



FULLERTON COLLEGE

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Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

Cadena Cultural Center

Division of Counseling & Student Development

Statement of Collaboration




The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.


Participants in the self-study

Dr. Connie Moreno Yamashiro, Director, Student Development & Engagement
Gilberto Valencia, Coordinator, Cadena Cultural Center

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

Gilberto Valencia		Coordinator	12/20/2022
Printed name of Principal Author	Signature	Title	Date
Dr. Connie Moreno Yamashiro		Director, SDE	12/20/2022
Printed name of Department Manager	Signature	Title	Date
Dr. Jennifer LaBounty		Dean	Dec 20, 2022
Printed name of Dean or Immediate Management Supervisor (IMS)	Signature	Title	Date


Gilbert Contreras (Dec 21, 2022 12:51 PST)
VPSS, Dr. Gil Contreras

Dec 21, 2022

1.0 Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission:

The services provided by the Cadena Cultural Center directly supports the Fullerton College Mission by fostering a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members. Workshops, presentations, cultural celebrations, and educational campaigns are a few of the opportunities for Fullerton College community members to step out of their comfort zone and increase cultural awareness and competence, examine one's own world view, and increase their sense of belonging to the campus.

Vision:

The Cadena Cultural Center's vision - "to create an inclusive campus community where diversity is celebrated and all identities and experiences are respected, appreciated, supported and empowered" aligns with the college's vision of transforming lives and inspiring positive change in the world. Our student-led discussions and student panels provide opportunities for students to engage in topics central to their educational and lived experiences. Students have expressed a sense of pride and community through their leadership roles in hosting these discussions. Collaborations with faculty and staff across the campus bring a wide array of expertise to the planning and executing of programming and assists in our intersectional approach.

Core Values:

The Cadena Cultural Center supports the following Fullerton College Core Values:

Diversity, Equity, Inclusion:

Our center hosts the following types of programming efforts that promote and support Diversity, Equity, and Inclusion. **Celebrations** honoring heritage, history and diversity through expressions of art, dance, food, language, and music. **Structured Conversations** focusing on storytelling and gaining active listening skills. **Student-led discussions** where they are able to express their educational experiences and how they can connect to support networks on and off campus. **Educational Campaigns** through social media (*Reclaiming our Titles*-highlighting banned books by Latinx Authors) and campus displays (Library Ofrenda for Dia de los Muertos). **Socials** that are student-focused and have community building and networking activities. Other type of programming includes bringing in **guest speakers**, taking **tours** to local museums and cultural sites, and hosting **educational screenings** and discussions.

Partnerships (collaborations with Campus communities)

As the official campus cultural center, we strive to provide a network ("Cadena") of various departments, student organizations, and staff to provide services that enhance our awareness of culture and diversity, engage in anti-racism work, and promote a sense of belonging among our students and staff. Collaborating with the Library for our educational ofrenda display for Dia de Los Muertos and the Reclaiming our Titles Social Media Campaign. Collaborating with Academic Departments such as Ethnic Studies and Political Science for discussions and workshops. Consulting with community organizations such as Los Amigos and bringing in Alumni for our Aztec Dancers or Ballet Folklorico for Dia de los Muertos. We have also brought reputable 501c3 non-profit organizations to promote volunteer opportunities for our students during campus wide events like CommUNITY Day.

College Goals:

The services offered by the Cadena Cultural Center support the following college goals: Cultivate Culture of Equity, Cultural Hub for Community, and promote Student Success. Our student led discussions and workshops and quad celebrations highlight different racial and ethnic backgrounds (Latinx, LGBTQIA2S+, Black/African American) and help increase a sense of belonging (**culture of equity**). Large campus events such as Dia de los Muertos or KinderCaminata invite the larger outside community to come and learn about what Fullerton College offers in and out of the classroom and therefore creating a **cultural hub** for the community. All the Cadena Cultural Center programming efforts are collaborative efforts involving students, faculty, and staff, which promote student success in and out of the classroom.

2.0 Program Description/Data & Trends Analysis

2.1 Describe the purpose, components, and staffing of this program.

Purpose

The primary purpose of the Cadena Cultural Center is to foster an awareness and appreciation of culture and diversity as well as serve as a brave space. Staff advocate and work towards creating an equitable and just environment where students from various racial, ethnic, cultural, gender, and other identities designated as a protected class by California law can thrive and meet their educational goals. The center actively seeks student engagement and hosts opportunities where students can think critically and examine the diverse world from various lenses or trains of thought. In all programming components, student voices are centered, and opportunities are created where they are invited to share their narratives and lived experiences.

As the official cultural center of Fullerton College, a secondary purpose of the Center is serving as a “nexus” for all cultural and diversity events at Fullerton College. To meet our mission, the Cadena Cultural Center maintains the “Campus Cultural & Diversity Events” online calendar. This has required the Cadena Coordinator to InReach and collaborate with other campus departments and programs, as well as the Fullerton College Office of Campus Communications, to ensure that this calendar is an accurate reflection of all cultural and diversity events hosted at Fullerton College. In addition, the Cadena Cultural Center serves as a resource to assist other campus entities in a variety of ways from cohosting and planning to advertising.

