



C U Y A M A C A
• C O L L E G E •

Annual Update Report

SIS - CalWORKS

Revised CalWORKs Program Goal 24-25

Program Goal: Increase CalWORKs presence and service across the college, and especially in response to the needs of students who are historically and/or currently marginalized in institutions of higher education.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Increase CalWORKs presence and service across the college, and especially in response to the needs of students who are historically and/or currently marginalized in institutions of higher education. (X)
- **Increase Hiring and Retention of Diverse Employees:** Increase CalWORKs presence and service across the college, and especially in response to the needs of students who are historically and/or currently marginalized in institutions of higher education. (X)

Summary of Progress or Results

Summary Date: 11/20/2025

Summary of Progress or Results: We have recently updated our goal and our outcome statements reducing it from 3 to 2 SAOs.

Reporting Period: 2025 - 2026

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

Action Steps: 2025-2026

- **Hire diverse front desk staff** to better reflect and support the student population we intend to increase.
- **Hire new translators** who speak languages in addition to Arabic to expand language-access support for students.
- **Improve program marketing** by purchasing CalWORKs promotional items and creating a CalWORKs social media account to enhance outreach, in-reach, and event visibility.
- **Collaborate with PUENTE and UMOJA** and participate in their upcoming events and student experiences to strengthen outreach to their communities.
- **Participate in Black History Month and Latinx Heritage Month** events to promote the program and connect with students.
- **Invite the Public Consulting Group (PCG) in El Cajon** to campus to discuss CalWORKs programs, services, and opportunities for collaboration.
- **Build a partnership with MANA, a National Latina Organization**, to expand community engagement and support for Latina students and families.
- **Continue collaborations with on-campus special programs** through joint events, services, and student support initiatives.

Service Area Overview and Update

Lead Author

Asma Yassi

Collaborator(s)

Sara Allen

Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.

Each year, I request a comparison report from the IESE office to obtain data that helps inform our program's strengths and areas for improvement. I collaborate with my staff to compile and send a list of our active students, which the IESE office uses to generate the reports. In addition, I work closely with my team to collect internal data, including SARS reports and other CalWORKs-related information, to ensure a comprehensive analysis of our program's performance.

Dean/Manager(s)

Dr. Sade Burrell

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.

Since our last program review, the CalWORKs program has aimed to expand outreach to specific student demographics that are currently underrepresented in our program, with the support of our dean. While this remains a key goal, limited staffing and resources have made it challenging to fully prioritize this effort. Nevertheless, we continue to collaborate with our dean and have tentative plans in place to further develop and implement this initiative.

In addition, recent changes in the counselor/coordinator roles within CalWORKs and other special programs have led to clearer definitions of faculty coordinator responsibilities and more accurate time allocations on the grid. As a result of these adjustments, the biweekly 1:1 meetings with the dean were paused from April 2025 through the end of Fall 2025. This temporary pause slightly disrupted the consistent communication and collaboration we previously maintained, limiting opportunities to jointly strategize on program improvement.

In October 2025, the faculty coordinator communicated the updated departmental goals and outcomes via email, and the dean responded with constructive feedback and expressed interest in resuming collaborative planning. On November 6, 2025, program staff met with the dean to discuss the program's vision and next steps. Moving forward, we plan to hold more regular follow-up meetings to strengthen communication, enhance collaboration, and streamline program processes.

Please summarize the significant changes and achievements that have occurred in your service area since the last program review.

Over the past year, the CalWORKs program has made notable progress in program operations, staffing, professional development, and planning for future improvements.

In Fall 2024, the program reintroduced new student orientations, both in-person and online (see attached orientation slides), hired two student hourlies to support front desk operations, and actively engaged in a variety of professional development opportunities (Attached are examples of professional development).

In Spring 2025, the program completed evaluations for two adjunct counselors, participated in the Annual CalWORKs Training Conference, and secured approval for the full-time faculty member's upcoming sabbatical in Spring 2026 (Sabbatical Project Abstract attached).

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During Summer 2025, the program experienced several staffing transitions, including staff and adjunct faculty leaves, the hiring of two new adjunct counselors, and the reclassification of NANCE workers to Professional Experts. Summer success workshops were also held to support student engagement and retention (see attached flyer with topics and content).

The CalWORKs program also hosted few events in the last academic year such as The Fall Family Festival, and End of Semester Recharge Event, and a Midterm Survival Connection event in association with other special programs (Flyers attached).

Looking ahead to Fall 2025 and beyond, the program's goals include re-filling the Student Services Specialist position, improving scheduling alignment across departments, revising intake paperwork, and enhancing student employment opportunities through CalWORKs Work Study. The program also plans to reinstate coordination time for full-time faculty with clearer task expectations, aiming to strengthen communication, streamline processes, and advance program effectiveness.

