



C U Y A M A C A
• C O L L E G E •

Annual Update Report

SIS - Counseling

Optimize counseling service modalities to meet student needs; Student-centered counseling services delivery model; to increase/improve access (Goal 1)

Program Goal: Optimize counseling service modalities to meet student needs; Student-centered counseling services delivery model; to increase/improve access
Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Persistence and Eliminate Equity Gaps:** Optimize counseling service modalities to meet student needs; Student-centered counseling services delivery model; to increase/improve access (X)
- **Increase Completion and Eliminate Equity Gaps:** Optimize counseling service modalities to meet student needs; Student-centered counseling services delivery model; to increase/improve access (X)

Summary of Progress or Results
<p>Summary Date: 11/16/2025</p> <p>Summary of Progress or Results: For each of our goals, we have an outcome statement in our SAO plan mapped to the program review goal. SAO 2: Embed various equity-minded processes and approaches in counseling and evaluate their effectiveness. (goal 1 & 3)</p> <p>Progress: In October 2024, two of our Counselors participated in the inaugural California Community Colleges × Playlab AI Professional Learning Community (PLC) — a pilot that engaged more than 400 faculty, staff, and administrators statewide. In this PLC, the counselors were trained to create impactful AI-powered tools to enhance the counseling experience, improve student support and enhance educational outcomes. In Spring 2025, two chatbots were launched to support gaps in areas of service:</p> <p>- Cuyamaca College Major/Pathways Generator - Currently linked under A&R's page with the how to apply and Outreach uses it at the high schools before they apply - this tool asks the user some career related questions and matches it to a major that we have so that the student is more likely to select an accurate major at the time of application.</p> <p>- No Prob(ation)! - Is an intervention for students on probation. It interacts with the user to suggest supports and explain what academic standing is, etc. This lives on our Academic Standing page and we are working to include a link to it on the next round of Probation notifications.</p> <p>Also in Spring 2024, an ESL Needs Assessment was administered to ESL 45, 50, 2, and 122 classes. The student survey focused on identifying Arabic-speaking students' needs for translated materials/resources early in their journey at Cuyamaca. The results of this survey contributed to the planning of a Resource Guide to be developed in Fall 2025.</p> <p>Reporting Period: 2025 - 2026 Status: In Progress - will carry forward into next year Action steps for this academic year.:</p>

Summary of Progress or Results

For the next year, we are planning to implement some additional tools to our website that will further our equity-minded website practices (demystifying and validating) through the use of AI-powered tailored solutions. One of our immediate action steps will be to launch an interactive FAQ resource that will enhance educational outcomes, support student needs, and free up front desk staff and counselor resources. Within the immediate year we would like to work with IESE and evaluate the effectiveness of the various AI chatbots being used.

We have tabled to 26-27 as the year to work with IESE to develop an updated survey to gather student feedback on both our website and accessing our services. We have implemented a number of changes to our counseling services practices in the past couple of years that we would like to obtain student feedback on in order to evaluate their effectiveness. These practices included online access to our services (appointments, drop-in, eCounseling), scheduling via ESARS, our webpage services guide (decision tree), and social media engagement. Gathering student feedback will help supplement the quantitative data available through our SARS system, decision tree form, and social media insights. Tabling this survey to 26-27 will have allowed more time post-pandemic to settle into our current practices and prepare for our next comprehensive program review. The feedback and data obtained will inform how we can continue to optimize and improve our services. In a future year, we plan to continue utilizing resources such as the Equity-Minded Inquiry Series guides developed by The Center for Urban Education (CUE) and USC.