Cadena Cultural Center Components

- I. Celebrations
 - a. Honor heritage, history, and diversity through cultural expressions (art, dance, food, language, music)
- II. Conversation Circles
 - a. Structured conversation focusing on storytelling and current events while practicing active listening skills
- III. Student Forums
 - a. Student-led discussions on how our students are experiencing their education and finding ways to connect and support networks both on and off campus
- IV. Educational Campaigns (Social Media & Campus Displays)
- V. Socials
 - a. Student focused community building and networking events

- VI. Guest Speakers/Lectures
- VII. Education Screenings
- VIII. Tours
 - a. Local museums and cultural sites
- IX. Supporting campus community ideas
 - a. Student Clubs, Faculty/Staff

Staffing

Since the previous program review, the Cadena Cultural Center officially separated from the Transfer Center on July 1, 2021. A new Director for the Student Development and Engagement (SDE) Department was hired in March 2022 and the existing Cadena Cultural Center Coordinator is assigned to support Cadena and various programs within the SDE department. While SDE is a department and Cadena is a program within the department, Cadena receives Student Equity funding and the SDE department has no standalone funding source. Cadena Student Equity funds pay for (1) Professional Expert to assist with cultural programming (38.5 weeks, 26 hours per week in fiscal year) until a new full-time permanent Student Services Specialist is approved for hire at the District (support and approval at Fullerton College has already happened). The support provided by Professional Experts has been instrumental in assisting with programming during the pandemic and hosting a variety of online workshops. The Professional Expert position is critical to supporting all components of the cultural center as well as the initiatives outlined in our purpose. During the 22-23 academic year, we were able to hire one additional Professional Expert to assist all four areas of the Student Development & Engagement department with equity funding. This position supports administrative responsibilities (budget, event planning, front desk support, outreach, scheduling, special projects) until a full-time permanent Administrative Assistant II is approved for hire by the District (support and approval at Fullerton College has already happened). This is a vital position as the Director and Coordinator continue to develop an inaugural Student Development & Engagement Department for Fullerton College (more details found below). While part-time professional experts have been instrumental to the development of the department, it is simply not enough support as the Director and Coordinator continue to take on the roles of the Specialist and Administrative Assistant, so we are hopeful that the full-time permanent Specialist and full-time permanent Administrative Assistant II will be hired in 2023.

Essential Components

A component of the Cadena Cultural Center that is critical to highlight involves the full-time staff and their involvement in developing the Department of Student Development & Engagement. The Director and Coordinator are setting up daily operational processes, managing 15+ budgets, hiring part-time staff, opening two new physical spaces (Building 500, Room 512-02 – Home of Cadena Cultural Center, Grads to Be Program, LGBTQIA2S+ Resource Program & 1903-1904, Umoja Community Program Village Space), and inheriting new long-standing campuswide events into the department. Additionally, both the Director and Coordinator continue to be incredibly involved campus wide with DEIA initiatives (Student Equity & Achievement Committee, Guided Pathways, Diversity Advisory Committee, and President’s DEIA Task Force) and are serving as consultants and voicing opinions for initiatives such as SEA 2.0, Guided Pathways, Student Enrollment & Management, APIDA initiatives, responding to inquiries from other campus constituents. Thus, these positions are critical to Fullerton College’s DEIA efforts.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers					
Director of Student Development & Engagement	1	100%	12	Categorical	1*
Classified					
Coordinator-Cadena Cultural Center	1	100%	12	Categorical	1*
Faculty (full-time)	NA	NA	NA	NA	NA
Faculty (Adjunct)	NA	NA	NA	NA	NA
Hourly - Adult	NA	NA	NA	NA	NA
Hourly - Student	NA	NA	NA	NA	NA
Professional Experts					
Cadena Cultural Center Program Assistant	1	65%	8.8	Categorical	.65
Student Development & Engagement Department Assistant	1	65%	8.8	Categorical	.65
				Total FTE	3.3

*Even though they are employed full time (100%) 12 months out of the year, both the Director and Coordinator also have duties related to the Department of Student Development & Engagement that include Grads to Be Program, LGBTQIA2S+ Resource Program, and Umoja such that the total FTE dedicated to the Cadena Cultural Center is lower than 3.3 since 2.0 of 3.3 is divided between four programs.

2.3 Other Resources – N/A FOR CADENA CULTURAL CENTER

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors	NA	NA	NA	NA
Volunteers	NA	NA	NA	NA
Interns	NA	NA	NA	NA
Total Hours & Costs	NA	NA		
Total FTE				NA

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

When discussing the appropriateness of the staff levels of the Cadena Cultural Center, it is crucial to mention that the staff assigned to support the center and tasked with hosting cultural programming has always been split between supporting other programs such as the Transfer Center, Grads to Be Program and most recently LGBTQIA2S+ Resource Program and Umoja Community Program. From the time the center was created as the Cadena Center in 1996, to when it merged and became the Cadena Cultural & Transfer Center in 2001 (two centers housed in one facility) with linked missions to encourage more underrepresented students to transfer to four-year institutions, to now an area within a newly formed department there has been minimal full-time and part-time employees and their roles often entailed partial tasks to do cultural programming. The center has been in dire need since its inception of full and part-time employees strictly assigned to meet the growing student population with a focus on intersectional programming. The Cadena Cultural Center requires the following staffing dedicated 100% to cultural programming: one full-time Coordinator, one full-time Student Services Specialist, one-permanent part-time employee, and one Professional Expert are needed. The level of intersectional programming required by our students calls for a dedicated Administrative Assistant to support the process of all the paperwork with guest speakers, off-campus vendors, student conferences, webinar opportunities, supply orders, and other student requests/initiatives.

