

2023-2024 Student Service Program Review - Equity Center Latest Version

First self-study of the updated Student Service Program Review process. Review period: 2020-2021, 2021-2022, and 2022-2023.

Program Review Overview & Timeline

Section 1: Service Area Overview

A. Service Area Mission and Alignment : Version by Amador, Lui on 01/12/2024 23:32

1. Please review your mission statement provided above. Does it clearly and succinctly describe your service area’s purpose, direction, and values? If you have made revisions or updates to your mission statement, please provide your updated mission statement below.

The Equity Programs are devoted to advancing social and academic justice through community building and culturally responsive advocacy, programs, and services that encourage a sense of belonging, academic success, and ultimately empower students to navigate their intersectional journeys unapologetically beyond Cerritos College.

2. Briefly describe how the mission and purpose of your service area aligns with the Cerritos College mission and educational master plan.

The Equity Programs, including the LGBTQ+ and UndocuFalcon Scholars Programs, support the Cerritos Mission to provide support services that lead students to meet their education goals. The Equity Programs are an important element of wrap-around services that help students have a more equitable experience and develop greater cultural competence.

Through community building, programming, and support services such as advising, mental health support, and dedicated academic counseling the Equity programs aim to impact student retention, persistence, and successful completion within 5 years of matriculation.

B. Service Area Description : Version by Amador, Lui on 01/12/2024 23:36

Service	Description
LGBTQ Newsletter	released every 1st Friday, provides news, updates, and information regarding the LGBTQ+ population, on and off campus
Outlist	Update and maintain list of Cerritos College community members, including students, staff, and faculty aiming to increase the visibility of LGBTQ+ identities on campus by self-disclosing and making themselves accessible to those needing support.
Outreach	brief presentations and resources for classrooms, clubs, and other organizations including resource fairs and orientations on campus to speak on some of the services offered to LGBTQ+ individuals on campus.
Buddy Accompaniment	assigns buddy escorts to provide supportive accompaniment to those who may not feel safe entering a location on their own.
OUTober Series	LGBTQ History Month programming, including Rainbow Party, Pride Scavengers, UndocuQueerness Panel, Navigating Coming Out Workshop
Pride Tide Series	Includes Day of Silence, Monsterz gala, QTBIPOC Gallery, Peers, Dears, and Queers, a series of events to celebrate and raise visibility/awareness of and for the community
LGBTQ+ Student Orientation	provides information on resources on campus for LGBTQ+ students, including the LGBTQ+ Program and the P.R.I.D.E. Scholars Success Program, programmatic advocacy and referral processes on campus and more.
Lavender Graduation	End of year celebration to honor LGBTQ+ and ally students, and to acknowledge their achievements and contributions to the institution.
Student Alliance for Equality "S.A.F.E." Club	Advise the student club, S.A.F.E. is designed to provide a safe, brave space for those who are of the LGBTQ+ community and a safe place to speak on challenges that are internal & external
LGBTQ+ Career Planning Workshop	designed to provide students with empowering tools in to aid them in becoming LGBTQ+ professionals moving into the workforce.
P.R.I.D.E. Scholars Success Program	offers a multitude of activities, including social groups, art projects, and leadership opportunities, designed to empower LGBTQ+ students and allies to champion their academic journeys through a sense of P.R.I.D.E.
PROFESSIONAL DEVELOPMENT & ALLYSHIP TRAININGS	Safe Zone training is an opportunity to increase awareness among Cerritos College faculty, staff, and administrators; and to make classrooms or areas of service more inclusive. Also offer workshops including, LGBTQ+ Allyship 101, Supporting LGBTQ+ Students of Color, Bystander Intervention & The LGBTQ+ Community, Healthy Relationships, Community Resiliency Model (CRM)
Student Health Services Mental Health Partnership	offering specialized mental health services in the Equity Center
UndocuFalcon Newsletter	released once per month, provides local and federal news updates, programming, services, and events updates, and information regarding the Undocu population, on and off campus

Service	Description
UndocuAllies List	Update and maintain list of Cerritos College community members, including students, staff, and faculty aiming to increase support and visibility for Undocu and mixed-status students by self-disclosing and making themselves accessible to those needing support.
Outreach	: brief presentations and resources for classrooms, clubs, and other organizations including resource fairs and orientations on campus to speak on some of the services offered to Undocu and mixed-status individuals on campus.
Advising and Mentorship	guidance with resources such as UndocuCounseling referrals, AB540 application guidance, California Dream Act Application and other financial aid referrals.
Student Health Services Mental Health Partnership	offering specialized mental health services in the Equity Center
Legal Aid Assistance	Community partnership with CHIRLA to offer legal counseling for students and family, application fee support for DACA and advanced Parole, and workshops including "know your rights"
Undocu Week of Action	A week of programming, including workshops and other events to recognize the challenges and needs of this population as well as to celebrate their accomplishments
Undocu Grad Celebration	End of year celebration to honor Undocu, Mixed-status and ally students, and to acknowledge their achievements and contributions to the institution.
Workshops and events	Including transfer fairs, career workshops, financial aid workshops and more.
Professional Development & Allyship Training	UndocuAlly training is an opportunity to increase awareness among Cerritos College faculty, staff, and administrators; and to make classrooms or areas of service more inclusive.
UndocuL.E.A.D.E.R.S Club	Advise the student club, UndocuL.E.A.D.E.R.S. is designed to provide a safe and supportive space for Undocu & mixed-status and their allies to discuss, share resources, and connect on challenges and accomplishments both on and off campus.

