



COMPREHENSIVE PROGRAM REVIEW REPORT

Undocumented Community Center

Program Context

Mission (100 word limit)

1. How does your program align with the college and district mission? <https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf> <https://canadacollege.edu/about/mission.php>

The Undocumented Community Center (UCC) aligns with the College and District missions by promoting equity, access, and student success for all students, particularly those who are disproportionately impacted or racially minoritized. The Center provides essential services, including free immigration legal clinics with translation support for students and their families, guidance through the matriculation process (such as AB 540 and 6 or Fewer units Non-Resident Tuition Fee Waiver), and assistance with the California Dream Act and scholarships. The UCC also supports programs like the Unlocking Futures Fellowship (UFF) and offers workshops, resource sharing, and community connections to remove barriers to education. By providing these services, the UCC fosters student empowerment, critical thinking, and an appreciation for diverse perspectives, fully reflecting the College and District's commitment to access, equity, and inclusive student success.

Program Description (500 word limit)

2. Provide a brief description of your program, what does your program do and who does your program serve?

The Undocumented Community Center (UCC) is a dedicated safe space for undocumented students, students from mixed-status families, and allies. The UCC can assist with issues including AB540 admissions, 6 or Fewer units Non-Resident Tuition Fee Waivers, DACA, and the California Dream Act. The Center also provides information and resources on scholarships, clubs, immigration services, food pantry and community resources.

Undocumented members include individuals who do not have legal status and may have one or more of the following:

- ? Deferred Action for Childhood Arrivals (DACA)
- ? AB540 status
- ? California Dream Act Application (CADAA)
- ? Eligibility for the 6 Units or Fewer Non-Resident Tuition Fee Waiver

This includes individuals from countries or regions outside of the U.S., as well as visa holders, refugees, and asylum seekers. Participants may be of any ethnicity, race, gender identity, or age group and may also be members of special programs such as EOPS, PSP, TRIO-SSS, CWA, Puente, and others.

Assessing Program Impact on Diverse Student Populations

3. How many students are served by your program?

During the 2024-2025 academic year, the UCC served approximately 121 students in the summer, 262 in the fall, and 251 in the spring, with an unduplicated headcount of 404 students for the year. **Figure 1** shows Unduplicated Headcount by term for the past 5 years while **Figure 2** shows Enrollments by term for the same period. While we see a decrease in unduplicated headcount for Summer and Fall, Spring remains

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flat. However, Enrollments over the same period show a steady decline for all 3 terms. **Table 1** shows a decrease in the total students served each year but has now flattened out.

Figure 1

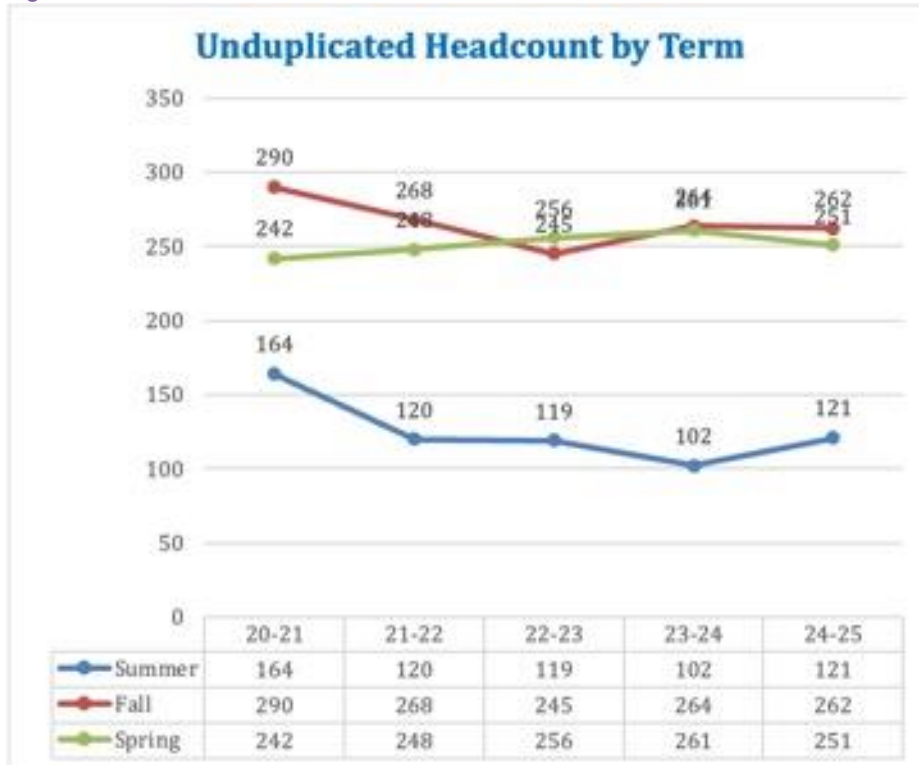


Figure 2



Table 1

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Term	20-21	21-22	22-23	23-24	24-25
Total	422	401	375	404	404

4. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)? Support this with data.

The Undocumented Community Center (UCC) is committed to intentionally serving disproportionately impacted and racially minoritized students by centering intersectionality. While our priority is supporting undocumented students, we serve all students, including those from mixed-status families. At the UCC, we recognize the intersectionality of identities, with many students also identifying as first-generation, low-income, LGBTQ+, and/or foster youth and more. We tailor our services to bridge systemic gaps in support. The UCC provides free Immigration legal assistance to all students and their families, regardless of identity, and connects them to critical resources such as food support, financial aid guidance, and mental health services.

Many of the students we serve rely on financial assistance through the California Dream Act (CADAA) and the 6 Units or Fewer Nonresident Tuition Fee Waiver, giving undocumented students an opportunity to qualify for free college. The UCC ensures that they are supported in navigating these processes. The center also collaborates with campus programs and centers, including SparkPoint, Puente, ESL, the Equity Center, and the Cultural Center, to offer workshops and trainings that affirm the lived experiences of students navigating multiple barriers to education. By centering holistic, culturally relevant, and intersectional programming, the UCC actively works to close equity gaps and ensure that underrepresented students feel supported and empowered to succeed at Cañada College.

Figure 3 demonstrates nearly a 2:1 ratio of female to male students served by the UCC while **Figure 4** breaks down residency status for our students. The chart highlights that nearly 60% of students are residents of a foreign country while 30% are non-residents / AB540.