The mission, vision, and collaborative nature of the Cadena Cultural Center is the foundation to meet the needs of our changing student demographics. The missing component is dedicated staff and adequate funding for the cultural center to provide opportunities where we can critically examine our world view through a diversity, equity, inclusion, and anti-racism lens. Reimagining its focus and access to funding to pay for staffing would increase the capacity to respond to the high demand and requests from our campus community to co-sponsor and co-coordinate cultural events.

As part of the reorganization in 2022 and the Cadena Cultural Center becoming part of the Department of Student Development, the Director and Coordinator are split with duties (mentioned in Section 2.3) consisting of supporting 4 programs (Cadena Cultural Center, Grads to Be Program-Undocumented Student Support, LGBTQIA2S+ Resource Program, and Umoja Community Program). Large-scale campus traditions such as Dia de los Muertos and KinderCaminata have already been reassigned to the Cadena Cultural Center in 2022. We are anticipating more coming our way including new initiatives such as Asian Pacific Islander & Desi American focused. One Director and one Coordinator with one part-time Professional Expert is not adequate staffing, so we would recommend an additional full-time permanent Student Services Specialist, one full-time Administrative Assistant, and a part-time permanent employee to support programming needs throughout the year.

2.5 How many students are served? How has this number changed since the last review?

- **2018-2019 (In-Person)**
 - Total in-person contacts (duplicated): **3,846**
- **2019-2020 (Impacted Half-Way by COVID-19 Pandemic)**
 - Total in-person/online contacts (duplicated): **446**
- **2020-2021 (Remote Services Only)**
 - Total online contacts (duplicated): **105**
- ***2021-2022 (Remote Services Only)**
 - 147 Students (duplicated)
 - 94 faculty/staff
 - 10 community members

*2021-2022 includes staff and community due to our collaborative efforts with Cypress and NOCE (North Orange Continuing Education) for a district wide Hispanic Heritage Month. This only includes numbers from events hosted and facilitated by Cadena Cultural Center staff. Therefore, we are including faculty/staff & community members in attendance.

During the 21-22 Academic Year, the Cadena Cultural Center served 147 students, 94 staff, and 10 community members. Presentations, workshops, and celebrations were all conducted via Zoom. These numbers are significantly lower since the last program review due to having to be fully remote, programming limitations/restrictions (unable to take field trips, host quad events,) and engagement being low across the campus. While numbers were lower, new partnerships were developed and programming efforts shifted to district wide programming. The Cadena Cultural Center partnered with the Latino/a Faculty & Staff Association to host a district-wide Hispanic Heritage Month Celebration. Additionally in 2021-2022, a critical component to highlight is that the staff within the Cadena Cultural Center provided support to the Grads to Be Program, newly formed LGBTQIA2S+ Resource Program, and Umoja Community. The administrative support and assistance with programmatic efforts and student engagement are not reflected in the numbers mentioned above.

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impacted the services of this program?

Since the last program review, there have been major organizational structures that have significantly impacted the Cadena Cultural Center. New full-time staff, reporting structure, and significant DEIA programmatic tasks have been highlighted throughout this program review. Two major items not yet discussed resulted in drastic impacts on our area's services. The first one was the reassignment of the Grads to Be Program designed to support undocumented students and students with mixed status families. The second one was the COVID-19 Pandemic.

The Grads to be Program was reassigned from Counseling to the Cadena Cultural Center in July 2019, shortly after the new full-time Classified Coordinator began. In addition to being tasked with re-envisioning the Cadena Cultural Center programming and a standalone center away from the Transfer Center, the Coordinator was tasked with building out Fullerton College's undocumented student support. In many ways, the Cadena Cultural & Transfer Center became three centers with similar yet distinct missions with the addition of the Grads to Be Program, all housed under one area. With the reassignments of the Grads to Be Program came expectations. Grant outcomes, access to funding, and campus leadership expectations resulted in the coordinator's focus shifting to hiring part-time staff, building out the infrastructure for undocumented student support (academic and mental health support, legal services, scholars' program) and increasing student engagement. The original goal was to develop Grads to Be while attempting to maintain the same level and quality of cultural programming. However, this was significantly impacted by our second item, the COVID-19 Pandemic.

