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COMPLETE

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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

Student Affairs

Q2

2. Lead Author:

Lauren Vaknin, Kaylin Rosal, Manmeet Kaur

Q3

Respondent skipped this question

3. Collaborators:

Q4

4. Dean/Manager:

Lauren Vaknin

Q5

5. Initial Collaboration Date with Dean:

Date your program met with your dean to discuss your vision, goals, and resource needs/requests: **10/09/2023**
MM/DD/YYYY

Page 2: II. Service Area Reflection and Description

Q6

6. Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a 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.

Q7

Yes

7. Is the service area description in the current college catalog up to date and accurate?

Q8

8. Describe how your program advances the College's new vision of equity, excellence, and social justice through education? How does the program reflect the College's mission and values?

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. The 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 student conduct issues, students have the chance to learn from their mistakes and have an opportunity to make a better choice the next time.

Q9

9. Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?

Personal Counseling

For the Cuyamaca College personal counseling service area, data was primarily collected through surveys, service utilization data from SARS, electronic health records, and demographic information. The personal counselors employed a survey-based approach to gather relevant information. These surveys were distributed to students after the academic year in May 2023.

Cuyamaca Cares

Cuyamaca Cares gathers data via SARS, student ID collection, emergency fund google forms applications, and intake forms. Housing intake forms are google forms. We also do paper needs assessments as students come into our office seeking assistance.

Student Affairs

The Student Affairs department utilized data from various areas. The student conduct, grievances, and complaint information was generated from the Maxient- conduct database. In addition to the conduct and grievance information, data was collected from various surveys for campus programs and events. We distributed a survey after every Culture & Community Circle workshop and Civic Engagement program. In addition, students were asked to complete the Get Inclusive pre and post survey when completing the training program (refer to attached survey information).

Q10

10. How do the students served by the service area differ from the College's overall student population, if at all?

Student Affairs

Based on the data provided, there was an overrepresentation of Middle Eastern students represented in the Student Conduct data. Middle Eastern students (49% compared to overall student population of 18%)

Personal Counseling

Listed below are some notable differences between the students served by the Personal Counseling service area and the overall student population at the College.

1. Ethnic/Racial Identity:

- Personal counselors served a higher percentage of students who identify as Hispanic/Latino (54%) compared to the College's overall Hispanic/Latino student population (36%).
- Personal Counselors served a lower percentage of students who identify as White (25%) compared to the College's overall White student population (45%).

2. Economic Disadvantage:

- The data indicates that a higher percentage of students served by personal counselors (57%) identify as economically disadvantaged, compared to the College's overall economically disadvantaged student population (35%).

3. First-Generation Status:

- Personal counselors served a slightly higher percentage of first-generation students (39%) compared to the College's overall first-generation student population (34%).

4. Gender:

- Personal Counselors served a lower percentage of students who identify as male (37%) compared to the College's overall male student population (43%).

5. Disability Status:

- Personal counselors served a higher percentage of students who have a disability (30%) compared to the College's overall student population (7%).

Cuyamaca Cares

The students served at Cuyamaca Cares are largely economically disadvantaged. The overall population of economically disadvantaged students enrolled at Cuyamaca College is 35% of the total population. Of all students served by Cuyamaca Cares, 79% are economically disadvantaged.

Q11

11. Please discuss any equity gaps in access or success.

Personal Counseling

Equity gaps in access and success in counseling pertain to discrepancies in opportunities and outcomes experienced by various demographic groups. These disparities are frequently associated with factors such as race, ethnicity, gender, socioeconomic status, and others.

Based on our demographic data, we observed several equity gaps affecting specific demographic groups, including male-identified clients, American Indian students, Pacific Islander students, and Middle Eastern students.

Cuyamaca Cares

While we did see an increase in utilization among our African-American/Black and American Indian/Alaskan Natives, which was a goal of our last program review, we are still seeing a gap in utilization of these populations. See table below:

Race/Ethnicity	2021-2022	2022-2023
African-American/Black	42	54
American Indian/Alaskan Native	1	5

We also have an equity gap in our utilization of our students with at least one disability. Addressing this gap was not an action step of our last program review but we will address it in the coming year. In the 21/22 year, we served 136 students with at least one disability. In the 22/23 year, we served 145 or 18% of the total population of students with at least one disability.

Student Affairs

Based on the data provided for student conduct reports, there were equity gaps affecting Middle Eastern students (49% reported compared to 18% of the campus population.)

Q12

12. What action will the service area take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what your area did to achieve this. If equity gaps still exist, consider the specific steps your service area will take to address equity gaps.

Personal Counseling

Cuyamaca College's personal counseling team is proactively addressing equity gaps through a multifaceted approach that combines individual and group counseling sessions, targeted outreach efforts, and collaboration with campus partners. To continue bridging these gaps and fostering inclusivity, the following steps will be taken:

1. Continued Counseling Services:
 - Utilizing Graduate Students and Associate Counselors: The personal counseling services will persist in leveraging the expertise of graduate students and associate counselors to provide individual and group counseling sessions. This ensures a diverse range of counseling perspectives and support.
2. Outreach Initiatives:
 - In-Person and Digital Campaigns: The program will continue its outreach efforts through a combination of in-person and digital campaigns. This approach aims to reach a broad audience and increase awareness about the available counseling services, thereby reducing barriers to access.
 - Classroom Presentations: Conducting classroom presentations is an effective and direct way to increase awareness of counseling services among students. This approach allows the personal counseling program to reach a broad audience and provide information about available resources.
3. Stigma Reduction and Education:
 - Mental Health Education: Educational campaigns will be a focal point in reducing the stigma around mental health. By providing accurate information and resources, the college intends to create a more supportive environment for individuals seeking counseling services.
4. Targeted Support Groups:
 - LGBTQIA+ and Middle Eastern Population Support Groups: Recognizing the unique needs of specific demographic groups, Cuyamaca College personal counseling will establish support groups tailored to the LGBTQIA+ community and the Middle Eastern population. These groups aim to provide a safe and understanding space for individuals to share experiences and receive specialized support.
5. Collaboration with Campus Partners:
 - Partnerships with The Rise Center and Athletics Department: Collaborative efforts with campus partners, such as The Rise Center and the Athletics Department, will be pursued to enhance awareness of counseling services. By integrating counseling initiatives into existing programs, the college aims to reach a broader audience and address equity gaps more effectively. These proactive measures are a direct response to the identified data findings, showcasing the commitment of Cuyamaca College's personal counseling program to not only acknowledge but actively mitigate equity gaps. Through a combination of targeted services, outreach, and collaboration, the college aims to create an inclusive and supportive counseling environment that meets the diverse needs of its student population.

