



FULLERTON COLLEGE

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Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

LGBTQIA2S+ Resource 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

Ariel Gentalen, LGBTQIA2S+ Program Liaison

Dr. Connie Moreno Yamashiro, Director of Student Development and Engagement

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.

Ariel Gentalen		LGBTQIA2S+ Program Liaison	12/14/22
Printed name of Principal Author	Signature	Title	Date
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Gilbert Contreras (Dec 22, 2022 17:54 PST)

Dec 22, 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 LGBTQIA2S+ Resource Program's mission is to support the LGBTQIA2S+ community at Fullerton College by creating inclusive and affirming spaces for students, as well as increasing access to resources, information, and learning tools. We align with and directly support the Fullerton College mission by fostering a supportive and inclusive environment where our students can be successful within their goals and community. We promote cultural awareness and increase their sense of belonging on campus, which advances student learning and achievement.

Vision

The services provided by the LGBTQIA2S+ Resource Program directly supports the Fullerton College Vision of transforming lives and inspiring positive change in the world through our efforts to increase diversity and inclusivity campus wide to support LGBTQIA2S+ community needs. By running student-centered programs and hosting LGBTQIA2S+ foundations training for faculty and staff, we seek to not only support students directly with resources but transform all aspects of their campus experience. Students should feel safe everywhere on campus to express their full and authentic identities. Welcoming faculty and staff that are educated and attentive to the LGBTQIA2S+ community needs are a core pillar in these efforts.

Core Values

The LGBTQIA2S+ Resource Program directly supports the following Fullerton College Core Values:

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

By organizing events where LGBTQIA2S+ students can find and connect with each other, we foster a growing, visible community that makes the LGBTQIA2S+ community feel prevalent and accessible. Having a safe space to be their whole self is essential in fostering community.

Diversity – We embrace and value the diversity of our entire community.

By educating the campus community on LGBTQIA2S+ issues and best practices, we promote the value of diversity to our entire community.

Equity – We commit to equity for all we serve.

We promote an intersectional approach to LGBTQIA2S+ issues so that all the letters in the spectrum are acknowledged through our work. Our program exists because we know there are unique needs of our LGBTQIA2S+ community that require an equitable approach.

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

As a new program, we acknowledge the importance of involving the campus community in our program. We have created spaces for students to share their needs and wants with us so we could best support them.

Additionally, we have involved faculty, staff, administrators, and community organizations in our program, and we will continue to do so as we evolve as a program.

Partnership – We work together with our educational and community partners.

The LGBTQIA2S+ Resource Program was grown from a partnership across the NOCCCD District campuses, focusing on campus and district-wide issues to help support our LGBTQIA2S+ community. We continue to utilize and grow our partnerships with local LGBTQIA2S+ organizations through our events that also seek to support our LGBTQIA2S+ students.

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

Part of this direct support is promoting these practices within our programs for our students, while also educating campus community, faculty, and staff on how to promote these values to ensure all our LGBTQIA2S+ students are treated with such values.

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

We are actively engaging in resource work to expand community, opportunity, and safe spaces for LGBTQIA2S+ students on campus. We also promote academic success and achievement with the goal that students will go on to make a positive difference in the world.

College Goals

The LGBTQIA2S+ Resource Program directly supports Fullerton College's *Goal 2: Cultivate a Culture of Equity* by directly supporting the needs of LGBTQIA2S+ students and organizing around removing institutional barriers to be equitable and enhance their success. The LGBTQIA2S+ Resource Program especially works to foster a sense of belonging where all are welcome, and student basic needs are addressed within Goal 2.

2.0 Program Description/Data & Trends Analysis

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

The primary purpose of the LGBTQIA2S+ Resource Program is to create safe space, and advocate for the needs of the LGBTQIA2S+ community at Fullerton College. This program was established due to the rising mental health issues present in the LGBTQIA2S+ community on campus. Prior to any LGBTQIA2S+ established programs in 2018, it was observed by Director of Behavioral Health, Dana Timmermans (he/him) that the number of crisis interventions for LGBTQIA2S+ students were happening multiple times a week. This is an alarming rate of need in comparison to the non-LGBTQIA2S+ crisis health intervention rate. In the 2021 National Survey on LGBTQ Youth Mental Health put out by the Trevor Project, 42% of LGBTQ youth seriously considered attempting suicide in the past year, including more than half of transgender and nonbinary youth. LGBTQ youth who had access to spaces that affirmed their sexual orientation and gender identity reported lower rates of attempting suicide. This actively showcases an urgent need to create space and offer vital resources to assist LGBTQIA2S+ students, and to develop a more holistic program that could address the many needs these students were bringing to light as they struggle with their identities on and off campus.

