

Chaffey  College
MacKenzie Scott
Student Support Fund Application

Title of Project: **Bridging Futures: Student Conference and Travel Initiative**

Application #: **202526-03**

Project Lead: **John Glass**

Student:

Department: **PCS: Psychology**

SECTION 1: OVERVIEW

S1: SCOPE OF PROJECT

This initiative establishes a dedicated student fund to cover registration, travel, lodging, and meal costs for academic, research, and career conferences. At present, students must pay entirely out of pocket, creating inequities between those who can afford participation and those who cannot. Faculty survey data (n=47) show 77 percent would utilize a student travel and conference centralized fund, while student survey data (n=68) show 81 percent of students surveyed would be willing to attend a conference with faculty. The student survey also shows that 74 percent of students surveyed have never attended a conference. The proposed \$120,000 fund will serve approximately 80 students for the first year (~\$1,500 average per student) across all divisions, with intentional outreach to low-income and historically underrepresented groups. By reducing financial barriers, the fund expands experiential learning, fosters academic engagement, and strengthens transfer readiness by connecting students to real world research and networking opportunities.

S1: TIMELINE One-year

S1: IS THIS AN EXPANSION OF AN EXISTING PROGRAM? No

SECTION 2: PROJECT PLAN

S2: PROJECT OBJECTIVES

1. Expand student access to academic and professional conferences across all Academic and Career Communities, reaching as many participants annually as allowed by funds.
2. Remove financial barriers preventing student participation in academic, research, and career conferences.

3. Provide equitable, campus-wide access to experiential learning for low-income, first-generation, and historically underrepresented students.
4. Establish a centralized Student Travel and Conference Fund that complements existing college programs without duplicating current resources.
5. Increase student motivation, persistence, and degree completion through engagement in high-impact conference experiences.
6. Strengthen transfer and career readiness by providing students with opportunities to network, learn about current topics in their field, and gain professional exposure.

S2: KEY DELIVERABLES

1. Develop and launch application and rubric (Spring 2026)
2. Hold information session for faculty about process
3. Fund 80 students in the first year; collect participation and outcome data.
4. Produce reports on post-conference surveys (demographics, attendance data), transfer rates, degrees earned, and completion rates.
5. Expand participation each subsequent year as data demonstrates impact.

S2: STAFFING NEEDS

No new hires. An internal volunteer committee (at least 1 management, 2 faculty, 1 classified, 1 CCSG student) will review and approve applications; faculty (chaperone) will be in charge of submitting T&C forms for students attending the conference.

S2: SPACE NEEDS

None. Application, tracking, and reporting will be housed digitally through existing systems.

SECTION 3: BUDGET OVERVIEW

S3: TOTAL AMOUNT REQUESTED: \$120,000

S3: PERSONNEL REQUESTS

	Amount Requested	# of Positions	New or Reassigned
Faculty	\$0	2	N/A
Classified	\$0	1	N/A
Student/STW	\$0	1	N/A

S3: SUPPLIES AND SERVICES REQUESTS

	Amount Requested	Details
Equipment	\$0	N/A
Food	\$0	N/A
Services	\$0	N/A
Software	\$0	N/A
Supplies	\$0	N/A
Transportation	\$0	N/A
Travel	\$0	N/A
Other	\$120,000	Requesting \$120,000 for student conference registration, lodging, transportation, and meals. Based on projections, average cost ~\$1,500 per student for ~80 students annually. This is a high cost average and can fluctuate depending on the length of the conference.

S3: BUDGET NARRATIVES AND TOTAL COST OF OWNERSHIP (TCO)

Awards will be issued within the first 7 weeks of Spring and Fall semester by the internal volunteer committee. The committee will approve conference travel expenses directly or through reimbursement (upon submission of a Student Travel and Conference Form by Faculty chaperone). No physical assets or recurring equipment costs are expected. The initiative will operate as a renewable annual program, with future funding requests based on verified student outcomes and fiscal accountability data.