Cuyamaca Cares

In February 2022, we opened the Coyote Den, a smaller Cuyamaca Cares office that is located in the student center with more accessibility than our main office which is located away from the heart of the campus or most classes. We also increased the number of satellite pantries in the 2023-2024 year to include Building K, Building H and Building B. We are confident that the increase in these locations will reduce these gaps.

We are also in the process of building a community garden. The garden space is located in the area of the main Cuyamaca Cares office and this space has been negotiated to be split with the Cuyamaca Kumeyaay Club. I have discussed possible collaborations with between Cuyamaca Cares and the Kumeyaay Club which will reduce the equity gap we see with our American Indian/Alaskan Native students.

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Student Affairs

The Student Affairs department will continue to work closely with the Academic Integrity team to address equity gaps. We will continue to expand the educational intervention efforts which were developed by members of the Academic Integrity team. We will have offer translation at the Academic Integrity student workshops and resources. These programs include the academic integrity seminars, process changes for managing academic misconduct cases, and educational resources for faculty and students. In addition, Student Affairs will be working on similar approaches to manage student conduct- behavioral issues.

In addition to addressing equity gaps through revamping the student conduct process, Student Affairs will work closely with the Student Success & Equity Committee, Associated Student Government, Civic Engagement Empowerment Advisory group and campus and community partners to continue to expand on topics for the Culture & Community Circle workshop series. Student Affairs will also review events and programs on a regular basis to address any equity gaps.

Q13

13. How has this data impacted the goals set in your previous comprehensive program review?

Personal Counseling

The data presented regarding the demographic characteristics of students served by the Personal Counseling program has provided valuable insights that can impact the goals set in the previous comprehensive program review.

Areas of Growth and Achievement:

1. Identifying Demographic Populations:

○ The data has shed light on the demographic populations that are actively seeking and utilizing personal counseling services. Notably, there is a higher representation of Hispanic/Latinx students, economically disadvantaged students, and a slightly higher proportion of first-generation students among those accessing counseling services.

2. Addressing Specific Needs:

○ The demographic information helps the Personal Counseling program to better understand the specific needs and challenges faced by the student populations seeking support. This insight is crucial for tailoring resources, interventions, and outreach strategies to effectively address the unique circumstances of these groups.

3. Enhancing Accessibility:

○ Recognizing the demographic variations in service utilization allows the program to assess and potentially enhance the accessibility of counseling services. This may involve adjusting outreach efforts, communication strategies, or service delivery methods to ensure that all relevant student populations are aware of and can easily access the available resources.

4. Staff & Faculty Collaboration:

○ The counseling team has worked more closely with faculty and staff who have connections with students to enhance awareness and encourage referrals.

5. Tabling:

○ Tabling at events frequented by the student population has been a proactive and visible way for the personal counseling team to engage with students, increase awareness of available services, and encourage the identification and access of resources to support their physical and emotional well-being.

6. Partnerships

○ Creating partnerships, both internal and external, has been a proactive and collaborative approach that has significantly enhanced the impact and reach of personal counseling services. Our team has created a partnership with Family Health Center to expand the range of resources available to support their well-being.

Areas for Further Consideration and Improvement:

1. Identifying Untapped Demographics:

○ The data also highlights demographic populations that may be underrepresented among those seeking personal counseling services. Understanding which groups may not be accessing these resources provides an opportunity for targeted outreach and engagement to ensure that all students are aware of and feel comfortable accessing the available support.

2. Collaborative Initiatives:

○ The data may inspire collaborative initiatives with other college programs or external organizations to provide holistic support for students. For example, partnerships with student services, cultural organizations, or community outreach programs could strengthen the overall support system for the identified demographic groups.

Cuyamaca Cares

Cuyamaca Cares was an inaugural program in 2020 during the last comprehensive program review with only a 0.5 FTE Coordinator. Since then, we have expanded to 2 offices, 9 satellite pantries, one 1.0 FTE Coordinator, one 0.5 FTE support staff and 5 student hourlies. Our outreach efforts over the last 4 years have allowed for exponential growth of students knowing how to access Cuyamaca Cares services. In addition, our outreach to other services areas and instruction has made our referral system second nature to most when a student expresses a need for housing or food assistance.

Our goal in 2020, was to inform the college as a whole who Cuyamaca Cares was, how to reach us and the services we offer. Reviewing the data collected now, I believe that our goal has been reached. We do understand, however, that students are ever

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changing as they apply then graduate, so our efforts to teach students who we are is ever-present. We do this by hosting events, managing an Instagram account with 242 followers, adding updates to the Coyote Connection, adding updates and important dates to Canvas, placing flyers throughout the campus and presenting to students through other services areas such as Outreach, EOPS and Pathway Academy.

Student Affairs

The data impacted the goals set for Student Affairs in the previous comprehensive program review since we utilized the information for program improvement.

- Students will be able to effectively identify and access resources to support their physical and emotional well-being.
- This goal can increase the student population served by finding more effective ways for our services to reach the students.

The Personal Counseling goals which were previously set informed the work of the personal counselors, Cuyamaca Cares, and Student Affairs staff. Student Affairs hosted the ongoing meditation workshops, and included personal wellness programs in the Culture & Community Circle workshop series. In addition, personal wellness was included in the Associated Student Government agenda on a weekly basis.

During the last comprehensive program review, Student Affairs developed goals for the Title IX programs. We were able to collaborate with the District Title IX office to expand student educational trainings through the Get Inclusive program.

Q14

14. Please describe the most significant or impactful ways your service area worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

The most significant way Student Affairs worked across the college to advance the vision of equity, excellence, and social justice was through the work with Personal Counseling, Culture & Community Circle workshops, and Cuyamaca Cares. (Refer to attached Culture & Community Circle workshop topics.)

In addition, the Personal Counseling program provided 15 workshops and support groups that focused on advancing the college's vision of equity, excellence, and social justice through the mental health lens over the past year:

- Suicide Awareness Workshop: A workshop that discussed Suicide awareness and discussed personal counseling services.
- First-Generation College Workshop: A workshop that focused on first-generation college students and their mental well-being.
- Acculturation Workshop: This workshop centered on the experience of individuals who navigate between assimilation and acculturation.
- Welcome Week Tabling: Personal Counselors tabled every day during welcome weeks for both the Fall and Spring Semester; promoting the services personal counselors offer.
- Classroom Presentations: Personal Counselors visit classrooms throughout the fall semester to provide information regarding services; Personal Counselors attended two class
- Veterans Workshop: A presentation discussing ways that Military Veteran students can adapt to life as college students and discussing personal counseling services.
- Self-love through Stress Management: This workshop discussed how time management can be a form of self-love
- Black Joy through Art Expression: This workshop highlighted the Black community's mental health and centered on cultivating Black Joy through Art
- Women's History Month Workshop: This workshop centered on Women's History Month and how to empower women to seek help when needed.
- De-escalation Workshop: This workshop was directed towards staff and faculty, personal counselors provided tools and resources for individuals to de-escalate situations when they arise.
- Consent and Boundaries Workshop: This workshop focused on consent and boundaries within relationships and the importance of implementing them.
- Healthy Relationships & Boundaries Workshop: This workshop focused on establishing boundaries within relationships and the signs of a healthy relationship
- Mental Health in the AAPI Community: This workshop discussed the barriers for the AAPI community in receiving mental health services and ways we can support/honor the AAPI community.
- Collaboration with the library: Personal counselors and the Cuyamaca library worked together to create a virtual mindfulness space -<https://cuyamaca.libguides.com/serenity/mindful>
- SAGA: SAGA (Sexuality and Gender Awareness, Acknowledgment, and Acceptance) Personal created a bi-weekly space for students to discuss their Sexuality and Gender identities in a safe space
- Coming Together: Personal Counselors created a monthly space to discuss current events and how they are impacting the mental well-being of students
- Tea Time: Personal Counselors created a weekly space for students to check in on their mental well-being
- Mental Health Month Awareness Campaign: Personal Counselors provided digital awareness campaigns all over campus; Personal Counselors also tabled weekly during May for over four weeks.

In addition, Cuyamaca Cares believes in wrap-around services and we work across departments and community partners in service of our students. Within the housing justice arm of Cuyamaca Cares, we connect students not only with our hotel program for emergency shelter and community partners for long-term housing but we work closely with financial aid, EOPS/UP!, Personal Counseling and Guided Pathways. Furthermore, we connect students as needed to the Veterans Center, Together We Rise, CARE, CalWORKs, and Rising Scholars.

We have also worked across the college to advance equity, excellence and social justice with our efforts to re-certify our departments within the CalFresh system in collaboration with the State Chancellor's office in the 21/22 academic year. This expansion of CalFresh student eligibility allowed Cuyamaca Cares to certify CTE programs as a point of eligibility as well as our ESL program, which was a great win for our students.

Q15

15. What challenges is your service area still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

Personal Counseling

The personal counselor focused on meeting students where they are by providing hybrid options. The program continued to conduct telehealth sessions for those in need, while simultaneously being available in person. This allowed them to make services accessible to everyone, providing students with a variety of ways to obtain support. Students had the option of "walking in", signing up through SARS software, and directly reaching out through call or e-mail to schedule an appointment. In addition to the two weekly support groups, personal counselors added and facilitated community circles. The topic of each circle's meeting is determined by current events, creating a space for students and faculty to process how they were impacted and support one another along the way. To summarize, the personal counseling program was able to continue adapting and expanding its engagement with both students and faculty on campus to increase awareness of its services and the benefits it offers to student

The personal counseling program has navigated several challenges stemming from the disruptions caused by the pandemic. Some of the key challenges and the corresponding strategies implemented to address them include:

1. Loss of Engagement, Connection, and Retention:

- Challenge: The pandemic led to a significant loss of engagement, connection, and retention across educational institutions.
- Response: The personal counseling program adopted a hybrid model to serve students throughout the academic year of 2022-2023. This approach aimed at reaching students in various modalities, acknowledging the diverse needs and preferences of the student population. The personal counseling team utilized multiple communication mediums as a comprehensive approach to rekindling connections with students in need such as emails, digital campaigns, and in-person tabling events.

2. Adapting to Hybrid Service Delivery:

- Challenge: The need for social distancing and safety measures required a shift to hybrid service delivery, presenting logistical and operational challenges.
- Response: The program implemented a hybrid model that allowed for both in-person and telehealth sessions. This flexibility ensured that students could access counseling services in a way that felt most comfortable and convenient for them, addressing potential barriers to seeking support. Originally the computers located in the Health and Wellness did not have camera access to them hence the program worked on adding cameras to the computers to ensure high-quality care was provided to students.

3. Access to Counseling Services:

- Challenge: The disruption caused by the pandemic raised concerns about students' access to counseling services.
- Response: The program made efforts to enhance accessibility by offering multiple ways for students to access services. This included options such as "walking in," scheduling appointments through software, and direct contact via phone or email. By providing various entry points, the program aimed to cater to the diverse needs and preferences of the student body. The program also worked by collaborating with other departments on campus such as Cuyamaca Cares to develop a referral program to help students identify the services available to them for their physical and emotional well-being.

4. Promoting Awareness of Services:

- Challenge: With the shift to hybrid models, there was a need to increase awareness of counseling services.
- Response: The program actively engaged in outreach efforts to raise awareness of its services and benefits. This included the continuation of support groups, the addition of community circles, and addressing relevant current events. These initiatives not only provided valuable resources but also contributed to a sense of community and support among students and faculty. Tabling has also been an effective and interactive way to promote awareness of counseling services and engage with students on campus.

5. Addressing Current Events and Mental Health:

- Challenge: The evolving nature of current events during the pandemic required a responsive approach to addressing the mental health impact on the community.
- Response: The introduction of community circles and healing circles allowed for timely discussions on the impact of current events. This adaptive approach created a space for students and faculty to process their experiences, fostering a sense of connection

and support.

By embracing a hybrid model, enhancing accessibility, and actively engaging with the community, the program has worked to overcome disruptions and continue providing valuable support to students and faculty alike. Ongoing efforts to increase awareness and adapt to the evolving needs of the community reflect a commitment to holistic well-being during these challenging times.

For Cuyamaca Cares, there are challenges with students who have never been on campus before, as we are very hard to find. We have challenges in directing students, even with the map as we are located down a dirt road. We are currently working on signage, however there is concern that we are losing the opportunity to serve some students because of our physical location. This challenge also extends to our mobility impaired as well as our vision impaired students. As stated above, we are also trying to combat this issue by way of satellite pantries.

For Student Affairs activities, we are still experiencing some challenges with increasing student engagement at campus activities and events. Although we are experiencing an increase in student involvement with the Associated Student Government board, many of the campus events receive a low turnout when hosted on campus. As a result, we are varying dates and times for campus events and programs.

Q16

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

Student%20Affairs%20Data.pdf (419.3KB)

Q17

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

Program%20Review%20Culture%20%26%20Community%20Circle%20.pdf (299.4KB)

Q18

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

Get%20Inclusive%20-%20Voices%20for%20Change%20-%20Alcohol%20and%20Consent%20(67)%20-%20Analytics.pdf (2.2MB)

Page 4: IV. Student Learning Outcome and Service Area Outcome Assessment

Q19

16. Please upload an updated, current version of your SLO/SAO assessment plan. Ideally, the updated plan should specify assessment semesters for all outcomes over the next 4 years, between this comprehensive program review and the next. See a sample Assessment Plan Template.

