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COMPLETE

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Page 1: I. Service Area Overview and Update

Q1

I.1 Department(s) Reviewed:

Student Affairs

Q2

1.2 Lead Author:

Lauren Vaknin

Q3

I.3 Collaborator(s) - List any person that participated in the preparation of this report:

Kaylin Rosal
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Q4

I.4 Dean/Manager:

Lauren Vaknin

Q5

I.5. Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review. You can access the 2020 program reviews on the program review webpage.

Student Affairs Programs

During the 2019-2020 year, Student Affairs revamped the Diversity Dialogue program. In collaboration with Student Success and Equity, a Validation Engagement Advisory group was established with various faculty, staff, and student representatives. The Diversity Dialogue series was changed to Culture & Community Circle, and monthly programs were established to include various campus and community events and workshops. Monthly calendars were sent to the campus to include the listing of programs and events.

Prior to the change to virtual programs, the Student Affairs Department coordinated numerous events for students which included:

- Welcome Week Events
- Associated Student Government- Leadership Programming
- Associated Student Government- Advocacy Program
- Emerging Leaders Program
- Student Organization Programs
- Constitution Day
- Monthly Heritage Programs
- Cultural Competency Programs
- Know your Rights Events
- College Hour Events
- Voter Registration Programs
- Womens' Café
- Personal Counselors- Mood Screenings
- Fresh Joint
- Bring your Own Bag
- San Diego Food Bank- Mobile Market
- Care Fair
- Partnerships to promote the study abroad program through Citrus College

As a result of moving to distance learning, the Student Affairs Department transitioned all programs and activities to a remote environment. We were able to continue many of the remaining programs for the Spring Semester 2020, but made changes to accommodate the virtual environment. The virtual programs starting in April 2020 include the following:

April: Middle Eastern Heritage Month

Middle Eastern Heritage Month events were scheduled remotely:

Ethnic Identification of Middle Eastern Christians

Presenter: Daniel Kakish

- The presenter discussed the ethnic and linguistic diversity of Middle Eastern Christians, the native Christian Churches, geographical concentrations, and ancient churches and monasteries that are still active.

Contributions of the famous Arab-Americans to the American Society

Presenter: Hanaa Alkassas

- The contributions of the famous Arab-Americans to the American society.

Traditions of the Arab World

Presenter: Hanaa Alkassas

- The Arabic culture around the Arabs world.

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Middle Eastern Women who has Influenced own Society

Presenter: Aklas Sheai

- A series of professional Middle Eastern women throughout time who have influenced society.

A Muslim's Perspective

Presenter: Halima Eid

- This workshop focused on the day to day struggles of Muslims. The presenter discussed microaggressions, islamophobia, and the cultural differences related to Muslim communities.

Meal Prep of Middle Eastern Cuisine

Presenter: Paul Karyakos

- Chef Paul Karyakos facilitated a five-part cooking series (10 min. episodes) on how to make Middle Eastern appetizers.

Solo Singer: Sahar Al Sanati

- Singer Sahar Al Sanati presented her own Chaldean, Assyrian and Arabic melodies in song with debrief of translations in English.

The Iraqi Art and Music of "Khadry al Chi"

Presenter: Moaayed Shlemon

- Artist and Singer Moaayed discussed the original meaning of Iraqi artwork "Khadry al Chi," and compare the original art form and style to his own remake.

Due to distance learning, the Commencement Ceremony last spring was changed to a virtual ceremony. Students had the opportunity to submit a photo and message for the graduate slide program. The Student Affairs Department offered various workshops prior to the deadline for submission to assist students with developing their slides. During the program, the graduate names were announced with their slides. The Associated Student Government leaders provided tassels to all graduates who participated in the virtual ceremony.

In collaboration with the Grossmont College Student Affairs and the Title IX group, the Get Inclusive online Title IX training program was expanded to include a module on Alcohol and Drug education. The content for the new module aligned with the mandated requirements by the Department of Education to offer Drug & Alcohol education.

