# #3

**COMPLETE**

| | |
|---|---|
| **Collector:** | Email Invitation 1 (Email) |
| **Started:** | Friday, December 20, 2019 9:52:14 AM |
| **Last Modified:** | Sunday, February 09, 2020 12:17:01 PM |
| **Time Spent:** | Over a month |
| **First Name:** | Lauren |
| **Last Name:** | Vaknin |
| **Email:** | brihays07@gmail.com |
| **Custom Data:** | Student Affairs |
| **IP Address:** | 160.227.129.206 |

## Page 1: I. Service Area Overview and Update

**Q1** Department(s) Reviewed:

Student Affairs

**Q2** Lead Author and Collaborators:

Lauren Vaknin, Kaylin Rosal, John Kennon, Rieko Suto, and Rogelia Becerra

**Q3** Dean/Manager:

Lauren Vaknin

## Page 2: II. Service Area Reflection and Description

**Q4** Provide your service area's mission statement:

The Student Affairs Department will coordinate programs and provide services on campus to promote a sense of community. We connect students in diverse social and cultural learning experiences and leadership development opportunities to build a strong sense of civility and community.

**Q5** Describe how your service area supports the College's mission:

The Student Affairs Department supports the college mission since we serve a diverse group of students through a wide variety of programs and services. For example, the Student Affairs Department coordinates leadership opportunities for students through student government, student organizations, leadership programs, and campus-wide committees. The Student Affairs Department develops programs and provide services on campus, which not only promote a sense of community, but also appeal to a diverse group of students. The Student Affairs Department creates civic engagement opportunities for student leaders, such as civic engagement and lobby and advocacy programs. The Student Affairs Department coordinates programs that encourage a strong understanding of the importance of academic integrity and the honoring the Student Code of Conduct.

**Q6** Is the service area description in the current college catalog up to date and accurate? **Yes**

---

Page 3: III. Curriculum Review, Assessment, and Student Success

**Q7** Does your service area offer any credit courses? **No**

---

Page 4: III. Curriculum Review, Assessment, and Student Success

**Q8** Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years? **Respondent skipped this question**

---

Page 5: III. Course Curriculum, Assessment, and Student Success

**Q9** Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Respondent skipped this question**

---

**Q10** OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission. **Respondent skipped this question**

---

**Q11** Please provide an analysis of your SLO findings and what changes, if any, were made as a result. **Respondent skipped this question**

---

**Q12** What student learning-related successes and challenges have SLO results revealed for your department?Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful. **Respondent skipped this question**

---

Page 6: III. Course Curriculum, Assessment, and Student Success

**Q13** How has the department or discipline's success rate across all courses changed over the past 5 years? **Respondent skipped this question**

---

**Q14** The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%.What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline?

**Respondent skipped this question**

**Q15** Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall?

**Respondent skipped this question**

**Q16** What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

**Respondent skipped this question**

**Q17** What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year?

**Respondent skipped this question**

**Q18** How do these steps inform the long-term department of discipline goals that you are setting in this comprehensive program review?

**Respondent skipped this question**

Page 7: III. Course Curriculum, Assessment, and Student Success

**Q19** Does your service area/program have distance education (online) courses?

**Respondent skipped this question**

Page 8: III. Course Curriculum, Assessment, and Student Success

**Q20** Are there differences in success rates for distance education (online) versus in-person sections?

**Respondent skipped this question**

Page 9: III. Course Curriculum, Assessment, and Student Success

**Q21** If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

**Respondent skipped this question**

**Q22** What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

**Respondent skipped this question**

## Page 10: IV. Degree and Certificate Programs

**Q23** Does your service area offer any degree/certificate programs?

**No, and it does not have PLOs**

## Page 11: IV. Degree and Certificate Programs

**Q24** For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission.

**Respondent skipped this question**

## Page 12: IV. Degree and Certificate Programs

**Q25** Degree/certificate #1:

**Respondent skipped this question**

**Q26** Degree/certificate #2:

**Respondent skipped this question**

**Q27** Degree/certificate #3:

**Respondent skipped this question**

**Q28** Degree/certificate #4:

**Respondent skipped this question**

**Q29** Do you need to include more degrees and/or certificates?

**Respondent skipped this question**

## Page 13: IV. Degree and Certificate Programs

**Q30** Degree/certificate #5:

**Respondent skipped this question**

**Q31** Degree/certificate #6:

**Respondent skipped this question**

**Q32** Degree/certificate #7:

**Respondent skipped this question**

**Q33** Degree/certificate #8:

**Respondent skipped this question**

**Q34** Do you need to include more degrees and/or certificates?

**Respondent skipped this question**

## Page 14: IV. Degree and Certificate Programs

**Q35** Degree/certificate #9:                    **Respondent skipped this question**

---

**Q36** Degree/certificate #10:                   **Respondent skipped this question**

---

**Q37** Degree/certificate #11:                   **Respondent skipped this question**

---

**Q38** Degree/certificate #12:                   **Respondent skipped this question**

---

Page 15: IV. Degree and Certificate Programs

**Q39** How are these degrees/certificates meeting the         **Respondent skipped this question**
needs of students, and/or articulation with four-year
institutions?

---

**Q40** Are there any changes planned if the              **Respondent skipped this question**
degrees/certificates are not meeting these needs?

---

**Q41** Can students complete the degree/certificate          **Respondent skipped this question**
requirements within a two-year period?**requirement of
Title 5, California Code of Regulations

---

Page 16: IV. Degree and Certificate Programs

**Q42** How are you currently assessing you PLOs within a      **Respondent skipped this question**
4-year cycle?

---

**Q43** Are the PLOs in the catalog an accurate reflection of    **Respondent skipped this question**
the department or discipline's current learning objectives?

---

**Q44** Are the PLOs mapped to the course SLOs?If you          **Respondent skipped this question**
require assistance, please contact Madison Harding in
the IESE Office at madison.harding@gcccd.edu

---

Page 17: IV. Degree and Certificate Programs

**Q45** Does your service area directly serve students?        **Yes**

---

Page 18: V. Student Service Area Assessment & Data Analysis

**Q46** How does the service area student population differ from the College's overall student population, if at all?

Based on the conduct demographics for 2018-2019, there was an overrepresentation of the following student groups who were referred to Student Conduct:
- Male students
- White students
- Economically disadvantaged students
- First-generation students

The following are the demographics for student conduct (2018-2019) compared to the College's overall student population. The data for the previous student conduct demographics are reviewed on an annual basis and consistent with the 2018-2019 data.
- Female: 29 students 51% compared to general student population (7,051 students/55%)
- Male: 27 students 47% compared to (5,574 students/ 44%)
- Unknown/Non-Respondent: 1 student 2% compared to (169 students/1%)
- Total students: 57 students compared to 12,794

Race/Ethnicity
- African-American/Black: 2 students 4% compared to (746 students/ 6%)
- American Indian/Alaskan Native: 0 students 0% compared to (75 students 1%)
- Asian: 2 students 4% compared to (439 students/3%)
- Filipino: 0 students 0% compared to (313 students 2%)
- Hispanic/Latinx: 8 students 14% compared to (4,366 students/ 34%)
- Pacific Islander: 0 students 0% (compared to 43 students/ 0%)
- White: 42 students 74% compared to (5,659 students/ 44%)
- Multiple Races: 2 students 4% compared to (1,022 students/ 8%)
- Unknown/Non-Respondent: 1 student 2% compared to (131/1%)
- Total: 57 students compared to 12,794

Age
- Under 20 Years: 14 students 25% compared to (3,372 students/26%)
- 20-24 years: 19 students 33% compared to (4,029 students/31%)
- 25-39 years: 16 students 28% compared to (3,530 students/28%)
- 40+ years: 8 students 14% compared to (1,863 students/15%)
- Total: 57 students compared to 12,794

Disability Status
- At Least One Disability: 5 students 9% compared to (1,016 students/8%)
- No Disabilities: 52 students 91% (compared to 6,938 students/54%)
- Total: 57 students compared to 12,794 students

Economic Status
- Economically Disadvantaged Students: 45 students 79% compared to (5,856 students/46%)
- Not Economically Disadvantaged: 12 students 21% compared to (6,938 students/54%)
- Total: 57 students compared to 12,794 students

Foster Youth Status
- Foster Youth: 1 student 2% compared to (82 students/1%)
- Not a Foster Youth: 56 students 98% compared to (12,712 students/99%)
- Total: 57 students compared to 12,794

First Generation Status

First Generation Status
- First Generation: 25 students 44% compared to (4,607 students/36%)
- Not First Generation: 22 students 39% compared to (6,774 students/53%)
- Unknown/Non-Respondent: 10 students 18% compared to (1,413/11%)
- Total: 57 students compared to 12,794

Cuyamaca Care's programs are offered to all Cuyamaca College students with an emphasis on those who are suffering from housing insecurity and food insecurity. While our programs do not deny those who are housing and food secure, we do see an overwhelming response by our students who are categorized as economically disadvantaged.