The COVID-19 pandemic significantly impacted the services of the Cadena Cultural Center. Safety measures and restrictions to protect our students from the virus severely impacted the type of programming offered (large-scale quad events, cultural tours, display campaigns, partnerships with local community, and collaborations with faculty and staff). The focus became curating anti-racism resources for the Cadena Cultural Center website (cadena.fullcoll.edu), identifying free webinars or online conferences for students and staff, and becoming a resource to other areas interested in hosting virtual events centering diversity, equity, inclusion, and anti-racism. The coordinator became involved with the President's DEIA Task Force, building the infrastructure for our undocumented student support services, and laying out the foundation for a standalone cultural center away from the Transfer Center.

There was a shift in our approach once again in 2021-2022 with the official separation from the Transfer Center. The challenges of the pandemic (highlighted above) along with focusing on operations for a new department (Student Development & Engagement), developing a framework for student engagement as a standalone center, and preparing for the return to in-person services significantly impacted the Cadena Cultural Center.

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

The State of California mandates through Student Equity 2.0 (2022-2025) plan and the emphasis on race consciousness approach to programming will impact all aspects of our student programming. National trends for campuses to become more Anti-Racist will create new policies, guidelines, outcomes, and assignments. Guided Pathways, APIDA initiatives, reorganizations within Student Services, and the upcoming move to the Chapman Newell building will shape the effectiveness of the

Cadena Cultural Center's footprint within the Department of Student Development & Engagement and the overall Fullerton College community.

- 2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

Since our return to campus in April 2022, our department has strategically been collecting qualitative data in various settings (tabling, front desk, casual conversations, class presentations) and asking students what they would like to see from a standalone cultural center. A survey we created in late Spring 2022 to gain campus input about our Cadena Cultural Center only yielded 9 responses, but much of the qualitative data expresses a need to have a space for students to be in community and host cultural programming while also considering DI population with little to no visibility such as Native American and SWANA students. We are still collecting information and do not yet have conclusive next steps.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

- 3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

The greatest strength of our program focuses on our collaborative efforts and prioritization of working with faculty, staff, and students. The Cadena Cultural Center prides itself on working closely with the campus community to bring forth events that center the lived experiences of students increasing sense of belonging. Large-scale campus traditions that have been reassigned to our center during the 2022-2023 academic year (Día de Los Muertos and KinderCaminata) invite our larger City of Fullerton and surrounding communities to experience all components of student life at the college. These two events provide direct links to faculty's curriculum and the opportunity for students to directly apply what they are learning. Hosting an Ofrenda highlighting the traditions of Día de los Muertos or an activity station that teaches kindergarteners about psychology, emotions, and the brain are two examples of links to curriculum.

Many of the events hosted by the Cadena Cultural Center are celebratory in nature and serve as a strong reminder that students belong at Fullerton College. Students have been incredibly receptive to our programming during the Fall 2022 semester, and they are yearning for community and a sense of belonging on campus after many years in the pandemic that caused physical, social, and emotional isolation. The work of the Cadena Cultural Center is now more important than ever as we return to more in-person engagement from COVID-19, and our center is happy to fill a gap that students have experienced for too long.

- 3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

The center's mission, vision, and contributions to the overall campus community have grown since its inception in 1996. However, a permanent staffing structure has not been funded. The primary weakness has been and continues to be adequate funding and staffing to meet the needs of our

changing demographics and to host intersectional programming where students feel their salient identities matter. Despite receiving commendations from accreditation team visits, the center only has one full-time classified staff member dedicated to planning and coordinating services. The center required permanent positions to significantly support the various disproportionately impacted student groups highlighted in our Student Equity and Achievement 2.0 plan.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

The campus shared governance committee approved the separation of the Cadena Cultural Center from the Transfer Center and allocated funding for additional staffing support through the SEA plan. In this plan, there is designated support in the form of a Full-Time Specialist and a Department of Student Development & Engagement Administrative Assistant II. The framework for adequate support exists. However, as of the submission of this Program Review, we have not yet received approval at the district level. This will be discussed in further detail in Section 3.4.

The support we need is administrative to process requisitions, guest speaker paperwork, travel, and reimbursements for supplies for events hosted by the Cadena Cultural Center. The programs hosted by the center involve substantial daily paperwork, and thus administrative support is critical. The Full-time Specialist would assist in our intersectional programmatic efforts and be the first point of contact for students and faculty/staff interested in collaborations. Continuing to have Part-Time Professional Expert support will further increase our capacity to host very tailored identity-based programming (Latinx, African American/Black, APIDA, Males of Color) through workshops, student forums, conversation circles and thus resulting increase student sense of belonging to Fullerton College. The Coordinator and Director can continue to focus on developing the Department of Student Development & Engagement, contribute to campus wide DEIA initiatives (Student Equity & Achievement Committee, President's DEIA Task Force) and serve as consultants/voice opinions for SEA 2.0, Guided Pathways, Student Enrollment and & Management, APIDA initiatives, and respond to inquiries from other campus constituents. All critical to Fullerton College's commitment to becoming an Anti-Racist campus.

