The Office of Student Equity
Cabrillo College
Program Plan 2017-2018

Prepared by:
Leticia Maldonado, Director of Student Equity and Success
Jennifer Wood, Equity Program Coordinator
Section I: COMPONENT OVERVIEW

Background and History

In 2010, The Legislature required the CCC Board of Governors to adopt and implement a plan for improving student success, which led to the Student Success Act of 2012 and the allocation of funds for a Student Equity Plan requirement. (Second Progress Report: Student Success Act of 2012, Legislative Analyst’s Office, Given at the 2016 Student Equity All Directors’ training Sacramento, CA, October 2016).

College student equity plans in the California Community Colleges focus on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard, and other measures developed in consultation with local colleges. “Success indicators” are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity. Title 5 regulations specify that colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities (§54220(d)). The State Budget trailer bill, SB 860 (2014) added requirements to address foster youth, veterans and low-income students. Each college developed specific goals and actions to address disparities that are discovered through disaggregating data for indicators by student demographics (http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx).

At Cabrillo College, the Student Equity and Success Committee (SESC) was charged with the overall direction of the efforts, implementation, and evaluation of the Student Equity Plan. The committee is a college-wide steering committee, which is representative of staff, faculty, administration, and students. In early 2015, SESC recognized that equity efforts require personnel to address and identify inequitable practices through ongoing data collection, monitoring and evaluating the success indicators, determining appropriate expenditures, evaluating outcomes, and accountability for effective institutional change. In addition, SESC identified the need for focused fiscal oversight and programmatic leadership of the campus-wide student equity activities. To that end, in Spring 2016, Cabrillo College hired a Director of Student Equity and Success and an Equity Program Coordinator to provide leadership to the college in implementing changes that support diversity, provide fiscal oversight of the Student Equity budget, and provide direct student support to disproportionately impacted students. In addition, a .50 FTE Dream Resource Program Coordinator was hired to provide focused support to undocumented student populations. The Dream Resource Program position, along with the Equity Program Coordinator, directly report to the Director of Student Equity and Success.

After overcoming early challenges related to limited office space, the Office of Student Equity was established at the Cabrillo College main campus, September 2016 in building 100, office 104 (formerly the campus bank). Initially, the Dream Resource Coordinator, the Equity Program Coordinator, and the Director of Student Equity were working in different office locations, creating challenges in communication, foundation building, and supervision. The organizational placement and reporting structure for the Director of Student Equity and the Equity program remained ambiguous until spring 2017. After initial discussion of the possibility that the Director of Student Equity report to the Vice
President of Instruction, the final decision was for Equity to be placed under the Student Services Division and report to the Vice President of Student Services. Subsequently, in spring 2017, the Director of Student Equity joined the Student Service Management team.

**Mission and Purpose**

*Equity at Cabrillo College is the commitment to cultivate an inclusive teaching and learning environment by providing equitable support, access, and opportunities for success emphasizing historically underrepresented and emerging student populations (adopted September 2016 by CPC).*

The Office of Student Equity’s mission is to further Cabrillo College’s mission, vision, and strategic plan— which considers diversity, self-empowerment, and critical thinking as essential components of education—by engaging the campus community in self-inquiry, data-based inquiry, and collective transformation in order to improve campus climate, increase completion rates for underrepresented students, and achieve institutional progress toward equity.

In the short history of the Office of Student Equity, the office has evolved into a hub for equity-focused student leadership development and a key campus resource for staff, faculty, and administrators seeking to develop an equity-minded lens and deepen their understanding of institutional barriers to student success for diverse student populations. Building strong relationships and partnerships with multiple departments across student services and instruction as well as off-campus community organizations has been essential to the success of the office.

**Office of Student Equity**

![Figure 1.1](image)

We are committed to develop an equity lens at the institutional, division, department, and classroom level through the use of data. According to the Aspen Institute, developing an equity lens involves looking at student outcomes data “at all educational levels disaggregated by race, ethnicity, and socioeconomic status.”

Although data informs us of what the problem is, it does not inform why the

---

problem exists so we understand the need to dig deeper in order to identify root causes behind inequities.

