



Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

Grads to Be (G2B) Program

Counseling and 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




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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.

Julio Reyes Cabezas		Student Services Specialist	Dec 22, 2022
Printed name of Principal Author	Signature	Title	Date
Dr. Connie Moreno Yamashiro		Director	12/19/2022
Printed name of Department Manager	Signature	Title	Date
Dr. Jennifer LaBounty		DEAN	Dec 22, 2022
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 Gilbert Contreras (Dec 22, 2022 08:48 PST)

Dec 22, 2022

VPSS, Dr. Gil Contreras

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: Fullerton College's mission states that it "advances student learning and achievement by developing flexible pathways for students from our diverse communities". This statement relates to the Grads to Be (G2B) Program because we serve diverse students whose educational pathways are not traditional due to the challenges, related to their immigration status. Consequently, we provide specialized services that create a flexible path for them to gain access to Fullerton College and advance in their learning. These services include academic counseling, mental health counseling, one-on-one advising, and legal services. In addition to these services, we strategically developed a program that strives to increase retention, persistence, and allows students to reach their educational goals called UndocuScholars where students complete a set of academic and engagement requirements and they receive bookstore supply cards, grocery supply cards, semesterly priority registration, and graduation cords. Moreover, Fullerton College mentions that they foster "a supportive and inclusive environment for students". Similarly, the G2B Program's mission is to create an atmosphere at Fullerton College that is welcoming, inclusive, and supportive for students. This is done by offering workshops and events related to the undocumented student experience. Additionally, G2B offers semesterly UndocuAlly trainings to equip administrators, faculty, and staff with the knowledge, tools, and resources to support our undocumented students. This effort expands the support of our undocumented students beyond our program and services.

Vision: The vision of Fullerton College is to "transform lives and inspire positive change in the world". G2B transforms lives by helping undocumented students navigate and complete their college studies despite the social, mental, financial, personal, and navigational challenges they experience due to their immigration status. Their success will bring a rich perspective to the world when they become the future leaders of this nation.

Core Values: Fullerton College has 10 core values, however, the core values that relate to G2B include community, diversity, equity, and growth. G2B supports immigration impacted students by having a designated program and office to support our students who are impacted by immigration policies to enhance their well-being through mental health counseling, workshops, and events. G2B fosters diversity through events such as Undocumented Student Action Week and UndocuAlly trainings. Additionally, G2B promotes equity through specialized services, workshops, events, staffing, and UndocuAlly Trainings that acknowledges the unique challenges our students who are undocumented face. Lastly, our program encourages growth for our administrators, faculty, and staff through a three-part UndocuAlly Training series. Additionally, G2B promotes student growth through programs, events, workshops, and UndocuScholars program.

College Goals: Fullerton College is comprised of four goals and 15 objectives. G2B aligns most with Goals 1-3. *Goal 1: Promote success for every student* through our UndocuScholars program that provides holistic development and support for our scholars to reach their educational goals. *Goal 2: Cultivate a Culture of Equity* along with objectives one through four. For objective one, G2B alleviates navigational, social, mental, and financial barriers for our undocumented students. In terms of Objective 2, G2B trains several on-campus stakeholders to

support undocumented students at Fullerton College. For objective three G2B recruits and outreaches to incoming undocumented students, a population historically identified as underserved. Lastly, G2B supports objective four, which fosters a sense of belonging through programs, events, and services to students regardless of their immigration status. Lastly, *Goal 3: Strengthen Connects with our Community* through expanding partnership with higher education and civic organizations through our G2B Support Team where we have representatives from four-year universities and community organization to maximize on folks' expertise in supporting undocumented students and build bridges of support.

2.0 Program Description/Data & Trends Analysis

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

Purpose

As an emerging program and completing Program Review for the first time, we are proud of the progress G2B has made over the years from forming a purpose, expanding components of the program, and increasing staffing. The purpose of G2B is to foster an inclusive campus environment for all students regardless of their immigration status through specialized support services. We do so by offering specialized services that cater to the needs of immigration impacted students.

Components

G2B includes the following components:

- **Academic Counseling:** These services include support with enrollment, registration, transfer planning, major exploration, professional development referrals provided by our academic counselor.
- **Immigration Impacted Student Advising Appointments:** These advising appointments are held by the Student Services Specialist and Professional Experts to support students with their AB540 form, CA Dream Act applications, scholarships, basic needs resources, and referrals.
- **Legal Services:** We offer legal aid appointments through our partners from CARECEN, a non-profit Central American based immigration organization. Through legal appointments students and staff get support with their naturalization/citizenship process, family petitions, Deferred Action for Childhood Arrivals (DACA) renewals, Advance Parole, Temporary Protected Status (TPS), and other immigrations legal services
- **Mental Health and Wellness Services:** Through these service students receive one-on-one therapy and wellness sessions, psychoeducational workshops on mental health coping strategies, and a support group through UndocuChats.
- **Room 512-02 Lobby (Program Space):** This is our office space where students can study, access computers, build connections, and be in community.
- **Programs and Events:** The annual program we offer is the Undocumented Student Action Week. The weeklong program offers Fullerton College (FC) an opportunity to be in community with immigration impacted students and to inform FC staff about these students through workshop and events. G2B offers events consisting of guest speakers, panels, welcome receptions, orientations, and community building through art and food.

- **UndocuAlly Educators Training Series:** This is G2B training series comprised of three parts purposed to train faculty, staff, administrators, students, and the surrounding community about the needs, resources, effective strategies, and rights to support immigration impacted students.
- **UndocuScholars Component:** This component is a self-selected program that initially followed the participation and engagement of students in our program. It is the case management element within G2B. As this component evolved, focusing on academic progress and success was important and in fall 2022 we piloted an academic progress case management element through the completion of educational plans. Students who participate in this academic component receive the following benefits as incentives:
 - **Priority Registration (pilot program):** This allows program participants the opportunity to register for classes early to help them enroll their desired courses and allow them to graduate complete coursework successfully and in a timely manner.
 - **Bookstore Supply Cards:** We provide \$150 bookstore supply cards to students at the being of each semester to help them offset the cost of their required textbooks.
 - **Grocery Supply Cards:** We provide \$150 grocery supply cards at the end of the semester to students who complete our program requirements to help address food insecurity. This initiative emerged in response to the lack of access immigration impacted students have to federally funded emergency funds distributed during the peak of COVID-19.
 - **Graduation Cords:** This recognition is given to student participants in celebration of their achievements in completing their program of study as an immigration impacted student.
- **Workshops and Presentations:** G2B offers workshops and presentations in collaboration with on-campus departments and off-campus organizations. Some workshop and presentation topics include immigration based Know Your Rights, scholarships, entrepreneurship, CA Dream Act, AB540, G2B services, art, transferring as an undocumented student, and more.

