



COMPREHENSIVE PROGRAM REVIEW REPORT

Outreach

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>

Cañada College's mission is to engage and empower students in transforming their lives and communities through quality education. The Outreach Office is often the first point of contact for the community. With our Educational Master Plan guiding everything we do, the Outreach Office is consistently working to create experiences and opportunities for ALL prospective students and for EVERYONE in the general public so they are exposed to, know about and, most importantly, have access to our college campus, our programs and services.

Program Description (500 word limit)

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

It is the mission of the Outreach Program to be the 'face' of Cañada College and support its' mission by encouraging high school students and community members, especially those from underserved populations, to pursue a college education via the excellent Cañada College programs and services, as an avenue to reach their career and life goals.

Assessing Program Impact on Diverse Student Populations

3. How many students are served by your program?

It is challenging to narrow down a number for the Outreach Team - especially when events can run from a group of 20 (application workshops) to 500 (OYE Conference). In an effort to gather some data as we move forward, the Outreach Office has created digital sign-in forms for our workshops and events.

The Outreach Program serves the peninsula, focusing on Redwood City, San Carlos, Belmont, East Palo Alto, Menlo Park, Pescadero, and the surrounding areas. We also serve anyone interested in our unique college career programs (such as Rad Tech, Interior Design, and more). As an Outreach Program that seeks to share information about our college programs and services, we serve K-12 students, high school students, and adults. We serve low-income communities, foster youth, LGBT, ESL students, and more. We provide information and answer questions. When students decide to attend Canada College, we assist them with the onboarding process via individual appointments and leads our campus registration events (Super Registration) and help students connect with the relevant departments at Cañada, such as Financial Aid, Promise, EOPS, Dream Center, Sparkpoint, Umoja, Puente, STEM center and more.

We work with 13 feeder high schools (including Redwood High School, Menlo-Atherton High School, Sequoia High School, Woodside High School, Carlmont High School, East Palo Alto Academy, Oxford Day Academy, Pescadero High School, Summit Public Schools, TIDE Schools, Sequoia Adult School, Jefferson Adult School (Daly City), Everest High School).

We also work with any schools that reach out to us for information regarding our unique career programs. This includes schools from San Jose, San Mateo, So. San Francisco and Half Moon Bay. Additionally, the Outreach Team collaborates with community based organizations that have similar goals to ours and that serve students and community members. We table and participate at community events. The Outreach Team also provide campus tours to individuals and groups, of our beautiful campus.

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

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disproportionately impacted student populations identified in our Student Equity data, etc.)? Support this with data.

The Outreach Program is very intentional about providing equitable access to all students. Here are some of the various ways in which we have begun to ensure this since our last program review cycle.

- We hired a permanent second College Recruiter that focuses in underrepresented low-income, BIPOC communities, such as East Palo Alto, North Fair Oaks and Belle Haven communities. The College Recruiter connects with high schools and community based organizations in these areas in order to share information about our programs and at the same time be a source of access to those programs. ?????? In the 24-25 academic year we attended events in these areas as follows: 4 in Belle Haven, 19 in East Palo Alto and 20 in North Fair Oaks.
- Super Registration Events have now been institutionalized. This allows new and incoming students to come to our campus and do all of their enrollment steps in one day. Un the past they needed to do the steps on various days and this was both inconvenient and frustrating, especially for our low-income communities because they might need to miss more work, for example. At our May 7 & 10 (2025) Super PEP Registration Events for graduating high school seniors, we had 188 attendees.
- After COVID, in addition to in-person assistance, we also provide virtual (zoom) and phone appointments to answer questions and assist with the application and enrollment steps. Again, this makes our institution and its programs accessible to our low-income, BIPOC communities.
- We request and then provide marketing materials in both English and Spanish. It is especially important when providing ESL information to our Spanish speaking community.
- We provide assistance in Spanish via the College Recruiters and our Student Ambassador team. Our presentations are provided in Spanish as needed, for our ELD high school students and also for our Spanish speaking parents.
- The College Recruiters hire a diverse team of Student Ambassadors that also come from BIPOC and low-income communities. This way, when the Outreach Team is out in the community or hosting an event on campus - guests that are K-12 students and parents, see themselves represented at our college, and can speak to them and ask questions about their experiences as students at Canada College.
- The Outreach Program is very cognizant to host events in the day and evening so working adults can also attend, as well as virtual events, for those that are not able to attend in person.

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

Over the course of the program review cycle from 2022 to 2025, the outreach effort contributed to student access modest improvements showing in the below table:

- **American Indian/Alaskan Native:** Very low but gradually increasing headcount (11 → 14), with stable representation and decreasing margin of error.
 - **No Access Gaps:** All ethnic groups show a consistent **0% access gap**, indicating equitable representation relative to the college population.
- **Asian:** Slight fluctuations in headcount percentage (15.1% → 14.5% → 15.3%), but consistently aligned with college representation.
- **Black – Non-Hispanic:** Headcount percentage remains stable around 2.6%–2.9%, with no access gap.
- **Filipino:** Slight increase in headcount over time, maintaining equal representation.

