



University Center

Program Review - Comprehensive Review

2022 - 2023

University Center - Comprehensive Review

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Program Context

Mission

What is your program's mission statement?

The University Center provides an opportunity to go from an associate's degree to a bachelor's degree at Cañada College with one of the partner universities.

How does your program align with the division, college and district mission?

Part of the mission of Cañada College is to provide our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The University Center aligns with the College mission by providing students with equitable opportunities for disproportionately impacted students to achieve their educational goals through a Bachelor's Degree completion program with our partner University.

Program Description

Who does your program serve? How do we serve our student populations as a whole?

The program serves all students with an educational goal to transfer, in particular the University Center serves Business Administration and Psychology students who have an educational goal to transfer. The Business Degree Completion Program with Notre Dame de Namur (NDNU) was designed utilizing the existing Associate in Science for Transfer in Business Administration (AS-T Business Admin) Associate in Arts for Transfer in Psychology (AA-T). District students who are accepted to the degree completion / transfer program will have completed a degree in AS-T Business Administration or AA-T Psychology. These students will be able to complete their Bachelor's Degree in Business Administration or AA-T Psychology with NDNU by taking 60 units over a 2-year period.

The Bachelor's degree completion pathway program serves evening students, part-time students and working adults because the classes are offered in the evenings and students take 6 units in 8-week modules every semester with the goal of completing in 2 years. The 6 units are accessible for our part-time students and the classes offered in the evenings are accessible to our working adults. An affordability plan was also developed for students who qualify. Low-income students have the opportunity to receive \$10,000 in institutional aid. Accepted and enrolled students can utilize our Personal Counseling Services and Health Services.

What does your program do for students in helping them reach their goals?

Students who enroll in the bachelor's degree completion program receive full-wrap around high-touch support. A micro-site was created in the COLTS-U Transfer Station. NDNU established a

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mentoring program, high-touch career readiness, financial literacy peer-coaching, financial and academic advising. The program also offers personal counseling and health services to the students from Cañada College Personal Counseling Services and Health Center.

What are your on and off campus community partnerships?

On-campus community partnership include: Transfer Center, Financial Aid, Promise Program, College for Working Adults, TRIO, Business Administration Program and Psychology Program came in at different points of development of the NDNU Bachelor's Degree Completion programs. Financial Aid advised on the affordability model. Business faculty and Psychology faculty gave feedback on the curriculum. Transfer Center is part of our completion and course evaluation support and the staff is part of the NDNU advisory committee. Promise program, TRIO and College for Working Adults helped promote the programs to their students.

Off-campus community partners: The footprint of the University Center expanded through District-level initiatives. The University Center serves all 3 Colleges and developed District-wide data-sharing agreements and MOUs with NDNU and SF State. Notre Dame de Namur are our partners in developing the Bachelor's Degree Completion program. CSM and Skyline transfer staff are part of the NDNU advisory committee. Business faculty at College of San Mateo and Skyline and Psychology faculty at San Mateo and Skyline gave feedback on the curriculum.

How does your program contribute to anti-racism at Cañada College?

The decision to utilize the Associate Degree to Transfer completion program was intentional in order to capture students who completed an AD-T but never transferred. Additionally, the program give students who are squeezed out of impacted programs such as Business Administration and Psychology an alternative pathway to Bachelor's Degree completion. NDNU's clear model for completion, services and small class sizes offer high-touch support. The programs are accessible to working adults and/or non-traditional students since the classes are offered in the evenings which are a majority of our BIPOC students. In the last few academic years: Latinx identified evening students are the majority enrollment. In 2020-2021, 52% and in 2021-2022, 60% of evening students identified as Latinx (PRIE student enrollment data dashboard). Providing Bachelor's Degree completion options for our Latinx non-traditional aged students aligns our status of being a Hispanic Serving Institution. Aligning the University Center more clearly with the goals of the COLTS-U Transfer Station and the College Transfer Plan (2021-2024) will reinforce our commitment to antiracism.