The following data report for Cuyamaca Cares (Personal Counseling & Food Programs) compared to the overall student populations is listed below. Prior to the 2018-2019 year, we had limited data on Cuyamaca Cares- food & counseling.

Personal Counseling Demographics (2018-2019)

Gender
- Female: 43 students 64% compared to (7,037 students/55%)
- Male: 21 students 31% compared to (5,580 students/ 44%)
- Unknown/Non-Respondent: 3 students 4% compared to (167 students/1%)
- Total: 67 students 100% compared to 12,784 students

Race/Ethnicity
- African-American/Black: 7 students 10% compared to (741 students/ 6%)
- American Indian/Alaskan Native students:0 0% compared to (75 students/ 1%)
- Asian: 1 student 1% compared to (440 students/ 3%)
- Filipino: 1 student 1% compared to (312 students/ 2%)
- Hispanic/Latinx students: 37 students 55% compared to (4,337 students 34%)
- Pacific Islander: 1 student 1% compared to (42 students/0%)
- White: 14 students 21% compared to (5,687 students/ 44%)
- Multiple Races: 6 students 9% compared to (1,018 students/ 8%)
- Unknown/Non-Respondent: 0 students 0% compared to (132 students/1%)
- Total 67 students compared to 12,784

Age
- Under 20 years: 21 students 31% compared to (3,365 students/26%)
- 20-24 years: 23 students 34% compared to 4,025 students/31%)
- 25-39 years: 16 students 24% compared to 3,530 students/28%)
- 40+ years: 7 students 10% compared to (1,864 students/15%)
- Total: 67 students compared to 12,784 students

Disability Status
- At Least One Disability: 19 students 28% compared to (1,002 students/ 8%)
- No Disabilities: 48 students 72% compared to (11,782 students/ 92%)
- Total: 67 students compared to 12,784 students

Economic Status
- Economically Disadvantaged: 32 students 48% compared to (11,782 students/92%)
- Not Economically Disadvantaged: 35 students 52% compared to (6,915 students/54%)
- Total: 67 students compared to 12,784 students

Foster Youth Status
- Foster Youth: 2 students 3% compared to (81 students/1%)
- Not a Foster Youth: 65 students 97% compared to 12,703/99%)
- Total: 67 students compared to 12,784 students

First Generation Status
- First Generation: 24 students 36%compared to (4,608 students to 36%)
- Not First Generation: 36 students 54% compared to (6,760 students 53%)
- Total: 67 students compared to 12,784 students

The students who received Personal Counseling Services reflected an underrepresentation of:
- Male students
- American Indian/Alaska Native, Asian, Filipino, and white students
- Students age 25+
- Students who are veterans

These students reflected an overrepresentation of:
- Female students
- African-American/Black, Hispanic/Latinx, Pacific Islander students
- Students under 25 years old
- Students with at least one disability
- Economically disadvantaged students
- Foster youth

Cuyamaca Cares (Food Program)

Gender
- Female students: 386 students 59% compared to (6,694 students/ 55%)
- Male students: 263 students 40% compared to (5,338 student/ 44%
- Unknown/Non-Respondent: 7 students 1% compared to (163 students/ 1%)
- Total: 656 students  compared to 12,195 students

Race/Ethnicity
- African-American/Black students: 45 students 7% compared to (703 students/ 6%)
- American Indian/Alaskan Native students: 1 student 0% compared to (74 students/ 1%)
- Asian students: 15 students 2% (compared to 426 students/ 3%)
- Filipino students: 7 students 1% compared to (306 students/ 3% Hispanic)
- Hispanic/Latinx students:  195 students 30% compared to (4,179 students/ 34%)
- Pacific Islander students: 3 students 0% compared to (40 students/ 0%)
- White students: 324 students 49% compared to (5,377 students/ 44%)
- Multiple Races: 64 students 10% compared to (960 students/ 8% )
- Unknown/Non-Respondent: 2 students 0% compared to (130 students/ 1%)
- Total:  656 students compared to 12,195 students

Age
- <20 years: 141 students 21% compared to (3,245 students/ 27%)
- 20-24 years: 151 students 23% compared to (3,897 students/ 32%)
- 25-39 years: 155 students 24% compared to (3,391 students/ 28%)
- 40+ years: 209 students 32% compared to (1,662 students/ 14%)
- Total:  656 students compared to 12,195 students

Disability Status

- At Least One Disability: 117 students 18% compared to (904 students/ 7%)
- No Disabilities: 539 students 82% compared to 11,291 students/ 93%)
- Total:  656 students compared to 12,195 students

Economic Status
- Economically Disadvantaged: 502 students 77% compared to (5,399 students/ 44%
- Not Economically Disadvantaged: 154 students 23% compared to (6,796 students/ 56%)
- Total:  656 students compared to 12,195 students

Foster Youth Status
- Foster Youth: 8 students 1% compared to (75 students/1%)
- Not a Foster Youth: 648 students 99% compared to (12,120 students/ 99%)
- Total:  656 students compared to 12,195 students

First Generation Status
- First Generation: 295 students 45% compared to (4,337 students/36%
- Not First Generation: 211 students 32% compared to (6,585 students/54%)
- Unknown/Non-Respondent: 150 students 23% compared to (1,273 students/10%)
- Total:  656 students compared to 12,195 students

Based on the data from the Harvest Pantry, there was an underrepresentation of the following groups in accessing the food pantry:
- Male students
- Filipino students
- Hispanic/Latinx students
- Younger students
- Students who are veterans

In addition, there was an overrepresentation of the following groups:
- Female students
- White students
- Older students (40+ years)
- Students with at least one disability
- Economically disadvantaged students
- First generation students

**Q47** How does the service area ensure it is addressing the needs of its student population?

The Student Affairs/Cuyamaca Cares area ensures it addresses the needs of the student population in a variety of ways. The Personal Counselors conduct classroom visits, outreach tables, small group sessions, and workshops. The small group sessions and workshops focus on a diverse array of topics. For example, there was a Women's Café small group session and there will be an Emerging Identity session scheduled for Spring Semester 2020.

Every service Cuyamaca Cares provides is accompanied with an intake form and/or satisfaction form to ensure that we are indeed meeting the needs of the students we serve. During the Fresh Joint events, our monthly fresh produce distributions, we perform an anonymous survey that assesses the needs of our students using the service. Because of the anonymity of the survey, students feel safer to honestly answer sensitive questions about their housing and financial insecurities, any hardships they might have in feeding children or access to diapers. We found that 30% of students who completed our survey ran out of food without money to purchase more during the fall 2019 semester, 25% have skipped class because they were hungry, 30% has sacrificed their own meals in order to feed their children, 25% have struggled to buy diapers during this semester, 65% have struggled to pay their rent, and 5% have had to sleep at a friend/family members house or their car during this semester. By using these statistics, we can effectively create new programs and make changes to existing programs.

The student engagement events offered throughout the year ensure that we are addressing the needs of the campus population. For example, we coordinate a diverse array of activities for the Heritage Months, Diversity Dialogue workshops, and Cultural Competency programs that promote a sense of community and addresses the needs of our student population.  There are informal working groups that meet every month to plan the upcoming events. We have representation from faculty, staff, and students on these planning groups. As programs are developed, we work closely with the Associated Student Government leadership to ensure we are addressing the needs of the student population. In the Student Affairs Department, we hire Student Engagement Ambassadors (student worker position) to assist with the planning of events. By having the Student Engagement Ambassadors assist with the planning, we are listening to the voice of the student body. Student Engagement Ambassadors are required to survey meet with other students as they develop the activities. In addition, the Associated Student Government leaders include survey questions relating to events and clubs on the annual election ballot.