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

The framework for adequate support exists through the approval of a Full-Time Specialist and a Department of Student Development & Engagement Administrative Assistant II. At the time of this Program Review submission, District Human Resources had not yet provided approvals for these positions. Students will continue to be exposed to microaggressions, discriminatory acts, and other local and national events that will impact how they show up in our classrooms and campus. The impact on their social and emotional well-being will increase the need to host processing and healing spaces, provide educational spaces through guest speakers, and the need to diversify the type of programmatic efforts we host. The common denominator in all of this is staffing. Without adequate staffing, we cannot meet the changing needs of our student body. Institutional barriers preventing us from hiring staff who have already been supported/approved through the shared governance process will be detrimental to the college's DEIA efforts. We will fall short of becoming an Anti-Racist campus if we do not prioritize full-time employees to do this important work for our campus.

- **Outcome Assessment**

Note: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
1.	Provide at least 3 events per semester that promote cultural awareness.	2018-2019	End of Fall 2018 & Spring 2019	2018-2019	2 semesters
2.	Students will self-report an increase in awareness about Cadena forum/seminar target group or topic.	After each event 2019-2022	End of Fall & Spring 2019-2022	2019-2022	6 semesters
3.	At least 50% of students will experience an increased sense of belonging due to attending and participating in the forums.	After each event 2019-2022	End of Fall & Spring 2019-2022	2019-2022	6 semesters

4.2 Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	To successfully hire and onboard the full-time permanent positions of the Student Services Specialist and Administrative Assistant II supported and approved by Fullerton College's shared governance process.	When full-time permanent Specialist and Admin. Assistant are approved to hire and onboarded.	NA	NA	The district's commitment to prioritizing DEIA efforts at Fullerton College.
2.	Create a Social Justice Certificate Training Program for students in collaboration with campus partners.	Students will complete a series of workshops and reflect on their learning.	Track individual workshop attendance. Completion of all workshops will be required to obtain a certificate.	Yes	Students will complete Social Justice Certificate demonstrating College Values of Diversity, Equity, Inclusivity, Growth and will contribute to the vision to transform lives and inspire positive change in the world.

4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?

Customary practice for our center is to distribute evaluations after each event to ensure that our activities are meeting intended outcomes (after each student forum, workshop, guest speaker) through Qualtrics and/or Microsoft Forms. Depending on the type of the event, we will send a recap email that includes a link to our evaluation for the event. If it is a quad event, we develop QR codes to make it easier for students to share feedback via their mobile devices. We also track our attendance and take a close look at what types of events students are engaged in. Our numbers will help paint a clearer picture of what the student needs are but can also serve as valuable information for the larger campus and the DEIA efforts.

During the beginning stages of the pandemic, the Cadena Cultural Center held a virtual Brave Space Forum (our first virtual student event), where students had an opportunity to meet and share about their experiences in the first few months of the pandemic via Zoom. Students were very vulnerable and discussed challenges, opportunities, and shared valuable lessons that the Center applied during the entire programming line-up online. The feedback shared at the Brave Space Forum shaped our approach for our entire duration of remote programming. We had a Mental Health Therapist available for all events that were more identity based (Healing with HeART: A Response to Anti-Asian Violence), shared online resources available (at Fullerton College and nearby), continued to have opportunities for students to interact with other students in virtual settings, and continued to be a partner with Associated Students.

4.4 How has assessment of outcomes led to improvements in student learning and achievement?

Students self-reported an increase in awareness of the various identity-based student forum topics and share that these types of services should continue to be offered for their learning. These events allow students to explore topics they may not otherwise be exposed to and contribute to a diverse consciousness and an increased sense of belonging on campus.

4.5 What challenges remain to make your program outcomes more effective?

A challenge we continue to face is that topics and identities discussed through our various events are often free flowing ideas/thoughts/activities identified by students, so it is difficult to assess with a pre and post survey, but we are working on better assessing student outcomes. In the past, we relied on students' self-reported sense of learning about various identities. Prior to the separation from the Transfer Center, most survey/evaluation efforts focused on the transfer experience, specifically disproportionately impacted students. A well-thought evaluation cycle with designed instruments is critical for the growth of the Cadena Cultural Center as a standalone center.

Additionally, as the Director and Coordinator continue to be heavily involved in the development of the infrastructure for the Department of Student Development & Engagement, Cadena Cultural Center's DEIA efforts must remain a priority. While it is critical to develop the operations and infrastructure for the department that the Cultural Center is now part of, we cannot afford to lose elements that have made the center prosper for over 25 years (signature events like identity-based student forums and field trips). The Cadena Cultural Center brand must continue to be present and evolve to meet the needs of our changing demographics. While it may be easier to partner with the Grads to Be Program-Undocumented Support Services, LGBTQIA2S+ Resource Program, or the Umoja Community Program, the Cadena Cultural Center must continue to have a strong presence on campus and have its own

signature events (Dia de los Muertos, HSI Week and Hispanic Heritage Month, KinderCaminata). It is also critical to not confuse or blend the Cadena Cultural Center and Department of Student Development & Engagement. The umbrella is the Department of Student Development & Engagement and Cadena Cultural Center is one of the four programs within it.