Staffing

Prior to outlining current G2B staff, it is important to provide context on the staffing structure before the hiring of the full-time student services specialist staff member dedicated to work directly with this program. Moreover, G2B was developed and housed under the Counseling and Student Development Division from its inception in the 2015 – 2016 academic year until the 2019 – 2020 academic year. In July 2019 a second Coordinator for the Cadena Cultural and Transfer Centers (CTC) was hired tasked to put on campuswide cultural programming. During this time G2B needed a new home and it was moved to the CTC department to be overseen by the CTC Director and led by the newly hired coordinator. In March 2020, the full-time Student Services Specialist was hired to co-lead G2B with the CTC coordinator until August 2022. In August 2022, the Cadena Cultural Center Coordinator slowly transitioned out of G2B roles as their intended role was to primarily focus on developing and expanding the Cadena Cultural Center. Consequently, they will not be added as part of the current staff. As a result, this void in a Coordinator for G2B will negatively impact the quantity and quality of existing programs and services that would have been otherwise supported by the coordinator.

Furthermore, G2B is currently staffed as follows:

- **Director of Student Development and Engagement, (1), Full-Time:** The director oversees G2B and provides directive when necessary to develop and expand the programs services. Although the director is a full-time staff member, their time is shared with overseeing and expanding the Cadena Cultural Center, Umoja Community Program, and the LGBTQIA2S+ Resource Program on top of G2B. Consequently, the director's time and support is divided between four programs and not solely G2B.
- **Student Services Specialist, (1), Full-Time:** The specialist leads the G2B program. This position is responsible for coordinating all program meetings, reconciling the program budget, advising G2B students, hiring, onboarding, and training new G2B staff, co-developing programs, and events, and guiding G2B staff on existing tasks needed for the progression of the program.
- **G2B Academic Counselor, Adjunct, (1), Part-Time:** The adjunct counselor is responsible for meeting with students to support them with their course planning, major exploration, transfer planning, and professional development.
- **Professional Experts, (2), Part-Time:**
 - **Outreach and Student Support Advocate:** This person is responsible for the outreach and recruitment of potential students. They participate in outreach events, tabling, presentations to inform students about G2B services. They participate in the meetings facilitated by the campus outreach department to find ways to embed our program within their existing outreach programming. Additionally, they build partnerships with off-campus schools and organizations.
 - **Marketing and Events Advocate:** This position is responsible for leading the marketing efforts of G2B with the intention of bringing awareness about our program and services. They manage all social media accounts and distribute information about our program through a monthly newsletter. This position is also in charge in leading the development and implementation of the programs and events hosted by G2B.
- **Mental Health Therapist, Medical Employee MTEA (1):** The mental health therapist is responsible for offering one-on-one therapy appointments to students experiencing mental health challenges relating to trauma, anxiety, depression, and more. They lead psychoeducational wellness workshops to provide students with mental health coping strategies. In addition, they provide wellness sessions to provide students with mental health coping strategies. Lastly, they facilitate a support group titled UndocuChats.

Although the G2B program has increased its specialized services and has adopted a case management component, there is room for improvement. G2B is not institutionally funded, it is financed through equity funds and categorical state funds provided through the Dream Resource Liaison Funds (CA state Assembly Bill 1645). This means that any fiscal year the services and staffing provided by categorial funds could be discontinued, which creates challenges with sustaining services and staffing for G2B. Therefore, it is requested that G2B should be institutionalized through the general fund, so our services and staffing are not jeopardized each year but become a priority for the college by becoming part of the general fund.

To aid the increasing staff for G2B, a standalone physical space is needed to house the proper staffing and initiatives for a G2B center. The categorial funds received by G2B through

the Dream Resource Liaison are intended to work towards a standalone G2B center, therefore, G2B needs a standalone center as it aligns with the focus of the funds received by the state.

Lastly, a stipend-based fellowship initiative is needed to support the personal development of immigration impacted students with or without employment authorization. This fellowship needs to provide compensation to participants.

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, Student Development & Engagement	1	100%	12	Categorical	1*
Classified					
Student Services Specialist, Grads to Be Program	1	100%	12	Categorical	1
Faculty (full-time)	NA	NA	NA	NA	NA
Faculty (Adjunct)					
Academic Counselor, Grads to Be Program	1	65%	12	Categorical	0.65
Hourly - Adult	NA	NA	NA	NA	NA
Hourly - Student	NA	NA	NA	NA	NA
Professional Experts					
Mental Health Therapist (Clinical Psychologist), Grads to Be Program	1	25%	8.8	Categorical	0.25
Outreach and Student Support Advocate, Grads to Be Program	1	65%	8.8	Categorical	0.65
Marketing and Events Advocate, Grads to Be Program	1	65%	8.8	Categorical	0.65
				Total FTE	4.20*

*Although the Director is employed full time (100%) 12 months out of the year, the Director has duties related to the Student Development and Engagement Department which encompasses the Cadena Cultural Center, Grads to Be Program, LGBTQIA2S+ Resource Program, and Umoja Community Program such that the total 1.0 FTE is divided between the four programs.

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independ Contractors	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.

G2B is not appropriately staffed to achieve its full potential. One factor that contributes to G2B’s lack of appropriation in staffing is that all positions are temporary and funded through categorical funds. Another factor is that most G2B staff are part-time employees with no benefits, which makes staff turnover more common. Additionally, community colleges are hiring staff at higher pay rates, which can contribute to FC positions being less desirable. Therefore, it is important to hire more staff within our program at permanent and full-time positions. Although we have a director that oversees our program, they oversee three other programs (i.e., Cadena Cultural Center, LGBTQIA2S+ Resource Program, and Umoja Community Program). Consequently, each programs needs their own director to receive the attention, care, and support they deserve. This is especially true because the student populations we work with require specialized training and services.

When it comes to staffing, G2B needs more staff. G2B would benefit from to hiring the following in the future:

- (1) full-time student services coordinator,
- (1) full-time academic counselor
- (1) full-time director
- (1) full-time financial aid technician
- (1) full-time mental health clinical counselor
- (1) full-time career center specialist that will focus on compensatory professional development opportunities for immigration impacted students without work authorization, (1) full-time administrative assistant
- (1) full-time graphic designer
- (1) full-time outreach student services specialist
- (1) part-time faculty coordinator that will lead our UndocuAlly Educators Training Series,
- (1) part-time data, evaluation, and assessment assistant
- (2) part-time success coaches to support with one-on-one advising appointments, and
- (4) part-time student assistants to help with the daily operation of the program that

identify as G2B students for student input and increase our student's sense of belonging.

Moreover, for the focus of this program review the priority would be to hire a full-time students services coordinator and a full-time financial aid specialist.

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

Academic Year	Term	Number of Students Served	Total
2019-2020	Fall 2019	206	373
	Spring 2020	167	
2020-2021	Fall 2020	143	428
	Spring 2021	285	
2021-2022	Fall 2021	239	383
	Spring 2022	144	

Although this is G2B's first program review we have tried our best to capture data since the 2019 - 2020 academic year. The table above reflects the number of students served through various program services from fall 2019 to spring 2022. The average number of students served per year between fall 2019 to spring 2022 is 394. The peak of students serviced was during the 2020 – 2021 academic year in spring 2021 with 285 students served. The lowest numbers of students served were in fall 2020 and spring 2022. These numbers have been impacted by multiple factors which include the data gathering methods, level of staffing and staff transitions, the COVID-19 pandemic transition to remote services and courses, the department and office transitions G2B went through, and the number of events offered by our program and other services. Currently, student engagement is low and that has been a common trend since the inception of the COVID-19 pandemic. We are in the process of establishing a cohort element through our UndocuScholars component with the aim of increasing student engagement in our programs and services.