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- **Hispanic:** Largest represented group, increasing from 40.8% to 41.5%, showing strong and growing access.
- **Multiracial:** Gradual increase in headcount and percentage (6% → 6.8%), with consistent access.
- **Pacific Islander:** Very low representation, but slight growth observed.
- **Unknown:** Slight increase in headcount percentage (3.9% → 4%), maintaining parity with college

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
American Indian/Alaskan Native	2022-2023	11	0.1%	0.1%	0.0%	29.5%
	2023-2024	12	0.1%	0.1%	0.0%	28.3%
	2024-2025	14	0.1%	0.1%	0.0%	26.2%
Asian	2022-2023	1,485	15.1%	15.1%	0.0%	3.0%
	2023-2024	1,597	14.5%	14.5%	0.0%	3.0%
	2024-2025	1,795	15.3%	15.3%	0.0%	3.0%
Black - Non-Hispanic	2022-2023	254	2.6%	2.6%	0.0%	6.1%
	2023-2024	289	2.6%	2.6%	0.0%	5.8%
	2024-2025	278	2.4%	2.4%	0.0%	5.9%
Filipino	2022-2023	576	5.9%	5.9%	0.0%	4.1%
	2023-2024	588	5.4%	5.4%	0.0%	4.0%
	2024-2025	674	5.7%	5.7%	0.0%	3.8%
Hispanic	2022-2023	3,951	40.2%	40.2%	0.0%	3.0%
	2023-2024	4,477	40.8%	40.8%	0.0%	3.0%
	2024-2025	4,878	41.5%	41.5%	0.0%	3.0%
Multiraces	2022-2023	632	6.4%	6.4%	0.0%	3.9%
	2023-2024	694	6.3%	6.3%	0.0%	3.7%
	2024-2025	794	6.8%	6.8%	0.0%	3.5%
Multiraces	2022-2023	632	6.4%	6.4%	0.0%	3.9%
	2023-2024	694	6.3%	6.3%	0.0%	3.7%
	2024-2025	794	6.8%	6.8%	0.0%	3.5%
Pacific Islander	2022-2023	152	1.5%	1.5%	0.0%	7.9%
	2023-2024	137	1.2%	1.2%	0.0%	8.4%
	2024-2025	138	1.2%	1.2%	0.0%	8.3%
Unknown	2022-2023	402	4.1%	4.1%	0.0%	4.9%
	2023-2024	433	3.9%	3.9%	0.0%	4.7%
	2024-2025	415	3.5%	3.5%	0.0%	4.8%
White Non-Hispanic	2022-2023	2,369	24.1%	24.1%	0.0%	3.0%
	2023-2024	2,759	25.1%	25.1%	0.0%	3.0%

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.)

As mentioned in question 5:

- We hired a permanent second College Recruiter that focuses in underrepresented low-income, BIPOC communities, such as East Palo Alto, North Fair Oaks and Belle Haven communities. The College Recruiter connects with high schools and community based organizations in these areas in order to share information about our programs and at the same time be a source of access to those programs.
- Super Registration Events have now been institutionalized. This allows new and incoming students to come to our campus and do all of their enrollment steps in one day. In the past new students needed to do enrollment steps in a span of multiple days - this was both inconvenient and frustrating, especially for our low-income communities that might need to miss more work, for example. As shown in the table below, our

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super registration events have become quite successful.

Registration Event	Attendees	# Enrolled at SMCCD SU24 or FA24	% Enrolled at SMCCD SU24 or FA24	# Enrolled at SMCCD SU24	Total Units at SMCCD SU24	Total Units at CAN SU24	# Enrolled at SMCCD FA24	Total Units at SMCCD FA24	Total Units at CAN FA24	% Total Units at CAN FA24
Event # 1 Only (May 6 / May 7)	133	117	88%	5	25	21	117	1,796	1,729	96%
Event # 2 Only (May 9 / May 10)	23	21	91%	3	25	19	21	332	285	86%
Attended Both Event #1 & #2	32	25	78%	3	26	26	25	358	342	96%
Total - Unduplicated	188	163	87%	11	76	66	163	2,486	2,356	95%

- After COVID, in addition to in-person assistance, we also provide virtual (zoom) and phone appointments to answer questions and assist with the application and enrollment steps. Again, this makes our institution and its programs accessible to our low-income, BIPOC communities.
- We request and then provide marketing materials in both English and Spanish. It is especially important when providing ESL information to our Spanish speaking community.
- We provide assistance in Spanish via the College Recruiters and our Student Ambassador team. Our presentations are provided in Spanish as needed, for our ELD high school students and also for our Spanish speaking parents.
- The College Recruiters hire a diverse team of Student Ambassadors that also come from BIPOC and low-income communities. This way, when the Outreach Team is out in the community or hosting an event on campus - guests that are K-12 students and parents, see themselves represented at our college, and can speak to them and ask questions about their experiences as students at Canada College.
- The Outreach Program is very cognizant to host events in the day and evening so working adults can also attend, as well as virtual events, for those that are not able to attend in person.