B. Service Area Description Continued : Version by **Amador, Lui** on **01/12/2024 23:37**

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas programs and service offerings (e.g., publicity, outreach, recruitment, etc.).
 Promotion of services is accomplished through multiple methods and media, including newsletters, social media, e-mails, participation in resource fairs and events.

Outreach and recruitment occur through professional collaborations, word-of-mouth, visible campus-wide events, and inter-departmental referrals.

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?
b. How do they complement each other?

We feel strongly that the Equity Programs do not duplicate efforts, but instead focus on collaboration and cross-functional support. Our team is aware that we cannot be the experts in ALL areas but recognize the needs of our students to receive specialized attention. For this reason, we have developed and continue to develop important partnerships which does allow us to overlap services, creating a bridging effect for students to gain access to services via the Equity Center. Refer to the next question for details.

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

- a. Advance achievement, learning, or completion.**
- b. Support the service area’s mission, goals, and Service Area Outcomes (SAOs).**
- c. Enhance the quality of services and programs provided.**
- d. Create greater operational efficiencies for the service area.**
- e. Identify how your partnerships can or have mitigated equity gaps.**

Some of the most significant partnerships/collaborations that the Equity Programs has engaged with are:

1. Student Health Services - mental health provider is assigned to the Equity Programs to see students in the Equity Program's area, with specialization in LGBTQ and Undocu challenges
2. Transfer workshops and events - Collaborate with Transfer Center at Cerritos, but also Dream Centers at local universities to share transfer resources.
3. Counseling - currently finalizing offer of a part-time equity Counselor, who will work out of the Equity Program's space to ensure we are providing a direct connection to help improve academic performance, completion of academic plan, and accomplishment of Key Performance Indicators
4. Teacher TRAC/Cerritos Complete - outreach and reporting, the program provided prospective student responses of those who identified as LGBTQ+/Undocu and/or expressed interest in the program to support directed outreach efforts by the Equity Programs. Also, we are consulting with this team on strategies to remove barriers such as for students without SSN to participate in the program.
5. Veteran’s Resource Center – hosting collaborative events to capture and highlight the intersectionality of experiences. This includes movie nights, student panels, and university tours

These partnerships have contributed in the following ways:

1. Bring services into the Equity program’s Space where our students spend much of their time, improving access and visibility of services.
2. Engage students with more resource to support achievement, learning, and completion
3. Ensure students are receiving expert guidance from area specialists
4. Help address KPIs and equity gaps through wrap-around services that care for the student in a holistic manner, facilitating communication among student services and academic specialist to address a multitude of challenges and to implement effective and timely intervention

C. Service Area Organizational Resources : Version by **Amador, Lui** on **01/12/2024 23:38**

1. Please describe your service area’s organizational and personnel structure. Discuss:

- a. Reporting relationships.**
- b. Distribution of responsibilities/authority.**

c. Use of management or work teams.**d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).**

- Dean for Student Equity and Success (Dr. Lui Amador), Assistant Director (Gladys Calderon, oversees 2 direct reports, Program Facilitators – LGBTQ+ Program (Antonio Lavermon) and UndocuFalcon Scholars Program (Iveth Diaz); 2 Short-term, part-time Hourly assistants dedicated to Equity efforts - report directly to Assistant Director, but take guidance from Program Facilitators. Coming soon, a part-time academic counselor will report to Assistant Director.
- Program Facilitators design and execute program efforts independently with SAO's in mind, manage the implementation of annual budget, and maintain network of collaborators. The team fosters a supportive and creative environment that seeks to empower program facilitators to develop independence, efficiency, and open communication with the manager. Assistant Director's role is to lead development of goals and outcomes, support data and tracking efforts, help develop cross-campus relationships for collaboration, review budget, and advocate for program and student needs.
- Many of the efforts of each program overlap and support each other, and our programs often serve many of the same students. The team works collaboratively to develop a space and services that are welcoming and supportive for all.
- Lines of communication include weekly individual check-ins, emails, team meetings, use of Microsoft Teams messaging and collaborative documents. However, our team tends to have an open-door policy and the Assistant Director is available to the best of their ability whenever needed.

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions?**a. If applicable, what strategies has the area adopted to address staffing-related impediments?**

Our full-time program facilitator roles are fully staffed for the first time in nearly a year and this has been transformational for our programs. The level of autonomy that these roles practice allow the programs to constantly evolve and adapt in response to industry and legislative changes. However, the demands of mentoring and advising paired with the extensive programming efforts is a careful balance. As the Equity Center grows, the demands of organizing programming will become more and will reach a point where they will not be manageable by a single program facilitator. Additionally, the Equity Center should be serving more than just students in the 2 programs currently housed here. To support an expansion of programming and cultural recognitions/celebrations, the Equity Center will at some point benefit from an Equity Center Coordinator/full-time programmer.