For the upcoming year, we are planning to formalize a workgroup for Cuyamaca Cares and Student Engagement to ensure we are meeting the needs of our population.

**Q48** Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area.

Students who visit the Cuyamaca Cares office for a housing consultation are met with a brief intake form that includes both basic personal information and the student's needs, in terms of housing, food, clothing, ID cards, medical care, etc. Based on the answers given in our surveys, the student is referred to services on campus (i.e. financial aid, EOPS, veterans, food distributions and pantries) and referred to community partners for housing, clothing, CalFresh, ID card vouchers, etc. Surveys for the Cuyamaca Care Fair are offered in English, Spanish, and Arabic to remain as culturally sensitive as possible. In addition to the survey administered through the food events, Cuyamaca College participated in the Hope Center- #Real College survey this year, and we should receive the results soon. The #Real College survey focused on basic needs. We will utilize the results from program improvement.

With each Cuyamaca Cares event, we conduct satisfaction and demographic surveys. Surveys consisting of both satisfaction and demographic information are included with our Care Fair for housing resources, and the Fresh Joint for fresh food and both show high levels of student satisfaction and high levels of responsiveness and helpfulness from partner agencies. Care Fair surveys found that students were either able to apply for programs and/or services at the fair, or were invited to apply at agency sites. Fresh Joint surveys found that students were able to connect with CalFresh easier, and found that students were forced to skip meals at least once in the previous month due to barriers to food such as:

"No money"
"Waiting for payday"
"Lack of funds due to bills"
"Had to choose gas over food"
"Food Stamps ran out"
"Not enough time in the day"

For each survey that we receive that indicate a student that has experienced a barrier to food access, we follow up with referrals to outside agencies or offer assistance directly from Cuyamaca Cares. For instance, for the students who indicate they have a financial barrier, we refer to CalFresh, and for students who indicate a time barrier, we offer tips and resources for meal prep and refer them to myplate.org to find everything they might need to ensure that they have the opportunity to eat healthy in their busy schedules. Similarly, with each survey from the Care Fair that we receive that indicates a student who was unable to connect with a resource that fits their needs, we are able to then connect them outside of the fair. Our surveys are essential for the growth and efficiency of our programs.

Surveys that solely include demographic information are the Mobile Market, The Harvest Pantry, and Bring Your Own Bag Tuesdays, all which address food insecurity. From these surveys we can see that most of the students who utilize our programs have large families, many with 2 or more children under the age of 18. We can also see that most of the students that utilize our programs reside in the 92020 El Cajon zip code which allows us to find resources that are in close proximity to their homes to account for those who have transportation barriers.

The Student Affairs Department collects data from all engagement activities by administering a survey to all participants. Students are asked to complete the survey prior to receiving credit for the Diversity Dialogue workshops. The Associate Government includes survey questions on the annual student election ballot (refer to attached survey). The Student Engagement Ambassadors (student workers) meet with other student and conduct surveys when they are developing activities. We also utilize the CCSSE survey to inform program improvement. The Commencement survey (refer to attached survey) is sent to all participants after the ceremony. The results are useful in making improvements to the Commencement Ceremony.

**Q49** What steps is your service area taking to advance the college's student success and equity goals?

Cuyamaca Cares aims to increase equity and student success through a social justice lens that is conscious of patterns of inequality and prejudice. The populations that we serve come from historically marginalized groups such as people immigrants and refugees and those who are of lower socioeconomic statuses. For that reason, Cuyamaca Cares strives to remove barriers by offering free services, connecting students with community partners, making services available in multiple languages, and following up with student progress once the student has had the warm hand-off. These processes ensure that our programs are inclusive and culturally competent. The right to basic needs is a human right that Cuyamaca Cares recognizes and advocates for. We are represented in community efforts such as the East County Regional Task Force on Homelessness and the San Diego Food Systems Alliance which allows us to maintain best practices when delivering such sensitive services.

Cuyamaca Cares also consists of a diverse staff allowing us to connect with the diverse population of the college, however we continuously practice cultural humility, as we believe that cultural competence can never truly be reached and must be constantly pursued.

The Student Affairs Department is advancing the college's student success and equity goals through the equity and engagement programs. During the academic year, the Student Affairs Department coordinated numerous equity and engagement programs:

Monthly Heritage Months- Various workshops and events coordinated to celebrate Latinx Heritage, Middle Eastern Heritage, Black History Month, Women's History Month months. These programs included:
- Chaldean College Hour

- Middle Eastern Heritage Month Celebration- Screening of Arab Americans film

- Middle Eastern Month- workshops, singer performance, Khan Jghan

- Dolores- Documentary and Discussion

- Medicine Women Film & Discussion

- Native American Heritage- Social Gathering

- Traditional Kumayaay Song & Flute

- Hidden Figures Film & Discussion

- Black Panthers Film & Discussion

- Latinx History Panel

- Know your Rights

- Raza Unida & United Dreamers Meet and Greet

- Latinx Scholars and the Transfer Experience

- Share the Dream- Ally Training

- Cesar Chavez & Dolores Huerta Celebration

- Martin Luther King Jr. & Malcolm X Celebration

- Filipino Heritage Events

- Heritage Month- Book Discussions

- Cesar Chavez & Dolores Huerta Celebration

- Women's History Month Programming

- Dreamers Advocacy Week

- Pride Month

- Safe Zones training

- Social Justice Institute

- Cultural Competency Student Institute

Additional Equity & Engagement Activities
- Welcome Week Programs (Engagement and Student Organization Involvement)

- College Hour Programs

- Meet the President (Pizza, Pepsi, and the President)

- Women's Café

- Associated Student Government Leadership Training

- Associated Student Government- Advocacy Programs

- Emerging Leaders Program

- Student Organization Events

- Student Involvement Fair

- Constitution Day

- Student Voter Registration

- Powwow Event

- CARE Fair

- San Diego Food Bank- Mobile Market

- Fresh Joint- Food Program

- Bring your Own Bag- Food & CalFresh

- Magnum Opus Graduation Event- Student Affairs partnered with the Associated Student Government to expand the Magnum

Opus graduation celebration. This event recognized graduating students from various underrepresented areas.

• Commencement Ceremony & Student/Family Reception

• Class field Trips (Student Affairs partnered with several faculty members to support the logistics for classroom fieldtrips. Funded through equity, instructors were provided transportation and logistical support for class field trips.

Diversity Dialogue Workshops (2018-2019 Workshops)
• Developing a Positive Multicultural Orientation towards Diversity

• The Border Corrido: Music of Resistance

• Aversive Racism and Microaggressions

• Sino Tayo: Miseducation and Misrepresentation in the Filipino Community

• Model Minority or Minority Model? Filipinos and Perceptions of Asian Status

• Share the Dream

• UndocuAlly Training

• Developing Cultural Humility

• Identifying my Personal Stress- Response to Conflicts

• Intersection Between Culture and Tradition

• Discrimination Based on Gender

• Challenging Contemporary Notions of Body Movement: Capoeira Angola, Afro Brasilian Dance-Martial Arts Game

• Discrimination Based on National Origin

• Safe Zones

• Discrimination Based on Religion

• Latinx Women Writing History Panel

• Filipin(A), Filipin(O), Filipin(X): Contested Ethnic Identities

The Student Affairs- Student Conduct program advances the college's student success goals by utilizing a student development approach. The goal is to address the student conduct concerns at an early stage to avoid students receiving sanctions and having disciplinary files that could be a barrier for student success. When there are conduct issues, students are provided the chance to learn from their mistakes and have an opportunity to make a better choice the next time.