Create a collaborative student support experience for students within Academic and Career Pathways. (Goal 2)

Program Goal: Create a collaborative student support experience for students within Academic and Career Pathways.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Persistence and Eliminate Equity Gaps:** Create a collaborative student support experience for students within Academic and Career Pathways. (X)

Summary of Progress or Results

Summary Date: 11/16/2025

Summary of Progress or Results

Summary of Progress or Results: For each of our goals, we have an outcome statement in our SAO plan mapped to the program review goal.
SAO 3: Assess the effectiveness of ACP embedded counseling and scale the best practices that emerge from that model/approach. (goal 2)

Most of the progress we have made in this area is reflected through the data report on persistence outcomes. This would now have been two full years of Embedded Counseling in both STEM and BSS. It was important to us to look at the outcomes of those students who specifically received services with their embedded counselors. Our extra data reports on Embedded Counseling show that those students who met with their Embedded Counselor were more likely to persist from Fall 2024 to Spring 2025 (85% STEM and 89% BSS), compared to all students (59%). This was higher than the persistence for students who received any counseling service with any counselor (78%). Our two lead counselors in this pilot have been building a framework for our department to be able to embed counselors with additional ACPs in the future. We have been and continue to document time spent on additional preparation, classroom presentations, and engagement in ACP related events but this has not yet been evaluated. In the spring, our BSS counselor did dive deeper into data drawn from classroom presentations. Please refer to "BSS Counseling Classroom Visit Access Report" highlighting the results of 7 classroom presentations (159 students) where 98 students received any counseling service within the year and 19 directly meeting with the BSS Counselor.

The Counseling Department serves as a resource to the Exploratory Pre-ACP Lead. Our Career Counselor continues to serve in this lead role and worked on increasing engagement activities. We have since started hosting Coffee with Counselors, a meet and greet that takes place during both Fall and Spring Welcome Weeks.

Our continued attempt to pilot STEM-101/COUN-101 with the STEM ACP again did not fare well and resulted in low enrollment and course cancellations. This led us to regroup with the STEM ACP to explore other ways in which this can be offered that would be more desirable to our students.

Reporting Period: 2025 - 2026

Status: In Progress - will carry forward into next year

What resources, if any, are needed to achieve this goal? (Select all that apply): New faculty position

Action steps for this academic year.:

As we continue with Embedded Counseling, it will be important as an action step, to keep examining the comparison data and ensure that the positive outcomes carryover. As other ACPs express interest in embedded counseling, it will be important that both the counseling and instructional faculty who are involved in the pilots have an opportunity to share and reflect on what has worked well and what commitment it requires from all those involved in order for this learning and support experience to be successful. Now that we have two full years of embedded counseling under our belt, the outcomes of those students who specifically received services with their embedded counselors is promising. We plan to continue evaluation of this same data again next year to see if the results sustain. We do want to dive deeper by comparing these numbers with students who saw any counselor (not their embedded counselor) and to the larger ACP group as a whole. We will use our SARS data in order to evaluate these outcomes in addition to looking at the total time spent on additional preparation, classroom presentations, and engagement in ACP related events.

Action steps in relation to the Exploratory Pre-ACP in the next year include increased ACP engagement activities and participating in the conversations taking place regarding how Cuyamaca will institutionalize Guided Pathways. We had a lower than anticipated turnout at the welcome week events and plan to try hosting them in different ways to see if they yield higher attendance.

Our attempted STEM-101/COUN-101 pilot with the STEM ACP did not fare well and resulted in low enrollment and course cancellations. STEM 101 (.5 unit) was a new course that is designed to introduce new students into the STEM ACP. We collaborated with STEM faculty to offer a .5 unit version of our COUN 101 Introduction to College course that will serve as a corequisite to STEM 101. We had high hopes that the two courses together would complement each other in providing an incoming student with introductory information, skills and resources to be a successful student within their ACP. Following a year and a half of failed attempts to run the courses, we have regrouped with the STEM ACP to explore other ways in which this can be offered that would be more desirable to our

Summary of Progress or Results

students. Once the sections have enrollment, action steps here will be to evaluate the course data, SLO and student feedback.

Faculty Request: GENERAL COUNSELOR - The counseling department continues to have gaps in meeting the needs of all students due to the limited number of counselors we have in general counseling in relation to the total number of students in addition to the fact that general counselors often serve an overlap of students in other areas such as categorical programs. Due to the nature of retirements and the process of replacing vacancies, the number of student-contact counselors serving the general population seems to always hover around 5-6 equivalent full-time counseling faculty. We began the 2024-2025 year with our most senior counseling faculty member retiring. We learned through data in a previous year, that even when we consider the number of special populations vs general population students, the general counseling department serves approximately 30% of students deemed as “special populations” likely due to varying accessibility of services. Ultimately, general counseling services all students.