Because we understand that our student populations can be particularly vulnerable, we are intent on developing a solid network of resources through collaborative efforts with Falcon's Nest, Student Health Services, and academic departments, and more.

In the coming semester, we hope to hire a part-time academic counselor dedicated to our Equity Programs students, a part-time Licensed Professional Counselor to support our students with their mental health needs, and additional part-time hourly workers to ensure full coverage of our front desk/reception demands.

Sharing a building with other programs has provided a unique environment, conducive to new collaborations and integration. However, staffing our multi-functional front desk is a challenge. Short Term hourly's have filled this gap to an important extent, but it does not allow for continuity and ensuring visitors receive consistent and adequate support across programs at the front desk is an ongoing challenge. The turnover is much higher with short-term hourly's than with full-time staff, so training is essential, but offering regular trainings where all hourly's can attend has also posed a challenge. Nonetheless, the teams in the Santa Barbara building are working on developing a training for all and its implementation in spring 2024 is a top priority.

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?

The Undocu Program Facilitator role was vacant for 9 months, after a failed search. A challenge to filling this role was the institution's unwillingness to negotiate salary with candidates even when they demonstrated meeting both minimum and desired skills and experiences.

During the vacancy, the program deteriorated significantly since there was no area expert.

Another area of opportunity is to better communicate and leverage the area expertise of our advisory and task force committees more effectively. The Equity Programs Team aims to transition the UndocuAlly Task Force to an advisory committee in the upcoming year.

Due to the nature of our student populations' vulnerabilities, we also implement an added emphasis on recruitment of culturally and socially competent Short-term hourly's to ensure they are aware of the importance of sensitivity and confidentiality. To this effect, we developed an internal confidentiality agreement and will be implementing cultural sensitivity training for all short-term hourly's.

4. How does the service area facilitate appropriate career development and progression for staff?**a. Describe the service area's professional development resources, activities, and/or opportunities.****b. How does this engagement directly reflect on the direction of your service area.**

Staff is encouraged to engage with committees, including hiring and planning committees. Additionally, we intentionally seek out opportunities to engage with programming in other areas, including campus-wide orientation and outreach opportunities. Team members are encouraged to engage in professional development opportunities through HR including Flex Day and professional organizations, including conferences and online trainings.

Both programs also *provide* professional development opportunities for the campus, through leading ally and other sensitivity trainings. The LGBTQ+ program facilitator is currently developing a collaborative training with Title IX and Transfer Center. The LGBTQ+ program facilitator is regularly invited and engaged to provide informative and educational presentations.

Our Undocu program team must stay abreast of legislative and policy updates which directly inform our practices and services. Likewise, the LGBTQ+ Program takes lead from common practices for this special population to best inform practices and programming, including Immigrants Rising, CHIRLA, LGBTQ centers of Long Beach and Orange County, CCC Foundation, California Student Aid Commission, and more.

5. Please describe the succession planning for your service area.**a. What steps are in place?****b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?**

This is an area of growth for the Equity Programs and something that we have begun focusing efforts towards in an on-going basis. Each program facilitator is developing Best Practice Guides (BPGs) for their services to describe step-by-step in detail how to accomplish, implement, and execute services, events, and programming, reporting, tracking, etc.

To this same end, each program is contributing to an FAQ and training guide for our Front Desk Short-term Hourly support staff to include customer service, sensitivity training, emergency response and evacuation plan, processes, and procedures, and more. The department is also developing a series of Standard Operating Procedures (SOPs) that outline key processes and functions.

Additionally, the LGBTQ+ and UndocuFalcon Scholars Programs are working on the implementation of EAB for appointment tracking, data collection, and cohesive/seamless advising and student tracking. As both programs are quite new, we are developing a baseline of data, determining what pieces of data are most indicative of success and best aligned with Cerrito's stretch goals to best track our programs' impacts and our students' success.

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation?**a. How does the department use the findings from these assessment efforts to improve the work environment?**

Our most common assessment method to determine staff well-being, satisfaction, and motivation are weekly one-on-one meetings between manager and classified. This is an opportunity to report on accomplishments and progress, but most importantly, to communicate about challenges and obstacles. Additionally, program facilitators have a monthly one-on-one check in with the Division Dean to discuss professional goals, challenges, and more.

As a division, we also participate in bi-annual division retreats to reset goals, connect with colleagues, and plan for the upcoming term. We also participate in monthly Building Meetings to ensure our building colleagues are up to date and smoothly collaborating.

Our team seeks to develop an open line of communication and an open-door policy to express themselves freely.

7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?

a. How does this participation reflect on your service area's plans and integration with the college.

Each Equity program works closely with an advisory or task force to develop a network of allies in different services areas to provide a more successful warm hand-off process and ensure expert support for students and a caring-campus environment.

Additionally, we have served on key hiring committees to help ensure new hires bring a DEIA student centered approach to their roles, including the Hiring committee for the director of public relations.

The Equity programs also offer Ally training for all Cerritos Community members including staff, faculty, student leaders, and more, supporting the institution's mission to provide equity minded and culturally competent opportunities to develop knowledge, skills, and values.