Equity and Access

Describe how your program assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to all students.

The NDNU Bachelor's Degree Completion program provides full wrap-around services. The full wrap-around program include mentoring, high-touch career readiness, financial literacy peer-coaching, financial and academic advising. The NDNU Bachelor's Degree Completion program also offers no cost for most textbooks and offers institutional aid of up to \$10,000 for low-income

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students who qualify. Psychology courses are offered hybrid and Business Administration courses are offered 100% online.

How does your program work towards eliminating equity gaps? How does your program support marginalized populations? (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, etc.) How does your program support Cañada College as an HSI and ANAPISI designated institution? How does your program take into account location (access and awareness)?

The full wrap-around services are supported by a Title V - Hispanic Serving Institution, STARS (Capacity Building Plan for Transfer Services & Degree Completion Program) grant from NDNU and is designed to be culturally responsive to Latinx, first-generation and low-income students. Cañada College is a Hispanic Serving Institution so NDNU full-wrap around services work in alignment with Cañada College's mission to create a culturally and academic thriving environment for Latinx, first generation and low-income students.

The Bachelor's degree completion pathway program is accessible to evening students, part-time students and working adults because the classes are offered in the evenings and students take 6 units in 8-week modules per semester. The Business Administration degree completion program is offered 100% online and the Psychology degree completion program is offered in hybrid modality . As mentioned, a majority of our evening students are Latinx identified and last few academic years: the enrollment of Latinx students over the age of 23 was 43% in 2020-2021 and 41% in 2021-2022 (PRIE, student enrollment data dashboard).

The affordability plan, \$10,000 of institutional aid per year for low-income students who qualify make attending NDNU for low-income students more accessible.

How does your program take into account delivery method(s) to best serve students? (ie. marginalized, underserved, underrepresented, disproportionately impacted, etc.)

The support and services are provided in-person and virtually in the Colts-U Transfer Station; Virtual hours are accessible and flexible. The Bachelor degree completion program in Psychology is offered in hybrid modality and the Bachelor degree completion program in Business Administration is now fully 100% on-line. Being able to offer services, support and classes in various modalities address the needs of our current student population. In the Spring 2022 student engagement survey, 38% of students responded they wanted a blend of in-person and online options compared to 28% for in-person and 34% online (PRIE).

Looking Back

Major Accomplishments and Challenges (500 word limit)

Describe major accomplishments and challenges since the last program review cycle.

The major accomplishments include university partnership program development, bi-institutional data-sharing agreements and aligning with the goals of the College Transfer Plan
(1) Reinvigorating the NDNU partnership at the District-wide level and developing two Bachelor's Degree completion programs (Business Administration and Psychology) with intentional full-wrap around support for enrolled students centering our Hispanic Serving Institution status.

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(2) Data-sharing agreement with NDNU and data-sharing agreement with San Francisco State University (SFSU) were established. Folding our partnership with SFSU that stemmed from our ESO! Adelante grant in the University Center contributed to developing a long-term vision on a range of University partnerships that can be considered to help students transfer to a 4-year university. Data-sharing is important aspect in understanding how students move through the transfer process.

(3) Centralizing and unifying the efforts of the University Center with the Transfer Center through the Colts-U Transfer Station.

Launching the NDNU Bachelor's Degree Completion Program in Business Administration in late fall 2021 during a pandemic was challenging. We have not been able to meet our threshold number to start a cohort. Although students have expressed interest and we had a handful of students accept admissions, a number factors prevented them from fully enrolling. We also experienced a significant number of NDNU admissions and advising staff transition out of their positions during that time period. The Bachelor's Degree Completion Program in Psychology target start is Fall 2023. This program along with Business Administration is currently in their recruitment period. Looking forward, we are hopeful we will meet the threshold number for both Business Administration and Psychology. We are beginning to see students slowly return to the community colleges and key positions at NDNU are slowly being filled.

Impact of Resource Allocations Process

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. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been unable to accomplish due to resource requests that were not approved?