Figure 3

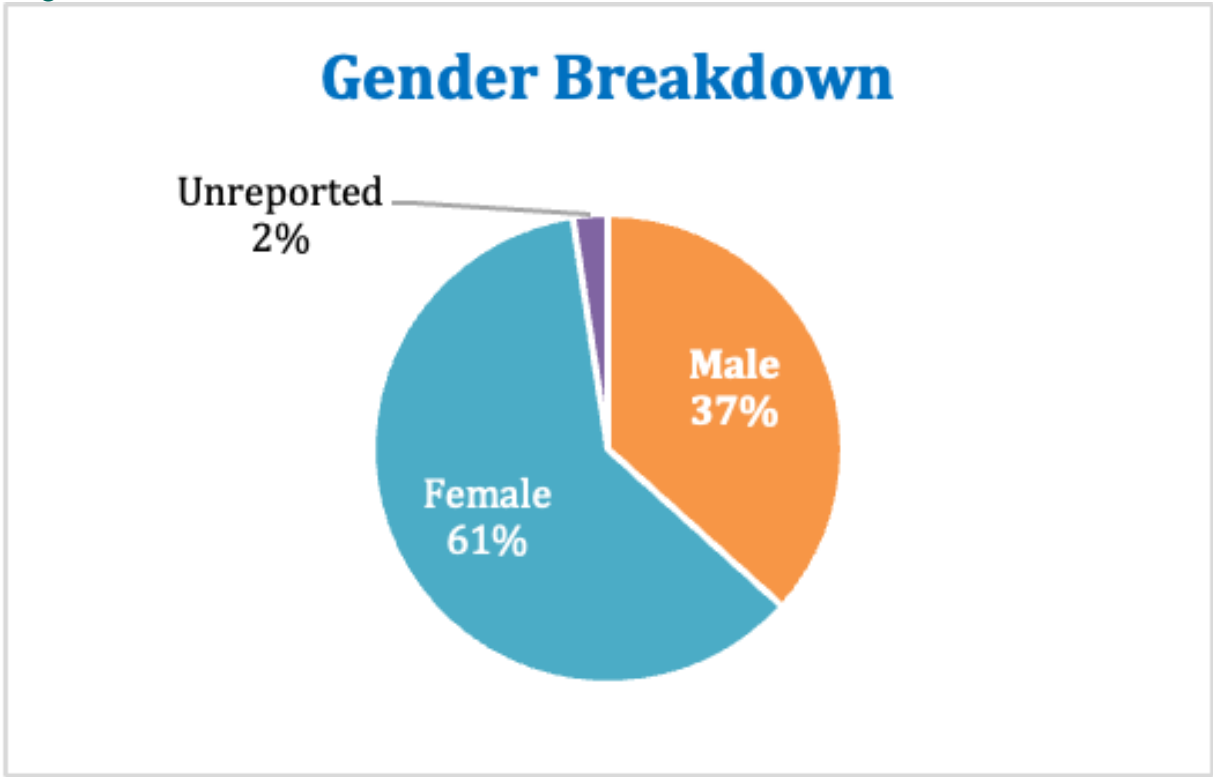
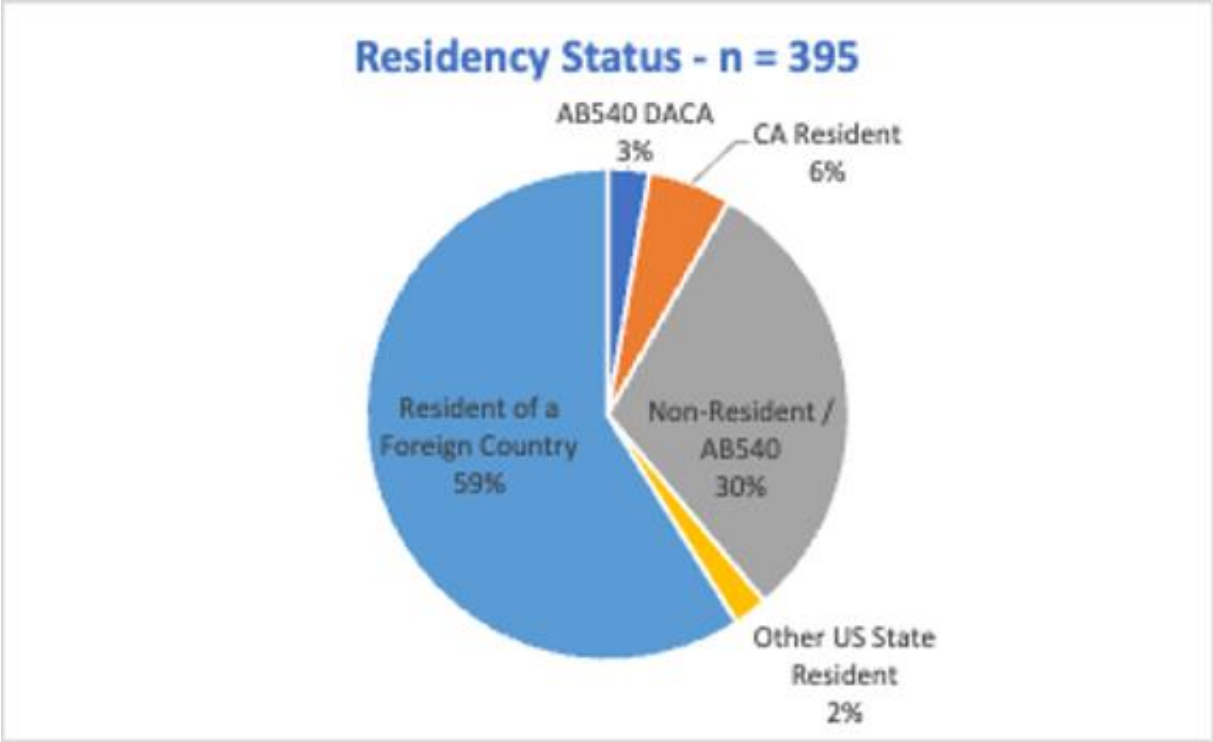


Figure 4



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5. How has student access, retention, and completion changed over the course of this program review cycle? Over the course of this program review cycle, student access, retention, and completion have shown steady improvement. According to the PRIE office, the success rate rose from 62.8% in 2022–2023 to 69.5% in 2024–2025, marking the highest point in the cycle. The retention rate, which had dropped to 82.0% in 2022–2023, increased to 87.5% in 2024–2025, while the withdrawal rate decreased from 18.0% to 12.5% over the same period. These trends demonstrate that students who engage with the program are increasingly likely to persist and successfully complete their courses, highlighting the program’s positive impact on retention and completion.

Figure 5 and Figure 6 demonstrate success and retention rates in both actual counts and percentages respectively. Over the past 3 years, retention rates have slightly increased while success rates have stayed steady.