As we introduce EAB, we are working closely with the EAB Liaison group to learn best practice to most effectively use EAB's numerous functions and data tracking.

In the meantime, both programs have creatively developed relationships and methods for collecting and assessing data, including collaborations with Faculty and student services departments (Falcon's Nest and Student Accessibility Services) on campus-climate research and service area use to enhance outreach and holistic services and interventions.

Section 2: Service Area Trends

A. Service Area User Demographics : Version by **Amador, Lui** on **01/15/2024 23:34**

1. Whom do you serve?

a. Describe your primary and secondary user groups that the service area attracts and serves.

b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status).

Our primary users are students who identify as LGBTQ+, undocumented (including Asylum seekers), or from a mixed-status family. Our secondary users are students interested in Equity and diversity and those who identify as allies of these populations.

The Equity Programs have not historically closely tracked the detailed demographics of our users, with the intention of protecting their anonymity. However, we reiterate that developing and improving data tracking is a key initiative for both programs (through implementation of EAB)

Currently, students must self-identify and opt into sharing their detailed demographic information. We have begun implementing data collection strategies, including Cerritos App check-ins, internal surveys, and more in the lead up to the implementation of EAB.

The LGBTQ+ program has creatively and on an internal basis, been collecting demographic data via self-disclosure and program intake forms.

Currently, the LGBTQ demographics reflect the following break down:

Race/ Ethnic Identity

- Latinx: 20 (60%)
- Black: 6 (18%)
- White: 2 (6%)
- Asian: 1 (3%)
- Mixed: 3 (9%)

Gender Identity

- Male: 7 (21%)
- Female: 14 (42%)
- Trans: 4 (12%)
- Non-Binary: 5 (15%)
- Questioning: 1 (3%)

Sexual Orientation

- Gay: 6 (18%)
- Lesbian: 4 (12%)
- Bi: 7 (21%)
- Pan: 6 (18%)
- Queer: 3 (9%)
- Demi/ Ace: 2 (6%)
- Questioning: 3 (9%)
- Straight: 1 (3%)

2. How do the demographics of your users compare with the college as a whole?

a. Are the trends within your program in alignment with the broader, collegewide trends?

We do not currently have this data for the UndocuFalcon Scholars program. We are currently addressing how to collect such data

For the LGTBQ+ program, we are also seeking methods to improve our data tracking, as well as assessment of effectiveness. However, based on the limited data we have collected, the

demographics served by this program are reflective of the data reported by Cerritos College enrollment; our largest ethnic population is Latine/x. We do not currently track ages and Cerritos College does not track gender and sexual identity.

B. Service Area Service Trends : Version by Amador, Lui on 01/12/2024 23:40

1. Describe the usage trend for your service area in the last three years.

- Has it remained steady, increased, or decreased?**
- Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth formally incarcerated, and first-generation status)?**
- Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.**
- Describe any factors that contributed to any change.**

As relatively new programs, the LGBTQ+ and Undocu programs do not have a full cycle of 3-years of data. Each program has spent the last 2 years working on establishing programming, doing outreach, and engaging students. Participation and enrollment have increased in the 2 years of implementation.

Students self-disclose status and identities, pieces of data that are not collected formally through the ccc-apply process.

2. Describe your pattern of service. Include:

- Standard hours of operations.**
- Alternative modes (e.g., online, hybrid, etc.).**
- Schedules of delivery (e.g., early morning, evening services, etc.).**
- How your services meet the needs of the users.**

- The office is open Monday, Tuesday, Thursday, and Friday from 8 AM to 5 PM and on Wednesdays from 8 AM to 6 PM
- We offer services online, by phone, and email. Advising appointments are available in all of these modalities as well.
- Services are typically offered during business hours.

The physical space provides a safe and welcoming area to meet, connect, and pass time in addition to a centralized place to access resources. However, with services available online, we are able to serve students who have off-campus day jobs and families.

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

Most of our students engage with services in-person because the space is also used as a social and meeting space for the students and student led organizations.

The UndocuFalcon Scholars program serves students who often have major family and financial responsibilities as well as students with family that may not directly access our services (mixed-status students). For these students, online services are more efficient, as they can access them off-campus, including legal assistance from CHIRLA for themselves and family.

Most students access services in person, but transportation can be a barrier and services are provided in a virtual or hybrid format when requested.

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process : Version by Amador, Lui on 01/12/2024 23:41

1. What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

The service area goals align with the campus KPIs and stretch goals. However, our data is limited because the programs are new, and students must self-disclose. For this reason, the team is thinking creatively about strategies to collect data, including self-implemented surveys and disclosures in addition to the eventual implementation of EAB.

For the current academic year, the LGBTQ+ program is focused on increasing fall persistence and success rates for participating students, using fall 2022 as a baseline. The program seeks to track persistence from fall to spring and then spring to fall. Efforts to increase persistence include mental health services offered through the summer, summer programming, and summer enrollment.