Over the past few years, the LGBTQIA2S+ Resource Program has grown from a concerned group of staff and faculty volunteers to an established part of the Department of Student Engagement and Development. The staff of this program are currently a Faculty Professional Expert, a Licensed Therapist, and an Academic Counselor working a combined 28 hours a week to support our LGBTQIA2S+ student population. We write

allyship trainings, host monthly programs and events, meet with students individually for mental health and academic counseling, and support their growth as students on campus.

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	1	100%	12	Catergorical	1*
Classified					
Faculty (full-time)					
Faculty (Adjunct)	1	12.5%	12	Categorical	0.125
Hourly - Adult					
Hourly - Student					
Professional Experts	1	32.5%	8.8	Catergorical	0.325
Medical Employee	1	25%	8.8	Categorical	0.25
	Total FTE				1.70

*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)
Independent Contractors	NA	NA	NA	NA
Volunteers	NA	NA	NA	NA
Interns	NA	NA	NA	NA

Total Hours & Costs	NA	NA	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.

We do not have funding through the General fund and only Categorical funds, and this limits our growth and ability to serve students as a resource program. The LGBTQIA2S+ Community deserves and urgently needs campus support to flourish. This funding issue is directly reflected in our staffing. We are currently severely understaffed in our program, which is greatly influencing our ability to be effective and supportive of the LGBTQIA2S+ community on campus. It is difficult to build infrastructure for programs and resources, when positions are temporary and when they have an hour cap that does not allow the investment needed for large scale projects.

We are currently limited by the hours assigned to our three part-time employees, all of which collectively only work 28 hours a week. Three employees do not even make up one full-time individual for this Resource Program. All work from 2019-2021 was done with reassigned time or on a volunteer basis. The LGBTQIA2S+ community at Fullerton College are in dire need of support, and with an institution invested in student success, this is a fundamental investment that needs to be made.

To fully accomplish our goals and support the LGBTQIA2S+ community on campus this Resource Program needs at minimum, Full-Time Coordinator, a Full-Time Therapist, and a 23-hour Counselor to meet the same operating criteria within the Student Engagement and Development programs like Umoja and Grads to Be. This would give us the opportunity to build an LGBTQIA2S+ Scholars Program, and better track and support LGBTQIA2S+ student success.

This staffing structure could then support larger, more substantial programming than what we are able to currently offer. The LGBTQIA2S+ Community at Fullerton College deserve a Lavendar Graduation Ceremony, where they can celebrate their achievements with their community. Although we held a small graduation celebration in 2022, many students were hoping for rainbow stoles and tassels to adorn themselves with pride for their Fullerton College graduation ceremony and due to limited funding and staffing, that was not possible in 2022, but we hope can be possible for the future.

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

Our program as it operates now, did not exist during the last review since LGBTQIA2S+ Resource Program has only recently been established in 2022 along with the Department of Student Development and Engagement. Although there was sporadic programming in 2019 and 2020, which was developed via re-assigned time from staff in other departments. The Faculty Professional Expert overseeing the LGBTQIA2S+ Resource Program as it is now, was hired in November 2021. With the hiring of the Director of Student Engagement and Development in Spring 2022, we began to create systems to track students attending our programs and accessing our services.

In Spring 2022, we hosted 23 programs and events that reached 192 individuals. This Fall 2022, we held 13 programs and events, reaching 182 individuals, so while the team only had capacity for half of the events in fall compared to spring, our average attendance grew by 75% in one semester.

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

There was no previous Program Review Self-Study for the LGBTQIA2S+ Resource Program. Before there was a formalized LGBTQIA2S+ Resource Program under Student Development and Engagement, this dire need was addressed with individual Safe Space trainings that were facilitated in 2018 and 2019. It was thought that educating staff and faculty on how to be better allies to the community was the top priority in creating a safer and more welcoming space for LGBTQIA2S+ students. In 2020, Academic Counselor Lisa Macafee (they/she), utilized re-assigned hours to create a LGBTQIA2S+ Canvas Shell where students, faculty, and staff could opt into getting campus wide updates and access vital resources to support students. This also generated an LGBTQIA2S+ Advocates listserv that keeps faculty and staff in contact with each other about LGBTQIA2S+ events and support opportunities.