No resource request was put in at the last program review cycle. The goal put forth in the last 2019-2020 program review cycle was to develop strategic partnerships with key departments and leadership to develop a new vision for the University Center (see Looking Ahead and Annual Report for the COLTS-U Transfer Station).

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

N/A

SAOs and SLOs

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

Develop opportunities for students to go from an Associates Degree to Bachelor's Degree.

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

The program assessed the number of Bachelor's Degree opportunities that were created for students and the number of agreements with 4 year Universities.

SAO/SLO Assessment Results and Impact

Summarize the findings of your program's SAO/SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment?

The Student Area Outcomes - developing opportunities for students to go from Associates Degree to Bachelor's Degree resulted in the following:

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- The development of a MOU with NDNU that included 2 Bachelor's Degree Completion pathways in partnership at the District-level.
- The development of 2 data-sharing agreements with NDNU and SFSU at the District-level.

The University Center has a long-standing history at Cañada College. During the 20 years of history, over 5 different universities partnered with Cañada College to offer students an opportunity to complete a Bachelor's Degree with a place bound model as its goal. However, throughout the years, this model is restrictive and challenging due to leadership change and fiscal priorities. University partners transitioned in and out throughout the 20 years. The pandemic also challenged us to serve students in different ways and a "place-bound" model needs to be accessible. With the new Colts-U Transfer Station, the name University Center and the mission will sunset and University programs will be offered under the Colts-U Transfer Station and will work in collaboration with the services from the Transfer Center to offer seamless and culturally responsive transfer support for students in the new Colts-U Transfer Station . University programs will include university partnerships, such as with NDNU and SFSU and will also build out more high-touch and culturally responsive programs informed by the ESO! Adelante program, which will also be sunset by June 2023.

New SAOs need to be develop to align the Colts-U Transfer Station with the College Transfer Plan and to meet EMP College Goal #3 for community connections: 3.8 – Strengthen transfer support services by, (1) building University pathways and expanding the University Center, (2) increasing by 35% the number of Cañada College transfer-seeking students who achieve transfer readiness and the number of students who apply to a 4-year University between 2022 and 2027 (adjusted for enrollment fluctuations) and, (3) reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students

Looking Ahead

SAOs and SLOs for the Next Review Cycle

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

The opportunities for improvement: University Center is now a central service and support with the Colts-U Transfer Station. The goal of the Colts-U Transfer Station space will be to centralize all University relationships, pathways, and support for students. In this new model, future cycles of review and assessment for the University Center program will be captured through the review and assessment cycles of the Colts-U Transfer Station. Colts-U Transfer Station's vision and goals.

The proposed SAOs:

- SAO#1: The Colts-U Transfer Station develops and coordinates University partnerships

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- SAO#2: The Colts-U Transfer Station support students in the transferring to a 4-year university

In the next program review cycle, to address anti-racism, the Colts-U Transfer Station will center our Hispanic Serving Institution and our AANAPISI in our events, activities and practices and align with the College Transfer Plan. The College Transfer plan places an antiracist and equity-minded lens with each of the identified strategies.

In the next program review cycle, to address equity, the Colts-U Transfer Station will address closing the equity transfer gap for Latinx transfer students, who are our disproportionately impacted student population. Looking at the last 3 year cohort trend - Only 14% of Latinx students transferred in 3 years compared to 22% of our overall population. Additionally, our first-generation college students have a lower rate of transfer in 3 years at 25% compared to our non-first generation college students at 40% and our low-income students have a lower rate of transfer in 3 years at 19% compared to 27% for non low-income students (PRIE SEAP data dashboard).

Program Improvement Initiatives/Resource Requests

What change could be implemented to improve your program? How might an anti-racism lens be considered in the proposed changes? How might an equity lens be considered in the proposed changes?