While we have 6 counselors dedicated to student-contact, it is the equivalent of 5.5 counselors serving the general student population if we consider Student Athletes part of the general student population (removing .50 dedicated to Veterans). In addition to full-time counselors, we have a team of adjunct counselors who equate to approximately the load of 5.5 FTEF. When considering both FT and Adjunct Counselors together, the annual counselor-to-student ratio is 1:1301. The recommended student to counselor ratio is 1:370, cited in the Academic Senate adopted paper *Consultation Council Task Force on Counseling* (2003). In relation to Guided Pathways, Cuyamaca has 8 Academic & Career Pathways in addition to two Pre-ACPs, therefore in order to adequately support the college strategic planning goal to increase persistence, we need more general counseling faculty if we are ever to embed counselors across the board.

https://www.asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf (page 16)

Close equity gaps for Black and Latinx students by increasing access to counseling services, in the interest of increasing persistence between fall-spring semesters. (Goal 3)

Program Goal: Close equity gaps for Black and Latinx students by increasing access to counseling services, in the interest of increasing persistence between fall-spring semesters.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Persistence and Eliminate Equity Gaps:** Close equity gaps for Black and Latinx students by increasing access to counseling services, in the interest of increasing persistence between fall-spring semesters. (X)

Summary of Progress or Results

Summary Date: 11/16/2025

Summary of Progress or Results

Summary of Progress or Results: For each of our goals, we have an outcome statement in our SAO plan mapped to the program review goal.

SAO 1: Identify barriers that keep Black and Latinx students from accessing counseling services.

SAO 2: Embed various equity-minded processes and approaches in counseling and evaluate their effectiveness.

Progress: Unfortunately, we have had little luck in gaining insight into the access barriers that our students may be experiencing through focus groups. After an unsuccessful recruiting attempt for our focus group in 2022-2023, we carried the research into the next year in hopes that we could collaborate with our new Umoja Counselor/Coordinator to gain that insight. Unfortunately, focus groups continue to remain a challenge on our campus, and ultimately the students that we need this insight from, are typically not the students participating in such activities.

As part of the 2nd year implementation phase for the Strong Workforce Counselor Institute 23-24 Cohort, two of our counselors implemented meaningful interventions and assessments that related to this goal. A COUN-120 pre and post-survey was administered to gather information that will help address the low rates of student engagement with Counseling services. Umoja implemented a system of feedback for students in the Umoja program by developing semester progress reports in order to provide timely support services, increase retention, boost sense of belonging, and success rates, overall persistence rates.

Comparing students' responses to the pre-survey with their responses to the post-survey helps demonstrate the impact the Counseling Instructor and the student experience in the course likely had on the following:

- Increased comments noting positive interactions working with college counselors
- 6 out of 12 respondents mentioned positive interactions in the pre-survey, compared to 12 out of 13 respondents in the post-survey
- Increased comments noting use of Counselors to select their classes for the semester
- 7 of the 12 respondents mentioned a counselor in response to question 2 on the pre-survey, compared to 11 out of 13 respondents in the post-survey
- Increased self-reported levels of confidence in identifying specific classes to complete their ed goals; identifying their strengths and weaknesses; selecting a major/program that aligns with their interests and strengths
- A few respondents selected a rating of 1 or 2 for some of these items on the pre-survey, compared to only 1 respondent who selected a rating of 2 regarding their confidence level in selecting a major/program of study that aligns with their interests and strengths in the post-survey
- Reduced comments noting any potential concerns/reservations about meeting with a counselor
- 8 of the 12 respondents noted a potential concern/reservation about meeting with a counselor in the pre-survey, compared to 3 of the 13 respondents who noted a potential concern/reservation in the post-survey

Reporting Period: 2025 - 2026

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

Action Steps: Our data continues to reflect that not every student receives counseling services as a whole and that there are significant equity gaps in the number of Black and Latinx students accessing counseling services, and thus not benefiting from a service that could contribute to increased persistence. In light of the goals set in our program review, our department has been aiming to improve equitable student access and outcomes by focusing on the representational equity gaps in access to Counseling by Black and Latine students. We understand that students who obtain counseling services yield higher outcomes, such as persistence.