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

In the past few years The Outreach Team has collected both quantitative and qualitative data via surveys we ask event attendees to complete. We use this data to help guide, tweak (if you will) and improve future events. Here is some of the data collected:

Super PEP Survey (May '24)	
	80% Very Satisfied
	10% Somewhat Satisfied
	10% Neutral

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Summer PAL program 2025	Did you learn about new careers this summer?
	72% yes, 28% no,
	After this program how do you feel about going to college someday?
	56% more excited, 28% a little more interested, 11% no change, 5.6% I don't know, less interested 0%
	Would you tell a friend to do this program next time?
	Yes 56%, 33% maybe, 11% no
	Do you fee like you can picture yourself in college more clearly now?
	Yes, Definitely 44%, A little bit 44%, Not Really 5.6%, Not at all 5.6%
	Do you know more about what college is like after attending this program?
	Yes 56%, Somewhat 44%,
Super Reg (July '24)	Level of Satisfaction:
	65.4% very satisfied,
	15.4% somewhat satisfied,
	7.7% neutral,
	3.8 dissatisfied
	7.7% was not able to attend

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Share a bit about why you chose level of satisfaction:	"Super Registration Event was well organized. I registered quickly for Fall classes and got answers to my questions."
	"they helped me quite quickly."
	"Excelente atencion y orientacion."
	"omg very happy with the personnel working there. They helping with questions and volunteering."
	"all staff was really nice buut I had to go so many places and took me like 2.5 hours to get enrolled"
	"I wasn't able to meet with a counselor and somi wasn't able to actually finalize my registration which is why I attended. Very helpful staff and the free burrito was nice."
Is there anything else you would like to share or suggest?	"No todo excelente"
	"I am grateful to meet competent staff. I liked the burrito and gifts. Thank you very much."
	"Involve counselors more to guide which classes they can take."
	"I'd like to suggest to make the "super registration event" paper according to the places to visit. For example, instead going to floor 2, then to floor 1, floor 2 again, etc. make a plan in the order we have to follow from orientation all the way to payment station."
	"Solo felicitacion por la organizaci3n y spoyo brindado en el evento"

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

Building partnerships with our communities off-campus is not only important but vital to Outreach. The Outreach Team works with about **26 community based organizations** in the Redwood City, East Palo Alto, Belle Haven, North Fair Oaks, Pescadero and San Jose areas. By building community partnerships with government agencies, nonprofit organizations, the Sequoia Union High School District, and the Sequoia Union Elementary School District, we can share our story and invite students, our partners, and the public at large to Canada College. Connecting with our off-campus partners increases our reach in the community, thereby **increasing access**.

On-campus partnerships have play a vital role in strengthening the outreach and recruitment efforts of our team. When hosting high school groups and other external visitors, Cañada College departments provide comprehensive overviews of their services through workshops, presentations, and student support activities. From brief information sessions to large-scale events like Super Reg, these collaborations significantly enhance the reach and impact of our outreach initiatives. Working together with campus partners ensures that current and prospective students receive timely, coordinated support and access to essential services during events, workshops, and presentations.

- Off-Campus (Community Based Organizations) - 26
- Off-Campus (High Schools) - 24
- On-Campus Partnerships - 14 support programs, all of our career ed programs and academic programs

Here are some of the ways our Outreach Team collaborates with off-campus partners:

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- Hosting Information & Application workshops
- Hosting Registration Workshops
- Participate in Career & College Fairs
- Host Super Registration Events (including Super PEP)
- Host our Annual High School & Community Partner Forum
- Host our annual collaborative College, Career & Community Fair at Sequoia High School
- Provide Campus Tours for individuals and for groups of K-12 students
- Participate in community meetings
- Collaborate to host a variety events

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.

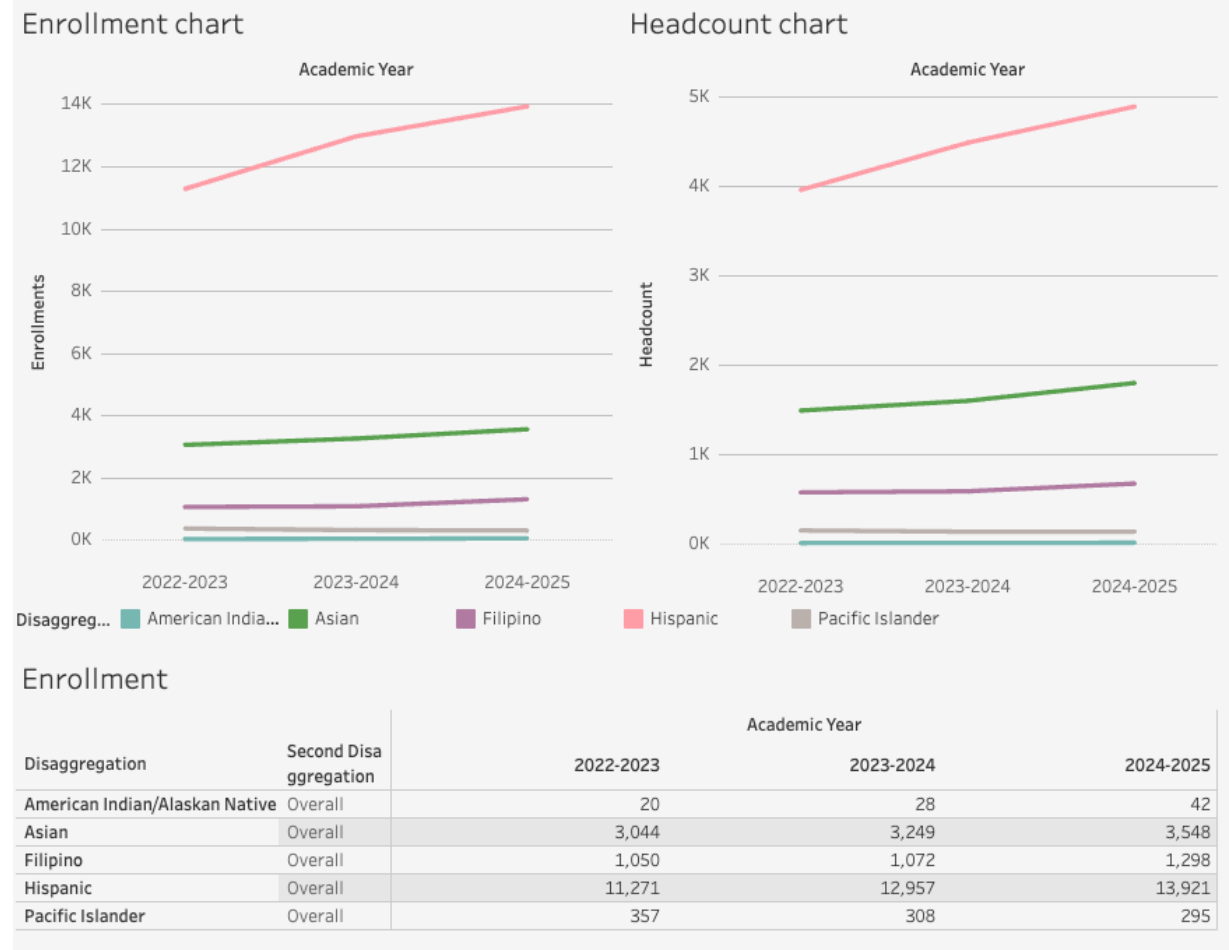
The Outreach Office always strives to increase awareness and access to all. Always with an anti-racist lens, our team meets with and connects with non-traditional students and community members that are from low-income & BIPOC areas. By collaborating with organizations that serve low-income, BIPOC communities, especially in East Palo Alto, North Fair Oaks and Belle Haven communities, the Outreach Team is able to connect with K-12 youth (and with their parents!) to share information about our college programs.