**Q50** OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

**Student Engagement Survey Results Black History Womens MLK Diversity Dialogues.pdf (518.5KB)**

**Q51** OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

**Commencement and ASG survey.pdf (5.4MB)**

**Q52** OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

**Harvest Pantry Data fall 2017-fall 2019.docx (60.1KB)**

**Q53** OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

**Demographic Information.pdf (1.7MB)**

Page 19: V. Student Service Area Assessment & Data Analysis

**Q54** Does your service area have a SLO/SSO* assessment plan on file with SLOAC?*Student Learning Outcome/Student Services Outcome

If Yes, how are you currently assessing your SLO/SSOs?: No, we don't have a SLO/SSO assessment plan on file with SLOAC. We are assessing our SLO's: Academic Misconduct/Integrity Workshops Students who engaged in academic misconduct violations in their classes, participated in the individual workshop focusing on academic misconduct and the student code of conduct. Participants discussed the GCCCD Student Code of Conduct and policies for any further violations. Student discussed ways to change academic misconduct to academic integrity behavior. After the meeting, students were given a survey to complete. Survey questions included: • Please describe Cuyamaca College's policies pertaining to academic misconduct • Please list two forms of academic misconduct. Please also describe the consequences for engaging in academic misconduct as it pertains to Cuyamaca College's polices? • What is academic integrity? • What does plagiarism mean? • Please describe the importance of academic integrity in a college environment. • What does it mean to make good ethical decisions? During the 2018-2019 year, there were 23 students who completed the survey after the workshop. SLO #3 Students will be able to explain the importance of academic integrity in a college environment. 23: total survey responses 19: students answered the question correctly (83%) SLO #4 Students will be able to explain the definition of academic integrity 23: total survey responses 16: students correctly answered the questions (70%) SLO #5 Students will be able to name two sanctions for engaging in academic misconduct 23: total survey responses 17: students answered the question correctly (74%) Based on the survey results, students were able to explain the importance of academic integrity in a college environment, but they had trouble defining academic integrity. In addition, students were able to describe the various academic misconduct sanctions, but they had difficulty listing two sanctions for engaging in academic misconduct. There will be changes made to the academic misconduct informal discussions to include more emphasis on academic integrity and further information given to students pertaining to specific conduct sanctions.

Page 20: VI. Service Area Assessment and Institutional Effectiveness

**Q55** In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

The Student Affairs Department works across the college to advance the success & equity goals. For example, Cuyamaca Cares works very closely with various departments across campus to advance student success and equity. We frequently partner with EOPS, Financial Aid, the Health and Wellness Center, the Veterans Center, and with faculty members to ensure that we are providing an efficient continuum of care to truly assist our students in their time of need. This campus collaboration seeks to advance inclusivity as each department has an expertise in diverse areas that have the ability to address the diversity of our students and their needs. This network of care advances equity by helping to fill in gaps in services and providing the different departments information on the differential impacts of hardships on different populations.

Cuyamaca Cares also works closely with community partners to provide warm hand-offs to organizations that provide tangible housing resources, continued counseling, and off-campus food resources. Because the capacity of Cuyamaca Cares only relates to that of the college, community partnerships are imperative to the success of safeguarding the basic needs for our students. We currently partner with Home Start Inc., Crisis House of El Cajon and TAY Academy for our housing resource, San Diego Food Bank, Wesley Community Services and Feeling San Diego for food resources during breaks, weekends, or holidays, Community Through Hope for clothing, and various mental health clinics in the region for continued therapy for those students who may require more than the current counseling schedule can provide. Cuyamaca Cares is constantly searching for more community partners to ensure that we can always provide what our students need.

The student engagement activities advance the college's student success and equity goals since the programs and events appeal to a diverse group of students. There are Heritage Months, which include: Black History Month, Women's History Month, Middle Eastern Heritage Month, Pride Month, Latinx Heritage, and Filipino Heritage. The Diversity Dialogue and Cultural Competency workshops are designed to align with the campus equity goals. The College Hour events also align with the college's student success and equity program. As we develop the activities and workshops, we establish informal planning groups with students, staff, and faculty. The Student Affairs Department works closely with the student organizations on campus. In addition, the Student Affairs Department partners with instruction to coordinate events and field trips that advance the college's student success & equity goals.

The Student Affairs Department provides surveys to participants during campus activities, and we utilize the data to inform program improvement.

---

**Q56** Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

**aLL Student Engagement Survey Results Black History Womens MLK Diversity Dialogues.pdf (518.5KB)**

---

Page 21: VI. Service Area Assessment and Institutional Effectiveness

**Q57** Please describe your service area strengths.

Student Engagement Programs and Involvement Opportunities: The wide array of student engagement and involvement opportunities are strengths for the Student Affairs Departments. Students have the opportunity to become involved in a diverse range of activities, such as the Diversity Dialogue workshops, student organizations, and the Associated Student Government. The Student Affairs staff provides support to the student organizations on campus and develops partnerships with faculty to support classroom engagement activities. For example, our staff provides logistical support for field trips and workshops.

Student Conduct & Title IX: The student conduct process is a strength for our department. There is a strong focus on student development and the learning experience for those violating the student code of conduct. Students are provided opportunities to learn from their mistakes before receiving a formal disciplinary warning letter. There is a focus on educational sanctions (reflections and referrals) when appropriate. The student development approach to student conduct is a strength for Student Affairs. We provide students with opportunities through educational sanctions and community service to learn from their mistakes. Students are also given referrals to utilize campus resources when needed. The individual student conduct workshops are another strength for Student Affairs. We are able to address student conduct matters at an early stage with the goal of preventing formal student disciplinary files.

The Cuyamaca Cares program is a strength for the Student Affairs Department. Students are able to receive personal counseling, food and housing resources. In addition, we are facilitating the emergency funding process for students in need. By providing these wrap around services, students are able to focus on their classes.

Strengths for Personal Counseling Program: The personal counselors, Student Affairs team and Cuyamaca Cares team all work in unison to provide support and resources students need for their personal and academic success. The many issues that bring students in to seek personal counseling often include cognitive, emotional, and somatic symptoms. Students that are experiencing these symptoms may also be facing socio-economic challenges such as food insecurity, financial stress and housing issues. Having staff of different disciplines provides the opportunity to support students in a more comprehensive manner. The program is located in the center of campus, right next to the student center, offering great accessibility for all students. Another great strength in the personal counseling program is the diverse staff that helps with the engagement of various student groups on campus.

Strengths for Housing and Food Programs: The strength of Cuyamaca Cares is that in every aspect of our program, we deliver services with dignity and respect. Our delivery of services aims to erase stigma surrounding basic needs insecurities and promote a social change of acceptability throughout our campus. You can notice this as none of our programs are entitled with a "basic needs" or "insecurities" label.

**Q58** Please describe your service area challenges.

The challenges for Student Affairs is a lack of staffing and resources for Cuyamaca Cares. The Cuyamaca Cares Coordinator position is a temporary position (20 hours) per week, but there is a great need to provide additional services. In addition, we are limited with only four graduate students providing personal counseling to students, which does create a challenge since the personal counselors are not in the office every day.

The challenges for the student engagement and involvement programs are finding times that work best for students when planning events and leadership programs. When developing activities, we vary the times for the events to appeal to both day and evening students. However, some activities receive low attendance based on the time of the event.

During the 2018-2019 year, the challenges with student conduct included the increase in the number of students engaging in academic misconduct by using Study Pool and other online companies to purchase papers. There were several cases where students violated the policy multiple times in the same semester.

**Q59** Please describe external influences that affect your service area (both positively and negatively).

The external influences that affect student involvement and engagement participation include students who don't have the opportunity to become involved because they are dealing with financial struggles and family responsibilities. It can be challenging to recruit and retain student leaders since many of the students have outside pressures and attend classes and then leave campus. Many of the students with families or outside jobs, don't have the time to become involved and develop a sense of community on campus. It can be difficult to find the best time to offer programs since students have conflicts with staying after classes to attend activities and student organizations.

Since there is more awareness both on and off-campus with students facing food and housing insecurities, this can also be seen as a positive external influence on the program. Although there can still be a stigma around accepting resources, there is more awareness of the food and housing problems for students. As a result, students might be more comfortable utilizing resources. During previous years, we had the CalFresh representative meet with students in a more private setting, but we now have the representative meet with students at the events in addition to a private setting.

For the personal counseling program, the stigma around mental health can be a barrier for students to seek counseling. Although we have changed the name from mental health counseling to personal counseling, this stigma does exist and may affect a students decision to participate in the program.

**Q60** Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

There are several opportunities that exist for the Cuyamaca Cares program in the next four years. The possibility of establishing positions for graduate associate counselors to join the team would be beneficial in order to establish the continuity of care. By bringing on graduate associates, these graduate counselors have extensive training in working with students of concern or providing personal counseling to specialized populations.

Collaborating with various community clinics is an opportunity that exists for the personal counseling area. Since we are not a full service clinic and do not offer medication evaluations or management, strong partnerships with clinics in our community that understand the needs of the area's population are important for collaboration. As our students come and go from our campus it can be beneficial for them to know where to access services in between semesters and once they graduate.