The Undocu Program's main goal for the academic year is to increase persistence and success rates for participating students

Both goals will track persistence from fall to spring and then from spring to fall. We will also look at the number of units completed, with the goal of supporting our students in completing 14 units in their first two years. We will support persistence through engagement opportunities, academic planning outreach (in collaboration with new part-time equity counselor), mental health services, and other programming opportunities through the summer.

2. How are user needs assessed and considered in the development and delivery of programs and services?

- What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?**
- What are the sources of information your service area uses to understand current needs?**
- How have the needs changed over time?**

- Both Programs implement surveys and focus groups to collect input about student needs. Additionally, staying informed on public/current events and legislation that may impact our populations helps to inform the services and programming offered. We also collaborate with colleagues across campus who share data on their usage, such as Student Accessibility Services, Student Health Services, and Falcon's Nest.
- We rely on both professional and community organizations, like the CCC Chancellor's office, Immigrants Rising, CHIRLA, LGBTQ+ Community Center of Long Beach and Orange County, and more, as well as on the news and legislative updates.
- For example, with the suspension of new DACA approvals, we recognize that many of the needs of younger incoming undocumented students are different than those of DACAmented students (older students, typically 25 years of age or older). We have learned to adjust the type of information we offer, such as employment workshops that focus on the use of ITIN vs. DACA eligibility workshops. Similarly, we are attuned to current events, such as increased violence and hate targeted at LGBTQ+ members, as well as legislation across the nation that may be discriminatory and marginalizing. To events like this, we have responded with increased mental health efforts and opportunities for open forums.

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?

We have begun using the Cerritos Application events and evaluation function to help track participation and satisfaction.

However, we are exploring additional methods of collecting feedback, including tracking persistence, completion of units, comprehensive Educational Plan, and more. We believe that being able to offer incentives for participation in surveys and focus groups would allow us to engage students' opinions more effectively.

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?

We do not currently receive comparative/benchmark data from other programs on or off-campus. However, we do work collaboratively with on-campus program such as Student Accessibility Services, Student Health, and Falcon's nest to benefit from data collected by their programs so that we are aware of students with cross-functional needs to help guide outreach and programming.

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?

Our programs are not bound by legislation or regulations but are essentially informed by them. We are not required to do any specific regulatory reporting, but we do ensure that our use of budgets is aligned with guidance from the CCC Chancellor's office and field best practices.

Staff regularly engage with professional development opportunities to ensure we have the latest training on topics such as AB540 eligibility, SB132, and more. We then work closely with colleagues in other areas like Falcon's Nest, Admissions & Records, Financial aid and more to ensure we are referring students accordingly for questions that are governed by legislation and regulations where these areas report, such as California Dream Act, AB540, ADA compliance, and SB132.

B. Service Area Outcomes Assessment : Version by Amador, Lui on 01/12/2024 23:42

1. What does the data say about the success of your service area with respect to the achievement of your service area outcomes? Identify and describe the data sources.

As this is our first Program Review and we have not completed a full 3-year cycle of data, we do not have data to compare to or previous SAOs to assess.

2. What areas for improvement are suggested by the data?

N/A Equity Center was launched in 2022 and data collection has been limited and incomplete. Little historical data or benchmark data to assess

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?

While we are currently implementing more effective assessment data collection and tracking methods, we will use these to inform employee evaluations and adjustments in management practices, as well as program/service delivery.

4. How has the assessment of the service area outcomes contributed to your service area's improvements?

N/A – The department has not participated in developing and tracking SAOs until this year so outcomes data is still pending.

5. How does the service area make needed data and information available to area stakeholders?

We do not currently. This is an area of growth for our team and we will explore strategies with input from our advisory and task force groups on how to best assess our effectiveness, identifying collaborators across campus who could benefit from sharing our data, and for what purposes.

Section 4: Previous Three-Year Service Area Program Plan Reflection

Service Area Three-Year Reflection : Version by Amador, Lui on 01/12/2024 23:43

1. What are the primary strengths of the service area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?

Both programs have been built from the ground up in the past 2 years. We began with introducing basic services, such as workshops, advising/mentorship, and referrals. Over time, each program developed more comprehensive programming, that include mental health services, student led clubs, professional development opportunities for the community, and structured involvement opportunities for students, which allow students to engage critically with DEIA and foster a sense of community and comradery.

Our next initiative, in addition to improved tracking and reporting, is developing opportunities for learning communities which allow students to engage critically with DEIA. This may look like a series of workshops, training, and engagement opportunities that culminate in a special retreat or art project. This concept is still in development.

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

N/A - no previous area goals to report on. However, we are focusing on developing a baseline of data which will allow us to track progress and effectiveness more thoroughly and accurately.

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

The LGBTQ+ program received a one-time budget of \$112,120 for 5 years starting in 2021-22. This year, the program received a fortunate update, and the program has received an additional \$146,531, to be used by 2027-28.

We have allocated an equal amount of the budget per fiscal year: \$22,424 for the first 2 years (of the original allocation), and \$42,760.60 per year fiscal year from 2023-24 to 2027-28.

The Undocu Program receives an annual budget – this year's allocation was approximately \$120,000/.