Figure 5

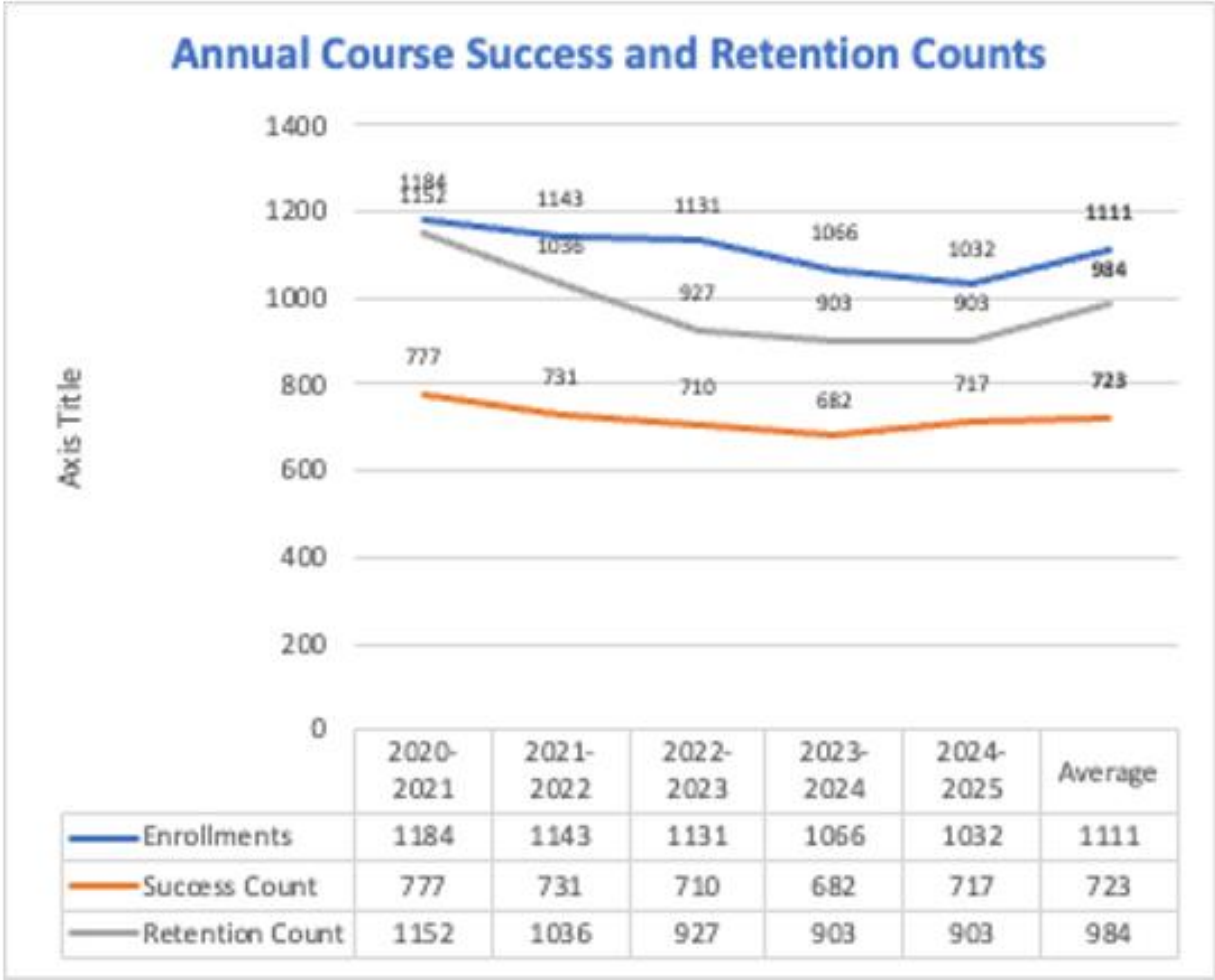


Figure 6

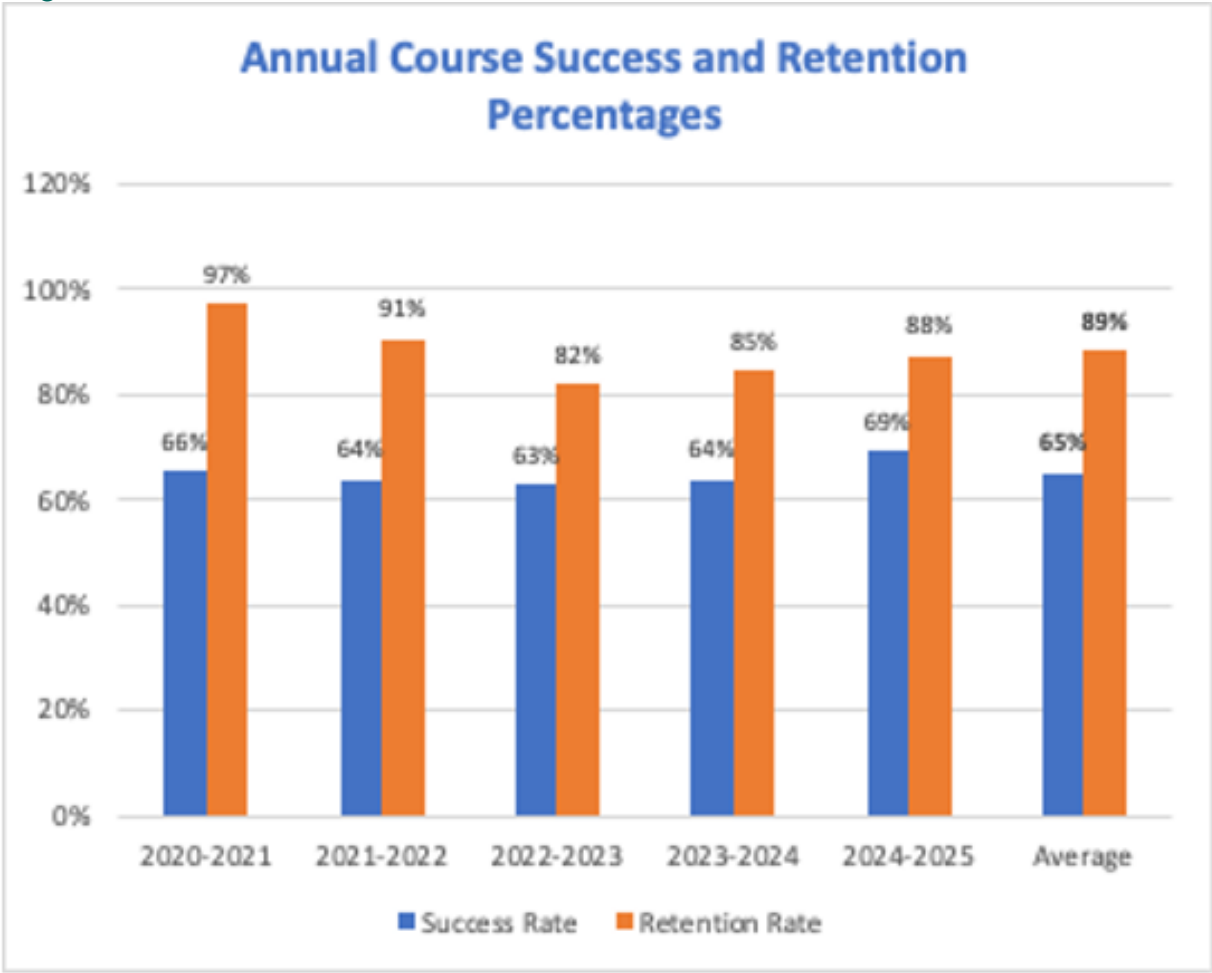


Table 2 illustrate that for the Spring 2025 term, AB540 students are performing at the college average rates for success and retention but that DACA and 6 & Fewer Unit students are performing below the college average. Although CADAA rates show 100% for both rates, with only a count of 7 students, these figures may not be statistically relevant.

Table 2

Group Enrolled in Spring 2025	Count (Enrollments)	Success Rate	Retention Rate
College	12,859	76%	88%
AB 540	292	73%	89%
CADAA	7	100%	100%
DACA	21	67%	90%
6 & fewer units	442	63%	80%

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6. How does your Student Services program deliver its services to ensure accessibility and effectiveness for all students? Please detail the range of delivery methods offered (e.g., in-person, online, hybrid, evening, in the community, etc.)