There are additional opportunities that exist for the personal counseling program. While reviewing the data from students who participated in the personal counseling program, we were able to see which communities we are serving as well as opportunities for equity and growth. We were able to see that we have been successful at engaging the Latinx and female identifying students; Latinx students served by personal counseling program at 34.71 % and female identifying students at 61.98 %. The current average demographics statistics indicate that the campus is 31.9% Hispanic and 54.5% female. We also see that per current average statistics the campus is 6.1% African American. Among students served by our personal counseling program African American students were 10.74%.

Some opportunities for growth can be seen in the engagement of our male students. We are able to see that of the students we served, 34.71% identified as male. The Cuyamaca campus reports that 44.6% of the population are male students. There are opportunities for additional outreaching opportunities to our underserves communities via student groups, discussion forums, and workshops. By increasing outreach, this may be a way to help with creating dialogues to overcome stigmas and other barriers to accessing personal counseling resources. We can increase this marketing prior to the semester starting and during welcome week.

The housing component for Cuyamaca Cares can be expanded by increasing the number of community partners and resources available for students. The goal in the next four years is to have the community agencies on campus several times a week to meet with students facing housing insecurities.

During the next four years, there are opportunities that exist for student conduct and Title IX by implementing the Maxient software program. The Maxient program will be a helpful tool in tracking students of concern and conduct issues as at an earlier stage. For student conduct, the goal is to further develop educational training programs and collaborate with instruction to develop an online student conduct/academic integrity training for students to complete as they start the semester. The goal is to avoid to reduce and eliminate the academic misconduct issues.

There are opportunities to increase the level of student engagement by developing a "co-curricular" transcript. Students would be given the opportunity to list their co-curricular engagement involvement on their transcript, which would encourage more students to take on various leadership roles and attend events.

Page 22: VII. Previous Goals: Update (If Applicable)

**Q61** Would you like to provide an update for your previous program review goal(s)?          **Yes**

Page 23: VII. Previous Goals: Update (If Applicable)

**Q62** Previous Goal 1:

Expand the Personal Counseling Program.

---

**Q63** Which College Strategic Goal does your service area most directly support?    **Student Validation and Engagement**

---

**Q64** Please describe how this goal advances the college strategic goal identified above.

The Cuyamaca Cares program offers confidential personal counseling services to help students with problem solving, or to help students explore their feelings with the assistance of a counselor. Any reason for seeking counseling is valid and students are free to bring up any problem or concern. Cuyamaca Cares offers individual counseling and support groups where counselors use a student-centered approach in order to assist students to discuss, explore and cope with any emotional issues that may be interfering with their daily life. Students can call, email or simply walk-in and see a counselor. The personal counseling program advances the Student Validation and Engagement since students are provided with support and resources to become engaged and develop a sense of community. Students are provided with support to be successful despite issues that might be facing.

---

**Q65** Goal status:    **In Progress - will carry this goal forward into next year**

---

Page 24: VII. Previous Goals: Update (If Applicable)

**Q66** Please describe the results or explain the reason for the deletion/completion of the goal:    **Respondent skipped this question**

---

**Q67** Do you have another goal to update?    **Respondent skipped this question**

---

Page 25: VII. Previous Goals: Update (If Applicable)

**Q68** Please describe action steps for the year:

During the 2018-2019 year, the personal counselors noticed certain trends that include students of immigrant families and the needs of female identifying population.  This prompted the counselors to develop and initiate two support groups for the academic year of 2019-2020. These student support groups are the Women's Café and Emerging Identities. The Women's Café is a safe space for female identifying students to explore topics that are unique to their experience, build female empowerment, and healthy connections within the community on campus. Members will embrace multicultural diversity and address the challenges they face with patriarchal norms and expectations of society and culture. The facilitators of the women's group saw that students were engaged in the various topics as the program went on.  Students developed a stronger support network with each other to a point where they were able to facilitate their own discussion among each other.

Emerging Identities became a weekly student dialogue that allows students to gain a deeper understanding of others and themselves, build healthy coping skills, and engage in healthier relationships.  Students begin sessions with opening activities to encourage cohesiveness and creativity before having an open dialogue about specific topics. Topics that students discuss include: coping skills, a sense of belonging, family dynamics, attachment styles, privileges, sexuality, and career exploration.

The Personal Health Counseling program also expanded to include additional graduate counselors and students participating in the program.

Personal Health Counseling (2018-2019)

# Number of Students who have been screened by the PHQ-9 (Depression Screening): 162
Number of total individual (and group) sessions provided to date (July 1st, 2018 – October 31st, 2019):  616 (623)
Average number of Sessions per Client: 6
Language Capabilities: English & Arabic
Outreach Events: 47

During the 2018-2019 year, the Personal Counselors and graduate interns coordinated various activities to increase and expand mental health services to students. In addition, the Health Center staff  incorporated information regarding mental health services at all outreach events. These events included:
•    Inner Child Presentation (Part 1 & 2)
•    Anatomy of Mental Health (STEM Presentation)
•    Mindfulness Presentation
•    PAC Talks Introduction
•    CALWorks Presentation
•    Silent Sacrifices: Dialogue on Immigrant Families (Film & Discussion)
•    Health & Wellness (Personal Counseling Class Presentations)
•    Class Presentation: Women's Volleyball
•    Counseling/Pathway Academy Presnetation
•    New Faculty Presentation
•    Emotional Regulation Presentation
•    Women's Café Program (small group sessions offered throughout the semester)
•    Mood Screening Tables
•    Relaxation Stations
•    De-Stress Events
•    Mid-terms & Finals Recharge Events
•    Outreach tables during Welcome Week
•    Classroom Presentations
•    Mental Health & Health Center Open House
•    Veteran's BBQ & Mental Health Outreach
•    Wellness Walks
•    Health Fair

- Health Fair
- CAL-Fresh EBT table
- Stress Management Presentation for STEM students
- Stress Management: Be Prepared for Finals
- Anatomy of Mental Health (STEM Program Presentation)
- Love your Heart Event
- Open House
- Annual Health Fair
- CalFresh Outreach
- Blood Drive
- Wellness Walk Programs
- Music Jam Mental Health

The Personal Counselors provided additional outreach to campus faculty, staff, and students by sending emails to academic counselors to increase and refine referral process. There were announcements about personal counseling services in the college newsletter. The graduate counseling interns posted flyers regarding personal counseling services throughout the campus.

Total number of trainings completed:
Student Trainings (Fall Semester 2018)- 5 trainings
Faculty Trainings (Fall Semester 2018)- 1 training
Student Trainings (Spring Semester 2019)- 9 trainings
Staff Trainings (Spring Semester 2019)- During the Spring Semester 2019, there were nine separate sessions for staff offered during Classified Professional Development Day. Each session was 30 minutes.

Total number of faculty/staff participants (Fall & Spring Semester)
Fall Semester 2018 (5 faculty participants)
Spring Semester 2019 (231 participants: 225-staff and 6-faculty participants)

Total number of student participants
Fall Semester 2018 (124 student participants)
Spring Semester 2019 (237 student participants)

During the 2018-2019 year, there were various workshops offered to students, staff, and faculty. These presentations focused on a variety of mental health topics. The sessions were facilitated by Licensed Mental Health Counselors, Mental Health graduate interns, and Health Center staff. The workshops included:

Student/Staff/Faculty Workshops- It's Up to GCCCD: The National Institute of Mental Health is pointing to an alarming incidence of stress, anxiety, depression and sleep difficulties among community college students. Further, the NIMH and other agencies have identified suicide as the second leading cause of death among college students
- QPR:(Question, Persuade, and Refer) Gatekeeper Training for Suicide Prevention
- Mental Health for College/Stress Management Training

The sessions were designed to facilitate open conversations with students, faculty and staff about mental health. We are committed to attend to the students' diverse cultural background, to explore personal, family and cultural beliefs about mental health, wellness, and barriers for seeking and receiving treatment.

The workshop presenters created various sessions to provide opportunities for participants to discuss mental health topics and to break down misperceptions. The facilitators provided information on recovery and healthy communities and followed best practices recommended by the Center for Mental Health Services SAMHSA in 2013.