The Outreach Office often serves as a connecting piece, both on and off campus, when it comes to community service providers and linking them with relevant programs on campus to better serve the above-mentioned groups of students. Outreach attends events such as the annual Black College expo and Latinx College Expo.

Additionally, the Campus Ambassador Team is intentionally made up of students that represent the communities we serve.

As illustrated in the charts below, Cañada College has experienced a steady increase in enrollment and headcount among Hispanic and Asian students between 2022 and 2025. Programs such as PUENTE and STAR Communities have created meaningful opportunities to engage and recruit Hispanic and AANHPI students into Learning Communities that emphasize culturally relevant coursework and foster a strong sense of belonging. Currently, approximately 45% of enrolled students identify as Hispanic, 13% as Asian, and 5% as Filipino. However, a decline in enrollment and headcount among Pacific Islander students highlights the need for our team to design a more intentional and targeted recruitment strategy to better serve this community.

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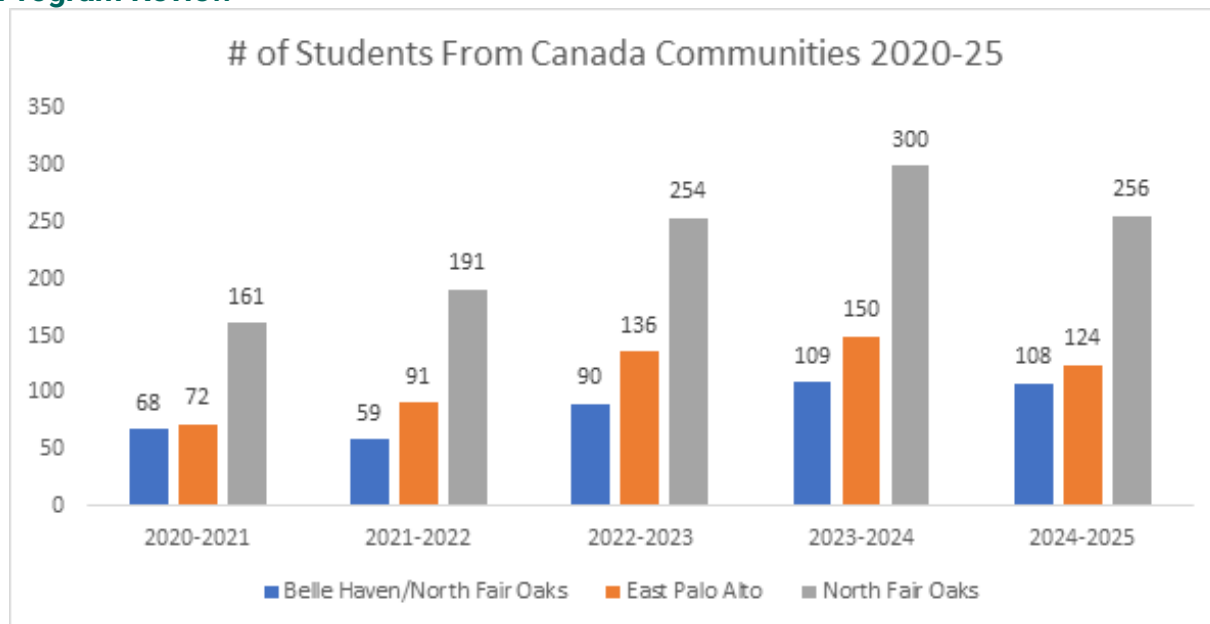
Looking Back: Accomplishments and Challenges