The UCC delivers its services through a variety of formats to ensure accessibility and effectiveness for all students, recognizing the diverse needs of undocumented, mixed-status, and ally communities. Our delivery methods include:

In-Person Support

- Provide a dedicated safe space on campus for drop-in support, resources, and community building.
- Offer in-person workshops, art sessions, cultural events, and ally trainings throughout the semester.
- Maintain a visible presence at community events such as high school Dream Conferences, college fairs, and districtwide celebrations.

Online & Hybrid Services

- Host virtual workshops, trainings, and districtwide seminars (e.g., Unlocking Futures Fellowship sessions) for students unable to attend in person.
- Host Legal Clinics over zoom to increase access and ease for students.
- Use online surveys, email updates, and digital resource sharing to maintain continuous communication.
- Offer hybrid events to allow for both in-person community building and remote participation.
- Recognize and leverage the benefits of hybrid and virtual support since COVID to increase accessibility.

Flexibility & Community-Based Delivery

- Schedule services and events beyond regular office hours to better accommodate students.
- Deliver direct programming at local high schools, including art activities, ally trainings, and college resources.
- Collaborate with community partners and districtwide programs to extend support beyond the campus.

Through these delivery methods, the Center ensures that students can access services in the format that best fits their needs. For example, the **Figure 7** shows that although 45% of students learn about the Legal Clinic from either a professor or another student, 55% of them learn about it from a wide range of sources.

Figure 7

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7. What data and/or feedback do you use to evaluate the success of these delivery methods?

The UCC evaluates the success of its services using visitor logs, student surveys, and verbal feedback from students and faculty. Classroom visits often lead to increased UCC visits and questions from students who were previously unaware of available resources. Legal clinic surveys track how students learn about services, while attendance and participation in in-person, hybrid, and virtual events help with engagement. Our attorney also performs satisfaction surveys to continuously improve our services. Feedback from the community further informs the effectiveness of outreach, ensuring services remain accessible and responsive to the diverse needs of undocumented and mixed-status students.

The UCC SAOs are provide the center with a measure of whether workshop and event attendees feel that they increase their knowledge about the undocumented student experience and whether they feel a sense of belonging when attending these events.

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8. Provide examples of your on-campus and/or off-campus community partnerships and how they support student success.

On-Campus Partnerships

- Continuously collaborate with N.U.C.L.E.I. (Nurturing Undocu-Scholars Collective Liberation) Student Club to host art sessions for reflection and creative expression.
- Partner with the Puente Program to provide Know Your Rights presentations.
- Work alongside the Puente Program and Cultural Center to facilitate piñata-making workshops during Latinx Heritage Month.
- Collaborate with the Cultural Center and Student Senate to support Latinx Heritage Month, Lavender Graduation, and Día de los Muertos events.
- Host Flex Day sessions on immigrant updates and resources for faculty and staff across the campus and district.
- Organize Art & Reflection events to support student mental health and well-being.
- Volunteer and provide support to students at the OYE Conference held on campus.
- Participate in the High School Counselor & Community Partner Forum.
- Coordinate the Unlocking Futures Fellowship (UFF) Program, providing mentorship, professional development, and leadership seminars across the district.
- Co-host the Migration Celebration, a districtwide collaborative event.

Off-Campus Partnerships

- Collaborate with Sequoia High School to participate in the annual Dream Conference, tabling and hosting art activities.
- Provide Undocu-Ally trainings for high school faculty and staff.
- Share higher education resources at local college fairs.
- Participate in San Mateo County Immigrant Forum meetings.
- Engage with Redwood City Together's UndocuSupport Initiative meetings.

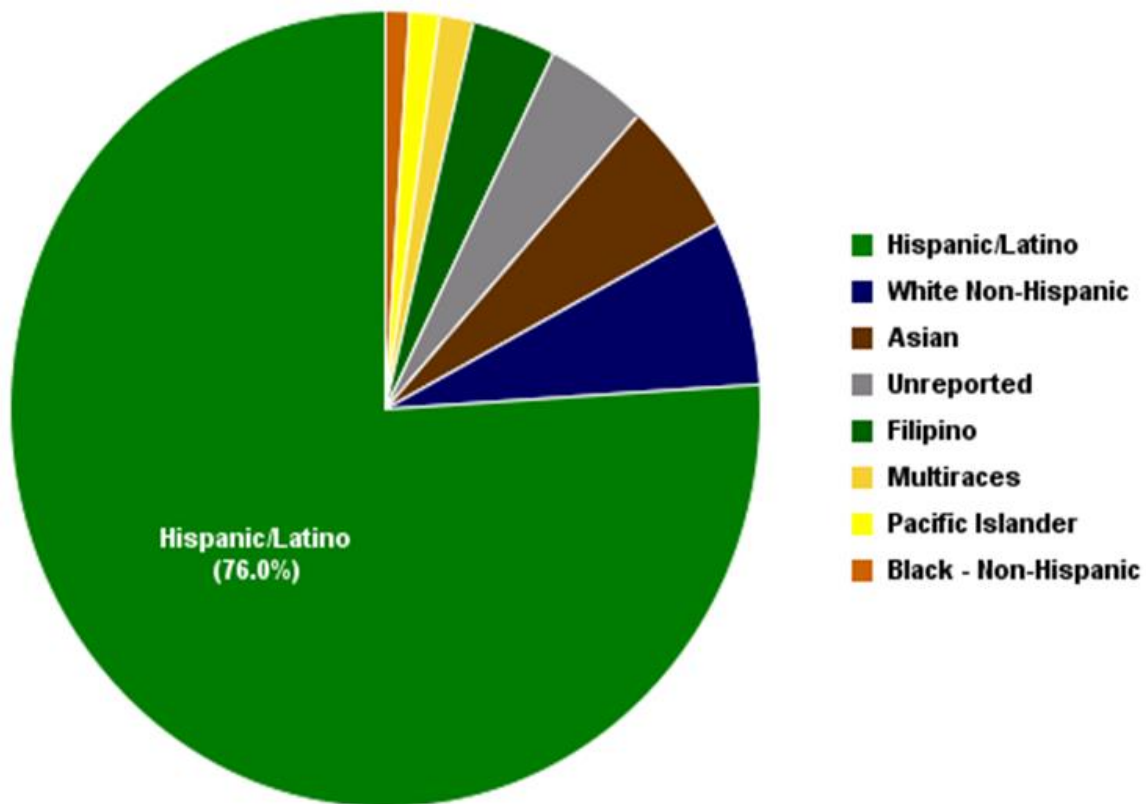
9. How does your program support Cañada College as a Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution? Please support your answer with qualitative or quantitative data and/or specific examples.

The Undocumented Community Center actively supports Cañada College's designations as a Hispanic-Serving Institution (HSI) and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) by addressing the diverse needs of our student population. According to the PRIE office, 76% of the students we serve identify as Latinx (**Figure 8**), and our programming reflects this through culturally relevant activities such as Latinx Heritage Month celebrations. Through our services, such as our Free Immigration Legal Clinics, in Spring 2025, approximately 83.3% of participants identified as Latinx or Hispanic, and around 1.7% identified as AANAPISI students. Apart from providing services, we also actively attend and support events that center AANAPISI students, including Filipinx Heritage Month, and partner with campus programs and student organizations to expand resources while centering equity, cultural affirmation, and community building. These efforts strengthen programming that fosters belonging and visibility for BIPOC and immigrant students, including undocumented and mixed-status families. Our initiatives include Know

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Your Rights presentations, Undocu-Ally trainings, Latinx and Filipinx Heritage Month planning, art workshops, and speaker series that center undocumented voices, all aligned with our mission as both an HSI and AANAPISI institution.