Personal Counseling Program

During the 2019-2020 year, the Personal Counseling program expanded its engagement with the Cuyamaca College campus to include additional workshops and presentations, as well as facilitated support groups for students to connect with each other and better understand themselves. The following is a list of the workshops, presentations, and support groups which were offered over the past academic year:

- Mindfulness Workshop: A presentation discussing the topic of mindfulness and how students can implement it into their lives. Students received additional information on personal counseling services.
- COVID-19 & Student Life Workshop for Veterans: A presentation discussing ways that Military Veteran students can adapt to life as a college student during the COVID-19 pandemic and discussed personal counseling services.
- A Muslim's Perspective: A presentation discussing microaggressions, Islamophobia and the cultural differences in Muslim communities. The facilitator discussed campus and community personal counseling resources.
- Silent Sacrifices Film Screening: A presentation and discussion on the film 'Silent Sacrifices', an immigrant perspective on mental health, generational issues, and different levels of acculturation
- Real Talks Women's Group Support Group: A support group providing a healing space for female-identifying students to process their experiences.
- Dealing with stress during COVID-19: An online presentation discussing the unique challenges students are faced with due to the COVID-19 pandemic, and what students can do to cope with these challenges.
- Emerging Identities Support Group: A support group allowing students to explore various aspects of their identity, including cultural upbringing, childhood experiences, sexuality, careers, and relationships.
- RISE Support Group: Facilitated a space to provide resources and support for immigrant students on campus.
- Racial Healing Circle: Facilitated a healing space for students to process the then-recent killings of George Floyd, Breonna Taylor, and Ahmaud Arbery, and the protests which followed.

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taylor, and Annuad Ardery, and the protests which followed.

- Critical Conversations Group: Facilitated a conversation with faculty to discuss issues of racism on campus and how to engage in more antiracist policy and practice.

In addition to these workshops and groups geared for students, the personal counseling program was able to form stronger connections with other departments on campus in an effort to increase referrals to its services.

These outreach events with other departments included coordinating with career counselors to clarify protocols on how to assist and refer students in a mental health crisis, as well as providing information to classroom instructors, CalWORKS faculty, and DSPS faculty on the best way to help students in crisis and how to refer them to personal counseling services.

Since the move to distance learning with students, the personal counseling program has focused on adapting its services to meet the unique challenges associated with the COVID-19 pandemic. These changes have included developing new protocols to conduct telehealth sessions with students in a confidential and professional manner while meeting regulations associated with telemental health. With the help of other faculty on campus, the program was able to carry over its "walk-in" model of services to a digital format, allowing students the ability to set an appointment at a moment's notice through the SARS software. In addition to the two support groups which were being conducted weekly prior to the pandemic, personal counselors added and facilitated a weekly support group for students to connect with each other and process their experiences regarding how the pandemic impacted them.

To summarize, the personal counseling program was able to adapt and expand its engagement with both students and faculty on campus in an effort to increase awareness of its services and the benefits it offers to students.

Cuyamaca Cares

Cuyamaca Cares had to redesign programs due to COVID-19 and transitioned completely into a virtual setting. The food programs were transformed into a contactless drive-through pantry which is available for students and employees once a month. With partnerships ongoing with Feeding San Diego and San Diego Food Bank, and the Hunger Free Grant, Cuyamaca Cares has been able to distribute more than 1,000 bags of groceries since August 2020. Referral to CalFresh has resumed in a virtual format with a partnership with CalFresh and Home Start, Inc.

The Cuyamaca Cares website was updated to include links to CalFresh and the CalFresh application, information on the pandemic EBT card, and "how to apply" instructional videos. In addition, students who are experiencing food insecurity were eligible for \$500 grants through the emergency fund to cover the cost of food.

The Cuyamaca Cares housing program remains a virtual referral system with a partnership with Home Start, Inc. We have been successful in this partnership in finding secure housing for at least 4 students since the April 2020 using the rapid rehousing program.

Q6

II.1. Student services and administrative areas collect data in many different ways. Please discuss the access, success, and/or other data that your service area is using to inform its plans for the year and/or to evaluate its progress. This may include student achievement data from comparison reports, service utilization data from SARS or another database, demographic information on the students your area serves, student or employee survey results, reports prepared by external organizations, or other data collected by your service area.

Student Affairs

Student Conduct & Grievances

(Please refer to the attached data)

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.