**Campus Values, Vision, and the Core Four**

Cabrillo College Campus Mission: Cabrillo College is a dynamic, diverse and responsive educational community dedicated to helping all students achieve their academic, career, and personal development goals. The Office of Student Equity upholds and furthers Cabrillo’s mission by closing achievement and completion gaps and ensuring all students, including disproportionately impacted students, achieve their goals.

Campus Vision: Cabrillo College is passionate about developing critical thinking, honing oral and written communication and enhancing global awareness, while cultivating personal and professional responsibility in our students. Exploration, innovation, creativity, and implementation of a variety of teaching methods, including technology literacy, are hallmarks of our approach to learning. We help students of varying skill levels achieve their potential, and consider everyone in the college part of a community of learners who are treated with dignity and respect. Cabrillo College supports a climate of diversity, self-empowerment and sustainability, with a strong sense of social justice.

The Office of Student Equity upholds and furthers Cabrillo’s vision through student leadership development and learning. One of the Office of Student Equity’s priorities is to foster student engagement and leadership development on campus through the Equity Fellows Program and the Dream Ambassadors Program. In order to achieve institutional progress towards equity, the Office of Student Equity recognizes the importance of centering the student voice in equity efforts and creating leadership and learning opportunities for students to develop their Core Four competencies. As a result, the Office of Student Equity created over 10 student leadership positions where communication, critical thinking, global awareness, personal responsibility, and professional development are front and center of the student experience and Student Learning Outcomes.

**Guided Pathways and Integrated Plan: Impacts to Student Equity**

Effective July 1, 2017, the Chancellor’s Office required the integration of the Basic Skills Initiative (BSI), Student Equity (SE), and the Student Success and Support Program (SSSP) to better serve students and maximize resources. The new directives from the Chancellor’s Office required Student Equity to take a broader and more comprehensive approach to the work we do toward student success. In addition, Cabrillo’s commitment to become a Guided Pathways college shifted the direction of Student Equity resource allocations. Effective July 1, 2017, Student Equity shifted away from a funding proposal model toward a resource allocation model based on Integrated Plan and Guided Pathways goals. Guided Pathways efforts have also created multiple entry points for equity to be infused at the institutional level and through Integrated Plan goals that directly uphold the Four Guided Pathways pillars (figure 1.2). Under the umbrella of Guided Pathways and the Integrated Plan, the Office of Student Equity is
working to improve outcomes on a substantial scale through fundamental rethinking of our organization from an equity lens, its culture and its impact on the student experience.
Research completed by Cabrillo’s Planning and Research Office on August 29, 2017, using the “80% Rule,” consistently identified particular student groups who are disproportionately impacted across all five success measures. Historically underrepresented and underserved students such as students of color, specifically Hispanic/Latino, African American, American Indian/Alaskan Native, Filipino, and Pacific Islanders, demonstrate the highest disproportionate impact. In general, women are outperforming their male counterparts in all success measures and first-generation and economically disadvantaged students show disproportionate impact in three terminal success and completion outcomes (Basic Skills Completion, Degree and Certificate Completion, and Transfer). The Student Success and Equity Committee, using the data generated by Cabrillo’s Planning and Research Office, has identified the following groups who demonstrate disproportionate impact in the various metrics for success:

- Latino/a students
- African American students
- Asian students
- Filipino students
- Native American students
- Pacific Islander students
- Male students
- Current and Former Foster Youth
- Veterans
- Students in need of accessibility services (ASC/DPS)
- Low-income students
The following chart illustrates the specific target groups that are disproportionally impacted by each of the five success measures:

<table>
<thead>
<tr>
<th>Success Measure</th>
<th>Disproportionately Impacted Student Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Access</td>
<td>White, Veterans, Male, American Indian/Alaskan Native</td>
</tr>
<tr>
<td>1B. Course Completion Basic Skills</td>
<td>Guardian Scholars, Filipino, African American, Pacific Islander, under 20, Male, American Indian/Alaskan Native, Hispanic, 20-24</td>
</tr>
<tr>
<td>2B. Course Completion Non-Basic Skills</td>
<td>Pacific Islander, Male, African American, American Indian/Alaskan Native, Filipino, Hispanic, Guardian Scholars</td>
</tr>
<tr>
<td>C. Basic Skills Pathway Completion ESL</td>
<td>Male, Latino, over 21</td>
</tr>
<tr>
<td>C. Basic Skills Pathway Completion ENGLISH</td>
<td>African American, American Indian, above 21, Filipino, Pacific Islander, Guardian Scholars, First Generation, Male, Latino, AB540</td>
</tr>
<tr>
<td>C. Basic Skills Pathway Completion MATH</td>
<td>African American, Veteran, above 25, AB540, Latino, 21-24 yrs., Asian, Filipino, Guardian Scholars, First Generation, American Indian/Alaska Native, Filipino, Economically Disadvantaged, Male</td>
</tr>
<tr>
<td>D. Degree and Certificate Completion Prepared</td>
<td>Male, Veterans, American Indian/Alaska Native, African American, 21-24 yrs., Guardian Scholars, First Generation</td>
</tr>
<tr>
<td>D. Degree and Certificate Completion Unprepared</td>
<td>Guardian Scholars, EOPS, 21+, Filipino, American Indian/Alaska Native, Male, First Generation, African American, Latino, Economically Disadvantaged, AB540</td>
</tr>
<tr>
<td>E. Transfer prepared</td>
<td>African-American, Guardian Scholars, Male, Asian, Filipino, ASC, Economically disadvantaged, First-Generation, AB540</td>
</tr>
<tr>
<td>F. Transfer underprepared</td>
<td>Filipino, Latino, 21+yrs, Guardian Scholars, EOPS, Economically Disadvantaged, Veteran, Male, African American, ASC, First-Generation,</td>
</tr>
</tbody>
</table>
Partnerships and Collaborations
The Office of Student Equity collaborates with various on-campus and off-campus partners. **On-campus partners** include:

- Admissions & Records
- Financial Aid
- Counseling
- English Department
- Student Senate
- EOPS
- Puente Project
- Student Senate
- Faculty Senate
- Human Resources
- Planning & Research Office
The Office of Student Success and Equity has also established relationships and collaborated with several off-campus partners and organizations. The **off-campus partners** the Office of Student Success and Equity has collaborated with include:

- Senderos
- Pajaro Valley Union School District
- Santa Cruz City Schools District
- University of California, Santa Cruz
- Mexican Consulate
- Hartnell College
- Monterey Peninsula College
- DeAnza College
- Skyline College
- Santa Cruz County Immigration Project
- One Justice

**Office of Student Equity Accomplishments**

1. Established the first Office of Student Equity at Cabrillo (October 2016). Location: Building 100, Office 104.

2. Launched an Equity website with resources, updates, and staff contact information: [https://www.cabrillo.edu/services/studserv/StudentEquitySuccess.html](https://www.cabrillo.edu/services/studserv/StudentEquitySuccess.html)

3. Established a Dreamers Resource Program for AB540 and undocumented students to access resources, have a dedicated coordinator to support their needs and connect them to community partners in immigration Law and DACA renewals, and to provide ongoing support and advising. The Office of Equity has worked with professionals from the UC and CSU system, the Santa Cruz Immigration Project, and the Watsonville Law Center to integrate efforts as part of this initiative and increase student access to various resources.

4. Supporting Transgender Students. The Office of Student Equity collaborated with UC Santa Cruz and sponsored a group of Cabrillo students to attend the NorCal T-Camp. The NorCal T-Camp is an intercampus two-day retreat for northern California college and university students to explore gender identity and expression and to engage in dialogue with our peers. This event is specifically for students who are trans, transgender, non-binary, genderqueer, gender nonconforming, gender questioning, agender, gender creative, gender fluid or anywhere else on the gender spectrum. In addition, the Office of Student Equity published a list of gender-neutral bathrooms at Cabrillo. The list can be found here: [https://www.cabrillo.edu/services/equity/bathrooms.html](https://www.cabrillo.edu/services/equity/bathrooms.html)