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

Pandemic disruptions—including health challenges and increased financial instability—have been [especially challenging for students from families with lower incomes](#). In addition, a [recent federal court ruling](#) halted the processing of new applications to the Deferred Action for Childhood Arrivals (DACA) program, putting the future federal status of some students in doubt. These and other challenges have had a negative impact on college enrollment of immigration impacted students and lingering impacts will likely occur.

Moreover, while this is G2B's first Program Review, there have been significant changes in the past couple of years. These changes are outlined in the timeline below:

- **2015 – 2016 Academic Year:**
 - A designated Academic counselor provided academic advising to undocumented students.

- The Fullerton College Counseling Department funded a program called CA Dreamers: Empowered and Educated and houses undocumented student services for the first time.
- **2017 – 2018 Academic Year:**
 - Undocumented student support services was named Grads to Be Program across the North Orange County Community College District.
 - Catalyst Fund grant proposal through Immigrants Rising was submitted.
- **2018 – 2019 Academic Year:**
 - **October 2018:** The first Undocumented Student Action Week at Fullerton College was held.
- **2019 – 2020 Academic Year:**
 - **July 2019:** Grads to Be transitioned from the Counseling department to the Cadena Cultural and Transfer Center. Grads to Be is overseen by the Cadena Cultural and Transfer Center Director and led by the newly hired Coordinator
 - **September 2019:** Two professional experts were hired
 - **December 2019:** G2B offers legal services for the first time
 - **March 2020:** The full-time Student Services Specialist was hired.
 - **April 2020:** G2B Services were available through Canvas.
- **2020 – 2021 Academic Year:**
 - **October 2020:** The UndocuAlly Educators Training Series is Launched. G2B website is revamped.
 - **July 2020:** G2B distributed grocery supply cards in response to HEERF Funds restrictions for undocumented students.
 - **December 2020:** The inaugural embedded community therapist (clinical psychologist) was hired to support the mental health of our students.
- **2021 – 2022 Academic Year:**
 - **July 2021:** G2B Separated from the Transfer Center and was solely housed by the Cadena Cultural Center
 - **August 2021:** Legal services was piloted with CARECEN to provide free legal services to students and employees
 - **September 2021:** UndocuScholars component was established
 - **March 2022:** Inaugural Director of Student Development & Engagement was hired and tasked to oversee G2B
 - **April 2022:** G2B moved into the Student Development and Engagement Department in Building 500, Room 512-02 along with the Cadena Cultural Center and LGBTQIA2S+ Resource Program. Making the shared 512-02 space representative of students who are undocumented
 - **May 2022:** May 16-19, 1st G2B Graduation celebration with graduation Cords
- **2022 – 2023 Academic Year:**
 - **August 2022:** G2B became a standalone program housed under the Student Development and Engagement Department and no longer under the Cadena Cultural Center
 - **August 2022:** G2B conducted its first in-person UndocuScholar Orientation
 - **September 2022:** The Outreach and Student Support Advocate as well as the Program and Events Advocate were hired
 - **September 2022:** G2B hosted its first in-person welcome reception
 - **November 2022:** G2B officially started a partnership with CARECEN to provide free legal services to students and employees

Moreover, these changes have allowed us to begin to build out our G2B program and support students more intentionally. While significant changes have happened over the past couple of years, more improvements are needed for a relatively newer program that supports such a disproportionately impacted community.

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

State Policies

Creation of Program or Service

- **AB 540 (2001)**: Allows certain non-resident students who complete at least three years of full-time attendance or the equivalent at a CA high school, adult school, or California Community College (credit & noncredit) and degree requirements to receive reduced in-state tuition at public colleges and universities. Allows G2B students to pay in-state tuition. The majority of the students we serve are eligible for AB540, without this bill it would be challenging for students to enroll and continue in college as it helps reduce the total cost of attendance drastically.
- **California Dream Act (2011)**: Allows qualifying AB 540 students to access state and institutional funds to finance their college/university education. The law provides G2B students with state based financial aid.
- **SB 1159 (2014)**: Offers professional licenses to anyone who completes the necessary training and other state licensing requirements, regardless of immigration status. Applicants without a Social Security Number can provide an Individual Tax Identification Number (ITIN) when seeking license. Allows G2B students with an ITIN number to receive professional license.
- **AB 1809 (2018)**: Appropriated \$10 million for the Department of Social Services to provide immigration legal services for California Community Colleges. Through this state bill G2B established a partnership with CARECEN to offer immigration services to G2B students.
- **AB 1037 (2018): (Dreamers Service Incentive Grant)** This bill would establish, commencing with the 2018–19 academic year, the Cal Grant B Service Incentive Grant Program is under the administration of the Student Aid Commission. Funding was proposed in the 2018 Budget Act to sponsor this bill. DSIG encourages California Dream Act Application (CADAA) students with a Cal Grant B award to perform community or volunteer service. The California Student Aid Commission (CSAC) will award up to \$3,000 per academic year (up to \$1,500 per semester or up to \$1,000 per quarter) to 2,500 eligible students. This bill allows G2B students to get compensated for volunteering at a site regardless of work authorization. It has yet to be implemented due to liability concerns at the district level.
- **AB 595 (2019)**: Sponsored by Faculty Association for California Community Colleges (FACCC). This bill would authorize a student enrolled in a community college class or classes pursuant to an apprenticeship training program or an internship training program, as defined, who does not have a social security number to use an individual tax identification number for purposes of any background check required by the class or program. This bill allows G2B students to use an ITIN number to receive a background check required by a class or program.

Expansion of Benefits

- **AB 2000 (2014)**: Expanded the scope of AB 540 by allowing students who graduated early from a California high school with the equivalent of three or more years of credits to also qualify for in-state tuition. Allows more G2B students to be exempt from paying non-resident tuition fees, while making them eligible for state based financial aid.
- **SB 68 (2017)**: Expands the requirements of AB 540 / AB 2000 to include attendance at California adult schools and Community Colleges (credit/no credit) to meet the three years attendance requirements as well as completion of an Associate’s Degree or satisfaction of the minimum transfer requirements to the California State University (CSU) or University of California (UC) to meet the degree or units requirements. Allows more G2B students to be exempt from paying non-resident tuition fees, while making them eligible for state based financial aid.
- **SB1141 (2023)**: Effective January 1, 2023, this bill will increase the accessibility of higher education for undocumented students by (1) eliminating the two-year cap on full-time enrollment in credit courses that can be counted towards achieving AB 540 status. Allows more G2B students to be exempt from paying non-resident tuition fees, while making them eligible for state based financial aid.

