracist College Culture goals in the EMP. This investment ensures equitable access to resources, individualized guidance, and culturally responsive support systems that improve persistence, completion, and overall success for disproportionately impacted male students.

### **6. Critical Question: How does this resource request support Latinx and AANAPISI students?**

BAM supports and empowers male-identified students from diverse backgrounds to realize their goals and strive to reach their true potential. There are existing equity gaps in success with male students that ranges from 4 to 5% in face-to-face and synchronous courses, respectively. When reviewing gaps in course success rates of American Indian/Native American, Hispanic, and Pacific Islander students, the gaps range from 9 to 28%. By focusing on connecting these students to appropriate resources, mentorship, and skill-building opportunities, BAM aims to address equity gaps and promote success both in and out of the classroom.

## Map Request to College Goals and Strategic Initiatives.

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### **Which of Cañada College's Goals does this resource request support?**

Student Access and/or Success and/or Completion  
Equity-Minded and Antiracist College Culture

### **Which of Cañada College's Strategic Initiatives does this resource request support?**

Connect students to the academic program(s) and classes they need  
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete  
Help students explore and find employment in fields of their choice

## Resource Requests

**This position has been reviewed by the department or division and is recommended for hiring.**

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