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

To strengthen outreach and enrollment in historically underserved communities, we conducted targeted listening sessions in **East Palo Alto (EPA), North Fair Oaks (NFO), and Belle Haven (BH)**. These sessions provided valuable insights into community needs and helped shape our recruitment strategies. The additional recruitment efforts contributed to a measurable increase in enrollment from these regions (see attached chart for data visualization). We expanded our community engagement by establishing new partnerships and formalizing MOUs with nonprofit organizations that focus on serving BIPOC populations. Key partners included the PAL Center, Boys & Girls Clubs of the Peninsula (BGCP), and StreetCode Academy, with collaborative programming designed to provide early college exposure, academic enrichment, and career exploration opportunities for middle and high school students. These programs provided early college exposure, academic enrichment, and career exploration opportunities for middle and high school students.

To sustain and deepen our engagement, we hired a dedicated college recruiter to serve as a liaison with EPA, NFO, and BH communities. This role focuses on relationship-building, outreach coordination, and supporting prospective students through the enrollment process.

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

To help close the opportunity gap for disproportionately impacted and racially minoritized students, we prioritized outreach in historically underserved communities by conducting targeted listening sessions in East Palo Alto (EPA), North Fair Oaks (NFO), and Belle Haven (BH). These sessions provided direct insight into community-specific needs and informed the development of culturally responsive recruitment strategies.

As a result of these efforts, we observed a measurable increase in enrollment from these regions (see attached chart). To further support early college awareness, we formalized partnerships with key nonprofit organizations—including the PAL Center, Boys & Girls Clubs of the Peninsula (BGCP), and StreetCode Academy—to deliver collaborative programming focused on academic enrichment and career exploration for middle and high school students.

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

Increased Outreach Demands: The growing need for outreach services has stretched the department's capacity. This challenge was addressed by hiring a new College Recruiter.

Shifting Recruitment Landscape: The pandemic and its aftermath have significantly altered student recruitment patterns, requiring rapid adaptation. These changes have made it harder to reach and engage vulnerable populations, potentially widening existing equity gaps.

Political Climate Effects: Local and national political shifts have created uncertainty and fear among undocumented and immigrant students, discouraging engagement and access to services. This has deepened equity gaps for these communities.

Budget Instability: Reliance on one-time funds over the past three years has limited long-term planning and sustainability. Without institutionalizing these expenditures, outreach efforts risk inconsistency.

Impact of Resource Allocations Process (250 word limit)

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.

Previously approved resources have had a measurable and positive impact on outreach, enrollment, and community engagement efforts:

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- **Establishing Cañada College Connect in marginalized communities** the goal is to increased our presence and trust in underserved areas, leading to more community-based events and stronger partnerships. This will not be possible without the second college recruiter that was approved last year.
- **Improving the college website** has enhanced access to information and streamlined the enrollment process for prospective students.
- **Super Registration events** have provided targeted support to underrepresented students, helping them navigate the enrollment process more effectively.
- **Strengthened community partnerships** have expanded our reach and allowed for more collaborative programming.
- **Increased outreach events** have resulted in higher visibility and engagement across campus, high schools, and community settings.

2024–2025

Outreach Activity Summary example:

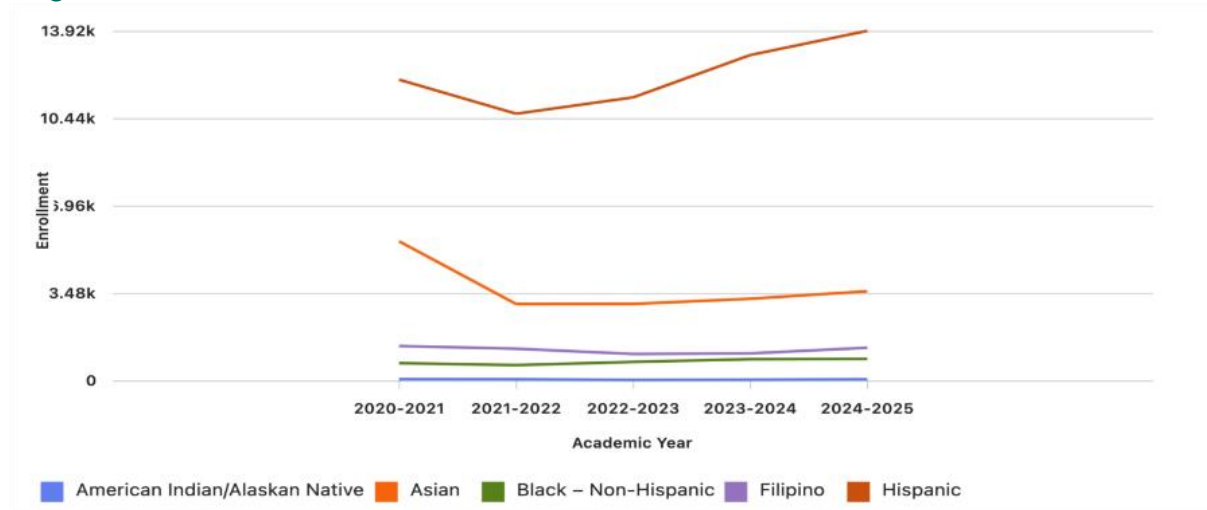
Location	Activity Type	Number of Events
On Campus	Campus Tours/Presentations	65
	Enrollment Events	26
	Program Support	10
At High Schools	College/Career Fairs	16
	Information/Application Workshops	41
	Visits/Tabling	15
In the Community	Tabling at Events	29
	Miscellaneous or Special Events	20
Elementary Outreach	Presentations	4
	Total	226

These outcomes demonstrate that the approved resources have directly contributed to expanding outreach capacity, improving student access, and deepening community engagement.