Unduplicated Headcount by Ethnicity



Looking Back: Accomplishments and Challenges

10. Describe major accomplishments since the last program review cycle.

Major accomplishments for the UCC since the last program review cycle include:

(Hiring a Full-Time Permanent Program Coordinator) Strengthening Student Support Through Expanded Program Coordination

- Provides immediate support to students who drop in.
- Expands capacity to enhance resources on campus and in the broader community.
- Offers translation assistance for the Free Immigration Legal Clinic.
- Assists with the matriculation process, including AB 540, 6-Unit or Fewer Nonresident Tuition Fee Waiver, and the California Dream Act.

Unlocking Futures Fellowship

- Entered the third year of the fellowship, providing up to \$7,500 yearly (\$3,750 per semester) to remove barriers for undocumented students in the San Mateo County Community College District.
- Provides professional mentorship and hands-on experience to Fellows.

District-Wide Collaborations

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- Co-created the first Undocu Resource Page across the district, providing updated, relevant information for campus communities.
- Active participation at district Flex Days, including Undocu-Ally trainings and updates on immigration policy changes affecting students.
- Monthly Undocu-Coalition meetings where district leadership discusses support strategies and student concerns.
- Presentation at the National Conference on Race and Ethnicity in Higher Education, showcasing innovative support for undocumented students.

High School Outreach

- Built relationships with local high schools.
- Participated in the annual Dream Conference, providing Undocu-Ally trainings for high school faculty and staff.
- Conducted tabling events to share resources with prospective students.
- Participated in the High School Counselor & Community Partner Forum.
- Supporting the Sequoia High School Dream Club Annual Fundraising Dinner.

Expanded Legal Services

- Continued and expanded the free immigration legal clinic to meet growing student and their families needs.
- Received financial support through resource allocation for clinic expansion, center supplies, and additional services.

Cultural and Community Events

- Continued annual Migration Celebrations (2025 marked the 8th year), recognizing and celebrating undocumented students.
- Co-advised the N.U.C.L.E.I (Nurturing Undocu-Scholars Collective Liberation) Student Club, leading co-curricular activities such as Undocu-Week.
- Participated in planning Día de los Muertos events in collaboration with Student Life and the Culture Center.
- Contributed to Latinx Heritage Month programming and Undocumented Student Action Week activities.
- Supported the outreach team in presentations, resource sharing, and campus visits.

Partnerships for Student Support

- Collaborated with SparkPoint to assist food-insecure students through food grants, emergency funds, and housing support.
- Partnered with Financial Aid, including a designated technician funded partially by the UCC, to support undocumented students with the California Dream Act and other resources.

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11. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?

Our accomplishments have directly contributed to closing the opportunity gap for disproportionately impacted, underserved, and racially minoritized students. The hiring of a full-time Program Coordinator has ensured that undocumented and other marginalized students receive immediate support and guidance, reducing barriers to academic and personal success. As part of its commitment to eliminating barriers for undocumented students in the San Mateo County Community College District, the Undocumented Community Centers across the district offer the Unlocking Futures Fellowship (UFF). Financial support through the fellowship helps remove economic obstacles, providing a yearly award of up to \$7,500 (\$3,750 per semester) and including monthly enrichment seminars to support students' professional growth. The Center also provides culturally relevant programming, including Spanish-language workshops and multilingual resources. Additionally, the expansion of legal clinics and social support services, including free immigration legal clinics for students and their families, as well as food assistance, emergency housing through SparkPoint has strengthened resource access. Finally, student leadership initiatives, such as co-advising the N.U.C.L.E.I (Nurturing Undocu-Scholars Collective Liberation) Student Club and hosting events like Migration Celebrations and Undocumented Student Success Week, foster belonging, representation, and inclusion.

12. Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?

Major Challenges experienced by the UCC since the last program review cycle include:

Changing Immigration Policies:

- Frequent shifts in immigration policy have created uncertainty for undocumented and mixed-status students, increasing anxiety and the need for up-to-date information and support.

Limited Capacity:

- With a small team (1.0 FTE), it has been challenging to meet the growing demand for one-on-one student support, classroom visits, event planning, and coordination of legal clinic services.

Evening and Working Student Accessibility:

- Many students who work or have family responsibilities in the evenings face barriers to accessing in-person services. However, due to staffing, supporting evening students has been a challenge.

Awareness of Services:

- Some students remain unaware of the UCC's resources and support, particularly those who are new to the campus or hesitant to seek help due to immigration concerns.

These challenges have contributed to some ongoing equity gaps, which we continue to address to the best of our ability. We have responded by remaining flexible and offering classroom visits during both day and evening hours to ensure all students receive information about available resources. With additional staff support, such as student assistants, we could further expand these outreach efforts. While changes in immigration policy are beyond our control, they have significantly increased the demand for our services in response to having up to 5 week waiting periods for legal clinic appointments. Our legal clinics are currently at full capacity, and although we strive to meet the growing need, our limited staffing restricts how much direct support we can provide. As a result, we have prioritized connecting students with trusted off-campus resources to ensure they continue receiving timely support.

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Impact of Resource Allocations Process (250 word limit)

13. Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.

In last year's resource request cycle, the Undocumented Community Center requested:

- \$10,000 in ongoing funding for operational expenditures
 - \$10,000 was approved in ongoing funding
- \$5,000 in ongoing funding for expanded Legal Clinic support
 - No additional support was provided during this last cycle

The \$10,000 in ongoing funding received provided the UCC with dedicated resources to support community-building events, professional development, and the purchase of supplies to create a welcoming and inclusive environment that supports students, staff, and allies. Receiving the additional \$10,000 in ongoing funding will allow the UCC to host additional community bonding events, invite guest speakers, promote additional cultural events throughout the year and cover additional legal clinic hours. In past cycles, students often had to wait as much as five weeks to meet with our attorney. Additionally, last year, in response to the growing need to add legal clinic hours, the college did step in and provided a \$1,800 one-time augmentation mid-year to cover the high demand for free legal consultations and immigration-related services.

14. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?

Although we did not receive the \$5000 requested for additional legal clinic hours, we received \$10,000 in general funds for the UCC that we can use to increase our legal clinic capacity. While we recognize that these funds will be helpful in supporting the disproportionately impacted undocumented community, we also recognize that there is still just over 3 years left for the current presidential administration to negatively impact our undocumented community. The undocumented and mixed status community face systemic barriers, limited access to financial aid, and ineligibility for many external opportunities available to their peers.

The UCC did benefit from a one-time \$1,800 budget augmentation designed to increase legal clinic hours in the wake of heightened demand for legal clinic support in response to the many new executive orders imposed by the current administration.

Overall, the funding granted provides a the UCC with the opportunity to have transformative impact, strengthen legal support, expand programing and deepen a sense of belonging and empowerment among disproportionately impacted students.