Student Workshops
- Breaking Down Mental Health Myths (4 sessions)
- Self-Advocacy and Mental Health

Student Sessions
- How to Control Negative Emotions
- Your Inner Child – Your Mental Health
- Stress Management – Be Prepared for Finals Week
- How to be Mindful in a Busy World

All student participants who attended the workshops facilitated by Mayumi Douglas were given a survey before and after the workshop to identify beliefs about mental health and to be able to track changes in these beliefs after their participation in the workshop. The questions that the students were asked were based on a campaign to challenge mental health myths created by the U.S. Department of Health & Human Services, Centers for Disease Control and Prevention.

Question #1: Poor mental health increases the risk for long-lasting (chronic) physical conditions like

Question #2: Mental illnesses are

Question #3: Suicide is the _____ leading cause of death among people ages 15-34 in the United States.

Question #4: Mental illness

Question #5: Mental health is:

Question #6: If you know someone with poor mental health, you can help by:

Question #7: People with mental illness are violent.

Question #8: Half of all mental illness occurs before a person turns _____ years old, and three-quarters of mental illness begin before age 24.

Question #9: Mental illness is caused by


Based on the results from the survey, there was an increase in the knowledge about mental health facts and myths after Cuyamaca students participated in these workshops.

We can conclude that Cuyamaca student participants from these workshops were already knowledgeable in the areas of:
1. Identifying ways to help a person that is experiencing mental health problems.

2. Knowing that mental health is not caused by personal weakness or lack of willpower, but they are a result of different factors.

Students showed an increased in their knowledge about mental health in the following topics:
1. Poor mental health increases the risk for long-lasting (chronic) physical conditions like heart disease, stroke and cancer.
2. Mental illnesses are very common.
3. Suicide is the 2nd. leading cause of death among people ages 15-34 in the United States.
4. Mental illness can be treated.
5. Mental health is an important part of overall health and well-being.
6. People with mental illness are not violent.
7. Half of all mental illness occurs before a person turns 14 years old, and three-quarters of mental illness begin before age 24.

During the 2018-2019 year, we developed stronger relationships with the county behavioral health department and community-based mental health services for which reimbursement is available through the students' health coverage.

Total number of formal external partnerships (MOU's): We have established partnerships with several graduate counseling programs to provide Mental Health counseling services to our students. However, reimbursement is not available through the students' health coverage.
- San Diego State University Graduate School- Counseling Program
- San Diego State University- Center for Community Counseling and Engagement
- Alliant International University
- The Family Institute- Northwestern University

We are currently working with the County of San Diego- Behavioral Health to establish a formal MOU for training of existing resources and coordination of student health care. In addition, we are working with the Center of Community Resources to establish a formal partnership for training and coordination of student health services.

Total number of informal external partnerships
- Borrego Health
- Center for Community Solutions
- County of San Diego HHSA (mental health)
- Kickstart Mental Illness Prevention/Pathways
- San Diego Youth Services
- Veteran Center
- Homestart, Inc. (TAY) Transitional Assistance to Youth
- El Cajon Family Health Center (FHCSD)
- McAlister Institute
- Heartland Wellness Recovery Center
- Crisis House

There was a great deal of collaboration between Cuyamaca College and the community Mental Health partners. There were community partners on campus during the college health fairs with exhibits explaining services and resources. They also provided educational resources at the Health Center outreach tables. In addition, several community partners participated in the following events: Borrego Health (BH) and Family Health Services (FHS) of El Cajon.

- BH and FHS mental health counselors tabled at the 2018 Annual Health Fair (August) and the 2018 Check Your Mood Event (October) exhibiting educational materials on mental health and available services. 1:1 discussions were also completed with individual students and staff regarding personal mental health counseling needs.
- Visit to BH and FHS open house events to meet mental health staff and tour mental health/counseling facilities (September 2018).

Center for Community Services (CCS):
- A Sexual Assault Prevention educator tabled at the 2018 Annual Health Fair (August) and the 2018 Check Your Mood Event (October) exhibiting educational materials on mental health and available services. There were individual discussions with staff from the Center for Community Solutions and students regarding personal requests for information and resources.
- The Cuyamaca Health Supervisor visited the Center for Community Services (El Cajon) to meet with staff to discuss collaboration and referrals (February 2019) and to obtain educational materials for college distribution.
- There was a discussion between the Center for Community Solutions staff and the Cuyamaca College Health Supervisor to establish a formal MOU for training and collaboration for student referrals (June 2019).

Vet Center:
- The Veterans counselor participated at the Annual Health Fair (August 2018), the Check Your Mood Event (October 2018), and the Veterans BBQ (November 2019) exhibiting educational materials on mental health and available services.
- There were discussions with individual students and staff regarding personal mental health counseling needs and resources.

County of San Diego Health & Human Services Agency:
- Provided training and mental health educational materials to Cuyamaca Health Supervisor in preparation for the 2018 Check Your Mood event (October)

- The Cuyamaca Health Supervisor visited the County of San Diego to meet with staff to discuss an MOU for collaboration and inter-agency referrals (June 2019).

(TAY) Transitional Assistance to Youth/San Diego Youth Services
- The youth mental health counselor participated in the 2018 Annual Health Fair (August 2018) and the Check Your Mood Event (October 2018). The staff provided educational materials on mental health and available services for youth.
- There were discussions with the TAY staff and individual students regarding personal mental health counseling and housing needs.
- There was a visit to the TAY Academy by the Health Center Supervisor to discuss available services for youth and protocols for inter-agency collaboration and referrals.

Kickstart/Pathways
- The mental health counselor visited the Health Center to meet with mental health counselors and nursing staff. The counselor provided an overview of available mental health/substance abuse services (residential and out-patient) and guidance on referring individual students for counseling.
- The mental health counselor participated at the Health Fair (August 2018) and the Check Your Mood Event (October 2018) exhibiting educational materials on mental health and available services for youth.
- There were discussions with staff and students regarding personal mental health counseling and housing needs.

McCallister Institute
- There was a visit to the McCallister Institute by the Health Center Supervisor to meet with mental health counselors. They discussed available mental health/substance abuse services (residential and out-patient) and guidance on referring individual students for counseling.

The Personal Counseling program will be expanded through the Cuyamaca Cares initiative. The partnership with the SDSU Center for Community Counseling will continue, and we will increase the number of graduate students who are serving as personal counselors. In addition to the graduate counselors, we will include the associate graduate counselors (students who graduate, but are earning hours towards their license) in the personal counseling program. The personal counselors will further expand their small group counseling programs and workshops to include a variety of topics.

---

**Q69** How will this goal be evaluated?

The personal counseling program gathers data including screenings, demographics, presenting issues, engagement, and length of services. Students fill out interest forms and the screening tool known as PHQ-9 prior to seeing a personal counselor, every three sessions thereafter, and at the end of treatment. Students then meet with and develop a plan with their counselors that fit their individual needs and work together in order to meet their treatment goals. Counselors, at every session, practice asking for feedback on their care.

When students complete their sessions, counselors evaluate effectiveness of treatment by discussing treatment goals and outcomes, effective interventions, coping skills and strategies, how to maintain gain progress, and any helpful recommendations. They are also asked to fill out an assessment of their treatment at the end of the semester or time of discharge.  Participants of groups are given an evaluation form at the beginning and end of the semester where they can share their thoughts on group sessions and any recommendations and/or feedback.

In addition, the goal will be evaluated in the next four years by reviewing the number of graduate students and associate counselors serving as personal counselors compared to the number for the previous year. In addition, we will be reviewing the number of class presentations and workshops facilitated by the personal counselors.  The personal counselors will continue to utilize surveys for the workshops and class programs. They will develop a student satisfaction survey.

---

**Q70** Do you have another goal to update?                    **Yes**

---

Page 26: VII. Previous Goals: Update (If Applicable)

**Q71** Previous Goal 2:

The Student Affairs Department will develop programs that encourage a strong understanding of the importance of academic integrity and honoring the Student Code of Conduct. In addition, the Student Affairs Department will develop training and resources focused on handling Title IX issues and student conduct related matters.

**Q72** Which College Strategic Goal does your service area most directly support? **Student Validation and Engagement**

**Q73** Please describe how this goal advances the college strategic goal identified above.

This goal advances the student validation and engagement strategic goal since the conduct trainings and resources provide a student development opportunity. Students have the opportunity to learn and prevent formal conduct sanctions by participating in these sessions and trainings. By having students participate in these educational conduct opportunities, they can be engaged in the process and validated as a student.