At this time, we plan to revisit this program review goal in the upcoming year as the two new learning communities in Puente/Umoja launch and as we rethink what our access will even look like as AB-928 and proposed Title X changes to comprehensive education planning requirements are implemented. Proposed changes to Title X may soon require all students to receive a comprehensive education plan, in addition to the already standing language for this as part of AB-928 for students who are on ADT pathways. These are factors that we anticipate may change our access numbers in the future. However, this will require that the district have both a communication and implementation plan for how the colleges will fulfill these requirements. The department welcomes this change

Summary of Progress or Results

wholeheartedly, regardless of our capacity to meet such need, we are excited that students will be required to obtain the service that we've always known would be good for them. Although this doesn't reduce the barriers that keep Black and Latinx students from accessing counseling services - it will force students to access the services and we will be interested in having more data to evaluate on the specific student outcomes for these two demographic groups.

For the next year, we are planning to implement some additional tools to our website that will further our equity-minded website practices (demystifying and validating) through the use of AI-powered tailored solutions. One of our immediate action steps will be to launch an interactive FAQ resource that will enhance educational outcomes, support student needs, and free up front desk staff and counselor resources. Within the immediate year we would like to work with IESE and evaluate the effectiveness of the various AI chatbots being used.

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In addition to the action steps related to our SAO plan, we are excited to have hired our first Puente Counselor/Coordinator in Spring 2025. As a Hispanic Serving Institution (HSI), Cuyamaca finally has a Puente program supporting our Latine student population. Supporting the implementation and growth of both this position and our full-time Umoja Counselor/Coordinator will contribute to the advancement of our overarching goal.

Service Area Overview and Update

Lead Author

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Collaborator(s)

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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.

This year our department collaborated primarily via email to gather input to inform our program review. During our annual update program reviews, the content we report on seems to be very standard because it is just that – an update, therefore the input gathering is simplified. We collaborate often with the IESE office, also via email and online meetings.

Dean/Manager(s)

Victoria Marron (Acting Dean)

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.

Beyond sharing the data gathered to inform our program review, the Department Chair meets with the current Acting Dean on a regular basis to discuss aspects necessary to support the functioning of our service area. It is the expectation that our Dean be familiar with the previous year's annual update, prior comprehensive review and current SAO plan, as we continue to build upon our vision and goals with every new year. Collaboration on the program review takes place during Dean feedback after first submission.

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

Our department experienced significant impacts to our services during the 24-25 year due to several factors: AB-928, changes to Financial Aid processes, and developments in Mental Health Counseling.

The aspect of Auto-ADT Placement as part of AB-928 created a large project with the district to “clean-up” declared majors in preparation for also collecting exceptions to ADT placement. We worked with the ESS office and Admissions & Records in completely changing the way that students update their educational goal and major. This change in process was also driven by the change in Financial Aid to start using Home Location/Campus for disbursements. Moving the process of updating majors to the counselor (versus the old method of a form submitted by the student) was a very large lift that required a communication plan for students, development of a new form and creating clear processes between student services areas. By requiring that students change their major only through a counselor – this increased student traffic to counseling dramatically, but in a good way – bringing in students that may not have seen a counselor before. The department believes that changing a major is not a transactional service (something that can be done in the form of quick Drop-In) and should include an informed conversation with students and updated education plans. By requiring counseling appointments in order to change a major, we can better assure that students are receiving comprehensive services.

In addition to clarifying student's Home Locations for Financial Aid, the requirements for SAP appeals were changed to require comprehensive education plans (CEP), and no longer required students to enroll in Counseling-095. This also was a factor in increased student traffic. However, after attempting to still offer COUN-095 as a resource for students, we will no longer be offering the course due to low enrollment.