SAOs and SLOs (Suggested 250 word limit)

15. State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

SA01: At least 5 community events will be held where prospective students will learn about resources and support available to undocumented students.

SA02: After attending an Undocumented Community Center workshop or training, students, staff and faculty will be more knowledgeable about the Undocumented student and mixed-status family experience.

SA03: Undocumented Community Center visitors will report that they feel a sense of belonging within the Undocumented Community Center space.

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16. Describe how your program assessed your SAOs and/or SLOs.

The Undocumented Community Center continues to assess its Student Area Outcomes (SAOs) as part of its commitment to supporting undocumented and mixed-status students.

SAO 1: At least five community events will be held where prospective students will learn about resources and support available to undocumented students.

Result: SAO MET

Assessment Method

The UCC will host 5 events where students will learn about services and resources available to them.

Criterion for Success

The UCC will host at least 5 events.

Results

The UCC held at least 5 informational events for students and the community

Below is a partial list of community events held:

College, Career, and Community Organization Fair (Sequoia High School): Participated in the fair and connected with prospective students, sharing information about the Undocumented Community Center's programs, services, and resources.

Annual High School Counselor & Community Partner Forum:

Presented to counselors and community partners on available resources, empowering them to better inform and support prospective undocumented students.

Know Your Rights Training (in collaboration with Puente Program): Hosted a virtual training for students and their families to ensure accessibility and provide essential legal and campus resources.

Social Activism & Art Event (in collaboration with N.U.C.L.E.I. student club): Co-hosted an event highlighting activism through art while promoting awareness of the center's mission, services, and community resources.

Boys & Girls Club Partnership Through the Outreach Team: Collaborated to host art workshops and deliver presentations introducing students to the center and its available support systems.

SAO 2: After attending an Undocumented Community Center workshop or training, students, staff, and faculty will be more knowledgeable about the undocumented student and mixed-status family experience. At least 80% will respond either "agree" or "strongly agree"

Result: SAO MET

Assessment Method

Following workshops and trainings, the UCC administered a survey to assess participants' understanding of the undocumented student and mixed-status family experience. Using a 4-point Likert Scale, survey findings indicated an increased level of awareness and understanding among students, faculty, and staff:

Criterion for Success

80% responders will say they agree and strongly agree when asked "I am better able to understand the experiences of undocumented students"

Results

94% either strongly agreed or agree
6% disagree

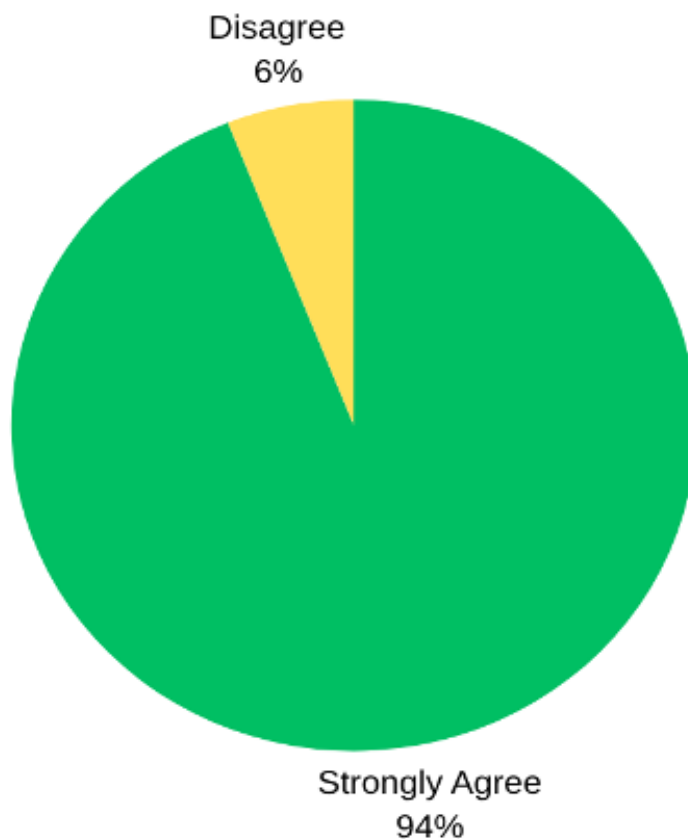
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UCC Workshops & Trainings

- Know Your Rights Training in collaboration with the Puente Program
- UndocuAlly Trainings across the SMCCCD District, including:
 - On-campus Division Meetings
 - Flex Day sessions
- Annual High School Counselors Training, featuring an UndocuAlly Workshop
- Immigration Law and Policy Updates with the UCC Attorney
- NUCLEI x UCC: Social Justice and Art Activism Event

Figure 9

Understanding of Undocumented and Mixed-Status Experiences



SAO 3: 80% of our Undocumented Community Center visitors will report that they feel a sense of belonging within the Center.

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Result: **SAO MET**

Assessment Method:

Following workshops and trainings, the UCC administered a survey to assess participants' sense of belonging and overall experience. Using a 4-point Likert Scale, survey results indicated a sense of belonging within the Center.

Criterion for Success

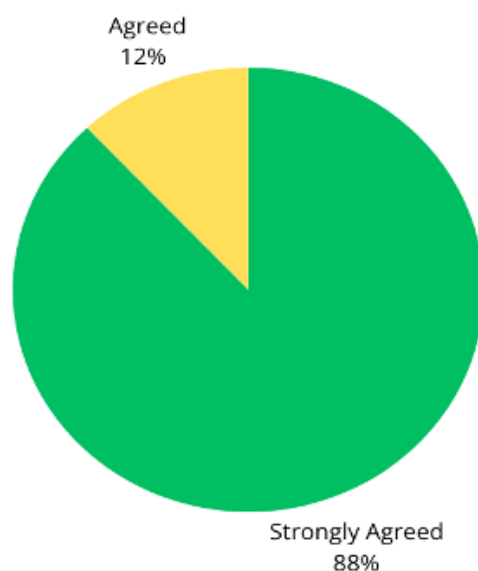
80% responders will say they agree and strongly agree when asked "I feel a sense of belonging in the UCC."

Results

100% strongly agreed (88%) or agreed (12%)

Figure 10

UCC Workshops Foster Strong Sense of Belonging



17. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.

As a result of our SAO/SLO assessments, the UCC has identified key areas for growth. These improvements focus on increasing engagement, gathering meaningful feedback, and expanding flexibility to meet the diverse needs of our students.

1. More consistent feedback collection following resource trainings to assess clarity and effectiveness.
Action Item: Improve brief post-training surveys to gather student feedback and enhance the quality of future sessions.
2. Explore new strategies to increase student engagement and raise awareness of available resources.
Action Item: Host a series of outreach events and activities to reach new students and promote center services.
3. Continue to prioritize flexibility to support evening students and ensure equitable access to resources.
Action Item: Develop improved planning methods and flexible options to better serve evening students.

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18. Utilizing your data findings, how did your program's SAO/SLO assessment address equity and antiracism?
Utilizing our data findings, the UCC's SAO assessments directly addressed equity and antiracism by ensuring that all students, particularly those who are undocumented and from mixed-status families, have equitable access to resources and support.