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

Over the past five years, enrollment at Canada College has steadily increased, particularly among historically marginalized student populations such as Hispanic, Black – Non-Hispanic, and Filipino students. This upward trend suggests that targeted outreach efforts, support services, and inclusive programming have positively influenced access to Cañada College for these groups.

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SAOs and SLOs (Suggested 250 word limit)

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

1. Students will know and understand the steps to enroll at Cañada College
1. Students will utilize outreach events effectively to register for classes at Cañada College.
1. Students will be able to report their level of satisfaction of the services they receive from the Outreach staff.

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

The program assessed its Service Area Outcomes (SAOs) through a combination of **quantitative surveys, qualitative feedback, and event-based evaluations**. Surveys were administered during key enrollment events such as Super Registration (July and December), Super PEP, the High School Counselor Event, and the Summer PAL program. These surveys measured student satisfaction, understanding of the enrollment process, and perceptions of college readiness. Additionally, anecdotal comments and open-ended responses provided deeper insight into student experiences and highlighted areas for improvement. The assessment focused on whether students knew and understood the steps to enroll at Cañada College, using both satisfaction metrics and indicators of increased awareness and engagement with college pathways. This multi-method approach ensured a comprehensive evaluation of the SAO and informed strategies for enhancing equity and access.

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.

To improve student access and success, we will implement a series of targeted action plans. First, we will streamline event logistics—especially for Super Reg—by enhancing coordination, scheduling, and communication across departments to ensure a smoother experience for students. Counselor availability during registration will be prioritized through strategic staffing and expanded virtual support. Career and college awareness will continue to be a focus in youth programs, with increased integration of career exploration activities and mentorship opportunities. Additionally, we will hold more application workshops in key communities such as East Palo Alto, North Fair Oaks, and Belle Haven, using Cañada College Connect to maintain consistent engagement. A redesign of marketing materials will ensure they are visually compelling, multilingual, and culturally relevant to better reach and support our diverse student population.

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

To address equity and antiracism within outreach at Cañada College, several areas for improvement have been identified. First, streamlining event logistics—particularly for Super Registration—can help reduce barriers for students who may face time constraints, transportation challenges, or language access issues. Simplifying the process and improving signage or flow can make the experience more inclusive and less overwhelming. Second, ensuring counselor availability during registration is critical for equitable access to academic guidance, especially for first-generation students or those unfamiliar with college systems. Lastly, expanding career and college

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awareness in youth programs like PAL can empower historically underserved communities by fostering early engagement and building a sense of belonging in higher education. These improvements support a more welcoming, accessible, and culturally responsive enrollment experience for all students.

Looking Ahead

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

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

1. Students will know and understand the steps to enroll at Cañada College
1. Students will utilize outreach events effectively to register for classes at Cañada College.
1. Students will be able to report their level of satisfaction of the services they receive from the Outreach staff.

Program Improvement Initiatives (250 word limit)

20. State your goals for the next 3 years.

Goal 1: As of July 2025, the Outreach team designated a College Recruiter for the areas of Belle Haven (BH), East Palo Alto (EPA) and North Fair Oaks (NFO). Our goal is to increase accessibility to Cañada College resources for BH, EPA, and NFO communities with a focused commitment to serve historically marginalized and BIPOC communities. We aim to increase enrollment in these areas by 3%.

Goal 2: Strengthen Cañada's in-person presence, establish monthly drop-in hours in each community, ensure that residents can easily access Cañada College resources and support close to home. By holding office hours at each location (BH, EPA, NFO), we aim to address community feedback taken during the 2024 Community Listening Sessions. Use our check-in form at tabling and workshop events.

Goal 3: Beginning Fall 2025, the Outreach team will administer the newly developed *Outreach Workshop and Presentation Survey* with a target of achieving an 85% response rate indicating "satisfied" or "very satisfied." Survey results will serve as a tool for continuous improvement, enabling the team to assess effectiveness and adapt workshops and presentations in alignment with community feedback.

Goal 4: Connect and strengthen relationships with San Mateo County schools to provide an intentional and smooth transition for all students. We are aiming for a 2% increase in student enrollment from San Mateo County schools.

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

Historically, the Outreach program has found that students experience cultural barriers when exploring services on and off campus. This is why outreach is intentional when collaborating, partnering, and coordinating events in the community to make sure we are eliminating equity gaps for BIPOC communities. As a designate Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) we have the following strategies to address challenges:

- **Culturally Responsive Outreach:** Providing bilingual materials and staff support allows our team to showcase the cultural values and practices that reflect our community and campus.
- **Barrier Reduction:** We understand that in order for students to be successful, we have to address their challenges holistically. Our team plans to continue intentionally partnering with various campus departments such as SparkPoint, Personal Counseling, and financial aid to connect students. Aiming to address non-academic barriers that disproportionately affect these communities.
- **Data-Driven Adjustments:** In the Fall of 2025, Outreach developed a form to track the number of students and community members we meet during tabling events and workshops. This form will

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provide data-driven information that will collect zip codes, race/ethnicity, and topics of high interest to respondents.