In the summer of 2021, various faculty and staff across the district came together to begin to generate a LGBTQIA2S+ Foundational Curriculum. The intention was to educate anyone within the district interested in opting into growing their understanding of LGBTQIA2S+ issues, vocabulary, and ultimately, become trained allies to the LGBTQIA2S+ community on campus. In addition to this groundwork, programs began to take shape and form to support student needs. Queer Social Hour began, sponsored by the Health Center, with Lisa Macafee co-hosting alongside therapist Farrah Hedayati (she/her). Queer Book Club was founded by Fullerton College librarian Monique Delatte (she/her), alongside Lisa Macafee and adjunct English faculty Nic Vanderver (they/he). LGBTQIA2S+ Points of Contact were also established to be full-time faculty Amber Gonzalez (she/her) and full-time staff Monique Delatte.

In November 2021, the first Professional Expert was hired to be an official LGBTQIA2S+ point of contact with ten dedicated hours to developing programs, assisting with the LGBTQIA2S+ Foundations Curriculum, and growing resources for the campus community. This position was created to stabilize a foundation of LGBTQIA2S+ support. It should be noted that until this moment, there was no official, paid LGBTQIA2S+ designated support. All LGBTQIA2S+ work was being done on re-assigned time or volunteer basis.

In 2022, the LGBTQIA2S+ Foundations Curriculum saw both a test run in January during Winter Break and a full roll out during the Spring semester. This LGBTQIA2S+ Foundations Curriculum was presented at the statewide, California Community College LGBTQ+ Summit in May 2022. LGBTQIA2S+ Professional Expert Ariel Gentalen (they/them), continued to run weekly Queer Social Hours, and organized events for Trans Day of Visibility, Fullerton College's first LGBTQIA2S+ Grad Celebration, and several Pride events in June. What is a continued theme at these events is gratitude from students who have not seen LGBTQIA2S+ safe space on campus during their tenure previously. Many students now are returning from online only instruction, looking for community and finding it at our events.

In July 2022, the LGBTQIA2S+ Resource Program applied with our colleagues across NOCCCD and were awarded a \$130,386.67 grant directly from the state of California. This one-time grant could be used for up to five years, which we began utilizing in August 2022. With these funds, we hired a part-time LGBTQIA2S+ Community Mental Health Therapist, Yanel Bueno (they/them) to begin offering LGBTQIA2S+ centered mental health care. Our LGBTQIA2S+ Professional Expert, Ariel Gentalen, began working 13 hours a week in the Fall as

well. With the return to campus and the creation of the Student Engagement and Development Offices in Building 500, Room 512, more direct connections with students have been made than ever before.

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

The LGBTQIA2S+ Community is in the news and headlines daily, with state and national laws in constant flux. This discourse is a point of stress for many students, especially with the increase in visible LGBTQIA2S+ violence in the United States. Their mental health, anxiety, and depression is greatly affected by their engagement with this news cycle, while also trying to tend to their identity, friendships, job, and schoolwork. Many come to our office feeling overwhelmed, unsure of where to go for support or to make queer friends while remaining not out at home where they live with unsupportive parents. The 2020 Real College National Survey reports that from a pool of over 195,000 students from 130 two-year college and 72 four-year colleges that 3 in 5 experience basic needs insecurity. While 34% applied for emergency aid, 52% did not because they did not know how. Many of our students are suffering in silence.

A huge impact shifting laws has on students is their access to LGBTQIA2S+ affirming health care. Many want to start Hormone Replacement Therapy (HRT) or need other gender-affirming health care they cannot access. There are many barriers to this access including transportation, monetary, and safety. Many of our LGBTQIA2S+ students are out on campus and online, but not out at home. Our LGBTQIA2S+ Community Therapist has only been on staff since September 2022 but has been working to dismantle barriers even at the Fullerton College Health Center for LGBTQIA2S+ students including updating forms, increasing knowledge of gender affirming health care, and offering students medical support letters for their gender affirming surgeries.