**Q74** Goal status: **In Progress - will carry this goal forward into next year**

Page 27: VII. Previous Goals: Update (If Applicable)

**Q75** Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

**Q76** Do you have another goal to update? **Respondent skipped this question**

Page 28: VII. Previous Goals: Update (If Applicable)

**Q77** Please describe action steps for the year:

Student Conduct & Title IX
During the 2018-2019 year, there was an increase in academic misconduct- plagiarism cases. In addition, there were six students engaging in repeat academic misconduct cases during the same semester versus two students with repeat issues in 2017-2018. There was also an increase in students engaging in academic dishonesty by using online sites (Chegg and Study Pool) were the most common sites students were using to engage in academic misconduct.

Based on the conduct results from 2018-2019, there was only one Title IX case last year that resulted in formal sanctions versus two cases in 2017-2018. There were fewer student class removals (one student versus six students in 2017-2018) for disruptive behavior, but more informal discussions with students regarding disruptive behavior. The informal discussions with students were helpful measures to avoid formal disruptive behavior.

Student Affairs at both campuses continued to work with the Get Inclusive Company to offer Title IX online training for all students. The program is focused on online bystander intervention and sexual assault prevention program. The program also contains information on college resources to assist students in responding to incidents involving sexual misconduct, harassment, and relationship violence. At the beginning of both semesters and at the start of the 8-week sessions, students were sent a welcome email from the VPSS at both campuses with the Get Inclusive training link.

The Student Affairs Departments at both campuses worked with the Title IX workgroup at the District to revise the Title IX policies to align with the Title IX Department of Education Guidelines. During Spring Semester 2018, we worked with a consultant from the Association of Title IX Coordinators to revise the GCCCD Title IX policies and procedures. We completed a draft of all revised policies and procedures pertaining to Title IX, and the changes are being routes through various governance committee for input.

In addition to providing the training program for Title IX, the Student Affairs Departments had GCCCD Student Conduct Procedures handbook translated into Arabic and Spanish.

Maxient Program
Maxient is an online software system that manages behavior records for colleges.  It provides reporting and recordkeeping information on students and staff.  The system allows both the colleges and the district to maintain confidential information regarding Title IX conduct cases, student discipline, academic integrity, behavioral concerns and crisis management documents. After presenting at various committee throughout the last few years, we received approval to implement the Maxient program.

**Q78** How will this goal be evaluated?

The goal will be evaluated through the surveys provided in several ways:

Students will complete surveys after the individual academic integrity discussions. The survey questions include:
• Please describe Cuyamaca College's policies pertaining to academic misconduct

• Please list two forms of academic misconduct. Please also describe the consequences for engaging in academic misconduct as it pertains to Cuyamaca College's polices?

• What is academic integrity?

• What does plagiarism mean?

• Please describe the importance of academic integrity in a college environment.

• What does it mean to make good ethical decisions?

In addition, data pertaining to student conduct will be reviewed:

Student Conduct Cases

Student Conduct: 2018-2019

Total Cases: 78 cases


Types of Academic Misconduct Cases (70- Cases)
47-Cases Plagiarism
23-Cases Cheating


Types of General Conduct Cases (8-Cases)
5-Cases Verbally Harassing/Fighting
1-Case Disruptive Behavior
2- Cases Other (Including Title IX and possession of drugs)

In addition to official conduct cases, there were also student informal discussions to address disruptive behavior and discussions after students received a one or two day removal from class by their instructor:
1-Removal Removals from Class (One or Two-day Removal)

Title IX Reports 1- Reports


Student Conduct: 2017-2018

Total Cases: 61 (*59 total students-there were two students involved in repeat cases)


Types of Academic Misconduct Cases (49- Cases)
31-Cases Plagiarism

31-Cases Plagiarism
18-Cases Cheating


Types of General Conduct Cases (12-Cases)
6-Cases   Disruptive Behavior
2-Cases   Threatening Behavior/Fighting/Harassment
4- Cases  Other

In addition to official conduct cases, there were also student informal discussions to address disruptive behavior and discussions after students received a one or two day removal from class by their instructor:
6-Removals     Removals from Class (One or Two-day Removal)

Title IX Reports       10- Reports


Student Conduct: 2016-2017

Total Cases: 88 Cases


Types of Academic Misconduct Cases (74 Cases)
32-Cases Plagiarism
42-Cases Cheating


Types of General Conduct Cases (14 Cases)
4-Cases   Disruptive Behavior
2-Cases    Theft/Damage to Property

6-Cases   Threatening Behavior/Fighting/Harassment
2-Cases   Alcohol/Drugs

In addition to official conduct cases, there were also student informal discussions to address disruptive behavior and discussions after students received a one or two day removal from class by their instructor:
2-Removals     Removals from Class (One or Two day Removal)

Title IX Issues  3-Cases (*1 case involved a non-Cuyamaca College student)

The goal will continue to be evaluated based on the Get Inclusive- online Title IX training program. After participating in the training module, students complete an assessment.

---

**Q79** Do you have another goal to update?                    **Yes**

---

Page 29: VII. Previous Goals: Update (If Applicable)

**Q80** Previous Goal 3:

Collaborate with other departments on campus, such as EOPS and the VRC to institutionalize the food pantry program on campus.

---

**Q81** Which College Strategic Goal does your service area most directly support?　　**Student Validation and Engagement**

**Q82** Please describe how this goal advances the college strategic goal identified above.

This goal advances the student validation and engagement strategic goal area since we are providing resources to support students. The students are being connect with food resources and community program to provide long-term support. By establishing the food pantry programs on campus students can focus on their classes without facing food insecurities.

**Q83** Goal status:　　**In Progress - will carry this goal forward into next year**

Page 30: VII. Previous Goals: Update (If Applicable)

**Q84** Please describe the results or explain the reason for the deletion/completion of the goal:　　**Respondent skipped this question**

**Q85** Do you have another goal to update?　　**Respondent skipped this question**

Page 31: VII. Previous Goals: Update (If Applicable)

**Q86** Please describe action steps for the year:

There were several action steps that were taken to institutionalize the food pantry programs on campus. During the 2018-2019 year, we formalized partnerships with Feeding San Diego and San Diego Food Bank to help support the Harvest Pantry and small food pantries on campus. As a result of these partnerships, we were able to develop the Mobile Market and Fresh Joint food program.

We also developed "satellite food pantries." These smaller pantries are located at the VRC, EOPS, Library, STEM lab, and Athletics. During all food pantry programs, we included the CalFresh information for students. There is also a CalFresh representative on campus every week to sign up students. During the 2018-2019 year, there were approximately 232 students who completed interest forms. There were 116 students who completed CalFresh applications. By integrating the CalFresh program at all food pantry events, we provided resources for students to receive additional food resources.

The Harvest Pantry Data (Fall 2017 – Fall 2019)

Total Visit Non Duplicated (individual visit)
Fall 2017      (8/22-12/21)   1004 students
Winter 2018    (1/2-1/26) 51 students
Spring 2018     (1/29-6/7)       3,049 students
Summer 2018 (6/11-8/17)      382 students
Fall 2018       (8/20-12/21)   778  students
Winter 2019    (1/2-1/25) 5 students
Spring 2019     (1/28-6/6)       2,952 students
Summer 2019 (6/10-8/16) 363 students
Fall 2019       (8/19-12/23)   7130 students

As a result of the partnerships and food programs, the food programs are close to becoming sustainable on campus. If we had a full-time Cuyamaca Cares Coordinator, we could institutionalize the food programs.

**Q87** How will this goal be evaluated?

The goal will continue to be evaluated by using survey data for program improvement. During the 2018-2019 year, we utilized the data from the surveys at the various food programs (food pantry, Mobile market, and Fresh Joint). We are expecting the results from the #Real College survey which we can utilize to compare with our student population.

**Q88** Do you have another goal to update?                **No**

Page 32: VII. Previous Goals: Update (If Applicable)

**Q89** Previous Goal 4:                          **Respondent skipped this question**

**Q90** Which College Strategic Goal does your service area most directly support?          **Respondent skipped this question**

**Q91** Please describe how this goal advances the college strategic goal identified above.          **Respondent skipped this question**

**Q92** Goal status:  **Respondent skipped this question**

---

Page 33: VII. Previous Goals: Update (If Applicable)

**Q93** Please describe the results or explain the reason for the deletion/completion of the goal:  **Respondent skipped this question**

---

Page 34: VII. Previous Goals: Update (If Applicable)

**Q94** Please describe action steps for the year:  **Respondent skipped this question**

---

**Q95** How will this goal be evaluated?  **Respondent skipped this question**

---

Page 35: VIII. New Goals

**Q96** Would you like to propose any new goal(s)?  **Yes**

---

Page 36: VIII. New Goals

**Q97** New Goal 1:

Cuyamaca Cares will expand student awareness and acceptance of social insecurities by providing services in an inclusive and dignified manner.