Student%20Affairs%20Outcomes%20Assessment%20Plan%20Template.pdf (355.6KB)

Q20

Respondent skipped this question

17. What are your department's key assessment findings over the past 4 years? Please include data and reflection pertaining to each of your current SLOs/SAOs in your response.

Q21

17a. Please upload relevant assessment data, including reports, supporting documents, descriptions of methods of assessment, etc.

Personal%20Counseling%20Survey.pdf (259.9KB)

Q22

18. Overall, what do your SLO/SAO data suggest about student experiences, successes, and challenges in your service area?

Personal Counseling

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

The data obtained from the survey administered to students at the end of May 2023 reflects positive outcomes related to the Student Learning Outcome: "Students will be able to effectively identify and access resources to support their physical and emotional well-being." (Breakdown of the key survey findings:)

1. Comfort in Counseling Sessions (70%):

○ 70% of students reported feeling comfortable during their counseling sessions. This suggests that the personal counseling environment is perceived as conducive to open and supportive discussions about students' well-being.

2. Understanding by Personal Counselors (82%):

○ 82% of students felt that their counselors understood them and their concerns. This high percentage indicates a strong rapport between students and personal counselors, highlighting the effectiveness of the personal counseling interactions.

3. Relevance of Information (82%):

○ 82% of students reported that the information provided by their personal counselors was relevant and helpful. This suggests that the personal counseling sessions are not only empathetic but also offer practical and beneficial guidance.

4. Appointment Accessibility (88%):

○ 88% of students reported being able to make counseling appointments within a reasonable amount of time. This indicates efficient access to counseling services, contributing to the overall positive experience for students seeking support.

5. Recommendation of Services (94%):

○ 94% of students expressed their intention to recommend the Personal Counseling Services at the Health & Wellness Center. This high recommendation rate signifies a high level of satisfaction and confidence in the services provided.

6. Confidentiality Assurance (94%):

○ 94% of students reported feeling that their counselor keeps their information confidential. This reflects a crucial aspect of trust in the counseling relationship, enhancing the sense of security for students.

7. Recommendation of Services (94%):

○ An overwhelming majority of students expressed their intention to recommend the Personal Counseling Service at the Health & Wellness Center. This high recommendation rate reflects a level of satisfaction and perceived success in the services provided.

Challenges Addressed:

1. Comfort in Counseling Sessions (70%):

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- While a substantial majority reported feeling comfortable in counseling sessions (70%), seeking help can be difficult for individuals. Therefore, the team focuses on rapport building, using a social justice lens when providing services to capture the systems that are currently impacting the individual, and providing sense-related comfort items such as aromatherapy, comfortable room temperature, and personalized sensory preference of noise.

Overall Reflection on Student Experiences:

The data strongly suggests that the services offered by the personal counselors at Cuyamaca College are meeting the needs and expectations of the majority of students. The positive responses regarding counselor understanding, the relevance of information, and the high recommendation rate indicate that personal counseling services contribute positively to student experiences.

Overall, these survey results suggest that the counseling services at Cuyamaca College effectively contribute to students' well-being, creating a positive and supportive environment. The high satisfaction rates, coupled with positive feedback on the personal counselor understanding, relevance of information, and confidentiality, indicate that the Student Learning Outcome is being met successfully.

Cuyamaca Cares

For the students utilizing our emergency hotel program, we create case files for each student and track their progress within the housing navigation system as well as their academic progress. This internal record is done by noting meetings with the student and their verbal recollection of organizations they have met with, recording all referrals Cuyamaca Cares has made to campus departments as well as outside organizations, and any outcomes that occur. With this assessment, we find that when students are successful in securing housing, they are more likely to reenroll in classes in the following semester. We have also found that the more we support our students with encouragement the more motivated they become to achieve academic success. We ask students to complete a pre and post survey. Moving forward, this survey will be administered over the phone or in person to ensure that the assessment data is collected. One complete case file is attached to this report (see attached).

Another key assessment finding we have collected is the amount/type of food offered in our pantries versus students' desire to complete CalFresh applications. During the 2022-2023 year, we moved fully to an in-person model, no appointment needed (as we did with Covid) and found students visiting our pantries in more areas and in higher numbers. We assessed the student ID data we collected on SARS and reached out to our "regular" students offering them appointments to assist them in the CalFresh application; many refused as they don't "need" it. In an effort to better prepare our students for after graduation, we have constructed a CalFresh outreach team, and one of our SDSU interns from the School of Social Work is currently developing her first CalFresh clinic. In addition, we speak to every student regarding the availability of food banks in the community. Students now not only know where all of our satellite pantries are on campus, they are becoming better aware of pantries in the community and the importance of CalFresh.

Cuyamaca Cares

Based on the numbers shown in the satellite pantries, personal counseling, and the numbers found in the housing intake form, our efforts to teach students how to reach services across campus are successful. Refer to the graph below:

	21/22	22/23
# of students using the main pantry	103	190
# of students using the satellite pantries	74	127
# of students who were already connected with personal counseling	0	3
# of students who completed the housing intake form	22	55

Student Affairs

Based on the program satisfaction data from the Commencement survey, the data suggests that graduates who attended the Commencement survey were satisfied overall with the event. Students indicated they were satisfied with the check in process, the event, speakers, presentations, and accommodations. However, there were some areas to improve for the next Commencement Ceremony. Some graduates indicated making improvements to receiving information prior to the event. As a result, Student Affairs will

add an additional forum for graduates to ask questions prior to the ceremony and make improvements to the Commencement website.

Q23

19. Share an example of meaningful, innovative, equitable, and/or student-centered SLO/SAO assessment happening in your program.

There have meaningful assessment projects coordinated through the Student Affairs- Personal Counseling & Cuyamaca Cares programs:

The personal counselors implemented a meaningful and student-centered approach to Student Learning Outcome (SLO) and Student Achievement Outcome (SAO) assessment through their workshops with the Student Affairs Culture & Community Circle program, These workshops exemplify innovation, equity, and a focus on student well-being.

Example: Heritage Month Workshops

Description:

- Objective: To celebrate and honor the diversity on the Cuyamaca campus and promote mental health and well-being within specific cultural contexts.
- Innovation: Personal counselors have embraced the use of themed workshops aligned with heritage months, introducing a creative and culturally relevant approach to discussing mental health. This innovation is engaging and resonant with students, making mental health discussions more accessible and relatable.
- Equity: By addressing mental health within the context of specific heritage months, the workshops acknowledge and validate the unique experiences and challenges faced by different cultural communities. This approach promotes equity by tailoring discussions to the diverse backgrounds of the student population.
- Student-Centered Approach: The workshops are designed to be student-centered, recognizing the importance of cultural competence and relevance in mental health discussions. By incorporating reflection questions and mental health resources, the counselors empower attendees to actively engage with the material and identify resources that resonate with their specific needs.