The Student Conduct & Grievance data is utilized for program improvement. This year, we are working closely with the Racial/Equity Inquiry Group (Conduct) to review the data and make recommendations. As a result, the Student Conduct data from 2018-2020 was reviewed. The findings are as follows:

- Overall, white students are overrepresented in all sanctions (formal and informal), with 70% of sanctions involving white students, even though this group only comprised 43% of our student population in this same timeframe.
- The following groups are overrepresented in the formal sanctions:
 - o Male students are overrepresented in the formal sanctions (53% of formal sanctions involved male students, even though male students only comprised 43% of our student population in this same timeframe)
 - o Native American students might be overrepresented in the formal sanctions, but please note that this was just based on one student who received a formal sanction in this timeframe
 - o White students are overrepresented in the formal sanctions (61% of formal sanctions involved white students, even though white students comprised 43% of our student population in this same timeframe)
- White students are overrepresented in the informal sanctions (72% of formal sanctions involved white students, even though white students comprised 43% of our student population in this same timeframe)

In addition to the demographic data, the 2019-2020 conduct cases were reviewed. There was an increase in academic misconduct cases and a decrease in general conduct cases.

77 Reported Cases (Formal & Informal Conduct Reports)

3- General Conduct Cases

74- Academic Misconduct Cases

Student Grievances

Student Affairs is working with the Racial Equity Inquiry Group for Conduct to also review data pertaining to students filing formal campus grievances. (The data also includes students who withdrew their grievances, or whose grievance was handled through a separate process.) Based on the data between 2012-2020, the following is the demographic data:

Gender:

- 63% male (this is an over-representation compared to our student population)
- 37% female

Race/ethnicity:

- 5% Asian
- 21% Black (this is an over-representation)
- 21% Latino

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- 41% Latino
- 47% White
- 5% two or more

In addition, during the 2019-2020 year, there was an increase in students filing grievances and being granted formal hearings per the Formal Student Grievance process.

Commencement Ceremony

Student Affairs distributes a survey to students who participate in the Commencement Ceremony and those students who are eligible, but don't participate in the program. Since the program was virtual this year, Student Affairs didn't distribute the student survey, but collected demographic information. The following are the findings:

Compared to our student population in 2019-2020, the following groups are underrepresented in the commencement data:

- Male students (males comprise 39% of students who participated in commencement, compared to 43% of our student population)
- Black students (Black students comprise 3% of students who participated in commencement, compared to 6% of our student population)
- Native American students (only two Native American students participated in commencement in this time frame, even though they comprise 1% of our student population)
- Latino (Latino students comprise 31% of students who participated in commencement, compared to 35% of our student population)
- Students who are less than 20 years old, although this is likely due to the time it takes to complete a certificate or degree (students <20 years old comprise 9% of students who participated in commencement, compared to 27% of our student population)
- Foster youth students (only one foster youth student participated in commencement, even though they comprise 1% of our student population)

Culture & Community Circle

Student Affairs worked with Student Success and Equity to develop a student satisfaction survey for all Culture & Community Circle workshops. Students are asked to complete the survey after every workshop. The results will be reviewed by the Validation/Engagement Advisory group. The following are the questions included on the survey:

Please rate the extent to which you agree with the following statements:

- The format of this event was engaging
- The event content/information was interesting to me as a student.
- By participating in this event, I learned something I did not previously know
- By participating in this event, I developed a greater appreciation of cultural similarities and differences.
- I will apply what I learned from this event to my personal, professional, or academic life.

What did you hope to learn or gain from this event?

What is one thing you learned from participating in this event?

What types of diversity- and/or equity-focused events would you like to attend in the future?

Based on the survey responses from eight sessions, the participants wanted more engaging/interactive workshops with interesting topics. Students agreed with the questions pertaining to applying the material they learned from the workshops to personal, professional, or academic life.

Personal Counseling Program

From July 1st 2019-June 30th 2020, the personal counseling program was able to screen and/or receive interest for services from 376 students. For the students who were screened, there were 87 students who later received a counseling session. There was an

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estimated total of 600 sessions given to students during this time, giving an average of roughly six sessions per student served. Demographically, the students who received a counseling session can be seen in the attached data report.

In addition to the students who received personal counseling services, there were an estimated number of 40 students who attended workshops and presentations facilitated by the program, as well as an estimated number of 65 participants consisting of various faculty who were present during the program's outreach events listed earlier in this report.

Surveys were given to students at the time of termination of their counseling services in order to provide feedback on areas for improvement. Here is a sample of the questions given to students:

How Satisfied Are You With The Mental Health Counseling You Received?

1-----2-----3-----4-----5

LOW

HIGH

How Satisfied Are You With The Services Provided By Your Therapist?

1-----2-----3-----4-----5

LOW

HIGH

Did You Obtain Benefits From Your Mental Health Sessions?

1-----2-----3-----4-----5

LOW

HIGH

How Many Sessions Did You Have?