Upholding Campus Values

- **AB 21 (2017)**: Required California’s higher education segments to foster a campus environment that is safe and welcoming for all, regardless of immigration status.
 - Promoting a Safe and Secure Campus for All
 - Advisory 18-01: “Sanctuary” Jurisdiction Legislation Senate Bill 54 (2017) and Assembly Bill 21 (2017)
This bill ties to the G2B mission as the program aim to foster community on campus for students.
- **SB 54 (2017)**: The California Values Act aims to protect the safety and wellbeing of all Californians by ensuring that state and local resources are not used to fuel mass deportations, separate families, or terrorize our communities. Ensures that no state or local resources are diverted to fuel any attempt by the federal government to carry out mass deportations and that schools, hospitals, and courthouses are safe spaces for everyone in the community. This bill ensures that G2B students are safer from mass deportations as schools are identified as a safe space for undocumented students.
- **AB 1645 (2019)**: Required California’s higher education segments to designate a UndocuLiaison (Dreamer Resource Liaison) on each of their respective campuses. The program was funded at \$5.8 million in the 2020 State Budget and \$11.6 million in the 2021 State Budget. Subsequently, the CCC UndocuLiaison Network was established in Fall 2020. This bill encourages CA community colleges to establish a standalone Dream Resource Center and would authorize those centers to provide specified support services.
 - Undocumented Student Support Project Survey
 - Undocumented Student Support Services Funding Frequently Asked Questions
 - Dream Resource Liaison Support Allocation
This bill requires for Fullerton College to have a designated a statewide UndocuLiaison representative for the state. In this situation the G2B Student Services Specialist is the primary UndocuLiaison of Fullerton College.

- **SB 554 (2019):** This bill would authorize the governing board of a school district overseeing an adult education program or the governing board of a community college district overseeing a noncredit program to authorize a student pursuing a high school diploma or a high school equivalency certificate to enroll as a special part-time student at a community college, as provided. This allows future G2B students to take course at lower tuition rates regardless of their immigration status.
- **AB 469 (2021):** requires, on or before September 1, 2022, and each year thereafter, the California Student Aid Commission and the State Department of Education to facilitate the completion of the Free Application for Federal Student Aid and the form established for purposes of the California Dream Act, by requiring the department to share the current school year's roster of pupils with the commission, and requiring the commission to match data on pupil completion of financial aid forms, as specified. This supports that state with tracking of financial aid applications of G2B students.

Federal Policies

- **Immigration Reform and Control Act (1986):** Establishes an employment verification system. Requires: (1) the employer to attest, on a form developed by the Attorney General, that the employee's work status has been verified by examination of a passport, birth certificate, social security card, a**** documentation papers, or other proof; (2) the worker to similarly attest that he or she is a U.S. citizen or national, or authorized a****; and (3) the employer to keep such records for three years in the case of referral or recruitment, or the later of three years or one year after employment termination in the case of hiring. This legislation impacts our program services and students as it prohibits our students from participating in paid professional development opportunities.
- **Deferred Action for Childhood Arrivals (DACA) (2012):** Became an immigration option for undocumented immigrants who came to the United States before the age of 16. Although DACA does not provide a pathway to lawful permanent residence, it does provide a renewable two-year period of deferred action from deportation, work authorization, and the ability to apply for a social security number. DACA recipients are granted temporary administrative relief from deportation. Individuals who were granted DACA are considered to be lawfully present.
 - **Rescission of DACA (2017):** The Trump Administration announces that new applications for legal status will no longer be considered.
 - **DACA Reinstated (2020):** Supreme Court finds Trump's termination of DACA is invalid. New DACA applications are accepted once again.
 - **DACA Applications Halted (2021):** Federal court rules DACA is unlawful and orders the Biden administration to stop granting new applications. DACA renewals and Advance Parole are still being accepted.
 - **DACA is Ruled Unlawful (2022):** The 5th circuit ruling, ruled that DACA is an unlawful program which puts it at greater risk of it being rescinded.

District Policies

- **AP 7120-11 Verification of Eligibility of Employment (2017):** In accordance with the Immigration Reform and Control Act of 1986, the District will only hire or knowingly recruit United States citizens or people legally authorized to be employed in the United States.

- All offers of employment are contingent upon the applicant’s ability to provide satisfactory documentary proof of identity and eligibility to work in the United States as required by law. The District Office of Human Resources will examine documents to determine that they appear to be genuine and that they relate to the person who has presented them. The Office of Human Resources will not accept documents that appear to be forged, fraudulent, or subject to tampering.
- Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9. The employee must affirm that they are a citizen or national of the United States. A former employee who is rehired must also complete the form if they have not completed Form I-9 with the district within the past three years if the employee’s previous I-9 is no longer valid or is not on file with the Office of Human Resources.
- An a**** authorized to work must provide the expiration date for such authorization. Current employees whose employment authorizations have an expiration date must present documents to re-verify employment authorization prior to the expiration date.

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

In the 2020 – 2021 academic year we provided two surveys to students. These surveys were created in support of OIE. One survey focused on their experience as undocumented students at Fullerton College. The second survey focused on their participation in our program services and events. Unfortunately, we had a low completion rate despite providing incentives. Consequently, we cannot make any conclusive judgments or changes in how we do our work because we did not get the response we felt we needed.

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?

G2B offers a variety of services and resources geared towards undocumented students and students with mixed-status families. Due to the specificity of the program, we offer a unique perspective that centers on the experiences of immigration-impacted students. This area of expertise is specialized, and our staff are equipped with experiential knowledge to assist students in an effective and sensitive manner. The following list encompasses G2B’s strengths:

- **Immigration Impacted Student Advising Appointments:** These appointments are specialized to our students and most student referrals are funneled into this service making it a strength of our program.
- **Legal Services:** G2B is the only program that provides legal services at Fullerton College, this is a strength by default as it is one of the biggest needs of our students.
- **Mental Health and Wellness Services:** Our mental health therapist works at the health center and is embedded with our program to provide specialized mental health services to our immigration impacted students.
- **Programs and Events:** This is a strength as it brings unique programming related to immigration impacted students for the personal and professional development of the Fullerton College community.

- **UndocuAlly Educators Training Series:** The strength within this component is that the Fullerton College G2B team leads UndocuAlly trainings across the North Orange County Community College District (NOCCCD).
- **UndocuScholars Component:** This is a strength as it is a unique program of its kind, no other campus across NOCCCD has established an immigration impacted student focused retention program with requirements and benefits.
- **Workshops and Presentations:** Our workshops and presentations are a strength as they cover topics specialized to the needs of our students.

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

The following are areas of growth for G2B:

- **Academic Support:** G2B students struggle with academics due to lack of access to tutoring, language barriers, financial struggles, compensation challenges, mental health circumstances due to immigration status, and the pressure of being the model immigrant. They need academic support and grace from faculty and student services professionals to help them complete their studies.
- **Case Management:** Although our UndocuScholars component is a strength of the program, the case management element could use improvements. We need a platform or software such as Starfish to better track our students' academic progress, requirement progress, and benefits distribution progress. This component must provide confidentiality as their student information is vulnerable and only G2B staff should have access to such information.
- **Data Collection, Evaluation and Assessment:** Although we offer a number of services, workshops, events, presentations, and programs we lack the internal capacity for data collection, evaluation, and assessment.
- **Financial-Based Initiatives:** Our program could benefit from offering stipend-based opportunities to compensate our immigration impacted students as some may not have the opportunity to generate a steady income to pay for their classes.
- **Mentorship:** Although G2B offers great services, it needs a peer-to-peer mentorship component as students can relate to other students. Unfortunately, due to some students not having access to work authorization as well as federal and district policies, it becomes challenging to compensate immigration impacted students.
- **Professional Opportunities:** Many G2B students lack professional development opportunities due to their lack of work authorization. Initiatives that foster professional development are needed especially for students who do not have work authorization.
- **Program Staffing and Structure:** Given that the majority of G2B staff are part-time, to prevent staff turnover and address more student needs, G2B needs more full-time professional staff. This includes a full-time students services coordinator and a financial aid technician for the current program review cycle.
- **Program Name:** Our program name confuses the community to believe that we are a graduation program. It does not contain any word related to the student population we serve. As a result, there is a lack of visibility and stigmatization of the immigration impacted/undocumented identity. If we are trying to foster a

sense of belonging and inclusion for our students, the program name must change.