Impact:

- Celebration of Diversity: The workshops contribute to a positive and inclusive campus culture by celebrating the diversity of the student body during heritage months. This fosters a sense of belonging and cultural pride, positively impacting the overall well-being of students.
- Increased Awareness and Access: The inclusion of reflection questions and mental health resources directly aligns with the Student Learning Outcome (SLO) of students being able to effectively identify and access resources to support their physical and emotional well-being. Attendees not only gain insights during the workshops but also receive tools to continue their well-being journey beyond the sessions.

In summary, the Heritage Month workshops organized by personal counselors at Cuyamaca College exemplify a meaningful, innovative, equitable, and student-centered approach. By integrating cultural contexts into mental health discussions and providing resources for ongoing support, the program actively contributes to the well-being and success of the diverse student community.

In addition, Cuyamaca Cares implemented meaningful SLO/SAO assessment projects. For example, we track student progress in-depth to assess whether they are learning about appropriate services. This in-depth assessment can be seen in our hotel case management system. A student case is attached.

We are also utilizing SARS reports to find students who utilize our pantry services. If we find students who have used our pantry at least once a week for one month, we call the student and discuss CalFresh with them and offer them application appointments, followed by a list of all San Diego Food Bank distributions in the county.

Q24

20. Discuss how your SLO/SAO data are being used for service area and/or course improvements to advance student retention, success, and/or goal achievement.

Personal Counseling

The SLO/SAO data can contribute to advancing student mental health and subsequently improving retention and success:

1. **Identifying Areas of Concern:** Analyzing SLO/SAO data helps identify specific areas where students may be struggling with mental health. This could include stress levels, anxiety, depression, or other challenges. Identifying these areas is the first step in developing targeted interventions.
2. **Tailoring Support Services:** By understanding the specific needs of the student population, we can tailor mental health services to address those needs effectively. This may include counseling services, workshops, or resources that focus on building resilience and coping skills.
3. **Promoting Holistic Student Development:** Recognizing the interconnectedness of mental well-being and academic success, creates an environment that fosters the overall growth of students.
4. **Enhancing Student Engagement:** Improved mental health can positively impact student engagement. When students feel supported and emotionally well, they are more likely to engage actively in their coursework, participate in extracurricular activities, and build positive relationships with peers and faculty.

Cuyamaca Cares

Our goal to make campus resources identifiable to students will help them gain the support they need to remain in college and fulfill their academic goals. Cuyamaca Cares, along with many other departments, work with students who need more support than most. Staying in college instead of holding a full-time job, or while holding a full-time job requires support and encouragement. Practicing the model of wrap-around services creates an environment of safety for our students, promoting persistence and retention.

The data that we have shows that we are on the right track as our numbers increase.

Student Affairs

For Student Affairs the SLO/SAO data is being used for program improvement. We will be making changes to the Commencement Ceremony based on the data provided. In addition, we will be using the data from the Culture & Community Circle surveys to improve the workshop series. Student Affairs will also be using the data from the Personal Counseling survey to make improvements to the overall personal counseling program.

Q25

21. Please describe your service area strengths.

21. The strengths for the Personal Counseling area include the following:

Diversity Among the Personal Counseling Team:

The presence of a diverse personal counseling team is a significant strength. Diversity brings a richness of perspectives, allowing the team to connect with and understand the varied needs of a multicultural student population. Different cultural backgrounds contribute to a more inclusive and empathetic approach to counseling, enhancing the team's ability to relate to and support students from various backgrounds. Our team also includes staff from different disciplines. The team consists of a supervisor who is an LMFT, our lead counselor is an APCC who completed a program that centered around child development and has a rich background in counseling in educational sites, and graduate students who are all part of the SDSU CBB program that is centered around multicultural counseling. The current personal counseling team of six are all bicultural and five are bilingual in different languages such as Spanish, Punjabi, Vietnamese, Farsi, and Arabic. Being part of the Health and Wellness Center provides an opportunity for a strong collaborative relationship with our nurses who can provide nursing assessments as needed which in turn can help us understand the intersection of physical, emotional, and mental health symptoms. This is especially important in understanding more complex cases and how to proceed with treatment and/or referrals.

Multicultural Training Program for Personal Counselors:

The personal counselors undergo training in a multicultural program is a substantial strength. This specialized training equips counselors with a multicultural lens, enabling them to navigate and address the unique challenges that students from diverse backgrounds may face. This approach fosters cultural competence, ensuring that counseling services are tailored to the specific needs and sensitivities of each individual. The supervisor for the program as well as the associate also have a rich background in community and multicultural counseling and are able to provide supervision and support that takes into consideration students' backgrounds in order to provide a more comprehensive approach to care.

Adaptability in Dealing with Challenges.

The personal counseling team's adaptability in facing challenges is a commendable strength. The ability to adopt a hybrid approach, combining in-person and virtual methods to recruit clients and share mental health resources, demonstrates flexibility and responsiveness to changing circumstances. For example, just as the world went into lockdown the personal counseling team was able to come together with the Cuyamaca administration and SDSU to meet the challenge and provide as much uninterrupted care as possible. This adaptability continues to be crucial, especially considering the evolving landscape of mental health needs, the growing need for services we see especially on our college campuses, and the impact of external factors such as emerging and ongoing global situations. The American College Health Association's Spring 2022 National College Health Assessment surveyed over 54,000 undergraduate students and found that 77% were experiencing moderate to serious psychological distress.

Hybrid Approach to Engaging and Educating Campus Population:

The adoption of a hybrid approach in recruiting clients reflects a forward-thinking strategy. This approach recognizes the importance of meeting students where they are comfortable, whether in-person or virtually. It enhances accessibility to counseling services, accommodating the diverse scheduling needs and preferences of students. This flexibility can contribute to increased engagement and utilization of counseling resources. The team has been able to reach students through various approaches such as campus email blasts, social media, on-campus digital campaigns, physical flyers, virtual and in-person classroom presentations, workshops, tabling, and collaborative health fairs.

Sharing Mental Health Resources

The proactive sharing of mental health resources is another strength. By actively disseminating information and resources, the personal counseling team is contributing to a culture of mental health awareness. This outreach not only provides support to those seeking counseling but also promotes a preventive and educational approach to mental well-being within the broader student community. The team is also working on creating and providing an ongoing educational and supportive campaign for faculty and staff in order to create spaces for discussions on how to better support our staff and faculty as they are often the first point of contact for

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our students. This campaign may include workshops, innovative ideas to create calm spaces, and providing staff and faculty with helpful materials for their campuses and offices.