4.6 Describe how the program's outcomes are linked to the [college's goals](#).

College Goal 2: Objective 1, 2, 3, 4: Program Outcome 1: Successfully hire and onboard the full-time permanent positions of the Student Services Specialist and Administrative Assistant II

This Program Outcome is linked to *Goal 2: Cultivate a Culture of Equity & Objectives 1,2, 3, and 4*. Fulfilling the promise of hiring these two positions will uphold DEIA efforts and will remove institutional barriers to student equity and success, increase equity in hiring and training, increase outreach to and recruitment of students from underserved populations, and foster a sense of belonging.

College Goal 1 (Objective 3) & College Goal 2 (Objective 3, 4): Program Outcome 2 : Create a Social Justice Certificate Training Program

The Social Justice Certificate Training Program is linked to *Goal 1: Promote Success for Every Student and Goal 2: Cultivating a culture of equity*. Diversity, Equity, Inclusion, and Anti-Racism topics will be explored and will not only provide a foundation of equity for our students but also end with action-oriented strategies. This will also transform student lives and inspire change in the world as outlined in Fullerton College's vision.

All our outcomes are also linked to *Goal 3: Strengthen Connections with our community and Objective 3 of be a cultural hub for the local community*. A student's sense of belonging will increase through the various student led discussions and workshops highlighting different racial and ethnic backgrounds (Latinx, LGBTQIA2S+, Black/African American) and quad celebrations (shedding light on important cultural traditions such as Dia de Los Muertos, Kinder Caminata). The Social Justice Certificate Training Program will encourage dialogue on race and other identities and encourage individualized support that will ensure the success of our racially minoritized students. Hiring the full-time employees will allow our center to be the cultural hub for the community in ways we have not yet had the opportunity to explore.

4.7 Describe how the program's outcomes support the achievement of the [institution level SLOs](#).

The program outcomes support *ISLO 2-Critical Thinking and 3-Global Awareness*. By learning about the experiences of marginalized communities and intersecting identities through the activities and workshops hosted by the Cadena Cultural Center, students are better able to think critically about the world around them and demonstrate a better understanding of the world and its diverse populations. Also, by participating in our events, students will have the opportunity to engage in self-reflection which promotes identity development. This relates to *ISLO 4-Personal Responsibility and Professional Development*.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

We have developed surveys (mixed methods) for student forums that allow us to measure student satisfaction and the level of awareness and knowledge that students have gained from cultural events. Depending on the type of event (healing space or guest speaker), we typically send a recap email with helpful resources, link to our Qualtrics survey, and ways to connect with our center. SARS software has also allowed us to track how our services are being utilized as well as the frequency of visits. Additionally, we have incorporated various activities when tabling (suggestion box, spin the wheel, white board questions with promo items) to collect student feedback in terms of programming they would like to see from the cultural center.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

The results indicate if the topic and format is of interest to students. We also often learn that students appreciate the events and feel a greater sense of belonging and connection to campus through the events hosted by the Cadena Cultural Center (conducted via Zoom and in-person during Fall 2022) and that they recommend continuing to offer these unique learning opportunities.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

Each year, as part of the planning process for each event, it has been the practice of Center staff to review all surveys and take a close look at the themes. We use attendance rosters to inform how and when we market an event along with establishing event timelines to organize the event. Depending on the topic, we look at the class schedule and reach out to professors who may want to use class time to have students attend or encourage them to attend and receive extra credit as an incentive (Dia de Los Muertos reaching out to Ethnic Studies and Sociology). We also look at trends in terms of whether students are more likely to attend our events in-person versus online.

4.9 At least one outcomes listed in 4.1 should address the following:

A. List the outcomes that focus on individual student learning or actions.

Program Outcome 2: Students will self-report an increase in awareness about Cadena forum/seminar target group or topic.

Program Outcome 3: At least 50% of students will experience an increased sense of belonging due to attending and participating in the forums.

B. Identify methods to assess outcomes in such a way that the data can be disaggregated.

For both outcomes, we will have an attendance form via Microsoft Forms with a QR Code for students to easily complete via their mobile device. They will provide Name & Last Name, Student ID number, answer questions centered around staying connected to our center and to learn about upcoming opportunities. In our event evaluations, we can add an optional demographics question where students can voluntarily submit self-reported demographic information. A disclaimer can be added so students completing the voluntary questions are aware that they consent to us having this

information. Through these data points, we can disaggregate data in collaboration with OIE to gain further data points. We may also tap into StarFish and create groups of students.

C. Identify a process for using outcome assessment data to improve student services programs

Outcome assessment data can be reviewed by Center staff and be used to improve future events, to increase collaborations with academic and student services departments or perhaps outside organizations. We can also identify which topics are most helpful for learning and improvements to the program overall. Additionally, the data can be shared with leadership to help advocate for future resources needed.

D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

A dashboard for the entire Department of Student Development & Engagement (Cadena Cultural Center, Grads to Be Program, LGBTQIA2S+ Resource Program, Umoja Community Program) would be more beneficial. Since our department is focused on DEIA and specific groups of disproportionately impacted students, disaggregated data would better help us develop intersectional programming. A dashboard where we can enter student IDs per event would be helpful so we can see if there may be any correlation between program participation and retention/persistence rates.