The LGBTQIA2S+ students, staff, and faculty all face issues regarding respect for their identities. In the 2018 Trevor Project Youth Report, only 27% of LGBTQ youth can “definitely” be themselves in school as an LGBTQ person. Only 13% of LGBTQ youth report hearing positive messages about being LGBTQ in school and only 26% of LGBTQ youth report they always feel safe in the classroom. In California, there are anti-bullying and non-discrimination laws in place to protect LGBTQIA2S+ students, but unfortunately, this does not mean they do not encounter such behavior. The LGBTQIA2S+ Resource Program has supported Foundations Allyship Training coursework to better educate faculty and staff on how to create LGBTQIA2S+ inclusive classroom spaces, and be better versed in utilizing proper pronouns, and not dead-naming students. We are lucky to have “AP 5041: Student Records: Gender and Chosen Name” in place that supports students filing requests to update their school records to reflect their accurate gender and name. However, there are still places to improve this AP in practice and minimize harm for students who encounter misgendering and deadnaming in their educational spaces.

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

Since Spring 2021, we began formally collecting attendance data at all LGBTQIA2S+ events through a Qualtrics survey that captured student contact information so we could remain in contact with them about LGBTQIA2S+ campus events and resources. Over the course of the past year, we’ve reached just over 350 students with online and on campus programs.

The Office of Institutional Effectiveness, however, reports there are 3,170 students on campus who identify as LGBTQIA2S+. This number has grown steadily from 2019 to 2022, and we can expect the population to

continue to grow. Currently, with one in five students on campus identifying as a member of the LGBTQIA2S+ community, we are meeting only about 10% of those students at events on campus in a year.

What we need in addition to contacts to stay in touch with these students, is a better mechanism to identify these students. Partnering with the Office of Institutional Effectiveness over the next few years will be vital to increase our ability to interface with the LGBTQIA2S+ student community.

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 is the dedication of our current staff to increasing resources and visibility for LGBTQIA2S+ students. Within the last year, we have launched many programs and initiatives for the first time ever on campus, creating space for students to meet each other, share community, and access vital resources they need to succeed and affirm their identities. Students feel safe and supported by our staff. They are also thrilled there is an actual, physical space on campus where they know they can locate LGBTQIA2S+ support.

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

The primary weakness is rooted in the lack of support for adequate staffing and funding. Although the program has existed formally for a year, we do not have steady funding coming from the campus itself. The majority of our operational funds are grant based, and this limits our growth and ability to serve students as a resource program. The LGBTQIA2S+ Community deserves and urgently needs institutional funding support to flourish. It is very apparent there is a fundamental need for resources to be expanded to provide the baseline assistance needed to support the LGBTQIA2S+ Community on campus. The program continues to struggle with only one part-time faculty member to plan and coordinate its services, while the resources available in mental health and academic advising remain severely limited due to part-time hours, which impacts the student population overall in accessing the services. We are capped at our capacity to meet student needs until the program receives more substantial and consistent funding that allows us to plan adequately to meet student needs, therefore thousands of students will not be supported until there is adequate funding and staffing available leaving our LGBTQIA2S+ communities at risk of not persisting towards their educational goals and continuing to experience dire mental health challenges.

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

Opportunities are abundant for our program. According to the Office of Institutional Effectiveness, there has been steady growth in the LGBTQIA2S+ student population from 2019-2020, when 2,113 students identified as LGBTQIA2+ to 3,170 in 2021-2022 (a 50% increase in one year). We will continue to see an increase in the need for our services, and we must have adequate staffing to support the population. With the institutionalization of the program and adequate funding, we would hire a full-time Program Coordinator to oversee the LGBTQIA2S+ Resource Program. We could increase the hours of our Counselor and Community Mental Health Therapist, which could then support an LGBTQIA2S+ Scholars Program that offers the support LGBTQIA2S+ students need on campus to thrive and graduate. As the program grows in funds and staffing, the goal would be to have a stand alone LGBTQIA2S+ Center instead of a program that shares space with two other programs within the department. LGBTQIA2S+ students are constantly in need of a safe space on campus, being able to provide them with a place to host club meetings, gather to study, or quietly sit away from others would bring a much-needed ease to their life.

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

Until we receive the adequate funding we need to expand and support our program, our services and ability to serve students will be extremely limited. Related to funding, staffing is a dire concern for our LGBTQIA2S+ Resource Program. We have three part-time employees who work a grand total of 28 hours a week, and this is simply not enough staffing to support the 3,000+ LGBTQIA2S+ students on campus.

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.

We are a new program so program outcomes have not been set previously. In 4.1 and 4.2 you will see the same program outcomes for this new cycle.