The last major impact to our area of service was due to the changes in Mental Health Counseling. Where these services were previously outsourced to a community agency, the decision was made to build and staff our own Mental Health Counseling services area at Cuyamaca College. Although this is student service that resides under a different umbrella from us (Academic Counseling under Counseling Services vs Mental Health Counseling under Health Services), the area had not yet existed and since there are no faculty in this area, Counseling Services stepped in heavily to assist. From the development of an entirely new

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job description (that was non-existent even as our sister college, Grossmont was erroneously hiring Mental Health Counselors for years prior), to providing personal counseling services during the gap in services, to the hiring of adjunct mental health counselors that would lead the way in building this new service area. As exciting as it is to finally have our own Mental Health Services team and help support with the hiring, it is unfortunate that the process was not smooth nor organized. It began when the department voiced concerns over the lack of a proper job description. Administration and Human Resources was resistant to the creation of an official Mental Health job description. This set back the start of any hiring by several months until it was resolved and agreed upon. Once the job description was formally approved, it took time to go through the adjunct hiring process, at which Counseling Services provided a proposed plan to triage the gap in Mental Health Services with Personal Counseling services out of G-200. Despite the proposal utilizing current counseling resources more effectively and providing more hours of availability, Administration did not consider that proposal and instead required general counselors to each work several hours out of the Health Services office. In total, we provided a total of 113 hours in the Health Services Office from 9/3/24-11/7/24. Of that time, 13 unique individual students were met during appointments, and 129 thirty-minute appointments were left unfilled. This was an incredibly defeating time in our office being directed to provide services in a manner that was not efficient nor as productive as it could have been to best serve a larger number of students.

The Umoja Program completed its first full programming year since the hiring of our full-time Umoja Counselor/Coordinator. The program was able to grow to 69 students in Spring 2025. Other highlights from Umoja's first year included:

- Created the first ever Umoja Cohort with students taking Counseling 120 in FA24
- Established a space in the Black Student Success Center for the Umoja Village in SP25
- Developed semester progress reports to keep a pulse on grades and mental well being throughout the semester in SP25
- Increased partnerships with local high schools (Mt. Miguel HS, Monte Vista HS)
- Increased partnerships with on campus entities (Puente, Outreach)
- Hired a part-time Umoja Student Assistant
- Black Student Success Week programming (Black Hour, Porch Talk)
- Black History Month programming (Umoja Game Night, Umoja Mixer)
- Plans for a first ever Umoja Summer Bridge/COUN-101 in Summer 2025

In Spring 2025 we had the honor of hiring a Puente Counselor/Coordinator to come on board and build a new and first ever Puente Program at Cuyamaca College. This was such a huge win for not only our department, but college-wide as we are an HSI but one of the few remaining colleges in our region to not have this program. Recruitment and planning began promptly as the first Puente cohort would start in Fall 2025. Both Umoja and Puente programs include learning community practices that we looked forward to integrating with our instructional colleagues in Fall 2025.

Additional achievements over the past year included our entire Counseling Division (less faculty on sabbatical) completing their action plan projects as part of the 2nd year implementation phase for the Strong Workforce Counselor Institute 23-24 Cohort. This was the first institute dedicated to counselors and focused on working collaboratively with the researchers on our campus to analyze data and integrate important insights into practice. Each participating counselor had developed a meaningful Action Plan in the first year and during the 24-25 year carried out the steps identified, with the continued support of the Counselor Institute leads: Katie Cabral and My-Linh Nguyen. We ended the year with a Counselor Institute Showcase where results and best practices were shared. In October 2024, two of our Counselors participated in the inaugural California Community Colleges x Playlab AI Professional Learning Community (PLC) — a pilot that engaged more than 400 faculty, staff, and administrators statewide. In this PLC, they learned how to use AI tools to improve student success, operational efficiency, and teaching and learning. In Spring 2025, two chatbots were launched to support gaps in areas of service:

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- Cuyamaca College Major/Pathways Generator - Currently linked under A&R's page with the how to apply and Outreach uses it at the high schools before they apply - this tool asks the user some career related questions and matches it to a major that we have so that the student is more likely to select an accurate major at the time of application.
- No Prob(ation)! - Is an intervention for students on probation. It interacts with the user to suggest supports and explain what academic standing is, etc. This lives on our Academic Standing page and we are working to include a link to it on the next round of Probation notifications.