Attach Related Documents - Service Area Overview and Update

[CalWORKs Family Fall Festival 2024.pdf](#);

[CalWORKs S.T.E.P.S. Orientation Feb 2024.pdf](#);

[Cuyamaca CalWORKs Rejuvenate after Finals Sp 2025.pdf](#);

[Equity Centered Counseling Curriculum.pdf](#);

[Mandated Reporting Training.pdf](#);

[Mid Term Survival Connection Sp 2025.pdf](#);

[Preventing Firearm Violence Training.pdf](#);

[Summer Success Academy Summer 2025.pdf](#);

[Asma Yassi Sabbatical Abstract.pdf](#)

Student Learning Outcome/Service Area Outcome Assessment and Student Success

Student Access, Learning, and Achievement

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?

The CalWORKs program tracks student participation and outcomes using an internal database which is based on CalWORKs student intake paperwork, annual IESE comparison reports, and SARS data. In 2024–2025, the program served **359 active students in Fall 2024** and **394 in Spring 2025**, representing **4% of the college's total student population**. Internal records show approximately **530 students served**, including those who timed off or became inactive at various points during the year.

Demographics

CalWORKs continues to serve a majority female population, with **63% female in Spring 2025**, compared to **55% collegewide**. Male participation is lower (37% in Fall 2024 vs. 45% collegewide), which is expected given the program serves parenting students. A key demographic trend is the significant overrepresentation of **Middle Eastern students**, who make up **60.5%** of CalWORKs students per IESE data and closer to **90%** based on internal language-tracking records. Other groups such as Black/African American (1% vs. 2% collegewide) and Latine students (3% vs. 16%) are notably underrepresented, indicating populations that remain underserved.

Enrollment Preferences

Data on enrollment modality indicates that **68%** of CalWORKs students enrolled in **online classes**, compared to **55% collegewide**. In-person enrollment was similar to the general population (30%).

Student Success and Academic Outcomes

CalWORKs students continue to demonstrate strong academic performance:

- **Retention:** Average of **93%** retention; only 7% withdrew in 2024–2025.
- **Course Success:** **82%** success in Fall 2024 vs. **78% collegewide**.

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- **Persistence:** 85% fall-to-spring persistence vs. 58% collegewide.

Most CalWORKs students attempt **12+ units**, and a strong proportion successfully complete them. However, completion among full-time students can improve slightly. In Spring 2025, **48%** of CalWORKs full-time students completed 12+ units, compared to **32%** for the general college population; a smaller gap for CalWORKs but still an area to monitor.

GPA Trends

CalWORKs students have slightly higher mean GPAs:

- Fall 2024: **3.11** vs. **2.97** collegewide.

However, the proportion earning a 3.0+ GPA is slightly lower (**59.5%** vs. **63%** collegewide).

Outcomes by Race/Ethnicity

- **Retention:** Black students in CalWORKs have slightly lower retention than the overall Black population; Latine students perform slightly better.
- **Course Success:** CalWORKs Black students perform similarly to all Black students; Latine and white CalWORKs students show slightly lower success rates than their collegewide peers.
- **Units Completed:**
 - Asian CalWORKs students complete fewer units than Asian students collegewide.
 - Black, Latine, Middle Eastern, and white CalWORKs students complete more units on average than those same groups collegewide.

To better understand our students' counseling needs, we pulled appointment data from SARS Grid. During 7/1/2024–6/30/2025, the CalWORKs program had one full-time faculty member (assigned 50% to student contact and 50% to coordination) and seven part-time faculty members, three of whom only worked during Fall 2024. During this period, the CalWORKs program booked **1,502 counseling appointments, (513 unduplicated students)**. Of these appointments, **1,342 were “Shows”** and **160 were “No Shows.”**

Among the appointments that students attended, across all modalities, the top counseling reasons selected in SARS were:

1. **Academic Advising:** 1,022 appointments
2. **Abbreviated Educational Plan (AEP):** 710 appointments
3. **Comprehensive Educational Plan (CEP):** 189 appointments
4. **Transfer Advising:** 179 appointments
5. **Career Advising:** 151 appointments
6. **AEP/ITP Revisions:** 120 appointments
7. **Personal Counseling:** 92 appointments
8. **Financial Aid Petitions:** 74 appointments
9. **Graduation Application:** 13 appointments

A significant portion of CalWORKs students identify as ESL learners, which is reflected in the SARS appointment data. In 2024–2025, counselors selected the ESL reason code for **548 appointments**. This figure represents students currently enrolled in ESL courses, not those who previously completed ESL and transitioned to college-level composition, suggesting that the actual number of students with ESL backgrounds is even higher. Additionally, **371 appointments** required or requested translation services. It is important to

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note that our full-time faculty member is bilingual in Arabic; therefore, her **296 appointments** did not require translation support. All other counseling appointments that needed language assistance were supported by our two Arabic-speaking translators. Understanding students' modality preferences is also essential. The majority of our 1-hour counseling appointments in 2024–2025 were conducted online. Students booked **1,392 online appointments** compared to **257.5 in-person appointments**, meaning approximately **84%** of CalWORKs students opted to meet with their counselor virtually.