4.10 Outcomes Equity Analysis

A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

In looking at our program outcomes from the last program review cycle, none of the outcomes were disaggregated by race/ethnicity or gender since this was not the program practice at the time due to variables such as pandemic, staffing transitions, and low engagement. However, the data below from HSI Week Kick-Off Event from Fall 2022 does disaggregate by race/ethnicity and gender. Please see table and narrative below for additional insight.

Hispanic Serving Institutions Week Kick-Off Event (September 15th)
Demographics – Fall 2022

BY RACE/ETHNICITY

Race/Ethnic Group	N	%
American Indian	--	--
Asian	12	5.6%
Black	2	0.9%
Filipino	1	0.5%
Latinx	169	78.2%
Pac. Islander	--	--
Two or More	3	1.4%

Unknown/Decline to State	23	10.6 %
White	6	2.8%
Overall	216	

BY GENDER

Gender	N	%
Female	108	50.0%
Male	74	34.3%
Non-Binary / Transgender	11	5.1%
Unknown/Decline to State	23	10.6%
Overall	216	

* Includes students who chose not to report (n=11) and students whose self-reported banner id could not be matched (n = 12)

The data above is for our inaugural HSI week Kick-Off event highlighting statistics associated with a being an HSI institution and the importance of serving our Latinx student population. This event is also meant to be a kick-off to the larger district-wide Hispanic Heritage Month programming line-up.

The data indicates that the majority of students who attended our Inaugural HSI Kick-Off event are Latinx and in fact we are reaching our targeted audience. Students shared with staff their great appreciation for this event and their culture being represented at Fullerton College. This was the campus's first large-scale quad event of the fall semester, and it was received very well. This is a new event that will continue as it promotes Latinx success. Via our interactive white board activity, three themes emerged: 1) proud of Latinx identity, 2) students feeling represented and a sense of community/belonging, and 3) appreciative of the campus resources and opportunities.

Perhaps in the future we can be more specific of the types of support they need in order to close the attainment gap and focus on targeted academic resources as well.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

5.1 List the goals from your last self-study/program review.

- A) Separate the Cadena Cultural Center from the Transfer Center creating a standalone center.
- B) Hire a Classified Specialist
- C) Improve attendance for Cadena Cultural Center events and improve the quality and number of these events by hiring additional staff
- D) At least 50% of students will experience an increased sense of belonging due to participation in student forums

5.2 Describe the level of success and/or progress achieved in the goals listed above.

While we are not able to conclusively report that at least 50% of students experienced an increase sense of belonging (due to lower engagement and modalities/quality of programming and other

challenges mentioned throughout the program review due to the pandemic), we were able to make strides in other areas. Since the last program review, a Full-Time Classified Coordinator was hired for the Cadena Cultural Center (instead of the proposed Specialist) due in part to some reorganization within the Transfer Center. Additionally, due in large part to the advocacy of staff and support from our administration and campus governance bodies, a standalone center separate from the Transfer Center was approved as part of the SEA plan. The Cadena Cultural Center became a standalone center on July 1, 2021. Additionally, as part of this plan, there is funding for a Student Services Specialist and access to Administrative Support from a Department Administrative Assistant II. The Coordinator has been significantly involved in the formation of the Department of Student Development & Engagement as well as other DEIA campus wide initiatives (highlighted throughout this Program Review).

With the return to campus and the lessons learned from the pandemic, the Center staff will be able to meet the goals of at least 50% of students experiencing an increase in a sense of belonging and we will continue to develop and pilot a Social Justice Certificate Training program in the coming years.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

Regarding programming, we have measured by recording the number of events each year. In terms of staffing and separation from the Transfer Center, the dedicated Cadena Cultural Center Coordinator did not previously exist and neither did a standalone center, so these are significant successes and progress for Cadena.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

The survey data and goals have been discussed at length in section 4.0 and throughout this program review. We continue to be the hub for cultural programming and support on campus with additional programs to support our diverse student population. Each year we improve the quality of our programs with minimal staffing and funding support, but now more than ever our staff is stretch beyond capacity and the personnel promised to us (Specialist and Administrative Assistant) is desperately needed in order to sustain the quality and quality of resources and programming for campus.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

Student equity funds were allocated for our new standalone affinity centers for programming and faculty support. We have been able to financially support the recent programs delegated to us because of these equity funds, but now we just need the staff personnel in the equity funds to be approved for our center.

5.6. If funds were not allocated in the last review cycle, how did it impact your program?

N/A

6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Strategic Action Plan Name:	Fullerton College Affinity Center Model	
List College goal/objective the plan meets:	College Goal #: 2-Cultivate a Culture of Equity Objective #: 3-Increase outreach to and recruitment of students from underserved populations	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>With the formation of a DEIA focused Department of Student Development & Engagement (SDE), the Cadena Cultural Center & SDE need to clearly define goals, outcomes, and budgets to actively engage its diverse students. SDE does not have an operating budget to support professional development, office operations, and professional associations memberships for continued learning and instead at this moment funds for SDE are coming from Cadena.</p> <p>Part of the model for SDE and Cadena is to have a list of signature identity-based programs that will separate it from the other three areas within the larger department. Additionally, the department will more fully define its purpose and identity in alignment with the four areas within the department.</p> <p>The Cadena Cultural Center Coordinator along with the Director of Student Development & Engagement will oversee this SAP and will have this complete by 2024-2025. The Coordinator and Director will take the lead in identifying and developing content for this programming line-up for SDE and Cadena, while developing a model that works for all entities within the department.</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Cadena Cultural Center will have a list of identity-based workshops and series that students can choose to participate in	
What specific aspects of this SAP can be accomplished without additional financial resources?	No funding is needed for this SAP to be fulfilled.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		