At the curriculum level, our Community of Practice met regularly in the fall semester to develop new curriculum to align with the incoming CalGETC transfer GE pattern. Two new courses were approved for the 25-26 catalog: Counseling 125: Career Development in a Multicultural Society and Counseling 135: Counseling and Identity in a Modern Multicultural Society. We are now currently awaiting for CalGETC approvals.

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?

Our annual data report on "Access to Services and Persistence" this year now includes an expanded section that reports on service and persistence of students in areas where we either have a dedicated student support program or embedded counselor:

- STEM ACP
- Athletics
- BSS ACP (Behavioral and Social Services)
- Umoja
- Rising Scholar

During this timeframe of July 1st, 2024 to June 30th, 2025 during the 2024-2025 academic year, the General Counseling department served approximately 28% of all students enrolled at Cuyamaca College (3,968 of 14,333 students). In comparison, approximately 27% of all students enrolled at Cuyamaca College in the 2023-2024 year received counseling services between July 1st, 2023 and June 30th, 2024 (3,642 of 13,556 students).

Focusing specifically on persistence, students who received counseling in 2024-2025 were more likely to persist from Fall 2024 to Spring 2025 at Cuyamaca College (78%), compared to all students (59%). In 2024-2025, students who attended at least one drop-in session, at least one counseling appointment, or received e-Counseling services were more likely to persist from Fall 2024 to Spring 2025 (80%, 81%, and 80% respectively).

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.

The General Counseling Access and Persistence Report 2024-2025 examines equity in access to the different counseling services (appointments, drop-in contacts, and eCounseling), as well as fall-to-spring persistence for students that participated in these services.

EQUITY GAPS IN ACCESS

The General Counseling Access to Services and Persistence Reports examines equity in access to the different counseling services (appointments, drop-in contacts, and eCounseling), As well as fall-to-spring persistence for students that participated in these services.

Equity gaps in student access to services by race/ethnicity include:

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- Overrepresentation of Middle Eastern students: 31% compared to 21% college-wide; way more overrepresented than last year, not sure why
- We did not have an underrepresentation of African-American/Black students this year! - wonder if it is because of the presence of Umoja?
- Slight underrepresentation of LatinX students: 33% compared to 36% college-wide; This increased by 2% from last year :-(
- Slight underrepresentation of Asian students: 6% compared to 7% college-wide
- Underrepresentation of White students: 19% compared to 23% college-wide

Equity gaps in student access to services by age and gender include:

- Underrepresentation of students under 20 years old: 24% compared to 30% college-wide
- Overrepresentation of students age 20-24 years old: 34% compared to 31% college-wide
- Our appointment services were similar to college-wide proportions female and male students: 54% and 45% compared to 55% and 44% college-wide respectively, however,
- Amongst access to any counseling service, there was an underrepresentation of female students: 53% compared to 55% college-wide

EQUITY GAPS IN SUCCESS: PERSISTENCE

Year after year, our data reveals that students who received General Counseling services have better fall-to-spring persistence outcomes than students who did not receive these services. This finding is consistent with our understanding that counseling services are critical to increasing graduation and transfer rates, as well as mitigating equity gaps. However, consistent with national data, there are some equity gaps for our African-American/Black and Latinx students. Focusing specifically on persistence, students who received any counseling service were more likely to persist from Fall to Spring at Cuyamaca: From Fall 2024 to Spring 2025 (78% compared to 59% college-wide). However, in 2024-2025 African-American/Black students (6 percentage point gap, narrowed by 4 percentage points in previous year), Hispanic/Latine students (1 percentage point gap, increased by 2 percentage points since previous year), Asian students (6 percentage point gap, increased by 10 percentage points since previous year); Native American students (27 percentage point gap, increased by 7 percentage points in previous year), Pacific Islander students (37 percentage point gap, however this was based on a cohort fewer than 10 students) who received any Counseling, experienced equity gaps in persistence compared to white students (77%). Please refer to the supporting "Access to Services and Persistence in 2024-2025" data report submitted for the specific percentages.