	What are your program outcomes?	When was the Assessment Completed?/ When will it be measured?	When did you analyze the data?/When will the data be reviewed?	When were changes made?	Number of Cycles Completed
1.	The LGBTQIA2S+ Resource Program will provide at least 3 events per semester that promote LGBTQIA2S+ community connections and visibility for students. We will see a 25% increase in attendance of students at these events. (NEW)	At the end of each semester	At the end of each semester	N/A	N/A
2.	Establish an LGBTQIA2S+ Scholars Program and have 30 students enrolled and keeping a 60% engaged rate (NEW)	Once the Scholars Program is established	Once the Scholars Program is established	N/A	N/A
3.	The LGBTQIA2S+ Resource Program will collaborate with the college to create systems to better identify LGBTQIA2S+ students so we can directly access and support them. (NEW)	By the 2026-2027 Program Review, will have established new institutional initiatives.	After Spring/Fall registration data is collected	N/A	N/A
4.	The LGBTQIA2S+ Resource Program will hire a FT Program Coordinator (NEW)	In 2026-2027 Program Review we will have a FT Coordinator	NA	N/A	N/A

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.	The LGBTQIA2S+ Resource Program will provide at least 3 events per semester that promote LGBTQIA2S+ community connections and visibility for students. We will see a 25% increase in attendance of students at these events. (NEW)	Planning events ahead of the semester, and marketing with appropriate timing, and tracking attendance.	Attendees will complete a Qualtrics survey at every event.	N/A	A continued increase in visibility and attendance to our programs as we solidify our presence on campus and more students become aware of our program.
2.	Establish an LGBTQIA2S+ Scholars Program and have 30 students enrolled and keeping a 60% engaged rate (NEW)	A scholar's program will be built into the structure of the LGBTQIA2S+ Resource Program, and once we establish the program with 30 students this will be met.	Coordinating with our Academic Advisor and Community Therapist, we will make sure scholars stay on track to meet the necessary requirements for the program and attend their counseling sessions.	Yes	We will see the establishment of a brand-new program, with enrolled, active students that will support their retention and sense of belonging.
3.	The LGBTQIA2S+ Resource Program will collaborate with the college to create systems to better identify LGBTQIA2S+ students so we can directly access and support them. (NEW)	A new system will emerge, developed in collaboration with OIE	Further developing the institutional surveys that student access upon registration, creating more inclusive questions to support their participation, and finding ways to create access to self-update or change this information during the semester, as necessary to support changing identity labels.	We will work with OIE to see what is possible.	We will see an increased understanding of the LGBTQIA2S+ community on campus through data collection. A more inclusive environment with engaged community members that can assist with LGBTQIA2S+ Community issues and inspire positive change. Also, we will be able to identify our LGBTQIA2S+ community in ways we haven't before

4.	The LGBTQIA2S+ Resource Program will hire a FT Program Coordinator (NEW)	The Resource Program will have a full time staff member to support its goals and programming.	NA	N/A	There will be a new full time Coordinator present on the team before the 2026-2027 review cycle.
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4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?

Although we have not participated in a formal assessment of program outcomes prior to this one, the general assessment of lack of programs has led to an increase in production to provide opportunities for the LGBTQIA2S+ community to meet and engage each other on campus. We have also worked to acknowledge their needs by hiring a designated Community Therapist and Academic Counselor to increase visibility and safe spaces for LGBTQIA2S+ dialogue on campus. Many have felt underserved by the institutional resources they have tried to access, where LGBTQIA2S+ folks are not visible or accessible to them. They feel safer in our office, speaking to LGBTQIA2S+ designated staff. We have also altered the time and modality of our monthly event (Queer Social Hour) to better accommodate student schedules to see increased attendance across the Fall semester after moving the program offline.

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

Having just added an Academic Counselor and Community Therapist to our program roster, we will now build out a LGBTQIA2S+ Scholars program that functions much like the Grads 2 Be and Umoja Scholars programs do at Fullerton College. We are looking to support students holistically through their journey, and better assess the improvements being made in their learning and achievement.

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

We are a brand-new program and we've been building ourselves from the ground up with three employees working less than a single full-time position a week. The 2021-2022 yearly cycle has been one focused on growth and adaptation to the needs of the community and the limits of our capacity.

The LGBTQIA2S+ campus efforts were originally scattered throughout campus and focused on educating faculty and staff. In the last year, we have turned our efforts to be student centered which has brought a new visibility to our programs as we reach students who needs may have not been acknowledged prior. However, this still means we are doing many things for the first time which comes with the need to constantly assess, reflect, edit, and create structures where there was not prior.