- **Room 512-02 Lobby (Program Space):** G2B needs a standalone physical space/center to house more staff and initiatives. The current space G2B occupies is a shared space with the Cadena Cultural Center, LGBTQIA2S+ Resource Program, and the Student Engagement and Development Department. Due to the expansion of all areas, space is becoming limited for all entities.
- **Student Engagement:** There has been a decline in enrollment, transitions from in-person to remote and vice-versa and based on our case management efforts we do not have a lot of students attending our presentation, programs, workshops, and events.

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

The G2B team is growing as two new part-time professional experts have been hired. With new members onboard, they will provide new perspectives and opportunities for the program to grow. Their roles will help G2B achieve its desired goals and mission. The Outreach and Student Support Advocate will assist by representing G2B at high schools, resource and college fairs, etc., by promoting our resources and services while recruiting prospective students. Having an outreach representative is helpful in exposing our program to a broader audience by attending outreach opportunities. The Marketing and Events Advocate will create and promote our resources and services on our social media platforms while also being a representative of G2B. This role will help increase social media presence where students and other departments can engage with our content and network.

Furthermore, the following opportunities exist for our program for the current and future program review cycles:

- G2B needs to be funded through general funds and needs to be institutionalized.
- G2B needs a standalone physical space/center to house the proper staffing and initiatives to address the needs of immigration impacted students.
- G2B needs additional staffing:
 - Immediate Staffing Needs:
 - (1) Full-Time Student Services Coordinator
 - (1) Full-Time Financial Aid Technician
 - Gradual Staffing Needs (**The following staffing needs apply to future program review cycles**):
 - (1) Full-Time Director
 - (1) Full-Time Academic Counselor
 - (1) Full-Time Mental Health Clinical Counselor
 - (1) Full-Time Career Center Specialist that will focus on compensatory professional development opportunities for immigration impacted students without work authorization
 - (1) Full-Time Administrative Assistant
 - (1) Full-Time Outreach Student Services Specialist
 - (1) Full-Time Graphic Designer
 - (1) Part-Time Faculty Coordinator that will spearhead our UndocuAlly Educators Training Series
 - (1) Part-Time Data, Evaluation, and Assessment Assistant

- **(2)** Part-Time Success Coaches to support with one-on-one advising appointments
- **(4)** Part-Time Student Assistants to help with the daily operation of the program that identify as G2B students for student input and increase our student's sense of belonging.
- G2B needs a stipend-based fellowship initiative to support the personal and professional development of immigration impacted students with or without employment authorization.

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

The following are challenges G2B is experiencing:

- **Decline in District and campus enrollment:** This decline in enrollment halted our effort to offer our G2B (COUN 151F) courses led by our adjunct counselor.
- **Service Modalities -Transitions from in-person to remote and vice versa:** These transitions have impacted student engagement.
- **Lack of a Physical Space to house a G2B Standalone Center:** G2B students need a space to be open about their status, they need a safe space and that may not fully happen in a shared space where they may not feel comfortable coming out. Having a standalone center could centralize immigration impact student location and potentially put them at risk if they are targeted by xenophobic individuals, so protective measures would need to be implemented to ensure the safety of our immigration impacted students.
- **Staffing Structure:** Lack of a Students Services Coordinator for G2B and Financial Aid Technician dedicated to G2B students
- **Federal and District Employment Policies:** These policies prohibit students from working at the district. If students are experiencing financial difficulties, they may have to drop out due to the fact that they are not eligible to work. Having campus departments serve as a DSIG volunteer site are needed to provide compensation to students, especially those who do not have work authorization.
- **Federal Law Rulings:** DACA rulings have caused an immense amount of distress and uncertainty among immigration impacted students. The future of this program, if not protected, could lead to DACAmented students and employees no longer having work authorization creating numerous vacancies across campus in G2B and beyond. Fullerton College does not currently have a plan to protect its staff and students, if the decision rules for rescinding DACA permanently, so a plan is desperately needed.

4.0 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. (2019-2022)

Since this is our first program review, we do not have outcomes from 2019-2022. Our new outcomes are listed in 4.2 for 2022-2025.

	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.	Not applicable	n/a	n/a	n/a	n/a

4.2 Assessment: Complete the expandable table below. **(2022-2025)**

	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.	60% of G2B UndocuScholars will meet with our G2B academic counselor once a semester to update their educational plan (abbreviated, comprehensive) and ensure progress	At the conclusion of each semester 60% of UndocuScholars will have an update educational plan.	SARS using schedule code "G2B Academic Counseling" schedule/reason code and starfish	Yes	Timely persistence towards graduation and/or transfer.
2.	Currently about 33% of UndocuScholar applicants complete the UndocuScholars Orientation. Therefore, our goal is that 50% of UndocuScholars applicants will complete UndocuScholars orientation in the fall and as a result will receive a bookstore supply card.	Through case management document or software	Starfish or excel	Yes	Financial alleviation relating to book purchases.
3.	50% of UndocuScholars will fulfill all program requirements and as a result will receive a grocery supply card at the end of each semester	Through case management document or software	Starfish or excel	Yes	Decrease food insecurity among G2B students.
4.	60 % of G2B UndocuScholars will attend 2 events hosted by G2B	Through case management document or software	RSVP and attendance forms created through Microsoft word.	Yes	Increase sense of belonging among students

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

This is the first program review submitted by G2B. As a result, assessment for outcomes improved in services will be available the next program review cycle.

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

This is the first program review submitted by G2B. As a result, assessment for outcomes improved through student learning and achievement will be available the next program review cycle.

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

The following are challenges G2B is experiencing:

- **Decline in District and campus enrollment:** This decline in enrollment halted our effort to offer our G2B (COUN 151F) courses led by our adjunct counselor and create a sense of belonging for our students.
- **Service Modalities -Transitions from in-person to remote and vice versa:** These transitions have impacted student engagement.
- **Lack of a Physical Space to house a G2B Standalone Center:** G2B students need a space to be open about their status, they need a safe space and that may not fully happen in a shared space where they may not feel comfortable coming out. Having a standalone center could centralize immigration impact student location and potentially put them at risk if they are targeted by xenophobic individuals, so protective measures would need to be implemented to ensure the safety of our immigration impacted students.
- **Staffing Structure:** Lack of a Students Services Coordinator for G2B and Financial Aid Technician dedicated to G2B students
- **Federal and District Employment Policies:** These policies prohibit students from working at the district. If students are experiencing financial difficulties, they may have to drop out due to the fact that they are not eligible to work. Having campus departments serve as a DSIG volunteer site are needed to provide compensation to students, especially those who do not have work authorization.
- **Federal Law Rulings:** DACA rulings have caused an immense amount of distress and uncertainty among immigration impacted students. The future of this program, if not protected, could lead to DACAmented students and employees no longer having work authorization creating numerous vacancies across campus in G2B and beyond. Fullerton College does not currently have a plan to protect its staff and students, if the decision rules for rescinding DACA permanently, so a plan in desperately needed.