The change is focus on providing a new direction for the University Center that will consider innovative and creative ways to partner with 4-year universities that is informed by the ESO! Adelante program and will complement the services provided by the Transfer Center in the new COLTS-U Transfer Station. The unified and centralized transfer support from the COLTS-U Transfer Station is intended to enhance a strong transfer culture on campus; cultivate a sense of belonging for transfer students, provide greater visibility and availability for students and support university partnerships and transfer related activities and workshops. The Station will address anti-racism through providing culturally responsive activities and workshops and high-touch support. The Station will provide support and services from an equity-minded lens using data to inform practices.

How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review? What additional Anti-Racism training do you/your program need in the upcoming year? What research or training will you need to accomplish these plans? What supplies, equipment, or facilities improvements do you need?

Opportunities for improvement will be addressed through the new proposed Service Area Outcomes for the new Colts-U Transfer Station. Both qualitative and quantitative data will be collected to understand how students, particularly our disproportionately and BIPOC students are reaching their transfer goals through their engagement with the Colts-U Transfer Station. Professional Development funding to support professional staff and student staff in enhancing their transfer knowledge and training in cultural competency from an equity-minded and antiracist lens through conference attendance. Utilize research, data and practices from Planning, Research and Institutional Effectiveness (PRIE), RP Group, California State Chancellor's Office and the Center for Urban Education will provide the expertise needed

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for continuous improvements of programs and services from an equity, social justice and antiracist lens. Colts-U Transfer Station needs a yearly operational budget to support the programs and services. This includes office supplies and funding for events and activities.

Supporting Information

University Center - Goals and Resource Requests

Goals

Goal Status

1 - New (PR)

Goal Title

Expand University partnerships and programs

Goal Description

Coordinate University partnerships and programs that fit in the vision of the Colts-U Transfer Station and align with the College Transfer Plan and the EMP College Goal #3: building university pathways to increase 35% of the number of Cañada College transfer-seeking students to achieve transfer readiness and the number of students who apply to a 4-year University between 2022-2027 and to reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students.

Program Review Cycle When the Goal Begins

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Who's Responsible for this Goal?

Mary Ho

Mapping

- CAN College Goals: (X - Selected)

CAN College Goals

- Community Connections: X
- Equity-Minded and Antiracist College Culture: X
- Student Access, Success and Completion: X

Resource Requests

Item Requested

Supplies

Item Description

Supplies to support the operations and activities for the Colts-U Transfer Station.

Status

New Request - Active

Type of Resource

Other

Cost

\$4,000

One-Time or Recurring Cost?

Recurring Cost

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

The resource request supports closing the equity gap because providing adequate resources for the COLTS-U Transfer Station will enable the staff to provide culturally responsive transfer programs - Latinx transfer students are a disproportionately impacted student population at Cañada College. In the 3-year cohort trend - only 14% of Latinx students transferred in 3 years compared to 22% of our overall population. Additionally, our first-generation college students have a lower rate of transfer in 3 years at 25% compared to our non-first-generation college students at 40% and our low-income students have a lower rate of transfer in 3 years at 19% compared to 27% for non-low-income students (PRIE SEAP data dashboard).

University Center - Goals and Resource Requests

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

The resource request supports Latinx and AANAPI students because events, activities and practices will center our Hispanic Serving Institution and our AANAPISI and align with our College Transfer Plan (2021-2024), The College Transfer plan places an antiracist and equity-minded lens with each of the identified strategies.

The resource request will support the Educational Master Plan (2022-2027) to reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students by organizing culturally responsive events, activities and practices.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Hiring Division/Department:

Student Services

Position Title:

Program Service Coordinator

Is this position permanent?

Yes

Position Type

Full - Time

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

100%

Provide # of months

12 months

Position: General Funds

20% (year 1), 40%(year 2-5)

Allocation: External Funds

Title V – AANAPISI grant 80% (year 1), 60% (year 2-5)

External Funds Expiration Date

09/30/2027

Justification

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

The specific needs for this position include an office space and a workstation. The position will support the operations of the Colts-U Transfer Station and will manage the Title V ARC (The Access, Relevance, and Community for Transfer Students (ARC) project. General support for the Colts-U Transfer Station will include supervising Colts-U Transfer Ambassadors, supporting the marketing, outreach efforts and program coordination of the Colts-U Transfer Station. The Program Service Coordinator will manage the ARC project. Through this project the PSC will supervise peer mentors to develop culturally responsive transfer community engagement activities, support Asian American, Native American, Pacific Islander student educational goal to transfer and build institutional capacity on how to support Asian American, Native American and Pacific Islander students.