5. Post-Election Crisis Response: The Office of Student Equity coordinated and funded a campus-wide response effort to support students, staff, and faculty.
   a. Post-Election Response Website
   b. Post-Election Forum. Watsonville Center
      i. Wednesday, November 16 at 12:30pm-2:00pm, Room A150
   c. Healing circle and debrief for AB540 and Undocumented students. Aptos Campus.
i. Thursday, November 17, 12pm-2pm, Room 1521

d. Post-election debrief. All welcome. Aptos Campus.
   i. Thursday, November 17, 3:00pm-5:00pm, Room 1520

e. Healing circle and debrief for AB540 and Undocumented students. Watsonville Center
   i. Friday, November 18, 6pm-7:30pm, Room A180

f. Legal Clinic for Students in Aptos: Santa Cruz Immigration Project

g. Legal Clinic for Students in Watsonville: Santa Cruz Immigration Project

h. Post-Election Campus-Wide Forum in Aptos
   i. Thursday, December 8, 2016. 6pm-8pm. Rm450

i. LCW Webinar on Post Trump Issues in Community Colleges, January 10, 2017

j. Know Your Rights, Aptos, March 2, 2017

k. Know Your Rights, Watsonville, March 3, 2017

6. Building a Culturally Proficient Campus Professional Development Series: The Office of Student Equity established a series of Professional Development opportunities for staff, faculty, and senior leadership to cultivate an inclusive culturally proficient campus climate.

   a. Conference Attendance to the National Hispanic Council on Community Colleges (open to all staff, faculty, and management)
   b. Conference Attendance to the Research and Planning Conference (RP)
   c. Building a Culturally Proficient Campus Climate (Microaggressions Training)- Dr. Greg Peters, PART I
   d. Supporting Undocumented Students for Counseling Faculty training-Sylvia Juarez and Santa Cruz Immigration Project
   e. Supporting Undocumented Students for Financial Aid staff-Sylvia Juarez and Santa Cruz Immigration Project
   f. Supporting Undocumented Students 101 in a Post-Election Climate training (open to all)-Sylvia Juarez and Santa Cruz Immigration Project
   g. Supporting Men of Color Online Certificate Program for student services professionals-Center for Organizational Responsibility and Advancement
   h. Teaching Men of Color Online Certificate Program for Instructional Faculty- Center for Organizational Responsibility and Advancement
   i. Building a Culturally Proficient Campus Climate (Microaggressions Training)- Dr. Greg Peters, PART II
   j. Know Your Rights Train the Trainer, May 6, 2017: On May 6, 2016 the Office of Student Equity in collaboration with Faculty Senate, Cabrillo’s Hispanic Affairs Council (CHAC), the Watsonville Center, and the Suenos Student Club, held a Train the Trainers "Know Your Rights" workshop for the county of Santa Cruz. This workshop was designed to prepare community leaders, educators, and service providers to support students and members of immigrant communities. With special guest speakers such as immigration attorney, Magnolia Zarraga, family law attorney Sara Sturtevant, and Adriana Melgoza from the Watsonville Law Center, over 80 attendees, including Cabrillo staff, faculty, administrators, and Board of Trustee members, successfully completed the training.

7. Empowering Education: Intersections of Diversity, Leadership and Social Justice for Student Leaders by Dr. Michael Benitez. The Office of Student Equity partnered with Dr. Michael Benitez, Chief Diversity Officer at University of Puget Sound in Washington, to offer a Social Justice training specifically designed for student leaders. Dr. Michael Benitez is a national social justice
educator and activist-scholar with extensive experience in education and campus diversity issues. During this workshop, STUDENT leaders:

a. Learned relevant scholarship, theory and language about diversity and inclusion leadership and gained awareness about how these are situated in student identities, leadership, and practice.

b. Gained critical and deeper awareness about social justice, equity, diversity and inclusion in the context of education and learned strategies for affecting change.

c. Learned how to make connections between national and local issues, and apply concepts and practices of social justice to their day-to-day lives and the communities they are a part of.

8. **Equity-Minded Integrated Planning.** The Office of Student Equity coordinated a partnership with Dr. Gregory Peters who facilitated three Integrated Planning retreats for the steering committee to ensure our process included an “equity-minded” lens as our method of examining student outcomes data, institutional practices, and Integrated Plan goal setting.

9. **Latino Role Models Conference.** The Office of Student Equity served as the official sponsor of the 2018 Latino Role Models Conference organized by Senderos of Santa Cruz and hosted at Cabrillo College. Over 300 Santa Cruz County middle school and high school students and their families attended this conference intended to inspire young students to pursue college and accomplish their career dreams.

10. **Commitment to Equity in Faculty Hiring.** The Office of Student Equity partnered with Cabrillo’s Human Resources Equal Employment Opportunity Advisory Board to sponsor a team of 10 faculty, administrators, and staff to participate in the University of Southern California’s Equity in Faculty Hiring Institute.