SAO 1 highlights our outreach efforts, including collaborations with high schools, campus-wide trainings, and workshops tailored for Latinx students. These workshops are offered in Spanish when needed, with resources provided in multiple languages, with additional support for the ESL department to ensure accessibility.

SAO 2 demonstrates the impact of these efforts: (76%) strongly agreed, (18%) agreed, (6%) disagreed with the statement, "Cañada College's Undocumented Community Center workshops and trainings have increased my understanding of the experiences of undocumented students and mixed-status families." The UCC will strive to improve how information is delivered to better portray the undocumented experience.

SAO 3 assessed participants' sense of belonging, with (88%) strongly agreeing and (12%) agreeing that, "I feel welcome and experience a sense of belonging when I visit Cañada College's Undocumented Community Center." These results indicate that our programming effectively fosters an inclusive, culturally responsive, and equitable environment.

Looking Ahead

SAOs and SLOs for the Next Review Cycle (100 word limit)

19. State your SAOs and SLOs for the next review cycle.

SAO 1: After attending an Undocumented Community Center workshop or training, students, staff, and faculty will be more knowledgeable about the undocumented student and mixed-status family experience. At least 80% will respond either "agree" or "strongly agree"

Assessment Method

Following workshops and trainings, the UCC administered a survey to assess participants' understanding of the undocumented student and mixed-status family experience. Using a 4-point Likert Scale, survey findings indicated an increased level of awareness and understanding among students, faculty, and staff:

Criterion for Success

80% responders will say they agree and strongly agree when asked "I am better able to understand the experiences of undocumented students"

SAO 2: 80% of our Undocumented Community Center visitors will report that they feel a sense of belonging within the Undocumented Community Center space.

Assessment Method:

Following workshops and trainings, the UCC administered a survey to assess participants' sense of belonging and overall experience. Using a 4-point Likert Scale, survey results indicated a sense of belonging within the Center.

Criterion for Success

80% responders will say they agree and strongly agree when asked "I feel a sense of belonging in the UCC."

Program Improvement Initiatives (250 word limit)

20. State your goals for the next 3 years.

Increase Student Engagement and Center Visibility:

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With the establishment of our new space and the name change from the Dream Center to the Undocumented Community Center (UCC), we aim to enhance our visibility across campus. Goals include updating marketing materials, replacing the center signage and hosting community events.. By doing so, we hope to attract more students to the center and strengthen awareness of our resources.

Support Student Leadership and Participation:

As the only college in the district with a student club associated with the center, we will continue empowering students to take leadership roles and actively engage with the campus community. Leveraging our Unlocking Futures Fellowship participants and student leaders, we plan to host center-focused events that foster engagement, build community, and reinforce the UCC's mission as a safe and supportive space. These efforts will also increase visibility of the center and its resources across campus.

Expand and Enhance Free Immigration Legal Clinics:

In response to ongoing changes in immigration policy, we aim to expand the availability of our free legal immigration clinics. Goals include improving accessibility through translation services and ensuring equitable access for the diverse student population that relies on these services.

Build and Strengthen Community Partnerships:

We plan to deepen collaborations with local high schools to support outreach and assist undocumented students with matriculation. Additionally, we aim to create new partnerships, such as with Faith in Action Rapid Response, to strengthen our ties to the broader community, aligning with the college's mission of equity, access, and community engagement.

Improve Data Collection:

To better understand student needs and measure the impact of our services, we plan to strengthen our data collection and assessment practices. This includes implementing more consistent methods to track student engagement, participation in events, and usage of center resources.

21. What strategies would you use to address challenges that hinder the expansion or continuation of the equity gaps (from question 9)?

To address challenges that hinder the continuation of equity gaps, we will implement several strategic initiatives. First, we will leverage our student leaders, such as the Unlocking Futures Fellows, to identify student needs and provide peer guidance, ensuring support is responsive and student-centered. Second, we will strengthen collaboration with faculty who interact with undocumented students regularly to bridge equity gaps and improve access to academic and personal resources. Third, we will establish formal partnerships with at least three campus programs to coordinate services and increase support for undocumented students. Finally, recognizing the high demand for legal support, we will expand our legal clinic to provide more accessible services and reduce barriers for students navigating complex legal and immigration issues. These strategies will collectively ensure that equity gaps are addressed.

22. With an equity and antiracism lens, what changes will be implemented to improve your program? What specific professional development support do you foresee you will need in implementing these changes? Please include meaningful action plans to improve student access and success.

At the Undocumented Community Center (UCC), we recognize that immigration policies continue to shift rapidly, creating new challenges for our students. We remain committed to providing equitable, informed, and culturally responsive support with the following action plans.

- Continue attending community meetings and forums focused on immigration policy to ensure our staff and students remain up to date on current changes.
- Create and distribute a guide that connects students to both on-campus and off-campus resources

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- Collaborate with organizations such as *Faith in Action Rapid Response Network* to host events focused on community preparedness, immigrant rights, and safety.
- Strengthen partnership with the Financial Aid Office to host walk-in hours at the UCC and organize scholarship workshops specifically tailored to undocumented and mixed-status students.

23. How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

Expand Professional Development Opportunities for Undocumented Students

- Provide more workshops and trainings focused on career readiness and leadership development.
- Use additional funding to host guest speakers who share pathways to success regardless of immigration status.

Expand Legal Immigration Clinics

- Address capacity limits by seeking more funding and partnerships to increase the number of available appointments.
- Continue offering free legal support for both students and their families.
- Based on spring intake data:
 - 76.7% were Cañada College students.
 - 15.0% were family members of current students.
 - 70.0% were first-time clients

Expand translation services beyond Spanish to serve a broader population and ensure equitable access for all students.

Increase Student Engagement and Center Visibility

- Update marketing materials and replace outdated signage reflecting the new name: *Undocumented Community Center (UCC)*.
- Host outreach events to attract new students and raise awareness of resources.
- Strengthen the UCC's campus presence and visibility to improve access and inclusivity.

Support Student Leadership and Participation

- Continue empowering students through the *Unlocking Futures Fellowship* and the N.U.C.L.E.I. student club.
- Encourage student leadership in planning events and workshops.

Strengthen and Build Community Partnerships

- Deepen collaborations with local high schools to assist undocumented students in matriculation.