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

This position supports the mission of “engaging and empowering students in transforming their lives” through supporting students in their educational goal to transfer and to attain a Bachelor’s degree. The position aligns with the College values of social justice and racial equity, transforming lives, community partnerships, academic excellence and student centered. The position will contribute to building a transfer culture, create a sense of belonging for transfer students, work in

University Center - Goals and Resource Requests

collaboration with community partners from an equity-minded and antiracist lens. The position will also center our Hispanic Serving Institution and Asian American, Native American and Pacific Islander Serving Institution status by supporting our Latinx and Asian American, Native American and Pacific Islander students and our disproportionately impacted student population.

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

The Program Service Coordinator which is partially funded by Title V AANAPISI grant will support the vision of the Colts-U Transfer Station. The Program Service Coordinator will work in alignment with the Transfer Manager, the Director for Post-secondary Success and the Transfer Counselors to provide seamless and culturally responsive support for students with an educational plan to transfer and support the programs and services of the Colts-U Transfer Station.

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

The ARC (The Access, Relevance, and Community for Transfer Students) project will be supported by the Title V AANAPISI grant. The Colts-U Transfer Station will need to develop a strategic plan for staffing with existing transfer support staff if this position does not receive funding from the College.

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

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Resource Requests

Item Requested

Contracts

Item Description

Contracts for transportation for campus visits and other related activities

Status

New Request - Active

Type of Resource

Contract Services

Cost

\$5,000

One-Time or Recurring Cost?

One - Time Cost

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

The resource request supports closing the equity gap because university visits designed from a culturally lens will engage with our BIPOC and Disproportionately Impacted students and BIPOC students. Latinx transfer students are a disproportionately impacted student population at Cañada College. In the 3-year cohort trend - only 14% of Latinx students transferred in 3 years compared to 22% of our overall population. Additionally, our first-generation college students have a lower rate of transfer in 3 years at 25% compared to our non-first-generation college students at 40% and our low-income students have a lower rate of transfer in 3 years at 19% compared to 27% for non-low-income students (PRIE SEAP data dashboard).

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

The resource request supports Latinx and AANAPI students because events, activities and practices will center our Hispanic Serving Institution and our AANAPISI and align with our College Transfer Plan (2021-2024), The College Transfer plan places an antiracist and equity-minded lens with each of the identified strategies. The resource request will support the Educational Master Plan (2022-2027) to reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students by organizing culturally responsive events, activities and practices.

University Center - Goals and Resource Requests

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

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

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Resource Requests

Item Requested

Printing

Item Description

Printing cost for collaterals and marketing materials for Colts-U Transfer Station.

Status

New Request - Active

Type of Resource

Printing

Cost

\$2,000

One-Time or Recurring Cost?

Recurring Cost

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

We need funding to support marketing and outreach materials for the Colts-U Transfer Station. Centering BIPOC, disproportionately impacted students and underrepresented students in our marketing materials align well with our College Transfer Plan to be more race conscious and equity-minded.

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

The resource request supports Latinx and AANAPI students because events, activities and practices will center our Hispanic Serving Institution and our AANAPISI and align with our College Transfer Plan (2021-2024), The College Transfer plan places an antiracist and equity-minded lens with each of the identified strategies. The resource request will support the Educational Master Plan (2022-2027) to reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students by organizing culturally responsive events, activities and practices.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

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

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

University Center - Goals and Resource Requests

Goals

Goal Status

1 - New (PR)

Goal Title

Student leadership development

Goal Description

Student staff positions will serve as ambassadors for the Colts-U Transfer Station and will align with the College Transfer Plan and the EMP College Goal #3: building university pathways to increase 35% of the number of Cañada College transfer-seeking students to achieve transfer readiness and the number of students who apply to a 4-year University between 2022-2027 and to reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students. The students will provide student leadership with a transfer focus; build a transfer student community and represent the Colts-U Transfer resources and services with the hopes of enhancing a transfer culture at Cañada College.