1----2-----3-----4-----5-----6-----7-----8-----9-----10-----11-----12-----More Than 12

How Satisfied Are You With Our Mental Health Program Overall?

1-----2-----3-----4-----5

LOW

HIGH

How Satisfied Are You With Our Health & Wellness Center Overall?

1-----2-----3-----4-----5

LOW

HIGH

How Likely Are You To Recommend Mental Health Counseling From Us?

1-----2-----3-----4-----5

LOW

HIGH

Cuyamaca Cares

During the 2019-2020 year, there were 436 students who accessed the food pantry. Compared to the student population in 2019-2020, the following groups are underrepresented in the food pantry utilization data:

- Male students (males comprise 32% of students who used the food pantry, compared to 43% of our student population)
- Black students (Black students comprise 3% of students who used the food pantry, compared to 6% of our student population)
- Native American students (only one Native American student used the food pantry in this time frame, even though they comprise 1% of our student population)
- Asian (Asian students comprise 4% of students who used the food pantry, compared to 6% of our student population)
- Latino (Latino students comprise 21% of students who used the food pantry, compared to 35% of our student population)
- Students who are less than 25 years old (students <25 years old comprise 27% of students who used the food pantry, compared to 58% of our student population)

The data results for Cuyamaca Cares show a need to reach several demographic populations on campus. It will be a focus of the 2021-2022 academic year to reach our underrepresented student populations. In order to address this goal, Cuyamaca Cares will work closely with the Umoja program, Native American club, and the Pathway Academy program.

In addition to the food pantry data, there were 1,471 students accessing Cuyamaca Cares programs.

Q7

II.2. In light of the goals set in your program review, what are your plans to improve equitable student access and outcomes (enrollment, matriculation, success, retention, persistence, graduation, etc.) in the coming year?

The Student Affairs Department will continue to work closely with the Validation & Engagement Advisory group to develop programs for students to create a sense of community and improve equitable student access. By providing opportunities for students to feel engaged and validated, this could lead to student retention and success. In addition, we will expand the Cuyamaca Cares programs and services to provide additional opportunities and resources that could contribute to student success and retention.

Student Affairs will continue to work closely with the Associated Student Government and student clubs to provide validation and engagement opportunities in a remote environment for the upcoming Spring Semester. The Associated Student Government leaders are collaborating with Student Affairs to host a joint retreat in January to discuss upcoming initiative to improve student engagement and validation for the upcoming semester.

In addition to the Student Affairs efforts to improve student success, the student leaders and Student Affairs staff are working closely with the Voter Empowerment/Civic Engagement Advisory group which was created during the Fall Semester 2020. This advisory group will further expand and develop civic engagement opportunities for students to contribute to student success and engagement.

Student Affairs will continue to work closely with the Racial Equity Inquiry group for student conduct to review student conduct data and make recommendations to improve student success and retention.

The personal counseling program is planning on increasing outreach efforts to students who were underrepresented within our demographic reports. In order to achieve more equitable access and outcomes within these demographic areas, the program is planning on increasing outreach efforts to these underrepresented communities on campus. For students under 20 years of age, the program is planning on being a part of the process of welcoming incoming students to the college, including high school graduates, during "welcome week" and other welcome activities for these students. Another plan to reach underrepresented groups of students on campus will include further developing workshops and support groups.

During this pandemic there has been a significant loss of engagement, connection and retention across educational institutions. As a result, the personal counseling program has been exploring different avenues of interfacing with students which includes a social media presence where students can access mental health resources.

Cuyamaca Cares

Cuyamaca Cares will continue the programs that are currently established, while attempting to expand our own definitions of what basic needs are in order to ensure we are meeting all needs of our students in order for them to be successful academically. The definition expansion of basic needs will include needs such as rest, community, security, and art, to name a few. By addressing non-academic needs of our students, we allow them the opportunity to focus on student success.

Q8

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files.

Personal Counseling Student Demographics - 2019-2020.pdf (94.4KB)

Q9

OPTIONAL UPLOAD 2: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

Final Student Conduct Results Masked for Student Privacy 201130 (2).pdf (132.6KB)

Q10

OPTIONAL UPLOAD 3: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

Commencement Student Demographics - 2019-2020 (2).pdf (94.5KB)

Q11

OPTIONAL UPLOAD 4: Please include any additional documentation related to this section. You can upload PDF, Word, and image files.

Food Pantry Student Demographics - 2019-2020.pdf (95.2KB)

Page 3: II. Student Learning Outcome/Service Area Outcome Assessment and Student Success continued

Q12

Yes

II.3. Are the SLOs and/or SAOs an accurate reflection of the department's major priorities?