**Office Direction**

The Office of Student Success and Equity is committed to continue supporting student groups who demonstrate disproportionate impact in the various metrics for success through cross-departmental collaborations, student leadership development, and professional development for staff, faculty, and senior management. Being under the umbrella of Guided Pathways, the Office of Student Equity will continue to be a strong resource for the Guided Pathways Implementation Team by strengthening
constituent capacity to build an inclusive and welcoming learning environment for students working toward completing their academic and professional goals.

Section II: PLANNING AND OUTCOMES

Student Learning Outcomes (SLO) /Administrative Unit Outcomes (AUO)

For the 2017-2018 academic year, the Office of Student Success and Equity created a Student Learning Outcome (SLO) as well as an Administrative Unit Outcome (AUO).

SLO: One hundred percent of student assistants, who participate in the Office of Student Equity Fellows Program, will be able to discuss with 80% accuracy the benefits of diversity and equity in higher education as demonstrated by pre-program and post-program assessments, their ability to lead peer group discussions on equity, and supervisor observation.

<table>
<thead>
<tr>
<th>Metrics</th>
<th>Assessment Tool</th>
<th>Results</th>
<th>New Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of diversity and equity benefits in higher education</td>
<td>Peer presentations on equity topic, supervisor observations, and pre-program and mid program assessments</td>
<td>The mid-year assessment results indicate that 100% of the Equity Fellows have had an extremely positive experience working with the Office of Equity as an Equity Fellow. Additionally, the mid-year assessment results indicate that as a result of their participation in the Equity Fellows program, 100% of the Equity Fellows have an in-depth understanding of diversity and equity in higher education. Staff trainings, assigned weekly readings, semester presentations, as well as office discussions have influenced how Equity Fellows understand diversity and equity in higher education. Equity Fellows have led peer and group discussions on various topics including mental health, colorblindness, healthcare and compassion and have also participated in various activities such as Trans Remembrance Day Support, Clean Dream Act, Black History Month, and the First Gen Welcome Back Orientation.</td>
<td>Director of Student Equity will continue to work with Equity Program Coordinators and current equity student staff to increase Student Learning Outcomes for Equity Fellows and strengthen and expand student leadership positions within the office of student equity.</td>
</tr>
</tbody>
</table>
**AUO:** As a result of professional development offered by the Office of Student Equity, faculty will identify at least one change they made to their pedagogical approach, syllabi design, or curriculum through the lens of equity in order to meet the needs of a diverse student population.

<table>
<thead>
<tr>
<th>Metrics</th>
<th>Assessment Tool</th>
<th>Results</th>
<th>New Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one change to pedagogical approach, syllabi design, or curriculum through the lens of equity in order to meet the needs of a diverse student population.</td>
<td>Workshop surveys and discussions with faculty after the professional development training, workshop, or retreat.</td>
<td>Based on feedback from over 170 faculty who participated in at least one of 11 Equity professional development workshops between fall 2016-fall 2017, 100% of attendees who participated in the post-workshop surveys reported learning new techniques or best practices for identifying and addressing microaggressions and inequities on campus (both, inside and outside the classroom). Responses such as, “as a result of this workshop, I got more insight into my own biases and how to address them,” “I will bring these conversations to my department,” and, “as a result of this workshop I will engage my colleagues in conversations about how to address issues of race inside the classroom” were common. Over 90% of faculty, staff, and administrators who participated in Equity professional development opportunities expressed that they valued what they learned in their workshop and requested ongoing Equity professional development opportunities.</td>
<td>The Director of Student Equity and Success will continue to work with Faculty Senate, PETL, Professional Development Committee, Guided Pathways Implementation Team and the Vice President of Student Services to develop a comprehensive Equity Professional Development Certificate for staff, faculty, and management that fits within our college’s Guided Pathways goals and vision.</td>
</tr>
</tbody>
</table>

**Summary Analysis of Results**

Due to the college’s transition toward Guided Pathways, the prioritization of the Integrated Plan submission, and staffing changes in the Office of Student Equity, there has not been enough time to develop and implement a comprehensive Equity Professional Development series for Spring 2018. However, the Director of Student Equity and Success will continue to work with Faculty Senate, PETL, Professional Development Committee, Guided Pathways Implementation Team and the Vice President of Student Services to develop a comprehensive Equity Professional Development Certificate for staff, faculty, and management that fits within our college’s Guided Pathways goals and vision.