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

Goal 1: Promote Success for Every Students - Fullerton College will prepare students for success through the development and support of exemplary programs and services.

Objective 1: Create a clear pathway for every student

Objective 2: Enhance workforce training opportunities

Objective 3: Improve student critical thinking skills

Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness

Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs

Goal 2: Cultivate a Culture of Equity - Fullerton College will strengthen and support a diverse and inclusive campus culture.

Objective 1: Remove institutional barriers to student equity and success

Objective 2: Increase equity in hiring and training

Objective 3: Increase outreach to and recruitment of students from underserved populations

Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed

Here is how our outcomes relate to College goals 1 and 2:

- Outcome 1 (Completing educational plans) is linked to College Goal 2 through Objective 1 as it removes institutional barriers. It is also related to Goal 1 Objectives 1 – 5 as an ed plan would create a clearer path for students, provide professional development, improve their critical skills, increase the completion of their studies, and encourage them to enroll in career technical programs.
- Outcome 2 (receiving bookstore supply card) is linked to College Goal 2 through Objective 1 as it removes institutional barriers. It is also related to Goal 1 Objectives 4– 5 as a bookstore supply card will allow students to complete their program of study and that could include career technical programs.
- Outcome 3 (receiving a grocery supply card) is linked to College Goal 2 through Objective 1 as it removes institutional barriers. It is also related to Goal 1 Objectives 4– 5 as a grocery supply card will allow students to complete their program of study and that could include career technical program given that food insecurity will be decreased to some extent.
- Outcome 4 (attending 2 G2B events) is linked to College Goal 2 through Objectives 1-4 as it increases equity in hiring, removes institutional barriers, increases outreach and recruitment of G2B students in turn increasing a sense of belonging. It is also related to Goal 1 Objectives 1 – 5 as the events may create a clearer path for students, provide professional development, improve their critical skills, increase the completion of their studies, and encourage them to enroll in career technical programs.

4.7 Describe how the program’s outcomes support the achievement of the [institution level SLOs](#). G2B’s program outcomes support the achievement of the following institution level SLOs and their sub-areas:

- **Communication: Students will be able to apply the principles of language and rational thought to communicate effectively.**
 - *Listen: Students will be able to interpret, and respond appropriately to verbal and nonverbal messages.*
 - *Speak: Students will be able to organize ideas and communicate verbally as appropriate to the audience and the situation, including participation in conversations, discussions, and group activities.*

Our outcomes 1 & 4 will help our students develop listening skills and speaking skills given that they would be meeting with a counselor and other students at events. They will also learn from guest speakers which could improve the way they articulate themselves after being exposed to concepts they would not hear at home or in a classroom.

- **Global Awareness: Students will be able to demonstrate an understanding of the world.**
 - *Global Systems and Civic Responsibility: Students will be able to interface with people from a variety of backgrounds and analyze different cultural beliefs and behaviors; and will be able to recognize important economic and political issues in the local community, the state, the country, and the world. Students will also be able to evaluate the importance of the natural environment to human well being and the impact of human activity on the well being of the global environment.*
 - *Artistry: Students will be able to assess the visual arts, dance, music, and literature of many cultures, and will be able to analyze the methods used to create art and interpret its meaning. Student will also be able to engage in some artistic creative endeavors.*

Our outcome 4 is linked to this SLO and its subareas, as students will engage with a variety of backgrounds, cultures, beliefs, and behaviors through our events. Often our G2B programs focus on current legislation impacting our communities, so they will be exposed to political issues in the local community, state, and nation. Additionally, we will host events that incorporate music and art through our mental health workshops and G2B programs.

- **Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills.**
 - *Self-Awareness: Students will be able to accurately assess their own knowledge, skills, and abilities; to self-motivate and set realistic goals; to accept criticism; and to respond appropriately to changing situations.*
 - *Workplace Skills: Students will learn to be dependable, reliable, and accountable; to meet deadlines and complete tasks; to maintain a professional attitude; and to work as a productive member of a team.*

Our outcomes 1 & 4 are related to this SLO and its subareas, as being part of our UndocuScholars requirements comes with having them meet requirements and complete deadlines. This would make them more self-aware and prepared for the workforce. They would also learn professional development skills from our G2B staff.

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

The methods used to assess the program's success in serving G2B students include surveys. These surveys are established through Microsoft forms. The surveys are distributed after events. Additionally, we send recap emails to complete evaluation

forms. There are times we create QR codes and we asked students to scan the QR codes to have them take our survey. Over the years, we have created a listserv of students in our program, and we send monthly newsletters to assess their engagement. Lastly, we track our scholars requirements and assess the number of students fulfilling requirements for the program while also providing support to students who have not yet fulfilled all requirements.

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

We have mostly tracked attendance of our students. This informs us how well attended our events are and if the event is a topic of interest for our students. There are times when we frame survey questions related to the content covered in a workshop or presentation and we provide Likert scale questions to get an idea of their degree of learning and sense of satisfaction with the program. Given this is our first program review, we do not have much data on events and plan to collect more for future program reviews.

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

We use the attendance rosters to inform how and when we market an event along with establishing event timelines to organize the event. We also look at trend in terms of whether students are more likely to attend our events in-person versus online. For example, we provided a healing space for students in response to a federal court ruling. We provided the event in hybrid modality and most students attended online. This event happened during mid-terms week, and it informed us that perhaps during midterms students prefer to attend events online. In comparison, we hosted an in-person event when we had our G2B orientation in August and we had 20 students attend, which was more than online attendees.

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

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

Since this is our first program review and 4.1 references previous program review cycle, we are now officially setting program outcomes for G2B. In 4.2, we list the student learning outcomes, which include:

- Program Outcome 1: 60% of G2B UndocuScholars will meet with our G2B academic counselor once a semester to update their educational plan (abbreviated, comprehensive) and ensure progress
- Program Outcome 4: 60 % of G2B UndocuScholars will attend 2 events hosted by G2B

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

Immigration impacted student data is very sensitive. Therefore, it is important that we establish and maintain our own internal data to help track student success, persistence, academic progress, and services students are interested in that can be safe guarded. We are considering using Starfish for case management or continue using excel to track our scholars' outcomes.

- C. Identify a process for using outcome assessment data to improve student services programs SARS using schedule code “G2B Academic Counseling” schedule/reason code and Starfish.
- D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).
Using end of the year information to collect demographic, academic, and interest information about program participants through a Microsoft form survey and connecting with OIE.

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?

While this is our first program review, the data we have collected internally shows that most of our student participants and those interested in G2B identify as Latinx and female. This means that there is a gap for men and other racial/ethnic groups that are not Latinx when it comes to being connected to our program. Therefore, efforts could be made to strategically engage men and additional racial groups who identify with the undocumented community. We can explore hosting programs or support groups that center the intersectionality of being undocumented and male as well as undocumented and Asian American Pacific Islander.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

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

This is our first self-study/program and no goals have been formally established.