Finally, the CalWORKs program continues to expand CalWORKs Work Study opportunities for students. In 2024–2025, we employed **13 CalWORKs students** across **10 campus locations**, including STEM/LRC, CDC, Career Center, Tutoring, Health Services, Cuyamaca Cares, and the High Tech Center. Under the program structure, CalWORKs funds **75%** of student wages, while the college funds the remaining **25%**.

Please discuss any equity gaps in access or success the data revealed. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

While our program has continued to grow in enrollment each semester, we still observe gaps in the representation of certain student groups within CalWORKs. One of our ongoing goals is to diversify the students served by the program and ensure that our services are equitably promoted to all eligible students, particularly those who identify as Black, Latine, Pacific Islander, and Asian. We remain committed to this effort and are actively developing plans to increase both in-reach and outreach through targeted events and strategic partnerships with programs and departments that serve these populations. Examples of these efforts include collaborating with the UMOJA and PUENTE programs, increasing our visibility during Black and Latinx Heritage Month activities, and hosting a meet-and-greet with the Public Consulting Group (PCG) to strengthen connections between their staff, our services, and the students we support.

Related Documents - Student Access, Learning, and Achievement

[cuyamaca-2024-2025-calworks-comparison-report-20250919.pdf](#);
[cuyamaca-2024-2025-var-calworks-comparison-report-20250924.pdf](#);
[SARS 24-25 Data.pdf](#);
[ScheduleCodeSummaryReport_Inperson vs. Online.pdf](#);
[UnduplicatedCountOfStudentsReport_24-25.pdf](#);
[Work Study Data 24-25.pdf](#)

Service Area Assessment

Did your program complete and submit SLO/SAO assessment in the last year?

Yes

Which SLO/SAOs did you assess in the last year?

All SAOs were assessed.

If you responded no above, please describe the department's plan to update SLOs/SAOs.

Not Applicable.

If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

Not Applicable.

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Please share any outcomes assessment projects your service area has completed in the last year and how the service area used the results for improvement.

Last year, CalWORKs committed to increasing its presence at campus events and promoting the program through these engagement opportunities. In 2024–2025, we participated in 15 campus events, a significant increase from the 6 events attended the previous year. Examples include Cuyamaca Welcome Week, Know Your Rights events, the Wheelchair Basketball Exhibition, the Midterm Survival event, and open registration labs.

We also aimed to strengthen collaboration across departments, and this year we successfully partnered with several special programs and student support areas, including EOPS, DSPS, NEXTUP, CARE, UP!, the Career Center, the Transfer Center, and the library. In alignment with our third outcome statement, we continued to prioritize community outreach. Our efforts focused on tabling at the El Cajon Library, the El Cajon Collaborative, the Chaldean Festival, and the campus Open House (which was open to the community). Our outreach numbers increased each term, and we met our goal of achieving a 10% increase in CalWORKs student population. In Summer 2025, the CalWORKs department met to review and refine our program goals and outcomes. As a result, we revised our program goal and developed two new Service Area Outcomes (SAOs), which have been submitted to the college.

SAO 1

Increase the number of students enrolled in CalWORKs, especially students who identify as Black/African American, Latinx, Native American, and/or Asian and Pacific Islander, by 5% each year.

SAO 2

Increase engagement with and presence in on-campus events and spaces, and partner with programs at the college that are geared toward the student populations that CalWORKs seeks to enroll.

Related Documents - Service Area Assessment

[CalWORKs-SAO1-July 24 to June 25.pdf](#);

[CalWORKs-SAO2-July 24 to June 25.pdf](#);

[CalWORKs-SAO3-July 24 to June 25.pdf](#);

[CalWORKs Student Services Outcomes Assessment Plan 2024-28 UPDATED.pdf](#)

Program Goals

Program Goals Status

Updated progress on my previous goals & added new.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response is complete and ready for review

Dean Approval and Feedback

Feedback

The goal to increase CalWORKs presence and services across the college, particularly in support of historically and currently marginalized students, is both timely and impactful. Despite operating with a key position unfilled, the team has successfully hosted events, expanded student support, and maintained consistent services, reflecting their commitment and professionalism. A notable strength is the expansion of CalWORKs counseling capacity, which has increased student access to a variety of counselors and created more opportunities for timely, individualized support. This is a significant accomplishment that enhances the student experience.

There are also strong opportunities for continued growth and increased visibility. Strengthening collaboration with the College and Community Relations department through regular program updates, student impact stories, and data highlights can further elevate the program's work. Expanding classroom presentations in first-year experience, career, and student success courses can broaden direct student engagement (As you mentioned in your program review). Additionally, participation in community-based events and partnerships with organizations such as Jewish Family Service of San Diego's Breaking Down Barriers program and the San Diego Urban League can further strengthen trust, expand access, and support ongoing efforts to diversify and grow the program's impact. Overall, the program is demonstrating significant progress and is well positioned for continued growth and success.