Within each budget, we have prioritized the needs of our students, based on national research: Mental Health Services, dedicated academic counseling (for the upcoming year), professional development for the staff, and nominal amounts for equipment, recruitment material and marketing expenses.

Allocations and relocations are determined through a review process between the program facilitator and assistant director.

Specifically, the Undocu Program's budget covers the program facilitator's salary and benefits and has allowed for an allocation to support emergency student needs – such as application fees and other relief.

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

The LGBTQ+ received a limited 5-year budget from the chancellor's office that was set to expire by 2026. We recently received an additional allocation of \$146,500 to be used by 2028. This budget is being allocated and will support more effective mental health services and academic counseling and outreach efforts. This funding source is not guaranteed to be increased or extended, so in the next 3 years, it is also paramount that the program seeks out other funding sources, including grants, community donations and more.

The UndocuFalcon Scholars Program had a program facilitator vacancy for 10 months; the role has recently been filled. The vacancy created a budget surplus in the current year which will be allocated similarly to the LGBTQ+ budget.

Lastly, both Equity Programs terminated an external mental health contract in favor of an internal approach that includes collaboration between our programs and the Student Health Services. This will decrease the cost of mental health services significantly and allow us to offer the services for more time to more students.

5. How effectively do the service area's current facilities, space, and equipment support area operations?**a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?****b. What strategies have been adopted or will be adopted to institute these changes?**

Having a lounge area has been essential to build community and trust among program participants and the facilitators. We currently have 4 offices in the Equity Programs' space, 1 of which is used by Umoja/Puente, and another which is shared amongst short-term hourly assistants, the mental health specialist, and eventually our part-time Equity academic counselor. While the space currently meets our needs, we look towards growth and eventually foresee the need for an additional office space dedicated to these programs. As progress continues on the development of a new student services building, we also wish to emphasize the importance of continuing to have a lounge area to build community and establish safety. We also hope to continue in proximity to other programs who share similar goals, like Umoja, Puente, International Services, and the Justice Program, fostering intersectionality and collaboration. We also recognize there is a current lack of clear signage both outside and inside of the Santa Barbara Building, identifying the programs and their location. This is an item we will explore further with Facilities. The current budgets would support the purchase of signs; we will continue conversations to determine that these are complaint and safely displayed in compliance with Cerritos and ADA guidelines.

6. How has technology been integrated into the programs, services, and operating functions of the service area?**a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?****b. How has the service area kept pace with the development of hardware, software, maintenance, and training support?****c. What are the service area's projected technology needs for the future?****d. What strategies have been adopted or will be adopted to address these needs?**

We are currently working closely with the EAB implementation team to establish our programs in EAB, identify our students appropriately and confidentially, and build the response team to ensure their success. We are also learning and exploring the extent to which we can use EAB, considering the confidentiality needs of these 2 populations (i.e. who has access to student notes)

Training and implementation are in progress, as we learn the capabilities of EAB and how we can best leverage its functions to enhance reporting, record keeping, intervention, and data collection. We have adopted the Cerritos App for tracking use of services and space, group rosters, tools for communication, and event evaluations.

We are continuing to explore ways to improve our front desk functions. This includes requesting limited access for short-term hourlies to access EAB and schedule student appointments.

The full-time team is also evaluating People Soft permissions to determine additional helpful fields for access, use of reports, and identifiers for our students.

While we have implemented uses for the department I-pad for event check ins, we continue to explore creative ways to incorporate its use.

7. What major challenges face the service area?**a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?**

We recently faced a significant challenge with the implementation of our mental health services. Currently, we are working to establish our partnership with Student Health Services to collaboratively offer supportive and culturally competent mental health support to our programs' students in our space. Student Health Services will support managing and monitoring effective and professional services, tracking appointments and clinical notes. The Equity team will seek to hire at least one part-time licensed professional counselor that will demonstrate competency in the Undocu Experience and LGBTQ+ experiences. This will allow us to address a need for our population while ensuring quality and control.

The other, previously mentioned need is improved data collection for which we are implementing EAB.

Additional challenges are posed by institutional social and political changes that impact our programs, services, and our students' mental health and safety.

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.****b. What specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?****c. What long-term impact would you like your service area to have on the College and the community?****d. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

LGBTQ+ Program:

- Development of LGBTQ+ Living Learning Communities
 - In addition to the continuation of professional development workshops for the campus (a progressive type of learning community [conceptually]), the LGBTQ+ Program provides traditional LGBTQ+ Living Learning Communities centered around student success by identifying courses which have posed historical challenges to the student population; and partners with an academic counselor to provide a specialized space intended to cultivate student.
- LGBTQ+ Student Emergency Fund
 - The Program is in partnership with Falcon's Nest, Financial Aid, and/ or other stakeholders on campus that influence the access to basic needs support, specifically those who can provide financial assistance or relief.
- LGBTQ+ Student Initiative Project
 - The LGBTQ+ Program grants direct sponsorship to a select student(s) to host and execute their own event, providing leadership opportunities: professional development training, networking, identity exploration/ championship, etc.
- LGBTQ+ Student Success Planning
 - As it stands, the LGBTQ+ Program offers student success planning oriented around the P.R.I.D.E. Scholars Success Program requirements; however, this model is used outside of program participation for students who request support in discerning personal actionable items over the course of their academic journeys. This may include a range of factors, including grades increases and event attendance.
 - Exploration, expansion, and further solidification of intention: to identify areas of opportunity which promote student success through self-accountability.