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

This is not applicable since no formal goals or program review was completed in the past.

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

This is not applicable since no formal goals or program review was completed in the past.

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

This is not applicable since no formal goals or program review was completed in the past.

- 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?

This is not applicable since no formal goals or program review was completed in the past.

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

This is not applicable since no formal goals or program review was completed in the past.

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:	Recruit, hire, and onboard a Full-Time Student Services Coordinator for G2B	
List College goal/objective the plan meets:	College Goal #:2 Objective #:3	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	G2B does not have a full-time coordinator to lead G2B. The student services specialist is currently taking lead, however, to decrease staff turnover, provide more equitable compensation, and to follow the staff structure of other programs such as the Cadena Cultural Center, Umoja Community Program (soon to be hired), International Student Center, Transfer Center, Career Center, First Year Experience Program, and others, a full-time students services coordinator is needed. This will provide greater stability and long-term program planning opportunities. Additionally, students would be able to establish rapport more easily with a dedicated person rather than regularly having different staff. Furthermore, AB1645 requires CA higher education segments to designate a UndocuLiaison (Dreamer Resource Liaison) on each of their respective campuses. Thus, having a coordinator would be the ideal staff member for this responsibility. The plan is to hire a coordinator in 2023-2024 Academic Year to lead and provide adequate support for G2B.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	G2B students will have a second full-time staff dedicated to implementing programs and initiatives that will serve their needs. This will allow the program to expand in ways that are intended with the Dream Resource Liaison funds and provide a pipeline of professional opportunities within G2B since many part-time staff leave for full-time employment.	
What specific aspects of this SAP can be accomplished without additional financial resources?	It is not possible to hire a Student Services Coordinator without additional and adequate financial support.	
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	\$70, 296 (Salary) + \$17,556 (Benefits) = \$87,852	General Funds

Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$87,852.00	General Funds

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name:	Identify and build a standalone Immigration Impacted Student Center
List College goal/objective the plan meets:	College Goal #: 2 Objective #: 1, 2, 3, & 4
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	G2B is currently located in building 500, room 512-02. This office space is shared with multiple equity initiatives that include the Student Development and Engagement Department, Cadena Cultural Center, and the LGBTQIA2S+ Resource Program. Given that our initiatives are expanding, and more staff are being hired, more space is needed to hire more G2B staff to serve more students. Consequently, G2B needs its standalone center to meet student, staffing, and space needs. The student and space needs require a dedicated space to provide academic counseling, mental health counseling, legal appointments, immigration-impacted advising appointments, a study space, storage, and an area for community building and student engagement. The staff needs require having a dedicated space for a full-time coordinator, full-time counselor, full-time mental health therapist, full-time financial aid specialist, a part-time faculty coordinator to spearhead our UndocuAlly Educators Training Series, two part-time success coaches to support with one-on-one advising appointments (inreach) and outreach, and three part-time student assistants in the future. Additionally, AB1645 encourages CA community colleges to establish a standalone Dream Resource Center and authorizes those centers to provide specialized support services to impacted immigration students. The plan is to have a standalone center by fall 2024.
What <i>Measurable Outcome</i> is anticipated for this SAP?	G2B students will have a new center to serve a larger number of G2B students so they can receive support services designed to meet their needs.
What specific aspects of this SAP can be accomplished without additional financial resources?	This is not possible without significant funding from the college.
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	Cost estimate to be determined once a facility location is confirmed	To be determined by campus leadership in consultation with G2B staff and students
Equipment	Cost estimate to be determined once a facility location is confirmed	To be determined by campus leadership in consultation with G2B staff and students
Supplies		
Computer Hardware	Cost estimate to be determined once a facility location is confirmed	To be determined by campus leadership in consultation with G2B staff and students
Computer Software		
Training		
Other		
Total Requested Amount	Cost estimate to be determined once a facility location is confirmed	To be determined by campus leadership in consultation with G2B staff and students

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name:	Immigration Impacted Students Stipend-Based Fellowship
List College goal/objective the plan meets:	College Goal #:2 Objective #:1, 3, 4
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Most G2B students currently enrolled at Fullerton College do not have access to work authorization due to recent immigration policy changes. Consequently, minimal G2B students have paid professional development opportunities available to them. This fellowship would allow 10 G2B students to develop professionally and receive a \$5,000 stipend for the academic year. Consequently, this fellowship would alleviate the financial burdens that derive from their immigration status. Additionally, this initiative would mirror the state efforts that have been implemented through AB 1037 (CA Dream Incentive Program) mentioned earlier in this program review. The plan is to implement this fellowship in fall 2023.
What <i>Measurable Outcome</i> is anticipated for this SAP?	G2B students will have paid professional development opportunities that will help alleviate the financial burden many students face and allow them the opportunity to persist at Fullerton College.
What specific aspects of this SAP can be accomplished without additional financial resources?	It is not possible to have a fellowship without additional and adequate financial support.
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
Personnel	

Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	\$50,000	½ General and ½ Categorical Funds
Total Requested Amount	\$50,000	½ General and ½ Categorical Funds

STRATEGIC ACTION PLAN # 4

Strategic Action Plan Name:	Recruit, hire, and onboard a Full-Time Financial Aid Technician Dedicated to serving G2B Students
List College goal/objective the plan meets:	College Goal #:2 Objective #:3
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The majority of G2B students who are eligible for AB540 are also eligible for the CA Dream Act (state based financial aid). Unfortunately, pandemic disruptions and recent federal court rulings (as mentioned earlier in this study) have contributed for the 2021 CA Dream Act applications to fall by 16% (click here to read more) . This is one of the reasons a dedicated financial aid technician is needed, to ensure that CA Dream Act applications increase among one of the most financially vulnerable student populations. Moreover, CA recently passed AB 1037 in 2018. This bill is known for implementing the Dreamers Services Incentive Grant. This initiative requires a lot of steps (click here to learn the steps) from the student. Consequently, a dedicated financial aid staff member is needed to support students through this process along with helping troubleshoot the CA Dream Act application in turn increasing CA Dream Act application award rates at Fullerton College. Lastly, this will support with the disbursement and implementation of our stipend-based fellowship for immigration impacted students. The plan is to hire a full-time financial aid technician in the 2023-2024 academic year.
What <i>Measurable Outcome</i> is anticipated for this SAP?	G2B students will have a full-time staff dedicated to implementing programs and initiatives that will serve their needs. This will allow the program to expand its services and increase aid to support some of our most financially disproportionately impacted students.
What specific aspects of this SAP can be accomplished without additional financial resources?	It is not possible to hire a Full-Time Financial Aid Technician Dedicated to serving G2B Students without additional and adequate financial support.