**Previous Recommendations**

The Office of Student Equity received recommendations from various campus constituents, including students, for increased student engagement in Equity work and dialogue. As a result, the Office of Student Equity created the Equity Fellow’s Program and the Dream Ambassador program with over 10 student leader paid positions. In addition, the Office of Student Equity sponsored the launching of a new Black Student Union, started the First Gen Program, and has offered more equity-focused programs for students.
New Goals:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Justification</th>
<th>Action Items</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1. Cultivate a culture of evidence, data-based inquiry, and data-informed decision-making</td>
<td>With the increasing demands from the state legislature for improved student completion outcomes, it is important to monitor our completion metrics and do ongoing program assessments and evaluations of our proposed interventions and equity initiatives.</td>
<td>Create an annual Data Based Inquiry cycle to review Equity metrics and engage staff, faculty, and management in solution oriented reflection of the data. Coordinate Student Equity Focus Group Study, Part II.</td>
<td>$0</td>
</tr>
<tr>
<td>#2. Continue providing Equity-focused professional development for Cabrillo staff, faculty, and senior management.</td>
<td>In order to address institutional barriers to student success, training on how to identify barriers is a critical first step toward organizational transformation. Professional development that engages staff, faculty, and senior management in dialogue that develops a shared understanding of campus inequities and institutional barriers to student success.</td>
<td>Work with Flex Committee, PD Committee, Faculty Senate and VPSS on the development of an Equity Certificate Program. Introduce the DeAnza Equity Walk to the Division of Student Services.</td>
<td>$50,000-$100,000</td>
</tr>
<tr>
<td>#3. Meet Integrated Plan objectives</td>
<td>In order to further the mission and vision of the college as it relates to Guided Pathways and ensure compliance with the state legislature, it is important we meet our integrated plan objectives of acceleration, completion, retention, student engagement, and professional development.</td>
<td>Act as an active member of the Guided Pathways Implementation Team and the Staying on the Path Work Group. Assume a leadership role on the Retention Goal for the Integrated Plan.</td>
<td>$850,000</td>
</tr>
<tr>
<td>#4. Continue to support Instruction</td>
<td>Equity work requires full campus engagement involving students, faculty, staff, and senior management. It is critical that both, student services and instruction have the support they need from the Office of Student Equity in order to achieve division equity goals.</td>
<td>Work with VPI to develop a vision for Equity and Instruction partnerships. Continue as an active member of IC and CIP. Continue partnering with Faculty Senate and CHAC on Equity Efforts.</td>
<td>$0</td>
</tr>
<tr>
<td>#5 Partner with HR</td>
<td>Integrating program efforts allows for more efficient use of resources and strengthening of campus partnerships while reducing duplication. The Student Equity Plan objectives per EdCode are closely aligned to those of the Equal Employment Opportunity directive.</td>
<td>Continue as an active member of the Equal Employment Opportunity Advisory Board. Co-sponsor UCS’s Equity in Faculty Hiring Institute with HR.</td>
<td>$5,000-$10,000</td>
</tr>
<tr>
<td>#8. Mentor Program Ongoing development</td>
<td>Mentorship can have a significant impact on student success, particularly on low-income, first-generation college students. As the college moves toward Guided Pathways and large-scale student impact becomes the center of conversation, innovation and creativity will be of great importance. Researching large-scale mentor programs and studying their structure, outreach and mentor preparation will be of great benefit to Cabrillo.</td>
<td>Research mentor programs at other campuses, do site visits, and work with mentor program committee members to expand the vision for the current program to meet new Guided Pathways goals.</td>
<td>$0-$5,000</td>
</tr>
</tbody>
</table>
Conclusion

The work of Equity offices across the nation is no small task given the current national climate. However, the Office of Student Equity will continue to support historically underserved students and students who show disproportionate impact accomplish their goals. In addition, the Office of Student Equity will continue to be a strong resource to the campus through program integration and transitions into the Guided Pathway model. Although the office has accomplished a lot within its first year and a half, it will continue to evolve to meet the increasing needs of students, staff, and faculty around equity.