- **Accessible Location & Hours:** Based on feedback during our community listening sessions in the Fall of 2024 we developed a strategy to host drop-in hours at trusted and central community spaces. These address transportation and extended service hours concerns. These hours provide consistency and visibility in the community.

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.

As highlighted in previous sections, we are committed to addressing equity gaps to improve access for historically marginalized and BIPOC students in the areas of Belle Haven (BH), East Palo Alto (EPA) and North Fair Oaks (NFO) by creating accessible points of contact that are visible to the community. Strengthening our partnerships with host community organizations in which we will offer the services and will be key to the growth and success of this initiative.

Our commitment to using an equity and antiracist lens also includes committing to improve data-collection and data-reporting strategies. This means collecting and disaggregating quantitative data that will help us identify where gaps persist, who is being underserved, and what strategies are effective. Using the newly developed Outreach Workshop and Presentation Survey and Check-in forms. Leading to data-driven decision-making, budget allocations, and measurable outcomes that will improve student access and success.

To support the implementation of the changes above, professional development in the areas of data collection and disaggregation will be key for our staff to identify inequities. As well as training on trauma-informed outreach. Due to high contact our college recruiters have with the community, it is important to be trained in this to best support students/community experiencing systemic barriers. Many of which are nonacademic barriers.

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

An increase in outreach demand has led to the opportunity of an additional full-time College Recruiter. To maximize our impact, the Outreach team will focus on expanding capacity with the addition of a new College Recruiter. This expansion will allow for focused and intentional presence in local schools and community organizations. We are also aware of the shifts in recruitment patterns, which has led to our team continuing to refine recruitment strategies and data collection. Implementing a survey for workshop and presentation feedback to collect data on effectiveness, service areas, and community needs. This data provides the team with informed decision making abilities as well as the opportunity to institutionalize expenditures to maintain consistency in the services offered

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

Increased Budget for Campus Ambassador Salaries - \$50,000.00

Item Requested

\$50,000.00

Item Description

\$50,000.00 increase in budget for Campus Ambassador Salaries

Program Goals this Request Supports

Campus Ambassadors support ALL Outreach Efforts. They increase our expansion efforts into the communities of NFO, BH & EPA. They also help us provide greater exposure to K-12 students, especially from low-income and BIPOC communities.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

50,000

One-Time or Recurring Cost?

Recurring Cost

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

The Cañada College Student Ambassador Program is a dynamic initiative that empowers students to serve as campus representatives and community liaisons. Ambassadors play a crucial role in promoting the college's mission and values by providing tours, assisting with recruitment and outreach events, and offering valuable insights to prospective students. Through their involvement, ambassadors develop leadership skills, enhance their communication abilities, and gain a deeper understanding of the college's diverse academic programs and support services. By fostering a welcoming and inclusive campus environment, they contribute to the overall success of students at Cañada College and to closing the equity gap.

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

The communities of North Fair Oaks, Belle Haven & East Palo Alto have the highest concentration of Latinx, Asian-American, African-American & Poly-Island community members. These low-income community members often need one on one assistance and/or meetings that take multiple hours in order to complete steps in our matriculation process. Our Ambassadors attend events with us such as application workshops and provide assistance with this.

Map Request to College Goals and Strategic Initiatives

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

Community Connections
Accessible Infrastructure and Innovation
Equity-Minded and Antiracist College Culture

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

Make registration easier
Connect students to the academic program(s) and classes they need

Resource Requests

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
Better share what Cañada offers
Strengthen K-16 pathways and transfer
Be the best college choice for local high school students
Help students explore and find employment in fields of their choice

Non-Personnel Item (2025 - 2026)

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Re-occurring Budget Increase for Super Registration Events

Item Requested

\$60,000 (\$20k for each event)

Item Description

Re-occurring Budget Increase for Super Registration Events (formerly covered by one-time funds)

Program Goals this Request Supports

Increase the number of high school students on campus during the summer and on Saturdays during the academic year and Expanding in EPA, BH, and NFO with an emphasis on BIPOC communities

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

60,000

One-Time or Recurring Cost?

Recurring Cost

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

Super registration is a powerful tool for closing the equity gap by streamlining access to services and resources for marginalized communities. By helping community members with all the matriculation steps, super registration can reduce hurdles and increase efficiency, making course registration easier for underserved populations to benefit from programs and opportunities at Cañada College. Also, Super registration, provides and ensures equitable access to our low-income and BIPOC communities, specifically in our North Fair Oaks, Belle Haven & East Palo Alto.

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

The aforementioned communities of North Fair Oaks, Belle Haven & East Palo Alto have the highest concentration of Latinx, Asian-American, African-American & Poly-Island community members. These low-income community members often need to work and are not able to attend multiple workshops and/or meetings for the steps in our matriculation process. These 'one-stop-shop' events allow them to attend one day and complete all of their enrollment steps and with the instruction and assistance they need. These events are usually energetic and welcoming for incoming students and it makes them feel they belong and are supported by our wonderful staff.