Q13

Yes

II.4. Does your service area have an SLO/SAO assessment plan on file with the SLO Coordinator (or the Outcome Assessment Committee)?

Q14

II.5. What are your key assessment findings over the past year and what have you changed (or will you change over the next year) as a result?

Personal Counseling

After assessing the personal counseling program's successes and program improvement over the previous year, we found that we can increase awareness and engagement with our program from students on campus. The program implemented additional forms of outreach and engagement with students outside of individual counseling sessions, which was noted earlier in this report by the workshops and support groups which were conducted over the year.

In addition, to increase the accessibility of counseling services for students, the program instituted a "walk-in" model of service where students can come in for a session without having to schedule an appointment ahead of time. After instituting this model, the program found that students who filled out an interest form for services were more likely to receive an appointment than before the model was implemented. The walk-in model also allowed counseling services to be more responsive to students in crisis who were in need of immediate services.

Cuyamaca Cares

Cuyamaca Cares partnered with the The Hope Center to administer the #RealCollege survey to Cuyamaca College students. They sent invitations to complete the questionnaire to approximately 8,700 students and 473 students participated (estimated response rate is 5.4%). The following is an overview of the findings from the survey (entire report attached).

Overall Basic Needs Insecurity Rates:

43% of respondents experienced food insecurity in the prior 30 days

51% of respondents experienced housing insecurity in the previous year

15% of respondents experienced homelessness in the previous year

65% of students at Cuyamaca College experienced at least one of these forms of basic needs insecurity in the past year.

There is substantial variation in basic needs insecurity across subgroups.

25% of food insecure students utilize SNAP benefits

11% of homeless students utilize housing benefits.

As a result of these findings, the Cuyamaca Cares team will continue to review the findings and further expand and develop programs to meet the needs of students who are struggling with food and housing insecurities. The Cuyamaca Cares team will collaborate with local organizations to provide additional resources for students. In addition, the virtual and in-person Care Fair programs will include representatives from these agencies.

In addition to the #Real College survey results, we have found that with the unprecedented pandemic and the subsequent quarantine orders, the need to address basic needs beyond survival is vital to the health and wellness of our students. In light of this realization, we are not only transforming how we deliver services using a virtual/contactless format, but we are attempting to address more than students' survival, all while continuing to deliver services in an inclusive and dignified manner.

Q15

Respondent skipped this question

OPTIONAL: Please use the Upload button below to attach any additional documentation you would like to include.

Q16

Goal 1:

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.

Q17

In Progress - will carry this goal forward into next year

Goal Status

Page 5: III. Previous Goals: Update continued

Q18

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q19

Respondent skipped this question

Do you have another goal to update?

Page 6: III. Previous Goals: Update continued

Q20

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

* No resource requested needed*

During the 2019-2020 year, the following action steps were completed to make progress on this goal:

In collaboration with the Student Affairs Department at Grossmont College, a new training module focused on alcohol and drug education was developed and implemented on the Get Inclusive online training program for students. This new module included resources and education for students pertaining to drug/alcohol education and also aligned with the GCCCD Student Conduct policies. In addition to the Alcohol/Drug Prevention module, there were changes made to the Title IX training to expand resources and education for students.

During the 2019-2020 year, Student Affairs worked closely with Grossmont College Student Affairs to implement the Maxient software (launch is expected for Spring Semester 2021). After the software is implemented, we will be able to make additional progress towards this goal by identifying students of concern with conduct and providing additional resources to avoid further student conduct issues.

As a result of the new requirements for Title IX, the Title IX District group implemented new policies for students to align with the mandates. Students received emails in the fall semester with the information pertaining to Title IX.

Q21

Yes

Do you have another goal to update?

Page 7: III. Previous Goals: Update continued

Q22

Goal 2:

Students will be able to effectively identify and access resources to support their physical and emotional well-being.

Q23

In Progress - will carry this goal forward into next year

Goal Status

Page 8: III. Previous Goals: Update continued

Q24

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q25

Respondent skipped this question

Do you have another goal to update?

Page 9: III. Previous Goals: Update continued

Q26

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

No resource request needed

The personal counseling program is significantly expanding its outreach efforts across campus to raise awareness of personal counseling and its benefits. Due to the limited ability to implement previous on-campus outreach events and presentations because of the COVID pandemic, personal counseling is developing new forms of outreach in a more digital model. These include advertisements posted by faculty during Zoom sessions in the form of video backgrounds, social media engagement across multiple platforms, and a stronger focus on advertisement through various avenues on the Cuyamaca website.