Computer Software		
Training		
Other		
Total Requested Amount	N/A	N/A

STRATEGIC ACTION PLAN # 2

Strategic Action Plan Name:	Hire and onboard Student Services Specialist and Administrative Assistant as approved in the Student Equity and Achievement (SEA) Plan.
List College goal/objective the plan meets:	College Goal #: 2- Cultivate Culture of Equity Objective #2: Increase equity in hiring and training
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	We need district support to move forward with our two positions (Specialist and Administrative Assistant II) that were approved by SEA and sponsored by the President’s Advisory Committee. Without these positions, our team will struggle to build out a department for SDE and support the diverse communities on campus through our Cadena programs, dialogues, and events. These positions should be approved and hired by Fall 2023 to ensure we are not going one more academic year without the resources that were already supported through our shared governance process.
What <i>Measurable Outcome</i> is anticipated for this SAP?	The hiring of a Specialist and Administrative Assistant is the measurable outcome.
What specific aspects of this SAP can be accomplished without additional financial resources?	The financial funding source through SEA has already been allocated for these personnel funds for the two positions, so no additional funds are needed, only the funds that are already designated from SEA for these two hires.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	NA	NA

STRATEGIC ACTION PLAN # 3

Strategic Action Plan Name:	Identify additional communities that need more tailored support or standalone programs
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List College goal/objective the plan meets:	College Goal #: 2-Cultivate a Culture of Equity Objective #: 3- Increase outreach to and recruitment of students from underserved populations	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Identifying additional communities that need tailored support will help define where DEIA efforts are most needed in the future. The center staff will conduct focus groups with students and consult with faculty, staff, and administrators on communities they believe are not being supported or minimally supported to assist us in identifying communities that are underserved.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Identify at least one community that needs tailored support from Fullerton College and provide recommendations to leadership.	
What specific aspects of this SAP can be accomplished without additional financial resources?	All aspects can be accomplished without additional financial resources.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	N/A	N/A

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

7.1 Describe in detail your need for additional resources as listed above (if applicable)

As it stands, the Cadena Cultural Center is carrying the operational and financial burden of the entire Department of Student Development & Engagement. In the next 4-6 years, an operating budget that supports professional development, office costs, and professional association memberships needs to be identified for the department. As student demographics continue to change, a larger trend across the country for institutions to be more race conscious and increase the Anti-Racism strategies, this will dictate our type of programming and future staffing needs.

Beyond the SEA Plan personnel support (Specialist and Administrative Assistant II) that was supported and approved, Cadena Cultural Center needs:

- One-permanent part-time employee
- Continued funding for Professional Experts
- Additional financial personnel and program support for future affinity programs that will develop

With a Social Justice Certificate Program within Cadena and a new location in Chapman Newell in 2024, our office will be ready for the changing demographics and needs of our students.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

By our next program review cycle, all full-time positions identified as SEA need to be hired, trained, and assist with developing intersectional identity-based center.

The following is needed based on the previous SEA Plan:

- Full-Time Specialist
- Administrative Assistant II
- Funds for these positions have been allocated but we cannot use these funds because the positions have not yet been approved at the District level

Beyond the SEA Plan personnel support that was supported and approved, Cadena Cultural Center needs:

- One-permanent part-time employee
- Continued funding for Professional Experts
- Additional financial personnel and program support for future affinity programs that will develop

We will have a Social Justice Certificate Program that is a best practice for colleges to uphold our commitment to DEIA and promote critical thinking skills for students' success at Fullerton College and beyond.

In the coming two years (2024), we will be in our new Chapman Newell location where we will continue to be the cultural hub for students and radically transform lives. To do so, we need the positions listed above to be a leading model for DEIA and create a sense of belonging for our disproportionately impacted communities.

Also, the Department of Student Engagement needs to develop a model for the department with four sustainable programs while accounting for additional affinity community that may need support. The Director of Student Development & Engagement along with the Cadena Cultural Center Coordinator will led efforts to fully develop all operational needs of the department along with its mission and vision and how it links to Fullerton's College's DEIA efforts but more specific it's Anti-Racism commitment.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication

was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college's mission, programs, and services.

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication

Routing & Response Page

Originator → IMS → Program Review Chair → Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Dr. Connie Moreno Yamashiro

Director, Student Development
& Engagement

12/20/2022

Printed name of IMS

Title

Date

X

I concur with the findings contained in this Program Review.

I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

I do not concur with the findings contained in this Program Review (include a narrative explanation):

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name

Signature

Title

Date



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.









Cadena_FINAL 22-23 -Prog-Rev-STU-SERVIC ES-TEMPLATE- Sept 27 rev

Final Audit Report

2022-12-21

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