Our program is actively limited by our funding streams, which are currently grant based. We need institutional support through the General Fund to fully formalize our program, and provide the funding needed to stabilize the resource work we do for students. With institutional funding, we would be able to hire the staff needed to fully develop and integrate the programs sorely needed by the LGBTQIA2S+ community on campus. Our grant-

based personnel funds will mostly be exhausted by June 2023, so additional funding and staffing is desperately needed.

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

The LGBTQIA2S+ Resource Program directly supports Fullerton College's *Goal 2: Cultivate a Culture of Equity* by directly supporting the needs of LGBTQIA2S+ students and organizing around removing institutional barriers to their equity and success. The LGBTQIA2S+ Resource Program especially works to foster a sense of belonging where all are welcome, and student basic needs are addressed within Goal 2.

With the addition of our Academic Counselor and Community Health Therapist, we are beginning to tackle Fullerton College's *Goal 1: Promote Success for Every Student*. With the establishment of an LGBTQIA2S+ Scholars Program over the next four years, we would be more effectively serving the objectives outlined in Goal 1.

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

- Communication: LGBTQIA2S+ 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. We practice these skills in Queer Social Hour, and support students in the creation of LGBTQIA2S+ Club Spaces to further create opportunities for community building.
- Global Awareness: 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.
- Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills: 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. We want our LGBTQIA2S+ students to participate in appropriate self-care and generate support systems so they can flourish in their identities.

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

We currently use a Qualtrics survey to track attendance and contact information at each LGBTQIA2S+ Resource Program event. We have also begun to use a LGBTQIA2S+ listserv that we cultivated during our October 2022 LGBTQIA2S+ Resource Fair to keep in touch with our students through a monthly newsletter and targeted messaging for academic counseling and mental health support. In the upcoming years, we look to create more structural systems of reporting utilizing SARS and Starfish, as we build out our scholars' program.

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

Since we began tracking attendance at our events, we have seen an increase in attendance, especially with in-person modalities returning. We have struggled to connect with a larger LGBTQIA2+ population but are reaching more students with our growing LGBTQIA2S+ listserv and social media than ever before. We have seen steady growth in our social media engagement over the last year, but a myriad of factors often results in low attendance at events (student work and class schedules, low social resources, general anxiety.) We continue to strategize how to best engage and reach them. What we find is their gratitude for these spaces existing in the first place, which they see as a great improvement over never having any visible programs in the past. They recommend continuing to offer these opportunities, with more frequency.

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

We utilize these attendance reports to re-visit our strategies around marketing and event planning. We have actively switched program modalities and program times to better suit student schedules based on their feedback. We also take into account the student feedback we get at one-on-one meetings and incorporate that into our methodology.

There seems to be a disconnect in students knowing about the services and utilizing them – they are often excited to learn there are opportunities and then do not follow through on appointments. We seek to actively streamline access to our Academic Counselor and Mental Health Therapist in the near future. The creation of the scholars' program will also help us support and track these students more closely, so they receive the continued support they need and deserve.

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

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

Establish an LGBTQIA2S+ Scholars Program and have 30 students enrolled and keeping a 60% engaged rate.

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

Since we cannot disaggregate current LGBTQIA2S+ data due to the sensitivity of the data, it becomes that much more important to create our own internal data to help track LGBTQIA2S+ student success via the creation of an LGBTQIA2S+ Scholars Program to support and track their academic growth, while supporting them with academic and mental health resources.

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

We will set up SARS schedule for the LGBTQIA2S+ Scholars Program and collect data at the end of the semester once the program is established. We will also be able to identify which programs attended more frequently to better tailor our support services.

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

End of semester data can be shared 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?

We do not have outcomes from the prior year to report on but look towards building out systems in which the collection of data will inform our future efforts. Based on data from the Office of Institutional Effectiveness, we understand that 1 in 5 of our students at Fullerton College identifies as LGBTQIA2S+. There is further opportunity for equity analysis to understand the intersection of identities in our campus queer population (queer and BIPOC, queer and undocumented, queer and APIDA, etc.) that can lead to further enhancement of our programs.