Students who identify with two or more races/ethnicities remained with no equity gap (6 percentage points, compared to 9 percentage point gap in previous year) as well as Middle Eastern students (6 percentage points, compared to 11 percentage points in previous year).

When focusing specifically on **counseling appointments as our most comprehensive service**, the equity gaps in persistence, by percentage points, in comparison to white students were as follows:

- African-American/Black (3 percentage points, narrowed by 7 percentage points in previous year)
- Asian (5 percentage points, increased by 11 percentage points since previous year)
- Both Native American and Pacific Islander groups yielded cohorts with fewer than 10 students and the same 28 percentage point gap (compared to the previous year gaps of 18 percentage points and 8 percentage points respectively)

Our service area uses data to inform our practices and identify where we can improve. There continues to be a large gap in the total number of students being served in comparison to all enrolled students (28%; 3,968 of 14,333 students in 2024-2025). We also acknowledge there is still slight underrepresentation of access by multiple race/ethnicity groups. This data consistently drives us to ask the questions of what the barriers may be that keep students from accessing our

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services. Counseling used much of the outcomes data, specifically persistence, to support the value of students receiving counseling. However, when we take into consideration the access data, this tells us that there is a large number of students that we need to reach in order for all students to benefit from increased student outcomes such as persistence. In light of the goals set in our program review, our department has been aiming to improve equitable student access and outcomes by focusing on the representational equity gaps in access to Counseling by Black and Latine students. We understand that students who obtain counseling services yield higher outcomes, such as persistence. Unfortunately, we have had little luck in gaining insight into the access barriers that our students may be experiencing (closely tying to our program review goal #3). After an unsuccessful recruiting attempt for our focus group in 2022-2023, we carried the research into the next year in hopes that we could collaborate with our new Umoja Counselor/Coordinator to gain that insight. Unfortunately, focus groups continue to remain a challenge on our campus, and ultimately the students that we need this insight from, are typically not the students participating in such activities. At this time, we plan to revisit this program review goal in the upcoming year as the two new learning communities in Puente/Umoja launch and as we rethink what our access will even look like as AB-928 and proposed Title X changes to comprehensive education planning requirements are implemented.

We think it is important to focus on the equity gaps that exist for students when looking specifically at the persistence data of our counseling appointments, the most comprehensive service that we provide: From Fall 2024 to Spring 2025 (81% compared to 59% college-wide). However, in 2024-2025 African-American/Black students (3 percentage point gap), Asian students (5 percentage point gap); Native American students (28 percentage point gap, however based on a cohort fewer than 10 students), Pacific Islander students (28 percentage point gap, however based on a cohort fewer than 10 students) who received any Counseling, experienced equity gaps in persistence compared to white students (78%). The groups of Hispanic/Latine, Middle Eastern, and students of two or more races who attended a counseling appointment did not experience an equity gap with regards to persistence. Please refer to the supporting "Access to Services and Persistence in 2024-2025" data report submitted for the specific percentages.

The department continues to commit to practical steps such as increased marketing campaigns and campus-wide engagement, including ACP communities. Proactive marketing efforts included: upsell students receiving Drop-in to make followup appointments, increased social media presence, Canvas message blasts during off-peak months, increased engagement with instructional faculty which includes classroom presentations, and participation in campus-wide events and tabling. One of our full-time counselors continues to serve as the Exploratory Pre-ACP Lead and 24-25 was the first year that the Counseling Department hosted a Coffee with Counselors (meet and greet) during the Fall and Spring Welcome Weeks. While turnout was smaller than hoped, we plan to continue these engagement efforts, experimenting with new ideas in the upcoming year.

We continue to have two ACPs with Embedded Counseling (STEM and Behavioral Social Sciences) in which we believe promotes a higher rate of student contact due to targeted messaging and increased visibility. Our extra data reports on Embedded Counseling show that those students who met with their Embedded Counselor were more likely to persist from Fall 2024 to Spring 2025 (85% STEM and 89% BSS, compared to last year 91% STEM and 88% BSS), compared to all students (58%).