The strengths for Cuyamaca Cares is our ability to work across departments, with different demographics and within other programs. We also have strength in our ability to build partnerships with community organizations. Cuyamaca Cares has a solid belief that wrap-around services provide the greatest support to our students and their success. We also believe that it is counter-intuitive to duplicate services, therefore we build strong partnerships on and off campus to deliver efficient support to our students while keeping our work focused, concise, and manageable. We hold strong partnerships with EOPS, Career Services, Outreach, Together We Rise, Financial Aid, Rising Scholars, Home Start, Inc., San Diego County Office of Homeless Solutions, The Pioneers Club, The Hampton Inn & Suites of El Cajon, and the LGBT Center of San Diego, to name a few.

Another one of our strengths is our ability, as a team, to deliver dignified services to our students which aims to break stigmas and barriers that may prevent students from asking for help. As a team, we participate in cultural humility trainings, safe zone trainings and often have team meetings regarding the delicate balance between discretion and soliciting shame through secrecy. Because of these team meetings, we have been able to continue programs such as the Fresh Joint, which is essentially a food bank, but we have done it in a way that is aesthetically pleasing, and inviting to the whole student body where students feel welcome and comfortable to get free produce without “announcing” their need. At the Fresh Joint, we set up the event like a farmers market, and use the “you choose method” to give students the opportunity to exercise their power of choice over their lives. We use nice table cloths, nice wooden crates for the food, decorations, and play upbeat and positivity-inducing music; you wouldn’t know it was a food bank if you didn’t know it was a food bank. This is what Cuyamaca Cares prides itself on: people, regardless of their level of need, deserve dignified services.

The strengths for Student Affairs includes the partnerships that we have developed with faculty, staff, students, and community partners. The large-scale events, such as Commencement. Culture & Community Circle programs, and College Hour events require strong partnerships. The Personal Counseling program is a result of a partnership with SDSU Counseling, and the Cuyamaca Cares staff works closely with community agencies to expand the services offered through Cuyamaca Cares.

Q26

22. Please describe your service area challenges.

Personal Counseling

The personal counseling service area at Cuyamaca College faces specific challenges, primarily related to the availability of licensed counselors and counseling trainees. The limitations outlined in particularly the absence of a full-time licensed counselor and the scheduling constraints of the current counseling team:

Limited Availability of Licensed Counselors: The absence of a full-time licensed counselor can significantly impact the accessibility of mental health services for students. Licensed counselors typically bring a higher level of expertise and may be better equipped to handle a broader range of counseling needs. The limited availability of a licensed professional may result in delays for students seeking counseling services.

Scheduling Constraints of the Current Counseling Team: The scheduling limitations of the counseling team, particularly the availability on Tuesdays, Wednesdays, Thursdays, and Fridays, can create challenges for students who may require counseling on days when counselors are not available. This scheduling misalignment might lead to difficulties in accommodating the diverse schedules of the student body.

Potential Strain on Current Team: The current team, composed of students from San Diego State University's Community Based-Block (CBB) program and one associate, may face challenges in managing the demand for counseling services. Depending on the number of students seeking support, the existing team experienced an increased workload and strain.

Meeting Diverse Student Needs: The scheduling limitations of the counseling trainees and the absence of a full-time licensed counselor impact the counseling services available to a diverse student population. Different students may require different levels of support, and the current structure does not adequately address the varied needs of the student community. Meeting the diverse needs of students in counseling involves considering a range of factors, including consultation, understanding the scope of practice, connecting students with community resources, and establishing a partnership

Addressing Urgent or Crisis Situations: In situations where students require urgent or crisis intervention, the limited availability of counselors poses challenges. Having a full-time licensed counselor on staff can indeed enhance the ability to respond promptly to critical situations and serve as a valuable resource for ongoing consultation, support, intervention, and support to faculty and staff.

To address these challenges, it would be beneficial to hire a full-time mental health supervisor, explore flexible scheduling options, provide additional training and support for the current counseling team, and seek input from students to understand their specific needs and preferences. Collaborating with local mental health resources and agencies could also be beneficial in ensuring a comprehensive and effective counseling service for the student population.

Cuyamaca Cares

Currently, our biggest challenge is our physical location. While our numbers for students using our services with at least one or more disability is increasing, there is a recognizable gap in services given to our mobility and vision impaired students. We have discussed this issue at length within our department and have concluded that the issue may be that we are located down a dirt road, one that is inaccessible for anyone using a wheelchair, crutches, walker, etc. Furthermore, our students who do not have a car must walk across two parking lots or down the campus road, where there are no sidewalks, to get to us. As stated above, the implementation of satellite pantries has been able to combat this issue but in a limited capacity.

The implementation of satellite pantries has given Cuyamaca Cares a more accessible presence across the campus and more opportunities to provide information, including a map to our main office; however, none of these pantries have spaces needed for appointments requiring privacy, such as a housing assessment. Since none of these spaces have privacy, students who are in need of more in-depth basic rights services need to travel to our main office.

Student Affairs

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Student Affairs experiences challenges with maintaining high student engagement. Although we have seen an increase in student involvement and engagement, participation at events and programs can be low at times. We are looking for ways to select the best date and time for campus event, but there have been events with low attendance. In addition, student engagement can be difficult to maintain throughout the year, and we have experienced challenges with student leaders being able to fully participate in campus clubs and committees.

Q27

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

Personal Counseling

The partnership with the San Diego State University (SDSU) graduate Community-Based Block Program (CBB program) can bring both positive and negative external influences to the Personal Counseling program at Cuyamaca College.

Positive External Influences:

1. **Access to Counseling Trainees:** The partnership with SDSU's CBB program provides the Personal Counseling program with access to counseling trainees. These trainees bring fresh perspectives, up-to-date training, and a commitment to learning and growing in their counseling skills.
2. **Diverse Perspectives and Training:** The trainees from the CBB program are likely to have diverse backgrounds and training experiences. This diversity can contribute to a more comprehensive and inclusive approach to counseling, allowing the program to better meet the needs of a varied student population.
3. **Collaborative Learning Environment:** The collaboration with the CBB program creates a supportive and collaborative learning environment for both the trainees and the existing counseling team at Cuyamaca College. This shared learning experience can foster a culture of continuous improvement and professional development.

Negative External Influences:

1. **Limited Availability of Counseling Trainees:** The positive impact of the CBB program may be tempered by the limited availability of counseling trainees. As mentioned, their availability is constrained, which can create challenges in providing accessible counseling services to students throughout the week.
2. **Potential for Burnout:** The increased workload and demand for counseling services may put the team at risk of burnout. Due to being students in a training program, personal counselors have found it challenging to balance the demands of counseling sessions, administrative tasks, and their academic responsibilities.