We can also safely assume there is under reporting of community alignment, due to a myriad of reasons. With any collected data which asks respondents to “self-report” results will depend on a number of factors including how comfortable or safe the respondents feel answering the questions in their current climate, and whether they have access to the report at all. A consistent narrative we hear from students at Fullerton College is that they are out on campus, but not out at home. If parents are in any way supervising their enrollment or school profiles, we will not see their true identity reflected in the data. Under reporting is a serious issue, which makes understanding their needs more difficult. We currently are looking at 10% but we could assume it might be closer to 20 – 25%. We can look at state and national data to further illuminate the needs these LGBTQIA2S+ students are facing and reasons they may under report or choose to not self-identify.

According to the 2018 Trevor Project Youth Report, only 27% of LGBTQ Youth can “definitely” be themselves in school as an LGBTQ person and only 26% of youth report that they always feel safe in the classroom. Only 1 in 3 LGBTQ youth find their home to be LGBTQ affirming – our campus becomes their second home in most cases, where they are more comfortable being themselves, amongst their peers. As stated previously, according to the 2021 Trevor Project LGBTQ Youth Mental Health National Survey, 42% of LGBTQ youth seriously considered attempting suicide in the past year. It is important to note the intersectional identities are at a greater risk. We see that 12% of white youth attempted suicide compared to 31% of Native/Indigenous youth, 21% of Black youth, 21% of multiracial youth, 18% of Latinx youth, and 12% of Asian/Pacific Islander youth. We see in the 2022 Trevor Project report that race/ethnicity also impacts LGBTQ youth’s ability to access mental health care, as many report they feel care providers will not understand their culture, so they do not opt into even seeking mental health support. Mental Health has a huge impact on showing up to class, completing coursework, and succeeding as a student. We know if LGBTQIA2S+ students feel safe on campus, and have access to care, and community, they are more likely to succeed academically.

The existence of our program is imperative as a safe space for students to land. They are seeking resources and support for their mental health, academics, and guidance in their LGBTQIA2S+ identities they are not receiving elsewhere. Although learning resources and visibility for LGBTQIA2S+ folks is increasing online, so is hate speech and inner-community discourse. It becomes imperative that we are a visible access point to direct them to tangible resources (ex. Food Pantry, Health Care Services, Mental Health, Academic Counseling, Community Social Groups) so they stay safe on their journey as a student at Fullerton College.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

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

The LGBTQIA2S+ Resource Program was not established during the last self study/program review.

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

The LGBTQIA2S+ Resource Program was not established during the last self study/program review.

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

The LGBTQIA2S+ Resource Program was not established during the last self study/program review.

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

The LGBTQIA2S+ Resource Program was not established during the last self study/program review.

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?

The LGBTQIA2S+ Resource Program was not established during the last self study/program review.

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

The LGBTQIA2S+ Resource Program was not established during the last self study/program review.

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:	Establish an LGBTQIA2S+ Scholars Program
List College goal/objective the plan meets:	College Goal #: 1 Objective #4: Increase completion of courses, certificate and degree programs, and transfer-readiness
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The LGBTQIA2S+ Program Liaison will build the infrastructure of the LGBTQIA2S+ Scholars Program with the support of the LGBTQIA2S+ Academic Counselor and LGBTQIA2S+ Mental Health Therapist so that LGBTQIA2S+ students receive structured support in their academic careers at Fullerton College to improve LGBTQIA2S+ success.
What <i>Measurable Outcome</i> is anticipated for this SAP?	We will have 30 students enrolled in our program and keep a 60% engagement rate.
What specific aspects of this SAP can be accomplished without additional financial resources?	It is not possible to fully support this program without additional and adequate financial support. The Academic Counselor, Mental Health Therapist, and Program Liaison all need more working hours to properly support this retention initiative.
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	\$25,000	General Fund
Facilities		
Equipment		
Supplies	\$10,000	General Fund
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$35,000	General Fund

STRATEGIC ACTION PLAN # 2		
Strategic Action Plan Name:	The LGBTQIA2S+ Resource Program will collaborate with the college to create systems to better identify LGBTQIA2S+ students	
List College goal/objective the plan meets:	College Goal #: 2 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.	We face limitations in our ability to disaggregate data and understand there is an under reporting in the data that we do have access to. We want to work with OIE to establish means of reporting that provide systems to better identify LGBTQIA2S+ students so we can better access and support them.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Identify LGBTQIA2S+ students on campus to InReach/Outreach to them	
What specific aspects of this SAP can be accomplished without additional financial resources?	Increased staff hours for the LGBTQIA2S+ Program Liaison and other incoming team members would support the effectiveness of this SAP.	
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	\$25,000	General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$25,000	General Fund