We have seen an increased number of counseling appointments attended, although the overall percentage remains the same: 19% (2,748 of 14,333 students) in comparison to 19% (2,608 of 13,556 students) in 2024-2025. We believe it is based on all of these intentional efforts in addition to the changes to processes such as Change of Major and Financial Aid SAP appeals that require student appointments. Despite losing 113 hours of counselor resources to support the gap in Mental Health Services last fall, we are proud to see our appointment numbers continue to grow. Proposed changes to Title X may soon require all students to receive a comprehensive education plan, in addition to the already standing language for this as part of AB-928 for students who are on ADT pathways. The department welcomes this change wholeheartedly, regardless of our capacity to meet such need, we are excited that students will be required to obtain the service that we've always known would be good for them.

We continue to 2024-2028 SAO Plan, we updated two of our program review goals and mapped them to updated Service Area Outcomes. We are utilizing a number of Action Plans that counselors developed during our participation in the 2023-2024 Strong Workforce Counselor Institute to assess for our outcomes.

Related Documents - Student Access, Learning, and Achievement

[cuyamaca-2024-2025-general-counseling-access-persistence-course-enrollment-report-20250929.pdf](#)

Service Area Assessment

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

Yes

Annual Update

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

SLO assessments were submitted for COUN-120 in Fall 2024. We also completed SAO assessments carried out in Spring 2025 that were just recently submitted. SLOs for WEX were updated in Spring 2025 and we plan to assess them in Fall 2025.

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.

Over the past year, our entire Counseling Division (less faculty who were on sabbatical in 23-24) completed their action plan projects as part of the 2nd year implementation phase for the Strong Workforce Counselor Institute 23-24 Cohort. This was the first institute dedicated to counselors and focused on working collaboratively with the researchers on our campus to analyze data and integrate important insights into practice. Each participating counselor had developed a meaningful Action Plan in the first year and during the 24-25 year carried out the steps identified, with the continued support of the Counselor Institute leads: Katie Cabral and My-Linh Nguyen. We ended the year with a Counselor Institute Showcase where results and best practices were shared. Refer to "Counselor Institute Showcase June 4, 2024" attachment for details on the projects presented at the showcase.

Some of the outcomes assessment projects that were completed in the last year included: an ESL Student Survey focused on identifying Arabic-speaking students' needs for translated materials/resources early in their journey at Cuyamaca; Event surveys and classroom presentation tracking to support building a framework and best practices for Behavioral & Social Sciences embedded counseling with a focus on intentional outreach and support to African American/Black, Latinx, and Pacific Islander students; and COUN-120 pre and post-surveys to gather information that will help address the low rates of student engagement with Counseling services. Umoja implemented a system of feedback for students in the Umoja program by developing semester progress reports in order to provide timely support services, increase retention, boost sense of belonging, and success rates, overall persistence rates. One of our counselors expanded her Action Plan into her sabbatical project, which focused on supporting Indigenous students from a counseling perspective after conducting surveys and identifying best practices.

Some of the ways in which we are using the results for improvement include: plans for the development of an ESL Resource Guide; increase classroom presentations, and plans to develop support materials that will boost engagement.

Related Documents - Service Area Assessment

[Counselor Institute Showcase June 4 2025.pdf](#);
[cuyamaca-2025sp-esl-45-50-survey-results-20250418.pdf](#);
[cuyamaca-2025sp-esl-2-122-survey-results-20250418.pdf](#);
[cuyamaca-2025sp-coun-120-pre-survey-results-20250610.pdf](#);
[cuyamaca-2025sp-coun-120-post-survey-results-20250610.pdf](#)

Program Goals

Program Goals Status

I have updated the progress on my previous goals.

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

I have reviewed the program review with the author and provided feedback.

Yes - Review and feedback complete

Feedback

In the interim capacity I had an opportunity to discuss and review counseling services program review. My-Linh does an incredible job of collecting data and providing supports to the department as well as being a great thought partner to other departments. I look forward to seeing how we'll continue to be student-centered, meet goals set forth and leverage our resources to best serve our students and the department.