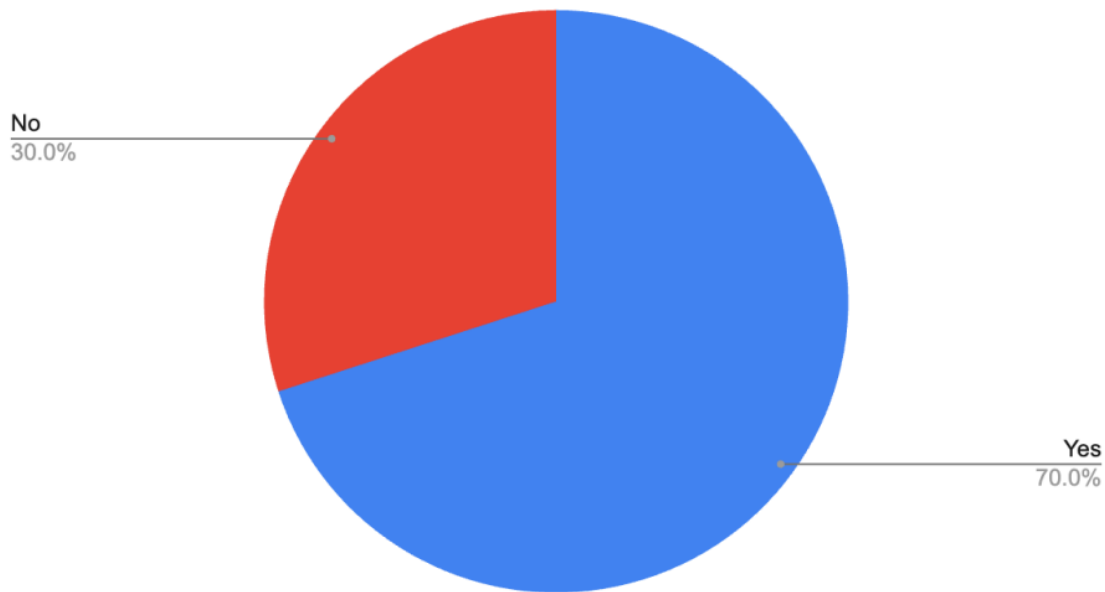
Program Review

- Partner with community organizations such as *Faith in Action Rapid Response* to enhance support and outreach.

Improve Access for Evening Students

- Develop flexible scheduling and support options for students with nontraditional hours.
- Request additional staffing, such as student assistants, to expand outreach capacity.

Count of Is this your first time at the legal clinic?



If your program is requesting resources, please go to “STEP 2: Resource Request (OPTIONAL)” and submit your specific requests there.

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Undocumented Community Center

Item Requested

\$5,000 in ongoing funding to expand UCC operational activities

Item Description

Last year the UCC requested \$10,000 in ongoing funds to expand existing student programs but only received \$5,000 in ongoing funding. While this did help to expand existing student programming, the need for creating a welcoming and supportive space for our undocumented community has only increased with the new presidential administration in office.

Our undocumented community faces increased fear and anxiety and the UCC provides a safe space for undocumented allies to share their experiences, demystify misinformation and access resources. With over 75% of our campus community identifying as Latinx (according to PRIE), the impact on our campus community is only heightened as is demonstrated by both the increase in demand for legal clinic appointments and the fact that 70% of clients were first time visitors.

The additional funding will allow the UCC to hire student assistants to support the coordinator in supporting students with the 6 or Fewer Non-Resident Tuition Fee Waiver which allows undocumented students enrolled in 6 or fewer units to pay resident fees rather than out of state fees. Additionally, this funding would allow the UCC to create a space for the undocumented student voice to participate in college planning and decision making which in turn would increase collaborations with departments and programs on campus to amplify undocumented student voices.

Program Goals this Request Supports

Student Access, Success and Completion, Equity-Minded and Antiracist College Culture, Community Connections

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

5,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

This resource request supports closing the equity gap by expanding direct services and access for undocumented and mixed-status students who face limited eligibility and barriers. With additional funding, the Undocumented Community Center can increase access to legal services, professional development, and help students and their families navigate barriers that impact their academic progress. These resources ensure students receive equitable opportunities to succeed, stay enrolled, and complete their educational goals. Strengthening outreach, visibility, and culturally relevant programming also promotes inclusion and belonging, directly contributing to improved retention and success rates for students who are disproportionately impacted.

Resource Requests

Along with making a college education affordable for our highest need and most under-resourced communities, the UCC also provides equitable resources for students and promotes an antiracist space where students feel welcome. The UCC works with local feeder high schools to provide a pathway for K-16 to access college and also meet their basic needs once they enroll at Cañada College.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This resource request supports Latinx, AANHPI, and Black and African American students by expanding access to programs and services that benefit all disproportionately impacted students. While the Undocumented Community Center primarily serves undocumented and mixed-status students, our work intentionally includes students from diverse racial and ethnic backgrounds, as being undocumented transcends identity and ethnicity. Increased funding will allow the center to expand professional development opportunities, cultural and educational events, and community partnerships that foster inclusion and belonging for all students. These resources will help the UCC continue creating equitable spaces where Latinx, AANHPI, and Black and African American students can access leadership development and community engagement opportunities that promote success and representation across the campus.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Make registration easier
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members

Non-Personnel Item (2025 - 2026)

Non-Personnel Item (2025 - 2026)

Requested Year

2025 - 2026

Program Requesting Resources

Undocumented Community Center

Item Requested

\$5000 to provide sustainable covering for the increasing demand for the Legal Clinic

Item Description

The UCC is requesting \$5,000 in ongoing funding to support covering the rising cost and growing demand for legal consultations for students.

The Cañada College Legal Clinic has delivered free legal consultation on immigration topics to our students and

Resource Requests

community for about 11 years. The changing political landscape has created misinformation around the rights of members of the undocumented community. Trump's second administration has only generated unprecedented fear and anxiety within the undocumented community during a time where resources for our undocumented individuals are more and more scarce.

The additional funding will allow Cañada College to increase the number of legal clinic appointments available and thereby decrease the 5-week wait time experienced by some students throughout the semester. Additionally, our attorney will be available to provide additional immigration updates through Flex Day and campus workshops tailored to both students and the community. These workshops will cover topics including updates for DACA recipients and on how to gain legal status, assistance for asylum seekers, TPS and refugees, as well as

Over the years, the cost of running the Legal Clinic has increased due to rising salaries, step increases and COLA. The Undocumented Community Center ultimate goal is to support our high-need, disproportionately impacted undocumented community with the opportunity to meet their personal and academic goals so they can find meaningful and fulfilling jobs. We do this by supporting student success, retention and persistence.

Program Goals this Request Supports

Student Access, Success and Completion, Equity-Minded and Antiracist College Culture, Community Connections

Status

No Longer Needed - Inactive

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

5,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

This resource request supports closing the equity gap by providing increased access to legal consultations for undocumented and mixed-status individuals. By providing free, accurate and timely information, often in their language, individuals save time, money and frustration. Additionally, if more complicated and lengthier legal support is needed, our attorney makes referrals to trusted pro-bono and low cost legal partners thereby saving already under-resourced individuals from spending unnecessary money, frustration and time. All of these services are performed in a caring and welcoming environment where students feel supported and valued.

Additional funding will allow Cañada College to increase the number of legal clinic appointments available and thereby decrease what sometimes becomes a 5-week wait time to meet with our attorney. Our data also shows an increase in the number of Latinx and non-Latinx students seeking immigration consultations. Additionally, our attorney will be available to provide additional immigration updates through Flex Day and campus workshops tailored to both students and the community. These workshops will cover topics including updates for DACA recipients and on how to gain legal status, assistance for asylum seekers, TPS and refugees.

Critical Question: How does this resource request support Latinx and AANHPI students?

This resource request supports Latinx, AANHPI, and Black and African American students by expanding access to programs and services that benefit all disproportionately impacted students. While the Undocumented Community Center primarily serves undocumented and mixed-status students, our work intentionally includes students from diverse racial and ethnic backgrounds, as being undocumented transcends identity and ethnicity. Increased funding will also allow the center to expand access to legal consultations for both domestic and international students.

Resource Requests

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Make registration easier
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Manage resources effectively