Cuyamaca Cares

Cuyamaca Cares relies heavily on external organizations for the bulk of our services. Our partnerships with Feeding San Diego and San Diego Food Bank remain strong. This year we are participating in a new program offered by Feeding San Diego called Food Rescue. With this program, food is donated to us directly from the Food 4 Less in Santee; food that can no longer be on their shelves but are still edible. These foods include, but are not limited to, bakery items (breads and desserts), frozen meats, and deli items (rotisserie chicken and pre-sliced deli meats). All of these donations, along with our PR with Smart & Final allow us to stock the main campus pantry as well as all other satellite pantries.

Our housing justice program also relies heavily almost entirely on external organizations. Our partnership with the Hampton Inn & Suites of El Cajon has allowed us to house 14 students with emergency housing during the 22/23 year, which has increased from 4 the previous year. Of the 14 students who utilized the emergency bridge housing program at Cuyamaca Cares, 13 checked out of the hotel and into transitional or permanent housing. The housing partners who helped with these efforts were the County of San Diego, Urban Street Angels, Home Start, and San Diego Youth Services. The rest of the students had enough rest time to get affairs in order and secure their own apartments. One student checked out of the hotel and has not responded to my correspondence since.

Housing resources in the community are depleting fast, however. Housing is extraordinarily limited in the County of San Diego, exacerbated by the pandemic. This challenge has been met by the State Chancellor's Office who has chosen Cuyamaca College, among others, to pilot a program in the 23/24 academic year which will allow us to utilize HMIS (my 21/22 goal) and develop a rapid rehousing program and a homelessness prevention program for our students in partnership with Home Start.

During this 22/23 academic year, students were negatively impacted by the MTS strike in June. Busses were running sporadically and sometimes not at all due to the lack of bus drivers. This strike happened right at finals week. Cuyamaca Cares then worked closely with various partners to purchase Lyft gift cards for some of our most vulnerable public transportation users. This was a beautiful collaboration that resulted in several students taking finals on time and one student to attend her commencement.

Student Affairs

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Negative Influences (External influences) that can affect Student Affairs includes the online cheating sites and the AI programs that some students are using. It makes it difficult to reduce the number of students engaging in academic misconduct when these companies are advertising and reaching out to students.

Positive Influences

Student Advocacy and Civic Engagement

There have been positive external influences affecting student leadership with the Associated Student Government. Since the Region X Student Senate and the Student Senate of California have been active this year, students are able to attend advocacy workshops and the student assembly which is creating more opportunities for student leaders to become involved. As a result, all Associated Student Government executive board positions are now filled.

Q28

24. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

Personal Counseling

The opportunities outlined for the personal counseling team align with the College's goals and present avenues for advancing those goals in the next four years.

1. Expand Outreach to Different Campus Departments:

- Advancement of College Goals: By reaching out to various campus departments such as Athletics and the RISE Center, the personal counseling team can contribute to the college's goal of fostering a holistic and supportive campus environment.
- Increased Collaboration: Building partnerships with different departments can lead to collaborative initiatives that address the diverse needs of students. For instance, partnering with Athletics may involve mental health support for student-athletes, contributing to their overall well-being and performance.
- Enhanced Student Engagement: Collaborating with different departments broadens the reach of counseling services, increasing awareness and engagement among students who may not have sought counseling otherwise.

2. Create and Maintain Support Groups:

- Advancement of College Goals: Establishing support groups like Thursday Tea Time and the Middle Eastern Empowerment group aligns to create a supportive campus community.
- Community Building and Connection: Support groups provide a platform for students to connect with peers who share similar experiences or concerns. This contributes to the college's goal of fostering a sense of community and belonging.
- Addressing Diverse Needs: By creating targeted groups like the Middle Eastern Empowerment group, the personal counseling team can address the specific needs of different student populations, contributing to the college's commitment to diversity and inclusion.

3. Community Connections:

- Advancement of College Goals: Facilitating safe community connections among students aligns with the college's goal of creating an inclusive and supportive campus environment.
- Mental Health and Well-being: Support groups and community connections play a crucial role in supporting students' mental health and well-being. This, in turn, contributes to the overall success and satisfaction of students at the college.
- Prevention and Intervention: By creating a supportive network, the personal counseling team can contribute to the prevention of mental health issues and intervene early when necessary, aligning with broader college goals related to student success and well-being.

In summary, the outlined opportunities provide avenues for the personal counseling team to contribute significantly to the College's goals by expanding outreach, creating support groups, and fostering community connections. These initiatives not only address the immediate needs of students but also contribute to the overall well-being and success of the college community.

Cuyamaca Cares

Cuyamaca Cares is for the advancement of equity, excellence and social justice for our students. We are here to advocate with our students so that their life outside of academia is safe and conducive to their life in academia. In addition to the bigger programs of food and housing, Cuyamaca Cares also provides book vouchers and bus passes, we are launching our clothing closet in January of 2024 and plan to host "Dress for Success" events in conjunction with Career Services career fairs.

We attempt to close equity gaps with our services by helping students get nutritional food for themselves and their families, stable housing so they have a safe place to thrive and learn, book vouchers to ensure they have the supplies they need to be successful in school, bus passes so they can travel to campus without worry, and clothing to boost confidence. We provide safe storage lockers so that students who need it don't have to worry about their belonging while in class. Finally, we are still offering emergency funds to students who find themselves in a financial bind. We want to relieve any burden that attending college can cause, to the best of our ability, so that our students remain successful and achieve their goals.

Student Affairs

Student Affairs will continue to advance the College's goals by expanding and developing activities and programs to address goal areas such as Increase Persistence- eliminate equity gaps and Increase Completion- eliminate equity gaps. The Culture & Community Circle and Civic Engagement programs are great opportunities to advance these goal areas. In addition, the support services offered through Personal Counseling and Cuyamaca Cares further advances the goals of Cuyamaca College.

Q29 Respondent skipped this question

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

Q30 Respondent skipped this question

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

Q31 Respondent skipped this question

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

Page 6: V. Previous Goals

Q32

Previous Goal 1:

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

Q33 In Progress

Goal Status

Page 7: V. Previous Goals continued

Q34 Respondent skipped this question

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

Q35 Respondent skipped this question

Would you like to submit another previous goal?

Page 8: V. Previous Goals continued

Q36 Increase persistence and eliminate equity gaps (re-enrolling the subsequent semester or year)

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

Q37

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).