SECTION 4: ALIGNMENT WITH BOARD PARAMETERS

S4: GREATEST IMPACT

This initiative will have a campus-wide reach across all Academic and Career communities, serving Chaffey's 36,000 students, 64% of whom identify as Hispanic and many of whom are first-generation college students. Faculty and student survey data indicate potential to engage 150+ students annually as awareness grows. Research shows that conference participation yields strong academic and career impacts: attendees gain new methods, networks, and knowledge that enhance learning and persistence (Haus, 2020; Gilyard, 2024). The project's primary goal is to extend these benefits to students who are currently excluded by cost barriers.

S4: EQUITY FOCUS

Chaffey's demographic profile underscores the importance of equity: 84% of students are in non-occupational pathways, many balancing work, family, and financial constraints. Conferences provide transformative experiences through hands-on skills practice, collegiate level networking, and social capital that historically underrepresented students rarely access. Studies confirm that such engagement increases self-efficacy, academic belonging, and confidence in pursuing advanced degrees (Gilyard, 2024). By funding attendance, "Bridging Futures" directly addresses equity gaps in opportunity and representation.

S4: RESOURCE ENHANCEMENT

We do not currently have a fund for students to attend conferences. "Bridging Futures" fills a documented gap and complements (but not duplicating) things like scholarships, career services, transfer services, honors programs, and other programs. This initiative invests in experiential, high impact learning that links classroom theory to professional practice.

S4: COMPLETION OUTCOMES

Empirical evidence links conference engagement to improved motivation, clearer career goals, and persistence. All key predictors of degree completion and transfers. In studies of early career scholars, over 80% reported forming collaborations at academic conferences that led to publications and further study (Haus, 2020). Similar benefits at the undergraduate level reinforce engagement and commitment to degree pathways. Students will be given the opportunity to explore their own career interests, enhance their transfer application, and improve their personal/professional skills.

S4: TRANSFER OR EMPLOYMENT OUTCOMES

Conference participation demonstrably enhances transfer success and career readiness. Students who attend and engage at conferences acquire networking and communication skills, exposure to potential mentors, and resume strengthening experiences. All traits that universities/state colleges value in the transfer process and that encourage persistence toward higher goals. As Gilyard (2024) points out, attending conferences and meeting professionals leads to an expansion of a student's vision of what is possible.

S4: EXPLAIN FEASIBILITY

Feasibility is supported by both infrastructure and readiness. Of Chaffey faculty surveyed in Fall 2026 (n=47), 77% say they would use a centralized student travel and conference fund, and 43% have experience chaperoning a group of students attending conferences. Of Chaffey students surveyed (n=68), 81% expressed interest in attending if funding were available. The initiative requires minimal overhead making success both feasible and scalable. We would need a committee that will review applications submitted by faculty chaperones. We would need to lay the ground down for paperwork (creating an application process, creating a rubric, creating a student travel form). We would need to let students and staff know this is an opportunity available to them, thus

beginning the application process. Survey data from faculty and students confirm both a strong demand and broad readiness to complement this initiative.

SECTION 5: EVALUATION

S5: EVALUATION PLAN

Success will be measured through quantitative and qualitative data: number of students served, demographics, faculty participation, and conferences feedback. Annual follow-up surveys will be sent to alumni of the program to assess how they believe their participation has helped them in their educational and career goals since then. Institutional Research (IR) will assist with reporting completion, transfer, and degrees attained by student attendees. Bi-annual reports will summarize data for the Scott Advisory Group.

S5: MEASURABLE OUTCOMES

Quantitative: number of students funded, transfer and completion rates, degrees earned by attendees.

Qualitative: post-conference reflections and faculty surveys assessing growth in confidence, professional identity, and academic motivation.

Outcomes will demonstrate that removing financial barriers increases equitable access to transformative experiential experiences and accelerates student success trajectories.