UndocuFalcon Scholars Program:

- Increase and strengthen partnerships:
 - Collaborations are growing, but the Undocu Program aims to be the central hub for students, able to refer students effectively and with clear and comprehensive follow up. This will require partnerships both on and off-campus, including units like Admissions and Records, Financial Aid, basic needs, Community College Foundation, CHIRLA, Immigrants Rising and more.
- The program has a rocky start, implementing programming that is sustainable and institutionalized to an extent that would permit the program to continue effectively in the absence of a program facilitator.
 - Increase CADAA applications
 - Programming/workshops - increase offerings and attendance
 - Create pipeline programs to local 4-year universities.

- o Increase Scholarship and Emergency aid opportunities
- o Create a running CA Dream Act Service Incentive Grant (DSIG) program, that allows undocumented student to receive professional experience despite not having SSN
- o Establish sustainable and culturally competent mental health support
- o Learning Communities – for credit courses for students in the program

Equity Center:

- Nurture culture of collaboration, scaling what we have started, become a central hub for students to host their own events, activity spaces, and participate in multiple programs, simultaneously.
- Eventually, full-time programming support. Designated funding for the Equity Center to support broader programming that includes other support programs like Umoja, Puente, APIDA, etc.

Section 5: Service Area Three-Year Action Plan (Goals, SAOs, Objectives, Action Plans, and Resource Requests)

Service Area Goals, SAOs, Objectives, and Action Plans : Version by Amador, Lui on 01/15/2024 23:20

SAO's	Service Area Goal Alignment	Method of Assessment	Assessment Year
Participating students will feel empowered to access wrap-around resources.	The Undocu and LGBTQ+ programs will seek to improve effective resource utilization to increase student engagement and persistence. The Equity Programs develop metrics and determine key data points, including demographics, identities, academic success points, and more to establish a baseline of data to track effectiveness and progress of services provided.	Track referrals to other programs & services. Track event and workshop participation Track comprehensive academic plans	SAO will be assessed each year.
Participating students will feel knowledgeable about their rights as special populations (i.e. changing preferred name, not being required to disclose immigration status, etc.) and will feel prepared to engage in self-advocacy	The Undocu and LGBTQ+ programs will seek to improve effective resource utilization to increase student engagement and persistence. The Equity Programs develop metrics and determine key data points, including demographics, identities, academic success points, and more to establish a baseline of data to track effectiveness and progress of services provided	Track advising appointments. Track counseling appointments. Track event and workshop participation	SAO will be assessed each year.

Aligned Action/Recommended Action Plan (SS) : Version by Amador, Lui on 01/15/2024 23:21

Goal(s)	Responsible Party	Target Date of Achievement	Action Steps
The Undocu and LGBTQ+ programs will seek to improve effective resource utilization to increase student engagement and persistence.	Program Facilitators	End of Year 2	Increase cross-functional collaborative events such as resource fairs, campus tours and social events; Increase outreach and visibility to increase program participant numbers. Outreach campaigns to students to ensure regular counseling meetings and comprehensive academic plans; Implement EAB for appointments to increase self-serve access for students and data tracking for referrals and participation; Further implement the use of Cerritos App for event check in and evaluations
The Equity Programs develop metrics and determine key data points, including demographics, identities, academic success points, and more to establish a baseline of data to track effectiveness and progress of services provided.	Assistant Director with input from both Program Facilitators	End of Year 1	Implement EAB for appointments to increase self-serve access for students and data tracking for referrals and participation; Identify clear and confidential process for identifying program participants; Align data points with stretch goals including completion of 15 units in first 2 academic years, passing first 5 transfer credit courses, and completing comprehensive ed plans.

Service Area Resource Requests : Version by Amador, Lui on 01/15/2024 23:33

Priority Ranking	Resource Request	Estimated Cost	Occurrence	Resource Type	Funding Source	Goal/SAOs	College Goal	Justification
1	Part-Time academic counselor	\$83,000	Recurring	Faculty	SEAP	Goal 1: proactive intervention and educational campaigns to ensure students are enrolled in required courses, sufficient units, and have comprehensive educational plans, help students more directly reach their goals while maintaining status; Goal 2: increase direct relationship with staff, empower students to understand resources available and access them, provide an intervention opportunity for at risk or struggling students; Goal 2: Develop staff/student relationship to support student integration and engagement with student resources. Identify student needs and make appropriate referrals to necessary resources.	Goal A: Strengthening the Culture of completion by ensuring students have regular access to a dedicated academic counselor who understand the specific requirements for maintaining F-1 status; Goal D: provide a direct contact person for faculty and for the counseling department in particular for questions regarding international student regulations and how to best academically advise a student to ensure compliance; Goal F: Help enhance organizational effectiveness by providing training opportunities and a point of contact to help educate colleagues.	The Equity Center seeks to build bridges to campus resources with a focus on our student populations' needs. Providing a general counselor within the Equity space allows for greater access, increased outreach and focused intervention efforts. Interviews were already conducted and excellent candidates identified. This position has been previously approved, but we wish to ensure funding through SEAP funds.