Program Review Cycle When the Goal Begins

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Who's Responsible for this Goal?

Mary Ho

Mapping

- CAN College Goals: (X - Selected)

CAN College Goals

- Community Connections: X
- Equity-Minded and Antiracist College Culture: X
- Student Access, Success and Completion: X

Resource Requests

Item Requested

Student staff

Item Description

3 student staff to as serve as ambassadors for the COLTS-U Transfer Station.

Status

New Request - Active

Type of Resource

Other

Cost

\$20,000

One-Time or Recurring Cost?

Recurring Cost

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

The resource request supports closing the equity gap because having students serve as Colts-U Transfer ambassadors will build peer-to-peer connections and enhance a transfer student culture. Developing ambassador training from a culturally responsive lens will equipped them to support our disproportionately impacted and BIPOC students who are not transferring in 3 years compared to our overall student population. In the 3-year cohort trend - only 14% of Latinx students transferred in 3 years compared to 22% of our overall population. Additionally, our first-generation college students have a lower rate of transfer in 3 years at 25% compared to our non-first-generation college students at 40% and our low-income students have a lower rate of transfer in 3 years at 19% compared to 27% for non-low-income students (PRIE SEAP data dashboard).

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

The resource request supports Latinx and AANAPI students because events, activities and practices will center our Hispanic Serving Institution and our AANAPISI and align with our College Transfer Plan (2021-2024), The College Transfer plan places an antiracist and equity-minded lens with each of the identified strategies. The resource request will support the Educational Master Plan (2022-2027) to reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students by organizing culturally responsive events, activities and practices.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION

Justification

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

NEW FACULTY POSITION PROPOSAL

C. Program Vitality and Viability

D. What is the evidence of student demand to justify the proposed position?

Goals

Goal Status

1 - New (PR)

Goal Title

Professional Development to Build Institutional Capacity

Goal Description

Funding for Colts-U Transfer Station professional staff and student staff to support professional development opportunities that can enhance transfer knowledge and to gain cultural competency from an equity-minded and antiracist lens through conference attendance and professional development opportunities.

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Who's Responsible for this Goal?

Mary Ho

Mapping

- CAN College Goals: (X - Selected)

CAN College Goals

- Community Connections: X
- Equity-Minded and Antiracist College Culture: X
- Student Access, Success and Completion: X

Resource Requests

Item Requested

Professional development opportunities

Item Description

conference attendance and other professional development opportunities

University Center - Goals and Resource Requests

Status

New Request - Active

Type of Resource

Other

Cost

\$6,000

One-Time or Recurring Cost?

Recurring Cost

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

The resource request supports the Colts-U Transfer Station staff (professional and students) in enhancing their knowledge area in transfer, Bachelor's attainment and completion. Continuous professional development in equity-minded and antiracist lens can serve to close the transfer equity gap.

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

The resource request supports Colts-U Transfer Station staff in providing activities and practices centering our Hispanic Serving Institution and our AANAPISI and aligning with our College Transfer Plan (2021-2024), The College Transfer plan places an antiracist and equity-minded lens with each of the identified strategies and aligning with the EMP to reduce the transfer equity gap for low-income, first generation, and Black, Indigenous, and People of Color (BIPOC) students by organizing culturally responsive events, activities and practices.

If requesting Personnel please complete the New Classified Hiring/Position Justification or the New Faculty Position Proposal Below.

NEW CLASSIFIED HIRING/POSITION JUSTIFICATION**Justification**

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

NEW FACULTY POSITION PROPOSAL**C. Program Vitality and Viability**

D. What is the evidence of student demand to justify the proposed position?