Resource Requests

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
Community Connections
Accessible Infrastructure and Innovation

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

Make registration easier
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
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Help meet the basic needs of Cañada students and other community members
Ensure the physical campus is accessible
Provide adequate access to technology
Manage resources effectively

Non-Personnel Item (2025 - 2026)

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Budget for Annual High School Counselor & Community Partner Forum

Item Requested

\$7,000.00

Item Description

Consistent annual budget item for our Annual High School Counselor & Community Partner Forum

Program Goals this Request Supports

Connect with local partners to promote college services with an intention to increase enrollment.
Build stronger cross-functional collaboration with existing programs/services to support growth in persistence and completion for students.
Identify needs of the community to ensure promotion of existing services and explore the development of new services relevant to our community needs.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

7,000

One-Time or Recurring Cost?

Recurring Cost

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

The Outreach Program deliberately uses an anti-racist lens when executing our outreach efforts. Our goal is to create and foster relationships with people, schools, and organizations equitably. This includes BIPOC students and low-income areas. We annually invite our community and high school partners to our campus and to share the latest data on our college and much needed information to help them prepare their/our students for college. At

Resource Requests

this "mini-conference" they get to choose from training workshops that we co-create with our campus teams about our various college programs. Every year we have new topics. Every year we ask for feedback from the community on what and where we can do better. The feedback regarding this event has consistently been that the information we share with them is invaluable in helping students with the college pathway to Cañada College.

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

Connecting with our community partners in person and sharing valuable information about our programs makes access possible, equitable and easy to understand. We are intentional about the partners that we invite and put special emphasis on inviting our North Fair Oaks, Belle Haven & East Palo Alto communities. These communities have the highest concentrations of Latinx, African-american and AANAPISI students.

Map Request to College Goals and Strategic Initiatives

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

Community Connections
Accessible Infrastructure and Innovation
Student Access and/or Success and/or Completion

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

Make registration easier
Connect students to the academic program(s) and classes they need
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Ensure the physical campus is accessible

Non-Personnel Item (2025 - 2026)

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Budget Increase for Boys & Girls Club Spring and Summer Programming

Item Requested

\$44,000 budget (for one spring and two summer programs)

Item Description

Spring & Summer Programming at Cañada College - Exposure for Low-Income/BIPOC at an earlier age

Program Goals this Request Supports

EMP Goal 3.6 to "collaborate with community organizations to host summer camps, events and other activities...particularly students who may not be college aware or on track to be college ready."

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

44,000

One-Time or Recurring Cost?

Recurring Cost

Resource Requests

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

The BGCP locations that we collaborate are largely made up of students that are low-income and BIPOC. When we visited these students and asked, almost 99% of them said they had no plans to go to college. Exposure at an earlier age is critical at this age (middle school).

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

The BGCP locations that we collaborate with in East Palo Alto, North Fair Oaks Redwood City and Belle Haven are largely made up of students that are low-income and BIPOC.

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
Community Connections

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

Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Better share what Cañada offers

Non-Personnel Item (2025 - 2026)

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Outreach Giveaways & Promotional Material

Item Requested

\$15,000

Item Description

Outreach Giveaways & Promotional Material (Swag for all tabling and events attended in the community and at high schools).

Program Goals this Request Supports

EMP Goal #3 Community Connections. 3.1 Better share what Cañada offers. 3.2 Transform where we share what Cañada has to offer by identifying and reaching new outreach audiences that help strengthen our ties to BIPOC communities particularly those communities our recruitment maps indicate might be underserved, such as North Fair Oaks, Belle Haven, and East Palo Alto). Recruit more BIPOC students, including more students who identify as Black / African American. 3.6 Collaborate with community organizations to host summer camps, events and other activities and programs that help triple the number of high school students on campus during the summer and on Saturdays during the academic year, particularly students who may not be college aware or on track to be college ready. 3.10 Centralize and coordinate College relationships with community and employer partners in order to expand and improve college partnerships with employers, community organizations, high schools in a manner that scales opportunities for students and improves the community-serving brand of the College and supports our educational mission

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

15,000

Resource Requests

One-Time or Recurring Cost?

Recurring Cost

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

Having promotional items when tabling or hosting events is critical because it attracts potential students and their families to stop by and speak to our teams (especially those from low-income, BIPOC areas). This is what provides us with an opportunity to share about our amazing programs. Having promotional items also provides the Outreach team with an opportunity to reach out to new areas, especially those in low-income, BIPOC communities, such as North Fair Oaks, East Palo Alto and Belle Haven, to stop by & visit and bring gifts to a potential community partner or high school staff. The promotional items also serve as marketing materials when we leave the sites. For example a college pennant is put up on the wall of a High School College & Career Center. Or a flag is hung at the Boys and Girls Club.

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

The new locations that the Outreach Team is reaching out to are in East Palo Alto, North Fair Oaks Redwood City and Belle Haven, which are largely made up of students that are low-income and BIPOC.

Map Request to College Goals and Strategic Initiatives

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

Community Connections

Student Access and/or Success and/or Completion

Accessible Infrastructure and Innovation

Equity-Minded and Antiracist College Culture

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

Better share what Cañada offers

Be the best college choice for local high school students