STRATEGIC ACTION PLAN # 3		
Strategic Action Plan Name:	LGBTQIA2S+ Resource Program will hire a FT Program Coordinator	
List College goal/objective the plan meets:	College Goal #: 2 + 4 Objective #4 & 3: Foster a sense of belonging where all are welcome and student basic needs are addressed, Provide professional and career development opportunities for students, faculty and staff	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The LGBTQIA2S+ Resource Program faces significant challenges in reaching our student population and establishing a program infrastructure with only part time staff members. We are stretched thin, while understanding our students need more support. Recruiting and onboarding a classified professional embedded within the LGBTQIA2S+ program would support the Resource Program in it's growth to fully promote LGBTQIA2S+ equity on campus and connect students with the resources and support they need.	
What <i>Measurable Outcome</i> is anticipated for this SAP?		
What specific aspects of this SAP can be accomplished without additional financial resources?	It is not possible to hire a LGBTQIA2S+ Program Coordinator without additional or 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

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.

Over the course of the next four to six years the LGBTQIA2S+ Resource Program will focus on the following areas of growth and development to best meet the needs of students:

- Establish an LGBTQIA2S+ Scholar's program to ensure that all aspects of a student's success are supported and addressed before the student faces academic challenges. This will allow us to support students not only on their academic journey, but as they grow into their LGBTQIA2S+ identity,

becoming more confident in themselves and their place in the world. We'll explore the use of academic progress reports (SARS, Starfish) to provide early intervention for students in need of academic support.

- Identify and hire a full time LGBTQIA2S+ Program Coordinator. This is a priority for our program, that is in great need of a full-time staff member. Relying on the work of three part-time staff members is not a quality plan to fully support the ever-growing LGBTQIA2S+ student community that is facing intersectional challenges in access to resources and navigating the current political landscape. They need someone here with them full time to build a stable infrastructure for the program to grow and flourish.
- Work with the Office of Institutional Effectiveness to develop better means of identifying LGBTQIA2S+ students to connect with them and bring awareness to on campus resources.
- Continue to develop and offer LGBTQIA2S+ community events so they can connect with each other, find joy, and learn safe ways of navigating relationships, schoolwork, and health care matters.
- Have a stand alone LGBTQIA2S+ Center for students and our growing support services instead of sharing a space and resources as a program.

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

None of the above can happen without direct financial support from the institution. As stated previously, we do not have funding through the General fund and only Categorical funds, and this limits our growth and ability to serve students as a resource program. This funding issue is directly reflected in our current staffing shortage, which is greatly influencing our ability to be effective and supportive of the 3,000+ LGBTQIA2S+ community on campus. It is difficult to build infrastructure for programs and resources, when positions are temporary and when they have an hour cap that does not allow the investment needed for large scale projects.

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 LGBTQIA2S+ Resource Program has been growing at an accelerated rate to meet the needs of students since its inception as a volunteer-based initiative in 2018-2019. We met the call to action brought by the LGBTQIA2S+ mental health crises on campus, and hosted workshops, allyship trainings, created a Canvas LGBTQIA2S+ Resource Library, and began hosting monthly LGBTQIA2S+ focused events for students to meet each other in a safe space.

Since November 2021, the first employee officially hired to oversee LGBTQIA2S+ initiatives, the LGBTQIA2S+ Program Liaison, has been acting as a lead of the program, originally hired at 10 hours a week, only increased to 13 hours this Fall 2022. Bolstered by the support and guidance of the Director of Student Development and Engagement since Spring 2022, we have hosted over 30 programs this year, established two new part-time positions within the department (Academic Counselor and Community Therapist,) started a LGBTQIA2S+

listserv and monthly newsletter, increased following across our social channels, and created much needed visibility for the LGBTQIA2S+ students on campus who find safety in our social spaces.

There is a dire need for institutional funding to support the further establishment of structures and additional staff hires, that will allow the LGBTQIA2S+ Resource Program to meet its full protentional and actively serve the 3,000+ students in deeply impactful ways along their academic journey.

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 Yamashieo

Director, Student Development
& Engagement

12/16/2022

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.











LGBTQIA2S+_FINAL 22-23 -Prog-Rev-STU-SERVICES-TEMPLATE- Sept 27 rev

Final Audit Report

2022-12-23

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