---

**Q98** Which College Strategic Goal does this service area goal most directly support?  **Student Validation and Engagement**

---

**Q99** Please describe how this goal advances the college strategic goal identified above:

This goal advances the college strategic goals in Student Validation and Engagement by providing relief for food, housing, and personal counseling. This program reduces stress and gives students a secure space to work and live, nutrition to ensure focus and sharpness, and personal counseling to practice self-care as they navigate through the college experience. When faced with basic needs insecurities, pathways of student goals can become unclear and not as prioritized as they should be, by providing assistance to ensure that a student is taken care of in their personal life, they can refocus their pathways in their academic life.

The Cuyamaca Cares program advances the Student Validation and Engagement goal by creating a community for students through common interests and needs. Everyday our students "break bread" with each other building community, engagement, and validation.

---

**Q100** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

The goal was informed by the data from the food pantry programs, personal counseling, and Cuyamaca Cares projects. Cuyamaca College participated in the #REALCollege Survey to measure basic needs on campus. We are waiting for the results, and we will utilize this data to further develop this goal.

---

**Q101** Action steps for this year:

During the upcoming year, Cuyamaca Cares will increase the number of agencies attending the Care Fair, in order to provide students with more options for services. The Cuyamaca Cares program will also develop more community partnerships with agencies who can serve our students.

---

**Q102** How will this goal be evaluated?

We will develop assessment tools to measure the level of need on campus. The results from the #RealCollege survey will be helpful to evaluate the program.

---

**Q103** Do you have another new goal?                    **No**

---

Page 37: VIII. New Goals

**Q104** New Goal 2:                                        **Respondent skipped this question**

---

**Q105** Which College Strategic Goal does this service area goal most directly support?                    **Respondent skipped this question**

---

**Q106** Please describe how this goal advances the college strategic goal identified above:                    **Respondent skipped this question**

---

**Q107** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:                    **Respondent skipped this question**

---

**Q108** Action steps for this year:                    **Respondent skipped this question**

---

**Q109** How will this goal be evaluated?                    **Respondent skipped this question**

---

**Q110** Do you have another new goal?                    **Respondent skipped this question**

---

Page 38: VIII. New Goals

**Q111** New Goal 3:                                           **Respondent skipped this question**

---

**Q112** Which College Strategic Goal does this service       **Respondent skipped this question**
area goal most directly support?

---

**Q113** Please describe how this goal advances the           **Respondent skipped this question**
college strategic goal identified above:

---

**Q114** Please indicate how this goal was informed by SLO    **Respondent skipped this question**
assessment results, PLO assessment results, student
achievement data, or other data:

---

**Q115** Action steps for this year:                          **Respondent skipped this question**

---

**Q116** How will this goal be evaluated?                     **Respondent skipped this question**

---

**Q117** Do you have another new goal?                        **Respondent skipped this question**

---

Page 39: VIII. New Goals

**Q118** New Goal 4:                                           **Respondent skipped this question**

---

**Q119** Which College Strategic Goal does this service       **Respondent skipped this question**
area goal most directly support?

---

**Q120** Please describe how this goal advances the           **Respondent skipped this question**
college strategic goal identified above:

---

**Q121** Please indicate how this goal was informed by SLO    **Respondent skipped this question**
assessment results, PLO assessment results, student
achievement data, or other data:

---

**Q122** Action steps for this year:                          **Respondent skipped this question**

---

**Q123** How will this goal be evaluated?                      **Respondent skipped this question**

---

Page 40: IX. Executive Summary

**Q124** One-page summary:

The Student Affairs Department coordinates programs and services on campus that promote a sense of community and belonging. Students have the opportunity to participate in student engagement activities, leadership development opportunities, and programs and events to enhance their college experience. Students create meaningful experiences through their involvement, and they have the opportunity to participate in advocacy and participatory governance. Associated Student Government and student organization leaders can serve on campus committees and attend student leadership conferences. The students have emerging and advanced leadership opportunities.

The Student Department is advancing the college's student success and equity goals through the development of equity and engagement activities. We sponsor Diversity Dialogue workshops, Heritage Month activities, College Hour events, and Welcome Week programs. Although these programs are a strength for the Student Affairs Department, we face challenges with recruiting and retaining the student leaders and participants. External influences, such as the needs for students to work full-time or take care of their families can prevent them from participating in engagement and leadership programs. During the 2019-2020 year, Student Affairs is working to assess students to determine when activities should be offered to encourage a greater attendance. In addition, the goal for the next few years is to explore the possibility of developing a co-curricular transcript where students can list their involvement activities. The co-curricular transcript may encourage students to become involved on campus since it will be beneficial for their future goals.

Student Affairs coordinates programs that encourage an understanding of the student code of conduct. The student conduct process is presented through a student development model with students having opportunities to accept educational sanctions. We offer various educational opportunities through workshops and an online Title IX training for students to learn about the community standards, acceptable behavior, and the code of conduct. Students are assessed to determine their understanding of academic misconduct and the student code of conduct.

Student Affairs provides resources through Cuyamaca Cares to support students and allow them to be successful without facing food and housing insecurities. These services address the needs of our student population. The focus on Cuyamaca Cares is a strength for the Student Affairs Department. We are able to provide wrap around services for students facing food and housing insecurities. In addition, the partnership with the SDSU Community Counseling program allows for graduate personal counselors to provide personal counseling services to students. In the next few years, the goal is to expand this program to include additional graduate personal counselors.

We utilize assessment data for program improvement. The students participating in the Fresh Joint program, Care Fair, Mobile Market, Bring your Own Bag, and Harvest Pantry complete surveys. During the 2018-2019 year we utilized the data to determine the hours for the Harvest Pantry service. Students also participated in the #RealCollege Survey to determine the number of students facing housing and food insecurities on our campus. We are expecting the results in the next few months, and we will be utilizing this information to make further improvements.

As the need for Cuyamaca Cares is increasing, the challenge is providing the resources without any full-time staffing. In the next four years, the goal is to have a full-time Cuyamaca Cares Coordinator. Although we have a strong relationship with several community agencies providing housing resources, the Cuyamaca Cares Coordinator could expand on these community partnerships to ensure that every student has a resource that matches them and their individual needs and circumstances.

The future plans for Cuyamaca Cares includes expanding the level of services offered to students. We are planning to increase the number of satellite food pantries to make the program more accessible. The personal graduate counselors will develop additional workshops and small group sessions to encourage more students to participate in the program. In addition, the Care Fair will be expanded to increase the number of community partnerships. We are planning to formalize a work group with students, staff, faculty, and community members to continue to make improvements to the Cuyamaca Cares program.

During the 2019-2020 year, the goal for student conduct is to implement the Maxient software program. This program will allow us to better track students of concern and link with resources. We are also exploring the possibility of bringing on graduate students to assist with the student engagement and activities programs.

**Q125** OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

**Respondent skipped this question**

**Q126** OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

**Respondent skipped this question**

Page 41: X. Resources Needed to Fully Achieve Goal(s)

**Q127** Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs)

**No**

Page 42: XI. Faculty Resource Needs

**Q128** Are you requesting one or more faculty positions to achieve this goal(s)?

**Respondent skipped this question**

Page 44: XIII. Classified Staff Resource Needs

**Q129** Are you requesting one or more classified positions to achieve your service area's goal(s)?

**Respondent skipped this question**

Page 46: XV. Technology Resource Needs

**Q130** Are you requesting technology resources to achieve your service area's goal(s)?

**Respondent skipped this question**

Page 48: XVII. Supplies, Equipment, & Other Resource Needs

**Q131** Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)?

**Respondent skipped this question**

Page 50: XIX. Facilities Resource Needs

**Q132** Are you requesting facilities resources to achieve your service area's goal(s)?

**Respondent skipped this question**

Page 52: Final Check

**Q133** If you would like to go back and review parts of your program review, select a section and click "Next."

**I am ready to submit my program review**