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	\$59,844 (Salary) + \$14,964 (Benefits) = \$74,790	General Funds
Facilities		

Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$74,790.00	General Funds

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)

Most of the resources listed cannot happen without direct financial support from the institution. Furthermore, the following is needed:

- G2B needs to be funded through general funds and needs to be institutionalized.
- G2B needs a standalone physical space/center to house the proper staffing and initiatives to address the needs of immigration impacted students.
- G2B needs additional staffing:
 - Immediate Staffing Needs:
 - **(1)** Full-Time Student Services Coordinator
 - **(1)** Full-Time Financial Aid Technician
 - Gradual Staffing Needs (The following staffing needs apply to future program review cycles):
 - **(1)** Full-Time Director/Manager dedicated 100% to G2B
 - **(1)** Full-Time Academic Counselor
 - **(1)** Full-Time Mental Health Clinical Counselor
 - **(1)** Full-Time Career Center Specialist that will focus on compensatory professional development opportunities for immigration impacted students without work authorization
 - **(1)** Full-Time Administrative Assistant
 - **(1)** Full-Time Outreach Student Services Specialist
 - **(1)** Full-Time Graphic Designer
 - **(1)** Part-Time Faculty Coordinator that will spearhead our UndocuAlly Educators Training Series
 - **(1)** Part-Time Data, Evaluation, and Assessment Assistant
 - **(2)** Part-Time Success Coaches to support with one-on-one advising appointments
 - **(4)** Part-Time Student Assistants to help with the daily operation of the program that identify as G2B students for student input and increase our student's sense of belonging.
- G2B needs a stipend-based fellowship initiative to support the personal and professional development of immigration impacted students with or without employment authorization.

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.

The G2B program is an emerging program that has been around from some time. This is the first program review that has been submitted for this program. Although this program has not existed for a long time it has grown and provided a variety of services for students. The following chart outlines the services, strengths, and areas of growth:

G2B Program Services	G2B Program Strengths	G2B Program Areas of Growth
<ul style="list-style-type: none"> • Academic Counseling • Immigration Impacted Student Advising Appointments • Legal Services • Mental Health and Wellness Services • Room 512-02 Lobby (Program Space) • Programs and Events • UndocuAlly Educators Training Series • UndocuScholars <ul style="list-style-type: none"> ○ Priority Registration ○ Bookstore Supply Cards ○ Grocery Supply Cards ○ Graduation Cords • Workshops and Presentations 	<ul style="list-style-type: none"> • Immigration Impacted Student Advising Appointments: These appointments are specialized to our students and most student referrals are funneled into this service making it a strength of our program. • Legal Services: G2B is the only program that provides legal services at Fullerton College, this is a strength by default as it is one of the biggest needs of our students. • Mental Health and Wellness Services: Our mental health therapist works at the health center and is embedded with our program to provide specialized mental services to our immigration impacted students. • Programs and Events: This is a strength as it brings unique programming related to immigration impacted students for the personal and professional development of the Fullerton College community. • UndocuAlly Educators Training Series: The strength within this component is that the Fullerton College G2B team leads UndocuAlly trainings across the North Orange County Community College District (NOCCCD). • UndocuScholars Component: This is a strength as it is a program of its kind, no other campus across NOCCCD has established an immigration impacted student focused retention program with requirements and benefits. • Workshops and Presentations: Our workshops and presentations are a strength as they cover topics specialized to the needs of our students. 	<ul style="list-style-type: none"> • Academic Support: G2B students struggle with academics due emotional and mental challenges they face. They need academic support and grace to help them complete their studies, and referrals to tutoring when struggles are related to course content. • Case Management: Although our UndocuScholars component is a strength of the program, the case management element needs work. We need a platform or software to keep better track of our students' academic progress, requirement progress, and benefits distribution progress. This component must provide confidentiality as their student information is vulnerable and only G2B staff should have access to such information. • Data Collection, Evaluation and Assessment: Although we offer a number of services, workshops, events, presentations, and programs we lack the capacity for data collection, evaluation, and assessment. • Financial-Based Initiatives: Our program could benefit from offering stipend-based opportunities to compensate our immigration impacted students as some may not have the opportunity to generate a steady income to pay for their classes. • Mentorship: Although G2B offers great services, it needs a peer-to-peer mentorship component as students can relate to other students. Unfortunately, due to some students not having access to work authorization as well as federal and district policies, make it challenging to compensate immigration impacted students. • Professional Opportunities: Many G2B students lack professional development

		<p>opportunities due to their lack of work authorization. Initiatives that foster professional development are needed.</p> <ul style="list-style-type: none"> •Program Staffing and Structure: Given that the majority of G2B staff are part-time, to prevent staff turnover which can happen semester to semester and address more student needs, G2B needs more full-time professional staff. This includes a full-time students services coordinator and a financial aid technician for the current program review cycle. •Program Name: Our program name confuses the community to believe that we are a graduation program. It does not contain any words related to the student population we serve. As a result, there is a lack of visibility and stigmatization of the immigration impacted/undocumented identity. If we are trying to foster a sense of belonging and inclusion for our students, the program name must change. •Room 512-02 Lobby (Program Space): G2B needs a standalone physical space/center to house more staff and initiatives. The current space G2B occupies is a shared space with the Cadena Cultural Center, LGBTQIA2S+ Resource Program, and the Student Engagement and Development Department. Due the expansion of all areas space is becoming limited for all entities. •Student Engagement: There has been a decline in enrollment, transitions from in-person to remote and vice-versa and based on our case management efforts we do not have a lot of students attending our presentation, programs, workshops, and events.
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Moreover, state, federal, and districtwide policies were outlined to demonstrate how they impact the effectiveness of G2B. The oldest legislation being from 1986 to the newest in 2022. Overall, we also discussed the needs of the program which include a physical space that could house a standalone G2B center, hiring of a full-time student services coordinator and financial aid technician, funding G2B through general funds instead of categorical. Lastly, outcomes and strategic plans were established to address most of the needs outlined throughout the program review.

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 McPherson, Director of Campus Communications at lmcpheron@fullcoll.edu.

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

Below are a list of some of the references we have included in this program review and hyperlinks were embedded throughout this document to additional site that support our requests in our program review:

Publication	Date last reviewed	Is the information accurate?	URL of publication
G2B Website	12/15/2022	Needs to be updated	https://grads2be.fullcoll.edu/
CA Legislative Information	12/15/2022	Yes	https://leginfo.legislature.ca.gov/faces/home.xhtml
COVID-19 STUDENT SURVEY FALL 2020 COVID-19 STUDENT SURVEY (June, 2021)	12/15/2022	Yes	https://www.csac.ca.gov/survey2020
Applications for Dream Act Financial Aid Have Fallen	12/15/2022	Yes	https://www.ppic.org/blog/applications-for-dream-act-financial-aid-have-fallen/#:~:text=In%202021%2C%20Free%20Application%20for,Act%20applications%20have%20fallen%2016%25.

CALIFORNIA DREAM ACT SERVICE INCENTIVE GRANT PROGRAM	12/15/2022	Yes	https://www.csac.ca.gov/dsig/apply
AP 7120-11 Verification of Eligibility of Employment	12/15/2022	Yes	https://www.nocccd.edu/files/7120-11apfinalreviseddcc-2017-09-25_44735.pdf
Immigration Reform and Control Act of 1986	12/15/2022	Yes	https://www.congress.gov/bill/99th-congress/senate-bill/1200

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

12/19/2022

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):

Area of 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

Dr. Monte Perez

Interim President

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.











G2B_FINAL 22-23 -Prog-Rev-STU-SERVICES-TEMPLATE- Sept 27 rev


Final Audit Report

2022-12-22

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