In addition, the program is continuing to explore ways to engage with students and increase referrals from faculty across campus. This includes collaboration on events and projects with other departments to reach as wide of a variety of students as possible. These events and projects can include workshops focused on mental health which specifically addresses the population that a department serves. For example, our program is currently working with general counseling services on facilitating group sessions with formerly incarcerated youth. Efforts such as these will allow the program to engage directly with students who otherwise may not attend counseling services, while also raising awareness of personal counseling in the process. The program is also planning on attending student-led groups when possible in order to normalize and increase awareness of its presence on campus among students.

Q27

Yes

Do you have another goal to update?

Page 10: III. Previous Goals: Update continued

Q28

Goal 3:

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

Q29

In Progress-will carry this goal forward into next year

Goal Status

Page 11: III. Previous Goals: Update continued

Q30

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Q31

Respondent skipped this question

Do you have another goal to update?

Page 12: III. Previous Goals: Update continued

Q32

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

No resource request needed

Cuyamaca Cares has continued to provide services in the most dignified manner possible given the barriers that the pandemic has created. It is in this dignified delivery of service that social stigma can be addressed and dismantled. Cuyamaca Cares has conducted, and shared a panel discussion between Cuyamaca Cares, a student and teacher to discuss the challenges that each representative have endured and the strain that the pandemic has had on the basic needs of us all. By creating common ground, we can spread awareness and social acceptance of each other.

During the 2020-2021 year, Cuyamaca Cares will work towards accomplishing the following goals:

1. We will expand the definition of a basic need to include needs such as community, art, and rest, etc. which will then expand the reach of the understanding of social insecurities, allowing for greater social acceptance.
2. We will continue to have campus dialogue regarding commonalities within student and employee populations to bridge awareness gaps and promote social acceptance.
3. We will continue to deliver programs in a dignified manner in an effort to dismantle ideas of social stigmas in the community and on campus.
4. We will continue to accept staff/faculty volunteers for our programs to promote understanding of need within our employee population while building trust within our student population.

In addition, Cuyamaca Cares will continue to partner with other departments on campus, such as EOPS and the VRC to promote the food pantry program on campus.

Cuyamaca Cares currently serves as the only program with a direct service in terms of food pantry items. As a result, our distributions are highly promoted within our special programs to ensure that those who most need it, have opportunity and access.

Q33

No

Do you have another goal to update?

Page 13: III. Previous Goals: Update continued

Q34

Respondent skipped this question

Goal 4:

Q35

Respondent skipped this question

Goal Status

Page 14: III. Previous Goals: Update continued

Q36

Respondent skipped this question

Please describe the results or explain the reason for deletion/completion of the goal:

Page 15: III. Previous Goals: Update continued

Q37 Respondent skipped this question

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Page 16: IV. New Goals

Q38 No

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

Page 17: IV. New Goals continued

Q39 Respondent skipped this question

New Goal 1:

Q40 Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q41 Respondent skipped this question

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

Q42 Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q43 Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q44 Respondent skipped this question

How will this goal be evaluated?

Q45

Respondent skipped this question

Do you have another new goal?

Page 18: IV. New Goals continued

Q46

Respondent skipped this question

New Goal 2:

Q47

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q48

Respondent skipped this question

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

Q49

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q50

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q51

Respondent skipped this question

How will this goal be evaluated?

Q52

Respondent skipped this question

Do you have another new goal?

Page 19: IV. New Goals continued

Q53

Respondent skipped this question

New Goal 3:

Q54

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q55

Respondent skipped this question

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

Q56

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q57

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q58

Respondent skipped this question

How will this goal be evaluated?

Q59

Respondent skipped this question

Do you have another new goal?

Page 20: IV. New Goals continued

Q60

Respondent skipped this question

New Goal 4:

Q61

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q62

Respondent skipped this question

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

Q63

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Q64

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

Q65

Respondent skipped this question

How will this goal be evaluated?

Page 21: V. Resources Needed to Achieve Goal(s)

Q66

My program is currently not requesting any resources at this time

What resources is your program requesting this year to achieve the program's goal(s)?

Page 23: Final Check

Q67

I am ready to submit my program review

Are you ready to submit your program review? If you would like to go back and review a section, select a section and click "Next."