1. Increase partnership with SDSU to hire a Full-Time Mental Health Supervisor:
 - Hiring a full-time mental health supervisor can significantly enhance the capacity and expertise of the counseling team.
2. Providing Additional Training and Support for the Current Counseling Team:
 - Ongoing professional development and support for the existing counseling team are crucial for maintaining their well-being and effectiveness. Additional training can focus on addressing specific challenges identified in the data, such as serving diverse populations and managing increased demand.
3. Seeking Input from Students to Understand Their Specific Needs and Preferences:
 - Gathering input from students is essential for tailoring counseling services to their unique needs. Understanding the preferences, concerns, and expectations of the student body ensures that the counseling program remains student-centered and responsive to evolving needs.
4. Collaborating with Local Mental Health Resources and Agencies:
 - Collaborating with external mental health resources and agencies can provide a more robust support network. This partnership can offer additional services, expertise, and resources, especially during peak demand periods. It also fosters a sense of community and interconnectedness within the broader mental health ecosystem.

Q38

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q39

No

Would you like to submit another previous goal?

Page 9: V. Previous Goals continued

Q40

Respondent skipped this question

1. Previous Goal 2:

Q41

Respondent skipped this question

3. Goal Status

Page 10: V. Previous Goals continued

Q42

Respondent skipped this question

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

Q43

Respondent skipped this question

Would you like to submit another previous goal?

Page 11: V. Previous Goals continued

Q44

Respondent skipped this question

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

Q45

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).

Q46

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q47

Respondent skipped this question

Would you like to submit another previous goal?

Page 12: V. Previous Goals continued

Q48

Respondent skipped this question

1. Previous Goal 3:

Q49

Respondent skipped this question

3. Goal Status

Page 13: V. Previous Goals continued

Q50

Respondent skipped this question

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

Q51

Respondent skipped this question

Would you like to submit another previous goal?

Page 14: V. Previous Goals continued

Q52

Respondent skipped this question

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

Q53

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).

Q54

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q55

Respondent skipped this question

Would you like to submit another previous goal?

Page 15: V. Previous Goals continued

Q56

Respondent skipped this question

1. Previous Goal 4:

Q57

Respondent skipped this question

Goal Status

Page 16: V. Previous Goals continued

Q58

Respondent skipped this question

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

Page 17: V. Previous Goals continued

Q59

Respondent skipped this question

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

Q60

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).

Q61

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Page 18: VI. New 4-Year Goals

Q62

New Goal 1:

To create an effective case management system for students experiencing homelessness and to gain access to the County of San Diego's continuum of care system known as HMIS.

Q63

Increase persistence and eliminate equity gaps (re-enrolling the subsequent semester or year)

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

Q64

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

The new partnership under construction now with Home Start will be critical for our students in terms of social justice. Not only are we providing long term security for our students by attending college, we will now provide our most vulnerable students with safe and secure housing that will last long after their time at Cuyamaca College. We look at longevity at Cuyamaca Cares and this program will be a basis that prevents our students from entering chronic homelessness, ultimately reducing the population of people experiencing homelessness in our County as a whole.

Q65

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

This goal was developed based on the state grant and the need for students to have more long-term housing options.

Q66

Action Steps for the Next Year:

1. To develop an MOU for our housing partnership with Home Start of El Cajon.
2. Implement the rapid rehousing and homeless prevention program with Home Start of El Cajon.
3. Complete training to utilize the HMIS and Continuum of Care systems with the State of CA to get our students experiencing homelessness connected to services through the Cuyamaca Cares office instead of solely through community partners.
4. To work with other services areas (EOPS, CARE, Together We Rise, Umoja and Veterans Center) to implement the requirements of career workshops to increase CalFresh eligibility across the campus.
5. Host two "Reclaim Your Right to Housing" Fairs, formerly known as the Care Fair.
6. Build the community garden.
7. Partner with the Kumeyaay Club in conjunction with the community garden.
8. Host one "Fresh Joint" per month which promotes healthy, fresh foods and also breaks stigmas in regards to shopping at a food bank.

Q67

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q68

How will this goal be evaluated?

This goal will be evaluated based on housing numbers and a survey.

Q69

Yes

Would you like to propose a new, 4-year goal?

Page 19: VI. 4-Year Goals continued

Q70

Goal 2:

Increase participation in ASG executive board, Civic Engagement programs, and student elections.

Q71

Increase persistence and eliminate equity gaps (re-enrolling the subsequent semester or year)

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

Q72

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

This goal advances the college strategic goal (Increase persistence and eliminate equity gaps) since the goal focuses on student engagement. By having more students participate in student engagement and leadership positions, it can help provide a sense of community and belonging for students which encourages them to continue as a student.

Q73

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

This goal was informed by survey results from Civic Engagement and Culture & Community Circle programs.

Q74

Action Steps for the Next Year:

- Increase the number of students applying for Associated Student Government leadership positions to have at least two candidates running per position.
 - Promote student elections to increase voter turnout from 10% from the previous ASG general election.
-

Q75

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q76

How will this goal be evaluated?

The goal will be evaluated based on the number of students applying and serving in leadership positions. In addition, we will be evaluating the goal based on the number of students voting in the Associated Student Government elections.

Q77

Yes

Would you like to propose a new, 4-year goal?

Page 20: VI. 4-Year Goals continued

Q78

Goal 3:

Reduce the number of students reported for academic misconduct issues by 25%.

Q79 **Increase persistence and eliminate equity gaps (re-enrolling the subsequent semester or year)**
Which College Strategic Goal does this department goal most directly support? (Check only one)

Q80
Please describe how this goal advances the college strategic goal identified above:

This goal advances the college strategic goal (Increase persistence and eliminate equity gaps) since students might be more likely to re-enroll if they didn't experience academic misconduct violations.

Q81
Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

This goal was informed by the work of the previous Social Justice/Conduct taskforce. As a result of the recommendations from this taskforce, the Academic Integrity workgroup was established to review academic misconduct processes and procedures.

Q82
Action Steps for the Next Year:
Student Affairs will continue to work with the Academic Integrity group to expand and develop further educational trainings for faculty and students. In addition, the Academic Integrity team and Student Affairs will further develop educational interventions for students to reduce academic misconduct issues and review policies and procedures pertaining to academic misconduct.

Q83 **Respondent skipped this question**
What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q84
How will this goal be evaluated?
This goal will be evaluated by reviewing data in Maxient (student conduct database) pertaining to Academic Misconduct reports. We will be reviewing previous numbers for academic misconduct issues compared to future data (2023-2024) reports for academic misconduct issues.

Q85 **No**
Would you like to propose a new, 4-year goal?

Q86 Respondent skipped this question

Goal 4:

Q87 Respondent skipped this question

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

Q88 Respondent skipped this question

Please describe how this goal advances the college strategic goal(s) identified above:

Q89 Respondent skipped this question

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

Q90 Respondent skipped this question

Action steps for the Next Year:

Q91 Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q92 Respondent skipped this question

How will this goal be evaluated?

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Q93 I am ready to submit my program review

Are you ready to submit your program review? To go back and review a section, select the section below and click "Next"