Priority Ranking	Resource Request	Estimated Cost	Occurrence	Resource Type	Funding Source	Goal/SAOs	College Goal	Justification
2	Administrative Clerk II	Shared estimated amount: \$139,000 includes salary + Fringe benefits (used max amount of medical \$22,065) = \$47,000 per department	Recurring	Classified	General Fund (Program 100); Categorical - Equity, other funding	<p>Goal 1: assist with outreach and intervention, calling and emailing students when issues are identified. Proactively support outreach efforts to educate students on requirements, participation opportunities and resources; increase engagement with resources, provide a level of intake advising to refer students immediately and effectively to appropriate resources, ensure student have an immediate touch point when visiting the Equity Center</p> <p>Goal 2: assist in data tracking, maintaining EAB, and programming</p>	Goal A: Strengthen the culture of completion by enhancing a student's sense of community, access to resources and connection to staff; ensuring program alignment by strengthening partnerships through collaborations, early cross-function interventions and referrals; and programming partnerships;	<p>The Equity Center shares front desk services with Study Abroad, International Student Services, and CalWorks. Having a fully staffed front desk team with continuity of training and service has been a challenge that we have attempted to fill with the support of short-term hourlies. Unfortunately, their schedules, availability, and commitments change from semester to semester creating a lack of consistency and training at the front desk. A full-time staff at the front desk would support better customer service of all of the populations served at the Santa Barbara Building and it would eliminate the need for full-time staff to be pulled away from their regular duties to help fill gaps at the front desk. A full-time front desk staff would also help provide oversight of short-term hourlies, ensuring training, consistent and high-quality customer services, and coverage. This individual could also help to support programming for the Santa Barbara Building and Equity</p>

Priority Ranking	Resource Request	Estimated Cost	Occurrence	Resource Type	Funding Source	Goal/SAOs	College Goal	Justification
3	Part Time Licensed (mental health) professional counselor	\$60,000	Recurring	Other Staffing	Equity (Undocu and LGBTQ+)	Goal 1: Ensure students emotional needs are met, engage with all aspects of the students' health provide a wrap around service	Goal A: Strengthen the culture of completion by enhancing a student's sense of emotional health and wellness	Center as a whole, with the aim to expand the purpose of the Equity Center from a simple lounge to a space of community building for more programs. National Data supports that individuals who identify as LGBTQ+ access mental health resources at a 2.5 times higher rate than the general population. Additionally, 30% of the LGBTQ+ community report having a mental illness (https://mhanational.com/communities-and-mental-health). A UC system survey showed that Undocu and Mixed status students reported higher rates of depressions, trauma, and financial instability. To support our growing collaboration with Student Health Services and to support consistency and continuity of services to our students, we aim to hire a part time licenses professional counselor with specialize cultural competence in the LGBTQ experience and Undocu experience.

Priority Ranking	Resource Request	Estimated Cost	Occurrence	Resource Type	Funding Source	Goal/SAOs	College Goal	Justification
4	Student Emergency Funds/grants	\$30,000	One-time request	Other	Equity; Categorical	Goal 1: Ensure student basic and emergent financial needs can be met on one-time basis to help students more effectively connect with other more sustainable resources. Goal 2: Provide an additional point of data to track engagement, support, demand, and need.	Goal A: Strengthen the culture of completion by allowing students to work past a one-time financial challenges so they can remain engaged with their academic journey	While we collaborate with our advisory groups on creative funding for scholarships, these opportunities are limited and only offered 1 or 2 times per year. Research shows that Undocumented students face increased financial instability and LGBTQ+ students are more likely to experience housing insecurities. Having a source of funding for emergency cases to allow students to continue their enrollment on a term-by-term basis could provide an important source of security for students.
5	Branding & Marketing Materials	\$4,000	One-time augmentation	other	Equity; SSSP	Goal 1: Increase visibility of programs and outreach efforts	Goal D: Improving internal and external communication by raising awareness and visibility of programs	To support our pursuit of outreach, growth, and engagement, we need to restock 'swag' items, such as graduation sashes, totes, pens, and other miscellaneous items. We have faced a challenge in branding, and we hope that moving forward, the program will be permitted to retain a level of creative identity that is important in celebrating these specific communities.

Section 6: Service Area Program Review Process Reflection

Program Review Reflection : Version by Amador, Lui on 01/12/2024 23:48

1. In what capacity were your service area staff, and/or users involved in the program review process?

Assistant Director took the lead to complete the initial program review based on ongoing communication with program facilitators. The team was then invited to review answers and provide specific feedback. The team also assisted with providing data on demographics, students served, and program effectiveness based on their current tracking methods. The review was concluded with a committee meeting in which we reviewed item by item to edit and enhance.

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?

Assistant Director communicated the campus 5-year stretch goals and KIPs, we explored together specific pieces of data that would support these general goals. Throughout the semester, the team has had regular check ins on progress, and have reported number relevant to the SAO's and area goals.